AP Literature Final Project: Creative Video, Script and Handout (325 POINTS)

This project gives you the opportunity to display your awesome knowledge of AP Literature, as well as the occasion to demonstrate your unbelievable creative talents one last time in your high school English class. It is my hope that this project will be fun and meaningful and that you will enjoy working together with classmates in order to achieve success.

The Mission: Groups will create an original screenplay (a story/script) in which you bring together a minimum of three characters and/or speakers (think poetry) from three DIFFERENT works studied in this course (from short stories, plays or novels) and reveal some theme about the human experience by the story you create.

- No larger than FOUR students per group from my two classes, although you can recruit others to star in your video or to help with filming, etc.) You can, if you choose, work by yourself, but I recommend at least on other friend.
- The script and videos MUST contain word for word textual references (quotations) from the literature in this course. Characters should refer to events that took place in their original story or poem.
- This project may be serious, dramatic, funny or bizarre in tone, but it must work to reveal a theme that you establish. Groups will create a video production of the screenplay starring everyone in the group and maybe even additional actors. You can do a live action film or a cartoon or puppets, etc.
- Groups will create a handout/playbill for your production to be handed out on the day the class views your video.
- Individuals must star in the video as character or speaker from a poem (even if in puppet or voice-over for a cartoon) and can play multiple characters.
- Individuals must take a leadership role
- Individuals complete a self-evaluation

Grading:
- Proposal/ schedule - 25 points
- Screenplay/Script- 50 points
- Playbill-50 points
- Video Production-100

- Acting and Assigned Role- 50 points
- Self-Evaluation- 50 points

Group Grade

Individual Grade

REMEmBER:
Be creative, but be safe. Do not hurt yourself or others in this process. Please do not tape while driving, do not use fake guns in the courthouse parking garage and freak the D-town police out so much that they send police cars speeding into the garage and pull guns, do not get arrested, ask permission to video tape other people or in public places, and please before you use your mom’s silver tray for a shield...ask permission!

Also, please do not attempt to include any inappropriate images or innuendos. Any video deemed inappropriate risks being turned off and will earn a failing grade- so please don’t spoil the fun!

I am only requiring your proposal be handed in to me before the final due date. Everything else is due together and the self-evaluation is due after we view all the videos. However, I STRONGLY, STRONGLY, STRONGLY suggest that you show me a copy of your handout and/or script before the final due date, so that I can make suggestions.

It is your responsibility to work on this project (specifically the video portion) outside of class time provided, so choose people wisely. I caution you to avoid picking people that will not contribute to the work. Create a schedule of meeting times outside of school NOW—so that you can coordinate extra-curricular activities and work schedules—these will NOT be accepted as excuses for not being involved in the filming or other aspects of this project. You will have some time in class to work, but the filming will need to take place outside of school.

Once you hand in your proposal and schedule of dates for this project, the groups are “set in stone.” You must find a time to video this performance with everyone present. Groups that do not include all members will lose significant points. If there are problems with group members who are not involved, groups must talk to me before the project is due (this does not mean the night before), and I will try to remedy the problem. If the problem cannot be “fixed,” we will work to find an alternative solution. Group members who create issues within the group, including not showing up or participating, may be removed and given an alternative assignment.
A Proposal (25 points): This must be typed (one for the whole group). Staple the signed letters from each group member to the front of the proposal.

- List Group members’ names and the character/speaker(s) in the video they will play.
- Create a list of committed dates— that you have blocked out to work on the project beyond the school day.
- Assign Roles—while everyone in the group should collaborate on each area, one person will essentially be assigned as the “leader” of that area and will be in charge of the typing/direction and organizing of everyone in the group to complete that task. You will need leaders in the following areas:
  - Direction/production/editing of the video
  - Typing/writing the script
  - Typing/creating the handout

  NOTE: You may collaborate—so note that, but it is a good idea to have one person in charge to check the directions for that area, etc.

- Each group member must sign after their name (once you sign this proposal you are acknowledging that you are committed to the group, the character and the role of leader in the areas for which you are signed-up).

  Once you sign this you are committing to that portion of the group project—any changes have to go through me.

- Purpose/Theme: Explain your reasons for selecting the characters and the scenario and how you will connect them—don’t just say that it would be neat—have a clear articulation of purpose or theme that you hope your production will reveal about the human experience—even if it is a little more commercial than literary!

- A basic outline of the plot—this should be in a bulleted list form ***very important***: There must be a story that contains a plot. The plot should be organized with a beginning, middle and an end—think about the elements of a story—the exposition, conflict, rising action, climax, falling action, resolution. The plot needs to make sense and create action for the characters, as well as have a resolution (don’t just film people riding four wheelers in a lake for five minutes).

- Indicate how you will meet the minimum requirements: textual references to at least two major works, one play and two poems (but more than just one piece of evidence from each).

The Screenplay/Script (50 points): this must be typed

- Your Screenplay/Script should demonstrate:
  - A final reflection of the course and its content (stories, poetry, novels and plays)—I am looking for intelligent reflection and creation that shows that you went back through the texts and used them as a starting point and came up with inventive ways to incorporate aspects into your screenplay.
  - An understanding of the elements of fiction and drama including theme, plot, etc. Build a story that will reveal something about the characters and human—theme.
  - Creativity and originality—make your scenario stand out from the rest in an intelligent and clever way.
  - An understanding of the characters and insight into them—based on their original piece. Your story should bring to light their characterization.

