*The Merchant of Venice*: Final Assessment

**Task:** Complete an **oral presentation** with a **written component** that demonstrates thorough understanding and application of the context, themes, plot, and character development in the play “The Merchant of Venice”.

**A) Oral Presentation: Choose ONE of the following.**

1. **A talk show:** Your group creates an interview scenario with various characters from the play. This can be filmed or presented live. Prepare the questions carefully in advance, and avoid “yes or no” questions. You must include specific details from the play, fully embody the characters, explore the characters’ motivations for their actions, and include a “how are they doing now” segment.
2. **Re-enactment:** Present a scene from the play. This can be filmed or presented live. Costumes and script are particularly important here. The introduction of the presentation must explain the context of the scene, and state the act, scene and lines you will perform. Submit the context information for Part 2 of the written component. Your introduction should:
   1. Give a short summary of the scene,
   2. Explain why the scene is important to the plot,
   3. Connect to the themes are developed
   4. Explain how characters are developed.
3. **A good old fashioned research presentation:** You must research the texts and stories that historians believe influenced the play, and present information about at least 2 different productions of “The Merchant of Venice”. Compare how sets and costumes were used to create meaning, and what critics said about the performances. Present your work using prezi, power point, or use some other means of displaying your research.
4. **Multi-media:** prepare music, art work, power-point, etc. to present how “The Merchant of Venice” has influenced popular culture. Consider text-to-other-text connections in music, drama, text, art, and film. Be creative, but make sure specific connections are made (characters, scenes, events), and explain how the play influenced the works you choose, and how the interpretation is significant.

**B) Written component**

**PART 1: Performance information: EACH GROUP MEMBER** must submit a formal copy of your presentation outline or script. Be sure to include a bibliography in correct MLA format.

**PART 2: Self-evaluation: EACH GROUP MEMBER** must submit a series of paragraphs (1-2 pages) that cover the following topics:

**a) Your response to the themes, characters or events of the text.**  Be specific! Choose a particular theme, scene, or character, to examine.

**b) Your personal evaluation:** **Explain** why you chose the type of presentation you did. List and evaluate your personal contributions to the task. Evaluate the success of your group’s performance.

**When you present:**

1. Be well prepared – have an outline of what topics you are going to cover
2. Make eye contact with your audience and be enthusiastic – if you are bored, so is your audience
3. DO NOT read from notes
4. Make sure you have a clear opening and closing – do not end with “and that’s it” or “I’m finished.
5. **BE CREATIVE!!!!** You are encouraged to use costumes, props, etc. that will make your presentation engaging.

**NOTE: MORE INFORMATION IS AVAILABLE FOR EACH OF THESE TASKS. ONCE YOU HAVE SIGNED UP AS A GROUP, MORE INFORMATION WILL BE PROVIDED AS A HANDOUT AS WELL AS ON SAKAI.**

**Culminating Presentation Rubric**

**Checklist:**

* Does each group member have a clear set of tasks to accomplish?
* Have you covered the important features of your task?
* Have you connected to specific events, characters, and themes of the play?
* Have you created a clear display with no spelling mistakes?
* Does each member of the group know their part?
* Have you rehearsed at least twice as a group?
* Have you completed all elements of the written component?
* Have you edited your visual aids and written work for spelling and grammar errors?

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| **Categories and Criteria:** |  | **Level 4**  **(16-20; 8-10)** | **Level 3**  **(14-15; 7)** | **Level 2**  **(12-13; 6)** | **Level 1**  **(10-11; 5-0)** |
| **Knowledge/Understanding**   * Accurate information is selected * Clear understanding of the conventions and play (themes, characters, plot, etc.) * Clear understanding of context | ***/20*** | * demonstrates thorough/ insightful  ***understanding*** * all criteria are met with creativity | * demonstrates good  ***understanding*** * all criteria are met | * demonstrates some ***understanding*** * most criteria are met | * demonstrates limited ***understanding*** * few criteria are met |
| **Thinking/Inquiry**   * The visuals are completed with relevant and interesting information. * Research is relevant and selective * Presentation is creative * Clear connections to the text with evidence | ***/20*** | * ***analyzes and interprets*** information with an exceptional degree of effectiveness | * ***analyzes and interprets*** information with considerable effectiveness | * ***analyzes and interprets*** information with some effectiveness | * ***analyzes and interprets*** information with limited effectiveness |
| **Communication**   * Formal language and style * Speaking follows a logical sequences * No spelling or grammar mistakes * Eye contact with audience * Varied tone and expression | ***/20*** | * good/excellent ***sense of audience and purpose*** * uses ***language conventions*** with an exceptional degree of accuracy and effectiveness | * good ***sense of audience and purpose*** * uses ***language conventions*** with good accuracy and effectiveness | * some ***sense of audience and purpose*** * uses ***language conventions*** with some accuracy and effectiveness | * limited ***sense of audience and purpose*** * uses ***language conventions*** with limited accuracy and effectiveness |
| **Application**   * Visuals/Other connections are effective and appealing * Elements of the play are thoroughly connected * Planning is thorough * Bibliography is complete | ***/10*** | * uses effective ***visuals*** * excellent connections * demonstrates very good/ extensive ***preparation*** / ***organization*** | * uses good ***visuals*** * good connections * demonstrates good ***preparation*** / ***organization*** | * uses some simple ***visuals*** * limited connections * demonstrates moderate ***preparation***/ ***organization*** | * uses ineffective ***visuals*** * no connections * demonstrates limited ***preparation/ organization*** |

Comments: