

Romeo and Juliet: Sword Fight

Name: _____

One of the advantages of a play over prose writings, such as a novel, is that the actions in the plot can be seen by the audience. In a novel the author can only describe the action. An example of this is the sword fight between Mercutio and Tybalt in William Shakespeare's *Romeo and Juliet*. As the scene opens, Mercutio is in the public square with Benvolio and some servants when Tybalt and his friends arrive. An argument starts, and then the newly-married Romeo arrives.

Act III. Scene 1

Tybalt:

Romeo, the hate I bear thee can afford
No better term than this,--thou art a villain.

Romeo:

Tybalt, the reason that I have to love thee
Doth much excuse the appertaining rage
To such a greeting: villain am I none;
Therefore farewell; I see thou know'st me not.

Tybalt:

Boy, this shall not excuse the injuries
That thou hast done me; therefore turn and draw.

Romeo:

I do protest, I never injured thee,
But love thee better than thou canst devise,
Till thou shalt know the reason of my love:
And so, good Capulet,--which name I tender
As dearly as my own,--be satisfied.

Mercutio:

O calm, dishonourable, vile submission!
Alla stoccata carries it away.
[Draws]

Tybalt, you rat-catcher, will you walk?

Tybalt:

What wouldst thou have with me?

Mercutio:

Good king of cats, nothing but one of your nine
lives; that I mean to make bold withal, and as you
shall use me hereafter, drybeat the rest of the
eight. Will you pluck your sword out of his pilcher
by the ears? make haste, lest mine be about your
ears ere it be out.

Tybalt:

I am for you.
[Drawing]

Romeo:

Gentle Mercutio, put thy rapier up.

Mercutio:

Come, sir, your passado.
[They fight]

Romeo:

Draw, Benvolio; beat down their weapons.
Gentlemen, for shame, forbear this outrage!
Tybalt, Mercutio, the prince expressly hath
Forbidden bandying in Verona streets:
Hold, Tybalt! good Mercutio!

[Tybalt under Romeo's arm stabs Mercutio, and flies with his followers.]

Mercutio:

I am hurt.
A plague o' both your houses! I am sped.
Is he gone, and hath nothing?

Benvolio:

What, art thou hurt?

Mercutio:

Ay, ay, a scratch, a scratch; marry, 'tis enough.
Where is my page? Go, villain, fetch a surgeon.
[Exit Page]

Romeo:

Courage, man; the hurt cannot be much.

Mercutio:

No, 'tis not so deep as a well, nor so wide as a
church-door; but 'tis enough, 'twill serve: ask for
me to-morrow, and you shall find me a grave man. I
am peppered, I warrant, for this world. A plague o'
both your houses! 'Zounds, a dog, a rat, a mouse, a
cat, to scratch a man to death! a braggart, a
rogue, a villain, that fights by the book of
arithmetic! Why the devil came you between us? I
was hurt under your arm.

Romeo:

I thought all for the best.

Mercutio:

Help me into some house, Benvolio,
Or I shall faint. A plague o' both your houses!
They have made worms' meat of me: I have it,
And soundly too: your houses!

Questions:

1. Who draws his sword first?
2. Between Romeo, Mercutio, and Tybalt, who is the only one who does not draw a sword in this passage?
3. Who asks the fighters to stop?
4. How is Mercutio hurt?
5. What type of figurative language is used when Mercutio says "you shall find me a grave man"?

Find the Main Idea: Solar Eclipse



The moon blocks the sun during a solar eclipse in August 2008

A solar eclipse occurs when the moon comes between the Earth and the sun. During an eclipse, the moon blocks all or part of the sun.

A solar eclipse would happen every month if the orbits of the Earth and the moon were perfectly circular and the moon orbited on the same plane as the Earth's orbit around the sun. However, the Earth's orbit and the moon's orbit are not perfect circles. They are both oval shaped, or elliptical. In addition, the moon's orbit is not on the same plane as the Earth's, but is angled at about 5 degrees. These orbit characteristics provide fewer opportunities for the moon to be in the correct position to block the sun. Rather than happening every month, some type of solar eclipse happens only two to five times a year.

A total solar eclipse for any give location is even rarer. In a total eclipse, the moon completely blocks the sun, leaving only a rim of light called "the ring of fire." A total eclipse occurs somewhere on Earth about every 18 months. Any one location on Earth, however, will only be able to view a total eclipse about every 360 to 410 years.

Find the Main Idea

Write the main idea of the passage in your own words.

Write two supporting ideas for the main idea.

1. _____

2. _____

- _____ 4. As seen on television.
- _____ 5. *Scuba* is a commonly used acronym.
- _____ 6. A driving experience you will never forget.
- _____ 7. In addition to the broccoli and cauliflower.
- _____ 8. I forgot the keys!
- _____ 9. Cleaned the kitchen after the party guests left.
- _____ 10. Gina filleted the catfish with a sharp knife.

EXERCISE 2

Understanding Sentences and Their Basic Parts

Some of the following groups of words are missing a subject or predicate or both. On the lines provided, write what part is missing, then revise the sentence to include the missing part. If the group of words contains both a subject and a predicate, write *sentence*.

EXAMPLE

Wearily down the road.

(subject and predicate missing; *The old mare trudged* wearily down the road.)

1. Was very hungry after school and band practice.

2. Candice slipped on the icy sidewalk.

3. Believed he had discovered the secret formula.

4. During a long, monotonous lecture.

5. Every Saturday Mr. Neet mowed his lawn and trimmed the hedges.

6. The frosty windowpane.

7. All along the winding brick road.

8. It can be a difficult situation to deal with.

9. Requiring a bucket of oats and half a bale of hay each day.

10. The afternoon held many wonderful surprises for Kate.

EXERCISE 3

Using Complete Sentences in Your Writing

Write a paragraph for an article in your student newspaper, in which you describe an issue at school that you want to see addressed, such as healthier food choices in the cafeteria or longer breaks between classes. Why is the issue a problem? What can be done to resolve the issue to the benefit of the student body? Make sure that each sentence in your paragraph contains a subject and a predicate.

Functions of Sentences

There are four different kinds of sentences: *declarative*, *interrogative*, *imperative*, and *exclamatory*. Each kind of sentence has a different purpose. You can vary the tone and mood of your writing by using the four different sentence types. Read the example sentences aloud and notice how your voice changes to express each sentence's different meaning.

- A **declarative sentence** makes a statement. It ends with a period.

EXAMPLE

Samantha is in the backyard trying to repair the lawnmower.

- An **interrogative sentence** asks a question. It ends with a question mark.

EXAMPLE

Will she be joining you for supper later tonight?

- An **imperative sentence** gives an order or makes a request. It ends with a period or an exclamation point. An imperative sentence has an understood subject, most often *you*.

EXAMPLES

(You) Please take a glass of lemonade to her.

(You) Ask Samantha how much longer she will be working.

- An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

EXAMPLE

Samantha is a wizard at fixing lawnmowers!

EXERCISE 4

Identifying Different Kinds of Sentences in Literature

Identify each of the ten numbered sentences in the passage as *declarative*, *interrogative*, *imperative*, or *exclamatory*. Write your answers on the corresponding lines below.

¹But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

²And then Della leaped up like a little singed cat and cried, "Oh, oh!"

³Jim had not yet seen his beautiful present. ⁴She held it out to him eagerly upon her open palm. ⁵The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

⁶"Isn't it a dandy, Jim? ⁷I hunted all over town to find it. ⁸You'll have to look at the watch a hundred times a day now. ⁹Give me your watch. ¹⁰I want to see how it looks on it!"

from "The Gift of the Magi," page 138

O. Henry

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

EXERCISE 5

Understanding the Functions of Sentences

Identify the following sentences as *declarative*, *imperative*, *interrogative*, or *exclamatory*. Then revise each sentence according to the directions in parentheses.

EXAMPLE

Did the neighbors return yet from their European vacation? (Change into a declarative sentence.)

(interrogative; declarative: *The neighbors returned from their European vacation.*)

1. Will Huck have time to paint the fence today? (Change into a declarative sentence.)

2. You finished the job already! (Change into an interrogative sentence.)

3. Apologize for your rude behavior. (Change into a declarative sentence.)

4. Joel can see how well constructed the house is. (Change into an imperative sentence.)

5. Where is the garter snake in the vegetable garden? (Change into an exclamatory sentence.)

6. He drew the window blinds and turned off the lights. (Change into an interrogative sentence.)

7. Burglars stole the valuable painting above the fireplace. (Change into an exclamatory sentence.)

8. I can't believe the chain broke! (Change into a declarative sentence.)

9. Hit the brakes! (Change into a declarative sentence.)

10. Mr. Jarvis sent the annoying children away. (Change into an interrogative sentence.)

EXERCISE 6

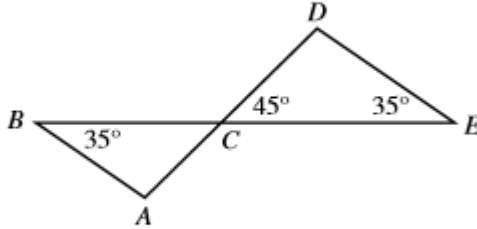
Using Different Kinds of Sentences in Your Writing

Create a fictional villain for a short story, and write a descriptive paragraph about him or her. Include features, such as physical traits and personality characteristics, as well as a description of the villain's one honorable trait. Your paragraph may be either serious or humorous. Use all four kinds of sentences in your paragraph. Then take turns with your classmates reading your paragraphs aloud.

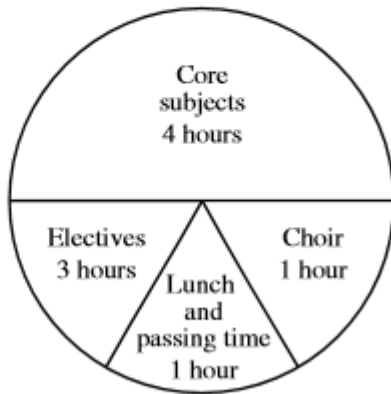
Inclement Weather Math Packet #2

DO YOUR FIGURING HERE

1. In the figure below, C is the intersection of \overline{AD} and \overline{BE} . If it can be determined, what is the measure of $\angle BAC$?



- A. 80°
 B. 100°
 C. 110°
 D. 115°
 E. Cannot be determined from the given information
2. Antwan drew the circle graph below describing his time spent at school in 1 day. His teacher said that the numbers of hours listed were correct, but that the central angle measures for the sectors were not correct. What should be the central angle measure for the Core subjects sector?



- E. 72°
 G. 80°
 H. 160°
 J. 200°
 K. 288°
3. This month, Kami sold 70 figurines in 2 sizes. The large figurines sold for \$12 each, and the small figurines sold for \$8 each. The amount of money he received from the sales of the large figurines was equal to the amount of money he received from the sales of the small figurines. How many large figurines did Kami sell this month?
- A. 20
 B. 28
 C. 35
 D. 42
 E. 50

DO YOUR FIGURING HERE

4. A car accelerated from 88 feet per second (fps) to 220 fps in exactly 3 seconds. Assuming the acceleration was constant, what was the car's acceleration, in feet per second per second, from 88 fps to 220 fps ?
- F.** $\frac{1}{44}$
G. $29\frac{1}{3}$
H. 44
J. $75\frac{1}{3}$
K. $102\frac{2}{3}$
5. In a plane, the distinct lines \overleftrightarrow{AB} and \overleftrightarrow{CD} intersect at A , where A is between C and D . The measure of $\angle BAC$ is 47° . What is the measure of $\angle BAD$?
- A.** 43°
B. 47°
C. 94°
D. 133°
E. 137°
6. In which of the following are $\frac{1}{2}$, $\frac{5}{6}$, and $\frac{5}{8}$ arranged in ascending order?
- F.** $\frac{1}{2} < \frac{5}{8} < \frac{5}{6}$
G. $\frac{5}{6} < \frac{1}{2} < \frac{5}{8}$
H. $\frac{5}{6} < \frac{5}{8} < \frac{1}{2}$
J. $\frac{5}{8} < \frac{1}{2} < \frac{5}{6}$
K. $\frac{5}{8} < \frac{5}{6} < \frac{1}{2}$
7. In scientific notation, $670,000,000 + 700,000,000 = ?$
- A.** 1.37×10^{-9}
B. 1.37×10^7
C. 1.37×10^8
D. 1.37×10^9
E. 137×10^{15}

DO YOUR FIGURING HERE

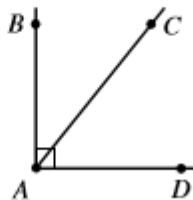
8. To get a driver's license, an applicant must pass a written test and a driving test. Past records show that 80% of the applicants pass the written test and 60% of those who have passed the written test pass the driving test. Based on these figures, how many applicants in a random group of 1,000 applicants would you expect to get driver's licenses?
- A. 200
 B. 480
 C. 600
 D. 750
 E. 800

9. If a , b , and c are positive integers such that $a^b = x$ and $c^b = y$, then $xy = ?$
- F. ac^b
 G. ac^{2b}
 H. $(ac)^b$
 J. $(ac)^{2b}$
 K. $(ac)^{b^2}$

10. Last month, Lucie had total expenditures of \$900. The pie chart below breaks down these expenditures by category. The category in which Lucie's expenditures were greatest is what percent of her total expenditures, to the nearest 1%?



- A. 24%
 B. 28%
 C. 32%
 D. 34%
 E. 39%
11. In the figure shown below, the measure of $\angle BAC$ is $(x + 20)^\circ$ and the measure of $\angle BAD$ is 90° . What is the measure of $\angle CAD$?



- F. $(x - 70)^\circ$
 G. $(70 - x)^\circ$
 H. $(70 + x)^\circ$
 J. $(160 - x)^\circ$
 K. $(160 + x)^\circ$

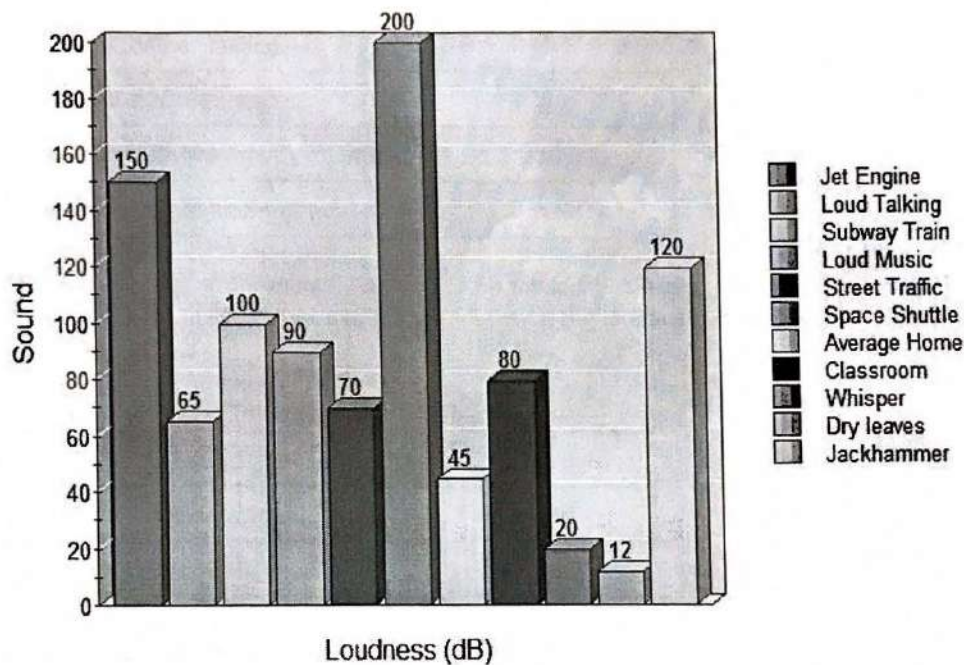
Name _____

Sounds

Every day, we experience sound in our environment, such as the sounds from television and radio, household appliances, and traffic. Normally, these sounds are at safe levels that don't damage our hearing. But sounds can be harmful when they are too loud, even for a brief time, or when they are both loud and long-lasting. These sounds can damage sensitive structures in the inner ear and cause noise-induced hearing loss.

