

Shakespeare's
Romeo & Juliet

Story Summary
Worksheets and Tests

PDF Version

Free Sample

By Gary Ciesla, M.S.

**Meets Common Core Standards in Reading &
Writing for U.S. High School Students**

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*“For never was a story of more woe
than this of Juliet and her Romeo.”*

-William Shakespeare, Romeo & Juliet

Suggestions for Using the Worksheets:

The fourteen *Romeo & Juliet Story Summary Worksheets & Tests* in this PDF have been written to help students understand the key points of this classic tale by William Shakespeare. Each two-page spread contains an answer key and a corresponding student page, and each worksheet covers a part of the play that can be read during a classroom period lasting approximately forty minutes.

The Story Summary worksheets can be used in several different ways:

- At the start of the class as a “Do Now” activity;
- As an in-class assignment after a section of the play has been read;
- As a homework assignment for students to complete;
- As a quiz to measure student understanding of the play;
- As a way to assist those students who are frequently absent from class;
- As a way for the teacher to quickly review specific sections of the play.

Every student worksheet contains twelve choices and usually twelve blanks, unless otherwise specified. Special notes are included on the bottom of those pages where alternate directions are necessary.

Appendix A includes five tests, one for each act of the play, along with the corresponding answer keys. Each test contains story ordering activities, as well as questions which require that the students write in full and complete sentences. Other types of questions, which differ from test to test, include character identification, multiple choice, true-false, and short-answer questions. In addition to the five tests, *Appendix A* also includes two essay questions.

Appendix B contains a list of the five Common Core Reading Standards for Literature that this edition of the *Romeo & Juliet Story Summary Worksheets & Tests* helps students meet.

The *Story Summary Worksheets* effectively and faithfully summarize the story of *Romeo & Juliet*. It is my hope that these *Story Summary Worksheets & Tests* will be useful for you and your students as you read this classic and timeless tale by William Shakespeare.

ACT 4, Scenes 1, 2 & 3

ANSWER KEY

Paris has gone to see Friar Laurence in order to speak about the wedding plans. The priest knows of course, that Juliet is married to Romeo, but he is unable to say that. He talks to Paris about (1) DELAYING THE WEDDING. Juliet arrives and has a difficult conversation with Paris. He speaks as if he will own her as his wife after the wedding ceremony on Thursday, and she is as cold as she can be toward him. When Juliet asks Friar Laurence if she should come back another time to speak to him, the priest asks Paris to leave so that he may speak privately to Juliet.

Juliet asks Friar Laurence for his help but says that if he can't help her, she is fully ready to (2) TAKE HER OWN LIFE. She states that her husband is Romeo, and she cannot (3) MARRY PARIS. Friar Laurence then tells her of a plan he has to help her (4) FAKE HER DEATH so that the wedding ceremony will not take place. He tells Juliet to go to her home and make certain that she is (5) COMPLETELY ALONE the night before the wedding is scheduled. During that night, he says that Juliet is to (6) DRINK A POTION that will cause her to fall into a (7) DEATH-LIKE SLEEP for forty-two hours. The priest says that she will be carried to the (8) FAMILY BURIAL VAULT in a coffin, where she will lie for the customary period of mourning. During that time, the priest says, he will send a (9) LETTER TO ROMEO, who will return from (10) MANTUA and take her back with him to that city once she awakens. She agrees to this plan.

When Juliet returns home, her father is very pleased that she now appears willing to go forward with the wedding plans to marry Paris. When Juliet goes to her bedroom, she asks the nurse to leave her alone for the night. Once she is alone, Juliet begins to worry that the secret potion (11) WILL NOT WORK, or that it will actually kill her, or that she will be buried alive in the vault before Romeo comes to rescue her. Juliet begins to go mad and thinks she sees the ghost of (12) TYBALT trying to find and kill Romeo. As the scene ends, Juliet drinks the secret potion and falls back upon her bed.

TYBALT	DRINK A POTION	LETTER TO ROMEO
WILL NOT WORK	TAKE HER OWN LIFE	DELAYING THE WEDDING
MARRY PARIS	DEATH-LIKE SLEEP	FAMILY BURIAL VAULT
MANTUA	FAKE HER DEATH	COMPLETELY ALONE

Romeo & Juliet Story Summary Worksheets

Student Name: _____ **ACT 4, Scenes 1, 2 & 3**

Directions: Fill in each blank using answers from the list at the bottom of the page.

Paris has gone to see Friar Laurence in order to speak about the wedding plans. The priest knows of course, that Juliet is married to Romeo, but he is unable to say that. He talks to Paris about (1) _____. Juliet arrives and has a difficult conversation with Paris. He speaks as if he will own her as his wife after the wedding ceremony on Thursday, and she is as cold as she can be toward him. When Juliet asks Friar Laurence if she should come back another time to speak to him, the priest asks Paris to leave so that he may speak privately to Juliet.

Juliet asks Friar Laurence for his help but says that if he can't help her, she is fully ready to (2) _____. She states that her husband is Romeo, and she cannot (3) _____. Friar Laurence then tells her of a plan he has to help her (4) _____ so that the wedding ceremony will not take place. He tells Juliet to go to her home, and make certain that she is (5) _____ the night before the wedding is scheduled. During that night, he says that Juliet is to (6) _____ that will cause her to fall into a (7) _____ for forty-two hours. The priest says that she will be carried to the (8) _____ in a coffin, where she will lie for the customary period of mourning. During that time, the priest says, he will send a (9) _____, who will return from (10) _____ and take her back with him to that city once she awakens. She agrees to this plan.

When Juliet returns home, her father is very pleased that she now appears willing to go forward with the wedding plans to marry Paris. When Juliet goes to her bedroom, she asks the nurse to leave her alone for the night. Once she is alone, Juliet begins to worry that the secret potion (11) _____, or that it will actually kill her, or that she will be buried alive in the vault before Romeo comes to rescue her. Juliet begins to go mad and thinks she sees the ghost of (12) _____ trying to find and kill Romeo. As the scene ends, Juliet drinks the secret potion and falls back upon her bed.

TYBALT	DRINK A POTION	LETTER TO ROMEO
WILL NOT WORK	TAKE HER OWN LIFE	DELAYING THE WEDDING
MARRY PARIS	DEATH-LIKE SLEEP	FAMILY BURIAL VAULT
MANTUA	FAKE HER DEATH	COMPLETELY ALONE

Appendix A

Shakespeare's
Romeo & Juliet

Tests for Acts 1,
including Essay Questions

Test for Romeo & Juliet

NAME: _____

Act 1

In each of the three story-ordering sections below, put the items into the correct order, (1st, 2nd, 3rd, etc.), writing the numbers in the right column of each section.

Act 1, Scene 1

1) Benvolio learns that Romeo is sad because the woman he loves does not love him, and he advises Romeo to look at other women in order to help cure his sadness.	
2) Romeo, who did not take part in any of the fighting, has been very sad lately, but no one seems to know why. Furthermore, no one has seen him all day.	
3) As the play opens, another fight has erupted in the city of Verona between two warring families: the Capulets and the Montagues.	
4) The fighting between these two families stops only after the Prince of Verona issues a decree stating that whoever is caught fighting will be condemned to death.	
5) Romeo's parents are very concerned about him, and so they send his cousin Benvolio to try to find him.	

Act 1, Scenes 2 & 3

6) Juliet's father, Lord Capulet, speaks to a man who wants to marry Juliet, and he tells the young man that if he can win Juliet's heart, he will be in favor of the wedding.	
7) Juliet seems to have an open mind about the young man who wants to marry her, and she says she will see him at the gala feast and determine whether she likes him or not.	
8) In scene three, Juliet's mother learns that a young man wants to ask for Juliet's hand in marriage. She wants to know how Juliet feels about it.	
9) Lord Capulet then sends a servant on an errand, giving him a list of people to invite to the gala feast that will be held at the Capulet home.	
10) Unfortunately, the servant cannot read the guest list, but he meets Romeo and asks him for his help. Romeo discovers that the woman he loves will be at the gala feast.	

Act 1, Scenes 4 & 5

11) Romeo also tells Benvolio and Mercutio that he recently had a troubling dream of death.	
12) Once he is inside the Capulet home, Romeo looks for the woman he loves but sees Juliet instead, and it is love at first sight.	
13) When Romeo's enemy overhears him ask a servant about Juliet, he realizes they are enemies and immediately wants to have a duel to the death with Romeo.	
14) As Romeo walks to the gala feast with his cousin Benvolio and friend Mercutio, he tells them that he has a heavy heart and does not want to dance that evening.	
15) Before the trio enters the Capulet home to attend the gala feast, they put on masks to hide their faces since they were not invited.	

Test for *Romeo & Juliet*

Name: _____

Act 1 (cont'd)

Identify the characters and families that were part of Act 1.
Use the list just below question #22 in order to make your choices.

16) Romeo is a member of this family.	
17) This person issued a decree that anyone in the city caught fighting would be condemned to death.	
18) This person is Romeo's cousin, and he is sent to find out what is wrong with Romeo.	
19) This woman is the object of Romeo's affection before he attends the gala event at the home of the Capulets.	
20) This young man is engaged to be married to Juliet.	
21) Juliet is a member of this family.	
22) This man overheard Romeo speak at the gala feast, and he knew Romeo was his enemy. He wanted to challenge Romeo to a duel right there during the gala feast.	

