**Romeo and Juliet: The Remake**

You’ve read the play. You’ve listened to the words. But Shakespeare was never meant to be read. He wrote plays that were intended to be seen by an audience. One of Shakespeare’s great strengths was his ability to write stories that can be translated into almost any era or style imaginable, stories that remain relevant to this day. Now, it is your job to translate Shakespeare into the style of your choice and record your vision for everyone to see!

**Directions: You are now part of a film crew. You will have 5 or 6 group members. Write your names below, next to your chosen roles. Each role has a specific individual project and requirements.**

**Group Members:**

1. Director:
2. Writer:
3. Producer:
4. Artistic designer
5. Publicist:

Your job as a group is to rewrite one of the scenes from the play in a style of your choosing. You will be **writing a script, filming and editing it before presenting** it to the class. The final product should be **5 -** **10 minutes long**.

Some of the most famous scenes from Shakespeare’s *Romeo and Juliet* are the opening fight scene, the balcony scene, Mercutio’s and Tybalt’s death and the ending suicide scene. During these scenes, the audience is able to see the destruction the families’ feud causes, the love the teenagers express for one another, their plan for their future, and the tragic ending. Your task is to rewrite one of these scenes in language and setting that either a modern day teen would use, or some other creative version/genre. Be Creative and Have Fun!

You have a choice between any of the following scenes:

* Act 1, Scene 1: The Feud (opening fight scene)
* Act 2, Scene 2: The Balcony Scene
* Act 3, Scene 1: The Fight Scene (Mercutio & Tybalt die)
* Act 5, Scene 3: The Death Scene

**Romeo and Juliet: Rewritten Scene**

You will all be writing the script together, as well as acting it out. You are encouraged to make changes to the scene, but you **must include the major plot points and characters. Follow the original scene as closely as possible.** For example, if you choose Act 3, Scene 1, your scene **must** center around that fight, and characters representing Benvolio, Tybalt, Romeo, and Mercutio **must** appear. If you choose the death scene, you could choose to have the lovers live, rather than killing themselves. **Whatever changes you make, you will be asked to justify.**

**Every group member must appear** in your final product. Because you only have 5 or 6 group members, some members will have to play more than one character in the movie.

**Before you begin to rewrite the scene, think of the following:**

1. Will the scene be set in the past, future or in modern day times using modern forms of media?

2. How will the setting affect the dialogue? For example, If you choose to have Romeo and Juliet text messaging each other, how will you ensure the essence of the balcony scene?

3. What is the tone of the scene? How will you change the wording, setting etc. while keeping the tone and emotion the same?

**The Rewrite**

1. You will rewrite the lines from the scene you chose. It is not necessary to rewrite each line; however, if Romeo speaks fifteen times in the original version, he must speak about fifteen times in the rewrite—same with Juliet or other characters. (You may eliminate minor lines but need to keep all characters from original scene.) **Use the textbook when rewriting your scene.**

2. All rewrites must be appropriate for school. If slang or abbreviations are used, a key must be provided with the written assignment.

**The Presentation**

1. The rewrite of the scene should be between 5 – 10 minutes long

2. The rewrite of the scene will be acted out, videotaped and presented in class.

3. Each character must have his/her own script.

4. Your lines do not have to be memorized but you do need to rehearse and know your part.

5. You MAY NOT READ TO US. Be familiar with your script and use it as a reference to speak. Make sure you can pronounce all words

6. The characters must know when it is their speaking time without looking at partner’s script or staring at theirs.

**Group Planning Worksheet**

**We will be rewriting Act\_\_\_\_\_ , Scene \_\_\_\_\_\_**

In the space below, create a list of characters; assign roles and a list of the major plot points in your scene. Make sure you refer to the play for details you might have forgotten. Make sure to start from the very beginning of the scene and go through to the end.

Now brainstorm interpretive styles. Think back about the modern movie version of *Romeo and Juliet* we watched, *West Side Story* and *Gnomio and Juliet*. This story has been told across different time zones, eras, languages, and settings.

List ideas below. Now read through your list, and circle the style that your group thinks will be the most effective to rewrite your scene; then complete your character list and plot points.

**Brainstorming Genres**

**Character List and Who is playing each character (use another paper if needed)**

**Character Actor**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**Major Plot Points (use another paper if needed)**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**Script Requirements**

Use the textbook version of Romeo and Juliet as a guide as you write your scripts. Just like Shakespeare, you should write in the style of a script including the items from the following checklist:

Setting descriptions

Stage directions (entrances, exits, necessary props)

Dialogue

At least 3 lines from the original Shakespeare play

As you are writing, make sure that your scene progresses in this format:

* A beginning that hooks the reader
* A middle with logical series of events
* An ending that brings closure

**Scripts should be 3-5 pages in length.**

Example: Use this example to help you format your script.

**Setting:** A public square in Verona, Italy. It is mid-afternoon. The streets are quiet.

(*Enter* Sampson *and* Gregory, *servants of the house of* Capulet, *armed with swords and shields*)

**Sampson:** Gregory on my word, we’ll not carry coals

**Gregory:** No, for then we should be colliers

**Setting**

**Stage Directions** *(in italics)*

**Dialogue**

**Script Scoring Guide**

Setting descriptions are included, identifying the setting of the movie (5 pts.)

