

# "Cupid, Why Me?"

8 October 2002

Period 3



"I love you, I really love you!" This is a line from my sixth grade play. Not just any line, but a line I had to say. I have many memories from that event, some funny and some embarrassing. I always seem to get into embarrassing situations. That seems to be just part of me! My sixth grade teacher introduced us to Greek Mythology. I was excited because I thought I was going to be a great warrior, like Hercules, or Maximus. My teacher instead decided to teach about Mythology by having us act out characters in plays. She placed us into groups and assigned a different play to each group. Of all the plays that were assigned, and there were some good ones, I got stuck in the one titled "Cupid."



The members of our group voted on who would play which part. There was the part of Apollo, Zeus, and Cupid. I really wanted the part of Apollo because he did not have many lines and he seemed powerful. Did I get that part? No! Then, I asked my team members to vote me as Zeus. I figured I would make an excellent "King of the Gods." Did my team members think so? No! There was only one male part left, and everyone looked at me, and smiled, "Guess who's Cupid?" I couldn't imagine myself playing Cupid, the "Love God." Not only was it embarrassing to be a "God of Love" but I was terrified that I would have to wear tights and prance around with wings and maybe even have to throw kisses. Not to mention all the girls squealing, "Jacob's a love man." The boys, of course, just sat back and couldn't control their laughter.



Since I didn't have a choice, I was stuck with my part. I decided to do the best I could. The other characters in the play were satisfied with their parts, but of course, they had all the cool parts. Then I realized the female part in the play was given to a girl who looked like she was three feet taller than me. So here I am playing a little man called Cupid next to the tallest

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girl in the whole sixth grade. I really think my classmates did that on purpose. I knew that when the other kids heard about this, it would be the funniest news in the school.



**E** After many weeks of practice and many hours working on our set, we were ready to present our play to the class, and of course, our parents. On the day of the play, our group presented last. When our turn came, we were ready. At least that is what I thought. I was unsure of how I would do, and how the audience would react. Yes, we had a great start. I will repeat. We started off great. Then it seemed like it was down hill from there. At least that is what I thought. To start off, Aphrodite forgot her one line. She looked into the audience, and then for some weird reason, she let out an evil snicker, like "he he he he he eh eh eh eh haha!!!" Everyone burst out laughing.



**E** Next, my wife in the play, the really really tall girl, said her lines with her mythological sister. She was telling her sister that I was perfect even though she had never seen me. Then her sister said, "I wish I could say that about my husband." The audience, especially all the dads there, went crazy. Dads were laughing in the aisles, moms were jumping up, and kids started howling. With that one line, we all realized that all the practice was worth the time because the audience understood that one line. My wife's sister gave her best performance because she delivered that one line with spunk.



**E** Now my part was about to occur. My hands were trembling, and I prayed I would remember my lines. My part called for me to jump out from behind the house. I jumped out like I was supposed to, and thought, "I did it!" Everyone else was thinking, "No you didn't!" I did not realize I had hit a tree from the previous play. Just as I said my line, "I'm here! My....." a tree

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**crashed down on top of me. The audience, which included my whole class, burst into laughter. I turned bright red, maybe even brick red. I got up, straightened out my tunic, readjusted my wings, and continued with my part. I realized that the play wasn't even over, and here I was the center of attention. I still had that awful line to say, and already everyone was laughing.**



**I stood tall and delivered my line. I made sure I had stopped laughing, and then in a strong voice said, “I’m here, my love. I love you. I really love you.” You guessed it. Everyone broke out in laughter, AGAIN! I mean deep hysterical laughter. The kind of laughter when tears roll down your cheek.**



**After what seemed like forever, the other characters in the play joined me on stage, and we all took a bow. Even though I was embarrassed, I stuck to it. To this day, when one of my former classmates wants to make me blush, they say, “Hi Cupid. Do you love me?” My mom says someday I will enjoy this. But for now, I still have nightmares. Funny ones, but nightmares the same.**

**The Task:**

Your school is compiling a memory book of student writings depicting events of the school year. Copies of the book will be placed in the school library and will be available to purchase at Open House. Each student will submit a detailed description (two pages) of a memorable school event.

**Circumstances of Performance:**

The student work is produced under the following conditions:

<input checked="" type="checkbox"/> Alone	<input checked="" type="checkbox"/> in a group
<input checked="" type="checkbox"/> in class	<input type="checkbox"/> as homework
<input type="checkbox"/> with teacher feedback	<input checked="" type="checkbox"/> with peer feedback
<input checked="" type="checkbox"/> Timed	<input type="checkbox"/> extended project
<input type="checkbox"/> no opportunity for revision	<input checked="" type="checkbox"/> opportunity for revision

**What the work shows:**

**Writing**

**E2a** - The student produces a report that:

**E2a.1** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest **A**

**E2a.2** develops a controlling idea that conveys a perspective on the subject **B**

**E2a.3** creates an organizing structure appropriate to a specific purpose, audience and context **C**

**E2a.4** includes appropriate facts and details **D**

**E2a.6** uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and explaining benefits or limitations **E**

**E2a.7** provides a sense of closure to the writing. **F**

**A** The student engaged the reader with the use of dialogue and a description of its source in the opening lines. He creates a context and persona in a few short lines.

**B** He develops the perspective in the piece by describing Greek Mythology and how he ends up in an undesirable role. “Of all plays that were assigned, and there were some good ones, I got stuck in the one titled “Cupid.”

**C** From the opening paragraph he is able to clearly define how his group’s play was determined, how his role and that of the other students were assigned, and the mishaps that occurred the night of the performance. He completes the circle with his use of “I love you” in the opening paragraph and as he closes his piece. With the use of structure and detail he describes a learning event during the school year and captures the humor of his experience in the activity.

**D/E** As he develops his essay he uses a range of strategies to include descriptive facts and details of his classmates and their experiences to describe this event. He includes relative anecdotes by comparing and contrasting, and use of dialogue. His transitions are clear and appropriate, and sentence variety and repetitions add voice to the piece. The effective usage of imagery paints a picture in the reader’s mind.

**F** After a delightful buildup to the play the closing paragraph provides the reflection of the major event in life that came from the vignette of the experience.

### **Conventions, Grammar, and Usage of the English Language**

**E4a** – Conventions, Grammar, and Usage of the English Language: The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. The student demonstrates control of:

- E4a.1** grammar
- E4a.2** paragraph structure
- E4a.3** punctuation
- E4a.4** sentence construction
- E4a.5** spelling
- E4a.6** usage.

Jason managed the conventions, grammar and usage so that they enhance the message in this piece of writing. His usage of the English language is excellent and clearly gives the reader a picture that illustrates his discomfort, and pride as he “got up, straightened out my tunic, readjusted my wings, and continued with my part” after tripping over the tree.