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1. What process did you use to develop your idea? Include any brainstorming prompts and approaches.

As teachers, we search for and find inspiration for lesson ideas everywhere. In this case, we were inspired by the TV dating game show: "Baggage." The format for this show allows for each contestant to be broken down into a series of three quirks, characteristics, and/or motivating factors; each of which are revealed throughout the course of the episode. As English teachers, the ridiculous nature of the show and its contestants naturally reminded us of some of the characters that exist within Shakespeare's world. We also felt that deciding who would have which sort of "baggage" would be a fun and engaging way for students to explore Shakespeare's characters, whether they are from Macbeth, Hamlet or A Midsummer Night's Dream (which we ultimately chose to focus on ourselves). Our initial idea was to reproduce an episode of "Baggage" using Shakespearian characters. However, we wound up working backwards. We felt that choosing the characters that would appear on the show was an important process, not only for us to explore further, but for our students to explore as well. Therefore, the video component of this project will be featured in part two of the media assignment.

So, this left us with the question of how to present the selection process for our cast of dating show contestants. Firstly, we decided that creating dating profiles made sense, as each of these characters would need to apply and/or audition for the show. To create these dating profiles, we pulled quotations that described each of the characters straight from the text. Each quotation was either used directly, or was manipulated to fit into the various categories (e.g. interests, perfect date, etc.) Second, as we were planning on leading into the actual episode, we felt a skit depicting a casting call was appropriate, as it would provide (a somewhat comedic take) on some of the conversations we actually shared concerning which characters would feature in our upcoming "Baggage" episode.

2. What other pre-production strategies did you employ?

This involved a lot of collaboration and discussion, as well as a lot of time engaging with the original text of the play. The choice of using A Midsummer Night's Dream was a logical one, as the play itself mostly addresses the "love triangle" concept. In addition, the characters that would eventually wind up being our dating show contestants were obvious, as they are also the main characters in the play. The majority of our time was spent combing through the text and constructing each of the dating profiles, which were based solely on the play's text. We wanted this process to be authentic as possible to that of the process that our students would engage in upon completing the assignment. We carefully discussed each detail of each character from the play, and which quotations or pieces of texts best represented them. The dialogue within the skit/presentation itself was more or less done improv style. We have been fortunate enough to work together on numerous occasions, and play well off of each other. In addition, we felt comfortable and confident enough with the material that we had created to let things flow

naturally in the presentation. However, we did discuss that if students chose to present their dating profiles in this manner, we would encourage them to take the time to create a script or pre-prepared talking points.

3. How did you assign tasks or roles within your group? How did you manage time?

The three of us have been lucky enough to work together on numerous occasions. Therefore the collaboration process was both organic and fluid. We completed the majority of the tasks together, ensuring that each person's opinions were heard and discussed. Once we finished discussing each of the characters, we divided the list of characters up equally and constructed and formatted each of the physical dating profiles individually. We found the class time provided to be highly productive, though a lot of the individual work was completed at home.

4. What approaches would you use to assess this activity that takes account of the following: a) the multimedia nature of the assignment; b) the collaborative nature of the assignment?
*include a draft assessment rubric.

For this activity, where students are creating 'dating profiles' for novel characters (i.e. Shakespeare's *Midsummer Night's Dream*) and then further going on to create a visual representation of a date-matching show (either a skit or a video), we decided to create a 4-point rubric. The areas that we are focusing on for the overall project are: analysis/interpretation; creativity; content; and presentation.

The assessment of analysis/interpretation focuses on the extent to which student(s) have analyzed the given characters of the literary work they have chosen for their project and how appropriate the interpretation is of the characters (i.e. does the 'dating profile' accurately represent *A Midsummer Night's Dream* characters in detail?).

The assessment of creativity focuses on how much creative effort has been placed into the project; hence, the more creative expression within the overall product (i.e. the 'dating profile', plus the skit/video), the better the grade. Students are encouraged to reveal their own understanding or readings of each of the play's characters based on the original text. However, students should not take too many liberties with the source text, that it is no longer recognizable.

The assessment of content focuses on how well students have connected/engaged with the source material and to what extent the source material was used. For example, the assessment of content in our activity may go as follows: How well do the students engage with *A Midsummer Night's Dream*? Are any additional sources used? How are the additional sources used?

Finally, the assessment of presentation focuses on both parts of the activity – the 'dating profile' and the skit/video – and looks at a number of factors. It considers how well the overall project is presented to the class (i.e. was it clear and insightful, or, was it unclear and muddled?). Does the project fall within a given time limit? How much engagement with the media source is shown, for example, does the skit/video effectively show analysis and

engagement with A Midsummer Night's Dream? And finally, how well has the group worked on and come together while creating their project(s)? Hence, the presentation aspect of our assessment focuses on more than just the media project itself, but also the collaborative aspect of our activity.

The rubric used to assess this assignment can be found below:

	1	2	3	4
Analysis & Interpretation	Little to no evidence shown of research and/or engagement with the source material	Minimal evidence shown of research and/or engagement with the source material	Shows evidence of concrete research and engagement with the material	Shows evidence of thorough research and effective engagement with the material
Creativity	Demonstrates little to no originality and creativity	Demonstrates a minimal amount of originality and creativity	Demonstrates originality and creativity	Effectively demonstrates originality and creativity
Content	Little to no connection and/or evidence of content/source material; demonstrates no original content	Minimal connection and/or evidence of content/source material; demonstrates minimal original content	Concrete connection and/or evidence of content/source material; demonstrates solid use of original content	Thorough connection and/or evidence of content/source material; demonstrates thorough use of and engagement in original content
Presentation	Unclear and disorganized; shows little engagement with the material and tends to meander	Adequate delivery of message, minor corrections; goes over/under time limit; minimal engagement with media source	Great delivery of message; good time management; demonstrates effective engagement with the media source	Clear and insightful; falls within structured time limit; shows thorough engagement with the media source

5. What are the greatest challenges in using this approach in a classroom and can they be ameliorated through careful instructional design? What learning opportunities did this activity afford? *Include a formal statement describing your goals in completing this assignment along with the drawbacks and affordances of the approach.

This assignment was a lot of fun, and gave us some great insight as to how to implement this as a lesson in our own classrooms. Shakespeare is complex, confusing, and downright frustrating for many students. This activity is meant to get students engaging with Shakespeare's work in a creative, yet purposeful way. As students are asked to construct a profile of each character through the dating profile format, they are therefore reading through the text with purpose. Despite our intent that this be a less intimidating introduction to Shakespeare and his characters, we understand that some students may struggle with the analysis of the text itself. This will require thorough scaffolding and support from the teacher, as well as sufficient time for students to explore and discuss the text together. We also recognize that some students may be uncomfortable with the creative nature and direction of the assignment itself, and may wish to focus their efforts on a product that is more concrete. It should be noted that students would be permitted the freedom to produce the assignment in any way they choose as long as the process is similar, and they are fully engaging and exploring the text.

Works Cited:

Shakespeare, William. *A Midsummer Night's Dream*. Ed. Peter Holland. Oxford: Oxford University Press. 2008. Print.