

# The Shakespeare Project

## I. READ PLAY

- Read play and complete study guide(s) for final test

## II. CUT SCRIPT & STUDY GUIDE

- Cut play for the class to read with you as their guide (if play was being performed, it should be 45-60 minutes in length)
  - A study guide must be provided for your classmates to fill out – it should focus on essential plot elements and events in the play
  - Plays will be “cut” by highlighting the **essential dialogue** and **action** in each act of the original play, and then cutting a digital version of the script. Groups must maintain the integrity of the scene/act.
  - Players may briefly summarize each act before the act.
  - Groups may “bridge” scenes with brief summary of what has been cut out.

Cut Script & Original Study Guide Due: \_\_\_\_\_

## III. LONG FORM ANALYSIS

- Each group will complete a “long form” drama analysis. See instructions.

Rough Draft Due: \_\_\_\_\_

Final Draft Due: \_\_\_\_\_



## IV. VIDEO PRESENTATION

- Each group will create an original video version of the play that is a **modern/contemporary version** of Shakespeare’s original play based on your cut script. A **typed script MUST be submitted on the day of presentation** or video will not be presented or accepted for credit. Groups must maintain the characters, action, conflict and storyline of the play, but must place it in a different and more modern setting with modern language. (Ex: 10 Things I Hate About You = *Taming of the Shrew* and A Thousand Acres = *King Lear*) Student examples from past years: MacScarface, Don Lear, Silent Western (Othello), Ninja Hamlet, CSI Macbeth, Gangs of Washoe Valley (Macbeth), Hamlet and Eggs – the Cooking Show

Video Presentation and Script Due: \_\_\_\_\_

## Group Literary Analysis: SHAKESPEARE DRAMA

**All group members MUST use quotations and specific examples from the text to support his/her analysis. You must also provide Act, scene and line numbers quotations when possible.**

### GROUP MEMBER ONE

<b>CREATE AN ARTISTIC AND THEMATIC COVER PAGE:</b>	Include the title, author, and group names. Table of contents for entire project must be included.
<b>THE PLAYWRIGHT AND HIS TIMES:</b> (1 page)	Born/died; biographical background <b>relevant</b> to understanding the play; important family, community, national, and world events that influenced playwright and play. Include bib. citation.
<b>CHARACTERISTICS of GENRE</b>	Include information about the genre and how the text fits the genre. Include specific examples.
<b>FORM and STRUCTURE</b>	What is the organizational structure? Five acts? Two acts? Number of scenes? Prologue? Epilogue? Discuss techniques such as the use of chorus, flashbacks or dream scenes, chronological order of events, off-stage actions, multiple or single plot, complex or simple plot.
<b>PLOT OUTLINE:</b> (1 page)	What is the organizational structure? Five acts? Two acts? Number of scenes? Prologue? Epilogue? Discuss techniques such as the use of chorus, flashbacks or dream scenes, chronological order of events, off-stage actions, multiple or single plot, complex or simple plot.
<b>CLOSE READING ANALYSIS:</b> (1 page each)	Select <b>THREE</b> short passages that are <b>typical and revealing</b> of the author's style. Choose passages from <b>THREE SEPARATE CHARACTERS AND ACTS</b> (six to eight sentences long.) Put each on a separate page (see close reading form) and do a complete close-reading analysis discussing the required elements on the close reading form.
<b>FOUR MEMORABLE QUOTATIONS:</b>	Passages, sentences, fragments that <b>capture the essence of the story and style</b> . Discuss <b>HOW</b> these quotes are significant to plot and theme and <u>include the speaker and occasion</u>
<b>ADDITIONAL COMMENTS AND ANALYSIS:</b>	Did you enjoy the play? Strengths, weaknesses, observations, questions regarding the play. Did your opinion change throughout your reading? How does this play compare to other pieces of "classic literature" or novels of "literary merit?" What were your feelings and concerns regarding a Shakespeare play before you completed the play and what are your thoughts and feelings now? Are the themes in the novel relevant today? Why? Why not?