Jordan decided to research a few sounds he had heard to determine how loud they were.
(graph 1)

Loudness of Sounds



1. About how loud is a jet engine? _____
2. About how loud is a subway train? _____
3. How much louder is a jet engine than a subway train? _____
4. How many sounds did Jordan observe? _____
5. What is the quietest sound he listened to? _____

When he was researching, he learned that dB stands for decibels and measures the loudness of sound. The average human can hear anything above 0 dB. Hearing damage begins to occur at 85 db. The louder the sound, the faster the hearing damage.

6. Based on the passage and graph, which of the sounds on this graph can cause damage to hearing if you are exposed to the sound for a period of time? (There will be more than one answer.)

7. Which sounds are louder than street traffic but quieter than a jet engine?

8. Based on the graph, which sounds have a loudness of about 120 decibels? _____

Investigation 1

Jordan decided to do a few experiments on sound so he could learn more. Jordan wanted to test the loudness of his refrigerator, his brother talking, the traffic from his street, his mp3 player, and the house alarm siren on his security system. He knew his distance from the source of the sound and the length of time he was exposed to the sound were important factors in getting accurate results. Jordan got a decibel meter from his teacher. He used a meter stick to make sure he was the same distance from the sound each time he measured the loudness of the sounds of his items. He decided to measure 2 meters from the edge of the object to the decibel meter.

Investigation 1 Table 1

Sound	Decibels
refrigerator	45
brother talking	60
traffic from street	85
mp3 player on maximum volume	105
security system alarm at house	120

In a second round of experiments, he decided he would try covering the decibel meter with ear muffs like he would cover his own ears to see if that made a difference on the loudness of the sounds he heard.

Investigation 2 Table 2

Sound	Decibels
refrigerator	35
brother talking	50
traffic from street	75
mp3 player on maximum volume	95
security system alarm at house	110

9. How was Jordan's experiment different in the second investigation than in the first investigation?

10. According to the graph (graph 1) and Investigation table 1, which of the items in Jordan's first investigation had the closest decibel measurement to the subway train? _____

