***Romeo and Juliet* – Tableau Assignment**

Now that we are halfway through the play and have discovered some of the key themes in *Romeo and Juliet,* you will have the opportunity to demonstrate your understanding of the play, its themes, and how to convey them to an audience by **creating a tableau to capture the essence of a key quotation from the text.**

**Learning Goals:**

By the end of this assignment, you will be able to

* + - ***demonstrate your knowledge and understanding*** *of character, conflict, and themes in Shakespeare’s* Romeo and Juliet *by ‘dramatizing’ a key quotation from the play using carefully-selected words and images.*
		- ***use critical thinking and creativity******to create an effective media piece*** *to clearly convey important concepts from the text. This will be done by considering the arrangement of characters on stage, their appearance, and how the actions implied by the text can best be portrayed.*
		- ***clearly and effectively explain your choices and the importance of the quotation to the text as a*** *whole in an oral presentation.*

**Your Task:**

1. **Select a quotation** from the scene(s) assigned that is **essential to the development of plot, character, conflict, and/or themes (big ideas)**

Ideas to consider when selecting a quotation:

* + Choose one that demonstrates something significant about a character
	+ Choose one that demonstrates the development of a significant theme we have discussed
	+ Choose one that demonstrates a relationship that is central to the play
	+ the **ideal size for quotations** is 4-8 lines long — avoid selecting passages that are too long or contain multiple speakers (2 different speakers may be OK *if ABSOLUTELY necessary*)
* You will need to be able to explain the significance of this quotation to **the play as a whole** (as far as we’ve read into it)
1. Come up with a plan to **creatively and effectively *dramatize* one of the selectedquotations** as a **tableau** (arrangements of motionless figures representing a scene from a story).

Consider:

* Costumes, props, staging (how people will be standing), facial expressions, different levels, background…
* Some of these things can be added in later by digitally altering the picture
1. In your groups, c**apture** these tableaus using a digital camera (your phone?)
* Keep in mind that this is an **individual assignment**, not a group assignment - you are the director for your own tableau. Your group does not need to provide input. They are to be directed by you.
* Your collaborative learning skills will be evaluated, however, and will reflect how well you work in your group and cooperate with the various directors
1. **Digitally alter your image** to add costumes, props, backdrop… appropriate to your representation of the quotation
2. **Prepare a slideshow** for presentation to the class that includes 1) **digital images** of the tableaus and 2) the corresponding **quotations** from the text.
3. **Present** your slideshow. **Each group member will present one slide**, explaining:
* You quotation and why you chose it – explain what it means in your own words
* The dramatic choices made (**WHY** you chose to depict the quotation the way you did) – this should be done in great detail, referring to 5-7 specific choices you made
* The significance of the **quotation** represented in the tableau to the play as a whole.
	+ What does it help develop? (character, theme, plot, relationship…)
	+ Why is this important to our understanding of the play? (what other parts of the play does it affect, what other characters does it affect, how does it affect the audience?...)

**Success Criteria:**

1. A key quotation from the text that demonstrates something significant about character, theme, plot, or
2. relationships is selected
3. Tableau demonstrates a clear understanding of the quotation through use of costume, props, backdrop, actions, levels, and/or facial expressions
4. Final media product (slideshow) effectively shows tableau alongside quotation 🡪 both work together to create meaning
5. Explanation of the tableau demonstrates a clear understanding of the quotation as well as its significance to the play as a whole.

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| **Learning Goals:** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Demonstrates a clear understanding of the play** | -quotation chosen is of limited importance to the play (character, plot, theme, and/or relationships)-explanation of what quotation means demonstrates limited understanding of it-tableau represents the text with limited accuracy and/or significant departures from original text | -quotation chosen is somewhat important to the play (character, plot, theme, and/or relationships)-explanation of what quotation means demonstrates some understanding of it-tableau somewhat accurately represents the text  | -quotation chosen is important to the play (character, plot, theme, and/or relationships)-explanation of what quotation means demonstrates a clear understanding of it-tableau accurately represents the text  | -quotation chosen is essential to the play (character, plot, theme, and/or relationships)-explanation of what quotation means demonstrates a thorough understanding of it-tableau accurately represents the text with added features to highlight character, plot, theme, and/or relationships |
| **Uses critical thinking and creativity to create an effective media piece** | -media piece conveys important concepts of the play through costume, props, backdrop, staging, facial expressions and levels with limited clarity-images and text work together to create meaning in slide show with limited effectiveness | -media piece somewhat conveys important concepts of the play through costume, props, backdrop, staging, facial expressions and levels-images and text somewhat work together to create meaning in slide show | -media piece clearly conveys important concepts of the play through costume, props, backdrop, staging, facial expressions and levels-images and text work together to create meaning in slide show | -media piece clearly and effectively conveys important concepts of the play through costume, props, backdrop, staging, facial expressions and levels-images and text work effectively together to create meaning in slide show |
| **Clearly and effectively conveys ideas in an oral presentation** | -speaks with limited clarity-many verbal fillers-limited eye-contact-rehearsal is not evident and is not confident with material-demeanor is mostly distracting-presentation has limited organization and rarely flows smoothly | -speaks somewhat clearly -some verbal fillers-some eye-contact-rehearsal somewhat evident and is somewhat confident with material-demeanor is somewhat distracting-presentation is somewhat organized | -speaks clearly -few verbal fillers-mostly consistent eye-contact-rehearsal is evident and is mostly confident with material-demeanor is confident-presentation is mostly organized and flows smoothly | -speaks loudly and clearly -few to no verbal fillers-consistent eye-contact-rehearsal is evident and is confident with material-demeanor is confident and not distracting-presentation is organized, rehearsed, and flows smoothly |
| **Learning Skills:** | **Collaboration:** | **Organization:** |  |  |

**My Plan:**

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| Group members and role to be played: | My quotation (from the text): | My quotation (written in my own words): |
| Props and costumes: | Backdrop: | Staging ideas: |
| Explanation of what I’ve done: |

Scenes:

Group 1 – Act 1, scene 1

 Maddi, Marina, Owen, Ben, Chelsey, Ellie

Group 2 – Act 1, scenes 2, 3, 4

 Cam, Syd, Ellie, Spencer, Michael

Group 3 – Act 1, scene 5

 Brandur, Lauren, John, Zack, Jade

Group 4 – Act 2, scene 2

 Rachael, Alex, Meagan, Danielle, Mai

Group 5 – Act 3, scenes 1, 2, 3

 Isabel, Monira, Liban, Natalie, Noah