Romeo & Juliet Final Assessment

Directions: Complete **one** of the following projects on *Romeo and Juliet*. **This project should reflect a strength or talent of yours**. For example, if you are a good artist, you may choose to paint a portrait of Juliet or an important scene from the play. If you are a good writer, you should write an alternate ending to the story. Do not choose a project that seems "easy" but is a weakness of yours. **You will be graded using the rubric on the back of this paper, and you will have to present all or most of your project to the class.**

Writing Options

1. **Write a diary of one of the minor characters of the play** *(everyone besides Romeo and Juliet)*— Write five diary entries. The diary entries should explain the rationale of the character's actions, give insight to an internal or external conflict, or reflect a main theme of the story. The **voice** of the diary entries should **reflect the personality of the character.** Though you may choose to make the pages or cover of the diary look good, the ideas found in the diary are most important. *(For 1-2 people)*

2. **Write a new scene or alternate ending of the play**— Write a new scene or an alternate ending to the play. Be sure that your **new scene correctly captures the personalities of the characters involved and doesn't conflict with other facets of the play**. The word length should be 500-800 words. It should be written in script format. You will have to "hire" some actors to perform it for the class. *(For 1-2 people)*

3. **Write dueling Shakespearean sonnets for FOILS in the play**— The Shakespearean form: three sets of four lines each *(called quatrains)* and a pair of rhyming lines *(called a couplet)* with a usual rhyme scheme of *abab cdcd efef gg*. It needs to be in iambic pentameter, which consists of five unstressed, stressed pairs of syllables *(10 syllables per line)*. **Your two sonnets should reflect opposing characters, or foils, from the play and keep with their personalities and actions from a specific point in the plot** *(remember The Most Dangerous Game sonnet?)*—Romeo/Mercutio, Benvolio/Tybalt, Romeo/Paris, Juliet/Nurse, Lady Capulet/Nurse, Juliet/Rosaline. *(For 1 person)*

Artistic Options

4. **Make a comic strip**— Make a 6-frame comic strip that artistically reflects an important part of the play *(think Tableaux Vivants)*. You must include description boxes, dialogue bubbles, and colorful illustration. Look at comic strips for examples—note that not all are simply small scenes of the characters *(For 1-2 people. If there are two people, BOTH of you must be artistically inclined!)*

5. **Draw/Paint/Crate a portrait of your favorite character or of an important scene (no smaller that an 8 ½ x 11 paper)**—The character should be wearing the same clothes that are described in the play or if you re-dress them, you should explain why you chose to do so. Please use an interesting medium! Only students who have some aptitude in drawing should attempt this project. *(For 1 person.)*

Musical/Visual Options

6. **Create a soundtrack for the play**— Select 12 "moments' to put to music. Write the song, artist, and "album notes" for each song explaining how the song is relevant to what is happening in the scene—*connect the lyrics to the language, to the theme, etc.). (For 1-2 people. If there are two people, add 6 additional songs.)*

7. **Write song or a rap**— Using key themes or the story line, write a rap/song with at least three verses of at least four lines and one chorus. You may use the music from a well-known rap song, but the lyrics must be yours. *(For 1-2 people. If there are two people, you must add two more verses—can be in "battle" format.)*

8. **Recreate a Scene using Video and Editing techniques**— Using an interpretation different than the traditional setting (Ex. 1960s California or 1950s Alabama), recreate an important scene OR create an alternate scene. Record the scene and use video editing to effectively present it. This can be in a format like a Tableaux Vivant. *(No more than 6 people per group)*

Alternative Option

*Choose your own project— If you have an idea that is different from one of the options on this page, please see your teacher to discuss an alternative. Do not choose this option until you have approval from your teacher.

PROJECT SCORING GUIDE

	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
PREPAREDNESS	Project is on time and completed	Project is on time, but missing pieces or project is one day late	Project is two-three days late	Project is four or more days late
CONTENT (X 5)	The majority of the content and many of the ideas are fresh, original, inventive, and based upon logical conclusions and accurate reading comprehension. *(16-20 pts.)*	Demonstrates a basic understanding of the content and extends beyond that to offer new insights and understanding of the play. *(11-15 pts.)*	The project is merely a basic summary of the plot. There is no evidence of new thought, inventiveness, or insight. *(6-10 pts.)*	The project shows little to no understanding of the requirements/ storyline *(1-5 pts.)*
CREATIVITY (X2)	Shows significant evidence of originality and reflects unique or inventive thinking tying visual or written elements of project to underlying themes/plot/ characters/setting. *(7-8 pts.)*	Shows some evidence of originality & reflects creative use of detail to communicate significant element(s) of the play. *(5-6 pts.)*	Reflects shallow or inadequate relationship between project & play. *(3-4 pts.)*	Does not demonstrate thoughtful relationship between project & play. *(1-2 pts.)*
APPEARANCE, MATERIALS, WORKMANSHIP, AND ORGANIZATION	Project is beautifully constructed with masterful use of detail and attention to spatial relationships. Format enhances overall appearance.	Project is attractive and demonstrates adequate use of detail and space. Format positively contributes to the general appearance.	Evidence of some planning but inadequate use of space and less than expected attention to detail. Damaged or in need of quality control.	Project appears constructed without adequate planning and attention to detail. Effort not suitable/ acceptable for project.
CONVENTIONS (X2)	Zero to one errors with grammar, spelling, and mechanics. *(7-8 pts.)*	Two to four errors with grammar, spelling, and mechanics. *(5-6 pts.)*	Five to six errors with grammar, spelling, and mechanics. *(3-4 pts.)*	More than six errors with grammar, spelling, and mechanics. *(1-2 pts.)*
VOICE, AUDIENCE, AND WORD CHOICE (X4)	Shows awareness of audience. Voice is appropriate for style of project. Accurate, specific, powerful words used *(13-16 pts.)*	Voice is present, but word choice and use is inappropriate. Adequate use of word choice. *(9-12 pts.)*	Voice lacks awareness of audience. Inadequate use of word choice. *(5-8 pts.)*	No evidence that care was taken to write the report. Little attempt to choose words wisely. *(1-4 pts.)*

NAME(S): _____ PD:_____   _____/60 TOTAL POINTS