Romeo and Juliet: Study Guide

Reading Shakespeare: An Introduction

Reading Shakespeare is one of the most rewarding experiences you'll ever have; it's also one of the most challenging. But rest assured that Shakespeare is not the most difficult thing you'll ever read. (Chaucer's Canterbury Tales in the original Middle English, Joyce's Finnegans Wake, and Faulkner's Absalom! Absalom! come to mind as being infinitely more difficult to read and understand.)

Language Issues

Most of the problems you'll be encountering are a direct result of the fact that you'll be reading a text that is close to 420 years old! The language has changed quite a bit in that time, and that will cause you some problems.

Watch for words with different meanings in Shakespeare's day.

Many words changed meaning over that last 400 years. For example, “traffic” used to mean “business”; “happy” could mean “lucky.” How are you going to know whether a word means in the play what it means in the hallway after class? Simple: check the marginal notes. I took both these examples right from Act I Scene 1.

Another common example is “want” for lack. When Romeo is leaving Juliet after their famous balcony scene (act 2, scene 2), Juliet says, “A thousand times goodnight,” to which Romeo responds,

    A thousand times the worse, to want thy light.
    Love goes toward love, as schoolboys from
    their books,
    But love from love, toward school with heavy looks.

Here, “want” simply means “to lack,” or “to be without.”

Most of these words will be noted in the marginal notes.

Be aware of the unusual word arrangements.

No one in Shakespeare's day really spoke like the characters in his plays. He used unusual word order to provide a poetic feel. We can do the same thing today:

    I ate the sandwich.
    I the sandwich ate.
    Ate the sandwich I.
    Ate I the sandwich.
    The sandwich I ate.
    The sandwich ate I.
All four of these mean the same thing. They all have a subject (I), a verb (ate), a direct object (sandwich), and an article (the). Notice that the article/direct object order never changes: it's always “the sandwich.” What this means is that the word order is not completely scrambled; instead, it's the units of the sentence that are scrambled. Sometimes it might be direct object, subject, verb; other times it might be verb, subject, direct object; it could even be subject, direct object, verb (which is how German sentences are formed).

When you read something in Shakespeare with this odd word ordering, then, it's critical to figure out what the parts of the sentences are.

**Understand that there are many omissions.**

Shakespeare also left out letters, syllables, and even whole words (also for the sake of poetry).

It seems odd, but we do things like that nowadays:

"Been to class yet?"
"No. Heard Ulen's givin' a test."
"Wha'sup wi'that?"

Here are some of Shakespeare's omissions/contractions:

- 'a ~ he
- a' ~ on
- an' / and ~ if
- Anon ~ Soon! Right away! Coming!
- But ~ if, or only
- cock-a-hoop ~ boastful individual, braggart
- e'en ~ even
- e'er ~ ever
- gi' ~ give
- Good-den / go-den ~ Good evening
- hap / happy ~ luck / lucky
- i' ~ in
- Jack ~ common fellow
- mark ~ listen to
- Marry! ~ mild oath, from “By the Virgin Mary!”
- ne'er ~ never
- nice ~ trivial, foolish
- oft ~ often
- ope ~ open
- o'er ~ over
- owes ~ owns
- princox ~ forward, offensive young person
- shrift ~ confession (Catholic)
- Soft! ~ Quiet! Slow up!
- 'tis ~ it is
- withal ~ with that, with
- wot ~ know
- zounds ~ mild expletive, corrupted form of "God's wounds"

Sometimes, whole words are left out. “So” sometimes means “so long as.” “As” could mean “as though.

**Realize that verb tenses are a little more flexible in Shakespearian English.**

Sometimes, Shakespeare uses “had” and means “would have”; sometimes he just means “had.” How do we know? Context. We'll look at this more when we examine Shakespeare's long sentences.
Don’t be intimidated by long sentences.

Let’s face it: some of Shakespeare’s sentences are long. It takes a while to wade through them. The trick: take a deep breath and break it apart one piece at a time.

Here’s a passage from *Othello*:

“I had been happy if the general camp, pioneers and all, had tasted her sweet body, so I had nothing known.”

“Had” can mean “would have” or simply “had.” Which one makes sense here?

I had been happy if...
I would have been happy if...

Clearly, the second one makes more sense.

Next, if you looked at the marginal notes, you’d see that “general camp” means “all people” and “pioneers” means lower-class individuals.

So here’s what we have:

“I would have been happy if everyone, lower class and all, had tasted her sweet body, so I had nothing known.”

The next part – had tasted her sweet body – is obvious: had slept with.

Next, we have the tricky “so.” Remember: it can mean “so long as.” Which makes more sense?

So long as I had known nothing
so that I had known nothing

Clearly, the first. So we put it all together and we have:

I would have been happy if everyone, lower class and all, had slept with her, as long as I had known nothing.

Now *that* makes sense. But it does take a bit of work to get there.

Stage Directions

Very often, there are stage directions in plays that make it clear who is talking to whom and what they are doing as they speak. Much of Shakespeare’s writing does not include this. It can make for confusing passages. Look at the discussion Lord Capulet has with Tybalt, who has just informed Capulet that Romeo is at the ball:

Go to, go to;
You are a saucy boy: is't so, indeed?
This trick may chance to scathe you, I know what:
You must contrary me! marry, 'tis time.
**Well said, my hearts**! You are a princox; go:
Be quiet, or--**More light, more light!** For shame! I'll make you quiet. **What, cheerly, my hearts!**

The passages in bold are not spoken to Tybalt but instead to the guests.

In an earlier passage, Lady Capulet speaks to the nurse in an odd way:

This is the matter:--Nurse, give leave awhile,  
We must talk in secret:--nurse, come back again;  
I have remember'd me, thou's hear our counsel.  
Thou know'st my daughter's of a pretty age.

In the meantime, the nurse has left and returned (at the very least, she's started to leave); there's nothing in the stage instructions about it.

**General Hints**

*Keep in mind what's come before.*

Remember: this is a play. Because it was generally viewed in one sitting, there will be many events that depend on you remember what happened earlier. Keep your log close at hand, and when you sit down to read a new scene, review what happened earlier.

*Remember the relationships of the characters.*

One key to understanding Shakespeare is to realize who is talking to whom. This will give you valuable insight into what could be said and what wouldn't be realistic. For example, if Tybalt and Romeo are talking, knowing that they are enemies and that Tybalt in fact has an intense hatred for Romeo will help you understand what they're saying. We know, for example, they won't be talking about how spring break went!

*Refer to summaries and other aids.*

Although it would be considered cheating to read Spark Notes about Romeo and Juliet without bothering to read the play itself, it can be helpful to refer to the Notes as a reference to help understand what's going on in the more difficult passages. One can also find many sources of help on the Internet. Again, these things are not a substitute for reading the play itself, but they can help make the process less disorienting.

**Shakespeare's Language**

Shakespeare wrote poetry. It's true that they were in the forms of drama, but what he really wrote was poetry. To that end, we must be aware of the linguistic tools of both poetry and drama. Make sure you know the meaning of the following terms:

- Alliteration: repetition of initial consonant sounds
- Allusion: referring to another literary or cultural work
- Apostrophe: address to an absent or imaginary person
- Aside: a character speaks to the audience
- Comic relief: the inclusion of an amusing line or exchange in an otherwise serious work;
intended to lighten the work

- Conceit: an extended metaphor
- Dramatic irony: when the situation is understood by the audience but not by the characters
- Foreshadow: to hint at things to come in the play
- Hyperbole: exaggeration for effect
- Irony: a literary device in which there is a discordance between what a speaker or writer says and what he or she means, or what is generally understood by the audience
- Metaphor: a comparison in which one thing is called another
- Metonymy: substituting the name of an attribute or feature for the name of the thing itself (as in “they counted heads” or “all hands on deck”) (wordnet.princeton.edu/perl/webwn)
- Oxymoron: self-contradictory passage or idea (jumbo shrimp)
- Paradox: a statement that contradicts itself; comparing incompatible ideas for the sake of striking description or unexpected insight
- Personification: giving non-human things human qualities
- Pun: phrase that deliberately exploits confusion between similar-sounding words for humorous or rhetorical effect (en.wikipedia.org/wiki/Pun); a joke or type of wordplay in which similar senses or sounds of two words or phrases, or different senses of the same word, are deliberately confused (en.wiktionary.org/wiki/pun)
- Simile: a comparison using “like” or “as”
- Synecdoche: substituting a more inclusive term for a less inclusive one or vice versa (using “court” to refer to “judge”); very similar to metonymy
Study Questions

Act One

Vocabulary: Be able to define the following words and understand them when they appear in the play.
1. adversary
2. boisterous
3. nuptial

Literary Terms: Be able to define each term and apply each term to the play (specifically this act).
1. Alliteration
   example
2. aside
   Example:
3. blank verse
4. characterization
5. comic relief
6. conflict
   1. External:
      1. _________________ vs. _________________
      2. _________________ vs. _________________
      3. _________________ vs. _________________
   2. Internal: _________________ vs. _________________
      Example:
7. couplet
8. epithet
9. figurative language
Example:

10. foil

Example:

11. foreshadowing

Example:

12. hyperbole

13. iambic meter

14. iambic pentameter

15. metaphor

Example:

16. oxymoron

17. simile

Example:

18. pun

Example:

Act One - Prologue and Scene One

1. In what city does this play take place?

2. Why are Romeo and Juliet called “star-cross’d lovers”?

3. Between what two families does the feud exist?
   __________________________ vs. __________________________

4. Who is fighting at the beginning of the first scene?

5. Who tries to break up the fighting?

6. What decree does the Prince make after the street brawl?

7. Benvolio and Montague describe the way Romeo has been acting. What do they have to say about him?
8. Why is Romeo so sad? Explain. What advice does Benvolio give Romeo about the woman he loves?

**Act One - Scene Two**

1. Why does Capulet think it will be easy for Montague and him to keep the peace?

2. How does Capulet respond to Paris' proposal to marry Juliet?

3. How do Romeo and Benvolio learn about the Capulet's ball? What do they decide to do?

4. What is the name of the woman Romeo loves?

5. What do Romeo and Benvolio decide to do?

**Act One - Scene Three**

1. How does Juliet feel about getting married?

2. Following Juliet's answer, what does Lady Capulet then tell Juliet?

3. How old is Juliet? What is Lammastide? On what date does it come?

**Act One - Scene Four**

1. When and where does this scene take place?

2. According to Mercutio, who or what is Queen Mab, and what does she or it do?

3. What does Mercutio say about dreams?

4. What is Romeo’s mood at the end of this scene? Explain.

**Act One - Scene Five**

1. Where does this scene take place?

2. Who is Romeo talking about in lines 46-55? Explain the irony in these lines.

3. Why does Tybalt become so upset, and how does Capulet respond to his rage?

4. Who said the following lines and why? Paraphrase them in the space provided

   1. "is she a Capulet? 0 dear account, my life is my foe’s debt."

   2. "My only love sprung from my only hate Too early seen unknown and known too..."
late."

**Act 2**

**Vocabulary**: Be able to define the following words and understand them when they appear in the play.

1. cunning
2. vile
3. predominant
4. unwieldy

**Literary Terms**: Be able to define each term and apply each term to the play.

1. allusion:
   
   Example:

2. analogy:

   Example:

3. conceit:

   Example:

4. imagery:

5. irony:

   Example:
   
   1. dramatic irony

      Example:

   2. situational irony

      Example:

   3. verbal irony:

      Example:

6. monologue:

7. oxymoron:
8. Paradox:

Example:

9. personification:

Example:

10. soliloquy:

**Act Two - Scene One:**

1. Explain the Prologue.

2. Explain the dramatic irony in this scene.

3. What does Mercutio say about “blind love”?

**Act Two - Scene Two:**

1. Fill in the blanks in this paraphrase of Romeo's soliloquy (lines 1-32)

Shh! What _____ is at the _____? ______ shines through the window like the _____ rises in the ______. Arise, beautiful sun (Juliet) and replace the ______ who is jealous because you, her maid (Diana - Virgin moon goddess) are ______ than she. Don't be a ______ since the moon is _______ of you. Her innocence is sickly, and only a ______ would keep it.

Oh! It's Juliet! I wish she knew that I ________ her. She speaks. but says __________. How strange. She speaks with her eyes. I'll ____________ her. No, I'd better not since she isn't __________ __ __. 

Two of the _______ _______ in heaven have asked her _______ to twinkle for them while they take care of some __________. If her eyes were there, her bright ________ would make the stars seem dull just as the ________ outshines a lamp. Her eyes would shine so ____________ that the _______ would think it were _____________ and begin to ___________. O' I wish that I could touch her _________.

She speaks. 0 speak again bright ________, for you are as glorious to this ____________, being over my _________ (up at the window) as is an angel of ______________ is to ______ who look up and see him when he walks on the ___________ and sails through the _________________.

