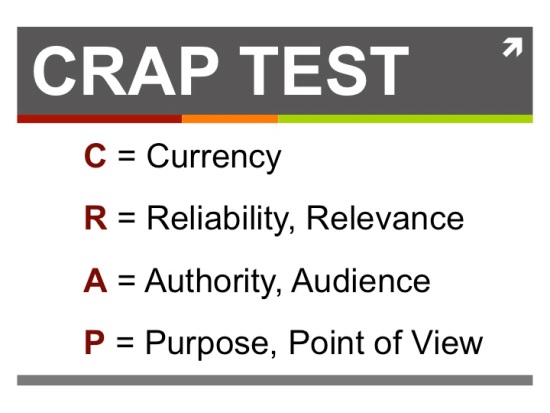
***Romeo and Juliet Research Project***

**Targets**: To gain an understanding of Shakespeare and the Elizabethan time period to develop context for the play,   
*Romeo and Juliet*.

1. In your group, choose a research topic below:
2. **Shakespeare's Life:** Stratford Beginnings, Success in London, Final Years, An Expansive Age, Shakespeare's Story
3. **Shakespeare's Work:** The Plays and plot structure, The Poems, Publication, First Folio
4. **Shakespeare’s Theater:** The Globe Theater, London Playhouses, Inside the Theaters, Staging and Performance, Business Arrangements
5. **Elizabethan Life:** London in the 1590s, social class structure, marriage, men vs. women
6. **The Chain of Being:** Describe what it is, how it relates to Elizabethan society, how Elizabethans viewed it, and find images of it to share and explain
7. **Shakespeare’s Influence**: Some people question Shakespeare’s authorship. What rumors surround his writing? What movies, poems, and novels have been inspired by Shakespeare?
8. Conduct research using the following resources:
   1. Folger Shakespeare Library website: www.folger.edu, “Discover Shakespeare” link
   2. Google: Use various search terms
   3. Ebsco databases

Remember to use the CRAP Test for websites

|  |  |
| --- | --- |
| Website | Facts |
|  |  |

1. Summarize the key points you learn in a T chart.
2. Create a visual aid using Google Slides or Prezi.
   1. Each member should present at least 2 slides and   
        
      create 1 notecard to aide in presenting
   2. Include facts, pictures, and video if appropriate
3. One slide should include all sources for the group in MLA style.
   1. Each person needs at least one source
   2. Videos should be cited properly
   3. Include one slide of picture web links
4. Post your presentation on Google Classroom
5. Dress up and present your findings 🡪 Presentations 4-5 minutes. Verbally cite! Use the handout on the class website.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Grading Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Scoring Criteria** | **Exemplary**  10 | **Proficient**  9-8 | **Emerging**  7-6 | **Incomplete**  5-0 | **CCS & Criteria #** |
| **IDEAS** | is thoughtful and well-organized  demonstrates a comprehensive understanding of significant aspects of the topic and its relevance to the play | is organized and displays a solid understanding of the topic  clearly connects the topic and the for the audience and play | is somewhat organized  contains information that shows a limited understanding of the topic or how it connects to the play | is not well organized and/or does not contain relevant content  provides few or no clear facts and details to help the audience connect the topic and the play | SL.9-10.4; 9-10.1a  **1** |
| SL.9-10.1a; SL.9-10.4; W.9-10.9a  **2** |
| **STRUCTURE** | skillfully uses a variety of sources to keep the audience engaged  includes media resources that are used creatively to enhance understanding of the topic | uses sources to engage the audience  uses media effectively to support information about the topic and ideas connecting it to the novel | uses some sources that do not engage the audience  uses media choices that are distracting and do not serve the group’s purpose | does not use sources  does not use media | SL.9-10.5  **3** |
| SL.9-10.5: 9-10.4; W.9-10.6  **4** |
| **USE OF LANGUAGE** | demonstrates accomplished oral communication skills and rehearsal to create a well-planned delivery  includes participation by all group members | adequate oral communication skills and rehearsal to plan the delivery  includes participation by all group members, although some may present more than others | demonstrates inadequate oral communication skills and shows little evidence of rehearsal  is delivered by only some of the group members | shows inadequate oral communication skills and no evidence of rehearsal  is not delivered by all group members | SL.9-10.1a; 9-10.6  **6** |
| SL9-10.1a  **7** |

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