

Choose ONE of the following:

DUE DATE: _____

Each project must be neat and organized. Effort must be visible. The grade is based on creativity, neatness, accuracy, and effort. Writing must be typed. Choose a project that appeals to your own personal talents and interests. (There is a big difference between something you jot down in a few minutes and something you put time into.)

CONSULT the RUBRIC before handing in any project. All projects will be presented to the class.

I. **Brain Video** – Use your knowledge of the brain and its function to actively **engage the class** by creating a video that demonstrates the power of the brain. If you choose to work with others, make sure you can get together outside of class to complete the project. Do NOT simply sit in front of a camera and rattle off what the brain does; a skit works well but is not required.

II. **Brain or Neuron Model** – For this project, you'll build a replica, or model, of the brain or of **two** neurons and present it to the class. Your product **must be a three-dimensional, free-standing structure and must be labeled**. It must show two different perspectives (whole brain and sliced brain) You must obtain all materials outside of school. Your model cannot be too small so that people will not be able to see it easily.

Brain parts/regions:

1. cerebellum
2. corpus callosum
3. amygdala
4. thalamus
5. cerebellum
6. hypothalamus
7. hippocampus
8. medulla
9. pituitary gland

III. **Biology and the Brain Theme Park Brochure**— The brain and its respective systems have become popular around the country. The American Psychological Association is allowing you, the theme park developer, to create a theme park based on the brain and its related biological systems. As the developer, you must make important decisions regarding the attractions, cost, requirements, and many other items. A minimum of **eight brain-themed attractions** and **a park map** are required, but restaurants and/or shows are also suggested. This project must follow the guidelines stated in the rubric.

Theme Park RUBRIC:

Your job as the developer will come in steps. First, you need to decide the following:

1. The theme park is appropriately and creatively named. _____/5 points
2. The theme park is relatively located and there are directions provided. _____/5 points
3. The park admission is stated and is appropriate. _____/5 points
4. Restaurants, shows, and/or other amenities are listed. _____/5 points
5. There are at least **eight** main attractions named and advertised, meaning they are written about using descriptive language. _____/25 points
6. A park map is provided (either computer generated or hand-drawn) _____/25 points
7. The brochure is neatly designed, colored, and is completely based on the brain and its functions. _____/30 points

You may choose to add other information at your discretion. After all, you are the developer!

Julius Caesar Group Project

Due 3/29 (Present 3/29, 3/30, 3/31)

1. Work as a team. Share what you've learned about William Shakespeare and his writings.
2. Read and analyze your assigned Act. Discuss the important points of this act and how you plan to modernize the setting.
4. Determine jobs and roles.
5. Design the set and background. Brainstorm ideas for costumes.
6. Work to memorize lines. (Some reading of lines is OK—make eye contact, do not look at your lines all the time!)
7. Rehearse the scene.

You may present your Act live, or via audio/video. Suggestions for presenting in audio or video format:

1. Film/Record your scene.
2. After filming is complete, work as a team to edit the video.
3. Include commentary from the actors. Discuss:
 - why you chose this scene
 - why you chose to modernize the scene as you did
 - what is the importance of this scene to the rest of the play
4. Add music if it will add to the storytelling.
5. Be sure to include credits for all group members and identify their roles.
6. Edit your file to create a minimum of a 5-minute video.
7. Share your tape with the class.

William Shakespeare's *Julius Caesar* Performance Adaptation Project

Group Grading Rubric

Names of each group member:

1. _____ 4.

2. _____ 5.

3. _____ 6.

Script

Group script typed & turned in on time

..... yes no

Typed script includes a title page which credits students for their contributions to the project yes

no

Script includes stage directions indicating how/when other elements will be used yes

no

Script retells the story in a way which indicates the writers understood the play yes

no

Script retells the story in a way which helps others understand the play..... yes

no

It is evident that the writers considered the following:

What is the motivation of each character? yes

no

Were the characters and their actions justified? yes

no

What is each character's tragic flaw? yes

no

How did they bring their problems upon themselves? yes

no

Comments:

Additional elements

Costumes: _____ Added to overall understanding of play yes

no

Scenery: _____ Added to overall understanding of play yes

no

Props: _____ Added to overall understanding of play yes

no

Music: _____ Added to overall understanding of play yes

no

The above elements were worked into the plot of the script

..... yes no

The above elements made sense in terms of the play

..... yes no

Comments:

Performance

Each group member is prepared with costume and script

..... yes no

Performance lasts 20 to 30 minutes.

..... yes no

Performers are comfortable reading their parts.

..... yes no

Understanding is conveyed through vocal quality as well as by the words themselves. yes

no

Comments:

