

World of the Play Research Project

Each pair of students will be assigned one of the five playwrights from the 5 plays we will be using in class. You will be responsible for researching the playwright and the “world” he/she lived in during the time he/she wrote the play. You will present your “world of the playwright” report to the class with an oral presentation accompanied by at least one visual aid and also turn in a written outline or report. This information will be vital in our interpretation of the characters and the play.

Your research should include:

1. A brief background and history of the playwrights life and career
2. A description of the world surrounding the playwright, specifically the historical, social, political and cultural influences of this time. Your report may include but not be limited to: wars/revolutions/political upheavals, change in government, scientific/religious/philosophical theories or discoveries, change in class structure, trends in gender roles, sexual identity, cultural influences such as entertainment, fashion, etc, as well as personal challenges or life changing events in the playwright's life.
3. How did these factors affect the playwright and specifically influence his/her writing of this particular play?

You will turn in:

1. Written Version of your Report (paragraph or outline form) (with sources cited)
2. Visual Aid

PLEASE DO NOT simply copy material from on line. Take time and use creativity to make the project your own. Remember to document your sources.

Grading criteria attached:

Written Report – 26

Visual Aid – 25

Oral Presentation – 49

World of the Play Oral Report Rubric

Criteria	7	6	5	3	Points
Body Language	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	___
Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	___
Introduction and Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	___
Pacing	Good use of pace and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	___
Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	___
Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	___
Teamwork	Students shared the work and entire presentation equally	Students shared most of the work and presentation equally	One student overpowered the other in presentation and workload	Students were argumentative and did not work together at all	___

TOTAL (49 points) ___

World of the Play Writing Rubric

Following Directions:

Does the writing fulfill the directions for the assignment?

10 9 8 7 6 5 4

Audience Awareness / Organization/Development:

Does the writing avoid confusing shifts in person (one→you) and tense (is→was)?

Does the writing maintain an appropriate level of formality in language (e.g. avoids slang)?

Does the writing have a useful introduction, with thesis (or focus), and conclusion?

Does the writing support the thesis with adequate details in its paragraphs?

8 7 6 5 4 3 2

Sentence Structure / Grammar and Mechanics:

Do the sentences avoid confusion and communicate clearly?

Do the sentences avoid fragments and run-ons? Do the sentences avoid awkwardness?

Does this writing have few or no spelling or punctuation errors?

Does this writing have few or no errors in agreement (subject-verb; noun-pronoun)?

Does this writing demonstrate that the student took pains to proofread it well?

Do paragraphs fit together logically—both within and between paragraphs?

8 7 6 5 4 3 2

Total (26):

Rubric modified from existing rubric found at:

www.ncstatecollege.edu/studentsuccessplan/WAC%20Rubric3.doc

World of the Play Visual Aid Rubric

Criteria	5	4	3	2	Points
Presentatio n / Clarity	The visual aid is very clear and effective.	The visual aid is understandable but is a bit discombobulated.	The visual aid makes some sense but is overall confusing.	The visual aid makes no sense or is nonexistent.	_____
Attractive ness	The visual aid is well planned out and exceptionally attractive in terms of design, layout, and neatness.	The visual aid is well planned out and attractive in terms of design, layout, and neatness.	The visual aid is somewhat planned out and attractive but a bit messy.	The visual aid is distractingly messy or very poorly designed. It is not attractive.	_____
Connectio n to Topic	The visual aid really helps the audience to understand the topic and information.	The visual aid helps the audience to understand the topic and information.	The visual aid is confusing or slightly hard to understand.	The visual aid is very confusing.	_____
Creativity	Several of the graphics and/or overall design of the visual aid reflect an exceptional degree of creativity.	The graphics or overall design of the visual aid reflects a high degree of creativity.	The graphics and overall design of the visual aid reflect little degree of creativity.	The graphics and overall design of the visual aid reflect no creativity.	_____
Mechanics / Grammar	There are no grammatical mistakes on the visual aid. Capitalization and punctuation are correct throughout the visual aid.	There is 1 grammatical mistake on the visual aid. There is 1 error in capitalization or punctuation.	There are 2 grammatical mistakes on the visual aid. There are 2 errors in capitalization or punctuation.	There are more than 2 grammatical mistakes on the visual aid. There are more than 2 errors in capitalization or punctuation.	_____
	TOTAL (25 points)				_____

Rubric adapted from <http://www.vonsteuben.org/ourpages/auto/2007/3/6/1173229745931/Visual%20Aid%20Rubric.doc>