

# Romeo & Juliet Body Biography

**Summary:** Your "family" will be creating a body biography and analyze one of the six main characters in the play. Your family will be assigned of these characters to create a visual and written portrait illustrating several aspects of the character's life within the play. You may want to trace someone in the group and use this outline to represent the character. You will find direct quotes from your character to represent direct characterization, as well as find quotes said about your character to represent indirect characterization. Symbols will be portrayed visually in and around the character to demonstrate various aspects of the character.

Because of our discussions on direct and indirect characterization and symbolism, I know that you are ready to take on this assignment. Drawings and writings are both inside and surrounding the character. The beginning ideas for the assignment will come from daily Type 1 and 2 assignments which be used as a basis for your final project within your group.

**Purpose:** The purpose of this assignment is to demonstrate character analysis skills through direct and indirect characterization and symbolism, as well as identifying the importance and significant impact a character plays in the story. You will design a poster to teach other students passing in the hall to better understand your character.

**Writer's Role:** Members of your family will take on the role of your assigned character to inform other students passing in the hall about your character's true identify and role in the play.

**Audience:** Students passing in the hall who may or may not know anything about the play.

**Form:** Butcher-block paper Is used to trace one family member's shape. The shape is drawn to represent the character and surrounded by the symbols and quotes to represent the character.



### Focus Correction Areas with Points:

1. **FC# 1:** 6 numbered quotations (including Act, Scene, and Line citations!) from the play that exemplify methods of direct (D) and indirect (I) characterization with a 3-5 sentence explanation for each quotation explaining why you chose the citation and what it tells us about the character. (60 points)
  - a. 4 of these quotes must be direct characterization (what the character says) and labeled with a (D).
  - b. 2 of these quotes must be indirect characterization (what other characters say about them) and labeled with an (I).
2. **FC# 2:** 4 visual symbols that represent the essence of the character with 3-5 sentence explanation for each symbol about why you chose that symbol and how it represents the character. (20 points)
3. **FC# 3:** A 5-7 sentence paragraph with a topic sentence, supporting details, and concluding sentence that explains the role of the character and how he/she has had a significant impact in the play. (20 points)

### Procedure:

- ✓ **Type 1** – You will write 2 quotes from the play that are examples of **each** type of characterization for your assigned character (2 quotes per type of characterization) 7 minutes
- ✓ **Type 2** – After our discussion on symbolism, you will write 3 possible symbols that could be used to represent your assigned character in the play.
- ✓ **Discussion** – You will contribute to class discussion about direct and indirect characterization and possible symbols that represent each of the six main characters.
- ✓ **Product** – You will create a visually-pleasing, creative, and informative character poster that demonstrates understanding of character analysis techniques that you will present to the class along with your group and which will then be hung in the hall.

This assignment will be presented on \_\_\_\_\_.

## Body Biography Suggestions

### 1. Placement

Think about where symbols and dialogue are placed. For example, the area where your character's heart would be might be appropriate for illustrating the important relationships within his or her life.



### 2. Spine

A character's spine is his/her objective within the play. What is the most important goal for your character? What drives his/her thoughts and actions? This is her/his spine.

### 3. Virtues & Vices

What are your character's most admirable and worst qualities? How can you visualize them?

### 4. Color

Colors are often symbolic. What color(s) do you most associate with your character? Why? How can these be effectively presented in your body biography?

### 5. Symbols

What objects can you associate with your character that illustrate her/his essence? Are there objects mentioned in the play or additional ones that seem to correspond with the character?

### 6. Mirror, Mirror

Consider both how your character appears to others on the surface and what you know about the character's inner self. Do these images clash or correspond? What does this tell you about the character?

### 7. Changes

How has your character changed within the play? Visualize or trace these changes.

(Smagorinsky, 2002, 264-26)

# Direct vs. Indirect Characterization

Think SHOW & TELL

**Direct characterization** – writer makes statements about a character's personality and tells what a character is like or the character tells us (TELL)

**Indirect characterization** – writer reveals information about a character by showing how other characters respond to that character (what they think and say about him/her) (SHOW)

# Symbolism

Symbolism is when something stands for or represents both itself and something else.

Examples of symbols used in literature:

1. Antagonist in a movie = all evil in the world
2. Protagonist = all good in the world (hence good vs. evil)