Romeo and Juliet Study Guide

Act Three (pgs 872-907)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hour\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study Guide Due\_\_\_\_\_\_\_\_

Chapter Test Due\_\_\_\_\_\_\_\_

**Focus Statement: (Act 3 - The Turning Point) Do you believe in fate? Do we have the power to determine the consequences of our actions?**

**Vocabulary** **- Write the meaning of the word on the line, the page number it is found on (a.) and use the word in a sentence of your own (b.)**

banishment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



dexterity\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



idolatry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



reconcile \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



exile\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Important People / Places / Things – Provide a brief description for each as they pertain to *this* Act.**

Friar Laurence

Romeo

Mercutio

Benvolio

Prince Escalus

Juliet

Nurse

Tybalt

Lady Capulet

1. At the beginning of the scene, why does Benvolio think that there will be a fight?
2. What does Mercutio accuse Benvolio of in lines 15-30?
3. When Tybalt and Mercutio first begin arguing, what does Benvolio try to get them to do? Be specific. How does this match his personality?
4. What does Tybalt call Romeo?

1. Why won’t Romeo fight Tybalt?
2. What does Mercutio think is the reason that Romeo won’t fight?
3. Why does Mercutio keep repeating, *“A plague o’ both your houses”?*
4. What does Romeo say that Juliet’s love has done to him?
5. Why does Romeo call himself “fortune’s fool”?
6. Paraphrase Benvolio’s account of the fight as he tells it to the Prince.
7. What does Lady Capulet accuse Benvolio of? Why?
8. What is Romeo’s punishment for killing Tybalt?

**Literary Terms**

allusion\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

example:

climax\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

example:

symbol\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

example:

1. Why is Juliet so impatient for the Nurse to return?
2. Describe Juliet’s rapidly changing attitudes towards Romeo in Scene 2.
3. What piece of news has upset Juliet the most?
4. What does the Nurse promise to do?

**Vocabulary**

exile\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Explain Romeo’s reaction to the news of his sentence from the Prince.
4. a.) Romeo tells Friar Laurence that he (the Friar) cannot possibly know how he (Romeo) feels. Why?

b.) Do you agree with Romeo? Have you felt this way about the adults in your life?

1. What argument does Friar Laurence use to prevent Romeo from killing himself?
2. What does the nurse give to Romeo?
3. What is going on in Scene 4? What does Capulet tell his wife to say to Juliet?

**Vocabulary**

fickle\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



gallant\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. a.) As Romeo is preparing to leave Juliet, what argument does she use to convince him to stay?

b.) What causes her to change her mind?

1. Just after Romeo has descended the rope ladder, Juliet makes a comment about how Romeo looks. What does she say? What literary element could this be?
2. Why does Lady Capulet think that Juliet is crying?
3. When Lady Capulet threatens to send someone to Mantua to poison Romeo, what does Juliet say?
4. What is Juliet’s response to the news that Lady Capulet brings regarding Paris?
5. What does Juliet threaten to do if her mother does not arrange to delay the marriage?
6. What is Capulet’s reaction to Juliet’s decision? Be specific.
7. What is the Nurse’s advice to Juliet? How does Juliet’s attitude towards her change?
8. What “scheme” does Juliet devise in order to get rid of the Nurse and to get out of the house?

**Classroom Activity**

For this activity you will be working in small groups over the course of 2 days. Each of the groups will be assigned to rewrite a scene from Act III. The last half of “Day 2” will be spent performing all of Act III. You will NOT get to use your scripts, one copy will be printed off and handed in for a grade. I want to see what you know about the scene.

While you are rewriting your scene, remember to include stage directions. You may use modern language / dialects / accents and any school-appropriate slang that you’d like in order to enhance the scene. Be creative! Each group member must play the part of *at least* one character (some may have to play more than one role).

**HELPFUL HINT: PARAPHRASE!! Don’t worry about trying to translate each and every line of dialogue. Just be sure to get the “gist” of what is happening in your scene and include all the important characters and events.**