***Romeo and Juliet* Independent Project Options**

Over the course of the year you have transformed into a beautiful, independent butterfly. Translation: I will not be holding your hand or spoon-feeding you answers. I will provide class time to work, but it is up to you to get these tasks done. Congrats! Welcome to quasi-adulthood.

**You must complete 2 of the following activities, labeling each at the top and staple them into a single packet.**

**Activity 1:** A) Find and list the 3 literary devices that Shakespeare uses most effectively in this play.

 B) Find 3 examples for each of the three devices and write the passage as it appears in the play. These quotes must be cited correctly.

 C) For *each* example, write half a page **analyzing** the author’s intent for using the device.

**Activity 2:** A) Find and list 5 words in *Romeo and Juliet* that you feel were a deliberate choice. Include page numbers.

 B) Write a half page for *each word* **analyzing** why the author may have chosen that specific word, as opposed to any synonyms. In addition, your half page explanation should **analyze** the effect of choosing that word. **Think about denotation and connotation!**

**Activity 3:** Find 3 aspects of this play that connect to one of the themes discussed in class. In two FULL pages explain why these are important and how they connect to each other. **Be sure to cite specific pages when needed.**

**Activity 4:** Enlist at least 3 friends (in this class or one of my other classes) and get yourself on (probably cellphone) camera working **at least 5 lines** from the play into normal conversations as naturally as possible without peers realizing what you’re doing. **Write at least 1 page** about how well you feel Shakespeare’s lines fit in the modern world and why.

**Activity 5:** Pick a scene (of the choices below) to stage. For this scene you must include every character action, change of lighting, specific voice directions, etc. Think about the practice we did in class. This should be thorough. See me for more detailed directions.

Scenes you may stage:

* 1.2
* 1.3
* 2.1
* 2.2
* 2.5
* 3.4
* 4.2
* 4.3

## Activity 6: John Koenig, a graphic designer and editor, wrote *The Dictionary of Obscure Sorrows*. He describes it as a collection of invented words and explains, “each original definition aims to fill a hole in the language — to give a name to emotions we all might experience but don’t yet have a word for”. Each word is built from preexisting words and affixes. For four of the words, fill in the following information:

1. Definition of the word
2. What word parts do you KNOW? What do the prefixes/suffixes you already know mean?
3. What other part of the word do you think is an affix? Based on the definition, what do you think that affix means?
4. Look up and define all of the word parts included in the word.
5. Why did Koenig choose the word parts he did?

## Then come up with two words for feelings found in *Romeo and Juliet* that otherwise do not have a single word to define them. These words must make sense, based on their definition. Each word must accurately use at least one prefix or suffix. Once you have come up with your words and their definitions, explain where you see that feeling in the play, and rewrite at least two lines from the play using your new words.

**Activity 7:** Choose two motifs that appear in *Romeo and Juliet*. For each motif, **write a thesis** statement in which you define the motif’s significance and **identify and analyze** 3-5 passages that illustrate Shakespeare’s use of this motif in **two paragraphs** (for each motif, so four total).

**Activity 8:** Analyze two different portrayals (paintings, movie posters, etc.) of *Romeo and Juliet*. **Write a 2 page thesis-based essay** analyzing the difference in how the couple is portrayed in each.

**Activity 9:** Find a song that alludes to (remember: an allusion is a reference to a popular, biblical, literary, or historical subject) *Romeo and Juliet*. **Annotate the song’s lyrics** and **write a one page essay** analyzing what meaning or implications the listener is supposed to take from the reference. What does the allusion add to the meaning of the song (Note: vagueness will not be accepted).

**The page assignment for each activity is a minimum requirement. You may always write more if you wish. You may not skip lines in order to reach page requirements.**

**Be sure that all free writes and the interview fill the whole page left to right; no need to paragraph.**

**Your project is due on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**