- Your Screenplay/Script must contain Textual References:
  - These should be taken from a variety of pieces of literature from this course. This is what makes the best videos. The videos that rely on cliché readings of characters are boring and flat.
  - At minimum—you must include textual references to at least two major works, one play and two poems (but more than just one piece of evidence from each). That is a minimum.
  - There should be more pieces of textual evidence for main characters included in the script.
  - All evidence must be properly quoted and cited with author and page number. “It is a truth universally acknowledged that [a single Mayfly] must be in want of a wife” (Austen 1).
  - You should have a works cited or a credits page for the literature cited.
Playbill: (50 pts.) This must be typed
- You must have a copy for everyone in the class on the day of your video presentation. You will hand in one color one to me to be graded.
- You must have a copy for everyone in the class on the day of your video presentation. I can make black and white copies if you give it to me ahead of time.
- The layout matters—it should be appealing, organized and pleasing to the eye. You should be creative and use pictures, colors, etc.
- In a creative and unique way you must present all of the following information: (make sure that there is a heading that corresponds to each of the following for each of the sections)
  - **Purpose/Theme:** This should be a paragraph explanation of the purpose and should include a theme statement along with the answers to these questions:
    - Why did you decide to bring together these characters?
    - Why did you decide on this plot?
    - What is the theme you are revealing? Is it commercial or literary in nature? Explain.
  - **Setting and Context:** This should explain the place or places of your story. Remember to give anything key to the physical and social context of your story.
  - **Plot:** Give a brief summary of the story, but do not give away the end. You will be reading this before the class watches the video.
  - **Character backgrounds:** For EACH character in the video you must write a character sketch paragraph that includes the following information:
    - The name of the character and the piece of literature in which he/she originally appeared
    - What happened to him/her in the original story?
    - What did he/she accomplish and/or not achieve in the original story?
    - What is the character’s function in the video?
    - Indicate the actor playing the character (even if he or she is not in the class- there is a nomination for an academy Cartee Award for someone not in class).
  - **Actor backgrounds:** tell about each of your group members- you can be funny here, but be appropriate for school. Include:
    - Previous work, life goals and experiences.
    - Any actor “thank yous” can also be included here.
    - A short reflection on this class this semester.

The Video Product (100 points):
- **Set up and requirements:**
  - The video must be burned to a DVD (the problem with uploading it to YouTube is that if you use any copyrighted music, they will take it down immediately) and should be labeled with the title of the group’s production and the group members’ names. Please check the DVD before the due date to make sure that it is working properly. No flash drives.
  - The video should have credits (either opening or concluding) that include: a title, the actors and their roles, as well as literary credits (the titles and authors of the original works) and musical credits.
  - The video should be approximately 10-15 minutes in length.
- **Production/Direction/Interactions of Actors:**
  - Make sure that everyone can be heard in the video- test this out!
  - You can be clever in how you disguise scripts, if needed, but you should have an idea of your lines and not have your face in a script for the final production.
  - It should be obvious that people know where to stand when and do so purposefully.
  - The video should flow from scene to scene from moment to moment.
  - Make careful editing choices and work to try some creative camera angles for a reason.
  - The actors should work together to deliver a meaningful performance that brings life to the screenplay.
- **“Special” Effects:**
  - Music is a must and Sound effects can be neat as well.
  - Anything that helps enhance the action of the video is a plus. However, do not burn anything or use any types of explosives for a special effect! And do NOT jump from high places or put yourself in any situation that would require a stunt person in a real production.
**Acting in the Video and Assigned role: (50 points)**

- **Appearance as a Character:**
  - You may also opt for a puppet show etc.- but everyone must play a minimum of one character
  - Lines should be memorized (you can be strategic about placing scripts- just do not spend the majority of the time reading off of a paper- act).
  - Each person needs to become their character in a convincing manner- in other words we should know by listening and watching you who you are- if we can’t figure it out then you did not do a good job- *make sure that you have input on your lines in the script.*
  - Each person must appear in the video for a significant amount of time AS A CHARACTER (in other words, someone from your group cannot just be the camera person or play Oprah- they must be a character).
  - Each student will be graded on their own costume, as well and how well they outfit themselves as the character.

- **Assigned Leadership Role**
  - Part of this grade will be for your leadership in your assigned role this area and how well you fulfill and organize the task, how the product turned out, how well you follow the directions of the task and how your peers judged you in this role, etc.

**DUE DATES:**

- **Proposal:** March 6
- **Script, Video, Playbill:** April 1
- **Self Reflection:** April 3

**After the Viewing the Videos:**

**Self-Reflection: (50 points) (separate handout)**

- You need to fill out an individual self-reflection and evaluation and hand it in- details to come.
- I am expecting that you will be honest and SPECIFIC in your evaluation of your own contributions and your peers’ work throughout this process.
- The ultimate hope is that you will be a productive member of the group and that you will follow the directions.

**Video Viewing and An Academy Awards Show:** As you watch the videos, vote for each of the following categories by writing either the name of the actor/actress or the group name (depending on the award). The votes will be tallied later and then the awards will be given out during a fabulous Academy Awards gala where the top nominees will be announced and then the winner of each category will be revealed. Each winner will receive an award and will be expected to give an acceptance speech at the awards ceremony!

- Best Actor
- Best Actress
- Best Supporting Actor/Actress- not in the course
- Best Original Screenplay- script
- Best Costumes
- Best Score (music)
- Best Special Effects
- Best Editing
- Best Production/Direction
- Best Playbill
- Best Outtakes
- Best Picture