2. How does Juliet “speak, yet . . . [say] nothing”?

3. Explain Juliet's soliloquy (lines 33-44).
4. How is this an example of dramatic irony?

5. Fill in the blanks in this paraphrase of Juliet's speech (lines 85-106).

6. You know it is ________ or you could see me ___________ because you ___________ me talking about you. If I followed proper etiquette, I'd ________ I ever said it. But who cares about etiquette! Do you ________ me? Don't say yes unless you really ________ it. If you think that I am too ______________. I'll play _______ _______ _______ so you can _________ my affections. The truth is I am foolishly in _______ with you, and you might not take me ___________. But __________ me, and I'll ________ myself to be more ________ than those who know how to play hard to _________. I would have been more ________ I must confess, but since you _________ me confess my _________ for you, there is no _________ to be.


   Even though I'm happy to be with ________, I have no joy of what's happening _______. It is too ________ and _________. It's like ______________, which stops existing as soon as you can __________ _________.

8. After Romeo and Juliet vow their love for one another, what do they decide to do and when?

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**Act Two - Scene Three**

1. The sky turns _________ as the ________ gives way to _________. Streaks of ____________ speckle the Eastern ________ as the ________ rises in its normal course. Now, before the ________ rises fully and ________ the dew, I must fill this ____________ with ________ and ________. The earth is both the place of ________ and ________ for all of _________. We find all kinds of ________ growing from the earth; Some are ________ and some ________, but all are ____________. Plants and ________ and ________ have great ___________. There is nothing on earth so ________ that it does not have some ________ qualities, and nothing so ________ that it cannot be used for _________. Even goodness itself turns to vice when ___________, and ________ put to good use may appear worthy. Within this ________, lies ________ as well as ________; for it has a very pleasing ________, but if you ________ it, it will __________ you. It is the same with _________. He is part ________ and part ________, and when the bad side of his nature is ________________ than the good, he'll sooner or later ____________ himself.

2. What has friar Laurence been out gathering in his basket?

3. How does this demonstration of Friar Laurence's knowledge of herbs and foreshadow future events in the drama?

4. Explain lines 21-22: “Virtue itself turns vice, being misapplied,/And vice sometime by action dignified”?

5. Why does Romeo go to see Friar Laurence?

6. How does Friar Laurence respond to Romeo's request?
7. What does Friar Laurence mean when he says to Romeo, "Young men’s love then lies not truly in their hearts, but in their eyes?"

8. Why does Friar Laurence consent to Romeo's request?

**Act Two - Scene Four**

1. For whom is the nurse looking and why?

2. What warning does she give Romeo?

**Act Two - Scene Five**

1. The nurse is supposed to be gone only a half hour, but she is actually gone for how long?

2. How is the nurse behaving that is frustrating to Juliet?

**Act Two - Scene Six**

1. Romeo and Juliet are married in Friar Laurence's cell. How does this scene foreshadow future events?

**Act Three**

**Vocabulary:** Be able to define the following words and understand them when they appear in the play.

1. banishment

2. dexterity

3. idolatry

4. reconcile

5. exile

6. fickle

7. gallant

**Literary Terms:** Be able to define each term and apply each term to the play.

1. allusion:

   Example:
2. climax:

3. dramatic structure:

4. symbol:
   Example:

5. apostrophe
   Example:

6. conceit
   Example:

7. personification
   Example:

8. foreshadowing
   Example:

9. simile
   Example:

10. oxymoron
    Example:

11. metonymy
    Example:

12. pun
    Example:

13. irony
    Example:

**Act Three - Scene One**

1. Tybalt, still enraged at Romeo's intrusion at the Capulet's ball, is determined to fight, but Romeo refuses. Why?
2. How does Mercutio get involved, and what happens to him?

3. How does Romeo react to this?

4. What decree does the Prince make?

5. Explain how this scene serves as the climax or turning point of the drama. (Think of all that has happened between Romeo and Juliet so far.)

Act Three - Scene Two

1. Complete this paraphrase of Juliet's soliloquy (lines 1-31)

   Hurry up, _______ and set so that night will come and ____________ can leap into my ________ Lovers don't need ____________ to make love. If ___________ is blind it best agrees with ___________. Come on, night, so I can learn to ________ the love game. I'll __________ to Romeo, and we'll both lose our _____________. Cover my blushing __________ until I grow __________ enough to act out my true ___________. Come night. Come _____________, and lie with me this night. Give me my _________ and when he __________ cut him up into little ___________, and he will light the ________ so fine that all the _________ will be on love with ___________ and not ___________. Oh, I have taken the ______________ vow, yet I am still a virgin. it's like a child who has new _________, but is not allowed to __________ them.