BENVOLIO	PARIS	TYBALT
THE PRINCE OF VERONA	ROSALINE	CAPULETS
MERCUTIO	MONTAGUES	JULIET

Please provide the following answers in complete sentences. Please note each answer in this part counts as three answers, so check your sentences carefully after you write them.

23-25) What was the decree issued by the Prince of Verona?

26-28) In Scene 2, Paris speaks to Juliet's father. What does Paris want?

Test for *Romeo & Juliet*

Name: _____

Act 1 (cont'd)

Please provide the following answers in complete sentences. Please note each answer in this part counts as three answers, so check your sentences carefully after you write them.

29-31) What does Romeo learn when he reads the guest list and finds out who has been invited to the Gala Feast?

32-34) What do you think Romeo's death dream tells about how the play will end?

35-37) How do Romeo's feelings toward Rosaline change during the Gala Feast?

38-40) How does Tybalt find out that Romeo, his enemy, is at the Gala Feast?

Note: For this test, each question is worth 2.5 points.

Act 1, Scene 1	Act 1, Scenes 2 & 3	Act 1, Scenes 4 & 5
1) 5	6) 1	11) 2
2) 3	7) 5	12) 4
3) 1	8) 4	13) 5
4) 2	9) 2	14) 1
5) 4	10) 3	15) 3

16)	MONTAGUES
17)	THE PRINCE OF VERONA
18)	BENVOLIO
19)	ROSALINE
20)	PARIS
21)	CAPULETS
22)	TYBALT

23-25) What was the decree issued by the Prince of Verona?

THE PRINCE OF VERONA GREW TIRED OF SEEING THE FIGHTING GO ON BETWEEN THE TWO FAMILIES, AND HE DECREED THAT ANYONE CAUGHT FIGHTING IN THE STREETS WOULD BE CONDEMNED TO DEATH.

26-28) In Scene 2, Paris speaks to Juliet's father. What does Paris want?

PARIS WANTS TO MARRY JULIET, AND HE HAS COME TO SEE LORD CAPULET IN ORDER TO TALK TO HIM ABOUT A POSSIBLE MARRIAGE.

29-31) What does Romeo learn when he reads the guest list and finds out who has been invited to the Gala Feast?

ROMEO LEARNS THAT ROSALINE, THE WOMAN HE LOVES, WILL BE AT THE GALA FEAST.

32-34) What do you think Romeo's death dream tells about how the play will end?

STUDENT ANSWERS WILL VARY, BUT THEY SHOULD INDICATE AN UNDERSTANDING THAT ROMEO IS LIKELY TO DIE AT SOME POINT DURING THE PLAY, OR THAT THE PLAY WILL HAVE A SAD ENDING.

35-37) How do Romeo's feelings toward Rosaline change during the Gala Feast?

ROMEO LOOKED FOR ROSALINE, BUT DID NOT SEE HER AT THE FEAST. HOWEVER, ONCE ROMEO SAW JULIET, HE WAS NO LONGER IN LOVE WITH ROSALINE.

38-40) How does Tybalt find out that Romeo, his enemy, is at the Gala Feast?

WHEN ROMEO ASKS A SERVANT ABOUT JULIET, TYBALT OVERHEARS HIM, KNOWS INSTANTLY THAT THE VOICE IS THAT OF A MONTAGUE, AND ALSO RECOGNIZES THAT IT BELONGS TO ROMEO, HIS ENEMY.

Appendix B

The *Romeo & Juliet Story Summary Worksheets & Tests* will help students meet the Common Core Standards for Reading and Writing that are listed below:

READING: Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

READING: Craft and Structure

6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

READING: Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING: Text types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

WRITING: Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WRITING: Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

WRITING: Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Sources:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf

About the Author



Gary Ciesla is a prolific writer and a veteran Special Education teacher who has worked in a variety of interesting and challenging classroom environments. He has taught in state and federal prisons, in institutions for troubled youth, in a program for autistic children with Asperger's Syndrome, in an Alternative Education program, and most recently, at EF International in Tarrytown, New York, where he first taught English to students from around the world, and then managed the EF/NY University Pathways Program.

As an author, Mr. Ciesla has written and published *The Little Book of Secret Code Puzzles: Pearls of Wisdom & Encouragement Waiting to be Discovered*, *Shakespeare's Macbeth: Story Summary Worksheets and Tests*, and *The Logic Puzzle Project*. He lives in Highland Falls, New York.

If you wish to contact Mr. Ciesla, he can be reached, via email, at the following address: gary.ciesla@gmail.com.