

Shakespeare's Romeo and Juliet

WebQuest Description: Hello! This webquest will help students learn more about drama during the Elizabethan Period, William Shakespeare, and it will introduce students to the characters and plot of one of Shakespeare's most popular play's Romeo and Juliet. Get ready to fill your cranium with Drama knowledge!!!

Grade Level: 9-12

Curriculum: English / Language Arts

Keywords: Shakespeare, Romeo and Juliet, Elizabethan Theater, Elizabethan Language, Drama.

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Introduction

"For never was a story of more woe, Than this of Juliet and her Romeo."

William Shakespeare, Romeo and Juliet, 5.3 In this WebQuest, you will gather background information on the Shakespearean theater, the life and impact of William Shakespeare, the elements of drama, Shakespearean language and information on Romeo and Juliet. The information you discover will provide you with useful background context, which will enhance your understanding and enjoyment of the play.

Tasks

Please answer all research and performance task questions for each section of the webquest. There are 4 sections of the webquest that all students must complete: 1. William Shakespeare: An Introduction to his life 2. The Elizabethan Theatre 3. Elizabethan Language 4. Background Information on Romeo and Juliet Each section is worth 25 points for a total grade of 100 points. Every student is expected to work with one partner to complete the webquest. You will have only two class periods in the computer lab to complete this webquest. The webquest is to be completed in one full school week. Webquests that are incomplete will only be able to receive grades of C+ and below. All students will be completing the webquest on Microsoft Word. Copy and past all activities and performance tasks with you and your partners completed answers onto Microsoft Word. When all tasks are completed print out the assignments and turn in by the due date. *All students must have a cover page when turning in the assignments. The cover page MUST INCLUDE: the title of the webquest, both student names, the date, and the class block. * After completing the Quizlet in Activity 4, please print out your test score and turn in with the rest of the completed activities.

Process

Activity 1: William Shakespeare: An introduction to his life Read the biography on Shakespeare below and try to complete the missing information. Then, open the following link in a new window or copy and paste the link on your web browser <http://www.bbc.co.uk/timelines/z8k2p39> to find the correct information and complete the short biography. 1. Shakespeare is England's most famous playwright and _____ . His plays _____ and _____ are known throughout the world and he _____ introduced up to 300 _____ and dozens of _____ into the English language. 2. He was born in _____ - _____ in _____ the year _____. He probably went to the local _____ school, King Edward VI's School, where he learnt Greek and _____. He didn't go to _____. 3. In 1582, he married _____ , who was three _____ months _____. In total, they had _____ children. 4. He left Stratford to go and live in _____ , working as a playwright and actor. He performed many times for Queen _____. 5. Shakespeare's group built their own theater called the _____. By _____ now, Shakespeare was very rich. He bought the _____ house in Stratford and many other properties as investments. He had a good head for business. 6. He died in _____ , probably of _____. In his will, he left _____ bed to his wife. Nobody knows for certain _____ why he did this. He is buried in Stratford. Activity 2: The Elizabethan Theater The Theater in Shakespeare's Day. Open the following link in a new window or copy and paste the link on your web browser <http://www.uni-koeln.de/phil-fak/englisch/shakespeare/> to learn about the Elizabethan Theater. Once you open the link you will be taken to a new website. Click on the left hand tabs that are blue and green to answer the questions for this section. 7. How many woman actors did the company usually feature? 8. Was Shakespeare an actor? What was the term used to refer to actors? 9. How were the seating arrangements for the audience? How did one get a good seat? 10. What would the audience do if they did not like the performance? 11. Describe the stage, scenery and the costumes used in Elizabethan Theater. 12.

Besides theaters, directly state and describe some other places that plays were conducted? 13. What is contemporary drama? How is contemporary drama influenced by the Elizabethan theater? Activity 3: The Elizabethan Language As we read Romeo and Juliet, most of the unfamiliar words will be explained in footnotes. However, it is important to have a basic understanding about Elizabethan Language. Open the following link in a new window or copy and paste the link on your web browser: <http://elizabethan.org/compendium/20.html> to access the resources needed to answer the questions. 14. A famous line from Romeo and Juliet, is when Juliet says, "Romeo, Romeo, wherefore art thou Romeo?" What does "wherefore" mean? 15. What does "stay" mean? 16. Open the following link in a new window or copy and paste the link on your web browser: <http://elizabethan.org/compendium/29.html> to get the information you need to translate the information. Put your translation in column three (the blank column). Keep the phrases just about the same, but use Elizabethan words where you can. So, in other words, you rewrite the entire phrase but you use as many words as you can using Elizabethan English. Person A Hello. A (sneezes) Excuse me. Person B Gesundheit! A Thank you. B Say, do you know where the closest bathroom is? A Certainly, it's down the street in the Kings tavern. B Thanks. Goodbye. 17. Go to Shakespeare Insult Kit at: http://www.pangloss.com/seidel/shake_rule.html by opening the following link in a new window or copy and paste the link on your web browser. In the box below you will make 3 Shakespearean insults. To begin making your own Shakespearean Insult combine one word from each of the three columns below, but make sure to begin each statement with the word, "Thou" followed by one word from Column 1, then Column 2, and then Column 3. In other words, to make an insult follow the formula: "Thou" + Column 1 + Column 2 + Column 3 = Shakespearean Insult. 1. 2. 3. Activity 4: Background Information on Romeo & Juliet Character Information Open the following link in a new window or copy and paste the link on your web browser <https://quizlet.com/4131713/whos-who-in-romeo-and-juliet-flash-cards/> to complete the activities on the webpage. Students must complete all activities on the quizlet website. This quizlet will help all students prepare for the Pre-Test! Plot Information Open the following link in a new window or copy and paste the link on your web browser <http://www.litcharts.com/lit/romeo-and-juliet/summary> to read the summary to answer the proceeding questions below. 18. Prince Escalus, the ruler of Verona, declares that anyone in either family involved in any future fighting will be put to _____. 19. Why are the Capulet's throwing a masquerade ball? 20. Why does Romeo crash the party? Who is with him? 21. Why does Romeo slip away from his friends and jump the wall after the party? 22. What do Romeo and Juliet do the next day? Who helps them? 23. Who is Tybalt? What does he do? What happens to him? 24. What punishment does Romeo receive from the Prince? 25. What does Juliet do to get out of her forced marriage to Paris? 26. Why does Romeo poison himself? 27. Why does Juliet kill herself with Romeo's dagger?

Evaluation

The Rubric below explains what standards are addressed in each assignment and it details the point value for each activity. Both students will receive the same grade for the entire webquest assignment. Please review the rubric so that you are aware of how you will be graded for each activity on the webquest.

Rubric Activity 1: William Shakespeare: An introduction to his life Activity 2: Elizabethan Theater Activity 3: Elizabethan Language Activity 4: Background Information on Romeo & Juliet

Standards: ELAGSE9RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. ELAGSE9W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. Standards: ELAGSE9W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ELAGSE9W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. Standards: ELAGSE9L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and to edit so that it conforms to the guidelines in a style manual. ELAGSE9RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.) Standards: ELAGSE9RL2: Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ELAGSE9RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

4 pts. each +1 = ____/25 pts. 3pts each + 3 = ____/25 pts. #14 & #15 = ____/10 pts. #16 = ____/15 pts. Total = ____/25pts. Quizlet Activities = ____/15pts. Plot Info. Questions 1 pt. each = ____/10pts Total = ____/25pts. Total Score: ____/100 Comments:

Category and Score					Score
				Total Score	

Conclusion

William Shakespeare is one of the most famous and prolific writers in the history of English. He produced the greatest love story told, and he coined many now-common expressions and words. His works are still relevant today and remain in the classical canon of literature. William Shakespeare's works are constantly referenced in pop culture and or media today. How many works in film, music or literature can you think of that is inspired by one of Shakespeare's works of literature?

Teacher Page

This webquest is about learning background information about Romeo and Juliet. In order for students to understand the play they must have some knowledge about the Elizabethan Era, Elizabethan Drama, Elizabethan Language and of course information about the characters and the plot of Romeo and Juliet. The webquest offers students the ability to gain this knowledge through viewing videos, watching powerpoints and prezis, as well as reading articles on websites about William Shakespeare and Romeo and Juliet. Students will be given two class periods to work on the webquest, but in total they will have 7 days to complete the webquest with a student peer (5 school days + the weekend.) Most of the resources in the webquest can be used throughout a Unit about Drama, so just because the students are done with the webquest does not mean that you do not have to go back to these wonderful sources!

Standards

The Content Standards assessed in this webquest are:

ELAGSE9RL2: Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELAGSE9RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

ELAGSE9L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and to edit so that it conforms to the guidelines in a style manual.

ELAGSE9RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

ELAGSE9W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

ELAGSE9W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE9RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

ELAGSE9W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Credits

Essential Understandings:

1. The tremendous impact and influence of William Shakespeare in literature.
2. The importance of understanding and applying language.
3. The importance of using our prior knowledge to find understanding in new information presented.
4. Analyzing Characters in reference to our lives and modern day traditions.
5. Reading, writing, researching and comprehending 9th grade literature.

Further Explorations:

1. How does language continue to evolve?
2. What part do you play in the evolution of language?
3. What will the canon of literature look like in the future?
4. Why read and discuss Romeo and Juliet today?
5. What universal themes are present in Romeo and Juliet?

Other

Modifications:

Jigsaw: Students can work in groups of 4. Each students in the group can be assigned one out of the 4 activities to complete.

Project Based Structured: Students can be given a specific Activity to complete and then they can complete a 4 page research paper on the topic. This modification is geared towards students who really work well independently are are task orientated.