2. Explain the dramatic irony in the beginning of this scene.

3. How does Juliet react to the nurse's news?

4. What does Juliet plan to do with the cords? (See lines 132-137)

5. How does the nurse console her?

Act Three - Scene Three

1. How does Romeo react to the news of his banishment?

2. Complete this paraphrase of Friar Laurence's speech (lines 108-154).

   Stop! - Are you a ______? You look like a man but you cry like a ___________ and act like a ________. I'm surprised at you! I thought you were a better man than that. You already killed ___________. Will you now kill ______________ and by doing so kill __________ who loves you? What are you ______________ about? You're alive aren't you? __________ on you! You are a __________ to your manhood, trying to _________ yourself after vowing to love and __________ Juliet. Your _________ that should guide your body and your love is ________ like a _______ soldier trying to load his _______ and kills himself instead of the enemy. What's wrong with you _________? __________ is alive. There, you are lucky. _________ would have _______ you but instead you killed him. There, you are lucky. The Prince could have ________ you to ________, but he only _________ you. There, you are lucky. You have much to be ___________ for, but instead of counting your _________, you sulk and ________ like a spoiled child. Stop sulking,
and go to your __________ and ____________ her. But don't __________ too long, or you won't be able to get pass the __________ to go to _________ where you can stay until I can tell your __________ about your ___________, reconcile them, and get the __________ to _________ you so you can come back and live happily. Go, __________ and tell ________ to go to bed early because ______ is coming.

3. What does the nurse give to Romeo?

Act Three - Scene Four

1. What does Capulet tell his wife to say to Juliet?

2. How does the action in this scene complicate matters even further?

3. How does Capulet's attitude now differ from his attitude when Paris first came to ask for Juliet's hand in marriage?

4. Explain the dramatic irony in this scene.

Act Three - Scene Five

1. Complete the paraphrase of lines 94-103.

   I'm so ______ about my cousin's death that I'll never be _______ with Romeo until I see him _______. Mother, if you could find a man who sells ___________, I would ________ it myself so that Romeo would be _______. My heart hates hearing his ________ and not being able to _______ him, not being able to _______ the love I had for my ________.

   Explain the paradoxical phrases in this passage.

2. How does Capulet react to Juliet's refusal to marry Paris?

3. After Lady Capulet breaks the news about Paris, what is Juliet’s response?

4. If Juliet’s mother does not arrange to delay the marriage, what will Juliet do?

5. What advise does the nurse give Juliet?

6. How does Juliet’s attitude toward the nurse change?

7. What “scheme” does Juliet devise to get rid of the nurse and to get out of the house?

Act Four

Vocabulary: Be able to define the following words and understand them when they appear in the play.

1. lament
2. shroud
3. dismal
4. vial
5. loathsome

**Literary Terms:** Be able to define each term and apply each term to the play.

1. protagonist:
   - Example:
2. antagonist:
   - Example:

**Act Four - Scene One**

1. Why is Friar Laurence reluctant to marry Paris to Juliet?
2. How does Paris explain the sudden haste of the marriage plans?
3. What is ironic about the conversation between Juliet and Paris?
4. If Friar Laurence cannot help her, what does Juliet threaten to do?
5. Why does Friar Laurence think that Juliet will accept his plan?
6. Describe the friar’s plan for Juliet.

**Act Four - Scene Two**

1. What day is it now?
2. Juliet is so convincing in her deception that her father decides to move the wedding day up from Thursday to Wednesday. What Complication does this change foreshadow?

