

A Doll House: Conclusion Project

To conclude *A Doll House* by Henrik Ibsen, chose **ONE** of the following projects to complete by Friday, April 19.

Note: Each project will include a proposal and a calendar showing a schedule of deadlines to complete the project. **Some** class time will be given, but **you will have to work each night to finish the project with quality**. If there is class time given and you cannot work on your project, you will be responsible for reading or completing other assignments to use class time wisely.

Project Option 1: Sequel

Write a sequel to the play twenty years after its conclusion. This must be in script format. Explain what has happened to each of the three children, Nora, Torvald, Kristine and Krogstad. Make sure to use details that are consistent with the original play and to demonstrate your points. **The key will be to show how you think the various characters will follow or break gender roles and stereotypes. Your sequel's content must be consistent with the original play in setting, language and theme.**

To get started, consider the following: Where will each of the characters be living? How will this help convey your point about their gender roles and stereotypes? How will they all get along with each other—what will their relationships be like then? Will Nora and Torvald have reunited or remain apart? How will they have changed? Will Nora be wearing a “mask” and stay consistent with her stereotype? Will Torvald? Will Torvald only respect a wife who is “feminine” and “helpless”? Will the “greatest miracle of all” have taken place? Keep in mind that each of your responses will send a different message to your audience about gender roles and stereotypes. Will the Helmer children grow up to be “doll babies” and adhere to their gender roles? How will you show this to be true or not? What will have happened to Kristine and Krogstad? What will their relationship be like—will they be “stereotypical”? If not, how will they be different? Will they interact with the Helmers at all—on what basis? Answer these questions as well as ask and answer your own to help you determine the direction of the sequel.

Criteria:

- Proposal
- Calendar
- Prewriting (questions/answers)
- First draft
- Revisions
- Final draft (no spelling or grammar errors)
- Complete packet (all criteria in order)

Project Option 2: Model

Build a model of the Helmers' home. Make a realistic replica of:

- A. A brownstone
- B. The Helmers' living room

You will research architecture and interior decorations of Norway in the late 1800s to be sure that your replica is accurate. **Include a citation page and your research notes with your model.** If you choose to build a brownstone, you will need to build all floors and rooms of a typical brownstone from that time period and blueprints to scale. If you choose to build the living room set, you will need to add accurately reproduced and **handmade furniture** arranged according to the stage directions at the beginning of the play. **The key is to make the project realistic to the time period and reflect the realistic theater.**

NOTE: You will have to provide your own materials.

Keep in mind: The structure must fit through the doorway! Also, you will most likely have to build this entire project at home. There may be some things you can do during class, such as the blueprints and the research, but a lot of this project will require space and tools that we do not have in school. Therefore, you will be responsible for using your class time wisely on workdays in school. You can use work time to do other homework or read so you can devote your time after school to the project.

Criteria:

- Proposal
- Blueprints to scale (brownstone)
- List of materials
- **Handmade furniture** (for living room)
- Notes from research about architecture/design in 1800s Norway
- Citation page in MLA format
- Model
- Complete packet

Project Option 3: Play/Short Story

Write your own play or short story with similar themes that depicts your views about gender roles and stereotypes. Create your own characters, setting, and plot. Incorporate literary elements such as dramatic/or situational irony for added impact on your audience. You will create a specific conflict that develops through the rising action and climax to the resolution of the play/short story. If you write a play, make sure to use script format and stage directions. **The key will be to convey a clear theme about gender roles and stereotypes. A well-developed plot and characters as well as a cohesive theme are crucial to success.**

Criteria:

- Proposal
- Prewriting (questions/answers, elements of fiction organizers)
- First Draft
- Evidence of Revisions
- Final Draft (GUMS checked!)
- Complete packet in order (all related work in order, final on top, first pages on the bottom)

Project Option 4: Performance

Perform and tape significant scenes in the play. Choose scenes in the play that you consider significant to the understanding of the play's theme. Be sure to use accurate props, costumes, and set to reflect the modern realistic theater of Norway in the 1880s. Memorize your lines and use intonation and body language to get the characters' thoughts and feelings across to the audience. You must stay in character during your entire performance. Also included in this option will be a written explanation of the significance of each scene to the theme and your reason for choosing each scene (one explanation per scene).

Criteria:

- Proposal
- Calendar
- Written explanation of scenes chosen
- Accurate props/set
- Lines memorized
- Credits
- Complete packet

NOTE: You may work in partners/groups for these projects ONLY with parental permission. All group members will receive the same grade and groups may not be changed or disbanded once the proposal is accepted. When selecting a partner, keep in mind that much of the work will be done outside of class. Also, I am looking for quality as much as depth of content. Each project should demonstrate top quality work for the number of members per group. There are group limits for each option.

PROJECT OPTION 5: Design Your Own

Design your own project that you think fits the criteria to show me that you have learned something from this unit. Be creative and follow the format for the other options.

For this option, you will develop a list of criteria and a calendar of your own with approval from the teachers.

Possibilities:

- Research another culture's gender roles - do they exist? What are they? How do they compare to the US?

- Create a timeline in mural format of the history of gender roles in a culture
- Research someone who believes strongly in or against gender roles and stereotypes.

Possible Project Products:

- Video game
- Research paper
- PowerPoint
- Puppet show
- Comic book
- Interview to establish views on gender roles - documentary style

This project is due on **Friday, April 19, 2013**. Extensions to Monday, April 29, 2013 may be granted. Check with a teacher for permission.

Remember that you will have some class time to work on the project, but that much of **the work will have to be completed at home**. This is especially important to remember if you choose to work with a partner.

My parent/guardian signature indicates that I have reviewed this project outline with my child and am aware of its requirements. I understand that a proposal for a project selection will also require my approval and signature.

Proposal and Outline Signatures due: Tuesday, April 2, 2013

Parent/Guardian Signature

Date