

*Kentucky Shakespeare Presents*

# ***Romeo & Juliet - Two Actor Tour***

Study Guide  
Grades K - 8



***Hear it. See it. Do it!***



Dear Educator,

Thank you for choosing Kentucky Shakespeare to enrich your students' lives with arts education! We know that the arts are essential to a child's educational experience and development. It is our object to keep the arts alive and thriving in our schools and communities.

This comprehensive Study Guide includes essential background information on Shakespeare and his era, his written works, *Romeo & Juliet* in particular, pre/post performance activities, and a list of applicable Academic Standards that are met with this performance. While giving additional arts related experiences, these teacher-led activities are intended to broaden students' understanding of the play as well as how Shakespeare can relate to our own lives.

Please contact us with any questions or need for further assistance. Thank you for supporting the Commonwealth's largest in-school arts provider and the United States' oldest, free Shakespeare festival!

All Our Best to You,

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Director of Education

Hannah Pruitt  
Director of Creative Engagement

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## Academic Standards

### Arts & Humanities

TH:CR1.1.K-3, TH:CR3.1.K-3, TH:PR4.1.K-3,  
TH:PR5.1.K-3, TH:RE5.1.K-3, TH:RE7.1.K-3,  
TH:RE8.1.K-3, TH:RE9.1.K-3, TH:CN10.1.K-3,  
TH:CN11.1.K-3, TH:CN11.2.K-3, TH:CR1.1.K-3,  
TH:CR3.1.K-3, TH:PR4.1.K-3, TH:PR5.1.K-3,  
TH:RE5.1.K-3, TH:RE7.1.K-3, TH:RE8.1.K-3,  
TH:RE9.1.K-3, TH:CN10.1.K-3, TH:CN11.1.K-3,  
TH:CN11.2.K-3, TH:RE7.1.4-5, TH:RE8.1.4-5,  
TH:RE9.1.4-5, TH:CN10.1.4-5, TH:CN11.1.4-5,  
TH:CN11.2.4-5, TH:RE7.1.6-8, TH:RE8.1.6-8,  
TH:RE9.1.6-8, TH:CN10.1.6-8, TH:CN11.1.6-8,  
TH:CN11.2.6-8

### ELA

RL.K.3, RI.K.8, L.K.5C, SL.K.1A, SL.K.2, SL.K.3, SL.K.6,  
RL.1.9, SL.1.1A, SL.1.1C, SL.1.2, SL.1.3, SL.1.4, SL.1.6,  
L.2.6, SL.2.2, SL.2.3, RL.3.3, RL.3.4, RL.3.5, SL.3.1B,  
SL.3.1C, SL.3.1D, SL.3.3, RL.4.5, SL.4.1B, SL.4.1C,  
RL.5.2, L.5.3B, L.5.4A, SL.5.1B, SL.5.1C, SL.5.3, RL.6.3,  
RI.6.4, SL.6.1B, RL.6.7, RL.7.3, RL.7.4, RL.7.5, SL.7.1C,  
RL.8.3, RL.8.4



## ***Romeo & Juliet* Performance**

This one-hour interactive performance provides students with the perfect introduction to Shakespeare through audience participation and dramatic storytelling. Our Artist Educators bring *Romeo & Juliet's* famous characters to life and students will have the opportunity for discussion and synthesis of their theatre experience throughout the performance. Our tour emphasizes the importance of healthy relationships, communication, and conflict resolution!

How can we both make this be the most efficient and successful performance?

- We ask that you create an environment for a positive interaction with your students including an **open, clear space** for our Artist Educators to perform, seating students on bleachers or in a location where they can easily see the performance, and ensuring distractions will be minimal. Our Artists will need to load into the space 30 minutes prior to the performance to load in our pipe and drape curtain backdrop and sound system.
- For your use, we have provided these study guide activities for both **pre- and post-workshop discussion**. They are a fun and an engaging way to enhance learning and allow students to make the most of their arts experience with us. The more that they are familiar with the content they are, the greater the recall of information will be as well as a much deeper level of impact.
- It is of utmost importance not only to your students but to our Artist Educators as well that there are **adult staff members present in the room** throughout the performance. Students tend to have less distractions and are more encouraged to participate in the performance with familiar adult presences in the room. We need your support with focus, crowd control, and engagement.



# William Shakespeare

(April 23, 1564 – April 23, 1616)

## His Life

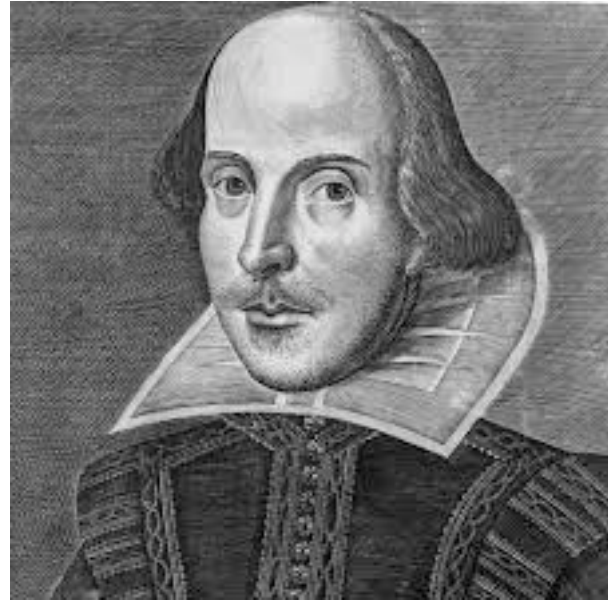
- Born and raised in Stratford-upon-Avon
- Married Anne Hathaway at age 18 and had three children: Susanna and twins Hamnet and Judith
- Between 1585 and 1592, he began a successful career in London as an actor, writer, and part owner of the playing company the Lord Chamberlain's Men, later known as the King's Men
- Appears to have retired to Stratford around 1613, where he died three years later

## His Works

- An English poet and playwright
- Often called England's national poet and the "Bard of Avon" (or simply "The Bard")
- His surviving works consist 38 plays, 154 sonnets, two long narrative poems, and several poems
- His plays have been translated into every major living language and are performed more than those of any other playwright
- Produced most of his known work between 1590 and 1613
- His plays are often categorized into 3 genres: comedy, tragedy, and history
- In 1623, a few of his former theatrical colleagues published the First Folio, a collected edition of his dramatic works that included all but two of the plays now recognized as Shakespeare's
- Reputation did not rise to its present heights until the nineteenth century

## Examples of Words from Shakespeare's World

- Alack — expression of dismay
- Anon — soon
- Ere — before
- Hath — has
- Hence — away
- Naught — nothing
- Thence — away, over there
- Whence — where
- Wherefore — why



*William Shakespeare*



*The Original Globe Theatre circa 1612*

## BASIC THEATRE VOCABULARY

**Actor-** A person who pretends to be a character in a play or story.

**Characters-** The people, animals, or objects actors play/act out in a story.

**Climax-** The major turning point in the action of a play.

**Conflict-** The problem that needs to be solved to complete the story.

**Costumes-** The clothing worn by the actors to play the characters.

**Empathy-** The capacity to relate to the feelings of another.

**Monologue-** A speech made by a single character; often when a character is “thinking out loud.”

**Playwright-** The individual who writes a play.

**Plot-** What happens in a play; the order of events.

**Resolution-** The solution to the problem after the climax in a play.

**Role-** Part/ character/ person written by a playwright as a part of a play.

**Setting-** Where a play takes place in time, space, or location.

**Script-** The play in written form.

**Stage-** The area where the actors perform the play.

**Theme-** What the play means; the main idea or message within the play.

# What is a Play?

A play is a story performed by actors on a stage in front of an audience. These performances combine many art forms—writing, directing, acting, stage designing, costuming, and more. The plays tell a story that can relate to the audience and even teach them a lesson for their own lives!

