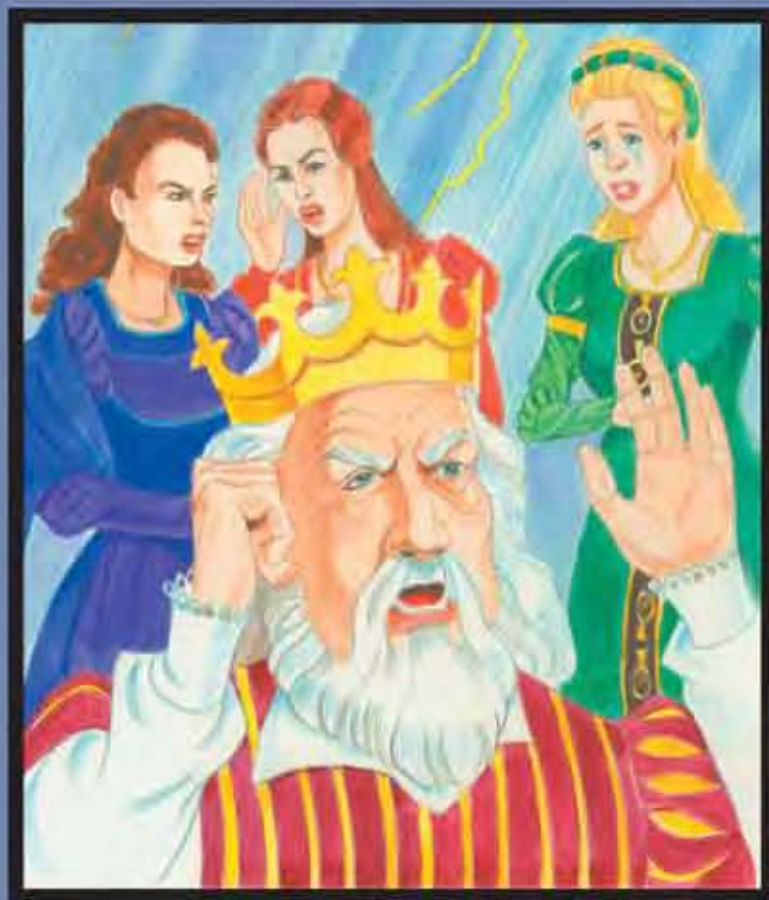


# STUDY GUIDE

## KING LEAR

WILLIAM SHAKESPEARE



SADDLEBACK EDUCATIONAL PUBLISHING, INC.

SADDLEBACK Classics

  SADDLEBACK *Classics*  

# STUDY GUIDE

## KING LEAR

WILLIAM SHAKESPEARE



Hamlet  
Julius Caesar  
**King Lear**  
Macbeth  
The Merchant of Venice  
A Midsummer Night's Dream  
Othello  
Romeo and Juliet  
The Tempest  
Twelfth Night

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**THE PROGRAM**

*Saddleback Classics* were expressly designed to help students with limited reading ability gain access to some of the world's greatest literature. While retaining the essence and stylistic "flavor" of the original, each *Saddleback Classic* has been expertly adapted to a reading level that never exceeds grade 4.0.

An ideal introduction to later, more in-depth investigations of the original works, *Saddleback Classics* utilize a number of strategies to ensure the involvement of reluctant readers: airy, uncomplicated page design, shortened sentences, easy-reading type style, elimination of archaic words and spellings, shortened total book length, and handsome illustrations.

**THE STUDY GUIDES**

The *Saddleback Classics Study Guides* provide a wealth of reproducible support materials to help students extend the learning experience. Features include critical background notes on both the author and the times, character descriptions, act summaries, and seven "universal" exercises which may be used to follow up the reading of any *Saddleback Classics* novel or play.

In addition to the universal exercises, 27 title-specific exercises are included to review, test, and enrich students' comprehension as well as their grasp of important vocabulary and concepts. All reproducible, the worksheets provided

for Shakespeare's plays are designed to be used act-by-act as the student's reading of the play proceeds. Several exercises are provided for each act. One always focuses on key vocabulary. Others include a simple comprehension check and treatment of an important literary concept such as character analysis, point of view, inference, or figurative language. A two-page final exam is also included in every *Saddleback Classics Study Guide*.

**USING THE STUDY GUIDES**

Before assigning any of the reproducible exercises, be sure each student has a personal copy of the *Literary Glossary* and the *Facts About the Author* and *About the Times*. Students will need to be familiar with many of the literary terms in order to complete the worksheets. Obviously, the *Facts About the Author* and *About the Times* lend themselves to any number of writing, art, or research projects you may wish to assign.

The title-specific exercises may be used as a springboard for class discussions or role-playing. Alternatively, you may wish to assign some exercises as homework and others as seatwork during the closing minutes of a class period.

All exercises in this Guide are designed to accommodate independent study as well as group work. The occasional assignment of study partners or competitive teams often enhances interest and promotes creativity.

**WILLIAM SHAKESPEARE**

(1564–1616)

William Shakespeare is widely regarded as the finest poet and playwright who ever lived. Yet he was the son of illiterate parents and never attended college!

Much of this remarkable man's life is shrouded in mystery. He had been dead almost a hundred years before anyone wrote a short account of his life. But we do know that his mother, Mary Arden, was the daughter of a prosperous farmer. His father, John Shakespeare, was a successful glovemaker who also traded in wool, hides, and grain. They lived in an English market town called Stratford-on-Avon, where William was born in 1564. Their house still stands.

Until the age of 13 or 14, Shakespeare probably attended the Stratford grammar school, where he read the great Latin classics of Cicero, Virgil, and Seneca. Some stories say that he had to leave school early because of his father's financial difficulties. But there is no official record of his life until 1582, when he married Anne Hathaway at the age of 18. By 1585, he and Anne had three children. No one knows for sure

what happened to him during the next seven years, although one account says that he was a schoolmaster. In 1592, however, records reveal that he was working in London as both an actor and a playwright. By that year, he had published two popular poems and written at least three plays.

Records from various sources show that Shakespeare became wealthy. In 1597, he bought one of the grandest houses in Stratford. (It had 10 fireplaces!) The next year he bought 10 percent of the stock in the handsome Globe Theater and a fine house in London. His artistic life was very busy and productive. His theatrical company, known as the King's Men, presented a variety of plays, week after week. It is thought that he rehearsed in the mornings, acted in the afternoons, and wrote at night.

After 1612, he spent most of his time in Stratford with his family. He died there, at the age of 52, on April 23, 1616. The tomb of the great literary genius still stands at Holy Trinity Church in Stratford.

**FACTS ABOUT THE TIMES****In 1564, when Shakespeare was born . . .**

About 100,000 people lived in London; the horse-drawn coach was introduced in England; the great Italian sculptor and painter, Michelangelo, died; an outbreak of plague killed more than 20,000 Londoners.

**In 1616, when Shakespeare died . . .**

Sir Walter Raleigh began his search for El Dorado; tobacco was becoming a popular crop in Virginia; Pocahontas died; the Catholic church forbade Galileo from conducting any further scientific investigations.



## FACTS ABOUT THE CHARACTERS

**KING LEAR** the aging British monarch (father of Goneril, Regan, and Cordelia) whose bad judgment and arrogance eventually dooms his family and the security of his kingdom

**THE KING OF FRANCE** the successful suitor for Cordelia's hand in marriage who later helps Cordelia save her father

**GONERIL** Lear's eldest daughter and Albany's wife; a ruthless and scheming woman who conspires with her sister, Regan, to strip Lear of all power, pride, and dignity—even leading an armed revolt against her father

**THE DUKE OF ALBANY** Goneril's husband, who stays true to his brave and decent nature

**REGAN** Lear's second daughter and Cornwall's wife; as cruel, devious, and evil as Goneril, she joins her sister in seeking Lear's destruction

**THE DUKE OF CORNWALL** Regan's husband, a ruthless fellow who imagines himself a defender of the realm

**CORDELIA** Lear's youngest (and favorite) daughter, a loyal and trustworthy woman who is disinherited because she refuses to flatter her father

**THE DUKE OF BURGUNDY** one of Cordelia's suitors

**THE EARL OF KENT** a staunch and courageous member of Lear's court who goes to extreme lengths to support and defend his troubled monarch

**THE EARL OF GLOUCESTER** a loyal member of Lear's court who is viciously blinded for his faithfulness to Lear

**EDGAR** Gloucester's elder son, later disguised as Poor Tom, the beggar, who goes to great lengths to protect his father and regain his reputation

**EDMUND** Gloucester's younger, illegitimate son—an evil and resentful man who unleashes a cruel plan to have his brother banished in order to gain Gloucester's riches; also joins with the forces working against Lear

**OSWALD** Goneril's steward, he relentlessly carries out his mistress's commands, even to the point of his own destruction

**CURAN** Gloucester's servant

**OLD MAN** Gloucester's tenant

**FOOL** Lear's Jester and confidant who gives the king good advice in a joking manner

**KNIGHTS, OFFICERS, MESSENGERS, SOLDIERS, SERVANTS, and ATTENDANTS**

**ACT 1**

As the play opens, the Earl of Gloucester, a loyal member of King Lear's court, introduces his illegitimate son Edmund to another member of the court, the Earl of Kent. As the men are speaking, trumpets announce the arrival of Lear, his daughters, and two of their husbands, the Duke of Albany and the Duke of Cornwall. Lear surprises them all by saying that he intends to divide his kingdom among his daughters, Regan, Goneril, and Cordelia. When he adds that he'll be "most generous" to the daughter who loves him most, Goneril and Regan make flattering speeches. Cordelia, however, straightforwardly says that she loves him "no more and no less than a daughter should." Lear takes this as an insult and banishes her from his kingdom.

When the Duke of Kent objects to his rash decision, Lear calls him a traitor and banishes him, too. Then the Duke of Burgundy, who's been engaged to Cordelia, decides that he won't marry her without her inheritance. The King of France, who is also in attendance, takes advantage of this opportunity and offers to marry Cordelia himself. When he and Cordelia depart, Regan and Goneril discuss the king's irrational behavior and begin to plot against him.

