**Romeo and Juliet Research Project**

*Presentations will take place April 18th and 20th*

****You will complete a research project based on William Shakespeare’s play, Romeo and Juliet.

 **Goals:**

1. Knowledge of research process
2. Correct annotated bibliography
3. Your ideas and opinions are clearly expressed in the presentation verbally and through the visual aid

**Your final project will consist of:**

* a rough draft (see research template)\*
* a visual aid
	+ a poster, brochure, pamphlet, info-graphic, an art piece, etc.
	+ Is a visual aid that helps you more clearly explain your research topic
	+ Colourful, neat and contains pertinent information
* a two-minute oral presentation
	+ in this presentation you should include factual information, as well as your own opinions and ideas about the topic.
	+ be prepared to present on either day; we will be drawing names from a hat.
* Works cited using correct MLA formatting
	+ you will be expected to use **at least 4 sources** and create a correct works cited page using MLA
	+ Refer to this website for MLA citation guide:
		- http://libguides.sd44.ca/ld.php?content\_id=19144940
	+ Refer to this website to ensure your sources are academic:
		- Research Process Source Evaluation: *http://libguides.sd44.ca/c.php?g=413798&p=281965*

**Other Notes:**

* Any student who is absent on research days must go to the library on their own to make up for lost time. Additional class time will not be given.
* First drafts will not be accepted more than one day late.
* Final drafts and visual aids WILL NOT be accepted late for ANY reason. If you are absent the day of your presentation, you will present as soon as you return to school.
* All materials are available on my website http://benkoclassroom.weebly.com/english-10.html
* Should you lose any paperwork, you can find extra copies here to print.
* Topics will be decided based on a first come first served basis. What I need to know is: *1) group members 2) the topic you have chosen*

Your final project will be broken down as follows:

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| **Component** | **Dates** | **Criterion Assessed** | **Details** |
| **Rough Draft**  | Work Periods* April 4th
* **\*(April 12th)\***

Due:* **\*(APRIL 18TH)\***
 | ***Criterion B – Organizing**** *ii: organize opinions and ideas in a logical manner*
 | * Includes 4 potential sources and a one sentence analysis explaining why/how these sources are valid (Wikipedia is not a source!)
* Research notes demonstrate that you are organizing your research and sources effectively
* Are specific to your research question
* Includes "quotations" from your sources, paraphrased information and your analysis (thoughts on the information)
* Include citations in **MLA format**
* You will provide an outline of your visual aid: tell me specifically what you are planning to create
 |
| **Works Cited** | * Due: **\*(April 20th )\***
 | ***Criterion B – Organizing*** * iii. *use referencing and formatting tools to create a presentation style suitable to the context and intention.*
 | * Includes at least 4 credible sources (see attachment on credible sources)
* Is correctly cited using MLA formatting (see attachment on MLA)
 |
| **Visual Aid** | * Due: **\*(April 20th)\***
 | ***Criterion C– Producing Text**** *ii. Makes stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on audience.*
 | * Complements your presentation
* It is neat, easy to read, well organized and complements the information presented
* It is colorful and creative
* Conveys information pertinent to your research subject
 |
| **Oral Presentation** | * April 20th or **\*(April 24th)\***
 | ***Criterion D – Using Language**** *ii. Write and speak in an appropriate register and style.*
 | * Your presentation is at least 2 minutes long
* You speak clearly. All group members must speak
* You behave appropriately during your presentation and those of your peers
* You have note cards or notes and, you do not read straight from your paper
* Everyone will complete a peer evaluation of their group members (did everyone contribute) and can make note of classmates who are attentive or disruptive audience members
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**Topics:**

