

Romeo and Juliet Timed Writing

JULIET

Gallop apace, you fiery-footed steeds,
Towards Phoebus' lodging: such a wagoner
As Phaethon would whip you to the west,
And bring in cloudy night immediately.
Spread thy close curtain, love-performing night,
That runaway's eyes may wink and Romeo
Leap to these arms, untalk'd of and unseen.
Lovers can see to do their amorous rites
By their own beauties; or, if love be blind,
It best agrees with night. Come, civil night,
Thou sober-suited matron, all in black,
And learn me how to lose a winning match,
Play'd for a pair of stainless maidenhoods:
Hood my unmann'd blood, bating in my cheeks,
With thy black mantle; till strange love, grown bold,
Think true love acted simple modesty.
Come, night; come, Romeo; come, thou day in night;
For thou wilt lie upon the wings of night
Whiter than new snow on a raven's back.
Come, gentle night, come, loving, black-brow'd night,
Give me my Romeo; and, when he shall die,
Take him and cut him out in little stars,
And he will make the face of heaven so fine
That all the world will be in love with night
And pay no worship to the garish sun.
O, I have bought the mansion of a love,
But not possess'd it, and, though I am sold,
Not yet enjoy'd: so tedious is this day
As is the night before some festival
To an impatient child that hath new robes
And may not wear them. O, here comes my nurse,
And she brings news; and every tongue that speaks
But Romeo's name speaks heavenly eloquence.

Enter Nurse, with cords

Now, nurse, what news? What hast thou there? the cords
That Romeo bid thee fetch?

Nurse

Ay, ay, the cords.

Throws them down

JULIET

Ay me! what news? why dost thou wring thy hands?

Nurse

Ah, well-a-day! he's dead, he's dead, he's dead!
We are undone, lady, we are undone!
Alack the day! he's gone, he's kill'd, he's dead!

JULIET

Can heaven be so envious?

Nurse

Romeo can,
Though heaven cannot: O Romeo, Romeo!
Who ever would have thought it? Romeo!

JULIET

What devil art thou, that dost torment me thus?
This torture should be roar'd in dismal hell.
Hath Romeo slain himself? say thou but 'I,'
And that bare vowel 'I' shall poison more
Than the death-darting eye of cockatrice:
I am not I, if there be such an I;
Or those eyes shut, that make thee answer 'I,'
If he be slain, say 'I'; or if not, no:
Brief sounds determine of my weal or woe.

Nurse

I saw the wound, I saw it with mine eyes,—
God save the mark!--here on his manly breast:
A piteous corse, a bloody piteous corse;
Pale, pale as ashes, all bedaub'd in blood,
All in gore-blood; I swoounded at the sight.

JULIET

O, break, my heart! poor bankrupt, break at once!
To prison, eyes, ne'er look on liberty!
Vile earth, to earth resign; end motion here;
And thou and Romeo press one heavy bier!

Nurse

O Tybalt, Tybalt, the best friend I had!
O courteous Tybalt! honest gentleman!
That ever I should live to see thee dead!

JULIET

What storm is this that blows so contrary?
Is Romeo slaughter'd, and is Tybalt dead?
My dear-loved cousin, and my dearer lord?
Then, dreadful trumpet, sound the general doom!
For who is living, if those two are gone?

Nurse

Tybalt is gone, and Romeo banished;
Romeo that kill'd him, he is banished.

JULIET

O God! did Romeo's hand shed Tybalt's blood?

Nurse

It did, it did; alas the day, it did!

JULIET

O serpent heart, hid with a flowering face!

Dove-feather'd raven! wolfish-ravens lamb!
Despised substance of divinest show!
Just opposite to what thou justly seem'st,
A damned saint, an honourable villain!
O nature, what hadst thou to do in hell,
When thou didst bower the spirit of a fiend
In moral paradise of such sweet flesh?
Was ever book containing such vile matter
So fairly bound? O that deceit should dwell
In such a gorgeous palace!

Nurse

There's no trust,
No faith, no honesty in men; all perjured,
All forsworn, all naught, all dissemblers.
Ah, where's my man? give me some aqua vitae:
These griefs, these woes, these sorrows make me old.
Shame come to Romeo!

JULIET

Blister'd be thy tongue
For such a wish! he was not born to shame:
Upon his brow shame is ashamed to sit;
For 'tis a throne where honour may be crown'd
Sole monarch of the universal earth.
O, what a beast was I to chide at him!

Nurse

Will you speak well of him that kill'd your cousin?

JULIET

Shall I speak ill of him that is my husband?
Ah, poor my lord, what tongue shall smooth thy name,
When I, thy three-hours wife, have mangled it?
But, wherefore, villain, didst thou kill my cousin?
That villain cousin would have kill'd my husband:
Back, foolish tears, back to your native spring;
Your tributary drops belong to woe.

Which you, mistaking, offer up to joy.

My husband's dead, and he would have stain'd my husband.

All this is comfort; wherefore weep I then?
Some word there was, worsen than Tybalt's death,
That murder'd me: I would forget it fain;
But, O, it presses to my memory,
Like damned guilty deeds to sinners' minds:
'Tybalt is dead, and Romeo—banished';
That 'banished,' that one word 'banished,'
Hath slain ten thousand Tybalts. Tybalt's death
Was woe enough, if it had ended there:
Or, if sour woe delights in fellowship
And needily will be rank'd with other griefs,
Why follow'd not, when she said 'Tybalt's dead,'
Thy father, or thy mother, nay, or both,
Which modern lamentations might have moved?
But with a rear-ward following Tybalt's death,
'Romeo is banished,' to speak that word,
Is father, mother, Tybalt, Romeo, Juliet,
All slain, all dead. 'Romeo is banished!'
There is no end, no limit, measure, bound,
In that word's death; no words can that woe sound.

