

**Romeo and Juliet Essay: Literary Criticism
Final Draft DUE DECEMBER 20, 2018**

Anytime we read a work of literature, we are able to read that work through a variety of lenses and focus on different details or meanings in that work depending on the “lens” we use. For example, sometimes we read through a lens that allows us to ignore the hidden meanings of a text and focus on the enjoyment that reading this text gives us. Other times, we might read through a historical lens, thinking about when a text was written and what it might have been saying about the historical period and society of the author. We might also read through a gender lens, focusing on the differences between male and female characters and seeing if issues of gender equality/inequality appear as we read.

As we read, analyze, and discuss *Romeo and Juliet*, you will gather evidence from the play, supplemental articles and short stories, videos from class, and outside sources to support your writing of a full essay.

You may select from any of the follow topics for your essay:

****If you have an alternative topic in mind, email Mrs. Mallari for approval**

Psychological Lens: Reading a text for patterns in human behavior.

1. Analyze psychoanalytic theory (nature) in the play: read the play through the lense of psychology, analyzing all details of the play that prove psychoanalysis is what drives the plot. Pay close attention to the actions that make you question, “Why would they think/do that?”. Compare these actions to modern day society.

2. Analyze behaviorism and the various parenting styles (nurture) exhibited throughout the play: read the play through the lense of psychology, analyzing all details of the play that prove behaviorism is what drives the plot. Pay close attention to the actions that make you question, “Why would they think/do that?”. Compare these actions to modern day society.

Gender Lens: Reading a text for its gender related issues or attitudes towards gender. The assumption here is that men and women are different: they write differently, read differently, and write about their reading differently. These differences should be valued.

3. Analyze gender roles in *Romeo and Juliet*: read the play through the lense of a gender, analyzing all details that exhibit gender roles and norms. Compare the play’s dipiction of gender roles with that of today’s society, paying close attention to the historical differences. Consider the gender of the author and the characters: what role does gender play in the text? Observe how gender stereotypes might be reinforced or undermined. Try to see how the play reflects or distorts the place men or women have in society. Imagine reading the text from the point of view of someone from the opposite gender.

New Criticism Lens: Reading a text for the unity and complexity of its form. The focus is on the text itself.

4. Analyze the writing of the play: read the play through a writer’s point of view, analyzing the specific structure, skill, and literary purpose. What types of symbolism are in the text? What themes recur throughout the text? Were the plot and subplots believable? Where could the story go from here? What did you think of the ending? What is the great strength -- or most noticeable weakness -- of the text? Does the story fit an archetype? (i.e. romance, tragedy, comedy, satire, irony). How do those “types” manifest themselves?

Spiritual Lens: Reading a text for its spiritual and faith related issues.

5. Analyze the allusions and faith related structures in the play: read the play to analyze the specific elements of faith. Should these elements be included in the play? Analyze the text for its issues as they relate to one’s faith in a higher being. Compare aspects of the text as they relate to religious writings/scriptures. If one believes in a higher being or creator, how does that creator speak to the reader through the text? What does the text say about various world religions? What does the text say about faith? Grace? Love? Forgiveness? Hope?

KEEP THIS BEHIND YOUR WRITING TAB

Final Draft Requirements:

- **Typed:** 12 point Times New Roman, Normal Margins (1” on all sides), double spaced.
- **Title page:** First page of the essay, double spaced. Follows example below:

Title of essay
 Your name
 Due Date
Title of play/text read
 Author of play/text read
 Oakland High School
 Mrs. Kathryn Mallari

- **All evidence cited in text with MLA** with a Citations page. Minimum of four reliable sources required. The play is your main source. You will need at least three additional sources. Reference Purdue Owl for help with citations.
- **Essay:** Includes introduction, 5 or more body, and a conclusion paragraph.
 - Introduction Paragraph:** Provides reader with overview of essay and a well-developed, specific thesis statement.
 - Body Paragraphs:** Each contains a claim, evidence from a source, details both explaining the evidence and adding to your reader’s knowledge, and conclusion. One must be a counter claim that introduces and disproves an opposing claim with evidence and details.
 - Conclusion Paragraph:** Reviews what essay discussed and proved. Restates thesis.

Essay Rubric

Score	Focus & Organization	Development	Language	Conventions
4	-Captures the reader’s attention, includes a thesis with ‘so what’ factor, then a clear sequence and organization of paragraphs. -There is a clear “why” and ideas are connected back to thesis. -Final section is used to recap, restate, and/or answer the question	-Response draws on multiple texts (4 min) and is written above grade level. -The evidence used has something insightful to say and adds to the reader’s knowledge. -All evidence connects back to the thesis and ‘so what’ factor	-The language is thoughtful and purposeful and beyond grade level. “Polished” and “sophisticated”. -Advanced diction is used -Transitional words and phrases are used to add to flow of writing. -Formal voice used in writing	-May not be error free, but the writer aimed high. -Use parenthesis, quotation, quote introductions, MLA citations correctly along with higher level punctuation.
3	-Not as impressive as the “4” but meets grade-level expectations. -Demonstrates a general understanding of the task and stimuli and is grade appropriate.	-Not as insightful but adequate and accurate for the grade level	-Consistent use of grade level language, lacks the sophistication of a “4”, not as polished. -Grade level diction is used. -Few transitional words and phrases are used. -Formal voice not maintained	-Capitalization and end punctuation is correct. - Conventions at grade-level. Reader does not have to stop due to errors.
2	-F/O is limited, “jumpy”, and an “attempt” at structure. -F/O is approaching grade level.	-Approaching grade level, may have only reference one passage. -More of a summary.	-Not quite at grade level. -Writer uses “thing” “stuff”: low-level diction. -Few transitional words and phrases are used. -Formal voice not established	-Difficult to comprehend due to errors, errors are in most parts of the essay, below grade level, “sloppy command” of conventions.
1	-Significantly below grade level, excessive copying, confusing, disjointed.	-Well below grade level, uses no evidence, may be too short to score higher	-All simple sentences, well below grade level. -Below grade-level diction. -No transitional words and phrases are used. -No formal voice	-Truly limited and simplistic, hard to understand