*Romeo and Juliet* - Formal Literary Essay

## Learning Goals:

*I will trace a theme throughout the text and come to a conclusion about it so that I can effectively argue my point.*

*I will clearly and effectively explain my ideas in a formal literary essay so that my reader can follow my argument.*

Choose one topic to respond to in a formal literary essay. After choosing the topic, develop a clear, argumentative thesis statement following the guidelines in the question.

**Topics:**

1. **Is *Romeo and Juliet* a story of true love gone tragically wrong, or a story of infatuation taken too far?** Examine the beginning, middle and end of the play to support your opinion.
2. **What is responsible for Romeo and Juliet’s tragic ending: fate, or people’s actions?** Support your opinion by examining the role of fate in the beginning, middle and end of the play, **OR** examining how 3 character’s actions contribute to the ending (I would not choose both Romeo and Juliet, or you will have a lot of repeated points).
3. *Romeo and Juliet* is a play that focuses on the tragic ending of two people; however, there are many other people harmed by both the feud and Romeo and Juliet’s love**. Examine how *Romeo and Juliet* is a play about how people suffer because of the feud, rather than just a play about how two young people die for love**. Support your opinion by focusing on 3 characters who suffer tragic losses throughout the play.
4. **Choose one of the themes from the theme chart to examine further**. Develop your own thesis statement based on the topic with 3 prongs to argue in your body paragraphs.

## Success Criteria:

* Formal academic language
* Clear, argumentative thesis that includes an argument and a direction
* Body paragraph includes 3 distinct points with 3 pieces of evidence for each point
  + Strong topic and concluding sentence that links back to thesis
  + Clear transitions between points and paragraphs
  + Point, proof, explanation structure for each point
  + At least 9 quotations as specific examples (3 per paragraph)
  + Quotations integrate effectively into sentence
* Proper MLA citation for quotations
* Demonstrate a clear understanding of the major themes/ ideas developed throughout the play

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|  | Level 1 | Level 2 | Level 3 | Level 4 |
| Knowledge/ Understanding | -Demonstrates limited understanding of play and themes  -Demonstrates limited understanding of form of essay | -Demonstrates some understanding of play and themes  -Demonstrates some understanding of form of essay | -Demonstrates considerable understanding of play and themes  -Demonstrates considerable understanding of form of essay | -Demonstrates thorough understanding of play and themes  -Demonstrates thorough understanding of form of essay |
| Thinking/ Inquiry | -Thesis is lacking  -Points are irrelevant, insignificant, or do not defend thesis  -Supports thesis with limited specific evidence and reasons  -Chooses quotations | -Thesis is somewhat clear  -Points are somewhat well-chosen  -Supports thesis with some specific evidence and reasons  -Chooses somewhat appropriate quotations | -Clear thesis  -Well-chosen points to defend thesis  -Supports thesis with specific evidence and reasons  -Chooses appropriate quotations | -Clear and insightful thesis  -Effectively-chosen points to defend thesis  -Effectively supports thesis with specific evidence and reasons  -Chooses very effective quotations |
| Communication | -Explains how evidence and reasons support thesis with limited clarity  -Uses inappropriate diction and/or limited vocabulary  -Many spelling, grammar, and punctuation errors | -Explains how evidence and reasons support thesis with some clarity  -Uses somewhat appropriate diction and vocabulary  -Some spelling, grammar, and punctuation errors | -Clearly explains how evidence and reasons support thesis  -Uses appropriate diction and vocabulary  -Few spelling, grammar, and punctuation errors | -Clearly and effectively explains how evidence and reasons support thesis  -Uses elevated diction and well-chosen vocabulary  -Very few spelling, grammar, and punctuation errors |
| Application | -Essay is somewhat organized | -Essay is organized | -Essay is organized to support thesis | -Essay is organized to clearly support thesis |

## Based on the feedback from my last essay, my focus for this essay is (choose 2 areas that you will focus on):



*Introduction*

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| Hook/ general intro to your **topic**:  Link to play (mention title and author):  Thesis and direction: |

*Body*

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| **Paragraph 1 – topic:**  Point 1 –  Proof 1 –  Explanation 1 –  ==============================================================================================  Point 2 –  Proof 2 –  Explanation 2 –  ==============================================================================================  Point 3 –  Proof 3 –  Explanation 3 –  Concluding sentence (link to thesis) – |
| **Paragraph 2 – topic:**  Point 1 –  Proof 1 –  Explanation 1 –  ==============================================================================================  Point 2 –  Proof 2 –  Explanation 2 –  ==============================================================================================  Point 3 –  Proof 3 –  Explanation 3 –  Concluding sentence (link to thesis) – |
| **Paragraph 3 – topic:**  Point 1 –  Proof 1 –  Explanation 1 –  ==============================================================================================  Point 2 –  Proof 2 –  Explanation 2 –  ==============================================================================================  Point 3 –  Proof 3 –  Explanation 3 –  Concluding sentence (link to thesis) – |

*Conclusion*

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| Restate thesis –  Summary of points –  Closing remark – |