What is important to know in studying Shakespeare?

Shakespeare Research Project

Language Arts I

**Standard 4: Research and Reasoning:** Integrate information from different sources to research and complete a project.

**Discover:**

To build relevant and interesting background knowledge for our study of *Romeo and Juliet*, you will be researching ONE of the topics listed below to become the official “expert” on the topic. Then, you will teach others in the class about your topic. The topics:

1. William Shakespeare:What information is important and interesting to know about the man who wrote the play?
2. Elizabethan England/Renaissance: What is important to know about the time period in which the play was written? What influence did the politics, queens/kings, and religion play in developing the culture of theatre and this play?
3. Renaissance theatre/The Globe: What characterized theatre during this time period? How was it different from theatre in the Middle Ages? What important things should we know?
4. Tips for reading Shakespeare’s language: What useful strategies should we keep in mind when we read this play? What will help us understand and highlight the essence of the drama?
5. Psychology and the teen brain: How does the brain change during teen years? Which parts of the brain are responsible for teen behaviors? How can these changes affect teen’s actions and choices? What predictions can you make about the conflict and choices of the teen protagonists in this play? Take notes on the prefrontal cortex, amygdala, and sleep: What are they? Why are they important?
6. Relationships and the teen brain: Which parts of the brain are responsible for teen behaviors? How does the growing teenage mind affect love and relationships with friends, partners, and parents? How can modern science help us understand their choices? What predictions can you make about the conflict and choices of the teen protagonists in this play?

**Step 1: Discover information on your topic through research**

1. See the back of this sheet for resources to use in taking your notes.
	1. **Open this assignment from my website to click on the links and save yourself time!!!!**
2. Complete *a full* page of notes on your topic. Be ready to hand it in!

**Step 2: Create and *type* a Works Cited page for your sources.** Remember the following formatting instructions:

1. MLA Header
2. Double-space the whole thing
3. Hanging indent
4. Alphabetize all entries

**Step 3: Connect your background information with that of your peers**

On the third day of this research project, you will jigsaw with a group of students who each studied a different topic. You will connect all your topics to make predictions of what our Shakespeare study will include. You will take notes on what your peers teach you. Be ready to hand in these notes!

**Step 4: Reflect in a paragraph**

On the back of your notes, write an ACE paragraph to synthesize what is important to know in studying Shakespeare. Use three concrete details (from your research notes), include in-text citations to show where you got the information, and reflect in your CM on how that would affect the play and why that would be important to know and understand.

**Resources to use:**

In order to help you select valid resources, please research your topics from the following sources:

1. William Shakespeare: *@*
	1. *Question:* What information is important and interesting to know about the man who wrote the play?
	2. *Resources:*
		1. Read “William Shakespeare’s Life: A Genius from Stratford” from your textbook (726-727).
		2. Read “Shakespeare’s Biography” on *Shakespeare’s Resource Center* website:

<http://www.bardweb.net/man.html>

1. Elizabethan England/ Renaissance: $
	1. *Questions:* What is important to know about the time period in which the play was written? What influence did the politics, queens/kings, and religion play in developing the culture of theatre and this play?
	2. *Resources:*
		1. Read the article “Religion in Elizabethan England” off the *Elizabethan Era* website; you can also ready introductory material on the main website to give you context before the earlier article. Works Cited information can be found on the “copyright information” link at the bottom of the main website page.

<http://www.elizabethan-era.org.uk/religion-elizabethan-england.htm>

* + 1. Read at least one other article on the website *Life in Elizabethan England* <http://www.elizabethan.org/compendium/home.html>
1. Renaissance theatre/The Globe: @
	1. *Questions:* What characterized theatre during this time period? How was it different from theatre in the Middle Ages? What important things should we know?
	2. *Resources:*
		1. Read “Shakespeare and His Theater: A Perfect Match” in your textbook (7280730).
		2. Read “Shakespeare’s Globe” on the *Shakespeare’s Resource Center* website: <http://www.bardweb.net/globe.html>
2. Tips for reading Shakespeare’s language: @
	1. *Questions:* What useful strategies should we keep in mind when we read this play? What will help us understand and highlight the essence of the drama?
	2. *Resources:*
		1. Read “How to Understand Shakespeare's Language: Strategies for Reading the Bard” from ENotes.com website:

<https://www.enotes.com/topics/how-to-understand-shakespeares-language>

5. Psychology and the teen brain: +

a. *Questions:* How does the brain change during teen years? Which parts of the brain are responsible for teen behaviors? How can these changes affect teen’s actions and choices? What predictions can you make about the conflict and choices of the teen protagonists in this play?

b. *Resources:*

 i. Read the PDF titled “Teen Brain: Still Under Construction” posted on my website.

ii. View the YouTube video titled “The Teenage Brain Explained”. Take notes on the prefrontal cortex, amygdala, and sleep: What are they? Why are they important?

6. Relationships and the teen brain: @/$

a. *Questions:* Which parts of the brain are responsible for teen behaviors? How does the growing teenage mind affect love and relationships with friends, partners, and parents? How can modern science help us understand their choices? What predictions can you make about the conflict and choices of the teen protagonists in this play?

 b. *Resources:*

i. Read the article titled “Young Love: the Good, the Bad, and the Educational” from the *NY Times.com.*

ii. View the YouTube TED talk titled “The Mysterious Workings of the Teenage Brain.”