***Twelfth Night* Summative Assignment**

**Part A: Written Analysis**

For this part of the summative, you will be required to write a character analysis on one of the characters in the play. This is worth 5% of your final mark. Follow the steps below.

**Learning Goals:**

* Demonstrate your **knowledge** of formal paragraph structure, formal writing and play content
* Demonstrate your **thinking** by selecting relevant pieces of text and analyzing the significance of each
* **Communicat**e your ideas clearly using proper language and grammar
* **Apply** the writing process and MLA format effectively

**Step 1:** Decide on your topic sentence.

Which character best exhibits that outer identity does not reveal inner nature? Or that appearance is rarely reality?

Choose the character that you think best exemplifies this and fill in the chart below according to the information throughout the play

**Character: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Quotation** | **Citation** | **How does this show that outer identity does not reveal inner nature?** |
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**Step 2:** Fill in the outline (point form)

1. Topic Sentence (include title, author, and main point)

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1. Point 1 (reason why this is true) /Proof + citation (direct quotation)/ Explanation (**how** the proof proves your topic sentence). **Must** have at least two.

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| --- | --- | --- |
| Point | Proof | Explanation |
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1. Concluding Sentence (restate topic sentence in different words)

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**Step Three:** Write Rough Copy

**Step Four:** Have someone edit your rough draft; Self edit as well

**Step Five:** Type or neatly print your good copy according to MLA format (double space, size 12 plain font, Top Left Corner information, formal language, etc)

**Due Date: January 28**

**Part B: Dramatic Presentation**

In this unit, we have done a significant amount of reading aloud, movement, gestures, working with costuming and props, etc. Your assignment is to choose a piece of text that is approximately 10-15 lines in length and present a dramatic rendition of the speech. You will then explain the significance of the piece. This is worth 5% of your final mark.

**Learning Goals…**

* + - to **demonstrate our knowledge and understanding** of character, conflict, and themes in Shakespeare’s *Twelfth Night* by ‘dramatizing’ a piece of text from the play
    - to **think like stage directors**, considering the arrangement of characters on stage, their appearance, and how the actions implied by the text can best be portrayed to clearly convey relationships/events from the text
    - to **exercise our analytical powers** by briefly explaining the dramatic importance of selected pieces to the play as a whole

**Step 1**: Choose and rehearse a selection

* must be between 10 and 15 lines.
* You want to spend time learning what is being said so that you will more easily be able to memorize the piece.
* Focus on pronuniciation, tone, pace, etc.

**Step 2** : Add Drama

* Think about what movements, facial expressions, gestures, etc will help to convey the meaning of the lines
* Think about what costuming and props could be used to visually represent the character and the content

**Step 3:** Put it all together and rehearse!

* First: begin by stating what Act, scene and line numbers you are performing. You will then give a brief explanation of context (what is being said, who is saying it, when is it said, what is happening as it’s being spoken, etc)
* Second: present your dramatic interpretation
* Third: explain why your selection was significant by answering *one of more* of the following:
  + What does it reveal about the character?
  + How does it contribute to the theme of appearance vs. reality?
  + How does it add to the plot or existing conflicts?
  + Does it utilize any literary devices (irony, puns, etc)?

**Due Date: February 2**

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| **Criteria** | **Below Level 1** | **Level 1 (50-60%)** | **Level 2(60-70%)** | **Level 3 (70-80%)** | **Level 4(80-100%)** |
| **Knowledge/Understanding**  -Understands paragraph form    -understands content of short story | -does not follow format of paragraph writing  -shows very limited understanding of short story | -consists of a few elements of paragraph writing  -shows limited understanding of short story | -consists of some elements of paragraph writing  -shows some understanding of short story | -consists of most parts of paragraph writing  -shows considerable understanding of short story | -consists of all parts of paragraph writing with transitions  -shows a high degree of  understanding of short story |
| **Thinking/ Inquiry**  -depth of thought in explanation    -use of relevant proof to support argument | -no depth of thought evident in explanation  -no proof included or are irrelevant | -limited evidence of depth of thought in explanation  -proof chosen has limited relevancy | -some depth of thought evident in explanation  -proof chosen has some relevancy | - considerable depth of thought evident in explanation  -proof chosen has considerable relevancy | - high degree of depth of thought evident in explanation  -proof chosen has a high degree of relevancy |
| **Communication**  -organization of writing    -use of formal language | -writing is disorganized and hard to follow    -does not use formal language | -analysis is organized in some parts, mostly hard to follow  -rarely uses formal language | -analysis is somewhat organized  -uses somewhat formal language | -analysis is organized with significant effectiveness  -uses academic, formal language | -analysis is organized with a high degree of effectiveness  -uses highly academic, formal language |
| **Application**  -Applies grammar rule    -Applies the writing process | -does not use grammar rules  -writing process is used ineffectively or is not used | -uses grammar rules with limited accuracy  -uses the writing process with limited effectiveness | -uses grammar rules with some accuracy  -uses the writing process with some effectiveness | -uses grammar rules with considerable accuracy  -uses the writing process with considerable effectiveness | -uses grammar rules with a high degree of accuracy  -uses the writing process with a high degree of effectiveness |

**Formal Paragraph Rubric**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mark: \_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | Level 1 **(50-59%)** | Level 2 **(60-69%)** | Level 3 **(70-79%)** | Level 4 **(80-100%)** |
| **Knowledge** **and Understanding:**  - of the selected dramatic form  - of information , ideas, themes in text | -demonstrates limited knowledge of dramatic form  -demonstrates limited  understanding of information, ideas, themes | -demonstrates some knowledge of dramatic form  -demonstrates some understanding of information, ideas, themes | -demonstrates considerable knowledge of dramatic form  -demonstrates considerable understanding of information, ideas, themes | -demonstrates thorough knowledge of dramatic form  -demonstrates thorough understanding of information, ideas, themes |
| **Critical and creative thinking skills:**  **-** use of props and costumes; characterization | -Uses critical and creative thinking skills with limited effectiveness | -Uses critical and creative thinking skills with moderate effectiveness | -Uses critical and creative thinking skills with considerable effectiveness | -Uses critical and creative thinking skills with a high degree of effectiveness |
| **Communication** – lines are memorized, spoken clearly and ‘in character; movements are co-ordinated and purposeful; clear awareness of audience | -Communicates text with limited clarity and organization  -Communicates with a limited sense of audience and purpose | -Communicates  text with some clarity and organization  -Communicates with some sense of audience and purpose | -Communicates  text clearly and in an organized  manner  -Communicates with a clear sense of audience and purpose | -Communicates  text with a high degree of clarity and organization  -Communicates with a strong sense of audience and purpose |
| -Application of oral presentation techniques: voice, tone, inflection, timing, etc.  -Performance is polished and professional | -uses oral presentation techniques with limited accuracy and effectiveness  -Performance is not polished and professional | -uses oral presentation techniques with moderate accuracy and effectiveness  -Performance is somewhat polished and professional | -uses oral presentation techniques with considerable accuracy and effectiveness  -Performance is polished and professional | -uses oral presentation techniques accurately and effectively all or most of the time  -Performance is highly polished and professional |

**Comments:**