

Name: _____

Unit 4: Literature Analysis of *Romeo & Juliet*

Instructions: Using William Shakespeare's *Romeo and Juliet*, you'll be writing a literature analysis essay. You'll be expected to include an introduction (including a 3-4 sentence summary), three body paragraphs, and a conclusion.

Prompt: Author's use a variety of techniques to strengthen themes in their texts. Shakespeare notably uses figurative language often throughout the play *Romeo & Juliet*. Analyze how Shakespeare develops a theme within this play, using textual evidence and figurative language to strengthen your analysis.

Requirements:

- Identify a central theme in the play
- Minimum of 3 direct quotes that support this theme
- Minimum of 2 of these quotes must be examples of figurative language.
- Paper must remain in academic voice and be properly formatted (title, name, paragraph breaks)
- **Paper must be typed and submitted online to turnitin.com unless other arrangements are made before the due date.**

DUE DATE: _____ @ **11:59pm on turnitin.com**

**LATE PENALTY WILL APPLY: Cannot score above 3 if one day late, cannot score above 2 if 2-3 days late, cannot score above 1 if 4-5 days late, *NOT ACCEPTED MORE THAN 5 days late*

Basic order of essay elements

1. **Introduction paragraph:** Introduce the story in 3-4 sentences (summarize what happened, who were the characters, etc.) Then end the paragraph with your Thesis Statement--
THESIS STATEMENT – *A central theme in the play Romeo and Juliet by William Shakespeare is*
_____.
2. **Body Paragraph 1: Use your Fig.Lang. Analysis Skill notes!** In your body paragraphs, you should include a piece of textual evidence (in this case direct quotes), identify what type of figurative lang. device it is (if applicable), explain why it matters/is important to the story and characters, and ultimately analyze how it connects to and supports your identified theme.
3. **Body Paragraph 2:** : See above
4. **Body Paragraph 3:** See above
5. **Conclusion:** short 2-4 sentence wrap-up reminding reader in general why is this theme(s) such a large part of the play.

FLIP OVER FOR GRADING INFORMATION

This will be worth 3 assessment scores: Learning Targets 2(RL1&2), 5(L5) and 6(W2)

Learning Target	4	3	2	1
<p>LT 2</p> <p><i>RL1 Analysis and inferences using textual evidence</i></p> <p><i>RL2 Analyzing theme</i></p>	<p>The response provides thorough and convincing support/evidence for the main idea or theme that includes the effective use of sources to make inferences. The response clearly and effectively elaborates ideas, using precise language, elaborative/explanatory techniques, and provides original plausible insight to deeper meaning and/or interpretation of the text.</p>	<p>The response provides adequate support/evidence for the main idea or theme that includes the use of sources, facts, and details to make inferences. The response adequately elaborates ideas, employing a mix of precise and more general language and explanatory techniques to show reader plausible insight to a deeper meaning and/or interpretation of the text.</p>	<p>The response provides uneven, cursory support/evidence for the main idea or theme that includes uneven or limited use of sources, facts, and details in an attempt to support inferences. The response elaborates ideas unevenly, using simplistic language and attempts to suggest a deeper meaning or insight, but may not be plausible.</p>	<p>The response provides minimal or no support/evidence for the main idea or theme that includes little or no use of sources, facts, and details that may not directly relate to any inferences. The response is vague, lacks clarity, or is confusing. Does not or ineffectively attempt(s) to suggest any deeper meaning or insight beyond surface level.</p>
<p>LT 5</p> <p><i>L5 Understanding of Fig.Lang.</i></p>	<p>The response includes multiple (more than 3) accurate complex examples of figurative language found by the author independently in the text. Writer clearly indicates why the device is an example, explains and breaks down the example for the reader, as well as acknowledges the relationship of words and nuances in meaning.</p>	<p>The response includes multiple (at least 3) accurate examples of figurative language found by the author independently in the text. Writer indicates why the device is an example, explains and breaks down the example for the reader, as well as acknowledges the nuances in meaning.</p>	<p>The response includes examples (at least 2) of figurative language found by the author in the text. Writer indicates why the device is an example, explains and attempts to break down the example for the reader, although it may not be entirely accurate or thorough.</p>	<p>The response includes inaccurate examples or no direct examples of figurative language.</p> <p>Writer may not indicate why the device is an example, or attempt to break down the example for the reader or may inaccurately identify the device.</p>
<p>LT 6</p> <p><i>W2 Writing & Organization</i></p>	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused: clear focused main idea, clearly knows audience, consistent use of transitions, effective introduction and conclusion, logical progression of ideas, strong control of grammar and conventions.</p>	<p>The response has an evident organizational structure and a sense of completeness, may be minor flaws and some ideas may be loosely connected. Adequately sustained and generally focused: clear main idea, mostly maintains a knowledge of audience and use of transitions, adequate introduction and conclusion, progression of ideas, adequate use of grammar and conventions.</p>	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may drift in focus: somewhat unclear main idea or focus, may not demonstrate knowledge of audience, inconsistent use of transitions, introduction, if present, may be weak, progression of ideas feels inconsistent or illogical, uneven use of proper grammar and conventions.</p>	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus: unclear main focus or knowledge of the topic, does not demonstrate knowledge of audience or appropriate academic tone, introduction and conclusion may be missing, some ideas may distract the reader, significant grammatical and/or conventional errors that affect the reading process.</p>