**Greek Mythology Reader’s Theater**

**Directions:** You will be split into four groups. Each group will be responsible for creating a script and performing an interpretation of one of the four myths we studied in class. Use your graphic organizers that we have filled out in class to help you.

***Guidelines:***

1. Read your myth aloud as a group.
2. After reading the myth, determine the characters, setting, and plot.
3. Decide which group members will have which roles. There needs to be at least one narrator. Each person in your group needs a speaking part, so you may have more than one narrator.
4. Begin writing the script. Determine which information is the most important to read. Make sure you are using the book! *Do not write the script from memory.*
5. Print copies of the script for each member of your group as well as for the teacher.
6. Rehearse your performance! Remember – a reader’s theater is all about your expression and reading of the words. There should be minimal acting.

***Script Expectations:***

1. At the top of the script, include each person’s name and their role in the reading.
2. Begin with a brief introduction read by the narrator. This should set up the story, but not give away the plot.
3. Indicate which character is speaking by bolding and capitalizing the character’s name.

**ORPHEUS:** (line)

1. Only double space between different characters’ lines.

**Script Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **5 points** | **3 points** | **1 point** |
| *Characters* | All main characters are included listed at the top of the script | Some main characters are included, but may not be listed at the topic of the script | Main characters are not designated on the script. |
| *Introduction* | The narrator introduces the story without giving away the plot. | The narrator introduces the story, but it may be either too short or gives away the plot. | There is no introduction. |
| *Dialogue* | There is an appropriate amount of dialogue to bring the characters to life and establish the setting and plot. | There is not enough dialogue to clearly establish the characters, setting, and/or plot. | The dialogue does not establish characters, setting, or plot. |
| *Content* | The script accurately presents information from the myth. | The script presents some accurate information from the myth, but there may be some inaccuracies. | There are several accuracy errors in the script. |
| *Conventions* | There are little to no errors in grammar and spelling. | There are a few errors in grammar and/or spelling. | There are several errors in grammar and/or spelling throughout. |

**TOTAL: \_\_\_\_ / 25**

**Presentation Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **5 Points** | **3 Points** | **1 Point** |
| *Expression* | Student reads lines with emotion and meaning. Actions and facial expressions enhance characterization. | Student reads lines with some emotion. Actions and facial expressions may not always enhance characterization. | Student does not read with emotion or meaning. |
| *Fluency/Intonation* | Student accurately reads the text at a steady pace with strong volume and pitch. | Students reads the text at a somewhat steady pace-may read too fast or too slow. Might have been difficult to hear. | Student does not read at a steady pace and is not heard by the audience. |
| *Preparedness* | Student appears to have rehearsed lines prior to the performance. | Student is somewhat prepared, may be lacking in rehearsal. | Student did not seem prepared to present. |

**TOTAL: \_\_\_\_ / 15**

**PROJECT TOTAL: \_\_\_\_ / 40**