English 9

*Romeo and Juliet* – Analytical Essay

Write a five-paragraph, claim-based, analytical essay that explores the function of a particular speech from *Romeo and Juliet*.

Each body paragraph will have a specific function:

#1: Interpret and discuss the meaning of the passage

#2: Identify and discuss the use of word choice and its impact on meaning

#3: Describe the significance of this moment in the context of the rest of the play

We will use some class time to work our way through the different elements of this essay. You will look carefully at the different analytical elements contained in this assignment before constructing your claim or writing your opening paragraph.

**Body Paragraph #1 - Question: What does \_\_\_\_\_\_\_\_\_\_\_\_\_ say to \_\_\_\_\_\_\_\_\_\_\_\_ in his/her speech in Act \_\_\_, Scene\_\_\_?**

|  |  |
| --- | --- |
| Claim / Topic Sentence – Answer the question and include the title and author in this statement.  |  |
| Evidence #1 DQ:  | Restate the DQ in your own words:  | How does this evidence connect to your claim?  |
| Evidence #2DQ:  | Restate the DQ in your own words:  | How does this evidence connect to your claim?  |
| Evidence #3 DQ:  | Restate the DQ in your own words:  | How does this evidence connect to your claim?  |
| Summary / Conclusion – restate your claim and summarize your evidence |  |

**Body Paragraph #2 -** Identify and discuss the use of word choice and its impact on meaning

**Useful terms for this stage of the analysis**

Alliteration: A repetition of consonant sounds, particularly initial consonants, either within or between lines.

Cacophony / Euphony: cacophony – harsh or discordant sounds; euphony – pleasing, harmonizing sounds.

Couplet: Two lines of VERSE with similar END-RHYMES

Figurative Language: The creative use of language to express an idea.

* Hyperbole: exaggeration
* Metaphor: comparison of two things without “like” or “as”
* Simile: comparison of two things using “like” or “as”
* Personification: giving human characteristics or qualities to abstract or inanimate objects

Rhyme Scheme: The pattern of end rhymes between lines in a poem or song. It is usually referred to by using letters to indicate which lines rhyme.

Symbolism: An object that has meaning beyond what it literally represents; something that represents something else by association or resemblance.

**Question: How does word choice and use of figurate language influence and enhance meaning in this speech?**

|  |  |
| --- | --- |
| Claim / Topic Sentence – Answer the question and include the title and author in this statement.  |  |
| Evidence #1 DQ:  | Identify the literary device (hyperbole, simile, etc.) | How does the use of this device influence or enhance the meaning of this line?  |
| Evidence #2DQ:  | Identify the literary device (hyperbole, simile, etc.) | How does the use of this device influence or enhance the meaning of this line?  |
| Evidence #3 DQ:  | Identify the literary device (hyperbole, simile, etc.) | How does the use of this device influence or enhance the meaning of this line?  |
| Summary / Conclusion – restate your claim and summarize your evidence |  |

Body Paragraph #3: Describe the significance of this moment in the context of the rest of the play

**Question: How does \_\_\_\_\_\_\_\_ speech in Act \_\_\_\_, Scene \_\_\_\_ set the stage / foreshadow / illustrate an important theme, etc. -**

|  |  |
| --- | --- |
| Claim / Topic Sentence – Answer the question and include the title and author in this statement.  |  |
| Evidence #1 DQ or summary:  | What is going on here?  | How does this evidence connect to your claim?  |
| Evidence #2DQ or summary:  | What is going on here?  | How does this evidence connect to your claim?  |
| Evidence #3 DQ or summary:  | What is going on here?  | How does this evidence connect to your claim?  |
| Summary / Conclusion – restate your claim and summarize your evidence |  |

Introductory paragraphs in analytical essays have several important jobs. They must – in this order:

* Introduce the book, author, and genre
* Tell your readers JUST ENOUGH information about the book that your claim will make sense
* Introduce the claim (final sentence)

At this point, you need to bring together the information from your three body paragraphs to construct a “three-pronged claim.”

Claim:

Assuming that your reader has NOT read *Romeo and Juliet*, what does s/he need to know in order for this claim to make sense?

Write the opening paragraph for your essay.