CLASSICAL COMICS STUDY GUIDE

Romeo & Juliet

Making Shakespeare accessible for teachers and students

Suitable for KS3
Written by: Karen Wenborn

Classical COMICS
Bringing Classics to Life
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Metaphor
A metaphor compares two things in a similar way to a simile, except it gives a description to something that at first doesn’t seem to fit but is actually saying something about the qualities of what it is describing. Look for the use of ‘is’ or ‘was’ and ‘are’ or ‘were’ instead of ‘like’ or ‘as’. 
For example:
“She is a beautiful rose” “He was an exploding volcano!”
“It is the east, and Juliet is the sun!” “Love is a smoke raised with the fume of sighs.”

Simile
A simile is a figure of speech where the writer compares two things that seem at first to be nothing like each other. A simile always uses the words ‘like’ or ‘as’.
For example:
“She is as beautiful as a rose”
“You’re as greedy as a pig” “You were like an angel to me”

Re-read the text looking for examples of metaphor and simile. If possible, underline or highlight them when you find them. Put ‘Metaphor’ (M), ‘Simile’ (S) or ‘Neither’ (N) in the margin next to each one.

Task:
Discuss this as a group. Have you identified them correctly? Use the work sheet to list them.

Look again at the following from the set text speeches.

<table>
<thead>
<tr>
<th>Metaphor (M), Simile (S) or Neither (N)</th>
<th>Explain on the work sheet what is being said in these speeches.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alack, there lies more peril in thine eye Than twenty of their swords. Look thou but sweet And I am proof against their enmity. I am no pilot, yet wert thou as far As that vast shore washed with the farthest sea, I would adventure for such merchandise. ‘Tis but thy name that is my enemy. Thou art thyself, though not a Montague. What’s ‘Montague’? It is nor hand, nor foot, Nor arm, nor face, nor any other part Belonging to a man. O, be some other name! O swear not by the moon, th’ inconstant moon, That monthly changes in her circled orb, Lest that thy love prove likewise variable.</td>
<td></td>
</tr>
<tr>
<td>Look again at the following from the set text speeches.</td>
<td>Metaphor (M), Simile (S) or Neither (N)</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Well, do not swear. Although I joy in thee, I have no joy of this contract tonight. It is too rash, too unadvised, too sudden – Too like the lightning, which doth cease to be Ere one can say ‘It lightens’. A thousand times the worse, to want thy light! Love goes toward love as schoolboys from their books, But love from love, toward school with heavy looks. He jests at scars that never felt a wound.</td>
<td></td>
</tr>
</tbody>
</table>
MISSING WORDS

WORKSHEET 2

To complete the sentences below, underline the correct word in the box, and then write it in the gap.
Be careful – there are some traps in the box!

1. Could we but learn from whence his ______ grow,
   We would as willingly give ______ as know.

2. Here were the servants of your ______
   And yours, close fighting ere I did approach.
   I drew to part them. In the instant came
   The ______ Tybalt, with his sword prepared,
   Which, as he breathed ______ to my ears,
   He swung about his head and cut the ______
   Who, nothing hurt withal, hissed him in scorn.

3. What is it else? A ______ most discreet,
   A choking ______, and a preserving sweet.

4. O that I were a ______ upon that hand,
   That I might ______ that cheek!

5. This ______ feel I, that feel no love in this.

6. O, teach me how I should forget to ______!

7. Bid a sick man in sadness make his will –
   A word ______ urged to one that is so ______.
   In sadness, cousin, I do love a woman.

8. What's in a name? That which we call a ______
   By any other word would ______ as sweet.

hunted   remorse
sinews   prize
madness   part   bad
passion   deformity
man   undo   think
Good   boded   word
knife   hearing   bind
wert   spurn   cure
spear   kindness
dignity   Turn   kill
brave   mock
adversary   blood   wits
tie   words   trash
beggar   hang   sword
mouth   kind   gall
honour   forgiveness
virtuous   fiery   good
tease   confuse   staff
labours   mood
wooden   senses
state   sorrows   stink
fresh   by   lazy   idle
garments   stick
winds   wife   prince
Love   Ill   rose
smell   taste   look
seem   glove   touch
feel   stroke   hate
defiance
SHAKESPEARE’S INSULTS!

