

Romeo and Juliet: Puppet Adaptation Project

Goal: You are to present a scene from *Romeo and Juliet* that you have adapted to modern times. Your scene should be between 5-7 minutes in length when performed. You will work with a group of classmates to interpret, rehearse, and present your project. Your project will be a puppet show.

Step 1: After your group assigns a group leader and a group recorder, discuss the following questions and record your responses.

Interpreting the Text:

Group Leader: _____

Recorder: _____

Questions to Answer:

1. What are the ten primary events that happen in this Act? An event is an important action that has substantial consequences for the play as a whole.
2. How would you describe the tone and style of the dialogue in each primary event?
3. What does the play's subject matter mean to a contemporary audience?
4. How will you modernize your portion of the play? What is the adapted setting? Who are the adapted characters?

Step 2: Now that you have determined the basic settings and characters of your adaptation, split the group in half. Half of the group will work on the written portion of the script, and the other half of the group will work on creating settings, props, and puppets. The group leader will make sure all members of the group are on task.

Written Script:

Group Leader: _____

Script Writers: _____

Settings, Props, and Costume Creators: _____

- Group members will recreate a script in **MLA Format**.
- This modern script needs to incorporate elements of Shakespearean crafts: **3 Metaphors, 3 Similes, 2 Allusions, 1 Symbol, and 1 example of Irony.**
- Script should include detailed descriptions of settings and characters. **This should be done by the setting, props, and costume creators, because they will be creating them.**
- Script should include stage directions.
 - Some things to think about:
 - You can use the position and movement of puppets both to convey character psychology and relationships and to suggest the social values those characters exemplify.
 - You can use simple choices, facial expressions, puppet creation, or significant props to create mood or symbolic meaning.
 - You can communicate the ideas underlying the story of the characters- either explicitly (adding a narrator who comments aloud) or through subtle emphasis on certain details.
 - You can vary your delivery of language (pacing, volume, pauses) to emphasize ideas.

Step 3: Rehearsing

1. Do a run through of your scene. At the end of the run through, take time for everyone to say what they have to do on their own before the next rehearsal.
2. Try a rehearsal with your props and puppets and find out what will or will not work.
3. HAVE FUN! It might be hard work, but it shouldn't be boring.

Step 4: All group members must participate in the performance.

Requirements/ Rubric:

- Interpreting the Text

Your group will turn in one copy of your "Questions to Answer" responses to the questions above. The list will be in MLA Format. _____/25 pts

-Written Script

Your group will turn in one copy of the modern script you will be performing for the class. The script will be in MLA Format and include the Shakespearean elements listed above. **You will have the Shakespearean elements highlighted and labeled.** The Shakespearean elements can use language that you would use today.

- Includes a title page which credits students for their contributions to the project _____/5

- Script has detailed descriptions of the adapted settings and characters _____/5

- Script includes stage directions indicating how/when other elements will be used _____/5

- Script uses Shakespearean elements correctly and creatively (3 Metaphors, 3 Similes, 2 Symbols, 1 Allusion, 1 Irony) _____/20

- Script applies MLA Format correctly _____/5

Total: _____/ 40pts

-Performance

The performance should be between 5-7minutes. **Each person must have a role in the performance.** Since you are performing for the class you will need to utilize relevant props, puppets, or scenery for your scenes.

Group: _____

Act : _____

Scene: _____

Dramatic Scene

Requirement	5 - Excellent	3 - Good	1 - Fair
Objective (Performing ten key moments from 2 scenes in the play)	The character has a strong objective that is prominent throughout the entire scene.	The objective is noticeable and present through most of the scene.	It is noticeable that there is some form of objective.
Staging/Blocking	The use of staging/blocking techniques clearly shows the status of the character and how their status progresses through out the scene.	Some staging/blocking is present, but it does not fully support the character's status.	There is minimal to no staging/blocking used in the scene.
Puppets/Props	At least one prop were used allowing students to help shape their character. Puppets are created for each character involved in every scene. Puppets are created accordingly based on character's development.	Puppets and props were present in the scene but did not affect the character choices.	Props were not present. Puppets did not correlate with the character's motives or development.
Reading of the Script	The scene was fully rehearsed and the lines flowed naturally from the actor.	The scene was rehearsed, but the effort to remember the lines distracted from the overall performance.	The scene was not rehearsed nor memorized.
Projection, Diction, and Breathing	Throughout the scene, students' voices were loud and clear. It was easy to hear and understand their dialogue.	The students were not consistently loud and at times it was difficult to understand what they were saying.	It was very difficult to hear and understand the students throughout the entire scene. They did not project nor articulate.

**** Areas circled indicate the points you received for each section and the areas you need to improve in.

Total: _____/25

Project Total: _____/90 pts

One person in the group must hand this rubric in with the written portions of the project.