

LITPADS

From First Stories to Shakespeare

Answer Key

Romeo and Juliet

Interactive Novel Study

For Parents & Teachers

A Note Before You Begin

This key is a companion for you — not a test to grade. The **Multiple Choice** answers are here so you can confirm the key events landed at a glance. The **Discussion** questions have no single right answer; what follows are gentle talking points to help you steer the conversation if you'd like a nudge. Let your reader lead. The best moments will be the ones you don't plan. Vocabulary definitions are glossed right in the workbook's 'hint' lines, so they are not repeated here.

Act I — A Grudge Breaks to New Mutiny

Multiple Choice:

1. b 2. a 3. d 4. c 5. b 6. a

Discussion — talking points:

1. Dramatic irony: we watch knowing the end, so every hopeful moment feels poignant. Shift the focus from 'what happens' to 'how and why.'
2. Romeo's Rosaline language is clichéd and self-pitying; his exchange with Juliet feels more alive. Either reading works — press for textual evidence.
3. The feud is self-perpetuating and senseless; hatred here is inherited, not chosen. The tragedy is bigger than any one person.
4. Juliet has little real power. Capulet's 'consent' line sounds generous now but collapses by Act III — a good moment for historical context.
5. Shakespeare pairs love and hate as twin intense passions and foreshadows that this love can't be separated from the feud.

Quote Analysis — speaker & significance:

Prologue — The Chorus: Establishes the feud and the equal standing of the two families, setting up a conflict in which there is no clear villain — only hatred.

Prologue — The Chorus: Introduces the central idea of fate ('star-cross'd'): the lovers seem doomed by forces larger than themselves before they ever appear.

I.v — Romeo: Begins the play's pattern of light imagery — Juliet as a source of brightness — and shows how completely and suddenly Romeo's heart turns.

I.v — Juliet: Captures the love-hate paradox at the play's core and hints that their love is already entangled with doom.

Act II — But Soft! What Light

Multiple Choice:

1. d 2. c 3. b 4. a 5. d 6. c

Discussion — talking points:

1. The speed is both thrilling and a warning. Juliet is the clearer-eyed of the two. Invite students to take a side and defend it.
2. The Friar voices the play's wisdom yet enables the haste — good intentions aren't enough. A deliberate irony.
3. Identity vs. labels. Encourage personal connection, but note the play ultimately shows names DO matter, fatally.
4. Most read it as well-meaning but reckless — it relies on secrecy and the feud 'fixing itself.' Ask for better alternatives.
5. They trust surrogate adults (Nurse, Friar) because their parents ARE the feud. Theme of youth vs. age and failed communication.

Quote Analysis — speaker & significance:

II.ii — Romeo: The play's signature light imagery: Juliet becomes the sun, a source of life and warmth, lifting the scene out of the surrounding darkness.

II.ii — Juliet: Raises the play's question of identity: if a name is just a word, must it decide who we are allowed to love?

II.ii — Juliet: Shows Juliet's love as generous and self-renewing rather than possessive — a maturity that often surprises readers expecting a naive girl.

II.vi — Friar Laurence: A direct warning that intense passion can burn itself out — foreshadowing the tragedy and sounding the play's theme of moderation versus haste.

Act III — O, I Am Fortune's Fool

Multiple Choice:

1. b 2. a 3. d 4. c 5. b 6. a

Discussion — talking points:

1. Romeo's restraint backfires. Discuss whether non-violence can carry tragic costs; his hidden motive made it look like cowardice.
2. Mercutio blames the feud itself — a strong case that the feud is the true antagonist. Have students assign responsibility with evidence.
3. 'Fortune's fool' raises fate vs. choice, yet Romeo chose to kill Tybalt. The play holds both ideas in tension.
4. Juliet's divided loyalty: she chooses her husband but grieves her cousin. Connect to students' own competing loyalties.
5. Capulet's love proves conditional; Juliet is powerless. The warm host of Act I becomes a tyrant when crossed.

Quote Analysis — speaker & significance:

III.i — Mercutio: Names the feud itself as the true cause of the bloodshed — a neutral voice condemning both sides at the very moment the tragedy turns.

III.i — Romeo: Returns to the fate theme: Romeo feels swept along by forces beyond his control, even though the killing was his own choice.

III.ii — Juliet: A string of oxymorons that dramatizes her divided heart — the same love-hate tension that runs through the whole play, now inside one person.

III.v — Capulet: Exposes how conditional his affection is, and how powerless Juliet truly is once she steps out of line.

Act IV — O, Tell Not Me of Fear!

Multiple Choice:

1. d 2. c 3. b 4. a 5. d 6. c

Discussion — talking points:

1. Juliet's solitary courage often exceeds Romeo's — she acts deliberately while he reacts impulsively.
2. The plan is clever but fragile: one letter, exact timing, no backup. Have students name the failure points.
3. Deception for survival. Most defend Juliet; a good ethics discussion about lying to those who hold power over you.

4. The household's joy at her 'obedience' reveals what was expected of daughters. A context discussion.

5. She is surrounded by 'helpers' yet alone, because each adult is serving their own hopes, not truly seeing her.

Quote Analysis — speaker & significance:

IV.i — Juliet: Shows how far Juliet will go — her desperation is also a kind of courage, and it sets up her willingness to take the potion.

IV.i — Friar Laurence: The hinge of the final act: everything that follows depends on this risky scheme working perfectly, which it will not.

IV.iii — Juliet: Her fears foreshadow exactly what goes wrong, heightening the dramatic tension and showing the reader the stakes.

IV.v — Capulet: A moment of heavy dramatic irony — the audience knows she is alive — and a return to flower and light imagery applied to Juliet.

Act V — For Never Was a Story of More Woe

Multiple Choice:

1. b 2. a 3. d 4. c 5. b 6. a

Discussion — talking points:

1. Fate, accident, or human error? The quarantined letter and minutes-late timing. Locate the exact pivot (e.g., Romeo not pausing).
2. The deaths finally shame the parents into peace. The play questions the terrible cost of that reconciliation.
3. 'All are punished' — invite students to apportion blame. There is no single villain.
4. Romeo's lifelong impulsiveness culminates here. Tie it back to his choices in Acts I–III.
5. Capstone: revisit 'star-crossed.' Has their view shifted? Push them to weigh specific choices against the omens.

Quote Analysis — speaker & significance:

V.i — Romeo: He openly rebels against fate — yet his very attempt to defy the 'stars' is what carries him to his doom, deepening the fate-versus-choice question.

V.iii — Romeo: The ultimate cost of haste: had he waited even a little, he would have seen her stir. His speed, not fate alone, seals the tragedy.

V.iii — Juliet: Her calm, deliberate choice mirrors and completes Romeo's — love carried all the way to death, and a final image of devotion turned destructive.

V.iii — Prince Escalus: The final rhymed couplet seals the tragedy and the lovers' fame — their deaths become a story the whole city, and the audience, will carry forward.

Final Essay Prompts — what to look for

Fate vs. Free Will: Reward essays that go beyond the Prologue's 'star-crossed' label to weigh real choices (Romeo killing Tybalt, not waiting in the tomb) against omens and coincidence. The strongest answers argue the play holds both at once.

Who Is to Blame?: There is no single right culprit. Look for a clear thesis (the feud, the parents, the Friar, or the lovers) defended with specific scenes — not a list of everyone.

Love and Haste: Track 'too rash, too unadvised, too sudden' through to the final minutes. Best essays notice the play both thrills at the passion and warns against it.

Light and Dark: Look for specific images — 'Juliet is the sun,' the tomb as a 'lantern,' night as the lovers' only safe time — tied to a larger point about their world.