

GUIDELINES FOR EXIT SCENE
FINAL PROJECT

TO HELP THE CLASS PREPARE ITS FINAL PROJECT, PHOTOCOPY THIS SHEET, READ IT AS A GROUP, AND THEN READ EACH SECTION PRIOR TO THE CLASS IN WHICH THE STUDENTS WILL BE WORKING ON THAT SEGMENT OF THE PROJECT.

Follow the steps below to complete your final project, DUE AT THE END OF THE PERIOD IN LESSON 34. Make sure you get your teacher's initials where they are called for or you will not receive credit for that portion of the project. Your final scene must have a title page with your group's scene title, your names, the name of the class, the period, and the date. It should be typed, in Times or Times New Roman 12 point.

Your project will be handed in with a **Willow of Possibilities**, promptbook (with characters, lines, blocking instructions, and stage directions), and a prologue for the scene written in sonnet form. All drafts and suggestions for revisions should be included, and the final draft of the exit scene is to be typed. All portions of this assignment are due at the same time, on the day you perform your Exit Scene.

STEP 1: Choose your **Willow of Possibilities** from the completed exit scenes of your group members. As a group, agree on the subplot the exit scene will stage. If you want to make changes to the action described in the willow, do it now on a new **Willow of Possibilities**. Get your teacher's initials on the first draft.

STEP 2: THE PROLOGUE – Using your group's **Willow of Possibilities** as your outline, choose a prologue for your subplot from the prologues your group members wrote for that exit scene. Spelling, punctuation and grammar do not count in this draft. Ideas do. The prologue can be any group members'. It should contain the following elements:

- 1) An indication of the main action of the scene (without giving away everything that is to happen)
- 2) A mention of the main character or characters involved in the scene
- 3) Sonnet format—14 lines, iambic pentameter, correct rhyme scheme for a sonnet
- 4) A clear conflict that needs a resolution

STEP 3: REVISING THE PROLOGUE – Have another group revise your first draft using the following technique:

(Make sure your partner is writing directly on your first draft, using a different color pen or pencil! Make sure to find a group willing to make suggestions to help you make changes. It is your responsibility to improve your paper.)

- 1) Check to make sure there are 14 lines, written in iambic pentameter. If there are not, write them a note directly on this first draft that indicates which lines need to rhyme and how they need to rhyme and/or which lines do not have the correct number of syllables in them. Then ask them to make the appropriate changes.
- 2) Check to make sure their Prologue has a unique and interesting title. If it does not, write them a note that asks them to create one. If you are feeling generous, give them a couple of suggestions.
- 3) In the prologue, make sure there is foreshadowing about what will happen in the scene. Does the prologue make you begin to picture what might happen in the scene, without spelling out everything or giving away the conclusion? If it does not, write a note with 2 suggestions about what they might include to make it better. Explain what is compelling or provides good foreshadowing, and follow it up with what the group could do to further engage your interest.
- 4) In the prologue, make sure there is a mention of at least one of the characters in the exit scene. If there is not, write them a note that asks them to include it.
- 5) Does the group include at least one metaphor or simile in the Prologue? If not, write them a note about where they could easily put one or two and suggest an idea for the metaphor/simile they might use.
- 6) Does the group use at least 2 very descriptive adjectives or adverbs? If not, write them a note that asks them to do it. If you are feeling generous, suggest a couple of adjectives and where they might place them.
- 7) Does the group address at least 2 universal themes in the Prologue? Please write the themes you think they are trying to address. If they do not, please suggest two themes they might address given the plot description in their Prologue.
- 8) Does the Prologue explain a clear conflict that needs a resolution? Circle the conflict. If you can not find one, write the group a note that asks them to create a conflict. If you are feeling generous, make a suggestion for a conflict they might use.
- 9) Check to make sure the names of group members are written in the top right hand corner of the Prologue.

When the other group has finished revising the prologue, have them write at the top of your paper "Revised by" and their names.

STEP 4: PROLOGUE DRAFT 2 – Based on the suggestions of the other group, write a second draft of the prologue. The second draft must include the changes suggested. When you have completed the second draft, show the first draft with the other group’s suggestions and your second draft with the changes to the teacher and have your teacher initial the draft to show that it was done on time.

STEP 5: EDITING THE PROLOGUE – Have another group edit the prologue for punctuation, grammar, and spelling directly on your second draft. Be sure they edit in a different color pen/pencil than the draft. Have them sign and print their names on the second draft.

Show your teacher this edited version with all of the other versions. Get your teacher’s initials on the edited version to show that it was done on time.

STEP 6: THE EXIT SCENE SCRIPT – Using the prologue and the **Willow of Possibilities** as a guide, write a script for the exit scene. Before writing a script, your group must do a Character Sketch and fill out a **Story Tools** sheet for each character in the scene. Be creative and have fun! The exit scene should contain the following elements, conveyed in the dialogue:

- 1) Setting and characters from *Romeo and Juliet*.
- 2) Events that reflect the theme of fate vs. self-determination.
- 3) Five original events or actions that continue where the play left off.
- 4) Events that reflect the foreshadowing of the prologue.
- 5) No specific conclusion, as the class will be directing you towards a conclusion
- 6) A clear conflict that needs some sort of resolution

STEP 7: REVISING THE EXIT SCENE – Have another group revise your first draft using the following technique: (Make sure your partner group is writing directly on your first draft, using a different color pen or pencil! Make sure to find a group willing to make suggestions to help you make changes. It is your responsibility to improve your paper.)