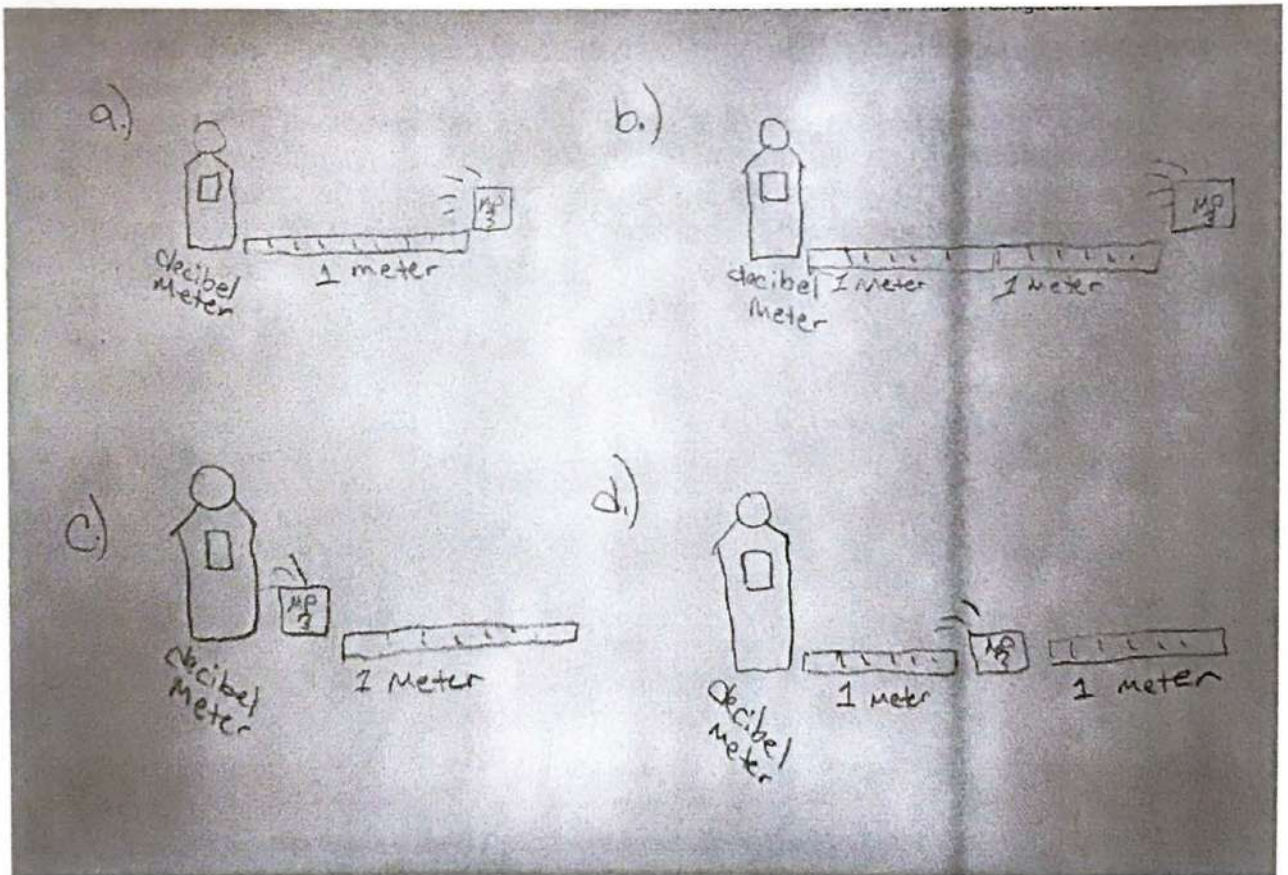
11. According to the text and investigation table 1, Which items from Jordan's 1st investigation could cause hearing damage or loss?

M12. Compare investigation table one and investigation table 2 to explain what adding the ear muffs to the decibel meter did to Jordan's results? (Include 2 pieces of evidence)

13. In investigation 1, if Jordan turned his mp3 on low, would his decibel sound be

- a. 105 dB
- b. less than 105 dB
- c. more than 110 dB
- d. between 95 dB and 105 dB

14. Which of the following would be a correct model for how Jordan measured the sound in his investigation 1?



LESSON

5



DEVELOPING A THESIS

LESSON SUMMARY

This lesson explains how to develop a strong thesis for your essay.

As with the other pre-drafting lessons in this guide, crafting an effective thesis statement provides and ensures focus. It not only articulates your main idea but also serves as a constant reminder of the goal and purpose of your essay. With an effective thesis statement, every decision you make while drafting can be determined by the answer to a simple question: *Does it support my thesis?* Think of it as your goal, your reminder of what it will take to turn a thesis into an effective essay. But how do you write one? This is the focus of this lesson.

The Role of the Thesis Statement

Suppose you were asked to write an essay in which you argued whether or not the United States was losing its superpower status. Setting aside your personal beliefs on the question, which of these examples best reflects what you believe a strong thesis is?

- **Example #1:** I do not agree that America is in decline.
- **Example #2:** The fact that America represents 25% of the world's entire economy yet only has 5% of its population is proof that it is hardly in decline.
- **Example #3:** If America is in decline, it is not because of a loss of economic or military power, but because our nation no longer represents and reflects the values that the world's people once believed we championed.
- **Example #4:** On one hand, some writers believe that America still commands the world's attention and respect; other writers argue that the country is facing a political and moral decline.

