SHAKESPEARE CHARACTER ANALYSIS WORKSHEET: Romeo & Juliet, Acts I, II, III

Standard for Character Analysis(development) ELA9RL1: The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

CC1 The student identifies, analyzes, and applies knowledge of the structures and elements of **fiction** and provides evidence from the text to support understanding; the student: a. Locates and analyzes such elements in fiction as language (i.e., diction, imagery, symbolism, figurative language), character development, setting and mood, point of view, foreshadowing, and irony.

A writer uses several ways to tell about characters: what they say, how they look (including mannerisms, habits, etc.), what they do, and what others say about them. 1) characters' function (i.e., protagonist, antagonist, foil, catalyst, comic relief, tragic hero, etc.) 2) emotions 3) diction and/or dialogue 4) personality (revealed through the characters' words, actions, reactions, feelings, movements, thoughts, mannerisms)

Complete this chart individually or with a partner. Analyze Mercutio as a foil to _____

Key Features of Mercutio
What sort of person is this character at the beginning of the play?

Is there a point where he changes at all? What caused the changes?

What was the moral low point, the moral high point for this character?

To what degree is this character responsible for this tragedy? To what degree is his foil responsible for the tragedy?

Describe Mercutio's death scene: "a plague on both your houses!"

What should Mercutio have done differently?

Physical Traits (deformities, handicaps, diseases, general health)

Family Background (siblings, moved around, religion, etc.)