

## Eng II – *Julius Caesar* Projects

Choose **ONE** of the following to complete. You must relate it to the play we're completing, *Julius Caesar*. All assignments should be in proper class format: Typed, double-spaced, one inch margins, 1000 words (quality, not quantity), 9-12 point LEGIBLE font, INCLUDING AN ESSAY unless otherwise stated or discussed. **FOLLOW THE RUBRIC ON THE BACK OF THIS PAGE AS WELL!**

### Research

*Description of terms:*

- Find 5-7 common day **quotes** used from *Julius Caesar*. Why are they used? How are they used? What do they mean?
- Perform a **character study** on one of the main characters in *Julius Caesar*. Tell why they are important to the storyline and what they contributed. Criticize them and tell how they added or took away from the story.
- Research and collect items or pictures (5-10) that relate to ideas mentioned in the play *Julius Caesar*. In an essay, record how they are used today and what their reference to mythology and *Julius Caesar* is. Create a **poster** displaying them.

### Creative Writing

*Description of terms:*

- What would happen if Caesar had lived? Create an **alternate ending** to the play with a full scene.
- Craft a **collage** of important scenes in *Julius Caesar*. Find pictures or draw them that go along with the play and assemble them in a picture that represents the central focus (theme) of the play. Write what each picture, element or item on the collage represents in a response paper.
- Craft a photo album, complete with captions describing each of the characters in *Julius Caesar*. Captions must be at least 50 words long and include a description of the character and his/her importance to the *Julius Caesar*. This should be as long as an essay (so 20 pictures minimum).

### Presentation

*Description of terms:*

- Act out a **scene** from the play. You may rewrite it to use common day language. You must record your actions in a response essay, describing who will play which parts, how you came to this decision and why you wanted to act it out. Include a script and show how you made changes to the original.
- Perform one of the more moving **soliloquies** in the fashion of the time. Dress the part and memorize the lines. Demonstrate the lines in the fashion of the Greeks. You will need to perform at least 20 lines memorized, but no more than 100 lines. Respond to your choice in a reflective essay – discuss with your instructor.
- Prepare and serve a couple ANCIENT ROMAN/LATIN **dishes** as part of a banquet meal for the class. Research and prepare proper Roman cuisine from the time period. Include the recipe in your essay, describing the steps they would have taken, you took, and other details as would needed to fulfill the requirements. Think about JC's food options.

**WE WILL BE CELEBRATING ALL THESE PROJECTS WITH A ROMAN BANQUET AT OUR TOGA PARTY UPON THE COMPLETION OF *JULIUS CAESAR*. EVERYTHING WILL BE DUE ON 26 APRIL 2017.**

# Eng II - Julius Caesar Project/Essay - Rubric

Name \_\_\_\_\_

Write for the choice you made on the reverse side of this rubric. Follow those guidelines as well as the 4s below. Include all aspects of your assignment and indicate which one by writing the bolded/underlined word in that choice below. These are DUE **April 26, 2017**.

CHOICE:

     /40

     %

Criteria & Point Allotment	Incomplete	Poor	Fair	Average	Excellent
	0	1	2	3	4
<b>Time Management</b>	None, Not included	Sat in class, talked instead of working, written 10 min before class	Written the night before, thrown together, minimal class time used	Some class time used, effort was there but not fully productive	Used time wisely, productive, thought and time put into it
<b>Organization</b>	None, Not included	choppy, random, no order of events	off topic, but research is evident	small digressions, one part is out of order	Flows like water, fluid, paragraphs established, criteria from GLs met
<b>Creativity &amp; Interest-value</b>	None, Not included	I'm glad that's over	Only one part captivates	Slow start; good finish -OR- Vice versa	Leaves the reader/audience wanting more throughout and satisfies the reader's need for an ending
<b>Mechanics</b>	None, Not included	No punctuation, capitalization, many run-ons and fragments	Many errors in punctuation, capitalization, and sentence structure	Some misspelling, some punctuation, capitalization, and sentence structure errors	Correct spelling, punctuation, capitalization; Variety of sentence structure used; good vocabulary and appropriate word choice
<b>Format</b>	None, Not included	Few Guidelines followed	Some guidelines followed	Most guidelines followed	Proper font and size (9-12 pt) used; double spaced; 1000 words; one-inch margins; Title Page with name, due date, class and hour, Last name on other pages with page #
<b>Research/ Citations</b>	None, Not included	Few Guidelines followed	Some guidelines followed	Most guidelines followed	Works cited done properly, in text citations included and appropriate to information presented
<b>Demonstrates Knowledge</b>	None, Not included	Few Guidelines followed	Some guidelines followed	Most guidelines followed	Evidence of thought put into assingment; outside-the-box thinking; clarity of comprehension of original work with original thoughts drawn from in-class discussion
<b>Guidelines Followed</b>	NONE; Not included	Few Guidelines followed	Some guidelines followed	Most guidelines followed	All guidelines of chosen project followed, including citations and research
<b>Content from JC</b>	NONE; Not included	Very minutely related to topic; irrelevant	somewhat related	mostly related	Information present is rich in detail from JC and evidence from sources; incorporates key ideas and themes from the time period
<b>Overall Product &amp; Appearance</b>	None, Not included	Few Guidelines followed	Some guidelines followed	Most guidelines followed	Turned in folder on drive and in tray with THIS RUBRIC; neat, clean, crisp copy; questions addressed; overall presented well
<b>Total Points: Add up columns</b>					

Comments: