

# *Romeo and Juliet* *Across the Ages*

9<sup>TH</sup> Grade Honors Language Arts Project

Ms Tucker • Points = 250 • Due date: TBD

Shakespeare's *Romeo and Juliet* has received countless productions since it was written. Many of these productions have been set in time periods far removed from the original context. Sometimes Shakespeare's language has been preserved intact; and at other times, (such as in *West Side Story*) although the basic storyline and characters have been retained, a complete rewriting of the text has occurred.

Your mission ☺ in this project is to “translate” *Romeo and Juliet* to another time period of your choice and to examine issues of human relationships through your own group process. You will be asked to provide justifications for choices that could extend to the whole play. (However, you will be asked to create a performance that involves only three scenes, two assigned and one chosen, of the play.) You will be designing and implementing your own group process assessment. You will also be asked to submit final reflections on this process.

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## *Purpose and Goals*

To gain a deeper understanding of *Romeo and Juliet* and the universality of its themes and issues

To examine the positives and negatives of human relations through an assessment of group process

To conduct active and meaningful research that anchors and informs creative efforts

To produce amazing, creative, insightful writing

To give an awe-inspiring presentation

To continue the quest for the Common Core standards

To grow even more dendrites! (of course!)

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## *Organizing*

Form a group of 4 to 6 persons &

Assign jobs.

Complete your Enrollment Form, include a Company Name and Logo

Create your Group Assessment Rubric with 5 to 6 categories and ratings from 5 (exemplary) to 1 (limited) with descriptors.

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## *Writing*

Choose your time period, obtain approval, add this information to the Enrollment Form and submit the form and your rubric for posting.

Be sure that your choice includes a high potential for conflict between strong adversarial forces and the ability to explore the themes/issues of *Romeo and Juliet* with new depth and insight. Some time periods are off limits since they have been used in the recent past.

Conduct necessary research and write a scripted translation of the two scenes listed below and another scene of your choice.

- *The Party Scene*: Romeo & Juliet meet—Act 1, Scene 5, lines 15 – 143
- *The Fight Scene*: Mercutio & Tybalt are killed—Act 3, Scene 1, lines 31 – 131

As a counterpoint, one scene must be played for comedy. (Be inspired by the Reduced Shakespeare Company!)

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## Presenting

YOUR PRESENTATION WILL BE IN THE FORM OF A RADIO SHOW!

This will involve:

- ✓ An enthusiastic reading of your script using appropriate character voices
- ✓ Background music that is time/theme/emotion appropriate
  - This can often be found on iTunes, or by searching the Internet.
- ✓ Appropriate sound effects...at least 12 of them—cannot be pre-recorded, must be created by you
  - I'll show you some ways to do these. You will receive additional handouts, and I'll show you how to do this.



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## Project Portfolio

Please see the separate handout provided about this.

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## Additional Notes

You will be given class time to research, ask questions, get help, work, and practice. *Use this time well!*

Scoring rubrics are being provided. Be sure that you are always working to the goal. *Reckon with the rubric!*

*Your script must contain choices appropriate to the play, characters and time period. Please do not include profanity unless you have obtained approval.*

*You will be expected to present with poise, confidence, fluency and organization. Practice well!*

Class instruction and additional handouts will be provided for specific areas of concern, for example, creating your group assessment rubrics and using these for group assessment, radio performance, final portfolios, etc.

Keep asking those critical questions!

No project can be completely described in a handout.  
Listen for instructions, modifications and updates.

Notes: