

# The Missing Scene

## Romeo & Juliet Extended

Back in the time when Shakespeare wrote his plays, they were contained in smaller booklets called folios. Imagine you have just found a folio full of missing scenes to many different Shakespearean plays, and inside you find several to Romeo and Juliet—ones that fill in some gaps in the story line & tie up some loose ends.

Begin to imagine what might be contained in this mysterious folio's scenes...

**Your Job:** Write a missing scene, as a Shakespearean play.

**The Audience:** First, you will share your scene in small groups. Then your group will select ONE to act out. Our beloved class will be your final audience!

**Your Purpose:** To practice your word play, to analyze the elements and characters of the play that will contribute to your scene, to use Shakespearean elements fluidly in your writing (showing that you understand them) to entertain your audience, and to wrap up our time with R and J.

**The Form:** A one-scene Shakespearean play that fits fluidly into the course of the play as we know it-- without changing what Shakespeare wrote, complete with speaking parts (at least 3 characters but no more than 6 characters) , trying to imitate Shakespeare's style (note: you don't need to master the poetic language Shakespeare uses, but give a try at including some of its elements). In it, you will include the following:

- At least three characters
- At least three puns (double meanings) OR oxymorons (like jumbo shrimp) OR malapropisms (using a wrong word that's close to word you meant for comic relief) OR combo of these. You will highlight these in GREEN.
- At least one case of irony, either regular irony or dramatic irony. You will highlight this in YELLOW.
- At least one allusion (reference to something/one famous) OR one conceit (long comparison). You will highlight this in PINK.
- At least 5 lines of iambic pentameter in a row. You will mark it as stressed and unstressed feet, within the iambic pentameter. Perhaps you will even give these lines to a character of higher rank!

**Ideas:** Where do we need more information? Where are there some unanswered questions or unseen scenes that you could create to fill in the gaps? Brainstorm a list of ideas. We will share and you will narrow to one.

**Drafting:** Work on keeping the characters true to the way Shakespeare created them. Use what we know about them from the play in order to help you create a scene. Also try to recreate a style similar to that in the play. Incorporate the literary devices we have noticed and discussed as you are writing (see list above!)

**Revising:** This revision is only for the performance, not for the written part-- you will revise while you are writing and sharing. Once you have handed in a final draft, your group will select one to perform. Once your group has selected one scene, talk as a group about what revisions you will need in order to make your scene complete, understandable, and interesting for acting out. Will you add or delete any parts? Are clarifications needed to keep the characters in step with Shakespeare's originals?

**Publishing:** Who will play each part? What costumes and props will you need to show where you are, who you are, and what you are doing? What about scripts? (You do not need to memorize, but you could if you think you want to.) Each group member must have an equal speaking & acting part!

Get all of this ready for a performance on Thursday, December 18.

**Grading:** Your individual written scene will be graded based on the rubric attached (50 points). Your group's performance will be graded using the rubric below (30 points).

**Due dates:**

- A rough draft for sharing and editing is due on \_\_\_\_\_.
- A final draft is due to Mrs. Haberling for grading and to your small group for sharing on \_\_\_\_\_. On this day, please bring three copies with you to class. You will hand in one to Mrs. H and use the others in your small group.
- The presentations will be on \_\_\_\_\_. On this day, you will need costumes and props, as well as your best acting.

Performance Grading Rubric:

Names of group members _____  _____	Fantastic!	You're getting there.	Needs work still...
Scene answers some questions, fills in gaps, or ties up loose ends of play			
Characters are as Shakespeare's originals			
Costumes and props add to understanding of scene and characters			
All group members are an equal part of the production			
Lines are lively and with proper emotion for the scene			
Actions, stage movement and gestures add to understanding of character's lines			
Members are rehearsed and prepared—it's obvious you've practiced			
TOTAL:	_____/30		

## Scene Writing Grading Rubric:

Name _____	Fantastic!	You're getting there.	Needs work still...
<b>Writing</b>			
Scene adds to understanding of characters Shakespeare created			
Information included fits fluidly with what we know from the play			
Writing shows understanding of Shakespeare's style & honors that style			
Ideas contained examine a scene we might need or desire to better understand the contents of the actual play			
Is clear and interesting to read			
Contains controlled, specific, vivid language that fits with the scene			
	_____/25		
<b>Format &amp; Conventions</b>			
Parts clearly labeled (as a play)			
Conversation between three (or more) characters to show information			
Scene labeled (Act and scene numbers) , titled and summarized (a few sentences)			
Spelling checked; proofreading evident			
	_____/10		
<b>Literary Devices</b>			
At least three puns OR oxymorons OR malapropisms (Green)			
At least one case of irony (Yellow)			
At least one allusion OR conceit (Pink)			
At least 5 lines of iambic pentameter (Written with stressed and unstressed)			
	_____/15		

TOTAL: \_\_\_\_\_/50

Comments: