



Evaluation Summary 2020-21

Last Updated February 16, 2021

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It doesn't get more real world than that!”

- Samara Francisco, Soulsville Charter School

TSC's ROMEO AND JULIET PROJECT COMPLETED/CONFIRMED PARTNER SCHOOLS

	School Name	Description of Educational Activity OR Production's Title	Format/Location	Youths (18 and under)	Adults
1.	Bartlett Ninth Grade Academy	Residency #1, #2, #3	In-Person at School	404	6
	Bartlett Ninth Grade Academy	Residency #1, #2, #3, and Performance	Virtual	350	Same adults (6)
2.	Soulsville Charter School	Residency #1, #2, #3, and Performance	Virtual	92	1
3.	Westminster Academy	(2) <i>Romeo and Juliet Performances</i>	In-Person at School	240	16
4.	White Station High School	Residency #1, #2, #3, and Performance	Virtual	491	7
5.	Memphis East High School	Residency #1, #2, #3, and Performance	Virtual	202	3
6.	Ridgeway High School	Residency #1, #2, #3, and Performance	Virtual	212	2
7.	Kingsbury High School	<i>Romeo and Juliet Performance</i>	Virtual	404	3
8.	Bolton High School	Residency #1, #2, #3, and Performance	Virtual	186	2
9.	Sheffield High School	Residency #1, #2, #3, and Performance	Virtual	162	3
10.	Hope Academy	Residency #1, #2, #3, and Performance	Virtual	15	2
			TOTALS	2,758	45

PROJECT TOTALS:

Completed/Confirmed Partner Schools: 10
Residency Sessions Taught In-Person: 60
Performances (Live/Virtual) Completed/Confirmed: 11
Unique Students Served: 2,782
Unique Adults: 47
Points of Contact: 8,837

HOW PROJECT STUDENTS RESPONDED ON THE COMPASSION SCALE:

Total of 941 Assessments:

1. I am equipped with some tools to help avoid a violent situation:

There was a 51% increase in the percentage of students who said they are now equipped with some tools to help avoid a violent situation.

2. If I ever have thoughts of harming myself, I know where I can find help to get me through the moment alive:

There was a 37% drop in the percentage of students who said they don't know where to get help if they ever had thoughts of harming themselves.

3. The struggles of the characters in ROMEO AND JULIET are relevant to me:

There was a 27% increase in the percentage of students who said the struggles of the characters in the play are relevant to them.

What the Teachers Say:

“I genuinely enjoy working with the Tennessee Shakespeare Company, and was grateful they were able to make adaptations to a fully virtual, asynchronous environment. I eagerly look forward to being able to return in person next year so that my students can get the full experience of all that the Romeo and Juliet project has to offer. TSC’s Project is the best example of a real-world learning experience I have for teaching Shakespeare. Students play alongside real, trained actors. It doesn't get more real world than that!” - **Samara Francisco, Soulsville Charter School**

“This experience is so meaningful to our students. It allows them to connect to the play. Some of my students are interested in acting and the actors inspired them even more. The suicide prevention message was very impactful. It means more coming from young adults than students' teachers.” – **Sharon Hicks, Bartlett Ninth Grade Academy**

“Tennessee Shakespeare Company is always a valued instructional piece to our Romeo & Juliet Unit taught each winter, but this unprecedented year has posed so many challenges that the willingness of TSC teacher/actors to work with our school community to transcend these challenges to make sure our students are receiving quality instruction is deeply appreciated. Our district has moved to a hybrid model this year, so we have in-person students who are required to socially-distance and wear an appropriate medical mask to protect our community. We also have virtual students as well. TSC has accommodated our new model and the active-based instructional strategies they used were integral to the success our Shakespearean studies with ‘Romeo & Juliet’ as our focused play. After the first lesson with TSC, my scholars kept asking

me, ‘When are they coming back?’ They were so excited and inspired by the process. I even had scholars preclude absences because they did not want to miss the coming lessons with TSC. TSC is a crucial motivational piece to our instruction. Also, many of my virtual students have expressed profound gratitude to the video links that TSC has created for our students. What this organization does for our student community is beyond words. They bring historical context and literature to life, and they engage young imaginations, and support the development of their creative intelligence. It's an unforgettable experience.” - **Kelly Geer, Bartlett Ninth Grade Academy**

Educators from participating schools all reported that students were more engaged in their study of the play and grades increased by at least a half letter as a result of TSC’s engagement with them, that the Virtual Romeo and Juliet Project was successful for online student learners, and that they would like to participate in the Project again next year.

What The Students Say: **All from Bartlett Ninth Grade Academy Students**

Prompt: What did you learn from The Romeo and Juliet Project experience?

- “That I like reading more than I thought I did.
- You matter
- I learned the depth of the thoughts of multiple characters, lessons of decisions that could've been prevented if they thought better, and the feeling of characters going through certain emotions and events.
- I learned a lot about Shakespeare and how every little thing has a deeper meaning.
- I learned that there are several ways to avoid violence. I also learned that if you think your actions through rather than acting spontaneously, you could save your life or the life of someone else.
- I learned that it's ok to feel upset or sad sometimes, but there is a better option than taking your own life. You always have an option, and people are there if you need them.
- I learn better by seeing the play instead of reading, so the video sessions helped me understand the play better.
- I got a better understanding of the story and now know resources to get help if I have ever have thoughts of self-harm.
- I learned that it is important to read a play while visualizing the action, because it can add to the meaning.
- That no matter what happens, I am important and that violence is not the solution.
- I learned the story. The experience helped me understand the story better.
- I learned that I can call 1-800-Suicide if I ever have Suicidal and Homicidal Thoughts.
- WHEN YOU FEEL YOU HAVE NO OTHER CHOICE, TELL SOMEONE
- How relevant an old play can be to modern teens.
- That violence is never the answer
- ‘Stay not, Be gone, Live’

- That my life matters.”

Prompt: Choose one character from the play that made decisions that led to negative outcomes. Please help that character by offering alternate choices that might lead to a positive outcome.

- Mr. Capulet, I have heard that you have forced your daughter, Juliet, to marry Paris. You threatened to disown her, all because you wanted to pass on your name to someone great and inherit all of Paris's money. Now that your daughter is dead, you can't pass on your legacy. Instead of yelling and insulting your own daughter, you could have sat down and talked with her about how she feels about being married to Paris. When she tells you that she is married to Romeo, you could respect her feelings and let her go to live with Romeo. If you did this, Paris, Romeo, and Juliet would not be dead. I hope you have learned from this experience. I am sorry you had to lose your daughter because of your choices.
- Romeo and Juliet both made a bad decision when they took their own life. They could have expressed their feelings about their grief and sorrows to a close other, but instead, they wanted to end it all versus trying to work through the pain.
- Romeo was quick to action and drank the potion without really thinking his actions through. If he had just waited a few seconds to think about what he was doing, then his life could've been saved.
- Friar Lawrence; he could have stayed and helped Juliet overcome her grief and prevented her from taking her life, but instead he ran away.
- Mercutio, his violent actions got him killed, instead of acting out of anger he could've tried to talk things out and calm down.
- Tybalt should have talked it out and come to reason but his pride got in the way.

Prompt: Is there a character in the play you identify with? If so whom, and will you please share with us why?

- I relate the most to Romeo. I can be very impulsive and make a lot of decisions that I know are probably not the best choice, but still do them. That's probably why I hate Romeo the most because I could see myself doing something the way he did. Maybe not the same actions but with the same impulsive recklessness he has.
- I think I identify both with Juliet and Tybalt because I am known to let my pride get in the way of a LOT of things which is what happened with the fighting of Romeo and Tybalt. I identify with Juliet because she kept a lot of secrets from a lot of people, and I tend to do that thinking that I cannot trust anybody and I just don't like opening up to people because I am afraid they won't understand.

What TSC's Project Teaching-Artists Say:

“I can remember during the final session a teacher thanked us privately for stressing to the kids the value of their lives when discussing the suicide in the play. She said how despite hearing a similar speech class period after class period that she would tear up each time thinking about a

student they had lost to suicide just 2 years before. She expressed how the student's loss had demonstrated to her just how important it is to be unambiguous in our care for one another, and thanked us for demonstrating such care to the children, especially in a year that has been so tumultuous for all of us." – **John Ross Graham**

"This year was challenging, but I couldn't be prouder of our poignant work inside of the schools despite a global pandemic. We showed up. Whether it be in-person, virtual, or a hybrid format- we were there giving our all to these deserving students and schools. The lengths that schools went to in having our in-person and virtual visits approved leaves me in awe. Our educators and partner schools spent a lot of time, energy, and effort to ensure our Project was a part of their students' learning experience this year, and that in itself was extremely meaningful." – **Cara Geissler, RJP Manager/Teaching-Artist**