## What are the Technical Elements of a Play?

Technical Elements are tools that are used in a production to communicate and explain time, place, and the theme to an audience—just like you will see in *Romeo & Juliet*! Here are a few definitions and examples of each as well as opportunities to engage your students in each technical area of theatre:

### See It. Hear it.

#### **Costumes**

The style of dress characteristic of a particular country, time period, or people that is worn by actors in a play.

*Example: Sashes of different colors*

#### **Sound**

Music and sounds effects used to create environment and mood.

*Example: Music played for a dance scene*

#### **Set**

The additions to a stage that help the audience to understand where the play is taking place.

*Example: A bush to represent a garden*

#### **Props**

Items used/held by actors besides costumes and scenery that help in the telling of the story.

*Example: A letter*

#### **Lights**

Help to tell the audience where the play is taking place, what time it is, and what the mood is.

*Example: Dimming the lights for nighttime*

### Do it!

#### **Costumes**

Draw your version of what the characters might look like. What time period would you set this play in? How can your choices help the audience to tell them apart from each other?

#### **Sound**

Describe what kind of sounds you would hear in *Romeo & Juliet* - in a garden, trumpeters for the arrival of important people, etc.

#### **Set**

Draw a picture of what you believe a scene in a garden might look like. Are there plenty of places to hide and eavesdrop?

#### **Props**

Make a list of props that are mentioned or that you think would be needed to perform this play.

#### **Lights**

What would the lights look like during a happy scene? What about in sad scenes? How would they make you feel as an audience member?

# ***Romeo & Juliet* by William Shakespeare**

## **Synopsis**

Our play begins with a fight between the Capulets and the Montagues, two noble families in Verona, Italy. These families have been fighting for a long time, and the Prince declares that their next fight will be punished by death. When the fight is over, Romeo's cousin, Benvolio, tries to cheer him up. Romeo reveals that he is in love with a woman named Rosaline, but she is not interested in him. Romeo and Benvolio are then accidentally invited to their enemy's family party; Benvolio convinces Romeo to go.

At the party, Romeo locks eyes with a young woman named Juliet. They instantly fall in love, but they do not realize that their families are enemies. When they discover each other's identities, they are devastated, but they cannot help the way that they feel. Romeo sneaks into Juliet's yard after the party and proclaims his love for her. She shares his love and the two decide to marry.

The next day, Romeo and Juliet are married by Friar Lawrence; an event witnessed by Juliet's Nurse. Romeo visits his friends Mercutio and Benvolio, but his good mood quickly ends. Juliet's cousin, Tybalt, starts a quarrel with Romeo, which soon turns into a duel with Mercutio. Romeo tries to stop the fight, but it is too late: Tybalt kills Mercutio. Romeo, enraged, retaliates by killing Tybalt. Once Romeo realizes the consequences of his actions, he hides at Friar Lawrence's cell. Friar Lawrence informs Romeo that he has been banished from Verona by the Prince and will be killed if he stays. The Friar suggests Romeo say goodbye to Juliet, then leave for Mantua. He tells Romeo that he will attempt to settle the Capulet and Montague dispute so Romeo can return to a united family.



Juliet's mother, completely unaware of her daughter's secret marriage to Romeo, informs Juliet that she will marry a man named Paris in a few days. Juliet, outraged, refuses to comply. Her parents tell her that she must marry Paris and the Nurse agrees with them. Juliet asks Friar Lawrence for advice. Friar Lawrence gives Juliet a potion which will make her appear dead even though she will just be asleep and tells her to take it the night before the wedding. He promises to send a letter to Romeo telling him of the potion and how the two will be reunited in the Capulet vault.

Juliet drinks the potion and everyone assumes that she is dead. Friar Lawrence's letter fails to reach Romeo, so he assumes that his wife is dead. He rushes to Juliet's tomb and, in deep grief, drinks a vial of real poison. Then, Juliet wakes to find Romeo dead and kills herself due to grief. Once the families discover what happened, they end their bitter feud. Thus, the star-crossed lovers' deaths bring their families peace at last.



