**Romeo and Juliet Essay Outline**

Introduction (**A**ttention-Getter, **N**ecessary Background Info, **T**hesis)

**Example Intro:** (*Chosen Essential Question: In a heated situation, which is the best course of action: turn the other cheek or get revenge?)*​**(Hook)** In a moment of extreme anger, revenge can be at the top of someone's mind. People think that without revenge, there is no justice; however, revenge does not bring peace as people would think. **(Necessary Background Info)** This is the case for Romeo Montague, a main character in William Shakespeare's play, *Romeo and Juliet*. In Act 3, Scene 1 of the play, Romeo gets revenge on his new wife's cousin, Tybalt for killing his best friend. The "justice" he thought would bring him peace did not; in fact, this act of revenge led to his own tragic death. A tragic outcome also happened to a student who tried to get revenge on his teacher by urinating in her drink in the article "New York Teacher Gets a Visit" by Michael Daniels. **(Thesis)** Therefore, in a heated situation, the best course of action is to turn the other cheek because revenge can cause unnecessary heartbreak, as shown by Romeo's revenge on Tybalt in *Romeo and Juliet*and a student's revenge on his teacher in the informational text, "New York Teacher Gets a Visit."

**Attention Getter:** grabs the reader’s interest at the beginning of an essay and makes him/her want to continue to read.

Possible attention-getters: unusual or shocking fact/statistic related to the topic, an anecdote/example related to the story, detailed description that uses vivid imagery to evoke emotion ​ (should not mention the book yet)

STAY AWAY FROM: “Imagine” or any command, a dictionary definition, a quote, “In Today's Society”, Questions, Obvious Statements, Irrelevant Statements, “In this essay, I'm going to tell you about...”

**Necessary Background Information:** Since you are introducing your information in the introduction, you must give your audience the proper background so they can understand more about your topic.​

​Necessary Information: Title and Author of Texts Discussed in Essay, Brief Summary Relevant to Argument, Context/Background, or ANYTHING the reader NEEDS in order to prepare to understand your argument

**Thesis:** The thesis statement should make clear one of the following:​ The ***Claim/Argument***you are trying to make in the paper (must be strong—logical/can be supported, no unnecessary language); The *Reasoning*behind it (must be valid--related/accurate) ​

​THESIS = STRONG CLAIM + VALID REASONING

Body Paragraphs (**T**opic Sentence, **I**ntroduce Quote/Evidence, **Q**uote/Evidence, **A**nalysis)

**(Topic Sentence)** In a heated situation, the best course of action is to turn the other cheek because revenge causes more problems, as shown by Romeo's revenge on Tybalt**. (Introduction to Evidence)** In Act 3, Scene 1, Romeo tries to break up a brawl between his best friend, Mercutio and his (new) cousin, Tybalt. Tybalt takes a cheap shot and ends up killing Mercutio. In a moment of complete anger, Romeo got his revenge by killing Tybalt. **(Evidence)** After killing the love of his life's cousin, Romeo screams, “Oh I am fortune's fool!” (Shakespeare 3.1). **(Analysis)**He is completely aware that this act was wrong. By saying he is fortune's fool, it shows he immediately regrets killing Tybalt, who is the cousin of his new wife and love of his life. He was very regretful of the impulsive revenge shown by immediately calling himself a "fool" afterwards. Readers can see he is not at peace because now he has to run away from Verona otherwise he could be killed. If he would have turned the other cheek, he would not have been forced to leave Verona, Juliet would not have had to take the fake death potion, and he would not have taken the poison as a result. Ultimately, this moment of revenge led to Romeo's untimely and tragic death. **(Closing Statement)**This is one way that shows that it is better to turn the other cheek in a heated moment so that one does not regret the impulsive action taken.

*Body Paragraph 1: Evidence from Romeo and Juliet*

**Topic Sentence:** Introducing one of your pieces of evidence

Topic Sentence = Claim + 1 piece of evidence

**Introduction to Evidence:** Necessary background to intro evidence so evidence has some context for reader understanding

You cannot just go from topic sentence to evidence…you need context and a SIGNAL PHRASE

Formula: Signal phrase, "Quote" (Author Pg). Or (Author Act#.Scene#). FOR ROMEO AND JULIET: "Quote" (Shakespeare 2.3).

**Cited Evidence:** a direct quote, paraphrase, or summary from a source-- supports topic sentence and helps prove the thesis​​

Can be in the form of a direct quote ("Copy exactly what is written in quotation marks") or a paraphrase (Just summarize what is written with no quotation marks)​; No matter what, evidence is CITED (because evidence is always taken from somewhere credible and relevant)​

**Analysis/Explanation of Evidence:** How the stated evidence proves your thesis

Analysis is thoroughly explaining the thinking between the quote and the thesis (use the baseball diamond method); BE EXPLICIT AND THOROUGH in analysis. Leave nothing open for the reader to fill in or guess; No weak/empty/irrelevant analysis (should be a direct connection between evidence and analysis); Example: Text from your crush (heyy!!).

**Closing Sentence:** Relate paragraph back to argument/transition to next paragraph

Provides a sense of closure to the paragraph

*Body Paragraph 2: Evidence from Romeo and Juliet OR Informational Text (Article)*

**Topic Sentence:** Introducing one of your pieces of evidence

**Introduction to Evidence:** Necessary background to intro evidence so evidence has some context for reader understanding

**Cited Evidence:** a direct quote, paraphrase, or summary from a source-- supports topic sentence and helps prove the thesis​​

**Analysis/Explanation of Evidence:** How the stated evidence proves your thesis

**Closing Sentence:** Relate paragraph back to argument/transition to next paragraph

*Body Paragraph 3: Evidence from Informational Text (Article)*

**Topic Sentence:** Introducing one of your pieces of evidence

**Introduction to Evidence:** Necessary background to intro evidence so evidence has some context for reader understanding

**Cited Evidence:** a direct quote, paraphrase, or summary from a source-- supports topic sentence and helps prove the thesis​​

**Analysis/Explanation of Evidence:** How the stated evidence proves your thesis

**Closing Sentence:** Relate paragraph back to argument/transition to next paragraph

Conclusion (**R**estate Thesis, **R**eview Main Points from Body Paragraphs, **F**inal Thoughts)

Example: **(Restated Thesis)** Turning the other cheek is definitely the best course of action in a heated moment since impulsive decisions in moments of anger can be regrettable, as shown by Romeo's revenge and a student's revenge on his teacher. **(Review of Main Points)**Romeo did not need to kill Tybalt since the law would have brought Tybalt to justice anyway. Also, the student did not need to take revenge on his teacher otherwise the student would not be in jail for the rest of his childhood. Both of these situations could have been prevented if Romeo and the student had just turned the other cheek.**(Final Thoughts/Transition to Real World)**Many people in society have moments of anger, and in those moments, they may do something they regret. Revenge never leads to a positive outcome. People will not get the peace they think will come from revenge. That is why it is important to turn the other cheek and let justice take its natural course.

Restate Thesis:

​This should be a new sentence. It SHOULD NOT be a copied, word for word, restatement of the thesis in the introduction.  Reword it!

Review Main Points from Body Paragraphs:

​Remind your reader of the major points made in your body paragraphs.

Final Thoughts: Final Comments that establish purpose and transitions your reader out of the essay and back into the real world.

This could be a Clincher, Memorable Statement, or other Proof of Critical Thinking (carries a message about the topic)…should NOT be about the book