

Romeo and Juliet Analysis

Part 1 – Analysis Section: Answer one of the following questions using a well-written paragraph. Don't forget to include a good topic sentence and a good concluding sentence. Make sure you explain your answers completely and refer to the play often (quotations would be helpful). Your response should be at least ½ page in length. You will be marked based on how well you support your opinion and on the effectiveness of your grammar (sentence and paragraph structure).

1. Rash or hasty decisions are starting to play a role in the outcome of events in the play. Choose one character and explain how their rash actions in Act 3 have resulted in problems for Romeo and/or Juliet. Provide examples of other actions they could have taken.
2. Towards the end of Act 3, Juliet finds herself in a tough predicament. Using one character from the play, choose how they are causing her to be “torn” between what she wants to do and what she is being forced to do.
3. The fray in Act 3, scene 1, has many causes based on the code of honour by which these young men live. Explain how one character's beliefs and actions lead to the fighting (i.e., why does Tybalt want to fight Romeo? Why does Romeo refuse to fight him back? Why does Mercutio insist on dueling with Tybalt? Why does Romeo later fight and kill Tybalt?) Finally, what is the final result of the young man's code of behaviour?

Part 2 – Figures of Speech Section: Provide an example of three of the following figures of speech from Act 3 of the play. Demonstrate your understanding of each figure of speech by explaining its meaning and by explaining what each example is referring to in the play. Also, explain why this was such an appropriate diction choice for Shakespeare to use. In other words, why was it a better choice for Shakespeare to use figurative language rather than literal language? (Value: 3 each = 9 marks)

Allusion	Personification	Foreshadowing
Simile	Metaphor	Oxymoron
Hyperbole	Irony	Imagery

Course: ENG2D		Assignment Name: Romeo and Juliet Analysis		
Ministry Expectation Code: 1. Reading for Meaning: read and demonstrate an understanding of a variety of literary texts; 2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience				
Categories	Level 1 50-59	Level 2 60-69	Level 3 70-79	Level 4 80-99
Knowledge and Understanding	Demonstrates limited knowledge and understanding of content	Demonstrates some knowledge and understanding on content	Demonstrates considerable knowledge and understanding of content	Demonstrates thorough knowledge and understanding of content
Thinking and Inquiry	Uses planning, processing and critical/creative thinking with limited effectiveness	Uses planning, processing and critical/creative thinking with some effectiveness	Uses planning, processing and critical/creative thinking with considerable effectiveness	Uses planning, processing and critical/creative thinking with a high degree of effectiveness
Communication	Expresses and organizes ideas and information for different audiences and purposes with limited effectiveness	Expresses and organizes ideas and information for different audiences and purposes with some effectiveness	Expresses and organizes ideas and information for different audiences and purposes with considerable effectiveness	Expresses and organizes ideas and information for different audiences and purposes with a high degree of effectiveness
Application	Applies knowledge and skills in familiar and new contexts with limited effectiveness	Applies knowledge and skills in familiar and new contexts with some effectiveness	Applies knowledge and skills in familiar and new contexts with considerable effectiveness	Applies knowledge and skills in familiar and new contexts with a high degree of effectiveness