The best choice is Example #3. It is argumentative, focused, and detailed. Let's consider why these traits are critical to a strong thesis.

An Argumentative Thesis

Your **thesis** is the main idea of your essay—and your main idea is the primary point you are trying to convince others of. Think of your thesis in terms of persuasion—a good thesis makes a strong, clear statement about your beliefs and attitude about the essay subject. Consider these examples:

No argument: *The School of Rock* is about a substitute teacher.

Mild argument: *The School of Rock* is an entertaining film about an influential substitute teacher.

Strong argument: *The School of Rock* derives much of its charm from the way it both parodies and reveres rock musicians.

Let's suppose this is a movie review. Given the purpose of such a piece of writing (to evaluate), the first statement is merely a fact from the movie; it's hardly a main idea, and hardly a full essay on the film. The second does state an opinion (*entertaining*) but gives us little else—the writer is entitled to his/her enjoyment, but what is there to discuss? What about the third statement? A reader could question it, believing the characterization of the school-children or Jack Black's unbridled performance to be the driving force of the movie. It is the strongest argument because it takes a firm position regarding an idea that can hold multiple points of view.

A Focused Thesis

The previous example illustrates the need for a good thesis statement to strike the right balance between too broad and too narrow. When a thesis statement is too broad, it often fails to capture the actual focus in the body paragraphs, or it isn't an argument at all. If it is too narrow, the writer might not be able to fully address the assignment.

Consider the following examples:

Too broad: Animals have developed many strategies for survival.

Some focus: Animals have developed many strategies to protect themselves.

Focused: Animals with well-developed physical properties are most protected from predators.

Too narrow: In "The Open Boat," the repetition of "If I am going to be drowned" conveys Crane's theme of the indifference of nature.

Balanced: In "The Open Boat," Crane uses repetition and figurative language to convey his theme of the indifference of nature.

In the first examples, the term *many strategies* is so vague as to make the statement incontestable; the too narrow version using "The Open Boat" is merely a specific example of the author's use of language, and would be difficult to discuss extensively.

A Detailed Thesis

No discussion of thesis statements is complete without the following mantra: *show, don't tell*. Earlier, we said that the thesis statement is your guide to your paper; it is not, however, simply an announcement of the subject matter. Consider this example:

This paper will discuss some of the erroneous theories about the causes of the Great Depression.

What's wrong with this picture? It's a table of contents, really, not an indication of what matters. The only thing that could be proved is whether or not the writer did discuss the theories—but we know that's not what she meant. A better thesis would surely show the fundamental idea behind the writer's thinking:

The Great Depression was caused neither by the stock market crash of 1929 nor the Smoot Hawley Tariff Act.

An effective thesis statement also cannot be a question. Remember, you are taking a position on the essay topic, not deflecting that decision to the reader. Devising the question your essay will answer is a helpful early step, but it is your answer to that question, not the question itself, that is your thesis. Consider the following example:

Question: Why did Kafka choose to turn Gregor into a giant beetle?

Thesis statement: Gregor's transformation into a giant beetle is a powerful symbol, representing his industrious nature and his role in his family, both before and after his transformation.

Practice 1

Revise and improve the following weak thesis statements.

1. The death penalty is a controversial issue.

2. What would the consequences of censorship on the Internet be?

Drafting a Thesis Statement

There's no single magic formula for creating a thesis; a thesis arises from the purpose, audience, and topic of your essay, and that always changes. However, you know what a good thesis statement is, and this section will work with you to articulate it just right.

Try gathering the essentials of what you know, and form a one-paragraph mini-essay regarding where you currently stand. The following template can help:

My goal with this essay is to _____. My own view is that _____ because _____. Though I concede that _____, I still maintain that _____. For example, _____. Although some might object that _____, I reply that _____. The issue is important because _____.

