

P.!

(rev. term 4 '07-'08)

AP COMP & LIT

New!



## COURSE FINAL: MEETING OF THE MINDS

The purpose of this project is to pull together the works, the time periods, and the themes presented in the literature we have studied during this course. In addition, there is a creative element. Working collaboratively with 2 NOVEL groups totaling 13-14 people, you will write and perform an original "Meeting of the Minds" scenario.

### EVALUATION STANDARDS

This project is worth 50 points--distributed this way:

- A. Introduction (5 points)
- B. Accuracy and Quality of Characterization (10 points)
- C. Quality of Themes/Issues/Topics of Discussion (10 points)
- D. Accuracy of Historical Background (10 points)
- E. Overall effectiveness/Quality (how interesting, engaging, original, well-organized, textual accuracy, thought-provoking, coherent, unified, well-developed, effective, and well-supported with examples) (10 points)
- F. Conclusion (5 points)

### THE REQUIREMENTS

#### 1. THE CHARACTERS

You must have a minimum of 8 actors with speaking roles for the scenario. It is permissible to have actors double up on roles. For example, if one character dies mid-performance, that actor may come in later as a new character. Speaking or non-speaking roles may also be played by your script writers or techies if needed.

#### HERE ARE THE REQUIRED CHARACTERS:

CHARACTERS #1-4 must be the author or any of the characters from your assigned novel groups

CHARACTER #5 must be from another work of literature covered in this course.

CHARACTER #6 must be from still another work of literature covered in this course.

CHARACTER #7 must be from yet another work of literature covered in this course.

CHARACTER #8 must be someone from outside of our course work, i.e., a historical figure, someone from today's world, or a literary character, author, or someone in a movie.

(Examples: Mother Teresa, Dennis Rodman, Madonna, Spike Lee, Atticus Finch, Romeo, Lenny, Tom Joad, Rosa Parks, Santiago, Elie Weisel, Huck Finn, Roskolnikov, Odysseus, Gilgamesh, Madame Pontellier, Shrek, etc.)

## 2. SOME IDEAS FOR CENTRAL THEMES/ISSUES/TOPICS

Discuss **ONE** of the major themes/issues/topics that have been presented in the literature we have studied this term. This should be done through the exchange of dialog between the characters as in a "Meeting of the Minds." Differing viewpoints should be clear depending on who is speaking. The discussion in your script must center the main topic but you may stray off topic a bit if you think your characters would do that. **Try NOT to deal with too much.**

- a. isolation/imprisonment of people
- b. appearance vs. reality, the discrepancy between people's inside and outsides, hypocrisy
- d. attitudes toward gender roles in society
- e. what it means to be human/acting more like a beast than a human
- f. the conflict of the head (the intellect/philosophy) and the heart (being ruled more by one's sensitivity/emotions/instinct/intuition/hormones)
- g. living a balanced life in order to find serenity in one's existence/achieving potential
- h. the fleeting nature of time--the clock running out and reaching one's goals "carpe diem"
- i. friendship
- j. beauty and truth
- k. nature and its relationship to humankind
- m. pride/hubris/ambition
- n. revenge/personal vengeance as a righteous act
- o. honor/reputation/integrity/fame/making a "name" for oneself/leaving a legacy
- r. what makes a good king/ruler/nation/person
- s. parental responsibility/the conflict between personal ambition and dedication to home/family
- t. the "Grendels" that plague us (inside? outside? who is the real enemy?)
- u. nature vs. nurture

**ORIGINAL IDEAS? Jot them down below:**

[Empty dotted box for jotting down original ideas]

## 3. FORMAT

Although this presentation will not be evaluated for the typical categories of "style" and "writing conventions," you are required to turn in a typed copy of your group's script. This is necessary for use of the group members during the actual presentation (lines do not have to be memorized) as well as for the teacher's use in evaluation of the content of the presentation.

★ **The teacher copy of the script must be turned in one day prior to "performance."**

Put the speaker's name in the left margin beside what he/she says. Type (double-spaced) your conversation in dialog format. Write the dialog without using quotation marks (unless your character is quoting someone else). Space extra between each character's lines for easy reading. Include stage directions or comments characters say under their breaths in italics or parentheses.

## 4. TEXTUAL ACCURACY/FAMOUS QUOTATIONS/ANECDOTES

Textual accuracy is required. For example, if you said that Grendel was Beowulf's last rather than his first opponent or if you credit Hamlet with saying, "to thine own self be true" instead of Polonius, you will lose some points. Also, the use of anecdotes from the works of literature represented as well as actual famous (and not sofamous) quotations/lines is recommended (and makes this fun). Once again, you will be deducted for inaccuracies.

**GROUP:** \_\_\_\_\_

# COURSE FINAL: MEETING OF THE MINDS (50 pts)



List your characters below. ↘

STUDENT NAME	CHARACTER/AUTHOR each student portrays	WORK OF LITERATURE represented	historical/literary TIME PERIOD represented
1. _____	_____	from <b>group work:</b> _____	_____
2. _____	_____	from <b>group work:</b> _____	_____
3. _____	_____	from <b>group work:</b> _____	_____
4. _____	_____	from <b>group work:</b> _____	_____
5. _____	_____	from _____	_____
6. _____	_____	from _____	_____
7. _____	_____	from _____	_____
8. _____	_____	from _____	_____

## EVALUATION STANDARDS

### 1. INTRODUCTION

- 5 •The introduction to the scenario should set the scene and include your thesis as unobtrusively as possible. This opening should inspire the audience to become fully engaged in your presentation.

### 2. ACCURACY AND QUALITY OF CHARACTERIZATION

- 10 •Fully develop and accurately portray the characters.
- Establish each character's personality, voice, background, likes, dislikes, style, philosophies, position in life, etc. Carefully choose dialogue to match their personalities. For example, if Shakespeare sat in on the conversation, we would probably learn something about his thoughts on the values of the Elizabethan Age, his pet peeves, his attitudes toward writing, etc. He may even break into iambic pentameter right in the middle of a sentence! You may want to include inner thoughts of the characters, action, stage directions, etc.
- Each character's dialog AND actions in the scenario must be "in character" and match each person's own personality, philosophy, position in life, etc.; e.g., a medieval pardoner should sound like a pardoner, Beowulf should sound like Beowulf, Jay Leno should sound like Jay Leno.
- The information and discussion about the themes each character contributes must be consistent with his or her individual character.
- Each character must contribute enough so that the teacher can evaluate whether what the character says about the topic is consistent with his/her character.

\_\_\_\_\_3. **QUALITY OF THE THEME/ISSUES/TOPIC OF DISCUSSION**  
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 •Discuss one major themes/issues/topics that have been presented in the literature we have studied this term. This should be done through the exchange of dialog between the characters. There should be differing viewpoints depending on who is speaking.

**THEME/ISSUES/TOPIC OF DISCUSSION:**

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- The information and discussion of the THEME your sketch presents must be accurate, in-depth, complete, well-organized, of quality, and related to our course work.
- Present the information in a fresh, insightful way which entices the reader to read on.
- Naturally weave the interaction of the characters and the presentation of the information.

\_\_\_\_\_4. **ACCURACY OF HISTORICAL AND CULTURAL BACKGROUND**  
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 •Accurately present the historical times these characters represent.  
 •Make sure the historical time of the scenario is also presented accurately and realistically.  
 •The historical and cultural backgrounds represented are done so with sufficient depth.

\_\_\_\_\_5. **OVERALL EFFECTIVENESS/QUALITY**  
 10  
 •Overall, the presentation should be interesting, engaging, original, organized, thought-provoking, coherent, unified, well-developed, effective, and well-supported with examples.  
 •Textual accuracy must be maintained.  
 •Accurately and realistically develop the scenario.  
 •The selection of the scenario must suit the information and themes.  
 •Fully establish and develop the setting, the purpose for the characters' interaction, and the time period(s) in which the scenario takes place.  
 •Organization must be undeniably present. Choose your own organizational structure which naturally complements and enhances content.  
 •Include stage directions in your script to include action as well as dialog

\_\_\_\_\_6. **CONCLUSION**  
 5  
 Have a brief conclusion to the scenario. In closing, fully summarize the information, the events of the scenario, and end with final impressions of the experience giving the presentation a true feeling of closure.

\_\_\_\_\_ /50 **TOTAL = \_\_\_\_\_ GRADE**

**TEACHER COMMENTS:**

<b>Positives:</b>	<b>Suggestions:</b>