

## Oedipus Projects

Choose ONE assignment from a **writing** category and ONE assignment from the **creative** category. All assignments should be word-processed.

**DUE DATE:**

**WRITING OPTIONS** - minimum of 5 paragraphs

- Create a new ending for Oedipus. Write your new ending modeled after the play.
- Pretend you are Oedipus. Write an entry in your journal describing your feelings about learning that you have killed your father and married your mother.
- Create a poem about Oedipus of at least 5 stanzas, 5 lines per stanza.
- Develop a television script for one (1) segment of the *Jerry Springer Show* or the *Saturday Night Live* radio skit, using Oedipus as the main guest. Be prepared to present your script live.
- Rewrite an episode of Oedipus in modern day English. Be prepared to perform the episode live. Turn in a hard copy of your episode.

**CREATIVE OPTIONS** - where writing is required, it should be a minimum of 200 words.

- Build a model of a Greek theater, label all the parts, and write about the how you would develop your own original play if you were a Greek playwright. Indicate the plot and key characters for your original play.
- Select an episode from Oedipus and design an appropriate set. On paper describe the materials, color scheme, placement of actors, and costumes for your set.
- Create a movie poster of Oedipus. Look at contemporary movie posters to discover what information is contained in a movie poster and write a movie review to accompany the poster. Poster should be standard size 22" X 28".
- Create a song (country, hip hop, rock, rap, or any other style of singing) about Oedipus and turn in a hard copy of your song (5 stanzas/5 sentences per stanza). Be prepared to perform it live.

Standards: Reading 2.5; Literary Response 3.1, 3.2, 3.3, 3.4, 3.7, 3.9; Writing 1.1-1.4; Writing Applications 2.2; Listening & Speaking 1.6, 1.7, 1.10; Speaking Applications 2.3

# RUBRIC for *Oedipus* Projects

The grading rubric for the *Oedipus* projects is below. Please be certain to attach a copy of the rubric to your final projects.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Standards and Criteria for Project Evaluation

STANDARDS	CRITERIA			
<i>Areas of Assessment</i>	<i>A</i> <i>(90-100)</i>	<i>B</i> <i>(80-89)</i>	<i>C</i> <i>(70-79)</i>	<i>D</i> <i>(60-69)</i>
<b>Writing Options</b>  # _____	<input type="checkbox"/> very few errors  <input type="checkbox"/> thoroughly proofed and revised  <input type="checkbox"/> supports main idea with rich details  <input type="checkbox"/> creatively supported the purpose  <input type="checkbox"/> well organized	<input type="checkbox"/> few errors  <input type="checkbox"/> proofed and revised  <input type="checkbox"/> supports main idea  <input type="checkbox"/> supports the purpose  <input type="checkbox"/> somewhat organized	<input type="checkbox"/> several errors  <input type="checkbox"/> needs more proofing & revision  <input type="checkbox"/> weakly supports main idea  <input type="checkbox"/> weakly supports the purpose  <input type="checkbox"/> weakly organized	<input type="checkbox"/> numerous errors  <input type="checkbox"/> needs substantial proofing & revision  <input type="checkbox"/> does not support main idea  <input type="checkbox"/> does not support the purpose  <input type="checkbox"/> poorly organized
<b>Creative Options</b>  # _____	<input type="checkbox"/> highly interesting  <input type="checkbox"/> easy to see and understand  <input type="checkbox"/> supports main ideas clearly  <input type="checkbox"/> creatively supports the purpose  <input type="checkbox"/> shows outstanding effort	<input type="checkbox"/> interesting  <input type="checkbox"/> easy to see and understand  <input type="checkbox"/> supports main ideas  <input type="checkbox"/> supports the purpose  <input type="checkbox"/> shows good effort	<input type="checkbox"/> fairly interesting  <input type="checkbox"/> could see and understand  <input type="checkbox"/> some support of main ideas  <input type="checkbox"/> related to the purpose  <input type="checkbox"/> shows fair effort	<input type="checkbox"/> not interesting  <input type="checkbox"/> messy; hard to understand  <input type="checkbox"/> unrelated to main ideas  <input type="checkbox"/> unrelated to the purpose  <input type="checkbox"/> shows little effort
<b>Oral Presentation of Project</b>	<input type="checkbox"/> speaks audibly and expressively  <input type="checkbox"/> uses engaging gestures and props  <input type="checkbox"/> maintains excellent eye contact	<input type="checkbox"/> speaks audibly and expressively  <input type="checkbox"/> uses gestures and props  <input type="checkbox"/> maintains good eye contact	<input type="checkbox"/> could develop more expression  <input type="checkbox"/> uses few gestures and props  <input type="checkbox"/> attempt to maintain eye contact	<input type="checkbox"/> difficult to hear and understand  <input type="checkbox"/> uses distracting or few gestures  <input type="checkbox"/> little attempt to maintain eye contact

## **Oedipus Projects**

Choose TWO assignments in the **creative** category. All assignments should be word-processed.

**DUE DATE:**

**CREATIVE OPTIONS** - where writing is required, it should be a minimum of 200 words.

- Create a stylized Dionysian mask that could be used for this play. Be colorful and creative. Do NOT simply buy a plastic mask and paint and decorate it. Select any material you like to make your mask and write about how you developed the idea for the mask and the steps you took to create it.
- Build a model of a Greek theater, label all the parts, and write about the how you would develop your own original play if you were a Greek playwright. Indicate the plot and key characters for your original play.
- Select an episode from Oedipus and design an appropriate set. On paper describe the materials, color scheme, placement of actors, and costumes for your set.
- Create a movie poster of Oedipus. Look at contemporary movie posters to discover what information is contained in a movie poster and write a movie review to accompany the poster. Poster should be standard size 22" X 28".
- Create a song (country, hip hop, rock, rap, or any other style of singing) about Oedipus and turn in a hard copy of your song (5 stanzas/5 sentences per stanza). Be prepared to perform it live.

Standards: Reading 2.5; Literary Response 3.1, 3.2, 3.3, 3.4, 3.7, 3.9; Writing 1.1-1.4; Writing Applications 2.2; Listening & Speaking 1.6, 1.7, 1.10; Speaking Applications 2.3

# RUBRIC for *Oedipus* Projects

The grading rubric for the *Oedipus* projects is below. Please be certain to attach a copy of the rubric to your final projects.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Standards and Criteria for Project Evaluation

STANDARDS	CRITERIA			
<i>Areas of Assessment</i>	<i>A</i> <i>(90-100)</i>	<i>B</i> <i>(80-89)</i>	<i>C</i> <i>(70-79)</i>	<i>D</i> <i>(60-69)</i>
<b>Creative Options</b>  # _____	___ highly interesting  ___ easy to see and understand  ___ supports main ideas clearly  ___ creatively supports the purpose  ___ shows outstanding effort	___ interesting  ___ easy to see and understand  ___ supports main ideas  ___ supports the purpose  ___ shows good effort	___ fairly interesting  ___ could see and understand  ___ some support of main ideas  ___ related to the purpose  ___ shows fair effort	___ not interesting  ___ messy; hard to understand  ___ unrelated to main ideas  ___ unrelated to the purpose  ___ shows little effort
<b>Creative Options</b>  # _____	___ highly interesting  ___ easy to see and understand  ___ supports main ideas clearly  ___ creatively supports the purpose  ___ shows outstanding effort	___ interesting  ___ easy to see and understand  ___ supports main ideas  ___ supports the purpose  ___ shows good effort	___ fairly interesting  ___ could see and understand  ___ some support of main ideas  ___ related to the purpose  ___ shows fair effort	___ not interesting  ___ messy; hard to understand  ___ unrelated to main ideas  ___ unrelated to the purpose  ___ shows little effort
<b>Oral Presentation of Project</b>	___ speaks audibly and expressively  ___ uses engaging gestures and props  ___ maintains excellent eye contact	___ speaks audibly and expressively  ___ uses gestures and props  ___ maintains good eye contact	___ could develop more expression  ___ uses few gestures and props  ___ attempt to maintain eye contact	___ difficult to hear and understand  ___ uses distracting or few gestures  ___ little attempt to maintain eye contact