



Into the Woods ½ of 6 week grade Typed...

1. Font size 12 and easy to read fonts like Arial, Cambria, Helvetica, Geneva, Times

2. Typing in double space.... See SAMPLE below
(Format, Paragraph, select Double Line spacing)

Into the Woods is a musical with music and lyrics by Stephen Sondheim and book by James Lapine. It debuted in San Diego at the Old Globe Theatre in 1986, and premiered on Broadway in 1987. Bernadette Peters' performance as the Witch and Joanna Gleason's portrayal of the Baker's Wife brought acclaim to the production during its original Broadway run. Into the Woods won several Tony Awards, including Best Score, Best Book, and Best Actress in a Musical (Joanna Gleason), in a year dominated by The Phantom of the Opera.

(BAD sample, single space)

Into the Woods is a musical with music and lyrics by Stephen Sondheim and book by James Lapine. It debuted in San Diego at the Old Globe Theatre in 1986, and premiered on Broadway in 1987.

3. Margins 1" top, bottom, left, right
(format, document, 1")
Last name and pg. number top of EACH page.



Your last name, and page # on upper right corner of each page ½ inch from top

3. MLA Format for first page. Starting in right alignment, only 1" from the top

Taylor 1

Linda Taylor
Mrs. Raven-Smart
Beg. Theater Arts 1A
21 January 2013

“Creative Title of Your Own Inside Quotes”

Some mistakes we pay for all our lives, but this is usually the result of a person being unable to forgive us for a mistake. Into the Woods by Stephen Sondheim...etc

Indent each new paragraph ½"

Capitalize each Big word in title

Into the Woods Essay Guide

Choose 2 characters to take notes about every day that you watch film.

Cinderella Witch Baker Baker's Wife
Jack Little Red Riding Hood

Who are you writing to? Teacher yes, but pretend that this is a person who recently saw this musical, and you are pointing out details WITHOUT retelling the whole story. *Don't write anything like "In this essay I will". Avoid use of "I".*

Talk about what? 1st Character _____

- 1.** Describe personality of your character. Explain what your character wants at the beginning of the story (include short quote from dialogue or song lyric, with " ")

Note: a short quote is 1-2 sentences long. A longer quote is broken apart from the paragraph with ALL indented ½" from margin and single spaced paragraph) like THIS. MLA is double spaced.... Raven wants single space.

- 2.** Discuss the problems and challenges the character had trying to GET what they WANTED. Challenges can be other people or objects that prevent or getting what they want difficult, but it can ALSO be internal struggle of right and wrong, morality inside the character's mind—these thoughts are often revealed in the songs that they sing. Include short or long quotes.

- 3.** By the end of the play, the character MAY have changed dramatically as a result of their experience. Discuss this in DETAIL with several quotes.

Repeat above with your 2nd character _____

~~~~~  
*Always have difficulty starting an essay?*

*Break it up in pieces like a chocolate bar.*

- a. Break off the introduction and the conclusion. Only write those after you have completed the rest of the essay.
- b. Label major "SQUARES" of your essay. Actually draw it out like below. Those 4 pages look doable now.
- c. Start on the square that you feel the most comfortable with, add quotes for evidence and then move on to the next square. Write your introduction and conclusion at the same time. This way they will complement each other. Extra cool! Write a creative introduction, like a story.



Heading

Introduction

Character 1  
Question 1

Character 1  
Question 2

Character 1  
Question 3

Character 1  
Question 3

Character 2  
Question 1

Character 2  
Question 2

Character 2  
Question 3

Conclusion

Choose 2  
and then  
formal typed essay.

Source: J. Raven-Smart

characters to take notes on  
write about them in a

Cinderella  
Jack  
Baker's Wife  
Baker  
Little Red Ridinghood  
Rapunzel  
The Witch



#### ASSIGNMENT:

Put together a creative brilliant essay weaving a discussion (without using the word “I” or “In this essay”) focusing on all 3 questions below. Answer in detail with specifics from the play story and quoting directing from song lyrics or playscript to SUPPORT your opinion WITHOUT simply re-telling what happened.

1. What does my character WANT (character motivation) at the beginning of the story?
2. What insights has my character gotten from the
  - a. Challenges
  - b. Obstacles
  - c. AND other characters that are making getting what my character wants difficult.
3. By the end of the play, explore deeply what has my character learned on this journey. Did they get what they wanted and/or have their wants changed?

Linda Taylor  
Mrs. Raven-Smart  
Beg. Theater Arts 1A  
21 January 2013

Name \_\_\_\_\_ Block \_\_\_\_\_

Grade #1 FORMAL ESSAY FORMAT ---

|               | 1 Unacceptable                | 2 Developing                                                                                                                         | 3 Satisfactory               | 4 Proficient                                                         | 5 Excellent                                                                        |
|---------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Format</b> | Not Typed<br>Headings Missing | Little Formatting is present<br>Heading maybe missing,<br>incomplete or handwritten<br>Paragraph or line spacing<br>may be incorrect | Some of Format is<br>Correct | Typed<br>Top Heading<br>Correct<br>"Creative Title"<br>Double Spaced | Typed<br>Top Heading Correct<br>"Creative Title"<br>Last Name/Pg#<br>Double Spaced |
|               | F range                       | D range                                                                                                                              | C range                      | B range                                                              | A range                                                                            |

Grade #2 CHARACTER ANALYSIS --- CONTENT

|                                                                     | 1 Unacceptable                                                                                                                                                                                            | 2 Developing                                                                                                                                                                                                                                            | 3 Satisfactory                                                                                                                                                                                                                                                 | 4 Proficient                                                                                                                                                                                               | 5 Excellent                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content</b><br><br><b>Character Analysis</b>                     | Understanding of the character in play/musical is not demonstrated<br><br>Evidence/Support is absent<br><br>Student might be relying on solely memory of generic fairytales and NOT <u>Into the Woods</u> | Little understanding of the character is demonstrated.<br><br>Changes in character during play are ignored or absent.<br><br>Evidence/Support is vague, irrelevant or confusing.<br><br>Student might be confusing generic fairytale facts with "Woods" | Some understanding of the character is demonstrated but not of the major changes that he/she undergoes.<br><br>Uses general ideas from the play to support the interpretation of character—evidence is not specific enough or best example of claim from play. | Demonstrates an understanding of the character and the changes that he/she undergoes.<br><br>Uses a mix of some general and some specific quotes from play to support the interpretation of the character. | Demonstrates a thoughtful –mature understanding of the character and the changes that he/she under goes.<br><br>Student may use psychology terms to discuss character motivation and insights and changes.<br><br>Uses carefully chosen—dynamic specific evidence from play to support interpretation of the character. |
| <b>CIRCLE IF Student Program or Language Grading Balancing USED</b> | F range                                                                                                                                                                                                   | D range                                                                                                                                                                                                                                                 | C range                                                                                                                                                                                                                                                        | B range                                                                                                                                                                                                    | A range                                                                                                                                                                                                                                                                                                                 |

Grade #3 LANGUAGE --- MECHANICS, GRAMMAR

|                  | 1 Unacceptable                                                   | 2 Developing                                           | 3 Satisfactory                                         | 4 Proficient                                           | 5 Excellent                                                             |
|------------------|------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Mechanics</b> | Includes more than 5 errors in spelling, grammar and punctuation | Includes 5 errors in spelling, grammar and punctuation | Includes 4 errors in spelling, grammar and punctuation | Includes 3 errors in spelling, grammar and punctuation | Includes no more than 0-2 errors in spelling, grammar, and punctuation. |
|                  | F range                                                          | D range                                                | C range                                                | B range                                                | A range                                                                 |