Stage directions indicate when characters enter and exit, when props are necessary, what actions are going on that are not revealed through dialogue (5 pts.)

Dialogue written in the form of a play, indicating who speaks the lines by using character names. (5 pts.)

Clarity of scene/content (dialogue is easy to follow and understandable, scene has a beginning, middle, and end) (10 pts.)

Includes three lines from the original Shakespeare play (5 pts.)

**Score /30**

**After checking off the checklist above, attach this sheet to the front of your script and turn it in.**

**Due Dates and Important Assignments:**

**REMINDER: *THIS UNIT DEPENDS HEAVILY ON YOUR ATTENDANCE*. DON’T LET YOUR GROUP DOWN. COME TO CLASS.**

**Th 2/14** Group Planning Worksheet: Scene/Plot Points/Character List/Interpretation Style

**T 2/19** Rough draft of script: Writer takes it home and types final draft to turn in next day

**W 2/20** Final Typed Script

**W 2/20** Individual Project Plan

**M 2/25**  Copies of script for each group member

**M 2/25**  Props/Materials need to be brought in

**Th 2/28** FILMING DATE

**F 3/1 &M 3/4** Individual Progress Reports

**T 3/5**  Individual Products and Papers

**T 3/5 &W 3/6**Group Video Presentation

**Th 3/7**  Self-Evaluations

**Group Video Grading Rubric:**

Beginning - hook, Middle – logical sequencing, End that brings closure (10 pts.)

\_\_\_\_\_\_ Includes major events in scene (15 pts.)

Interpretation effective and makes sense (5 pts.)

Each group member participates actively/appears in video (5 pts.)

All major characters included (10 pts.)

5 - 10 minutes in length (5 pts.)

**Total /50**

**Turn in this packet along with individual papers on TUES, 3/5.**

**The Director:**

It is the director’s job to transform the script into a live performance. The director is in charge of casting. **Everyone in the group is required to perform in a speaking role**, but if there is someone who is reluctant to act, perhaps he or she can be cast as a smaller role. The director will create a cast list, listing which group member will be playing which characters (some group members will play more than one character). The director is in charge of organizing entrances and exits, and making sure that the performance is organized smoothly.

EACH GROUP MEMBER MUST COMPLETE AN **INDIVIDUAL** PROJECT.

**The Director’s** Individual Project: **Design a Program for your film**

Individual Project must include:

*(Follow directions on the hand-out for how to create your program)*

* Title
* Complete list of characters
* Who characters are based on from the original Romeo and Juliet (especially if different names)
* Brief 2-3 sentence description of each character as you have written them in your interpretation.
* Summary of scene
* Quote that represents the theme of the scene
* Illustrations that symbolize theme of the scene
* Finalized, neat, professional revised/edited product

Includes all characters and descriptions (25 pts.)

Includes summary of the scene (15 pts.)

Includes a quote that represents the theme (5 pts.)

Final illustrations that symbolize the scene (5 pts.)

Individual Grade:

Cast of Characters Program (50 pts.)

Individual Role (50 pts.)

Daily Progress Reports (0-30 pts.)

Video Audience Participation Sheet (10 pts.)

Self-assessment (10 pts.)

**Turn in this packet along with individual papers on TUES, 3/5.**

**The Writer:**

It is the writer’s job to create the official script that will later become a movie. In this case, the writer is not responsible for writing the entire script by themselves but is responsible for typing the final draft of the script in play format including settings, stage directions and dialogue with a synopsis of the scene at the beginning. **The entire group will write the script together.** However, the writer will have final creative control over the product, so if there are any conflicts at this stage, the writer is in charge.

EACH GROUP MEMBER MUST CREATE AN **INDIVIDUAL** PROJECT.

**The Writer’s** Individual Project: **Official Script, Final Marked Script, Copies of Script for each group member**

Must include:

\_\_\_\_\_\_ Synopsis (summary) of scene at the beginning of script (5 pts)

\_\_\_\_\_\_ Final draft of script in play format including settings, stage directions & dialogue (10 pts)

Typed copy of script with copies for all group members due **M 2/25** (5 pts.)

Highlighted or underlines three significant changes from original play (10 pts.)

Includes paragraph of explanation and justification for each change (20 pts.)

Individual Grade:

\_\_\_\_\_\_ Final draft of script in play format (synopsis, setting, stage directions, dialogue) (10 pts)

\_\_\_\_\_\_ Official script for each group member by M 2/25 (10 pts)

\_\_\_\_\_\_ Marked Script with Analysis (30 pts.)

Individual Role (50 pts.)

Daily Progress Reports (0-30 pts.)

Audience Participation Sheet (10 pts.)

Self-assessment (10 pts.)