- 1) Check to make sure the scene includes setting and characters from *Romeo and Juliet*. If it does not, write them a note that asks them to include specific characters. If you are feeling generous, you can tell them which characters you think would be best in their scene and why.
- 2) Check to make sure that events in the scene reflect the theme of fate vs. self-determination. Write a note where you see the themes reflected. If you cannot find any events that address the theme, write one or two ideas for events related to the scene that could encompass the theme.
- 3) Check that the scene includes five original events or actions that continue where the play left off. Number them directly on the scene. If there are less than five events or actions, write a note telling them so. If you are feeling generous, you can make suggestions for events that they could include.
- 4) Check to make sure that all of the events make sense according to what you already know about *Romeo and Juliet*. In other words, are the events believable even though they have been made up? If they are not, write them a note that explains why they are not believable. If you are feeling generous, give them suggestions as to how they might make the events more believable.
- 5) Check that the events reflect the foreshadowing of the prologue the group has already written (yes, that means you will need their finished Prologue, too!). Write the word “prologue” where you find the events that relate to it. If you cannot find any events that relate to the prologue, write a reminder of what events the writers foreshadowed in their prologue and suggest where they might place them in relation to the events they already have written.
- 6) Underline the conflict. If you cannot find the conflict, write them a note that tells them they do not have a conflict or that you cannot find it. Ask them to create a conflict. If you are feeling generous, make a suggestion.

STEP 8: EXIT SCENE DRAFT 2 – Based on the suggestions of the other group, write a second draft of the Exit Scene Script. The second draft must include the changes suggested. When you have completed the second draft, show the first draft with the other group’s suggestions and your second draft with the changes to the teacher. Have your teacher initial the draft to show that it was done on time.

STEP 9: EDITING THE EXIT SCENE – Have another group edit the Exit Scene Script for punctuation, grammar, and spelling directly on your second draft. Make sure they edit in a different color pen/pencil than the color of the exit scene. Have them sign and print their name on the second draft.

Show your teacher this edited version with all of the other versions. Get your teacher’s initials on the edited version to show that it was done on time.

STEP 10: TYPING THE PROLOGUE – Polish the final draft of the prologue. Type it up. When you are done typing, print it out. Staple everything together in the following order: typed final draft free of all comments, 2nd draft edited version with your changes based on your partner group’s suggestions, first draft with your partner group’s revisions. Get your teacher’s initials on the packet to show that it was done on time.

STEP 11: TYPING THE EXIT SCENE – Polish this final draft of the Exit Scene Script. Type it up. When you are done typing, print it out. Staple everything together in the following order: typed final draft free of all comments, 2nd draft edited version with your changes based on your partner group’s suggestions, first draft with your partner group’s revisions, character sketches for each character, **Story Tools** sheets for each character. Get your teacher’s initials on the packet to show that it was done on time. Print out a final version for all of your group members. Each person must have a copy in order to create the promptbook that they will study to memorize their lines, the way to say them, and their stage directions.

STEP 12: THE EXIT SCENE PROMPTBOOK – Create a formal promptbook by adding blocking, stage directions, actor instructions and any other elements that the scene requires to flesh out the dialogue. These must be legible. If I cannot read them, you do not get credit. If you wish to include props or a set, be sure to add directions for these elements, and plan for how to create them. Write all of these directions on another copy of the typed version of your exit scene. Make sure that each of your group members has the same set of directions on their own copy of the exit scene so that they can memorize it and perform it.

STEP 13: MEMORIZE YOUR LINES!

STEP 14: GROUP PRACTICE –Practice the prologue and scene with the blocking and stage directions to make sure they are complete and make sense. All group members should have their lines memorized.

STEP 15: EXIT SCENE CRITIQUE – Have another group read through the promptbook to make sure it is complete and makes sense. Then, practice the scene for the group, so that the group can refer to the promptbook while critiquing the scene for story, blocking, stage directions, props. Using the **Exit Scene Rubric** and the **Exit Scene Critique Sheet**, have another group score your performance. The group critiquing should write down your score and any inconsistencies between the promptbook and the performance, as well as any inconsistencies within the promptbook. Have them write down their suggestions for improvement on the **Exit Scene Critique Sheet**. There is always room for improvement. Remember: Once the scene is staged, your classmates become directors and direct continuing action of the scene when you have finished your initial action (5 events). Freeze in place when you have finished your scene. Then improvise various endings for it to prepare for the class direction. Your critiquing group may want to play the role of the “fates” and shout out actions once you have finished your performance to give you practice improvising when others are telling you what to do.

STEP 16: PERFORM EXIT SCENE FOR A GRADE – Perform the prologue and exit scene for the class, involving every group member. Be sure to include characters from the play, a setting from the play, five new events, blocking, staging, and an improvised segment at the conclusion, led by the class.

STEP 13: Turn in the **Willow of Possibilities**, the prologue, the drafts for the prologue, the Character Sketches, the **Story Tools** sheets, the Exit Scene with a title page, the drafts for the Exit Scene, and the formal promptbook.

GRADING PROCEDURE:

TOTAL POSSIBLE:		YOUR GRADE:
Willow of Possibilities	5 points	_____
Prologue in Sonnet Form	10 points	_____
All Drafts of Prologue	5 points	_____
Character Sketches and Story Tools sheets	10 points	_____
Exit Scene with Title Page	20 points	_____
All Drafts of Exit Scene	10 points	_____
Formal Promptbook Typed w/ Blocking Instructions	20 points	_____
Performance Rubric	10 points x 2	_____
Total possible	<u>100</u>	YOUR TOTAL _____

To figure out your grade, divide your total points by the total points possible. This will give you a percentage. See table below for grade percentages.

A- to A+	90% - 100%
B- to B+	80% - 89%
C- to C+	70% - 79%
D- to D+	58% - 69%
F	57% and below