

**Media Project II: Macbeth “Geocaching” Hunt**  
**Project Reflection**

**Process and Pre-production**

Initially we had planned to use the official Geocache website to create our project. We began reading about how Geocaching works, where you can do it, and how to place your "treasure" in a location of your choice. However, after reading further on the website, we learned that you need 2-3 days to get your location choice approved by the Geocache website, and that there were very strict regulations to follow. This was not going to give us enough time to complete our project so we decided that we needed to adapt our project to a new medium that would work given our time frame and technical skills.

After this discovery, we had to brainstorm how we could still create a media project that was similar to geocaching but didn't use the Geocache website. Instead, we decided to create a custom Google Map. This medium would allow us to still plot our locations on a map but did not require us to sign up and register through a website. We could also create customized labels for the map markers to recreate specific locations from the piece of literature.

Upon figuring out which medium to use, we tried to come up with a text that we could map out. We eventually decided to work with the Shakespeare text, *Macbeth*. We chose to use Macbeth's castle, Duncan's sleeping chamber, a Heath near the battlefield, and a dining hall found within Macbeth's castle as key locations to hide our "Geocaches." We thought that students would go to the locations on the Google Map and seek out significant objects from the play using hints written in Shakespearean language. Students would have to translate the hints, find the object, and record the object and its significance to the larger story.

However, we thought adapting this for a classroom in a way where the teacher is not doing all of the planning and getting students more involved would be more effective for learning. See the section on "Integration" below for more details.

**Roles**

We completed this activity collaboratively. We took advantage of the work sessions to work in person and found that this was much more practical than trying to split up the work to do individually. We engaged in countless discussions about which text to use and how we would approach the project.

**Assessment**

We decided that we would formatively assess this assignment to check for understanding of the significance of the objects and student ability to translate standard English into Shakespearean English and vice versa. Each student would be required to fill in the provided worksheet for at least four objects. Once students completed the worksheet we would return to the classroom and go over their results to ensure that everyone has the opportunity to share their knowledge of important symbols found within the text. We would not use this as summative assessment because it would not demonstrate a full understanding of the entire text. However, this would be a beneficial activity to complete prior to summative assessment in order to act as a type of review for the students.

**Integration into the Classroom**

This type of activity would be fun to integrate into the classroom. Students could work in groups of 2 or 3 and contribute their own "Geocache." As a class we could brainstorm a number of significant objects or images pertaining to the text. Students would work in their groups to create the object, find a location around the school (or community) to hide it, and create a hint in Shakespearean English for their peers to translate. The teacher could collect the general locations and map them out on a custom Google Map, and compile the hints into a worksheet. Students would then select other groups' objects to look for, fill in the worksheet, and discuss the significance of each object in a class discussion.

**References**

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