**Turn in this packet along with individual papers on TUES, 3/5.**

**The Producer:**

It is the producer’s job to make sure that the movie is made successfully, and that the group has the resources to make that happen. Movies are very expensive to make, and producers provide funding and publicity so that the movie can be released and viewed. Without an audience, movies don’t make any money back for anyone, and so a producer also has to make sure that people know about the movie.

EACH GROUP MEMBER MUST CREATE AN **INDIVIDUAL** PROJECT.

**The Producer’s** Individual Project: **Create a Movie Poster and Movie Review**

Include the following:

*(Follow directions on the hand-out for how to create your movie poster and write your review)*

* The title of the movie
* The names of at least 3 of the important people involved (director, writer, main actors, etc.)
* Either a line from the movie or a one-sentence synopses to intrigue potential audience members
* Visuals that are exciting and make audience members want to see the movie
* Write a multi-paragraph movie review

Poster includes title and at least one quote that relates to the movie (10 pts.)

\_\_\_\_\_\_ Poster that lists major characters (5 pts.)

Visuals appropriate for the scene and intriguing (10 pts.)

\_\_\_\_\_\_ 2 -3 paragraph Movie Review (25 pts)

Individual Grade:

\_Movie Poster (25 pts.)

\_\_\_\_\_\_ Movie Review (25 pts.)

Individual Role (50 pts.)

Daily Progress Reports (0-30 pts.)

Audience Participation Sheet (10 pts.)

Self-assessment (10 pts.)

**Turn in this packet along with individual papers on TUES, 3/5.**

**The Artistic Designer:**

It is the job of the artistic designer to make sure that the final performance is complete with any necessary props, costuming, or setting materials necessary. The artistic designer will make costume choices, and be in charge of any artistic choices. **You must include three each of the following: 3 set pieces, 3 costume articles, and 3 props.** You are also in charge of the set, and of making sure that your shooting locations are appropriate for the movie.

EACH GROUP MEMBER MUST COMPLETE AN **INDIVIDUAL** PROJECT.

**The Artistic Designer’s** Individual Project: **Set Sketch and Props and Costume cards with illustration and description (3 each)**

*(Use examples as a guide when creating prop and costume cards)*

**Part I.** **Design Cards**, each including:

* A drawing of the 3 props and of the 3 costume articles
* A description of what the prop or costume is used for in the movie (Ex. which character is wearing it, which character uses it and why)
* Explain how this artistic choice relates to or enhances your film, what thematic elements it highlights.
* Research, if appropriate, on the prop or costume in the context of the scene (Ex. Prop: Vial of poison – research what poison was available for the setting of your scene, how it was used, etc.)

Part II. **Set Sketch**

* A detailed drawing of the main setting in your movie
* A multi-paragraph description that describes and defends your setting choice, and how it enhances or adds to the theme of your scene.
* 3 Set Pieces

Costume/Prop cards (5 pts. each = 30 pts.)

Setting Sketch (complete, detailed, labeled when necessary) (10 pts.)

Setting description (10 pts.)

Individual Grade:

\_ Set Sketch and description (20 pts.)

\_\_\_\_\_\_ Costume/Prop cards (30 pts.)

Individual Role (50 pts.)

Daily Progress Reports (0-30 pts.)

Audience Participation Sheet (10 pts.)

Self-assessment (10 pts.)

**Turn in this packet along with individual papers on TUES, 3/5.**

**The Editor/Cameraman: \_\_**

The editor/cameraman is a vital part of any film crew. Without the edito/cameraman, the film wouldn’t be recorded and none of the mistakes could be fixed. The blooper reel could never be created. The editor, also the cameraman will film the scene and edit the scene once filming is over. You are in charge of all final decisions in the library as you are editing your films to make the final cut to show in class. Remember, it should be **5 -** **10 minutes long**.

EACH GROUP MEMBER MUST COMPLETE AN **INDIVIDUAL** PROJECT.

**The Editor/Cameraman’s** Individual Project: **Script with Editor’s Notes And Final Edited Video**

You are responsible for learning how to operate the video camera, film the scene, download it, edit it and save the film on a flashdrive as well as in your files so it is ready to present to the class. In the library, you will be editing your group’s film, including a title, transitions between scenes, and credits at the end. Make sure the film is five - ten minutes in length.

**On your copy of your group’s script:**

* Underline or circle all changes you made between the script and the edited version of the film
* Write 2 -3 paragraphs explaining why changes were made: (for example: difficult to film, not enough time)
* Write a paragraph discussing a challenge you faced when editing this film: was it difficult to create transitions between scene? Did you have to make a lot of cuts because you had too much footage?
* Edited video of your scene that includes title and credits

Changes marked on script (5 pts.)

Changes explained and justified (25 pts.)

Paragraph describing one specific challenge (10 pts.)

\_\_\_\_\_\_Final Draft of Edited Video (10 pts)

Individual Grade:

Editor’s Marked Script/Paragraphs describing changes and challenges/Edited video (50 pts.)

Individual Role (50 pts.)

Daily Progress Reports (0-30 pts.)

Audience Participation Sheet (10 pts.)

Self-assessment (10 pts.)

**Turn in this packet along with individual papers on TUES, 3/5.**