**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**“The Play’s the Thing!”**

**AP Literature Shakespearean Play Project**

This quarter in AP Literature, in addition to your assigned class reading, you will independently read a play written by William Shakespeare. The expectation is that you will become an expert on this play, its characters, as well as the surrounding social, cultural, and historical context. Your end-goal is to perform a soliloquy, monologue, or two-person scene for the class using appropriate staging, costuming, and props. Your goal is to bring Shakespeare to life—from the page to the stage! (Yes, this means you will be memorizing Shakespeare!)

**Part One: Proposal (Group)**

You will write a 1-2 page proposal for your monologue or soliloquy. Your entire group’s monologue/soliloquy presentations must NOT exceed ***10 minutes total length***. Although you may choose the same character, there may NOT be repetitions of specific monologues or soliloquies within your group. You will propose which soliloquy or monologue you would like to perform for the class and explain its merit within the context of the play. Choose soliloquies or monologues that are closely connected to an important character and/or theme. (Ex: ACT III scene 1 of *Macbeth* is a turning point in the relationship between Macbeth and Lady Macbeth. This scene is important in showing the development of both characters as well as the dynamics of the central relationship.)

**Part Two: Dialectical Notes (Individual)**

You will be responsible for a weekly annotation check of your play. If you obtain your own copy of the play, you can choose to annotate your text. If you choose to borrow the play from the library, then you will be able to use sticky notes to annotate your novel/play. Each week, you will be expected to have a minimum of **eight quality annotations for the assigned Act(s).**

**Part Three: Play analysis (Group)**

You will write a 4 to 5 page essay detailing the following:

* Brief information on Shakespeare, his life, and background
* The social aspects of the play and time period in which it was written (Ex: Plays written during the reign of Queen Elizabeth I were often different in tone and timbre than the plays written when King James ascended to the throne.)
* The theme/s, intended audience, and playwright’s purpose
* Characters in the play and their purpose and character type (dynamic/static; round/flat)
* Major literary devices used throughout the play

YOU MUST CITE YOUR SOURCES! THIS MEANS BOTH IN-TEXT CITATIONS AND A WORKS CITED PAGE. NO PLAGIARISM (EVEN UNINTENTIONAL) WILL BE TOLERATED.

**Part Four: Prompt Book (Group)**

You will need to create a director-style prompt book for your monologue or soliloquy. This prompt book needs to show blocking and director-style notes regarding character motivation, intention, action, and movement. You must also scan your lines for iambic pentameter (blank verse) and other common rhythms. We will review a sample prompt book prior to this assignment. Your prompt book is due before you perform your soliloquy/monologue. Required elements expected to be included in the promptbook will be discussed in detail at a later date.

**Part Five: Individual coaching/scene study with Dr. Pelotte to go over prompt book/rehearse scenes. Week of November 18th**

**Part Six: Performances will take place during the weeks of: December 2nd and December 9th**

**PROJECT CALENDAR/DUE DATES**

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| Assignment | Description | Due Date |
| **Part One: Proposal** | 1-2 page proposal for completing ALL portions of the project. Essentially, your group needs to break down your plan for successfully completing Parts 2-6. Use headings to organize your proposal.  Discuss rationale for selected soliloquies and monologues. Please write this in narrative form. No bullet-point papers, please.  Include a statement of academic integrity and task breakdown signed by all group members. | Friday, Oct 25 |
| **Part Two: Annotated Text** | Connections/response to the literature as you’re reading the play (Use Annotation Guide). | Completed weekly—due Fridays  Acts I-II due Friday Oct. 18  Act III due Friday Oct. 25  Acts IV-end of play due Nov. 1  (pro-tip…read your play again for a full AP experience!) |
| **Part Three: Play Analysis** | 4-5 page essay detailing the composition of the play, background, social context, themes, characters, etc.  ***MUST BE PROPERLY CITED IN MLA FORMAT!*** | Friday, November 8 |
| **Part Four: Director’s prompt book** | Soliloquy/monologue annotated with blocking and notes about character motivation, intention, action, movement, etc. | Bring to your conference the week of November 18-Nov. 25 |
| **Part Five: Coaching/Scene study** | You will sign up for a time (during lunch or advisory) to conference with Dr. Pelotte before your performance. Be prepared to rehearse and have your prompt books ready! You should be memorized! | Week of November 18h and Nov. 25th |
| **Part Six: Performances** | Shakespeare performances | Week of December 2nd /Dec. 9th |

To earn a “C” on this project, your project must contain all the required components listed in this description. To earn a grade higher than a “C,” your project and performance must exhibit evidence of high level analysis, critical understanding, and deep insight into your character/play. Your annotation, papers, and prompt book, and performance must go beyond the page to bring Shakespeare to life and illuminate the play for your classmates. To earn an “A” on this project, you must exhibit expert-level understanding of the text in all parts of the project.

**Play List:**

1. *Hamlet* 6. *Othello*
2. *The Taming of the Shrew* 7. A *Midsummer Night’s Dream*
3. *Twelfth Night* 8. *Much Ado About Nothing*
4. *King Lear* 9. *As You Like It*
5. *The Tempest* 10. *Henry V*