WORKSHEET 3

Shakespeare often made up his own words, especially when he wanted to create strong images. Many of these were used by characters to insult each other. Can you work out which words are still used today? Match one word from Column 1 with one word from Column 2 and one from Column 3. Cut them out and shuffle them around. Try different combinations to see who can produce the most offensive insult! Put the word ‘thou’ (you) at the beginning and you have a sentence.

Words made from putting two words together are called compound words. Can you work out what some of them might mean?

<table>
<thead>
<tr>
<th>Column 1: Adjective</th>
<th>Column 2: Compound Adjective</th>
<th>Column 3: Nouns and Compound Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>artless</td>
<td>base-court</td>
<td>apple-john</td>
</tr>
<tr>
<td>bawdy</td>
<td>bat-fowling</td>
<td>baggage</td>
</tr>
<tr>
<td>beslubbering</td>
<td>beef-witted</td>
<td>barnacle</td>
</tr>
<tr>
<td>bootless</td>
<td>beetle-headed</td>
<td>basket-cockle</td>
</tr>
<tr>
<td>burly-boned</td>
<td>boil-brained</td>
<td>bladder</td>
</tr>
<tr>
<td>calumnous</td>
<td>brazen-faced</td>
<td>blind-worm</td>
</tr>
<tr>
<td>churlish</td>
<td>bunch-back’d</td>
<td>boar-pig</td>
</tr>
<tr>
<td>cockered</td>
<td>clapper-clawed</td>
<td>bragart</td>
</tr>
<tr>
<td>clouted</td>
<td>clay-brained</td>
<td>bugbear</td>
</tr>
<tr>
<td>craven</td>
<td>common-kissing</td>
<td>canker-blossom</td>
</tr>
<tr>
<td>cullionly</td>
<td>crook-pated</td>
<td>clotpole</td>
</tr>
<tr>
<td>currish</td>
<td>dismal-dreaming</td>
<td>coxcomb</td>
</tr>
<tr>
<td>dankish</td>
<td>dizzy-eyed</td>
<td>codpiece</td>
</tr>
<tr>
<td>dissembling</td>
<td>doghearted</td>
<td>cur</td>
</tr>
<tr>
<td>droning</td>
<td>dread-bolted</td>
<td>death-token</td>
</tr>
<tr>
<td>errant</td>
<td>earth-vexing</td>
<td>devil-mong</td>
</tr>
<tr>
<td>fawning</td>
<td>elf-skinned</td>
<td>dewberry</td>
</tr>
<tr>
<td>fishified</td>
<td>fat-kidneyed</td>
<td>flap-dragon</td>
</tr>
<tr>
<td>fobbing</td>
<td>fen-sucked</td>
<td>flax-wench</td>
</tr>
<tr>
<td>frothy</td>
<td>flap-mouthed</td>
<td>flirt-gill</td>
</tr>
<tr>
<td>dusty</td>
<td>fly-bitten</td>
<td>foot-licker</td>
</tr>
<tr>
<td>gleeking</td>
<td>folly-fallen</td>
<td>fustiliar</td>
</tr>
<tr>
<td>goatish</td>
<td>fool-born</td>
<td>giglet</td>
</tr>
<tr>
<td>gorbellied</td>
<td>full-gorged</td>
<td>gudgeon</td>
</tr>
<tr>
<td>impertinent</td>
<td>guts-gripping</td>
<td>haggard</td>
</tr>
<tr>
<td>infectious</td>
<td>half-faced</td>
<td>harpy</td>
</tr>
<tr>
<td>jarring</td>
<td>hasty-witted</td>
<td>hedge-pig</td>
</tr>
<tr>
<td>loggerheaded</td>
<td>hedge-born</td>
<td>horn-beast</td>
</tr>
<tr>
<td>lumpish</td>
<td>hell-hated</td>
<td>hugger-mugger</td>
</tr>
<tr>
<td>mammetering</td>
<td>idle-headed</td>
<td>jolt-head</td>
</tr>
<tr>
<td>mangled</td>
<td>ill-breeding</td>
<td>lewdster</td>
</tr>
<tr>
<td>misbegotten</td>
<td>ill-nurtured</td>
<td>lout</td>
</tr>
<tr>
<td>mewling</td>
<td>knotty-pated</td>
<td>malcontent</td>
</tr>
<tr>
<td>odiferous</td>
<td>leaden-footed</td>
<td>maggot-pie</td>
</tr>
</tbody>
</table>
# SHAKESPEARE’S INSULTS!