### GROUP MEMBER TWO

<b>CHARACTER:</b>	General comments regarding characters: flat/round? Believable? Methods of characterization most often used to reveal characters (speech, appearance, actions, thoughts/feelings, and other people's opinion.) Describe 4-6 <b>central characters</b> : include name, age, <b>three descriptive adjectives</b> and justification for the adjectives, appearance, personality, <b>function in play</b> and <b>two quotes</b> from character or about character and what each quote reveals.
<b>SETTING:</b> (1 page)	Describe the set. Any symbolism in the props? Ex: In <i>Death of a Salesman</i> , the house is surrounded by encroaching industry. Describe at least three important settings and discuss what atmosphere is created by the set.
<b>THEMES:</b> (1 page)	Select a major theme and several sub-themes. Remember to express the theme in a complete sentence and be sure to distinguish between subject/topic and theme. What <b>universal truths is the playwright concerned with?</b> Discuss how the playwright develops the theme through specific references to text. Include quotations from the play that express or reveal the theme.
<b>STYLE OVERVIEW:</b> (1 page)	Style overview analysis requires a <b>brief</b> discussion of <b>diction, syntax, imagery and figurative language such as metaphor, simile, and personification</b> . Long quotations are not necessary – group members 3-4 will cover this aspect of the analysis in depth. What techniques does the playwright use to make his ideas come alive? What are the most important techniques? Discuss patterns of imagery and recurrent themes.
<b>CLOSE READING ANALYSIS:</b> (1 page each)	Select <b>THREE</b> short passages that are <b>typical and revealing</b> of the author's style. Choose passages from <b>THREE SEPARATE CHARACTERS AND ACTS</b> (six to eight sentences long.) Put each on a separate page (see close reading form) and do a complete close-reading analysis discussing the required elements on the close reading form.
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### GROUP MEMBER THREE

<b>DICTION:</b> (2 pages)	In-depth analysis of word choices. First, discuss the work in general: Is the language formal, neutral, or informal? (Support) Does the playwright use an abundance of imagery or metaphoric figures? (Support) Is the language plain or flowery, precise or rambling, lewd or shrewd? <b>Does diction indicate social status, education or region?</b> Are the sounds cacophonous (k,t,p,ch,ow) or euphonious (m,s,sh,l,ah.oo)? How does the word choice echo the emotion/action of scene? Is the diction poetic? Any patterns? What stands out? Discuss <b>HOW</b> diction choices influence meaning and express theme. <b>Use direct quotes from text to support analysis.</b>
<b>SYNTAX:</b> (2 pages)	In-depth analysis of sentence and phrase patterns. Like, diction, make some general observations: do characters ramble on, string together phrases? Speak in fragments or form their thoughts carefully? Are the sentences predominantly simple, compound, or complex? Loose, periodic or inverted? What <b>EFFECT</b> does the sentence structure have on the meaning? (often short sentences are often emphatic, passionate or flippant and longer sentences suggest a more thoughtful response.) <b>How does the diction/syntax differ with characters?</b> Focus on <b>HOW</b> syntax choices influence the meaning overall. <b>Use direct quotes from text to support analysis.</b>
<b>CLOSE READING ANALYSIS:</b> (1 page each)	Select <b>THREE</b> short passages that are <u>abundant with effective or unusual diction and syntax</u> from three different <b>characters</b> and <b>THREE SEPARATE CHARACTERS AND ACTS</b> (six to eight sentences long.) Put each on a separate page (see close reading form) and do a complete close-reading analysis discussing <b>how diction and syntax influence tone.</b>
<b>FOUR MEMORABLE QUOTATIONS:</b>	Passages, sentences, fragments that <u>capture the essence of the story and style.</u> Discuss <b>HOW</b> these quotes are significant to plot and theme and <u>include the speaker and occasion</u>
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### GROUP MEMBER FOUR

<b>IMAGERY:</b> (1 page)	Words or phrases that appeal to the five senses – most commonly visual. Discuss recurrent images and patterns. Ex: light/dark images, blindness, nature...Use direct quotes from the play and discuss <b>HOW</b> they are used and <b>HOW</b> they contribute to the overall meaning/theme.
<b>SYMBOLISM</b> (1 page)	When a concrete image/object is used to suggest something abstract and/or complex. Ex: a hawk for war, a unicorn for delicate dreams...Point out images in the play that are used as symbols. Discuss <b>HOW</b> they are used and <b>WHAT</b> they contribute to the overall meaning/theme. Is the work highly symbolic or mostly literal?
<b>RHETORICAL DEVICES:</b> (1-2 pages)	Using the "Rhetorical Devices" handout, search for the four <b>SCHEMES OF CONSTRUCTION</b> and TROPES/Literary Devices within the play. Which schemes and/or tropes are most prominent? <b>HOW</b> are they used? Metaphoric devices link meaning. Point out patterns and use quotations embedded within your analysis to support point. Point out patterns and use examples to support analysis.
<b>IRONIC DEVICES:</b> (1 page)	These devices seek to obscure meaning. Most common types are <b>verbal, situational and dramatic irony, paradox, oxymoron, hyperbole and understatement.</b> Point out patterns and examples using quotes and explain the <b>SIGNIFICANCE</b> of the ironic device to the play as a whole.
<b>CLOSE READING ANALYSIS:</b> (1 page each)	Select <b>THREE significant</b> short passages that are <u>full of imagery, symbolism and/or figurative language</u> from <b>THREE SEPARATE CHARACTERS AND ACTS</b> (6-8 sentences long.) Put each on a separate page (see form) and do a complete close-reading analysis discussion <b>HOW</b> imagery, symbols, figurative and ironic devices <b>REVEAL TONE.</b>
<b>FOUR MEMORABLE QUOTATIONS:</b>	Passages, sentences, fragments that <u>capture the essence of the story and style.</u> Discuss <b>HOW</b> these quotes are significant to plot and theme and <u>include the speaker and occasion</u>
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## GROUP MEMBER FIVE

<b>TONE ESSAY:</b> 3 pages (double-spaced)	Tone is the author's attitude toward the subject, characters and audience. Ex: playful, angry, ironic, somber or dejected. A playwright could deal with the same subject, plot and characters, but by adopting different tones in various places, achieve completely different plays. Write an essay describing the tone and undertones and discuss how <b>ALL OF THE ELEMENTS OF STYLE CREATE THE TONES.</b> (Elements of style are diction, syntax, imagery and rhetorical devices.)
<b>LITERARY CRITICISM:</b> (1 Page)	<b>Cut and paste</b> a body of literary criticism or a professional literary review on your specific play and the playwright. Highlight the important facts and make margin notes. Write a <b>one page summary</b> of the criticism and a <b>one page personal response</b> to the critique.
<b>SOLILOQUY/MONOLOGUE CRA</b> (2 pages)	Select <b>ONE</b> major soliloquy or monologue to complete a close reading (see close reading form). Include a copy of the annotated soliloquy or monologue with the CRA.
<b>CLOSE READING ANALYSIS:</b> (1 page each)	Select <b>THREE</b> short passages that are <b>typical and revealing of</b> the author's style. Choose passages from <b>THREE SEPARATE CHARACTERS AND ACTS</b> (six to eight sentences long.) Put each on a separate page (see close reading form) and do a complete close-reading analysis discussing the required elements on the close reading form.
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Group Member 1: \_\_\_\_\_

Group Member 2a: \_\_\_\_\_

Group Member 2b: \_\_\_\_\_

Group Member 3a: \_\_\_\_\_

Group Member 3b: \_\_\_\_\_  
 (only if group of 8)

Group Member 4a: \_\_\_\_\_

Group Member 4b: \_\_\_\_\_

Group Member 5: \_\_\_\_\_

Shakespeare Play - Close Reading Analysis

Play \_\_\_\_\_ Speaker: \_\_\_\_\_

Act, scene, lines \_\_\_\_\_

2-3 Sentence Summary and Context of Monologue/Soliloquy

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Soliloquy/Monologue (6-8 lines)

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Central Tone(s) \_\_\_\_\_

Justification/Explanation \_\_\_\_\_

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**Analysis**

Diction – analyze the diction and identify the most important words in the passage. Determine the meanings of words and references. Interesting connotations? Are there any slang words, innuendoes, puns or ambiguities?

Rhetorical Devices/Figurative Language - Note particularly interesting similes, metaphors, personifications, and symbols especially ones that recur in the passage or that were important for the entire text. Are there any classical, biblical or historical allusions? How do they work in the passage?

Ironic Devices – How does irony operate in this passage? verbal, situational, dramatic irony, paradox, oxymoron, hyperbole, understatement):

Dominant Image Patterns/Imagery – What sort of imagery is invoked? How do the images relate to those in the rest of the text? What happens to the imagery over the course of the passage? Does the passage noticeably lack imagery? If so, why?

Sound Devices Point out significant examples of sound devices/repetition (rhyme, alliteration, assonance, onomatopoeia) and explain their function in the monologue/soliloquy:

Thesis – Based on all of this information and observation, construct a thesis that ties the details together. Determine HOW the passage illuminates the concerns, themes, and issues of the entire novel as a whole. Ask yourself how the passage provides insight into the text.