Macbeth Culminating Activity

The end of Macbeth is here! It is now time to work on our final project.

Your Task: Within the groups chosen at the beginning of this unit you are to **choose one of the following activities** to **share with the class**. **Your focus will be to illuminate and emphasize the character or theme your group was assigned within the project itself.**

Each group is required to create a 10 minute presentation which will explain how your project focuses on **the assigned** theme you explored as we read the play. **Use a minimum of 5 quotations from the text to prove the legitimacy of the theme and make specific references to elements of your creative project to prove their connection.**

**This project consists of:**

* **10 minute minimum in-class presentation**
* **Handing in anything you write down, type out, or make in a folder, duo tang, or box with your/your group’s names on it.**

You will be given **some** **class time to work on this project. However, you will probably have to spend some time outside of class on your project in order to complete it**. *Keep in mind, these projects were designed for individuals and/or small groups of no more than 3 people. As you are in much larger groups, the work you produce should reflect the number of participants working on the project and will be marked accordingly.*

1. Act out a scene from the play, either live in front of the class, or on video (you will have to record your scene of a disc and I will need to book a projector to show your film, so give me a heads up in good time!). You may choose to modernize the language, or even put in slang, but make sure to communicate key themes and content of the play. Develop methods to help you with the lines. The **script must be handed in** with your final product.
2. Present a news broadcast of a “special report” on the death of Duncan or another important/controversial/shocking scene from the play. Interview the family members, eyewitnesses, and others involved in the event. This may be presented either live or on video. Develop methods to help you with line memorization. The **script must be handed in** with your final product.
3. Compose your own musical interpretation of the events that occur throughout *Macbeth*. Your piece might be a theme song that sets the mood for the play or background music to accompany a particular scene. Be ready to play it in class, or have it previously recorded. Be sure to give the piece a title. **Lyrics and/or a copy of the music (unless performed live) must be handed in** with your final product.
4. Sketch and create a *Macbeth*-inspired fashion line. Name the line (Give the line a title; and title each piece). Be sure to add colour to your sketches. Design for specific characters and include a brief written explanation telling the viewers how the clothes reflect each character. Include a minimum of **6 complete looks that would be appropriate for at least 2 different characters** (for example, 3 looks for Macbeth and 3 looks for Lady Macbeth).
5. When people go to a stage production, they always receive a program (a booklet about the play). Create a professional looking program for a production of *Macbeth* that includes:

* A cover
* Two short articles of general interest for local audiences – restaurant reviews, fashion trends, new store reviews, upcoming productions, etc.
* One short article on the historical background of the play
* Brief act-by-act synopsis (including songs if you choose a musical format).
* A list of characters and modern day actors and actresses to play each part
* Advertisements if appropriate
* Pictures!!

1. Create a children’s version of the play in picture-book format. Include text and coloured illustrations, as well as a cover. In a foreword to parents, explain why you included certain elements of the play and why you left some things out. You story must be complete as far as having a beginning, middle, and end that flows smoothly and would make sense as a stand-alone text.
2. Create a comic strip that depicts a key scene from the play. **Include a cover page**. Illustrations should be colourful and text must be clear and legible.
3. Write a series of Facebook or Twitter (or other social media network) messages that shows a conversation between characters in the play. Your presentation will require you to do more than simply read the conversation from your sheet. **Conversation must be handed in.**
4. Create a diorama (a three-dimensional representation of a scene in which objects or models are arranged in a natural setting against a realistic background, for example, Macbeth’s meeting with the witches). Be sure to give your diorama a title.
5. If you have any other ideas of what you would like to do, come see me within 24 hours! We can probably work something out!

*Macbeth* Multimedia Culminating Task Rubric

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mark:\_\_\_/40

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| --- | --- | --- | --- | --- | --- |
|  | 8-10 Level 4 | 7-8 Level 3 | 6-7 Level 2 | 5-6 Level 1 | <5 Below Level 1 |
| Knowledge and Understanding  /10 | Student demonstrates thorough understanding of the theme of the play and have creatively interpreted it so as to show thorough knowledge of its significance. | Student demonstrates good understanding of the theme of the play and have creatively interpreted it so as to show general knowledge of its significance. | Student demonstrates some understanding of the theme of the play and have interpreted it so as to show basic knowledge of its significance. | Student demonstrates little understanding of the theme of the play and have interpreted it so as to show insufficient knowledge of its significance. | Student has not demonstrated understanding of the theme of the play and have not creatively interpreted it so as to show knowledge of its significance. |
| Thinking  /10 | Student’s interpretive project shows in-depth thinking and analysis.  Student has insightfully connected the text to their creative project through a thematic study | Student’s interpretive project shows quality thinking and analysis.  Student has connected the text to their creative project through a thematic study | Student’s interpretive project shows surface thinking and analysis.  Student has vaguely connected the text to their creative project through a thematic study | Student’s interpretive project shows insufficient thinking and analysis.  Student has not adequately connected the text to their creative project through a thematic study | Student’s interpretive project shows no thinking and analysis.  Student has not attempted to connect the text to their creative project through a thematic study |
| Application  /10 | Student’s interpretive project demonstrates high technical complexity  The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.  All elements of the project have been completed and submitted  Student has linked many (5/5+)key quotations/ideas from the text as well as key elements in their project to illuminate theme | Student’s interpretive project demonstrates technical complexity  The project shows some evidence of originality and inventiveness.  Most elements of the project have been completed and submitted  Student has linked some (4) key quotations/ideas from the text as well as some key elements in their project to illuminate theme | Student’s interpretive project demonstrates some technical complexity  The work is an extensive collection and rehash of other people's ideas, products, and images. There is little evidence of new thought or inventiveness.  Few elements of the project have been completed/submitted  Student has linked few (3) key quotations/ideas from the text as well as few key elements in their project to illuminate theme | Student’s interpretive project demonstrates low technical complexity  The work is a minimal collection or rehash of other people's ideas, products, and images. There is no evidence of new thought.  Only one element of the project has been completed/submitted  Student has linked insufficient (1-2) ideas from the text as well insufficient elements in their project to illuminate theme | Student’s interpretive project demonstrates no technical complexity  Creativity is severely lacking  Zero elements of the project have been submitted  Student has not linked the text or their project to illuminate theme |
| Communication  /10 | Student expresses and organizes ideas and information with a high degree of effectiveness  Presentation style is colourful, insightful, dimensional and is highly effective | Student expresses and organizes ideas and information with a medium degree of effectiveness  Presentation style is appropriate and is effective | Student expresses and organizes ideas and information with a low degree of effectiveness  Presentation style is somewhat appropriate and is somewhat effective | Student expresses and organizes ideas and information to an insufficient degree of effectiveness  Presentation style is general inappropriate and is generally not effective | Student has not expressed or organized ideas and information  Presentation style is inappropriate and ineffective. Or has not taken place. |