**Macbeth Parody Thespian Project**

Your task, if you choose to accept it, is to present a modern version of a Shakespearean scene from a parody of *Macbeth* called “Scotch on the Rocks.” Review the video you made for the actual play; find your scene in the file called “A Parody of Macbeth” on our website (you may need to read much or all of the text to fully comprehend the twists of the plot-Lady Macbeth is a due, for example); print the script; film this parody exactly as is scripted.

1. Each group must perform the same scene; you can formulate a new group and choose a new 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 language from the parody and your language. You may add colloquial phrases as you see fit. However, all lines from the parody that make the effect of parody or are “famous lines” 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 scene from the parody.
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 the “Parody Purpose” card individually.
6. All members of the group will earn the same feedback for the performance.

**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 group feedback will address the following criteria**

1. **Understanding**
	1. Was there substantial effort applied to rehearsal?
	2. Is there an appreciation for characters’ inflexion and tone of voice?
	3. Do the actors comprehend the plot?
	4. 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?
	5. Bonus (optional): Did you add an extra example of effort to the play to enhance your performance?

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 Citizenship “grade.” Record your group work reflection below. Who worked well? Who hindered the group’s progress? Who most productively influenced the final product? Who was the most essential and expendable member?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s Parody Purpose Card**

Define parody. Why do authors use it? What does it “do”? What is the desired effect? How does this differ from satire?

What significant changes where in your scene? What major plot, characterization and thematic twists did the authors of “Scotch on the Rocks” make to alter your scene? Use clear, specific text references to justify your response.

What was the effect of this change? How did converting your scene into a pardoy effect the tet as a whole? How did it affect Macbeth’s role as a tragic hero, the play as a tragedy and the theme that Shakespeare that he intended for his Scottish play? Use clear, specific text references to justify your response.

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| **Insight**Are your ideas insightful and mature? | \* Discussion acknowledgescomplexities, ambiguity and contradictions (counter-arguments, rebuttals, alternatives)\* Essay reveals asophisticatedunderstanding of thepassage; analysis is accurate and mature.\* Appropriate references to other texts enhance essay. | \* Essay’s approach is multi-faceted and addresses possible discrepancies in the thesis. \* Essay reveals astrong understanding of thepassage/reading; analysis is accurate and “honors” quality.\* Insight into the passage include literal, figurative, inferences and conjecture. | \* Discussion is simplistic, obvious, or dualistic.\* Essay almost shows an understanding of the passage/reading; analysis is slightly inaccurate and of mediocre depth.\* Insight into the passage include literal, some figurative, little inferences and/or no conjecture. | \* Discussion is misleading and immature.\* Essay shows either no understanding of the passage/reading or analysis is misguided and inaccurate.\* Insight into the passage includes little to zero literal, figurative, inferences and conjecture. |