

## Adapting *A Doll's House* to Modern Times: Group Presentation

Each member of your group is responsible for one portion of your adaptation. You need to make sure everyone agrees on the vision of your adaptation.

- 1) Cast modern actors to play all of the parts in the play. Explain why you think each actor will make a good fit for the character. Explain how well these characters would work together to capture the relationships in the text. You need to include *at least* one quote from each character that you feel encapsulates their personality.
- 2) Design your own promotional ad for the play (a commercial, a billboard, a magazine advertisement, a brochure, or a poster). Describe the focus of your ad and your strategy to appeal to a particular audience and grab their attention. Your ad should include both text (or voice over) and visuals. It might want to include a tag line for the movie/play and a brief synopsis.
- 3) Provide *at least* 6 images for the set design of this play/movie. Be sure to explain which set is shown in different scenes and how the set matches the tone of the scene. You will want to include a quote from each scene to show which lines are said in different scenes.
- 4) Find examples for female and male costumes. You need *at least* one costume for each character. If you have multiple costumes for the characters, explain which costumes will be worn in each act. Explain how these costumes will capture the character's personality and how it will contribute to the overall tone of the play.
- 5) Make a playlist of *at least* five songs that could be the soundtrack for this text. Explain what part of the story you would play each song and how the song captures the tone and theme of the part of the story. You will want to include *at least* 2 quotes from the text AND two quotes from songs.
- 6) \*\* Extra-Groups with an extra person will have an individual select *at least* 6 significant props to add to the play/movie. These props need to be carefully selected to demonstrate something about the character who you will have holding or using it. You need to clarify which scene the prop will appear and why.

You will need to create one google slides show as a group. Your slide show should be very visually appealing. You need to put your initials in the corner of each slide you create. You will be graded individually, but your ability to collaborate with your group is part of your grade. You will be graded in the following categories:

### Delivery

- Student holds attention of audience
- Student speaks in a clear, audible voice in an appropriate volume
- Student expresses enthusiasm and inflection to emphasize key points
- Student maintains frequent eye contact with audience and seldom looks at notes
- Student delivers material at a reasonable pace (not too fast or slow)
- Student uses academic language and does not excessively fill pauses with words such as “like,” “umm,” etc.
- Student's body language is representative of a confident speaker and student uses appropriate gestures when necessary

### Content/ Organization

- All content is included in the presentation.
- The presentation is visually appealing. There are pleasing colors, easy to read text, and intriguing images.
- Each slide has a focus and is not distracting with too much text.
- The presentation includes quotes with proper MLA citations.
- The presentation provides sophisticated analysis of creative decisions

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### Presentation Rubric

	D presentation	C presentation	B presentation	A presentation
Visuals	The presentation was not appealing and needed to improve its ascetics (text size, colors, images, etc.)	The presentation was somewhat visually appealing but could have improved its ascetics (text size, colors, images, etc.)	The presentation was visually appealing but could have improved its ascetics (text size, colors, images, etc.)	The presentation is very visually appealing. There are pleasing colors, easy to read text, and intriguing images. Each slide has a focus and is not distracting with too much text.
Content	Presentation did not have clear claims, textual evidence and/or proper MLA citations. It uses summary rather than analysis, or piece does not include analysis that successfully addresses prompt or connects textual evidence to argument.	Presentation could have stronger claims, textual evidence, and proper MLA citations. Analysis is vague, unoriginal, or overly simple. It includes too much summary. Every piece of textual evidence is not supported with analysis.	Presentation provides claims supported by textual evidence with proper MLA citations. It demonstrates effective analytical skills but this analysis could be pushed further through further clarification or more in-depth analysis.	Presentation provides strong claims supported by textual evidence with proper MLA citations. It demonstrates sophisticated analysis that is specific, clear, original, and thoroughly explained. Analysis displays insight, the ability to make connections and inferences, and the recognition of patterns. Analysis is unique.
Delivery	Student had noticeable or distracting issues in the following areas: pacing, enthusiasm, volume, eye contact, academic language, and body language.	Student had noticeable or distracting issues in one or a few of the following areas: pacing, enthusiasm, volume, eye contact, academic language, and body language.	Student had a solid delivery but could improve in one of the following areas: pacing, enthusiasm, volume, eye contact, academic language, and body language.	Student holds attention of audience, speaks in a clear, audible voice in an appropriate volume, and expresses enthusiasm and inflection to emphasize key points. Student maintains frequent eye contact with audience and seldom looks at notes and delivers material at a reasonable pace (not too fast or slow) Student uses academic language and does not excessively fill pauses with words such as “like,” “umm,” etc. Student’s body language is representative of a confident speaker and student uses appropriate gestures when necessary.
Group Collaboration & Organization	The group clearly did not prepare, communicate, or collaborate well together. There was confusion in organization, timing, and responsibilities.	It was unclear if the group prepared, communicated, or collaborated well together. There may have been confusion in organization, timing, and responsibilities.	The group worked well together but could have improved in organization, communication, responsibilities, etc.	The group clearly prepared, communicated, and collaborated well together. Every individual knew when it was his/her turn to speak. The presentation has a clear introduction and conclusion. Each slide had initials on it to indicate who is responsible for it.

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Groups:

Period 4:

1. Gema, Renzo, Lucy, Jair, Jeremy, Johnny
2. Kayla C., Armen, Hakop, Austin, Eugenia, Julian
3. Gia, Brandon, Mahum, Cristian, Kayla G.
4. Rebecca, Herman, Jabez, Nayelly, Amy, Anna
5. Raine, Emily, Huong, Elizabeth, Alisson
6. Anthony, Daniela T., Jemely, Katrin, Chris
7. Madison, Dylan, Samera, Shaheer, Andrea

Period 6:

1. Charlie, Jenny, Nayeli, Raymond, Liam, Diana
2. Eliana, Joanah, Gina, Alex, Ash, Aryss
3. Amiel, Brandon, Sanam, Diego M., Ashley
4. Max, Marlene, Jacob, Genevieve, Carlos, Petrose
5. Mary, Anthony, Susan, Ben, Marat
6. Pran, Emma, Patrick, Samvel, Christian
7. Ari, Meline, Vionda, Zion, Diego R.