# Characters from *Romeo & Juliet*

## The Capulets

Juliet Capulet- a young girl who falls in love with Romeo, only to find that he is the son of her family's enemy, the Montagues. Remains faithful to Romeo despite the danger involved in their love

Lord Capulet- Juliet's father who cares for his daughter but does not listen to her needs

Tybalt- Juliet's cousin who has a bad temper and often gets into fights

Nurse- Juliet's personal attendant and friend



## The Montagues

Romeo Montague- a young boy falls in love with Juliet, daughter of his family's enemy, the Capulets, which gets him into trouble. He often has a lot of emotions that leads him to act before he thinks things through.

Benvolio- Romeo's cousin and often the peace-keeper of their group.



## Other Notable Characters

Friar Lawrence- Friend and advisor to Romeo and Juliet

Mercutio- Romeo's friend and the Prince's kinsman

Prince- Prince of Verona and voice of authority

Paris- a Nobleman who wants to marry Juliet





## Vocabulary

*"What's in a name? That which we call a rose  
by any other name would smell as sweet."*

**Banish-** to force someone to leave a country as punishment; to send someone or something away

**Counsel-** advice given to someone else

**Fair-** honest; beautiful; following the rules

**Feud-** a long, bitter quarrel (argument) between two people, families, or groups

**Kinsmen-** a family relative

**Plague-** a large number of harmful or annoying things

**Potion-** a drink with special or magical effects on the person who drinks it

**Prologue-** an introduction to a play; a speech to the audience by an actor at the beginning of a play

**Star-crossed-** a specific destiny or plan for a person's life, often meaning that bad luck or tragedy is in store for them

**Strife-** conflict or struggle; disagreement



## What are all of these "Thou"s and "Thy"s?

Simply put, these words are  
Shakespeare's way of talking about You!

"Thou" or "Thee" = "You"

"Thy" = "Your"

"Thine" = "Yours"

## Themes

Each of Shakespeare's plays are rich with themes that are central to the human experience. When a director approaches a Shakespearean text, they often choose which themes to emphasize. The following themes are important to this interpretation of *Romeo & Juliet*.

### Healthy Relationships

This play examines several kinds of relationships that people can have with others - between parent and child, between friends, between people who are different from each other, and between people who care deeply about each other.

*Questions for Students:*

*What types of relationships do we find in this play?  
What are some warning signs from the play that  
display unhealthy relationships? What advice  
could you give them about healing those unhealthy  
relationships?*

### Tolerance

This play focuses on a lack of tolerance (the acceptance of differences of opinions, values, and personal background) between the Capulets and Montagues.

*Questions for Students:*

*How would the story would be different if the  
characters were more tolerant of each other and  
each other's differences? Have you ever felt isolated  
because you were different than others? What  
helped you find community?*

### Conflict Resolution

The characters in *Romeo & Juliet* are unable to positively find conflict resolution (where two people communicate their differences and work together to resolve their issues). Instead, they turn to name calling, violence, and fighting which does not lead to peace.

*Questions for Students:*

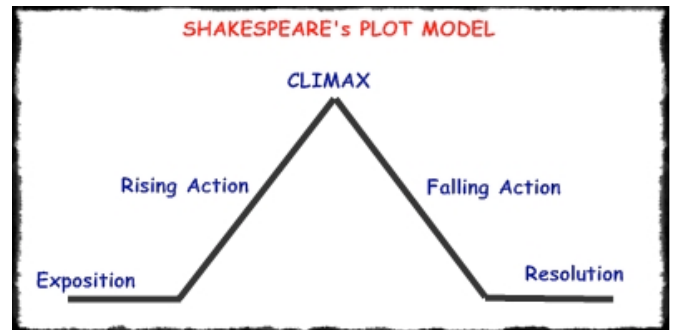
*What are some ways that the Capulets and  
Montagues could have worked to resolve their issues?  
Did Romeo & Juliet do the right thing at the end of  
the play or was there another option?*

## Pre-Show and Post-Show Activities for Exploration

Please complete the following activities before & after watching the production.