In the meantime, jealous Edmund plots to destroy the reputation of his brother Edgar, Gloucester's legitimate

son, while the banished Kent disguises himself in order to be hired as a servant in Lear's court, where he will try to protect the king's interests. As the act concludes, Lear's fool warns him of his jeopardy as Goneril and Regan begin to reveal their truly evil intentions toward their father.

**ACT 2**

Edgar is caught in the trap Edmund has set for him, is disavowed by Gloucester, and goes on the run. In league with Edmund's treachery, Regan and Cornwall pretend friendship with Gloucester and ask his help in dealing with Lear's "problems." Then Oswald, Goneril's steward, is attacked by the disguised Kent for taking Goneril's side against the king. In defense of Oswald, Regan and Cornwall have Kent put in the stocks, which enrages Gloucester.

In the meantime, Lear, having been treated disrespectfully by Goneril, appeals to Regan to invite him and his knights into her house. When Goneril arrives, however, the sisters greet each other warmly. Then Lear realizes that neither daughter is willing to welcome his retinue and that both are allied against him. In bitter despair, he walks out in a storm, bewailing his sad situation.

**ACT 3**

The Earl of Kent, dressed as a servant, finds Lear and his fool wandering the heath in the pouring



rain. He leads the king to the shelter of a nearby shed, where they come upon Edgar, disguised as Poor Tom, an addled beggar. Then Gloucester arrives, pledging his loyalty to Lear in spite of his daughters' "harsh commands." Meanwhile, Edmund shows Cornwall a letter proving that Gloucester is acting on behalf of the King of France, who has now become England's enemy.

At the same time, Gloucester and Kent, still disguised, meet with Lear, Kent, and the fool at a farmhouse. There, Lear conducts a mock trial of his daughters' misdeeds. Lear appoints the fool and Kent to act as judges. As Lear rants and raves, Kent becomes alarmed by his lack of control and begs him to rest. Then Gloucester says that he's overheard a plot to kill the king. Gloucester and several of his men carry Lear to Dover, where France's army has landed.

Hearing that Lear is in Dover, the evil Cornwall has Gloucester arrested and puts out his eyes. When a servant tries to intervene, Regan runs him through with a sword and orders that the blinded Gloucester be thrown out the gate. Two servants take pity on him and put him in the care of Edgar, who is still disguised as Poor Tom.

#### **ACT 4**

While Edgar leads Gloucester to Dover, Goneril, in love with Edmund, is sharply criticized by her husband, the Duke of Albany. When a messenger brings news of Gloucester's mutilation, Albany vows to get revenge on Gloucester's behalf.

In the French camp near Dover, a gentleman advises Kent that Cordelia shed "holy tears" at the news of her father's plight. But Lear, out of a deep sense of shame, refuses to speak with her. Meanwhile, Regan becomes suspicious of Goneril's interest in Edmund when Oswald shows her a letter she has written to him. She also offers Oswald a reward if he kills Gloucester.

Lear, dressed in flowers and talking nonsense, convinces Kent and Gloucester that he has truly become mad. They are grieving this sad reality when Oswald appears and draws his sword on Gloucester. In defending his father, Edgar kills Oswald. Then he finds Goneril's letter to Edmund in Oswald's pocket. Now he knows that her plan was to kill her husband and replace him with Edmund.

In another tent in the French camp, Cordelia visits Lear and they have a joyful reunion. Meanwhile, the French and English armies approach each other as the battle is about to begin.

#### **ACT 5**

As Goneril and Regan continue to wrangle over Edmund's affections, Lear and Cordelia are captured. Edmund and Albany argue over when their trial should be held. Albany is furious when Regan sides with Edmund. Regan complains of not feeling well as Albany challenges Edmund to a duel. Then Edgar arrives and announces that he will fight Edmund on behalf of Gloucester. Edmund is badly wounded. Then Albany surprises Goneril by

showing her the letter she wrote to Edmund—clear evidence of her treachery. When she runs off in desperation, Edmund admits his part in the evil plot and Edgar tells Albany of his true identity.

Then, as Edgar tells Albany about the role played by the banished Kent, word comes that Goneril has killed herself after poisoning Regan. Only then does Edmund reveal that he's ordered the

deaths of Lear and Cordelia. While an officer runs off to countermand the order, Lear enters, carrying the dead Cordelia in his arms. Lear grieves pitifully and Albany, Kent, and Edgar lament the situation of this “noble ruin of mankind.” At last, Lear dies of a broken heart and Albany declares that the “burden of the kingdom” will be borne by Kent and Edgar.



**aside** lines spoken by an actor that the other characters on stage supposedly cannot hear; an aside usually shares the character's inner thoughts with the audience

**Although she appeared to be calm, the heroine's aside revealed her inner terror.**

**backstage** the part of the theater where actors prepare to go onstage, where scenery is kept, etc.

**Before entering, the villain impatiently waited backstage.**

**cast** the entire company of actors performing in a play

**The entire cast must attend tonight's dress rehearsal.**

**character** a fictional person or creature in a story or play

**Mighty Mouse is one of my favorite cartoon characters.**

**climax** the outcome of the main conflict of a play or novel

**The outlaw's capture made an exciting climax to the story.**

**comedy** a funny play, film, or TV show that has a happy ending

**My friends and I always enjoy a Jim Carrey comedy.**

**conflict** the struggle between characters, forces, or ideas at the center of a story

***Dr. Jekyll and Mr. Hyde* illustrates the conflict between good and evil.**

**conclusion** the resolution of all plot conflicts, bringing a story to a close

**That play's conclusion was very satisfying. Every conflict was resolved.**

**dialogue** words spoken by the characters in a novel or play

**Amusing dialogue is an important element of most comedies.**

**drama** a story, usually not a comedy, especially written to be performed by actors in a play or movie

**The TV drama about spies was very suspenseful.**

**event** something that happens; a specific occurrence

**The most exciting event in the story was the surprise ending.**

**figurative language** colorful wording not meant to be taken literally, but to form a colorful, sharp picture in the mind

**A "screaming" headline may be set in large type, but it makes no sound at all.**

**introduction** a short reading that presents and explains a novel or play

**The introduction to *Frankenstein* is in the form of a letter.**

**motive** the internal or external force that makes a character do something

**What was that character's motive for telling a lie?**

**passage** a section of a written work, ranging from one line to several paragraphs

**His favorite passage from the book described the fisherman's childhood.**

**playwright** the author of a play

**William Shakespeare is the world's most famous playwright.**

**plot** the chain of events in a story or play that leads to its final outcome

**The plot of that mystery story is filled with action.**

**point of view** the mental position from which a character sees the events of the story unfold

**The father's point of view about elopement was quite different from the daughter's.**

**prologue** an introduction to a play that comes before the first act

**The playwright described the main characters in the prologue to the play.**

**quotation** a passage quoted; the exact words spoken by a character; the words set off by quotation marks

**A popular quotation from *Julius Caesar* begins, "Friends, Romans, countrymen . . ."**

**role** the part that an actor performs in a play

**Who would you like to see play the role of Romeo?**

**sequence** the time-order in which story events take place

**Sometimes actors rehearse their scenes out of sequence.**

**setting** where and when the story events take place

**This play's setting is New York in the 1940s.**

**soliloquy** a speech in a play in which a character tells his or her thoughts to the audience, as if talking to himself or herself

**One famous soliloquy is Hamlet's speech that begins, "To be, or not to be . . ."**

**symbol** a person or thing that stands for, or represents, something else

**In Hawthorne's famous novel, the scarlet letter is a symbol for adultery.**

**theme** the central meaning of a play or novel; the main idea

**Ambition and revenge are common themes in Shakespeare's plays.**

**tragedy** a serious play with a sad ending

***Macbeth*, the shortest of Shakespeare's plays, is a tragedy.**



**16 COMPREHENSION CHECK: Act 4**

1. b 2. c 3. a 4. b 5. a 6. b  
7. c 8. b 9. a 10. b 11. c 12. a

**17 WORDS AND MEANINGS: Act 4**

- A. Across:** 2. mock 4. treachery  
5. scald 7. prosper 8. dissolve  
**Down:** 1. anguish 2. mortal  
3. miracle 6. resume
- B.** 1. prosper 2. miracle  
3. dissolve 4. scald  
5. anguish 6. treachery  
7. resume 8. mortal 9. mock

**18 SYNONYMS AND ANTONYMS: Act 4**

- A.**
- 
- B.** 1. remedies  
2. despair  
3. gaps  
4. misery  
5. mournful  
6. horrid  
7. despised  
8. sorrows  
9. banished  
10. steep  
11. sanity  
12. assets

**19 CHARACTER STUDY: Act 4**

- A.** 1. deceptive, bold  
2. dishonest, ambitious  
3. despairing, wounded  
4. vicious, ungrateful  
5. outraged, loyal  
6. virtuous, sorrowful  
7. dutiful, murderous  
8. mad, remorseful  
9. steadfast, disguised  
10. unfaithful, ruthless
- B.** 1. Oswald 2. Gloucester  
3. King Lear 4. Edmund  
5. Goneril 6. Albany

**20 COMPREHENSION CHECK: Act 5**

1. c 2. b 3. a 4. c 5. b 6. a  
7. c 8. c 9. a 10. b 11. a 12. b

**21 WORDS AND MEANINGS: Act 5**

- A. Across:** 2. widow 5. authority  
7. pilgrimage 8. witness  
**Down:** 1. tolerate 3. intentions  
4. rank 6. combat
- B.** 1. authority 2. rank  
3. intentions 4. pilgrimage  
5. witness 6. combat  
7. tolerate 8. widow

**22 SYNONYMS AND ANTONYMS: Act 5**

- A.**
- 
- B.** 1. humble, proclaim  
2. captives, separate  
3. reveal, suspicious  
4. familiar  
5. Treason  
6. eldest, defend  
7. jesters, beguiled

**23 LANGUAGE LAB: Act 5**

1. anything 2. themselves  
3. Whoever, anyone 4. knighthood  
5. madman 6. forever 7. mankind  
8. everlasting 9. herself

**24 CAUSE AND EFFECT: Act 5**

- A.** 1. d 2. f 3. g 4. b 5. e 6. h  
7. a 8. c
- B.** 1. c 2. a 3. a

**25 SEQUENCE OF EVENTS**

1. 4/Goneril 2. 10/Edgar 3. 3/rejection  
4. 12/poisons 5. 6/obedience  
6. 8/Edmund 7. 2/Kent 8. 9/Gloucester  
9. 7/sing 10. 5/sentences 11. 11/rank  
12. 13/hanged 13. 1/plan

**26 FINAL EXAM: Part 1**

1. b 2. a 3. c 4. b 5. c 6. a 7. b  
8. c 9. a 10. c 11. c 12. b

**FINAL EXAM: Part 2**

1. Both are parent-child relationships in which the faithful, dutiful child is wrongly criticized for treachery. In both cases, the rejected child proves to be the parent's loyal friend.
2. Goneril realizes that Albany is no longer her ally. Thinking him a coward, she resolves to take control of their military forces.
3. He tells Edgar, disguised as Poor Tom, and the fool to act as judges.
4. They bring medicine for his bloodied eyes and they take him to Poor Tom, who will lead him away.
5. Badly wounded, Edmund was aware that he was dying. He meant that Goneril and Regan would soon join him in death.

