

# *The Tragedy of Romeo and Juliet*

## Unit Project

As a culmination to our unit on *Romeo and Juliet*, you will be completing a final project for evaluation. This assignment can be completed either individually or in a group (no more than 4 people per group). Each group project must be accompanied by a 2-page project rationale that explains why you chose each specific act and scene, how you interacted with the text, why you chose to create your project in that way, the responsibilities of each group member, etc.

This project will be due \_\_\_\_\_.

### **1. Acting Companies (1.5, 2.2, 3.1, 3.5, 4.5, 5.1, 5.3)**

#### **GROUP**

Create a video in which you and a group of classmates act out one of the scenes from the play (listed above). Give a name to your acting company. Proper setting, costuming, and props are expected (i.e. costumes should attempt to be similar to Elizabethan style, setting and props (e.g. swords) should be accurate (i.e. don't use a stick in place of a sword)). Scripts should be memorized (not read from a paper or iPad). Clear evidence of planning is required (e.g. actors should speak with knowledge of what they're saying and should move about the setting, demonstrating clear planning of stage directions).

### **2. Shakespearean Snapshots**

#### **GROUP**

You and a group of classmates will stage 10 events that summarize the plot of *Romeo and Juliet*. Each of these events will be perfectly staged, then photographed. The photograph should reflect the action of the scene, and should be (1) accompanied by a line (or lines) from the play that describes the scene and (2) labeled as a specific element of the plot (inciting incident, rising action, climax, falling action, resolution). You must have at least one snapshot for each part of the plot. Proper setting, costuming, and props are expected (i.e. costumes should attempt to be similar to Elizabethan style, setting and props (e.g. swords) should be accurate (i.e. don't use a stick in place of a sword)). Clear evidence of planning is required (e.g. characters should be positioned in a way that indicates attention to stage directions).

### **3. Movie Trailer**

#### **GROUP**

You and a group of classmates will work together to create a trailer for a new *Romeo & Juliet* movie. This trailer should depict a variety of scenes from *Romeo & Juliet*, and should serve to give the viewers an understanding of the plot of the play. There is, however, a creative twist. As you consider how you will create / perform this trailer, reflect on the following question: *What would the story of Romeo and Juliet be like if it were set in your town and community?* Proper setting, costuming, and props are expected (i.e. costumes should be creative, setting and props (e.g. swords) should be accurate (i.e. don't use a stick in place of a sword)). Scripts should be memorized (not read from a paper or iPad). Clear evidence of planning is required (e.g. actors should speak with knowledge of what they're saying and should move about the setting, demonstrating clear planning of stage directions).

#### **4. Acting Companies - Contemporary (1.5, 2.2, 3.1, 3.5, 4.5, 5.1, 5.3) GROUP**

Create a video in which you and a group of classmates act out one of the scenes from the play (listed above). Give a name to your acting company. Proper costuming and props are expected (i.e. costumes should attempt to be similar to the character's personality, setting and props (e.g. weapons) should be accurate (i.e. don't use a stick in place of a sword)). Scripts should be memorized (not read from a paper or iPad). Clear evidence of planning is required (e.g. actors should speak with knowledge of what they're saying and should move about the setting, demonstrating clear planning of stage directions). Script and stage directions should be clearly and specifically planned and written PRIOR to filming.

#### **5. Mix Tape**

**INDIVIDUAL**

Create a playlist of songs that Romeo or Juliet would have shared with one another. Choose a list of songs (classical, oldies, contemporary, etc.) that Romeo would have shared with Juliet or vice versa. These songs should in some way connect with the themes ideas, motifs, mood, and / or plot of Romeo and Juliet. You may, for example, choose a song for Act 1 that connects with the plot of Act 1 or perhaps you may choose a song for Act 5 that captures the mood of that particular act. Make sure you include a list of 10 songs (title, artist, and lyrics—must be school appropriate, of course!), cover art for the CD case, the lyrics for each song (formatted into a booklet, and inserted into the CD case), a one-paragraph explanation (per song) of how that song connects with Romeo and Juliet.

#### **6. Costume book**

**INDIVIDUAL**

Design a series of costumes that would have been used during Elizabethan times to perform *Romeo and Juliet*. You should design costumes for the following characters: Romeo, Juliet, Mercutio, Benvolio, Nurse, Friar Lawrence, Lord Capulet, Lady Capulet, Lord Montague, Lady Montague, Tybalt, and Paris. You will need to do research in order to accurately design the costume. Therefore, you must attach a Works Cited page along with a paragraph explaining and justifying the design of each costume.