### Before the Performance

1. Familiarize your students with the synopsis, characters, vocabulary, and themes of *Romeo & Juliet*. Discuss with your class their expectations of *Romeo & Juliet* on stage and in your school.
2. Examine the major themes of the play as they are discussed in this guide. For each theme, have the students list examples from their own lives and from the world around them. Prepare the students to look for these themes in the production. Are there any modern day examples that they can think of - a Taylor Swift song, a movie like *Gnomeo & Juliet*, the musical *West Side Story*, etc?
3. Refer to Shakespeare's Plot Model to the right to discuss the parts of a play: Exposition (Beginning), Rising Action, Climax (Middle), Falling Action, and Resolution (Ending). Can they identify what parts of *Romeo & Juliet* would fit into this model?
4. After the performance, your class will have the opportunity to ask the artists from Kentucky Shakespeare a question. Have your students come up with questions they might want to ask about Shakespeare, what it is like to be an actor and have a career in the arts, or *Romeo & Juliet*. Write them down so they won't forget!



### After the Performance

1. Discuss the technical elements of props, puppets, and costumes with your class. How did these elements contribute to the storytelling in this production? How did it help make the story clearer for them? Have your students present their own ideas for their own production design of *Romeo & Juliet* through visual creations such as a collage or drawings. Could it be set in a different time, place, or region? How do those change the technical elements needed for the performance?
2. Discuss the characters and their relationships in the play. Break your class up into groups and have them pick sides to represent or defend the character's actions in the play. Are they Montagues vs. Capulets? Are they taking on the role of the Prince of Verona trying to establish peace not only for the two families but the whole city? Are they a younger generation begging an older generation to let go of the past before it destroys the future?
3. With those examples of conflicts, have your students define the choices that led to the escalation of the conflict in these scenes. Have them come up with solutions to resolve the conflict and what outcomes they are hoping to achieve.
4. Have your students write a reflection on *Romeo & Juliet's* theme of tolerance in their own lives. Was there ever a time where they were treated differently because someone was not tolerant of their differences? Share how they were able to communicate about your differences, find a positive resolution for the conflict, and move forward. What did they learn from this conflict or situation?

## Pre-Show and Post-Show Activities for Exploration

Please complete the following discussions & activities before and after watching the production.

### Grades K-1

Students will receive a Shakespeare coloring sheet with fun facts about Shakespeare which can be shared during the exercise.  
(Provided in Study Guide)

### Grades K-3

It is important for younger students to understand the conventions of theatre and how to behave in a theatrical setting versus watching a t.v. show or movie. You may discuss how a movie can be paused, stopped, and reviewed. Theatre, however, changes every time because the audience is so important to the unique performance. It is also important that they know they are encouraged to be a part of this special process when the actors ask for volunteers or prompt audience participation. They get to be a part of the play whereas in a movie they can only be observers rather than participants. What makes a good audience? A good audience watches, listens, and encourages their friends on stage at all times!

### Grades 4-8

This activity involves role playing to practice conflict resolution. Pair up students and give each pair a conflict that they must solve through a short performance. The students will have about 15 minutes to create their piece to share. For older students, have them write out a script and have other students perform the scenes that they have written.

Examples of Conflict Scenarios :

- A student takes a marker from another student who is using it.
- You are listening as another student shares a story about another student that you know is not true.
- One friend is pressuring another to do something or act like they normally would not.

### Grades 5-8

#### Shakespeare's Meter

Discuss Iambic Pentameter (A line of poetry which follows a pattern of 5 unstressed and stressed syllables) with your class. Key vocabulary words are:

Feet: Repeating segments that are used to build a line of poetry.

Meter: The pattern of a line of verse, a metrical pattern.

Iamb: An unstressed syllable following by a STRESSED syllable

unstressedSTRESSED unstressedSTRESSED  
unstressedSTRESSED unstressedSTRESSED  
unstressedSTRESSED

Now try it out with a beat or rhythm like a heartbeat! Have them clap it out as they say the lines.

A horse, a horse! My kingdom for a horse.

*a HORSE a HORSE! my KINGdom FOR a HORSE!*

But soft: what light through yonder window breaks?

*but SOFT what LIGHT through YONder WINdow BREAKS?*

How does this rhythm make the students feel? Can they give any other examples of lines of song lyrics, other poetry, etc. that may fit this style?