**27-33** Answers will vary.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

Circle a letter to complete the sentence or answer the question.

1. **Who does the Earl of Gloucester introduce to the Earl of Kent?**
  - a. his father, Edgar
  - b. his son, Edmund
  - c. the Duke of Burgundy
2. **Lear says he wishes to confer his kingdom on**
  - a. younger shoulders.
  - b. his sons-in-law.
  - c. his long lost son.
3. **Who says that Lear is “dearer than eyesight, space, and liberty”?**
  - a. Goneril
  - b. Oswald
  - c. Cordelia
4. **Which daughter does King Lear call “hard-hearted”?**
  - a. Regan
  - b. Cordelia
  - c. Goneril
5. **Lear says he will be most generous to the daughter who**
  - a. needs the most help.
  - b. loves him the most.
  - c. refuses to get married.
6. **What is Goneril’s complaint about Lear’s followers?**
  - a. They’re drunk and disorderly.
  - b. They talk behind Lear’s back.
  - c. They’re spies for the French.
7. **Lear claims the right to keep**
  - a. track of the kingdom’s income.
  - b. his own fool.
  - c. 100 knights.
8. **Kent begs Lear to**
  - a. reconsider his decision.
  - b. hire him as steward.
  - c. let Regan inherit everything.
9. **Lear responds to Kent by**
  - a. taking his good advice.
  - b. giving him more money.
  - c. ordering him out of his kingdom.
10. **Who finally decides *not* to marry Cordelia?**
  - a. the Duke of Cornwall
  - b. the Duke of Burgundy
  - c. the Duke of Albany
11. **Who asks Cordelia to marry him?**
  - a. the King of France
  - b. the Earl of Gloucester
  - c. the Earl of Kent
12. **Who creates a rift between Gloucester and Edgar?**
  - a. Kent
  - b. Edmund
  - c. Goneril



NAME \_\_\_\_\_

DATE \_\_\_\_\_

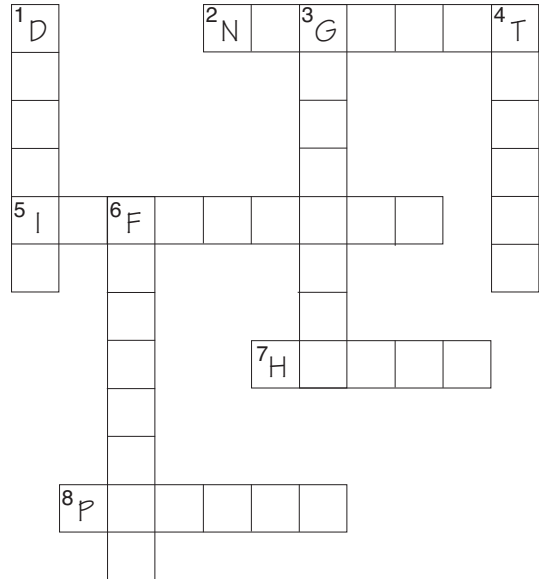
**A.** Solve the crossword puzzle with words from Act 1.

**ACROSS**

- 2. to fail to do something you should be doing
- 5. the condition of being feeble or weak
- 7. those who will inherit someone else's money or property
- 8. to like something better than something else

**DOWN**

- 1. a lie or a dishonest act
- 3. describes someone who is easily cheated or tricked
- 4. a ruler, usually harsh, who has complete power
- 6. too much praise that is sometimes insincere



**B.** Use words from the puzzle to complete the sentences.

- 1. Neither Albany nor Cornwall would \_\_\_\_\_ the other one's share of Lear's kingdom.
- 2. Kent suggested that Regan's and Goneril's speeches were full of hollow \_\_\_\_\_.
- 3. New faults come with age and \_\_\_\_\_.
- 4. Edmund's letter criticized Lear as an "aged \_\_\_\_\_."
- 5. Edmund had a noble brother and a \_\_\_\_\_ father.
- 6. At first, Lear offers a third of his kingdom to Cordelia and her \_\_\_\_\_.
- 7. The King of France accused the gods of "cold \_\_\_\_\_" in the case of the worthy Cordelia.
- 8. Cordelia tells Lear that time will reveal what \_\_\_\_\_ hides.





NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Find and circle the hidden vocabulary words from Act 1. Words may go up, down, across, backward, or diagonally. Check off each word as you find it.

\_\_\_ RASH

\_\_\_ FERTILE

\_\_\_ CURSE

\_\_\_ CONDEMN

\_\_\_ RETAIN

\_\_\_ REVOKED

\_\_\_ CONFER

\_\_\_ INNOCENCE

\_\_\_ CONCEAL

\_\_\_ PARTICULAR

\_\_\_ SACRED

\_\_\_ ACKNOWLEDGE

K	N	O	L	S	C	A	Q	U	P	M
T	Y	D	E	K	O	V	E	R	A	A
H	A	W	L	E	N	S	D	F	R	C
G	S	H	I	A	F	X	L	P	T	K
D	O	A	T	F	E	C	G	E	I	N
E	H	I	R	O	R	O	C	J	C	O
R	S	L	E	D	C	N	H	K	U	W
C	O	A	F	H	E	D	G	E	L	L
A	D	E	Z	C	B	E	N	O	A	E
S	P	C	O	K	S	M	E	I	R	D
T	G	N	J	R	L	N	K	C	A	G
H	N	O	U	J	E	R	V	S	D	E
I	B	C	M	N	I	A	T	E	R	O

**B.** Use puzzle words to complete the pairs of *synonyms* (words with the same or similar meanings) and *antonyms* (words with opposite meanings).

**SYNONYMS**

**ANTONYMS**

1. canceled / \_\_\_\_\_

7. guilt / \_\_\_\_\_

2. bestow / \_\_\_\_\_

8. barren / \_\_\_\_\_

3. recognize / \_\_\_\_\_

9. general / \_\_\_\_\_

4. holy / \_\_\_\_\_

10. expose / \_\_\_\_\_

5. impulsive / \_\_\_\_\_

11. blessing / \_\_\_\_\_

6. keep / \_\_\_\_\_

12. praise / \_\_\_\_\_



NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Read about events in Act 1. Then write a letter to match each *cause* on the left with its *effect* on the right.

- |   |  |
|---|--|
| 1. _____ Cordelia refuses to flatter her father.      | a. He hatches a plot against his brother.                |
| 2. _____ Kent challenges his king's rash decision.    | b. She writes a letter to her sister.                    |
| 3. _____ King Lear withdraws Cordelia's dowry.        | c. To teach him his place, Kent pushes him out the door. |
| 4. _____ Edmund is envious of Edgar's status.         | d. He is banished from the court.                        |
| 5. _____ Kent is determined to protect the king.      | e. He disguises himself and is hired as Lear's servant.  |
| 6. _____ Oswald is rude and disrespectful to Lear.    | f. The Duke of Burgundy refuses to marry her.            |
| 7. _____ Goneril needs Regan's support to fight Lear. | g. King Lear disowns her.                                |

**B.** Circle the word that correctly completes each sentence.

1. Cornwall's hatred of Lear is the ( cause / effect ) of Kent's punishment in the stocks.
2. Kent's disapproval of Lear's rash judgment is ( a cause / an effect ) of the king's disavowal of Cordelia.
3. Lear's outrage at Goneril is the ( cause / effect ) of her complaints about his men.
4. Albany's bewilderment is the ( cause / effect ) of Goneril's harshness with her father.



NAME \_\_\_\_\_

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Circle a letter to explain the meaning of the **boldface** dialogue.

1. Why does Gloucester “**blush to acknowledge**” Edmund?
  - a. He’s ashamed of Edmund’s homely face.
  - b. He’s upset by Edmund’s rude behavior.
  - c. He’s embarrassed to have an illegitimate son.
2. “Honor demands plain talk when kings **fall to folly**.”
  - a. make ridiculous decisions
  - b. stumble and hurt themselves
  - c. tell too many jokes
3. Whom does Cordelia call “**my father’s jewels**”?
  - a. his three daughters
  - b. Goneril and Regan
  - c. his closest friends
4. Who does Lear call his “**beloved sons**”?
  - a. Edmund and Edgar
  - b. Kent and the fool
  - c. Cornwall and Albany
5. Goneril says Cordelia’s husband has taken her as a “**handout from fortune**.”
  - a. unexpected gift of fate
  - b. way to get money
  - c. favor to her father
6. Regan expects more “**sudden whims**” from King Lear.
  - a. proofs of insanity
  - b. fits of anger
  - c. unpredictable behaviors
7. “Revering old people too much **makes our best years bitter**.”
  - a. hastens our own aging
  - b. tempts our disobedience
  - c. burdens youth with duty
8. Reflecting on his harsh treatment of Cordelia is “**a bitter cup**” for Lear.
  - a. an unpleasant memory
  - b. a dose of medicine
  - c. a distorted image
9. The fool tells Lear that he had little sense in his “**bald crown**.”
  - a. tarnished tiara
  - b. hairless head
  - c. ruined kingdom
10. Why does Lear threaten to “**pluck out and trample**” his own eyes?
  - a. He’s slowly going blind.
  - b. to make his daughters pity him
  - c. He’s upset that he’s crying.
11. Goneril complains that Lear’s knights “**hold our lives at his mercy**.”
  - a. pity Regan and Cordelia
  - b. are dangerously rowdy
  - c. threaten her and Regan’s control
12. “**Sometimes it’s best to leave things alone**,” Albany advises his wife.
  - a. let Lear reclaim his crown
  - b. follow Regan’s advice
  - c. allow Lear to keep his knights



NAME \_\_\_\_\_

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Circle a letter to complete the sentence or answer the question.

1. **Edmund and Edgar**
  - a. pretend to fight with swords.
  - b. despise the Earl of Albany.
  - c. flatter Lear shamelessly.
2. **Edmund tells Gloucester that**
  - a. Cordelia has been cheated.
  - b. Edgar wants him dead.
  - c. Lear has gone mad.
3. **Regan encourages Cornwall to**
  - a. whip the fool for stealing.
  - b. abandon his daughter.
  - c. put Kent in the stocks.
4. **Who pretends to be Poor Tom, a beggar?**
  - a. Oswald
  - b. Edgar
  - c. Curan
5. **Whom does Lear accuse of “eating his heart like a vulture”?**
  - a. Kent
  - b. Goneril
  - c. Gloucester
6. **Regan says that she’s not**
  - a. prepared to give Lear a fitting welcome.
  - b. willing to listen to Cordelia.
  - c. sure she deserves her inheritance.
7. **When Lear walks out in a storm, who says, “It’s his own fault”?**
  - a. the Earl of Kent
  - b. Cordelia
  - c. Goneril
8. **Regan suggests that Lear**
  - a. should beg Goneril’s forgiveness.
  - b. remember to carry an umbrella.
  - c. hire Oswald as his servant.
9. **Whom does Kent call “a knave, a rascal, and a coward”?**
  - a. Curan
  - b. Edgar
  - c. Oswald
10. **How many men will Regan allow Lear to keep in his retinue?**
  - a. 25
  - b. 50
  - c. 100
11. **Who is Regan’s husband?**
  - a. the Duke of Cornwall
  - b. the Duke of Burgundy
  - c. the Earl of Gloucester
12. **What harsh reality is driving Lear to the brink of insanity?**
  - a. His daughters are betraying him.
  - b. The Duke of Kent is abandoning him.
  - c. His knights no longer trust him.



NAME \_\_\_\_\_

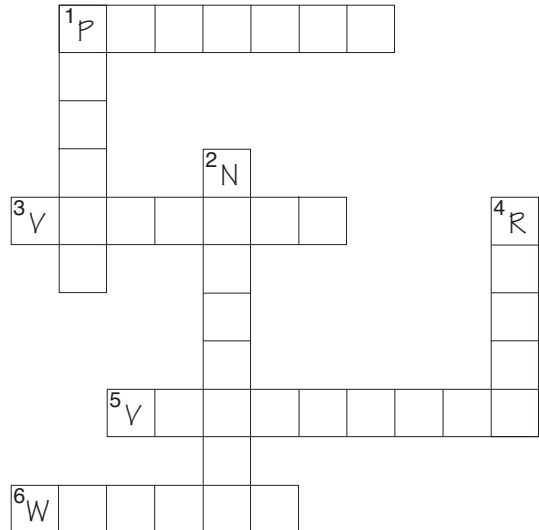
DATE \_\_\_\_\_

**A.** Solve the crossword puzzle with words from Act 2.

Answers are words that complete the sentences.

**ACROSS**

1. Lear wonders if he must beg for a \_\_\_ to live on.
3. Goneril's unkindness eats Lear's heart like a \_\_\_.
5. Regan says that no \_\_\_ is too great for Edgar.
6. Lear complains to Regan that Goneril is \_\_\_.



**DOWN**

1. Lear compares Goneril to a “flesh disease, like a \_\_\_ sore.”
2. Lear complains that old age is a \_\_\_.
4. Calling Oswald a \_\_\_, Kent tells him to draw his sword.

**B.** Use words from the puzzle to complete the sentences.

1. A \_\_\_\_\_ is an annoyance that causes people trouble or bother.
2. A \_\_\_\_\_, or evil, deed is deliberately intended to cause pain or trouble.
3. In nature, a \_\_\_\_\_ is a large bird, similar to a hawk, that eats the remains of dead animals.
4. A \_\_\_\_\_ is dishonest in his dealings with other people.
5. You are seeking \_\_\_\_\_ if you're trying to get even for a wrong done.
6. Many employers pay a \_\_\_\_\_ to their retired workers.
7. Bubonic \_\_\_\_\_ is a deadly disease that's carried to human beings by the fleas on rats.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Find and circle the hidden vocabulary words from Act 2. Words may go up, down, across, backward, or diagonally. Check off each word as you find it.

- \_\_\_ **KNAVE**            \_\_\_ **DEFENDED**
- \_\_\_ **RUMORS**        \_\_\_ **SHAMEFUL**
- \_\_\_ **FIERCE**           \_\_\_ **STUBBORN**
- \_\_\_ **REVOLT**          \_\_\_ **SUMMONED**
- \_\_\_ **VILLAIN**         \_\_\_ **DEPRIVE**
- \_\_\_ **WRETCHED**     \_\_\_ **TRUSTWORTHY**

K	E	R	S	D	E	O	P	L	N	C	Y
V	H	G	A	U	D	V	S	P	E	H	D
I	L	B	E	X	M	C	I	R	T	Y	E
L	U	W	C	Q	U	M	J	R	C	A	F
L	F	S	R	I	B	C	O	K	P	M	E
A	E	O	E	E	C	W	G	N	H	E	N
I	M	R	I	A	T	L	K	A	E	G	D
N	A	O	F	S	E	C	W	V	D	D	E
W	H	N	U	D	A	O	H	E	G	J	D
E	S	R	O	M	U	R	H	E	S	M	S
S	T	U	B	B	O	R	N	K	D	P	E
D	A	W	X	C	T	L	O	V	E	R	G

**B.** Read the words in the box. Then write the *synonym* (word with the same or a similar meaning) or the *antonym* (word with the opposite meaning) of each **boldface** word. (Hint: You will *not* use all the words in the box.)

<b>dialogues</b>	<b>faithful</b>	<b>gossip</b>	<b>scoundrel</b>	<b>protected</b>
<b>rebellion</b>	<b>forlorn</b>	<b>exposed</b>	<b>headstrong</b>	<b>dismissed</b>

- 1. Have you heard the **rumors**?  
**SYNONYM:** \_\_\_\_\_
- 2. **Trustworthy** men are always needed.  
**SYNONYM:** \_\_\_\_\_
- 3. Then I **defended** myself.  
**ANTONYM:** \_\_\_\_\_
- 4. You are a **knave**!  
**SYNONYM:** \_\_\_\_\_
- 5. I'm **wretched** in age and grief!  
**SYNONYM:** \_\_\_\_\_
- 6. Their excuses are symbols of **revolt**.  
**SYNONYM:** \_\_\_\_\_
- 7. How **stubborn** the duke is!  
**SYNONYM:** \_\_\_\_\_
- 8. They **summoned** their servants.  
**ANTONYM:** \_\_\_\_\_



NAME \_\_\_\_\_

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**A.** Unscramble the names to correctly complete the sentences.

1. STOGELCURE \_\_\_\_\_ is unable to prevent  
RAEL \_\_\_\_\_ from being turned out of his own house.
2. NAGER \_\_\_\_\_, Lear’s middle daughter, is the wife of the  
Duke of LALCROWN \_\_\_\_\_.
3. NOGLIRE \_\_\_\_\_, Lear’s eldest daughter, is married to the  
Duke of YABLAN \_\_\_\_\_.
4. ADSLOW \_\_\_\_\_ yells, “Help! Murder!” when  
TEKN \_\_\_\_\_ beats him with his sword.
5. NURAC \_\_\_\_\_ tells NUDMED \_\_\_\_\_  
about the “likely wars between Cornwall and Albany.”
6. The OLOF \_\_\_\_\_ advises ELAR \_\_\_\_\_  
to “learn a lesson from the ant.”
7. MEDNUD \_\_\_\_\_ tells RAGED \_\_\_\_\_  
that his hiding place has been discovered.

**B.** Answer each question with a character’s name.

1. What character is accustomed to having absolute power? \_\_\_\_\_
2. What character misjudges which of his children to trust? \_\_\_\_\_
3. What character resents his status as an illegitimate son? \_\_\_\_\_
4. What character gives good advice in double-talk? \_\_\_\_\_



NAME \_\_\_\_\_

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**A.** *Compound words*—like *weekend* and *baseball*—are made of two or more words. Combine one word from Box A and one word from Box B to make the compound word that completes each sentence. (Hint: You will not *use* all the words in the boxes.)

BOX A			BOX B		
<b>fare</b>	<b>over</b>	<b>in</b>	<b>thing</b>	<b>son</b>	<b>rage</b>
<b>out</b>	<b>trust</b>	<b>no</b>	<b>hear</b>	<b>well</b>	<b>port</b>
<b>god</b>	<b>any</b>	<b>sea</b>	<b>pour</b>	<b>where</b>	<b>law</b>
<b>spend</b>	<b>some</b>	<b>every</b>	<b>times</b>	<b>worthy</b>	<b>thrift</b>

1. Gloucester hid in order to \_\_\_\_\_ Edgar’s conversation.
2. Regan asked if Lear’s \_\_\_\_\_ was plotting against Gloucester.
3. Cornwall said he needed loyal, \_\_\_\_\_ men such as Edmund.
4. Edgar had heard people calling him an \_\_\_\_\_.
5. Kent said that even a good man \_\_\_\_\_ has bad luck.
6. Every \_\_\_\_\_ was tightly guarded to trap Edgar.
7. To King Lear, putting Kent in the stocks was an \_\_\_\_\_.
8. “\_\_\_\_\_ in this land shall he remain free,” Gloucester promised Edmund.
9. Edmund asked Edgar if he’d said \_\_\_\_\_ to support Cornwall’s argument with Albany.
10. Speaking to Goneril, Lear said, “\_\_\_\_\_. We’ll meet no more.”

**B.** Write the correct *suffix* (-ous, -ful, -ness, or -less) to correctly complete each **boldface** word.

- |  |   |
|--|---|
| 1. “He must suffer for his own <b>foolish</b> _____.”  | 3. “The messenger was half <b>breath</b> _____.”        |
| 2. “Do not look upon these <b>shame</b> _____ stocks.” | 4. “Was he with my father’s <b>riot</b> _____ knights?” |





NAME \_\_\_\_\_

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Circle a letter to complete the sentence or answer the question.

1. **Who walks with Lear through the storm on the heath?**
  - a. a gentleman
  - b. the fool
  - c. the Earl of Kent
2. **The Earl of Kent suggests that Lear take shelter**
  - a. in Kent's own home.
  - b. under a tree.
  - c. in a shed.
3. **The fool notices that Poor Tom, the beggar, is**
  - a. pointing a sword at him.
  - b. angry with King Lear.
  - c. wearing only a blanket.
4. **Lear insists that Poor Tom was brought low by**
  - a. bad luck and bad weather.
  - b. the deeds of his unkind daughters.
  - c. the curse of a foul fiend.
5. **Who plans to betray his father?**
  - a. the Earl of Gloucester
  - b. Edgar
  - c. Edmund
6. **The Earl of Gloucester overhears a plot to**
  - a. kill Lear.
  - b. arrest Edgar.
  - c. invade France.
7. **The Earl of Gloucester and his men**
  - a. support the King of France.
  - b. take Lear to Dover.
  - c. search for Regan and Goneril.
8. **Who blinds the Earl of Gloucester?**
  - a. the Duke of Cornwall
  - b. the Earl of Kent
  - c. the Duke of Burgundy
9. **What does Regan do to the servant who wounds the Duke of Cornwall?**
  - a. sends him from the room
  - b. has him put in the stocks
  - c. runs him through with a sword
10. **Who offered to be "a more loving father" to Edmund?**
  - a. the Earl of Gloucester
  - b. the Duke of Cornwall
  - c. King Lear
11. **Regan tells the Earl of Gloucester that Edmund**
  - a. accused him of treason.
  - b. defended his honor.
  - c. left for Dover.
12. **The Earl of Gloucester begs the gods' forgiveness for**
  - a. his crimes against Lear.
  - b. misjudging Edgar.
  - c. betraying the Earl of Kent.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Solve the crossword puzzle with words from Act 3.

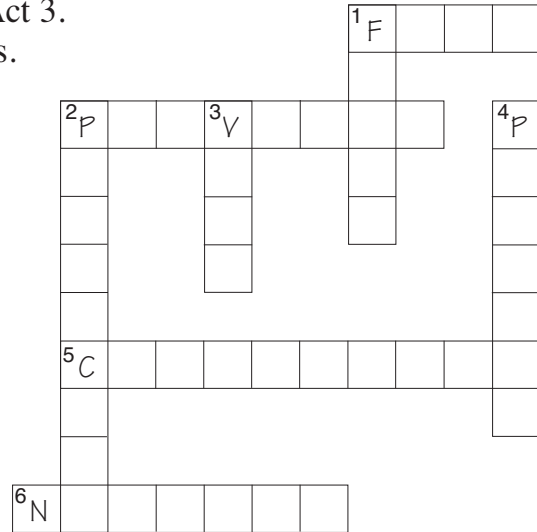
Answers are words that complete the sentences.

**ACROSS**

- 1. Something \_\_\_ is rotten, smelly, wicked, or evil.
- 2. To be \_\_\_ is to be moved to act by annoyance or anger.
- 5. \_\_\_ is a sympathetic feeling and the desire to help others.
- 6. You are \_\_\_ if you take neither side in a quarrel or war.

**DOWN**

- 1. A \_\_\_ is an evil spirit, devil, or demon.
- 2. You \_\_\_ someone if you charge him or her with a crime or put him or her on trial.
- 3. Something \_\_\_ is disgusting, offensive, or even downright wicked.
- 4. A \_\_\_ is a farm worker who lives in a rural area.



**B.** Use words from the puzzle to complete the sentences.

- 1. \_\_\_\_\_ by her brother’s teasing, the little girl burst into tears.
- 2. The assistant district attorney will \_\_\_\_\_ the suspect.
- 3. The judges maintained a \_\_\_\_\_ position on the debate topic.
- 4. Rescue workers showed great \_\_\_\_\_ for the victims of the hurricane.
- 5. Many members of the audience were upset by the comedian’s \_\_\_\_\_ language.
- 6. The word \_\_\_\_\_ comes from an Old English word that means “the one who hates.”
- 7. In basketball, the word \_\_\_\_\_ means an act that’s against the rules.
- 8. A \_\_\_\_\_ has little or no opportunity to advance to a higher social class.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Find and circle the hidden vocabulary words from Act 3. Words may go up, down, across, backward, or diagonally. Check off each word as you find it.

\_\_\_ **VAGUE**

\_\_\_ **RELIABLE**

\_\_\_ **HOLLER**

\_\_\_ **CONFLICTS**

\_\_\_ **LUSTER**

\_\_\_ **MERCILESS**

\_\_\_ **CRAZY**

\_\_\_ **DISCARDED**

\_\_\_ **FORBIDS**

\_\_\_ **UNNATURAL**

\_\_\_ **INDULGE**

\_\_\_ **INGRATITUDE**

I	N	G	R	A	T	I	T	U	D	E	U
D	J	A	S	C	V	X	C	K	P	N	L
W	I	R	I	H	O	R	E	S	N	C	V
E	L	S	O	N	A	B	M	A	O	P	S
X	U	H	C	Z	D	E	T	D	Q	U	S
S	S	N	Y	A	E	U	G	A	V	K	E
D	T	L	P	O	R	E	L	L	O	H	L
I	E	W	R	A	T	D	Y	G	U	E	I
B	R	D	L	S	C	B	E	N	E	O	C
R	E	L	I	A	B	L	E	D	G	K	R
O	P	N	E	S	D	F	L	N	D	H	E
F	S	T	C	I	L	F	N	O	C	E	M

**B.** Circle the *synonym* or *antonym* of the **boldface** word in each sentence.

(Hint: Be sure the sentence makes sense.)

1. A **merciless** person might also be called ( despised / ruthless ).

6. Unlike ( thankfulness / greed ), **ingratitude** is not appreciated.

2. Instead of **conflicts**, we all want ( agreements / crises ).

7. The law **forbids** stealing, but it ( bans / allows ) borrowing.

3. A good friend is **reliable**, or ( vulnerable / dependable ).

8. The **luster**, or ( color / sheen ), of the pearl was remarkable.

4. Have you **discarded** that book or just ( accepted / acquired ) it?

9. Great grief can make someone feel **crazy**, or ( sad / insane ).

5. My memory of him is **vague**, or ( indistinct / incredible ).

10. They **indulge**, or ( humor / mock ) him by laughing at his jokes.

NAME \_\_\_\_\_

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**A.** Circle the correctly spelled word in each sentence from Act 3.

1. He runs bareheaded and cries out ( desparately / desperately ).
2. “What letter have you recently ( received / recieved ) from France?”
3. The ( vaig / vague ) letter came from a ( neutral / nuetral ) source.
4. “I shall see that ( divine / devine ) revenge comes down on children such as you.”
5. “Out, you ( trecherous / treacherous ) ( villin / villain )!”
6. The duke may become even more ( suspishous / suspicious ).

**B.** *Homophones* are words that sound the same but have different meanings and usually different spellings. Examples: *week* and *weak*, *write* and *right*. Write a homophone next to each **boldface** word from Act 3. The first one has been done for you. (Hint: Say the **boldface** word aloud.)

1. “My good lord, enter **here** hear.”
2. “The **foul** \_\_\_\_\_ fiend follows me!”
3. “Don’t go **there** \_\_\_\_\_, uncle!”
4. “He has **no** \_\_\_\_\_ daughters, sir.”
5. “This **night** \_\_\_\_\_ pities neither wise men nor fools.”
6. “**Where** \_\_\_\_\_ is the shed, my fellow?”
7. “Let the **great** \_\_\_\_\_ gods identify their enemies.”
8. “I’ve never **seen** \_\_\_\_\_ such a storm!”



NAME \_\_\_\_\_

DATE \_\_\_\_\_

First, complete the sentences with words from the box. Then number the events to show which happened first, second, and so on. (Hint: You will *not* use all the words.)

<b>trial</b>	<b>battle</b>	<b>title</b>	<b>husband</b>	<b>brains</b>
<b>untie</b>	<b>traitor</b>	<b>ring</b>	<b>prisoner</b>	<b>horse</b>
<b>eyes</b>	<b>hilltop</b>	<b>shed</b>	<b>stretcher</b>	<b>heath</b>
<b>beast</b>	<b>sister</b>	<b>castle</b>	<b>secretly</b>	<b>release</b>

\_\_\_\_\_ 1. Lear prosecutes Regan and Goneril in a mock \_\_\_\_\_.

\_\_\_\_\_ 2. The fool sees Poor Tom, the beggar, as he enters the \_\_\_\_\_.

\_\_\_\_\_ 3. Cornwall tears out Gloucester's \_\_\_\_\_.

\_\_\_\_\_ 4. On the \_\_\_\_\_, Kent sees Lear walking in the rain.

\_\_\_\_\_ 5. Cornwall assures Edmund that he will inherit his father's \_\_\_\_\_.

\_\_\_\_\_ 6. A gentleman takes Kent's \_\_\_\_\_ to show to Cordelia.

\_\_\_\_\_ 7. Servants \_\_\_\_\_ Gloucester and lead him away.

\_\_\_\_\_ 8. Regan denounces her father as a "filthy \_\_\_\_\_."

\_\_\_\_\_ 9. Gloucester leaves his castle to \_\_\_\_\_ help the king.

\_\_\_\_\_ 10. Regan kills a servant for wounding her \_\_\_\_\_.

\_\_\_\_\_ 11. Kent and the fool put Lear on a \_\_\_\_\_.

\_\_\_\_\_ 12. Servants make Gloucester a \_\_\_\_\_ in his own castle.



NAME \_\_\_\_\_

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Circle a letter to complete the sentence or answer the question.

1. **What did Edgar say was “worse than being openly despised”?**
  - a. being caught in a lie
  - b. being fooled by flattery
  - c. being secretly adored
2. **Who says, “It’s a sign of sick times when madmen lead the blind”?**
  - a. Edmund
  - b. Edgar
  - c. Gloucester
3. **Goneril tells Edmund to watch for a certain command from**
  - a. his mistress.
  - b. Poor Tom, the beggar.
  - c. King Lear.
4. **Who said that he feared Goneril’s character?**
  - a. the Earl of Kent
  - b. the Duke of Albany
  - c. the Earl of Gloucester
5. **A messenger tells Albany that**
  - a. the Duke of Cornwall is dead.
  - b. King Lear is dead.
  - c. England has invaded France.
6. **Why is Lear reluctant to see Cordelia?**
  - a. He’s still angry with her.
  - b. He’s ashamed of his unkindness to her.
  - c. He’s afraid of her cruelty.
7. **A messenger tells Cordelia that**
  - a. her father has gone mad.
  - b. the King of France is wounded.
  - c. the British army is approaching.
8. **Regan offers Oswald a promotion if**
  - a. Kent admits his true identity.
  - b. he ends Gloucester’s life.
  - c. he follows Goneril’s orders.
9. **How did Gloucester plan to end his life?**
  - a. by jumping off a cliff
  - b. by drinking poisoned wine
  - c. by getting killed in battle
10. **Regan and Goneril become rivals for**
  - a. Lear’s fortune.
  - b. Edmund’s affection.
  - c. military leadership.
11. **Edgar defends his father from**
  - a. Lear’s revenge.
  - b. Cornwall’s brutality.
  - c. Oswald’s sword.
12. **Cordelia says that Lear’s white hair**
  - a. should have merited pity.
  - b. is a sign of insanity.
  - c. makes him less attractive.



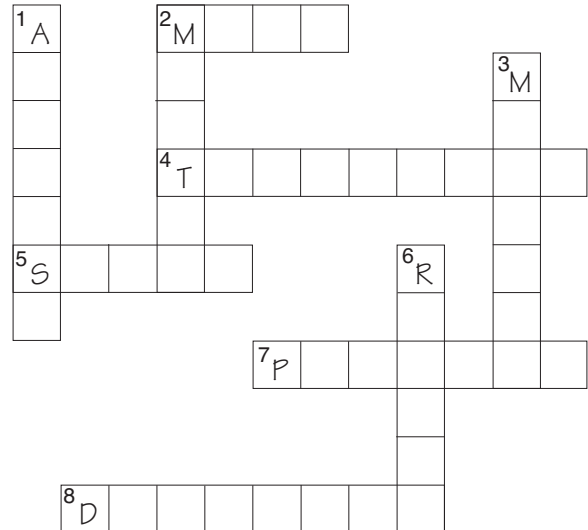
NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Solve the crossword puzzle with words from Act 4. Answers are words that complete the sentences.

**ACROSS**

- 2. You \_\_\_ something if you make fun of or ridicule it.
- 4. \_\_\_ is the betrayal of trust or faith.
- 5. You \_\_\_ something when you burn it with hot liquid or steam.
- 7. To \_\_\_ is to succeed, thrive, and grow.
- 8. To \_\_\_ something is to melt it or cause it to become liquid.



**DOWN**

- 1. \_\_\_ is great suffering, pain, or agony.
- 2. To be \_\_\_ is to be certain to die at some time.
- 3. A \_\_\_ is an event that seems to go against the known laws of nature or science.
- 6. To \_\_\_ something is to take it up or occupy it again.

**B.** Use words from the puzzle to complete the sentences.

- 1. The ambitious merchant hoped to \_\_\_\_\_ in his store's new location.
- 2. The clever magician made people think that a \_\_\_\_\_ had occurred.
- 3. That ice will \_\_\_\_\_ if you don't put it back in the freezer.
- 4. The recipe said to \_\_\_\_\_ the milk.
- 5. The sight of the wounded soldiers filled her with \_\_\_\_\_.
- 6. Greed for money and power is often the cause of \_\_\_\_\_.
- 7. We'll \_\_\_\_\_ our meeting right after the lunch break.
- 8. Even the longest-lived human being is \_\_\_\_\_ after all.
- 9. The cartoonist will \_\_\_\_\_ the politician by exaggerating his features.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Find and circle the hidden vocabulary words from Act 4. Words may go up, down, across, backward, or diagonally. Check off each word as you find it.

\_\_\_ **GAPS**

\_\_\_ **ASSETS**

\_\_\_ **STEEP**

\_\_\_ **SORROWS**

\_\_\_ **SANITY**

\_\_\_ **MOURNFUL**

\_\_\_ **HORRID**

\_\_\_ **REMEDIES**

\_\_\_ **MISERY**

\_\_\_ **DESPISED**

\_\_\_ **DESPAIR**

\_\_\_ **BANISHED**

A	N	H	O	R	R	I	D	B	V	S	M
D	G	K	E	S	O	P	C	H	J	P	O
F	Q	U	L	C	E	A	X	D	S	M	U
S	L	P	R	E	M	E	D	I	E	S	R
W	A	D	T	F	D	E	P	E	R	Y	N
O	T	S	E	L	H	I	G	D	R	C	F
R	B	N	R	S	E	A	L	E	K	S	U
R	W	C	I	E	P	M	S	G	T	H	L
O	S	N	L	S	K	I	G	E	D	C	B
S	A	G	H	E	M	R	S	A	P	I	H
B	Y	T	I	N	A	S	G	E	O	R	B
Y	D	E	S	P	A	I	R	A	D	E	P

**B.** Use puzzle words to complete the pairs of *synonyms* (words with the same or similar meanings) and *antonyms* (words with opposite meanings).

**SYNONYMS**

**ANTONYMS**

1. cures / \_\_\_\_\_

7. adored / \_\_\_\_\_

2. hopelessness / \_\_\_\_\_

8. heartaches / \_\_\_\_\_

3. spaces / \_\_\_\_\_

9. welcomed / \_\_\_\_\_

4. anguish / \_\_\_\_\_

10. level / \_\_\_\_\_

5. grieving / \_\_\_\_\_

11. lunacy / \_\_\_\_\_

6. hateful / \_\_\_\_\_

12. liabilities / \_\_\_\_\_





NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Circle two words that could accurately describe each character.

1. **EDGAR**

senile           deceptive  
 bold             illegitimate

2. **EDMUND**

dishonest       insane  
 warm           ambitious

3. **GLOUCESTER**

spiteful         despairing  
 wounded       combative

4. **REGAN**

vicious          obedient  
 ashamed        ungrateful

5. **ALBANY**

outraged       loyal  
 cruel           hesitant

6. **CORDELIA**

virtuous        sorrowful  
 jealous         crafty

7. **OSWALD**

dutiful          independent  
 indifferent     murderous

8. **KING LEAR**

mad             remorseful  
 hilarious      robust

9. **KENT**

villainous      steadfast  
 disguised      confused

10. **GONERIL**

forgiving       compassionate  
 unfaithful     ruthless

**B.** Answer each question with a character's name.

1. Who hopes to win a reward from Regan? \_\_\_\_\_

2. Who is disappointed not to have died? \_\_\_\_\_

3. Who assumes that Cordelia hates him? \_\_\_\_\_

4. Who is now leading Cornwall's troops? \_\_\_\_\_

5. Whose husband turns against her? \_\_\_\_\_

6. Whom does Goneril accuse of being a coward? \_\_\_\_\_



NAME \_\_\_\_\_

DATE \_\_\_\_\_

Circle a letter to complete the sentence or answer the question.

1. **Edgar gives Albany the letter**
  - a. Regan wrote about Edmund.
  - b. written by the King of France.
  - c. he took from Oswald's body.
2. **Edgar promises Albany that he'll reappear**
  - a. when the battle is over.
  - b. when the trumpets sound.
  - c. when Lear regains his throne.
3. **During the fighting, which two characters are taken prisoner?**
  - a. Lear and Cordelia
  - b. Gloucester and Edgar
  - c. Edmund and Kent
4. **Edmund tells an officer that**
  - a. fate has destroyed his good name.
  - b. they won't fight an unknown enemy.
  - c. a soldier can never be tenderhearted.
5. **Who does Edgar say "served the king better than any slave"?**
  - a. Cordelia
  - b. Kent
  - c. the fool
6. **Who orders the deaths of Lear and Cordelia?**
  - a. Edmund
  - b. the King of France
  - c. Albany
7. **How does Goneril die?**
  - a. Edmund murders her.
  - b. Regan poisons her.
  - c. She commits suicide.
8. **What token does Edmund send with his order for Cordelia's reprieve?**
  - a. a ring
  - b. his shield
  - c. his sword
9. **Who poisons Regan?**
  - a. Goneril
  - b. Albany
  - c. Kent
10. **How does Cordelia die?**
  - a. from a sudden illness
  - b. She is hanged.
  - c. from a broken heart
11. **Who calls Lear "a noble ruin of mankind"?**
  - a. Albany
  - b. Edgar
  - c. Kent
12. **When Lear dies, "the burden of the kingdom" falls on**
  - a. the Duke of Burgundy
  - b. Kent and Edgar
  - c. Albany and Edmund



NAME \_\_\_\_\_

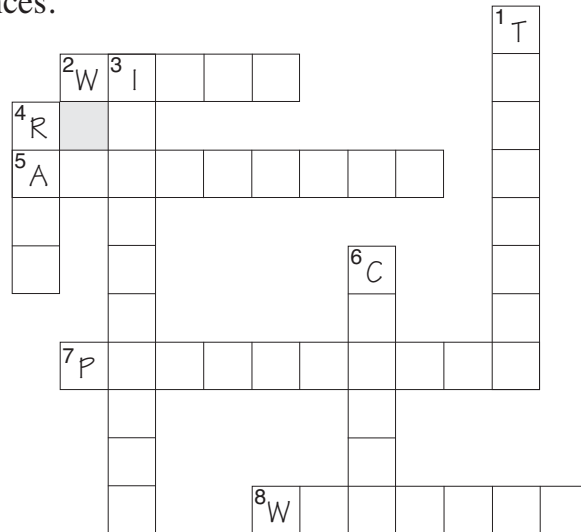
DATE \_\_\_\_\_

**A.** Solve the crossword puzzle with words from Act 5.

Answers are words that complete the sentences.

**ACROSS**

- 2. A woman whose husband has died is a \_\_\_\_.
- 5. \_\_\_\_ is the right to give orders, make decisions, or take action.
- 7. A \_\_\_\_ is a journey made to a holy place or shrine.
- 8. A \_\_\_\_ is one who sees something with his or her own eyes.



**DOWN**

- 1. To \_\_\_\_ something is to allow it to go on without trying to stop it.
- 3. Your \_\_\_\_ are the purposes of the things you planned.
- 4. Your position or status relative to others is your \_\_\_\_.
- 6. To be in \_\_\_\_ is to take part in a struggle, fight, or battle.

**B.** Use words from the puzzle to complete the sentences.

- 1. Only the principal has the \_\_\_\_\_ to hire new teachers.
- 2. Sergeant Smith has a higher \_\_\_\_\_ than Private Peterson.
- 3. In spite of his good \_\_\_\_\_, Al wasn't really helpful.
- 4. That devout family is making a \_\_\_\_\_ to Mecca.
- 5. A \_\_\_\_\_ told the police who started the fight.
- 6. My grandfather saw a lot of \_\_\_\_\_ in World War II.
- 7. A strict teacher won't \_\_\_\_\_ misbehavior in class.
- 8. Mrs. Brown has been a \_\_\_\_\_ for nearly 20 years.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Find and circle the hidden vocabulary words from Act 5. Words may go up, down, across, backward, or diagonally. Check off each word as you find it.

- \_\_\_ **REVEAL**            \_\_\_ **BEGUILED**
- \_\_\_ **DEFEND**           \_\_\_ **PROCLAIM**
- \_\_\_ **HUMBLE**           \_\_\_ **CAPTIVES**
- \_\_\_ **ELDEST**           \_\_\_ **FAMILIAR**
- \_\_\_ **JESTERS**          \_\_\_ **SEPARATE**
- \_\_\_ **TREASON**         \_\_\_ **SUSPICIOUS**

D	N	O	S	A	E	R	T	D	J	F	K
L	E	A	X	B	E	W	Y	I	E	A	S
Q	U	F	O	V	D	G	T	R	S	I	E
H	C	P	E	A	S	E	F	U	T	L	T
C	X	A	R	N	T	Z	O	M	E	K	A
A	L	W	E	O	D	I	Y	H	R	E	R
P	S	C	D	E	C	B	E	N	S	O	A
T	E	R	J	I	E	L	B	M	U	H	P
I	K	F	P	L	D	H	A	T	Y	L	E
V	B	S	O	E	S	E	R	I	U	K	S
E	U	M	S	R	A	I	L	I	M	A	F
S	P	T	B	E	G	U	I	L	E	D	P

**B.** Use words from the puzzle to complete the sentences.

1. You're not being \_\_\_\_\_ when you \_\_\_\_\_ your victory with a lot of fanfare.
2. Dangerous prisoners, or \_\_\_\_\_, are usually isolated in \_\_\_\_\_ cells.
3. If you disclose, or \_\_\_\_\_, any part of your plan, your opponents may become wary, or \_\_\_\_\_.
4. Some menu items were strange, but others were quite \_\_\_\_\_.
5. \_\_\_\_\_ is no doubt the precise opposite of patriotism.
6. We hoped our \_\_\_\_\_ brother would \_\_\_\_\_ our behavior, but he attacked our feeble excuses.
7. The \_\_\_\_\_, or jokers, in the king's court charmed everyone; the audience was \_\_\_\_\_.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

*Compound words*—like *fruitcake* and *baseball*—are made of two or more words. Use one word from Box A and one word from Box B to make the compound word that completes each sentence from Act 5. You’ll use some words twice.

BOX A		BOX B	
<b>for</b>	<b>her</b>	<b>one</b>	<b>self</b>
<b>mad</b>	<b>ever</b>	<b>man</b>	<b>kind</b>
<b>any</b>	<b>them</b>	<b>ever</b>	<b>thing</b>
<b>who</b>	<b>over</b>	<b>hood</b>	<b>sight</b>
<b>man</b>	<b>knight</b>	<b>selves</b>	<b>lasting</b>

1. “If you lose, you won’t care about \_\_\_\_\_.”
2. “The gods \_\_\_\_\_ bless such sacrifices as yours.”
3. “\_\_\_\_\_ dares to approach, I will defend my honor against him, you, or \_\_\_\_\_ else.”
4. “According to the rules of \_\_\_\_\_, I could delay this fight.”
5. “I dressed in rags and behaved like a \_\_\_\_\_.”
6. “Oh, you are men of stone! She is gone \_\_\_\_\_!”
7. “We shall comfort this noble ruin of \_\_\_\_\_ as best we can.”
8. “I bid my king and master an \_\_\_\_\_ good night.”
9. “One poisoned the other for my sake, and then killed \_\_\_\_\_.”



NAME \_\_\_\_\_

DATE \_\_\_\_\_

**A.** Write a letter to match each *cause* on the left with its *effect* on the right.

- |  |  |
|--|--|
| 1. _____ Edgar disguises himself.  | a. Edmund throws down a glove in response.                     |
| 2. _____ Goneril sees Edmund talking with Regan.                                 | b. He swears that nothing can part them now.                   |
| 3. _____ Albany thinks Goneril's rule has been too brutal.                       | c. Albany tells her to shut her mouth.                         |
| 4. _____ Lear is delighted by his reunion with Cordelia.                         | d. Gloucester and Albany don't recognize him.                  |
| 5. _____ Edmund fears that the common people will object to Lear's imprisonment. | e. He delays the trial of Lear and Cordelia.                   |
| 6. _____ Regan proclaims that what is hers is also Edmund's.                     | f. She vows that her sister won't come between her and Edmund. |
| 7. _____ Albany challenges Gloucester's son to a swordfight.                     | g. He plans to show mercy to Cordelia and the king.            |
| 8. _____ Goneril warns Edmund that he's being beguiled.                          | h. Albany arrests Edmund for treason.                          |

**B.** Circle a letter to answer each question.

- What was the *cause* of Regan's feeling of unwellness?  
a. anger at Goneril      b. fatigue and anxiety      c. She'd been poisoned.
- What was the *effect* of Edgar and Edmund's swordfight?  
a. Edmund was badly wounded.      b. Edgar was killed.      c. The battle was lost.
- What *effect* did the sight of Regan and Goneril's dead bodies have on Edmund?  
a. He realized that they both had loved him.      b. He collapsed in grief.      c. He was glad to be rid of them.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

First, complete the sentences with words from the box. Then number the events to show which happened first, second, and so on. (Hint: You will *not* use all the words in the box.)

<b>Edmund</b>	<b>courtship</b>	<b>Edgar</b>	<b>Regan</b>	<b>Oswald</b>
<b>Gloucester</b>	<b>rejection</b>	<b>Kent</b>	<b>rank</b>	<b>hanged</b>
<b>obedience</b>	<b>sentences</b>	<b>plan</b>	<b>singe</b>	<b>poisons</b>
<b>requests</b>	<b>Goneril</b>	<b>fortune</b>	<b>Lear</b>	<b>brain</b>

- \_\_\_\_\_ 1. Kent accuses Oswald of taking \_\_\_\_\_'s side against Lear.
- \_\_\_\_\_ 2. \_\_\_\_\_ tells Gloucester that Lear and Cordelia have been captured.
- \_\_\_\_\_ 3. The King of France is shocked by Burgundy's \_\_\_\_\_ of Cordelia.
- \_\_\_\_\_ 4. Goneril \_\_\_\_\_ Regan and then kills herself.
- \_\_\_\_\_ 5. Lear commands the \_\_\_\_\_ of Cornwall and Regan.
- \_\_\_\_\_ 6. Regan questions why Goneril should write a letter to \_\_\_\_\_.
- \_\_\_\_\_ 7. \_\_\_\_\_ hopes that Lear's daughters' actual deeds live up to their fancy speeches.
- \_\_\_\_\_ 8. Edgar convinces \_\_\_\_\_ that he's jumped off a cliff.
- \_\_\_\_\_ 9. Lear orders the lightning to \_\_\_\_\_ his white head.
- \_\_\_\_\_ 10. Cornwall \_\_\_\_\_ Kent to spend time in the stocks.
- \_\_\_\_\_ 11. Regan claims that Edmund's \_\_\_\_\_ is equal to Albany's.
- \_\_\_\_\_ 12. As ordered by Goneril and Edmund, Cordelia is \_\_\_\_\_.
- \_\_\_\_\_ 13. Lear reveals his \_\_\_\_\_ to his daughters and their husbands.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

Circle a letter to complete the sentence or answer the question.