<table>
<thead>
<tr>
<th>Column 1: Adjective</th>
<th>Column 2: Compound Adjective</th>
<th>Column 3: Nouns and Compound Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>paunchy</td>
<td>lily-livered</td>
<td>malt-worm</td>
</tr>
<tr>
<td>poisonous</td>
<td>malmsey-nosed</td>
<td>mammet</td>
</tr>
<tr>
<td>pribbling</td>
<td>milk-livered</td>
<td>measles</td>
</tr>
<tr>
<td>puking</td>
<td>motley-minded</td>
<td>minnow</td>
</tr>
<tr>
<td>puny</td>
<td>muddy-mettled</td>
<td>miscreant</td>
</tr>
<tr>
<td>qualling</td>
<td>onion-eyed</td>
<td>mouldwarp</td>
</tr>
<tr>
<td>rampallian</td>
<td>pigeon-liver’d</td>
<td>mumble-news</td>
</tr>
<tr>
<td>rank</td>
<td>plume-plucked</td>
<td>nut-hook</td>
</tr>
<tr>
<td>reeky</td>
<td>pottle-deep</td>
<td>pignut</td>
</tr>
<tr>
<td>roguish</td>
<td>pox-marked</td>
<td>popinjay</td>
</tr>
<tr>
<td>ruttish</td>
<td>reeling-ripe</td>
<td>puttock</td>
</tr>
<tr>
<td>saucy</td>
<td>rough-hewn</td>
<td>pumplion</td>
</tr>
<tr>
<td>spleeny</td>
<td>rude-growing</td>
<td>pumplion</td>
</tr>
<tr>
<td>spongy</td>
<td>rump-fed</td>
<td>rascal</td>
</tr>
<tr>
<td>surly</td>
<td>scale-sided</td>
<td>ratsbane</td>
</tr>
<tr>
<td>tottering</td>
<td>scurvy-valiant</td>
<td>scullion</td>
</tr>
<tr>
<td>unmuzzled</td>
<td>shard-borne</td>
<td>scut</td>
</tr>
<tr>
<td>unwash’d</td>
<td>sheep-biting</td>
<td>skainsmate</td>
</tr>
<tr>
<td>venomed</td>
<td>spur-galled</td>
<td>strumpet</td>
</tr>
<tr>
<td>villainous</td>
<td>swag-bellied</td>
<td>toad</td>
</tr>
<tr>
<td>warped</td>
<td>tardy-gaited</td>
<td>varlot</td>
</tr>
<tr>
<td>wart-necked</td>
<td>tickle-brained</td>
<td>vassal</td>
</tr>
<tr>
<td>wayward</td>
<td>toad-spotted</td>
<td>whey-face</td>
</tr>
<tr>
<td>weedy</td>
<td>unchin-snouted</td>
<td>wagtail</td>
</tr>
<tr>
<td>whoreson</td>
<td>weather-bitten</td>
<td>yoke-devil</td>
</tr>
</tbody>
</table>

## GAME:

Divide the class into two. Line up the two halves facing each other, making Line 1 and Line 2. This may be best done outside! Take turns to shout out words from the list as follows:

1. The first person in Line 1 calls out a word of his or her choice from Column 1.
2. The first person in Line 2 has to respond with a word starting with the same letter from Column 2.
3. The second person in Line 1 then completes the insult with any word from Column 3.
4. The process starts again with the second person in Line 2, and so on.

### Optional extra rule:

Everyone must listen and try to avoid repeating words that have already been called out. Anyone who repeats a word is ‘out’ and has to leave the line.

The game continues until only a few people are left or the words have all been used up.
Shakespeare invented more than 1,000 words, and rather a lot of new phrases too!

He was by far the most important individual influence on the way the modern English that we speak today was developed.

Here are just some of the words:

- frugal
- palmy
- gloomy
- gnarled
- hurry
- impartial
- inauspicious
- indistinguishable
- invulnerable
- lapse
- laughable
- lonely
- majestic
- misplaced
- monumental
- multitudinous
- obscene
- seamy
- perusal
- pious
- premeditated
- radiance
- reliance
- road
- sanctimonious

- accommodation
- aerial
- amazement
- apostrophe
- assassination
- auspicious
- baseless
- bloody
- bump
- castigate
- changeful
- generous
- submerge
- suspicious
- countless
- courtship
- critic
- critical
- dexterously
- disheartened
- dislocate
- dwindle
- eventful
- exposure
- fitful

Writers often invent words, either by creating new forms of existing words or inventing new words outright. This is often because they are unable to find the exact word they require in the existing language.

