**Performing a Shakespearean Monologue**

*Romeo and Juliet* was written to be performed. As part of your assessment for this unit, you will have to read, memorize, and perform a monologue from the play. This project will help you connect with a character from *Romeo and Juliet*, understand Shakespearean language, increase your fluency, diction and pacing, and develop your oral presentation skills. Be creative with this assignment; your goal is to HAVE FUN.

You will be assigned your monologue. The presentation dates are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. **You must be ready to perform on the 1st day.** Presentations will be given at random.

You will receive a copy of your monologue indicating where to start and stop. The rubric for the assignment is as follows. **DO NOT LOSE THIS SHEET. YOU WILL HAND THIS SHEET IN.**

**\*DISCLAIMER:** This is a *PERFORMANCE.* If you want a good grade, you cannot just *RECITE!!!!*

|  |  |  |  |
| --- | --- | --- | --- |
|  **Criteria** | **Above Average (10-9)** | **Average (8-7)** | **Below Average** **(6 or below)** |
| Text and Preparation | Completely memorized, props and costumes used, language clear and natural, ideas and focus sharp | Struggles temporarily with lines, some props pantomimed, costume not complete, language mostly natural | Lines are halting and slow, lacks memorization, pacing is slow, lacks focus, and language is forced. |
| Character | Clear character choices, understands the lines, emotional levels shown, believable and honest | Character slips in and out, attempts some emotional levels | Shows glimpse of character, one emotional level, sounds memorized and rehearsed. |
| Voice | Diction is articulate, volume, tone, pitch, and rate are used well | Diction is sometimes articulate, volume, tone, pitch, and rate not shown with variety | Diction is not articulate, volume, tone, pitch, and rate are not shown with any variety |
| Enthusiasm | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Some attempt at creating interest by using some interesting body language and facial expressions | Very little use of body language and facial expressions; seems awkward; lacks enthusiasm |
| Timeliness | Is ready to perform on the due date. Lines are memorized accurately and adequately; have all props prepared. | Began performing and needed to stop mid-way through. Showed small signs of preparation. | Unprepared on day of presentation; did not perform; unexcused absence on the day of presentations |
| Professionalism | Student remains “in character” despite distractions from students | Student is distracted by other students but continues regardless. | Student laughs, breaks character and encourages distractions from other students |

**General Comments:** Monologue Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_/60

Overall Performance: \_\_\_\_\_\_\_\_\_\_\_/30

Character Analysis Sheet: \_\_\_\_\_\_\_/20

 **TOTAL GRADE: \_\_\_\_\_\_\_\_\_\_/110**

**Performing a Shakespearean Monologue:
Character Analysis Sheet**

Prior to performing your monologue, you will need to fill out the character analysis sheet. This sheet will help you learn about your character and his/her motivations, understand who s/he is and to get your mind prepared to perform. On the day of the presentation, you are required to hand this COMPLETED form in. Your information needs to be based on the character as we see him/her in *Romeo and Juliet* (especially in the monologue). DO NOT MAKE INFORMATION UP!

|  |  |  |
| --- | --- | --- |
| **Who Are You?**(No, not you… your character) | Character Name |  |
| Age |  |
| Class Level (lower, middle, upper) |  |
| Family Information |  |
| Likes/Interests |  |
| Emotional Characteristics (Temperamental? Patient? Shy?) |  |
| Relationship to other characters |  |
| **Setting the Scene** | Location of Monologue |  |
| What happens immediately before the monologue? |  |
| What happens immediately after the monologue? |  |
| **Objective** | In the monologue, what do you want? In other words, what is the purpose of the monologue? |  |
| **Conflict****Conflict Cont’d** | What are the obstacles as revealed in the scene? |  |
| Internal Conflicts (occurs within the character) |  |
| External Conflicts (conflicts which are put on the character) |  |
| **Outcome** | What did your character decide to do at the end of the monologue? |  |
| **Summary of Monologue** | In modern English, summarize what is being said. Try to translate it line-by-line. |  |