Read the above passage from *Romeo and Juliet* Act III Scene 2. Then, in a well-organized essay, analyze how Shakespeare uses various literary devices to reveal Juliet's emotional state. You may want to consider devices such as repetition, comparison (simile or metaphor), contradiction (oxymoron or paradox), and rhetorical questions.

Literary Analysis Introduction Template

In today's society, people _____ . In
offer a truth about people based on what the prompt is asking

_____'s _____ , _____ ;
author's full name genre *Title of Text*

Shakespeare's use of _____ serves to

concrete: diction, simile, metaphor, rhetorical question, etc.

marker verb abstract: include 1st tone

however, Shakespeare's _____

concrete: diction, simile, metaphor, rhetorical question, etc.

marker verb

abstract: include 1st tone

Literary Analysis Body Paragraph Template

In _____, Shakespeare _____

restate first half of thesis using a synonym for the tone -

_____. When _____,

- this does NOT have to include the literary device again

context - briefly describe what is happening in the story now

_____ says, " _____ "

character

text evidence - must be the literary device you chose in your thesis

This _____

literary device

marker verb

commentary - HOW does this device CREATE the tone you are discussing?

_____. By _____,

commentary continued - incorporate a synonym of your tone

what is the literary device doing?

_____.

commentary - HOW does this device CREATE the tone you are discussing? Incorporate a synonym of your tone

_____, when _____, _____ says,

transition

context - briefly describe what is happening in the story now

character

" _____ " This _____

text evidence - must be the literary device you chose in your thesis

literary device

marker verb

_____.

commentary - HOW does this device CREATE the tone you are discussing? Incorporate a synonym of your tone

By _____,

what is the literary device doing?

commentary - HOW does this device CREATE the tone you are discussing?

_____.

commentary continued - incorporate a synonym of your tone

Sample Outline for Timed Writing Essay

I. Introduction

- A. Hook/Universal statement (A thematic element learned from the passage or the characters/events in the passage)
- B. TAG line (title, author, genre)
- C. Thesis statement:
 1. Identify two tone words
 2. Describe the effect the tone has on the piece, focusing on WHY and HOW the author has chosen to use the tone. What does the tone reveal?

II. Body Paragraph #1 (6- 8 sentences)

- A. Strong topic sentence that clearly states the point of the paragraph
- B. Textual evidence embedded within your own words
- C. Commentary
- D. Commentary
- E. Textual evidence embedded within your own words
- F. Commentary
- G. Commentary

III. Body Paragraph #2 (6- 8 sentences)

- A. Strong topic sentence that clearly states the point of the paragraph
- B. Textual evidence embedded within your own words
- C. Commentary
- D. Commentary
- E. Textual evidence embedded within your own words
- F. Commentary
- G. Commentary

IV. Conclusion

- A. TAG
- B. Revisit your thesis. Describe the effect the tone has on the piece. Focus on WHY and HOW the author has chosen to use this tone and what it may reveal.
- C. Revisit the universal idea and extend that idea.
- D. Give the reader something to think about.

CLASS
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Abulary List

Every Tone/Attitude Words

Consoling	Friendly	Playful	Embarrassed	Morose	Resigned
Content	Happy	Pleasant	Fearful	Mournful	Sad
Dreamy	Hopeful	Proud	Foreboding	Nervous	Serious
Ecstatic	Impassioned	Relaxed	Gloomy	Numb	Sober
Elated	Jovial	Reverent	Grave	Ornithous	Solemn
Elevated	Joyful	Romantic	Hollow	Paranoid	Somber
Encouraging	Jubilant	Soothing	Hopeless	Pessimistic	Staid
Energetic	Lighthearted	Surprised	Horrific	Pitiful	Upset
Enthusiastic	Loving	Sweet	Horror	Poignant	
Excited	Optimistic	Sympathetic	Melancholy	Regretful	
Exuberant	Passionate	Vibrant	Miserable	Remorseful	
Fanciful	Peaceful	Whimsical			
			Every Tone/Attitude Words		
Choleric	Furious	Quarrelsome	Dramatic	Intimate	Questioning
Coarse	Harsh	Shameful	Earnest	Judgmental	Reflective
Cold	Haughty	Smooth	Expectant	Learned	Reminiscent
Condemnatory	Hateful	Snooty	Factual	Loud	Resigned
Condescending	Hurtful	Superficial	Fervent	Lyrical	Restrained
Contradictory	Indignant	Surly	Formal	Matter-of-fact	Seductive
Critical	Inflammatory	Testy	Forthright	Meditative	Sentimental
Desperate	Insulting	Threatening	Frivolous	Objective	Serious
Disappointed	Irritated	Tired	Haughty	Nostalgic	Shocking
Disgruntled	Manipulative	Uninterested	Historic	Obscure	Sincere
Disgusted	Obnoxious	Wrathful	Humble	Unemotional	Urgent
Disinterested	Outraged		Incredulous	Persuasive	Yexed
Facetious	Passive		Informative	Pleading	Wistful
			Inquisitive	Preentious	Zealous
			Instructive	Provocative	

Sarcasm Tone/Attitude Words

Droll	Mock-heric	Sardonic
Facetious	Mocking	Satiric
Flippant	Mock-serious	Scornful
Giddy	Patronizing	Sharp
Humorous	Pompous	Silly
Insolent	Quizzical	Taunting
Ironic	Ribald	Teasing
Irreverent	Ridiculing	Whimsical
Joking	Sad	Wry
Malicious	Sarcastic	