*Romeo and Juliet*

Writing Assignment – Character Analysis Essay

**Directions:**

**Character Traits**

Character traits in fictional or real people may have positive or negative effects on the people around them.

Select a person, real or fictional, who possesses character traits that influence others in a positive or negative way.  Write an essay in which you describe this person's character traits and provide examples of how these traits affect other people.

As you write, remember your essay will be scored based on how well you:

🖉 develop a multi-paragraph response to the assigned topic that clearly communicates your controlling idea to the audience.

🖉 support your controlling idea with meaningful examples, reasons, and information based upon your research or readings.

🖉 organize your essay in a clear and logical manner, including an introduction, body, and conclusion.

🖉 use well-structured sentences and language that are appropriate for your audience.

🖉 edit your work to conform to the conventions of standard American English.

🖉 Use any of the tools available to you, such as the **Checklist**, **Spellchecker**, or **Graphic Organizer**.

1. **Introduction Paragraph:** Hook, Topic Sentence, Thesis Statement
* **Hook:** Hook your readers into your essay by beginning with an interesting quote, fact, anecdote, or question.
* **Topic Sentence:** Introduce your topic (one character that influences other in a positive or negative way) with a general sentence.
* **Thesis Statement:** Outline the three specific points you are going to support in your essay

**Example:** In William Shakespeare’s *Romeo and Juliet,*  the character \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ influences others in a (choose one) negative/positive way because he/she is \_\_\_\_\_\_\_(trait 1)\_\_\_\_\_\_\_, \_\_\_\_\_\_\_(trait 2)\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_(trait 3)\_\_\_\_\_\_\_,.

1. **Paragraph #2:** State the character trait that describes the character you chose (trait 1 from thesis statement). Provide an example from the text to support this trait AND provide examples of how this trait affects other characters.
* **Example:** Lord Capulet, Juliet’s father, is a commanding and authoritative character, especially toward his daughter. For example, when Juliet politely refuses to marry Paris, he demands, “But fettle your fine joint ‘gainst Thursday next, To go with Paris to Saint Peter’s Church, Or I will drag thee on a hurdle thither” (III.v). This impacts Juliet because she does not get to choose who she would like to marry.
1. **Paragraph #3:** State the character trait that describes the character you chose (trait 2 from thesis statement). Provide an example from the text to support this trait AND provide examples of how this trait affects other characters.
* **Example:** Lord Capulet also demonstrates that he is a character who is powerful and forceful. For example, he makes the decision that Juliet will marry Paris without consulting his daughter first. He says to Paris, “Sir, I’ll make a rash offer of my daughter’s love. I think she’ll obey me in everything” (III.iv). Lord Capulet’s forceful personality affects Romeo because he would like to marry Juliet, but is unable to due to Lord Capulet’s steadfast decision.
1. **Paragraph #4:** State the character trait that describes the character you chose (trait 3 from thesis statement). Provide an example from the text to support this trait AND provide examples of how this trait affects other characters.
* **Example:** Shakespeare continued to make it that Lord Capulet is a character who overreacts and who might be too controlling. For example, after he threatens to disown Juliet, Nurse comes to her defense, saying, “You are to blame, my lord, to rate her so” (IIIv). Lord Capulet snaps and Juliet reacts hastily, as many teenagers due, which causes her to take matters into her own hands.
1. **Conclusion Paragraph**

Restate Thesis in new words

Relate back to the hook

So what? Why does this matter?

1. Your essay should also follow all **MLA style rules** for quotes and formatting, as well as rules for grammar, spelling, capitalization, and punctuation. (see back)

**MLA Style Rules:**

* **Formatting your paper properly (heading, running header, title)**
* **To cite quotes from a play in your essay, list the act and scene, in roman numerals, separated by periods at the end of the quote, but before the period.**

**Example:** Nurse comes to Juliet’s defense, saying, “You are to blame, my lord, to rate her so” **(III.v).**

* **Play titles should always be italicized.** (*Romeo and Juliet*)

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**PA Writing Rubric**

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| **FOCUS** | The single controlling point made with an awareness of task (mode) about a specific topic |
| **CONTENT** | The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations |
| **ORGANIZATION** | The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion |
| **STYLE** | The choice, use and arrangement of words and sentence structure that create tone and voice |
| **CONVENTIONS** | Grammar, mechanics, spelling, usage and sentence formation |
|   | **FOCUS** | **CONTENT** | **ORGANIZATION** | **STYLE** | **CONVENTIONS** |
| **4** | Sharp, distinct controlling point made about a single topic with evident awareness of task (mode) | Substantial, specific, and/or illustrative content demonstrating strong develop-ment and sophisticated ideas | Sophisticated arrangement of content with evident and/or subtle transitions | Precise, illustrative use of a variety of words and sen-tence structures to create consis-tent writer’s voice and tone appropriate to audience | Evident control of grammar, mechanics, spelling, usage and sentence formation |
| **3** | Apparent point made about a single topic with sufficient awareness of task (mode) | Sufficiently developed content with adequate elaboration or explanation | Functional arrangement of content that sus-tains a logical order with some evidence of transitions | Generic use of a variety of words and sentence structures that may or may not create writer’s voice and tone appropriate to audience | Sufficient control of grammar, mechanics, spelling, usage and sentence formation |
| **2** | No apparent point but evidence of a specific topic | Limited content with inadequate elaboration or explanation | Confused or inconsistent arrangement of content with or without attempts at transitions | Limited word choice and con-trolof sentence structures that inhibit voice and tone | Limited control of grammar, mechanics, spelling usage and sentence formation |
| **1** | Minimal evidence of a topic | Superficial and/or minimal content | Minimal control of content arrangement | Minimal variety in word choice and minimal control of sentence structures | Minimal control of grammar, mechanics, spelling usage and sentence formation |
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*Romeo and Juliet*

Writing Assignment Outline

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1. **Introduction Paragraph**
2. **HOOK:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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(Use a quote or interesting statement. – NO QUESTION HOOK)

1. **TOPIC SENTENCE:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(Introduce topic of character traits and their effect on other characters.)

1. **THESIS STATEMENT**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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(use example provided to you on essay assignment sheet)

1. **Paragraph #2** (Body) – Thesis Statement point **a**
2. **TOPIC SENTENCE**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(trait one from thesis statement)

1. **EXAMPLE/ANALYSIS (about trait)** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **EXAMPLE/ANALYSIS (about effect on other characters)**

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1. **Paragraph #3** (Body) – Thesis Statement point **b**
2. **TOPIC SENTENCE**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(trait two from thesis statement)

1. **EXAMPLE/ANALYSIS (about trait)** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **EXAMPLES/ANALYSIS (about effect on other characters)**

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1. **Paragraph #4** (Body) – Thesis Statement point **c**
2. **TOPIC SENTENCE**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(trait three from thesis statement)

1. **EXAMPLES/ANALYSIS (about character trait)** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **EXAMPLES/ANALYSIS (about effect on other characters)**

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1. **Conclusion Paragraph**
2. Restate Thesis Statement in new words **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. Relate back to your hook: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. Wrap up essay in an interesting way (so what? Why does this matter?): **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**