Using this template will help you generate a main idea, some reasons in support or concession of your position, and an understanding of what's at stake. The next step is to extract from this articulation the principal idea and rationale that is likely to guide your writing. For example, suppose the essay topic was on whether his/her school should require students to wear uniforms

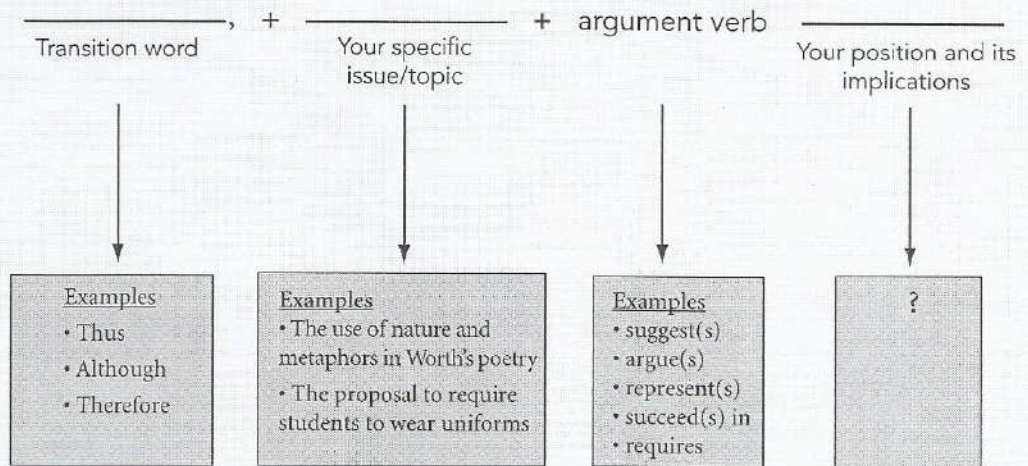
My goal with this essay is to *convince the school board that a uniform code won't solve our school's problems*. My own view is that *school dress codes should not be a priority to change because clothing does not impact our ability to learn*. Though I concede that *certain clothing items can be inappropriate, distracting, and controversial*, I still maintain that *the number of instances where clothes caused serious problems at our school is minimal*. For example, *the principal is very quick to catch students who dress inappropriately; he makes them change clothes immediately, and very few students are exposed to the problem*. Although some might object that *I am too easily excusing the behaviors of young people*, I reply that *the school administrators are focusing on an issue that won't improve the school academically*. The issue is important because *it defines whether our school prioritizes learning and growth or whether it is merely interested in discipline*.

A quick review of the writing reveals an emerging main idea: requiring students to wear uniforms wouldn't improve the school's ability to help its students learn; therefore, it is a proposal that should not be enacted. The

DEVELOPING A THESIS

writer will want to articulate that statement more formally, so let's look at a template that can help us compose a formal thesis statement:

Position Thesis



This template is structured to ensure that the key components of an effective thesis—a focused description of your topic and a clear position—are present, but it doesn't have to be followed exactly. Try playing around with the format to see if you can generate two possible thesis statements for the writer's ideas.

Possible Thesis #1: _____

Possible Thesis #2: _____

Of course, your thesis may change depending on the development of your essay. Regardless, it puts you in the position to begin outlining the structure of your essay and determining how you will support the stated position.

Practice 2

Earlier, you were presented with example thesis statements on *The School of Rock*, a comedy film. Suppose you were asked to evaluate a recent film you watched for its thematic and/or aesthetic value. Complete the following practice assignment:

1. Describe the purpose of a film review and the characteristics/needs of the audience (e.g., a teacher or evaluator of writing) when reading a film review.
2. Identify your topic, including both the film and what particular aspects of it you will discuss. Compose a goal statement.
3. Use cubing or mapping to develop ideas on what your review will discuss.
4. Use templates to compose an initial thesis for the response.

Summary

As the frame or guide for your writing, a thesis statement must be argumentative, focused, and detailed to be effective. Experiment with the ideas and structure of your thesis by using templates to help shape your ideas.

Skill Building Practice

Read a couple of essays and look for their thesis statements. How do the authors convey their main ideas? Where are the thesis statements located?