



STUDENT PACKET

GRADES 9-12

Rosencrantz & Guildenstern are Dead

Tom Stoppard

READ, WRITE, THINK, DISCUSS AND CONNECT

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-930-8

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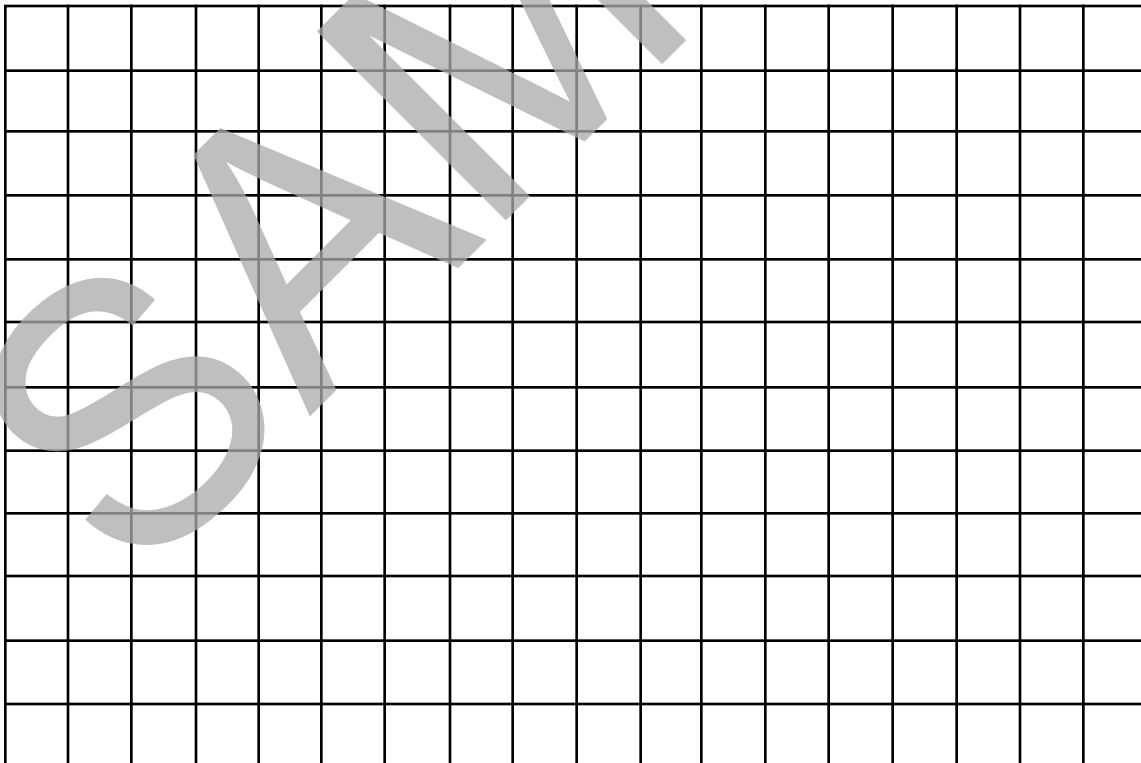
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Name _____

Crossword Puzzle

jocularly (14)	essence (16)	syllogism (16)	postulate (17)
equanimity (18)	expiating (20)	patronage (23)	inexorable (23)
voyeurs (24)	bent (24)	enigma (27)	purists (27)
rhetoric (33)	tableaux (33)	perusal (35)	gentry (36)
nomenclature (39)	hiatus (41)	non sequiturs (43)	immortality (45)
unorthodox (49)	usurpation (49)	lugubriously (50)	

Directions: Select 15 vocabulary words from above. Create a crossword puzzle answer key by filling in the grid below. Be sure to number the squares for each word. Blacken any spaces not used by the letters. Then, write clues to the crossword puzzle. Number the clues to match the numbers in the squares. The teacher will give each student a blank grid. Make a blank copy of your crossword puzzle for other students to answer. Exchange your clues with someone else and solve the blank puzzle s/he gives you. Check the completed puzzles with the answer keys.



Name _____

Directions: Answer the following questions on a separate sheet of paper. Starred questions indicate thought or opinion questions. Use your answers in class discussions, for writing assignments, and to review for tests.

Act One, pp. 11–21

1. Describe the physical appearance of Rosencrantz and Guildenstern. What will they be called throughout the play?
2. *What does the playwright identify as individual “character notes” for Ros and Guil? Why do you think these attributes are important?
3. *What are Ros and Guil doing to pass the time? Why is Guil’s money bag nearly empty? What would you do if you were Guil in this situation?
4. *To what proposition does Guil relate the law of probability? What do you think he is trying to say?
5. How does Guil react to his repeated losses? How does Ros react to the game? What is the final count of the number of coin tosses Ros wins?
6. *To what does Guil compare fear? Explain your interpretation of this comparison.
7. *Identify two of Guil’s theories about his repeated losses and explain your opinion about one of these theories.
8. What does Guil think is a defense against fear?
9. Briefly summarize why Ros and Guil are traveling.
10. What first signals the arrival of the tragedians?

