

Romeo + Juliet

In Class Essay

1.

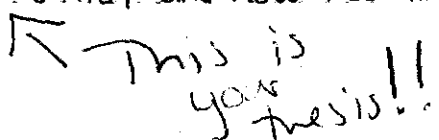
Romeo and Juliet

In the beginning of the play, Romeo is in love with Rosaline. He thought there was no one more beautiful than Rosaline in all of Verona. Romeo really liked her but she didn't love him back. The problem with Rosaline is that she swore to be a virgin for the rest of her life. Romeo was really upset and was very depressed. - What is your thesis?

summary
to plot
After Rosaline, Romeo met Juliet and fell in love more deeply than he loved Rosaline. He went to a Capulet party and daringly talked to her, and they even kissed. Romeo thought she was the love of his life, but he found out she was a Capulet. Romeo did not care if she was a Capulet, he still went after her.

Romeo's love for Juliet is much stronger ^{than} for the love he had for Rosaline. Juliet is prettier than Rosaline and wasn't destined to be a virgin. Romeo's love for Rosaline early in the play was nothing compared to Romeo's love for Juliet. They swear to be with each other for the rest of their lives on the first day they meet.

How do you
know this?

Romeo takes Juliet's love more seriously than Rosaline's. "I pray thee, chide not. she whom I love now doth grace for grace and love for love allow. The other did not so." Romeo says to Friar Laurence. (cite)
(I think why Shakespeare had Rosaline in the beginning of the play to show how strong his love is for Juliet and how Rosaline's love is nothing compared to that.)  This is your thesis!!

Later on in Romeo and Juliet, Romeo and ~~the~~ Juliet become obsessed with each other and keep saying that they're going to kill themselves and run away. Their love gets so great that Juliet devises a plan to make everyone think she's dead so she can escape with Romeo and live with him.

Juliet makes a letter about the whole plan to send to Romeo. She drinks a poison to make it seem like she's dead but she's not. In this point in the play, I think it kind of gets out of hand. Juliet would rather have her whole family dead including her, if she can't be with Romeo. This shows the two members of different factions that hate each other came to a dramatic love scene.

Romeo and Juliet Essay Rubric

FCA	4 <i>Above Standards</i>	3 <i>Meets Standards</i>	2 <i>Approaching Standards</i>	1 <i>Below Standards</i>
Thesis/ Introduction	The thesis of the essay is effectively communicated in the introduction. The writer <u>aptly justifies</u> his/her ideas.	The thesis of the essay is <u>generally</u> clear in the introduction. The writer <u>attempts</u> to justify his/her ideas, but may neglect to fully develop his/her response to the essay prompt.	The thesis of the essay is a <u>little confusing</u> in the introduction. While the writer suggests a thesis, he/she never makes a definitive statement that drives the essay forward.	The thesis of the essay is <u>not clear</u> in the introduction. The writer does not attempt to justify his/her ideas.
Body Paragraphs/ Analysis	There are <u>at least</u> three body paragraphs where there is a <u>careful</u> analysis of the text. Writing demonstrates a <u>thorough understanding</u> of the text beyond the plot.	There are <u>at least three</u> body paragraphs where there is an analysis of the text. Writing demonstrates an understanding of the text, but might <u>occasionally</u> draw on unnecessary plot summary or facts from the text.	There are <u>at least</u> three body paragraphs where there is <u>generally</u> an analysis of the text. Writing demonstrates an understanding of the text, but the writer <u>frequently</u> draws on unnecessary plot summary or facts from the text.	There are <u>less than</u> three body paragraphs where information presented is <u>primarily</u> unnecessary plot summary or facts from the text.
Use of Contextual Evidence/ Examples	Writer appropriately uses and cites contextual evidence and/or examples from the text. He/she appropriately introduces contextual evidence such that the flow of the essay is unimpeded.	Author uses contextual and cites contextual evidence, but the information cited doesn't always support the author's idea. AND/OR He/she <u>attempts</u> to introduce contextual evidence such that the essay's flow is unimpeded, but the information occasionally impedes the flow of the essay.	Author does not properly use/cite contextual evidence <u>or</u> occasionally overuses quotations. AND/OR He/she does not introduce contextual evidence correctly.	Author does not use contextual evidence or examples.
Conclusion	Conclusion both wraps up argument by summarizing ideas, and by relating some universal theme	Conclusion wraps up argument by summarizing ideas, and <u>attempts</u> to relate some universal theme.	Conclusion <u>somewhat</u> wraps up argument, but does <u>not</u> relate some universal theme.	Conclusion neither wraps up argument, nor relates a universal theme.
Sentence Fluency	Writer effectively varies sentence structure in order to spark interest. Sentences are informative, grammatically correct and creatively constructed.	Writer <u>generally</u> varies sentence structure in order to spark interest, however, sentences occasionally lack creativity AND/OR are simple sentences that do not further develop the writer's thesis.	Writer <u>attempts</u> to vary sentence structure in order to spark interest, but <u>frequently</u> falls short. Sentences do not exhibit creativity and are often simple sentences that do not further develop the writer's thesis.	Writer does not attempt to vary sentence structure.

You have clearly been paying attention in class, and seem to have a good grasp of what happens. In your essay, however, you need to be making an argument, not simply summarizing the plot. In your C/P TP, you state your thesis (Rosaline is in the play to show how stark R's love is for J). This is an excellent thesis! But remember:

introduction TP = thesis

body TP's = support thesis,
give ex's

conclusion = restate thesis,
wrap it up.

You have some really good thoughts, and I would love to work more with you on structuring them in your essay.

Good work.

C-