

- Start with the classic Hell's Kitchen video and me as a narrator with a voice changer introducing the show.
- The narrator says: " This season on Cook to Survive. One man risks it all. He puts his life and the lives of his loved ones on the line to become the next great master chef. He will show off his super cooking skills to the one and only Clementine Baker."
- Then we get a shot of our contestant introducing himself
- Then the contestant says " I'm Agamemnon Papapetrou, and I may be a 7th grader but I believe I can still impress Clementine's old butt. I am a born and breadwinner and my cooking skills are unlike anything anyone has ever seen."
- After this, I will show his cooking skills, which will be in making cereal and putting Nutella on bread.
- Then we are going to have an interview with Clementine Baker who is going to be doing his whole interview in a southern accent.
- Clementine says "Hello yall, I know many of you heard of me before but for those that have been living under a barn I'll introduce myself. My name is Clementine Baker and I'm the greatest chef of all time (play clips of Clementine not knowing how to cook). In today's world, many of our youth don't even know how to cook and it's all because of the darn liberals posing our country. If we had more guns and less vaccination then, then our youth would be saved and would know how to cook"
- Then lastly we are going to have clips of the dramatic show
- When the contestants are sweating and crying while cooking and our host is just going to be there watching them.
- It is going to end on a dramatic cliffhanger where the contest gives the food to the judge and the judge takes a bite and the screen goes black.

# HUMOR RUBRIC

Please remember to fill in the “Create your own criteria” category in the final row of the rubric. This category is worth up to 4 points for satisfying a self-determined standard for your project. The overall point value for the project outcome is 20 points. Copy and paste this rubric to the end of your script, in *FirstName\_LastName-Humor Script*. When you submit your recorded Humor Project, go back to this rubric and complete your usual self-evaluation (highlight the grid and add a grade or grade range at the bottom).

	Level 1	Level 2	Level 3	Level 4
<b>Focus</b>	Point of humor is unclear. Writing does not connect with the audience. Audience may laugh out of unintended awkwardness. Piece may feel more like an inside joke. <i>*Piece violates ground rules of the project. (This is usually only an issue if you go off of the pre-approved proposal / script)</i>	Point of humor is clear, but unoriginal or derivative. Some writing connects with the audience and elicits a few laughs, but the piece needs to employ more varied types of humor to appeal to more audience members.	Point of humor is clear and somewhat original. While some elements may feel obvious or cliché, most of the writing connects with the audience and elicits laughter. Writer uses an appropriate range of humor to engage much of the audience.	Humor is clear and undoubtedly original. Writer uses a very effective range of humor to engage the entire audience (or nearly), eliciting consistent laughter throughout the performance.
<b>Style</b>	Language is crude, reckless, or simply shows no clear preparation. Language doesn't establish comedic tone or pacing. Techniques are not labeled on the script, or they are largely mis-identified.	Language is somewhat inventive and works in parts to establish comedic tone and pacing. Techniques are labeled on the script, but they are either limited or inaccurately identified.	Obvious thought has been put into the use of diction (word choice) and syntax (sentence structure) to establish comedic tone and pacing. Techniques are labeled accurately on the script, but could be more varied.	Comedic tone and pacing established through the writer's sophisticated use of diction and syntax, as well as comedic techniques (see Comedy Toolbox). Techniques help the writer make a creative point about the topic and entertain the audience. Techniques are effectively varied, and all techniques are labeled accurately on the script.

<b>Recording / Performance</b>	Recording / Performance shows little – if any – planning or practice. No clear explanation of comedic influences or process.	Recording / Performance obviously needs more planning/practice, although some significant preparation was apparent. Explanation of comedic influences or process is limited. Overall recording obviously does not respect the maximum length range of 5-6 minutes.	Recording / Performance is fairly polished, showing some planning/practice, but some delays/pacing/misspoken lines, etc. created some minor disruptions or distractions. Explanation of comedic influences is clear but could be more insightful. Overall recording exceeds the 5-6 minute maximum length, or the time frame of the project or explanation was noticeably shorter than appropriate.	Recording / Performance is polished, showing obvious planning/practice. Explanation of comedic influences and process is clear and insightful. Overall recording respects the 5-6 minute maximum length.
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<b>Create your own criteria:</b>	<b>No one laughs</b>	<b>Some smirks</b>	<b>One laugh</b>	<b>Multiple Laughs</b>
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Grade: \_\_15\_ /16