

Name \_\_\_\_\_

# \_\_\_\_\_

Topic - Write a PEAS paragraph on The Tragedy of Julius Caesar. Argue that Shakespeare is an excellent or a terrible writer.

The example paragraphs below are different levels of quality and style. Each follows some kind of PEAS (Point, Evidence, Analysis, Significance) order. The highlighting is to help students to see how the ideas of the argument itself is carried forward through the paragraph.

### YOUR TASKS:

1. Mark the sentences as being P, E, A, or S in each paragraph.
2. Answer the questions.
3. Write your own paragraph and mark each sentences as being P, E, A, or S in each paragraph.

### Example 1

Shakespeare is a boring writer, and he exhausts, not excites his teen audiences today. His use of unexciting words like "rubbish," "offal," (1.3.109) and "tired" (1.3.115) are hard for teens to relate to, and also put them to sleep. Today's teens do not care if Shakespeare uses puns, similes, metaphors, or figurative language. The average teen cannot even find examples of those in his work. If the writing is not 140 characters with a hashtag, then no one cares. Shakespeare is older than anyone's great grandmother, and his play written in 1599 is not suited as a piece of literature for today's classrooms because it is more likely to make students fall asleep than to get them to learn.

### Example 1 Questions

What are the meanings of "rubbish" and "offal"?

Why are the details about hashtags and grandmothers added? How do these sentences develop the idea that teens can't relate to Shakespeare?

What, in addition to being boring, is the problem with Shakespeare? How does this improve the original statement in the topic sentence?

## Example 2

William Shakespeare is a **great writer**, as is demonstrated in The Tragedy of Julius Caesar. He uses **language brilliantly**, and **his command of the complexities of human emotion creates exceedingly satisfying and technically superior plots**. For example, Cassius tells Brutus, “Since you know you cannot see yourself/ So well as by reflection, I, your glass, / Will modestly discover to yourself/ That of yourself which you know not of” (1.2.72-75). In this example, Shakespeare **turns the language upon itself**, as Cassius does turn himself upon Brutus. Although Cassius presents himself as a mirror, in a metaphorical sense, he is in fact only pulling out the darkest fears of Brutus and reflecting those back and magnifying them. Shakespeare here combine not only **thoughtful and intelligent language** but also subtle **psychological elements of flattery and conniving** that cloak an evil plot to assassinate Caesar. In all, despite this scene appearing early in the play, **Shakespeare’s command of language, use of human emotion, and complex plots make him the best writer in the English language.**

### Example 2 Questions

What is the meaning of the second sentence?

Rephrase the quotation in your own words.

What is clever about the phrase “turns the language upon itself, as Cassius does turn himself upon Brutus”?

Why are the words “darkest” and “magnifying” used by the writer, as opposed to “sad” and “amplifying”?

Why is the word “psychological” added here? How does it relate to the argument?

Why are the words “conniving” and “cloak” used by the writer? What do they mean, and how do they relate to the play?

### Example 3

Shakespeare is the **most boring** writer of all time. He wrote about the history of Rome in the play The Tragedy of Julius Caesar, yet most of the **opening of the play is only people talking**. For example, the cobbler mentions his occupation as a person who repairs shoes and soles, and **this is a topic that most students don't care to learn about or hear discussed, even if it is supposed to be funny or have deeper meaning**. He even tells a person he repairs soles (also meaning souls) "in great danger" (1.1.24). The joke of the pun of "soles" and "souls" is not funny to most teenagers, and **teens find these lame jokes boring**. While the kinds of Shakespeare's plays may be about tragedy or comedy, **these ideas don't translate to the teenagers who read his plays, and that is what earns Shakespeare the award for being the most boring writer of all time**.

### Example 3 Questions

Why does the writer mention history?

Why is talking boring to most teens?

Why is this conversation in this scene particularly boring?

How does this idea restate the opening point in the topic sentence? What is the writer saying at the end of this paragraph?

Does the writer ever compare Shakespeare to writers "of all time," and does that weaken the argument?