Have them write out their own line or couplet (two lines of poetry) that follows the meter of Iambic Pentameter.



# Shakespeare: Fun Facts

1. William Shakespeare was born in 1564, but his exact birth date is unknown. He was baptized on April 26 of that year, so his birth would have been shortly before.
2. Shakespeare did not go to college.
3. Shakespeare married Anne Hathaway in 1582. The couple had a baby girl, Susanna, and then had twins, Judith and Hamnet, in 1584.
4. According to reports, Shakespeare wrote quickly and with ease; Fellow playwright Ben Johnson said, "Whatsoever he penned, he never blotted out a line."
5. Because of the Black Plague outbreak in Europe, all London playhouses were closed between 1592 and 1594 because it was thought that crowded places helped facilitate the spread of the disease.
6. During this period, there was no demand for Shakespeare's plays, so he began to write poetry. Those poems are known as Sonnets.
7. In 1597, the theater in which Shakespeare's acting troupe, The Lord Chamberlain's Men, performed was forced to close. Many partners invested in a new theater built on the south bank of the Thames river. The new theater was called The Globe.
8. Plays were performed at The Globe only in the afternoon by daylight because there was no electricity for lighting.
9. Laws at the time prohibited people from dressing above their rank in life. Players (actors) were the only exception to this rule, and could dress as noblemen on stage without being arrested and locked in the stocks.
10. Women were not allowed to act in plays during Shakespeare's time, so in all of his plays, women's roles were performed by boys or young men.
11. Though the printing press existed and books were being mass-produced all over Europe, Shakespeare had little interest in seeing his plays in print. He'd written them not to be read, but to be performed on stage.
12. Because they were often quickly written for performance on stage, none of Shakespeare's original manuscripts exist.
13. Shakespeare returned to Stratford after he finished work on The Tempest, in 1611.
14. He died in 1616. The words "Curst be he that moves my bones" were inscribed on his grave.
15. Seven years after his death, some of Shakespeare's fellow players published Shakespeare's plays in a single volume, called the First Folio. Shakespeare was said to have an extensive vocabulary; his works contained more than 30,000 different words.







## Pre-Show and Post-Show Activities for Exploration

Please complete the following activities before & after watching the production.

### Grades 5-8

Before or after the *Romeo & Juliet* performance, students can be actively involved in creating, improvising, and performing their own versions of dramatic works using elements of drama.

#### Resources and Materials:

- Script
- List of Theatre Vocabulary
- Artist's Questions  
(All Provided in Study Guide)
- Dictionary
- Paper
- Pencils

#### Pre-Activity:

In *Romeo & Juliet*, this scene begins the entire play. Montagues and Capulets meet on the streets of Verona and begin to fight. Some are trying to make peace and others are completely intolerant of anyone other than their own family.

Read the scene aloud with the entire class. Give the students an opportunity to ask questions about the broad meaning of the scene. Can they tell you the characters, the plot of the scene (beginning, middle and end)? What is the setting? Is there a conflict?

The next part of the scene involves the Prince of Verona arriving, stopping the fight, and warning that anyone else caught fighting will be banished from the city. Given what we learn about the characters in this scene, do we think that they will follow the Prince's declaration?

Have each student individually or as a group answer the Artists's Questions about the selected scene.

#### Activity:

Divide the students into pairs. Ask them to rewrite the scene using modern language. They can use any words they want as long as they keep the plot and conflict the same. Encourage the students to use dictionaries and other resources as needed.

Once the pairs have written their scenes, they should continue to work together to rehearse the scene for presentation in front of the class. Encourage the students to use performance elements such as vocal expression, projection, diction, gestures, facial expression, and movement.

#### Post Activity:

Once the pairs have been allowed enough time to create their scripts and rehearse their scenes, they will perform them for each other. After all the students have completed their performances, lead a discussion on the similarities and differences of each performance. Were there any moments in the performances that made the students feel sad, excited, anxious, or frightened? What tactics were used by each actor to achieve their goals?

