**Macbeth Thespian Project**

Your task, if you choose to accept it, is to present a modern version of a Shakespearean scene from *Macbeth* while keeping the text completely accurate. In small groups, you will need to present an actual scene from the play. Here are some specifics for the assignment:

1. No group can perform the same scene.
2. Memorizing lines is **STRONGLY** encouraged, as no scripts are allowed to be seen “on camera.” You are **not** to “sound like you are reading from a card” either.
3. You are to perform the scene with a combination of Billy’s language and your language. You must “translate” each line of the text into modern American English. You may add colloquial phrases as you see fit. However, all “famous” lines from the text must appear as they are in the text. Recite the most quotable quotes in the middle of the informal language. Your group will need to turn in a printed version of your modern script.
4. As authentically as possible, props, and costumes are required. DO NOT spend exorbitant amounts of money. Find items that will work in your closet, borrow them from relatives, or look at the Salvation Army.
5. Each member of the thespian tribe will have to complete their “Actor’s Guild Card” to express their “motivation” for their performance.
6. All members of the group will earn the same feedback for the performance. You scene is due around the same time that we act it out in class.

**Here are possible scenes you can choose from *(If you would like to perform another scene, ask):***

Act I, Scene iii The prophecy of the three witches

Act I, Scene v Lady Macbeth reads letter and plots

Act I, Scene vii Macbeth is having second thoughts about killing \_\_\_\_\_\_\_

Act II, Scene ii Macbeth \_\_\_\_\_\_\_\_s Duncan.

Act III, Scene iv The banquet scene where Macbeth sees \_\_\_\_\_\_\_\_’s ghost.

Act IV, Scene i The witches cook up their brew; Macbeth consults with them.

Act IV, Scene ii Macbeth’s murderers kill \_\_\_\_\_\_\_\_’s family.

Act V, Scene i Lady Macbeth sleepwalks

Act V, Scene viii Macbeth meets with \_\_\_\_\_\_\_\_

**Your feedback will focus on the following criteria**

1. **Understanding**
	1. Is there an appreciation for characters’ inflexion and tone of voice?
	2. Do the actors comprehend the plot?
	3. Is there an accurate use of language?
2. **Execution**
	1. Projection: Did everyone pushing their voice for the camera/audience and use an “acting” voice.
	2. Energy and Feeling: Is the scene believable with the appropriate amount of action and reaction?
	3. Kinesiology: Are the physical locations, spatial relationships and movements well organized and add to the performance?
	4. Aesthetics: Are the props and costumes as accurate as possible and was a sincere attempt at authenticity attempted?

Have you ever been given the same grade as all other members of a group for group work? Did you think that was fair? Why/why not? (Fruitful discussion will ensue.) Therefore, you will not earn a proficiency score in English that counts towards your final grade for your group work. Instead, you will generate a reflection about how your group worked as a unit when we watch your scene in class. Then, Mr. Foster will use the reflection of all members of your group as evidence of your “collaboration” element of your Employability “grade.”

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s Actor’s Guild Card**

For this scene, the character I played was:

His/her literal and figurative function in the scene was to:

His/her (and Shakespeare’s) motivation behind doing what he/she did was:

Obstacles (concrete and abstract) that stood in my character’s way were:

What happened when my character’s intentions met these obstacles (whenever that occurred in the play) was that:

One specific physical movement (placement, voice modulation, props, facial expressions) I performed during the scene and **rationale** for doing this physical movement was:

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| --- | --- | --- |
| **Concerns** | **Standard** | **Points of Pride** |
|  | **Do I literally comprehend the text?*** Main ideas are accurate
* Text details support main ideas
* Text words are helpful
* Inferences add comprehension
* “What was said?” is clear
 |  |
|  | **Can I analyze author’s craft?*** Abundant literary devices shown
* Accurate analysis
* Device connections abound
* “How was it said?” is clear
 |  |
|  | **Can I see author’s intent?*** Theme is universal sentence
* Author 🡺 Text 🡺 Reader
* Other text connections help
* “Why was it said?” is clear
 |  |