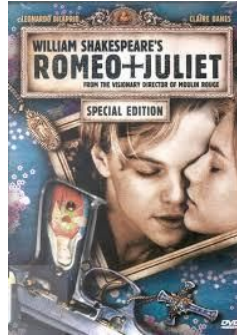


## Romeo and Juliet Comparison Essay

We've now watched three movie versions of *Romeo and Juliet*. All three are different and each movie director focused on different elements of the original play.



It's time for you to choose two of the versions and compare them in an essay. You need to choose 3 different aspects of the movie and compare 2 different versions that we watched.

Start with a Graphic Organizer:

Movie 1	Movie 2
<ul style="list-style-type: none"><li>• Topic 1</li></ul>	<ul style="list-style-type: none"><li>• Topic 1</li></ul>
<ul style="list-style-type: none"><li>• Topic 2</li></ul>	<ul style="list-style-type: none"><li>• Topic 2</li></ul>
<ul style="list-style-type: none"><li>• Topic 3</li></ul>	<ul style="list-style-type: none"><li>• Topic 3</li></ul>

Requirements to remember:

- Include an introduction, transitions and a conclusion.
- Three Different Areas of Movies are Compared – Each area is compared in a separate paragraph

- Specific Examples from movies cited
- 5 paragraphs total
- Well Organized with strong thesis, topic sentences and transitions
- Proper use of grammar and formal writing style

## Rubric: *Romeo and Juliet* Comparison Essay

### Criterion A: Knowing and understanding

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminology ii. demonstrates limited understanding of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
3-4	The student: i. demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminology ii. demonstrates adequate understanding of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
5-6	The student: i. demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminology ii. demonstrates substantial understanding of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.
7-8	The student: i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology ii. demonstrates excellent understanding of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Criterion B: Developing skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"><li>i. demonstrates limited acquisition and development of the skills and techniques of the art form studied</li><li>ii. demonstrates limited application of skills and techniques to create, perform and/or present art.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>i. demonstrates adequate acquisition and development of the skills and techniques of the art form studied</li><li>ii. demonstrates adequate application of skills and techniques to create, perform and/or present art.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied</li><li>ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied</li><li>ii. demonstrates excellent application of skills and techniques to create, perform and/or present art.</li></ul>

Criterion D: Responding

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"><li>i. constructs limited meaning and may transfer learning to new settings</li><li>ii. creates a limited artistic response that may intend to reflect or impact on the world around him or her</li><li>iii. presents a limited critique of the artwork of self and others.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>i. constructs adequate meaning and occasionally transfers learning to new settings</li><li>ii. creates an adequate artistic response that intends to reflect or impact on the world around him or her</li><li>iii. presents an adequate critique of the artwork of self and others.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>i. constructs appropriate meaning and regularly transfers learning to new settings</li><li>ii. creates a substantial artistic response that intends to reflect or impact on the world around him or her</li><li>iii. presents a substantial critique of the artwork of self and others.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>i. constructs meaning with depth and insight and effectively transfers learning to new settings</li><li>ii. creates an excellent artistic response that intends to effectively reflect or impact on the world around him or her</li><li>iii. presents an excellent critique of the artwork of self and others.</li></ul>