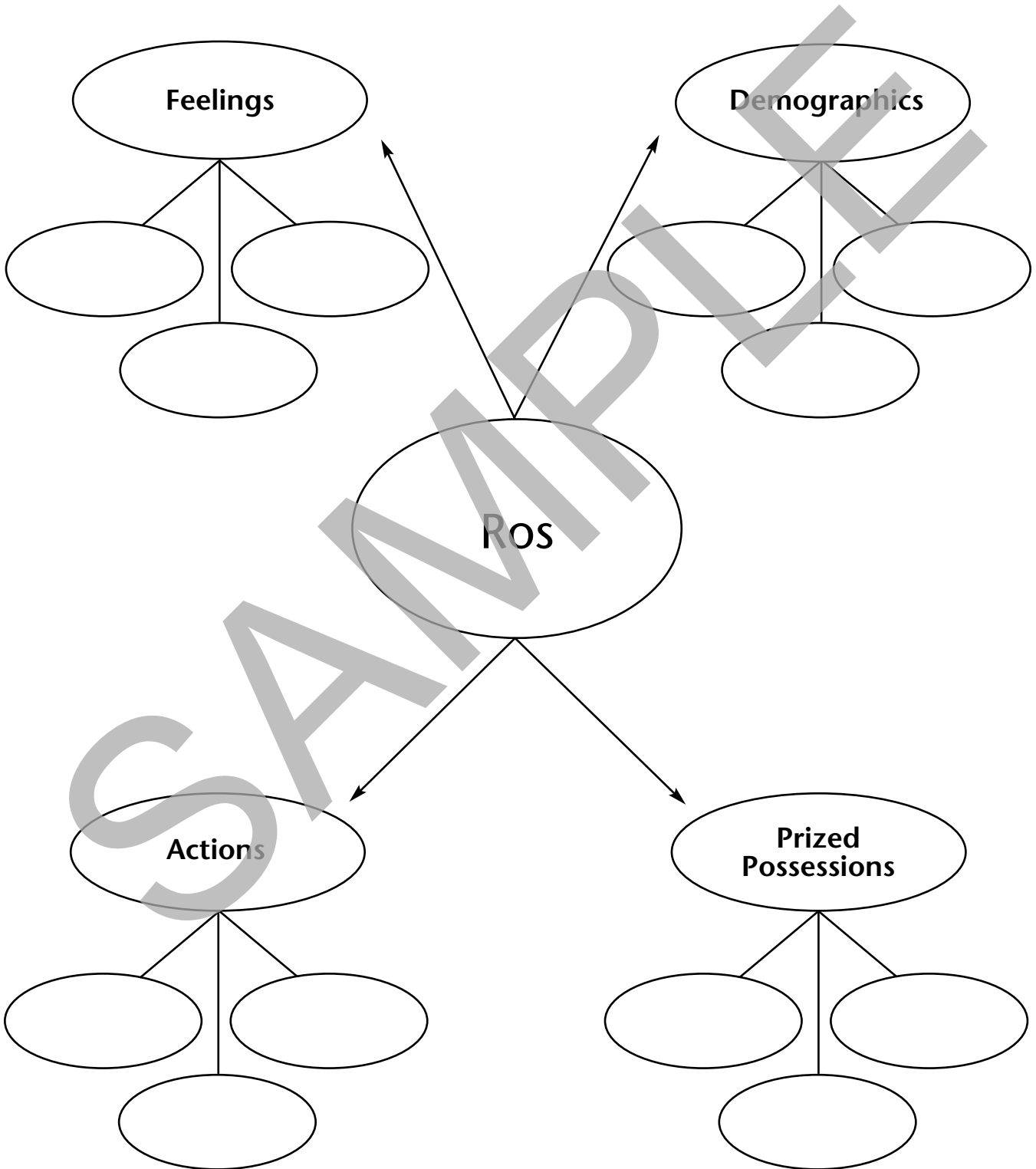
Act One, pp. 22–34

1. Who is the spokesman for the acting troupe? How does he react when he sees Ros and Guil?
2. What is the specialty of the actors? Identify three elements of their repertoire.
3. *Briefly describe Alfred. What roles does he play in the actors’ productions? How do you think this makes him feel?
4. *How does Guil react to the Player? Why do you think he does so?
5. How much does Ros offer the Player for a private performance? How does the Player react?
6. What happens when the Player and Guil play the coin toss game?
7. What is the nature of the bet Guil makes with the Player? What does the Player wager? How is this bet resolved?

Name _____

Character Web

Directions: Complete the attribute web by filling in information specific to Ros.



Name _____

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Activity #10 • Literary Analysis

Use During and After Reading

Story Map

