Horizons 8

*Romeo and Juliet* Extra Credit Project

Throughout our reading of *Romeo and Juliet*, you have practiced reading Shakespearean language fluently to convey meaning and mood. You’ve paraphrased, reverse paraphrased, and analyzed figurative language. You’ve also compared multiple interpretations of the play to see how the lines can be interpreted differently. Now is your chance to show off those skills for a possible **20 bonus points**!

Your objective is to demonstrate that you are able to convey the meaning and mood of one scene from the play. Both elements will be influenced by the way you interpret them.

Choose **ONE** of the following **options** for your presentation. If you have another idea for how to complete the project, speak to me. I’m open to other formats as long as you are meeting the objective of the project.

1. Act out your scene in front of the class.
2. Record yourself acting out the scene. We will play the scene for the class.
3. Record your voice as you do a dramatic reading of the scene. This option must be accompanied by background music that matches the mood throughout the scene. It must also be accompanied by visual images; these may be images you find online (and CITE), images you create digitally or by hand, pictures of yourself posing for different scenes, or a recording of an interpretive dance. We will play your recording for the class.
4. Working independently, memorize and perform a soliloquy in front of the class.

Options 1, 2, & 4 require costumes and props (setting).

Choose **ONE** of the following **scenes** or discuss an alternative choice with Mrs. Vitek: (Choices must be a minimum of 4 pages and should take roughly 3-5 minutes to perform.)

* Act 1, Scene 1: Romeo and Benvolio discuss love (2 people – 34-40)
* Act 1, Scene 5: Romeo sees Juliet for the first time (5 people -Romeo, Juliet, Capulet, Tybalt, Nurse pages 68-76)
* Act 2, Scene 2: The Balcony Scene (2 people – Romeo, Juliet, guest appearance by Nurse, pages 82-96)
* Act 2, Scene 5: The Nurse tells Juliet her news (2 people – Juliet, Nurse- pages 120-124)
* Act 3, Scene 1: Fight Scene (4 people - Benvolio, Mercutio, Tybalt, Romeo 130-140)
* Act 3, Scene 2: The Nurse tells Juliet that Tybalt is dead. (2 people – Juliet, Nurse – pages 146-154)
* Act 3, Scene 5: Juliet fights with her parents (4 people- Juliet, Capulet, Lady Capulet, Nurse - pages 176-188)
* Act 4, Scene 1: Juliet gets the potion (3 people - Juliet, Paris, Friar Lawrence- pages 190-198)
* Act, 4, Scene 5: Juliet is discovered “dead” (9 people - Nurse, Lady Capulet, Capulet, Friar Lawrence, Paris, Peter, Musicians 1, 2 3- pages 212-222)
* Act 5, Scene 1: Romeo buys poison (3 people -Romeo, Balthazar, Apothecary- pages 224-230)
* Act 5, Scene 3: Romeo kills Paris (3 people - Romeo, Balthazar, Paris, guest appearance by Page- pages 232-238)

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Romeo and Juliet*

Extra Project Rubric

**DUE DATE: FRIDAY, FEBRUARY 26TH**

|  |  |  |  |
| --- | --- | --- | --- |
|  | For 20 points . . . | For 15 points . . . | For 10 points . . . |
| Meaning & Mood | **Accurately** conveyed through **enthusiastic** vocal and facial **expression**, **body language** | **Somewhat accurately** conveyed, but some expressions and/or body language may **not clearly** portray the scene or else **lack enthusiasm**. | Meaning and mood are **inadequately conveyed**. Expressions and/or body language may be **inappropriate** for the scene or may show so little enthusiasm that the scene is **confusing**. |
| Speech | Lines are delivered **enthusiastically**. Words are **clearly** **enunciated** and spoken at an appropriate **volume**. Lines are delivered **correctly** and at an appropriate **pace**. | Lines are delivered with **some enthusiasm**. Words are **clearly** **enunciated** and **mostly** at an appropriate volume. **Most** lines are correct and delivered at an appropriate pace, but **some may be confused or forgotten**. | Lines are delivered with **little or no enthusiasm**.  Speaker is **difficult** to hear and/or understand due to mumbling or insufficient volume. **Many lines may be confused or forgotten**. |
| Props | Setting props, music, costumes, images, and physical movement are **appropriate** for the chosen scene and demonstrate **serious** effort. All requirements for the chosen option are present. | Setting props, music, costumes, images, and physical movement are **mostly appropriate** for the scene, but a few may be **inappropriate.**  **Some** props may show **lack of effort.** All requirements for the chosen option are present. | **Several** props (setting, music, costumes, images, or physical movements) are **inappropriate** for the scene or **missing**. **Several** props may show **lack of effort.** Requirements have not been met. |

Total Bonus Points: \_\_\_\_\_\_\_\_\_\_\_\_/20