How many other words can you find that are attributed to Shakespeare?
SHAKESPEARE’S LANGUAGE

And here are some of the phrases:

“All’s well that ends well”
“Eaten me out of house and home”
“Method in his madness”
“To thine own self be true”
“Towering passion”
“The course of true love never did run smooth”
“Wild-goose chase”
“Too much of a good thing”
“Neither a borrower nor a lender be”
“Uneasy lies the head that wears a crown”
“In the twinkling of an eye”

TASKS:
1. Can you pick ten of Shakespeare’s words, and give their meanings?
2. Pick another five words, and make sentences that include them.
3. Write a paragraph using one of Shakespeare’s phrases.
4. Find another phrase coined by Shakespeare that isn’t shown here.
5. Make up a word and phrase of your own, giving meanings for both.
6. Find out which plays the above sayings came from.
7. Give an explanation of each saying in your own words.
WORD SEARCH

WORKSHEET 5

Find each of the following words. They could run in any direction, including backwards!

SHRIFT             TYBALT             MONTAGUE             SHAKESPEARE
GALL               GRIEVANCE           STARCCROSSED          DOCTRINE
ROMEO              TRANSGRESSION       JULIET              BENVOLIO
ROSE               BEAUTY              NURSE               CUPID’S
ENEMY              ENVIOUS             AUGMENTING          ADVERSARY
TYRANNOUS          VERONA              PORTENTOUS          LOVE

ENVI OUS B EAUGM ENT INGS D IPU C
GNITNEMGUATLABYTGESRUNTYBT
I ESO ROSE YTUAE BEN IRT CODESOR
NSARGUGMLANOIELOVENBROVEN
EUNALNIINCESEBIADVERSARYSI
ROONDNIIOISGOULEERAEPSEKAH
AIROEVRTRTMROASSROSEEVGA
LLEVERLEUNONVISAIUGDJENEMYJ
PNVEVGNRREOBRENOFT.Editor
SEC VEROSE ERMHEIUTICTEO
LEVEENNIOUSBACGSTNEGNNURSEEAN
KTYBALTNERRUUNUNIVEBEAUTYR
ATYBALTMASMYEALAMOETNTLO
HSTRTETATOSRM AUKGYGLENUROM
SUTAOSDUNGUJSUCMEEINOROOS
TDAAYNGO VUTGNAPRENEMEOEMEPU
SIEATINEAETAEVOLNIEUGATNOM
HPBNUNIONOREGADVERSARYSBYT
AUSOARTNULASYUSPATENVIOUSSS
KCIREANURSLNAUETNCAVANOEREV
EYEYEBTERTSGEAORFCBOJULIETS
ASTUASMSSESENGIYMEDISDIPUC
PSGTNADUOEVNLRTRANSGRESSION
EUNGOOURVARHLENBENVOLIONTENN
AOIINTNAYRASREVDAOMENEMYNT
RTTIGNYTYRANNOUSCLOOBYTEAB
ENNTCATSUONNARYTIROSENRMRO
CEENURLSIROSEOEDOCTRINYEYO
UTMEPYLLLOEMORYRASREVDASTMTL
PRGMITBENVOLIOILOVNEBAREYP
IOUUGDOEMORAUUGMENTINGYNOSSA
DPAUFINCUPIDJSJULIETMMORE
OPASENCE NAVEI RGYRTYME NOF
SAOGRIEVANCEE CNA VEIRG NONMV
NROSEENUREAPORTENTOUSUIEN
OEBCOTELAAPTIOOAAE EBOMRSEMS
CHARACTER AND MOTIVATION

WORKSHEET 6

Here we explore links and relationships between the key characters, although the mind map can be used in many ways to explore other themes within the play, such as motivation.

TASK:

Draw a mind map linking Romeo, Juliet and Benvolio
Explain the connections, using quotes where you can. Below is an example of a mind map.

Use one of the images from the book in the centre of the page to start you off.
Or perhaps a heart to show how behaviour is influenced by love.

Now draw lines to each character showing who loves whom, how they are connected in other ways and any other ‘joining’ threads you can think of.