# Artist's Questions

Shakespeare used very few stage directions, which are instructions in the script for the actors and director indicating movement, location, effects. An example would be, "*Actor crosses downstage right to table.*" The way that Shakespeare handled stage directions is that he left clues about the characters and scenery in the lines of the play.

Use the provided scene from *Romeo & Juliet*, read it aloud, and use the Artist's Questions below to explore the possibilities of the text. Based on your discoveries from the Artist's Questions, make decisions about what the characters, relationships, set, scenery, and costumes might be.

## ARTIST'S QUESTIONS

### 1. WHO AM I?

How old am I? Am I rich or poor?  
What is my job? Am I in school?  
What is my family like? Where am I from (country, state, etc.)?  
Am I nice? Funny? Smart? Mean? What is my personality?

### 2. WHERE AM I?

County - State - City - Neighborhood - Building - Room  
What does the place look like? Do I like it or not?

### 3. WHAT TIME IS IT?

Century - Year - Month - Week - Day - Time

### 4. WHAT ARE YOUR RELATIONSHIPS IN THE SCENE?

People in the scene?  
People mentioned in the scene?  
The place where I am?  
The objects around me?

### 5. WHAT IS WRONG IN THIS SCENE? IS THERE A PROBLEM? (Conflict)

### 6. WHAT DO I WANT IN THIS SCENE? (Goal) WHY CAN'T I HAVE IT? (Obstacles)

### 7. WHAT DO I NEED TO DO TO GET WHAT I WANT? (Tactics)

**ROMEO & JULIET**  
**ACT I, Scene i**

**Shakespeare's Version:**

**Your Version:**

GREGORY

Draw thy tool! here comes  
two of the house of the Montagues.

SAMPSON

My named weapon is out; quarrel, I will back thee.

GREGORY

How! Turn thy back and run?

SAMPSON

Fear me not. I will bite my thumb at them;  
which is a disgrace to them, if they bear it.

*Enter ABRAHAM and BALTHASAR*

ABRAHAM

Do you bite your thumb at us, sir?

SAMPSON

No, sir, I do not bite my thumb at you, sir,  
but I bite my thumb, sir.

GREGORY

Do you quarrel, sir?

ABRAHAM

Quarrel, sir! No sir.

SAMPSON

Draw, if you be men. Gregory, remember thy swashing blow.

*Begin to fight. Enter BENVOLIO*

BENVOLIO

Part, fools!  
Put up your swords, you know not what you do.

*Enter TYBALT*

TYBALT

Turn thee, Benvolio, look upon thy death.

BENVOLIO

I do but keep the peace: put up thy sword,  
Or manage it to part these men with me.

TYBALT

What, drawn, and talk of peace! I hate the word,  
As I hate hell, all Montagues, and thee:  
Have at thee, coward!

*They fight.*



## Pre-Show and Post-Show Tests for *Romeo & Juliet*

For your convenience and providing appropriate content for various Grade Levels, we have included two different versions of Pre/Post Tests for our *Romeo & Juliet* performance. Please choose the one that you feel would work best for your students. We recommend the first Test is best for 2nd-3rd grade students and the second would be best for 4th-8th students. Give these tests before and after the performance to measure impact.

### Answer Key to Test #1:

1. D (All of the Above)
2. D (All of the Above)
3. B (Setting)
4. End, Middle, Beginning
5. C (Audience)
6. The Globe Theater
7. Romeo: Determined, Juliet: Devoted, Tybalt: Trouble-Maker, Nurse: Loyal, Benvolio: Peace-keeper
8. True
9. Nurse & Juliet: Trusted Adult & Young Person, Benvolio & Mercutio: Friends, Romeo & Juliet: Married, Mercutio & Prince: Kinsmen

### Answer Key to Test #2:

1. D (All of the Above)
2. A (Tragedy)
3. B (Verona; Town)
4. Exposition, Rising Action, Climax, Falling Action, Resolution
5. C (Audience)
- 6.