1. **At the beginning of the play, Lear is unable to tell**
  - a. how much he loves his favorite daughter.
  - b. the difference between flattery and real love.
  - c. his court that he's tired of his royal duties.
2. **How are Goneril and Regan like Lear?**
  - a. They're all proud and arrogant.
  - b. They're all afraid of confrontation.
  - c. They all have the same color hair and eyes.
3. **How are Cordelia and Lear alike?**
  - a. Both have attendants who betray them.
  - b. Both have trouble expressing themselves.
  - c. Both show courage and royal dignity.
4. **When they hear that Lear is coming to visit, Regan and Goneril go to**
  - a. Goneril's home.
  - b. Gloucester's castle.
  - c. France.
5. **Lear erupts in fury when Regan**
  - a. names herself queen.
  - b. marries the Earl of Kent.
  - c. defends Goneril's cruelty.
6. **The three villains in the play are**
  - a. Edmund, Goneril, and Regan.
  - b. Edgar, Albany, and Cornwall.
  - c. Edgar, Edmund, and Gloucester.
7. **When he arrives at the shed on the heath, who does Lear meet there?**
  - a. Albany, disguised as Kent
  - b. Edgar disguised as a beggar
  - c. Goneril and Cornwall
8. **Edmund convinces Gloucester that**
  - a. Lear is insane.
  - b. Kent is his enemy.
  - c. Edgar has betrayed him.
9. **How is Gloucester punished for his supposed treason?**
  - a. He is blinded.
  - b. He is exiled.
  - c. He is hanged.
10. **Who offers to lead Gloucester to Dover?**
  - a. Edmund
  - b. the fool
  - c. Edgar
11. **Who leads the army that lands at Dover?**
  - a. the King of France
  - b. Cornwall
  - c. Cordelia
12. **As Edmund is dying, he reveals that he**
  - a. is really Lear's son.
  - b. ordered Cordelia's hanging.
  - c. killed Gloucester in a duel.





NAME \_\_\_\_\_

DATE \_\_\_\_\_

Answer each question in your own words. Write in complete sentences.

1. Think about the relationship between Cordelia and Lear and the relationship between Edgar and Gloucester. Discuss the similarities.

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2. Why does Goneril say that she'll "have to change the rules and give her husband the sewing to do"?

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3. Lear conducts a mock trial of his two ungrateful daughters. Which two characters does he ask to act as judges?

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4. In Act 3, what two acts of compassion are shown to Gloucester by Cornwall's servants?

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5. In Act 5, Edmund says, "All three of us will be united soon." Besides himself, who is he referring to? What did he mean in saying that they would be "united"?

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(TITLE OF PLAY) \_\_\_\_\_

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Choose one “extra credit” project from each column. Complete the short-term project on the back of this sheet. To complete the second project, follow your teacher’s instructions.

**SHORT-TERM PROJECTS**

1. Write brief captions for any of the four illustrations in the book.
2. Draw a picture of your favorite character. Be sure the clothing and hairstyles are appropriate to the times.
3. Write a diary entry for one of the main characters. Describe, from that character’s point of view, one of the important events in the play.
4. Write appropriate titles for the first two or three scenes in Act 1.
5. Draw a simple map showing various locations mentioned in the play.
6. Choose any page from the play, and rewrite all the dialogue.
7. Playing the role of a newspaper reporter, write a brief article describing one scene in the play.

**LONG-TERM PROJECTS**

1. Do some research to find out why Shakespeare was called an “upstart crow” by a rival playwright. Explain your findings.
2. Describe the system of government at the time this play was written. Use library resources to find the information.
3. Make a diorama depicting one of the important scenes in the play.
4. You be the playwright! In three or four paragraphs, explain your idea for a different ending of this play.
5. Make a “then and now” chart showing differences between Shakespeare’s time and our time. Compare clothing, customs, and travel.
6. Read into a cassette recorder to make an audiotape of any two scenes from the play.



(TITLE OF PLAY) \_\_\_\_\_

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Five elements make up a plot: *characters, setting, conflict, climax, and conclusion*. Review the Literary Glossary definition of each element. Then answer the questions about the play you just read.

1. What is the **setting** (time and place) of the play?

\_\_\_\_\_  
\_\_\_\_\_

2. What **conflict** or **conflicts** do the main characters face?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Explain the **climax** of these conflicts (how they are resolved).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the outcome of the **plot** surprising? Why or why not?

\_\_\_\_\_  
\_\_\_\_\_

5. Does the play focus mostly on **character, plot, or setting**?

\_\_\_\_\_  
\_\_\_\_\_

6. What might have been a *different* way for the conflicts to be resolved? Think of some events that would have changed the **conclusion** of the plot. Write your new ending here.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**THEME ANALYSIS:** \_\_\_\_\_

(TITLE OF PLAY) \_\_\_\_\_

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Review the Literary Glossary definition of *theme*. Then study the literary themes listed in the box.

<b>bravery</b>	<b>loyalty</b>	<b>revenge</b>	<b>revolution</b>	<b>nature</b>	<b>hope</b>
<b>guilt</b>	<b>love</b>	<b>friendship</b>	<b>repentance</b>	<b>courage</b>	<b>war</b>
<b>madness</b>	<b>science</b>	<b>injustice</b>	<b>greed</b>	<b>regret</b>	<b>youth</b>

Authors often want to deliver a message about their themes. This message, usually a deeply held belief, is expressed in the story or play.

Think about the play you just read. What theme or themes can you recognize? What was the main idea? What point was the author trying to make about that theme? What message was delivered?

Choose two or three themes from the box, or write your own. Then write a sentence explaining the author’s belief about that theme. (This kind of sentence is called a *thematic statement*.)

**EXAMPLE:** *The Crucible*, by Arthur Miller

**Theme:** injustice

**Thematic statement:** Hasty judgment because of prejudice can have tragic consequences for innocent individuals.

**THEME 1:** \_\_\_\_\_

**THEMATIC STATEMENT:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**THEME 2:** \_\_\_\_\_

**THEMATIC STATEMENT:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**THEME 3:** \_\_\_\_\_

**THEMATIC STATEMENT:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



**CHARACTER STUDY:** \_\_\_\_\_

(TITLE OF PLAY)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Review the Literary Glossary definition of *character*. Then name two important characters from the play you just read. Write a brief description of each.

1. **CHARACTER:** \_\_\_\_\_  
**DESCRIPTION:** \_\_\_\_\_  
\_\_\_\_\_

2. **CHARACTER:** \_\_\_\_\_  
**DESCRIPTION:** \_\_\_\_\_  
\_\_\_\_\_

3. Which character did you find most interesting? \_\_\_\_\_  
Explain why. \_\_\_\_\_  
\_\_\_\_\_

4. Describe the main conflict this character faces.  
\_\_\_\_\_  
\_\_\_\_\_

5. How is this conflict finally resolved?  
\_\_\_\_\_  
\_\_\_\_\_

6. Does the plot's outcome make the character happy or unhappy? \_\_\_\_\_  
Explain how. \_\_\_\_\_  
\_\_\_\_\_

7. What information in the play helped you understand this character? Write three lines of dialogue or description.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. On the back of this sheet, write a sentence telling how you and the character are **alike**. Then write another sentence telling how the two of you are **different**.



**VOCABULARY STUDY:** \_\_\_\_\_

(TITLE OF PLAY) \_\_\_\_\_

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Look back through the play you just read. Find 10 words that were new to you. First, list the words on the lines below. Then check a dictionary if you're not sure what each word means. Finally, use each word in a sentence of your own.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

---

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

9. \_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_  
\_\_\_\_\_



**GLOSSARY STUDY:**

\_\_\_\_\_  
(TITLE OF PLAY)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

1. Review the Literary Glossary definition of **conflict**. Then describe one example of a conflict in this play.

\_\_\_\_\_  
\_\_\_\_\_

2. Review the Literary Glossary definition of **figurative language**. Then find two examples in the play and write them on the lines.

\_\_\_\_\_  
\_\_\_\_\_

3. Select your favorite short lines of **dialogue** from the play. Write them on the lines.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Describe the **setting** of the play. When and where does the story take place?

\_\_\_\_\_  
\_\_\_\_\_

5. Review the Literary Glossary definition of **motive**. Explain the motive, or driving force, behind the main character's actions.

\_\_\_\_\_  
\_\_\_\_\_

6. Review the Literary Glossary definition of **climax**. Then describe the outcome of the play's main conflict.

\_\_\_\_\_  
\_\_\_\_\_

7. Think about a major event in the play. What was the main character's **point of view** about that event? Explain how the playwright revealed that character's point of view.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**CRITICAL REVIEW, PART 1:** \_\_\_\_\_

(TITLE OF PLAY)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Imagine you are a theater critic for a newspaper. Your job is to tell your readers about the play you just saw. Before you write your review—which will contain both fact and opinion—you must take notes. Use this form to gather the information you will use in your article.

**PLAY TITLE AND AUTHOR:** \_\_\_\_\_

- 1. Imagine that you attended the gala opening-night performance. Name a fictional theater, and describe how the audience reacted to the play.

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- 2. What *type* of play is this? (Examples: comedy, tragedy, mystery, action, etc.) Name more than one type, if appropriate.

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- 3. Describe the *main character* in two or three sentences. Use meaningful details.

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- 4. Describe two or three *supporting characters*. Explain each character’s relationship to the main character.

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- 5. Write one or two lines from the play as examples of powerful *description*. (Hint: Look for vivid sights, sounds, smells, or feelings.)

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**CRITICAL REVIEW, PART 2:** \_\_\_\_\_

(TITLE OF PLAY)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

6. Write one or two lines from the play as examples of *figurative language*.

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\_\_\_\_\_  
\_\_\_\_\_

7. Summarize the *plot* of the play in one brief paragraph. (Hint: Name one key event from the play’s beginning, middle, and end.)

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Choose one scene from the play and describe how the stage was decorated to suggest that place.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Describe the actors’ performances in two of the main roles. (Name two popular actors you think would have played the parts well.)

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. State two reasons why you **would** or **would not** recommend that your readers should attend this play.

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\_\_\_\_\_



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