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| --- | --- |
| **Topic** | **Name(s) of Student(s) Presenting this Topic. Choose your top 3**  |
| 1. Describe the **marriage rites and customs** of the 16th century. Consider both the common people and the nobility. How have marriage rites and customs changed since this time? How have they stayed the same?
 |  |
| 1. What was the place and/or **role of women** in 16th century society? Describe some professions they held. Be sure to consider both women of the nobility and common women. How have women’s roles changed today? How have they stayed the same?
 |  |
| 1. Present some of the discoveries and advances of Shakespeare’s time in the areas of **science and exploration**. Consider names such as Galileo, Bacon, Keppler, Drake, and Raleigh. Compare advances to those of today, talk about at least 2 important advances since 2000.
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| 1. Tell about the **Globe Theatre**. Concentrate on the structure, seating, etc. Be sure to include information about the modern reconstruction.
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| 1. Tell about **theatre conventions** of the 16th century. Include the use of props, scenery, staging, costumes, casting, etc. How have theatre conventions changed today—discuss at least 2 comparisons.
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| 1. Tell about **William Shakespeare’s** personal and professional life. Give specific details beyond dates. If he were alive today, what would he like and dislike?
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| 1. What was **14th century Verona, Italy** like? Describe its attributes: housing, climate, clothes, location, etc.
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| 1. What were the **top five professions/jobs** in the 16th century? Describe and explain them as fully as possible. What are the top five jobs today—you will also need to research these, compare them to the jobs of the 16th century.
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| 1. Research the life of **Queen Elizabeth I**. Give interesting facts and details beyond dates. Compare her to one modern-day leader.
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| 1. What was **London** like in the **16th century**? Be specific with information on size, population, neighborhoods, etc. How does it compare with present day London?
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| 1. Describe the **Renaissance in England**. What was it, what years did this period cover, what were the major events and their impact, etc.? Compare the Renaissance to today? Are there any similarities?
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| 1. Describe the **fashions of the Elizabethan Age**. What did women wear? What about the men and children? The nobility? Compare to the fashions of today, discuss at least 2 examples and provide reasons why you think fashion has changed.
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| 1. What was the **Reformation**? Explain its importance. Compare religion of this time to religion of today? How and why have things changed?
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| 1. Who was **King James**? Research his life. Give interesting details beyond dates. Compare him to a leader in a similar capacity today in at least 2 ways.
 |  |
| 1. Discuss **medicine of Shakespeare’s time**. What was the Black Death? Compare to medicine today, are there any similarities?
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**Complete (or create) 1 sheet per source. Use 4 sources minimum.**

**RESEARCH QUESTION:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Cite source #1 in MLA format in this box.** Find instructions here http://libguides.sd44.ca/CarsonGrahamLibrary/MLA

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**Take notes from source #1 in this box:** If you copy/paste you must put “quotation marks” around the info. To paraphrase, write the information in your own words but change the sentence structure and cite the source.

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**Answer these SOURCE EVALUATION questions in complete sentences:**

1. Who or what is the author of this source?
2. What makes this author trustworthy?
3. What makes this a good source for your project?

Romeo and Juliet Research Project Rubric

Group Members\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rough Draft** Criterion B: Organizing

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| 7-8 | All sources are cited on the Works Cited list in **MLA format**. All sources are **consistently** evaluated. |
| 5-6 | Most sources are cited on the Works Cited list in **MLA format**. Sources are **mostly** evaluated. |
| 3-4 | Sources are cited inconsistently or incorrectly on the Works Cited list in **MLA format**. All sources are evaluated with **assistance.** |
| 1-2 | Sources are referenced by link and or name only. Sources are **rarely/poorly** evaluated. |
| 0 | The student does not reach a standard described by any of the descriptors. No sources are evaluated.  |

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| **Works Cited** Criterion B: Organizing |  |
| 7-8 | makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.  |
| 5-6 | makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.  |
| 3-4 | makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.  |
| 1-2 | makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. |
| 0 | The student does not reach a standard described by any of the descriptors.  |

**Visual Aid:** Criterion C: Producing Text

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| 7-8 | **Excellent** use of visual aid to effectively present information pertinent to research topic. Excellent explaination of elements of visual aid in a manner that enhances the overall presentation of topic.  |
| 5-6 | **Competent** use of visual aid to present information pertinent to research topic. Competent explaination of elements of visual aid in a manner that enhances the overall presentation of topic.  |
| 3-4 | Adequate use of visual aid to present information pertinent to research topic. Adequate explaination of elements of visual aid.  |
| 1-2 | Minimal use of visual aid to present information pertinent to research topic. Minimal explaination of elements of visual aid.  |
| 0 | The student does not reach a standard described by any of the descriptors.  |

**Oral Presentation :** Criterion D: Using Language

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| 7-8 | **Excellent** oral presentation. Information is detailed and presented in a consistently logical manner. Students speak clearly and loudly. All group members are an essential part of the presentation.  |
| 5-6 | **Competent** oral presentation. Information is detailed and presented logically. Students speak clearly and loudly. All group members participate in the presenation.  |
| 3-4 | **Adequate** oral presentation. Information is adequate and presented somewhat logically. All group members try to participate.  |
| 1-2 | Oral presentation is not effective. Information is not detailed and is not presented logically. Not all group members participate.  |
| 0 | The students do not reach a standard described by any of the descriptors.  |

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| Additional Comments: | Total:  |