**Act Four - Scene Three**

1. 1. Complete this paraphrase of Juliet's soliloquy (lines 14-58)

   *Farewell! God knows when we shall ________ again. Oh, I’m so ___________ that my ________ runs cold. I'll call them back to ______________ me. Nurse! - But what can she do? I must do this alone. Come vial. But what if the potion doesn't _________ and I have to ______________ Paris after all? I'll use this ________ on myself first! What if the Friar gave me ____________ to kill me so that no one will find out that he already*


me to Romeo? No, the Friar is proven to be a ______ man. He would not do that. But what if I ______ before ______ comes to take me away? That's scary. Will I not ______ in the vault before ______ comes? Or if I ______, my imagination will run ______ in that horrible place where the bones of my ______ have been ______ for hundreds of years; where ______ yet recently burned lies __________ in his shroud; where ______ visit at some hours of the ______. Oh! Wouldn't those horrible ______ and ______ drive a living person ______? If I ______ will I not be so disturbed in the midst of these hideous ______ that I play with my forefather's ______ or pull _______ burial clothes off, and then in a fit of madness dash out my ______ with my __________? Oh look! I think I see my cousin's (Tybalt's) ______ looking for ______ who cut him up with his _______. Stay back, __________ stay back! Romeo, I come! I __________ this (potion) to you.

2. List Juliet's fears as she is about to drink the potion.

1.

2.

3.

4.

5.

Act Four - Scene Four

1. What is happening in this brief scene?

Act Four - Scene Five

1. Describe the imagery Shakespeare uses in describing Juliet’s “death”?

2. What does Friar Laurence say to comfort the Capulet family?

3. What even are the Capulets now preparing for?

4. Explain the dramatic irony in Friar Laurence's speech (lines 65-83)

Act Five

Vocabulary: Be able to define the following words and understand them when they appear in the play.

1. ambiguity
2. peruse
3. remnants
4. haughty

**Literary Terms:** Be able to define each term and apply each term to the play.

1. motivation:
2. theme:

   Example:

**Act Five - Scene One**

1. How does Romeo's dream, which he describes in his opening speech, compare with the news brought to him by Balthasar?
2. What does Romeo mean when he says, “Then I defy you, stars!”?
3. How does Romeo convince the apothecary to sell him poison?
4. What does he plan to do with the poison?

**Act Five - Scene Two**

1. Explain the conversation between Friar Laurence and Friar John.
2. What does Friar Laurence now plan to do?

**Act Five - Scene Three**

1. Why does Paris come to Juliet's burial place?
2. What happens when Romeo and Paris meet?
3. Romeo gives Balthasar two reasons for entering the Capulet's tomb. What are those two reasons?
4. Why does Paris think that Romeo has come to the tomb?
5. Romeo enters the tomb and sees Juliet. He takes the poison, and no sooner does Romeo die, than Friar Laurence comes along - but too late. WHAT HAPPENS WHEN JULIET WAKES UP?
6. Complete this paraphrase of Friar Laurence's speech. (lines 229-269)
I will be ________, for I don't expect to ________ long. Romeo and Juliet are
__________ and ___________. I ________________ them in ________, and that same day
was ____________ killed and _____________ banished. Juliet pined for her bridegroom
and not for ___________. You (Capulet) while trying to make her ________ promised her
to ________ and would have _________ her to marry him. Then she came to me asking
that I ________________ ________ ________ to prevent her second marriage, or she
would have ________ _______ ________ right there in my cell. So I gave her a ____________
_________ which was intended to make her ___________ ________. Meanwhile, I wrote
a letter to ___________ telling him to come ___________ to take ________ from her
borrowed grave when the potion __________ __________. But Friar John, who was sent to
_________ the ___________, was detained and brought the letter back to me. So I came alone
at the time when Juliet was to ________________ ________ to take her from the vault and hide her
in ________ ________ until I could send another ________ to ___________. When I
got here, just a few minutes before ________ should awaken, I found both ________
and _____________ dead. Juliet woke up, and I tried to get her to leave. I heard some
__________ and was ___________ away, but Juliet would not __________ ________.
It seems that she __________ __________. This is the whole story, and Juliet's
__________ also knew of the _____________. If this is all my ________, let me be
sacrificed to the full extent of the ____.

7. Why doesn’t Friar Laurence stay in the tomb with Juliet after she awakens?

8. When Montague first arrives on the scene, what does he tell those gathered?

9. How do Montague and Capulet plan to honor the memories of their children?

10. Describe the conclusion of the drama and explain how poetic Justice operates in the
play.

11. What is Romeo and Juliet’s tragic flaw? How does it lead to their destruction?

Sources

This study guide was prepared with material from:

- Literary Explorer (http://drb.lifestreamcenter.net/Lessons/RomJul/index.htm)
- Mr. Lettiere’s English on the Web (http://www.argo217.k12.il.us/departs/english/blettiere/romeoandjuliet.htm)