

Read the following questions. Answer in full and complete sentences with a sufficient amount of detail and information to show and understanding of meaning. Respond on lined paper.

PLOT:

1. In what ways does the killing of Tybalt qualify as a crisis (or turning point) in the fortunes of Romeo?
2. The Greek philosopher, Aristotle, defined 'tragedy' as the "imitation of an action that is serious, has magnitude, and is complete in itself; in language with pleasurable accessories; in dramatic form; with incidents arousing pity and fear, in order to accomplish a catharsis (coming together) of those emotions."
Discuss the extent to which *Romeo & Juliet* corresponds to Aristotle's definition.
3. How have Romeo's fortunes fallen following the crisis?

CHARACTERS:

1. Discuss the attitudes, motivations and actions of the Nurse and Friar within this act.
2. In what way are Capulet's words and actions in Act III consistent with those in previous acts? In what ways are they inconsistent? Explain.
3. In what ways has Juliet's character developed since Act I?
4. Aristotle also suggests that the protagonist of a tragedy, (the "tragic hero") should fulfill the following qualifications:
 - he must be a basically, though not excessively, good person
 - he must be of elevated social and/or economic status
 - he must fall from happiness to misery
 - his fall into misfortune must be caused by some error of judgment or personality defect (known as the "tragic flaw"). Discuss the extent to which Romeo qualifies as a "tragic hero".

THEME:

1. Threatened suicide seems to almost become a new motif in Act III. Comment on how suicide connects to other themes within the play.

LITERARY AND DRAMATIC DEVICES

1. Explain how scene 5 might be seen as the reason for Shakespeare's use of the imagery based on birds, ships, the sunrise, windows, the moon, and light and darkness, throughout the play.
2. Discuss Shakespeare's use of dramatic irony, (the audience knowing things that some characters do not know) throughout Act III.