#### **7. Model of globe theater**

**INDIVIDUAL**

After researching information about the Globe Theater, create a model design. This should be a 3-dimensional model, and should incorporate all the aspects of the real Globe. You will need to do research in order to accurately design the costume. Therefore, you must attach a Works Cited page.

#### **8. Create and sew costume (for a doll)**

**INDIVIDUAL**

Create 3 costumes that would have been worn during a performance of *Romeo and Juliet* during Shakespeare's time. These costumes should be created by you, and by hand, and should be designed for a specific character. Be sure to include a paragraph explaining and justifying the design of each costume. You will need to do research in order to complete this assignment; therefore, you must attach a Works Cited page.

## **9. Design 5 scenes (dioramas)**

**INDIVIDUAL**

Choose 5 important events from the plot of *Romeo and Juliet*, and stage those scenes by creating a 3-dimensional model. Attention to detail is important, and should be taken into consideration when designing the model. A line (or lines) from the play should be included on each model, and should serve to explain what is occurring in that particular event. Additionally, each diorama should be labeled as a specific element of the plot (inciting incident, rising action, climax, falling action, resolution). You should have one diorama for each part of the plot. Clearly label each scene according to scene and act (e.g. Act 1, Scene 5), and arrange your scenes in chronological order.

## **10. Puppet show**

**INDIVIDUAL**

Select a scene with a minimum of 4 characters. Design and create puppets representing each character in the scene. You can make your puppets out of anything (paper bags, construction paper, felt, cloth, and other household items), as long as attention is paid to details and effort and creativity are demonstrated. Draw the background of the scene on a poster, and use it to re-enact your scene, being sure to add variety and uniqueness of expression to each character. Include a one-page paper in which you clearly label the act and scene being re-enacted as well as brief summary of the scene. Also include a justification for why the characters look the way they look.

## **11. Board game**

**INDIVIDUAL**

Design and develop a board game based on the story of Romeo and Juliet. Design and create the game board, directions, and pieces. The game should be enjoyable, educational, and reasonably complex.

## **12. Book**

**INDIVIDUAL**

Write and illustrate either a children's book or a comic book that tells the story of Romeo and Juliet. Put the story into your own words or use the words of Shakespeare...the choice is yours. Be sure to include every main element of the plot. Your book should be a minimum of 12 pages in length, and should demonstrate effort and creativity.

## **13. Re-write the ending**

**INDIVIDUAL**

Many people complain that the ending of *Romeo and Juliet* is too tragic (\*cough \*cough, Taylor Swift \*cough \*cough). Well, here's your chance to change it! Re-write the ending of *Romeo and Juliet*, beginning with any specific scene from the play. Your re-written ending can be done either as drama (like the script we've been reading) or in a narrative prose format. Be sure to indicate where Shakespeare's version ends (indicate act and scene) and your version begins. You must maintain at least one of the themes of the story throughout your ending. This assignment should be no less than 500 words in length. Creativity, attention to details, and imagery should be emphasized.

**14. Photo essay****INDIVIDUAL**

On your own (not using the internet), take 10 photos that represent a theme or motif from Romeo and Juliet. For each photograph, compose a one-paragraph rationale that explains how your photo represents that theme or motif. Also include a one page essay that explains your artistic decisions.

**15. Facebook profile and conversation****INDIVIDUAL**

Imagine if Romeo and Juliet lived in this day and age. Both would likely have a Facebook profile. Design a profile for each character in Romeo and Juliet. You may do this using a computer design program, on poster board, or any other idea. The profile should be large enough to read, accurate to the actual design of Facebook, and highly specific to the character (e.g. name, hometown, likes / dislikes, posts on the wall, pictures, etc.). Then, create a conversation (in Facebook format) that documents the plot of Romeo and Juliet (Capulet party, they meet, fall in love, marry, banishment, etc.). You may choose to incorporate other characters from the play to aid in plot advancement (e.g. Tybalt fighting Romeo, Friar consoling Romeo, Capulet scolding Juliet, etc.).

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## Evaluation Rubric

ACTING COMPANY:

SCENE PERFORMED:

COMPANY MEMBERS:

Character

Played By

Comments

**To what extent did the project demonstrate:**

\_\_\_\_\_ / 10 creativity and cleverness

\_\_\_\_\_ / 10 planning and preparation

\_\_\_\_\_ / 10 ability to meet project requirements

\_\_\_\_\_ / 20 knowledge and understanding of subject area (plot, story details,  
characters, setting, Elizabethan England)

\_\_\_\_\_ / 0 (BONUS) Something Extra

\_\_\_\_\_ / 50 **Total**

**COMMENTS:**