

Oklahoma! Project

Your *Oklahoma!* project will be in two parts. We will work on both parts in class; however, you will have to finish the second part at home.

PART ONE

Pages 1 & 2: Rodgers and Hammerstein biography.

You will start by researching the lives and careers of Richard Rodgers and Oscar Hammerstein II. Focus on their individual careers *before* they worked together and their *collaborative* career. You must take hand-written notes during the research portion of this project. You will turn in your notes when you turn in your project.

NOTES DUE: _____

Next, you will write your essay. Write about half a page on just Richard Rodgers, then about half of a page on just Oscar Hammerstein II. Your second page should be dedicated to their collaborative working relationship from beginning to end. You will turn in a first draft and I will make corrections. After I return the first draft, you will apply those corrections to create your second draft. You must cite all of your sources!

FIRST DRAFT DUE: _____

SECOND DRAFT DUE: _____

Page 3: Pictures. Include pictures of Rodgers & Hammerstein as well as some of their other well known productions. You should have between 4 to 8 pictures. **Include a caption** for each of your pictures. You must cite the source for every picture you use.

PICTURES DUE: _____

Page 4: Character drawing and analysis. Choose one of the following characters from the musical: Laurey, Curly, Jud, Aunt Eller, Ado Annie, or Will Parker. Create a character drawing and surround it with details from the 5 Elements of Character: Speech, Thoughts, Actions, How Others Feel, and Appearance.

CHARACTER DRAWING DUE: _____

Page 5: Sources. Include all sources for information and pictures.

SOURCES DUE: _____

PART TWO

You and your partner will choose one of the songs from the musical and choreograph a dance. You will video tape the dance and we will watch it in class. You and your partner should get into the characters of whatever song you choose. You should wear costumes and use props. Do whatever you can to make your performance believable! Below are the songs you can choose from:

- "Oklahoma"
- "Surrey with the Fringe on Top"
- "Kansas City"
- "The Farmer and the Cowman Should Be Friends"
- "All Er Nuthin'"

FINAL PROJECT DUE & PRESENTATIONS BEGIN ON: _____

Oklahoma! Project

Rodgers & Hammerstein Biography: _____ /90

Pictures: _____ /10

Notes: _____ /15
 1st Draft: _____ /15
 2nd Draft: _____ /30 x 2 = _____ /60

	1	2	3	4	5
IDEAS	<ul style="list-style-type: none"> - minimal topic development - limited reasoning, details, and text-based evidence - thesis is absent or unclear - does not seem to know about the topic 	<ul style="list-style-type: none"> - provides some topic development using reasoning, details, and text-based evidence - includes a thesis - knows about topic 	<ul style="list-style-type: none"> - effectively develops topic - uses clear and convincing reasoning, details, and text-based evidence - strong thesis - sounds like an expert 		
SENTENCE FLUENCY	<ul style="list-style-type: none"> - uses fragments or simple sentences - little to no complex or compound sentences - little to no figurative language 	<ul style="list-style-type: none"> - has few fragments, comma splices, or run-ons - some transitions - attempts to vary sentence structure - some figurative language 	<ul style="list-style-type: none"> - varies sentence structure - always uses complete sentences - consistently uses appropriate transitions - lots of figurative language 		
VOICE	<ul style="list-style-type: none"> - response has limited style, emotion, or attitude - reads like a list or outline - no sense of audience 	<ul style="list-style-type: none"> - establishes a mostly effective style - occasionally expressive - knows audience 	<ul style="list-style-type: none"> - establishes and maintains an effective style - very expressive - interacts with reader 		
CONVENTIONS	<ul style="list-style-type: none"> - weak command of the conventions of standard English - multiple errors in grammar, spelling and punctuation - errors prevent the reader's understanding 	<ul style="list-style-type: none"> - inconsistent command of the conventions of standard English - some errors in grammar, spelling, and punctuation - errors occasionally prevent understanding 	<ul style="list-style-type: none"> - strong command of the conventions of standard English - consistent with effectively edited writing - meaning is clear - little to no errors in grammar, spelling and punctuation 		
WORD CHOICE	<ul style="list-style-type: none"> - includes little to no precise language - bland word choices - tells, does not show 	<ul style="list-style-type: none"> - uses some descriptive language - includes some descriptive words/phrases, and sensory details 	<ul style="list-style-type: none"> - uses engaging language consistently - includes several descriptive words/phrases and sensory details - shows, does not just tell 		
ORGANIZATION	<ul style="list-style-type: none"> - demonstrates limited understanding making the progression of ideas unclear - lacks clear topic/closing sentences - all middle 	<ul style="list-style-type: none"> - includes an introduction and conclusion - ideas are grouped logically - progression of ideas makes sense but needs more development 	<ul style="list-style-type: none"> - includes a strong introduction and conclusion - smooth transitions and topic/closing sentences - well developed introduction, body, and conclusion 		

Name: _____

	1	2	3	4	5
Image Clarity	- most images blurry				
Presentation of Images	- no captions				
Character Drawing:	- appears as if no effort was made				

Character Drawing: _____ /15

	1	2	3	4	5
Neatness	- lack of effort is obvious				
Characteristics	- sloppy				
Colorful	- includes less than 2 characteristics				
	- not colorful				

Choreographed Dance: _____ /25 x 2 = _____ /50

	1	2	3	4	5
Theme/Focus	- movements do not reflect the theme of the song				
Quality of Choreography	- reflects little to no commitment to the project				
Rhythm	- no evidence of preparation				
Energy	- dance does not follow the musical cues or rhythmic counts				
Performance	- performance displays little to no enthusiasm				

Sources: _____ /15

FINAL SCORE: _____ /180