TASK 2

In your own words describe the problems facing Romeo and Juliet.
GROUP WORK AND DISCUSSION:

1. In groups, create a Mind Map of all the words and phrases that you can think of that are to do with love.

2. Then, divide them into ‘negative’ and ‘positive’ halves. Does every group have the same number of negative or positive terms? Do different groups have different ideas about love?

3. Use another map to examine the positive and negative themes regarding love as portrayed in Romeo and Juliet. Compare the two mind maps.

Extension task – What’s love got to do with it?

Arranged marriages to cement noble or royal dynasties have been common throughout the ages. The family and court of Henry VIII provided plenty of examples. Choose one such marriage and examine the impact on the people involved (much of their feelings will have to be imagined) and the result in terms of the succession and the political scene at that time. Henry’s siblings provide some great examples, Prince Arthur married Catherine of Aragon, Margaret married James IV of Scotland and Mary married Louis XII of France.
WHAT HAPPENS NEXT?

WORKSHEET 8

Look closely at the pictures on each card in the following pages. In the box, write down what you think is happening in each scene. You need to have read the play first!

<table>
<thead>
<tr>
<th>Comic Card</th>
<th>WHAT IS HAPPENING? Describe in your own words. Try to explain what is going on in each panel and what characters are saying. Can you remember what happens next?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARD 1</td>
<td></td>
</tr>
<tr>
<td>CARD 2</td>
<td></td>
</tr>
</tbody>
</table>
COMIC CARD 1
Romeo and Juliet Act I Scene I
WORKSHEET 9

TASK:

Divide Romeo’s speech in Act 2, Scene 2, into whole sentences or phrases.

Each member of the class has one sentence or phrase. Memorise it!
You may need a lot of space for this part.

Practice saying the sentence or phrase in as many different ways as possible:
- Shout it!
- Whisper it.
- Say it in a pleading tone.
- Sing it!
- Say it in a persuading tone.
- Say it quickly!
- Say it slowly.
- Say it angrily!
- Say it as if you are apologising.
- Say it sarcastically.

• Choose a way to say or sing it that you think fits what Romeo is saying in that part of the speech.
• Everyone form a circle, standing in the order of the speech. In your circle, decide what you’re going to do when you say your line. You could step forward, shake your fist, raise your arms, etc.

• Go around the circle in order, each person saying his or her sentence in turn.
• You’ve all performed the speech together!
Remember to use ‘Shakespearean’ pronunciation.
PERFORMING THE PLAY

– But soft! What light through yonder window breaks?
It is the east, and Juliet is the sun.
Arise, fair sun, and kill the envious moon,
Who is already sick and pale with grief
That thou her maid art far more fair than she.
Be not her maid, since she is envious:
Her vestal livery is but sick and green,
And none but fools do wear it. Cast it off.
– It is my lady! – O, it is my love!
O that she knew she were!
She speaks – yet she says nothing. What of that?
Her eye discourses. I will answer it.
– I am too bold. ’Tis not to me she speaks.
Two of the fairest stars in all the heaven,
Having some business, do entreat her eyes
To twinkle in their spheres till they return.
What if her eyes were there, they in her head?
The brightness of her cheek would shame those stars
As daylight doth a lamp. Her eyes in heaven
Would through the airy region stream so bright
That birds would sing and think it were not night!
See how she leans her cheek upon her hand.
O that I were a glove upon that hand,
That I might touch that cheek!
# WORD SEARCH SOLUTION

## WORKSHEET 5

<table>
<thead>
<tr>
<th>SHRIFT</th>
<th>TYBALT</th>
<th>MONTAGUE</th>
<th>SHAKESPEARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GALL</td>
<td>GRIEVANCE</td>
<td>STARCROSSED</td>
<td>DOCTRINE</td>
</tr>
<tr>
<td>ROMEO</td>
<td>TRANSGRESSION</td>
<td>JULIET</td>
<td>BENVOLIO</td>
</tr>
<tr>
<td>ROSE</td>
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<td>CUPID’S</td>
</tr>
<tr>
<td>ENEMY</td>
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<tr>
<td>TYRANNOUS</td>
<td>VERONA</td>
<td>PORTENTOUS</td>
<td>LOVE</td>
</tr>
</tbody>
</table>

![Word Search Puzzle with words listed as clues]