Banish- to force someone to leave a country as punishment; to send someone or something away

Counsel- advice given to someone else

Fair- honest; beautiful; following the rules

Feud- a long, bitter quarrel (argument) between two people, families, or groups

Kinsmen- a family relative

Plague- a large number of harmful or annoying things

Potion- a drink with special or magical effects on the person who drinks it

Prologue- an introduction to a play; a speech to the audience by an actor at the beginning of a play

Star-crossed- a specific destiny or plan for a person's life, often meaning that bad luck or tragedy is in store for them  
Strife- conflict or struggle; disagreement

BONUS: Conflict Resolution, Tolerance, Healthy Relationships

Please complete the following test before & after watching the performance.

Date: \_\_\_\_\_

Mercutio & Prince Married

## Pre-Show and Post-Show Test for *Romeo & Juliet*

Please complete the following test before & after watching the performance.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Which of the following genres of plays did Shakespeare use?

- a. Tragedies
- b. Comedies
- c. Histories
- d. All of the Above

2. What genre would *Romeo & Juliet* fit into?

- a. Tragedy
- b. Comedy
- c. History
- d. Poetry

3. Verona is a \_\_\_\_\_ in the play?

- a. Character
- b. Setting
- c. Theme
- d. Prop

4. Put the following Plot Terms in order from Beginning to End for one of Shakespeare's Plays: Falling Action, Climax, Exposition, Resolution, and Rising Action

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

5. Which is not a technical element of theatre?

- a. Props
- b. Costumes
- c. Audience
- d. Set

6. Draw a Line between the correct Vocabulary Word and its definition from *Romeo & Juliet*:

Strife	a family relative
Counsel	a long, bitter quarrel (argument) between two people, families, or groups
Prologue	advice given to someone else
Fair	an introduction to a play; a speech to the audience by an actor at the beginning of a play
Banish	a large number of harmful or annoying things
Plague	honest; beautiful; following the rules
Star-crossed	conflict or struggle; disagreement
Potion	a specific destiny or plan for a person's life, often meaning that bad luck or tragedy is in store for them
Feud	to force someone to leave a country as punishment; to send someone or something away
Kinsmen	a drink with special or magical effects on the person who drinks it

Post-Show BONUS: What are 2 major themes of *Romeo & Juliet*? What can we learn from them?

\_\_\_\_\_ & \_\_\_\_\_



# Shakespeare Links & Resources

Type the word Shakespeare in a search engine and you will find a plethora of information on him, his works and his environment. Show your students that the internet can be a great way to research and gather valuable information - especially when you can't find it at your local library.

*Comprehensive Resource of Works*  
[www.absoluteshakespeare.com](http://www.absoluteshakespeare.com)

*The Folger Shakespeare Library*  
<https://www.folger.edu/explore/shakespeares-works/romeo-and-juliet/>

*The Penguin & Signet Classic's Teacher Guide*  
<https://www.penguin.com/static/pdf/teachersguides/romeojuliet.pdf>

## Related Reading for Students

Aliki. *William Shakespeare and the Globe*. NY. Scholastic Inc. 1999.  
Burdett, Lois. *A Child's Portrait of Shakespeare*. NY. Firefly Books LTD. 1995.  
Chrisp, Peter. *Eyewitness: Shakespeare*. NY. Dorling Kindersley Publishing Company, Inc. 2002.  
Lamb, Charles and Mary. *Tales From Shakespeare* (1807). NY. Puffin Classics. 1995.

## Resources for Teachers

Blumberg, Margie. *Shakespeare For Kids: His Life and Times 21 Activities*. IL. Chicago Review Press. 1999.  
Egan, Lorraine Hopping. *Teaching Shakespeare -Yes You Can!*. NY. Scholastic Professional Books. 1998.

## Classroom Challenge

Write a letter to the Kentucky Shakespeare Artist Educators who lead the Two Actor performance. Describe what you liked and what you learned about the play, *Romeo & Juliet*. Describe what you saw, felt, and heard. What was your favorite part? If you could play any role in *Romeo & Juliet*, then what would it be? Feel free to include drawings as well- we love to have those as decorations around the office!

Mail to: Kentucky Shakespeare 616 Myrtle St. Louisville, KY 40208  
Email to: [education@kyshakespeare.com](mailto:education@kyshakespeare.com)