Project Based Learning

Name: Date:

Step 1: Finding the Driving Question

**Rule for Crafting a Driving Question in Project-Based Learning**

A driving question should be open-ended, connected to real-world issues, and useful for guiding the project. It needs to be broad enough to allow for multiple approaches but specific enough to remain focused.

Example: "How can we reinterpret and adapt Shakespeare's works to address contemporary social issues in our community?"

Driving Question

How can we reinterpret Shakespeare's works to address contemporary social issues and make them resonate with today's audiences?
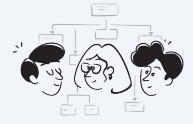
Step 2: Sustained Inquiry

Let your students research the topic. Providing them with resources to limit the field and avoid over-whelming students can be helpful.

Resource Suggestions to Help the Sustained Inquiry Phase

1. **Annotated Editions of Shakespeare's Works**
   - **Resource**: "The Arden Shakespeare" series
   - **Description**: Provides detailed annotations and historical context that help in understanding the language, themes, and settings of Shakespeare's plays.

2. **Contemporary Adaptations**
   - **Resource**: Movies like Baz Luhrmann's **Romeo + Juliet** or **10 Things I Hate About You** (adaptation of **The Taming of the Shrew**)
   - **Description**: These films offer modern retellings of Shakespeare's stories, making it easier to see how his themes can be updated for contemporary audiences.

3. **Critical Essays and Journals**
   - **Resource**: Journals such as **Shakespeare Quarterly** or **Shakespeare Studies**
   - **Description**: Academic papers and essays that explore various interpretations and analyses of Shakespeare's work, often addressing modern issues.

4. **Online Databases**
   - **Resource**: JSTOR, Project MUSE
   - **Description**: Access to a vast collection of scholarly articles, including those that might focus on modern readings of Shakespeare.

5. **Documentaries and Educational Videos**
   - **Resource**: The BBC's **Shakespeare Uncovered** series
   - **Description**: Offers insights from actors, directors, and scholars on the relevance of Shakespeare's plays today.

6. **Books on Modern Reinterpretations**
   - **Resource**: **Shakespeare Reimagined: Interpretations Across Time and Media** by David Bevington
   - **Description**: Explores various interpretations and adaptations of Shakespeare's works over time.

7. **Social Media and Online Communities**

- **Resource**: Reddit (r/Shakespeare), Twitter, and specialized forums
- **Description**: Platforms where students can engage in discussions about contemporary takes on Shakespeare's works and share ideas.

8. **Workshops and Webinars**
   - **Resource**: Organizations like The Royal Shakespeare Company (RSC) and Shakespeare's Globe often host online workshops
   - **Description**: Interactive sessions that can provide deeper insights into reinterpreting Shakespeare for modern audiences.

9. **Thematic Comparisons**
   - **Resource**: **Shakespeare and Social Justice: Scholarship and Performance in an Unequal World** edited by Sharon O'Dair and Timothy Francisco
   - **Description**: Examines how Shakespeare's works engage with issues of social justice, making connections to contemporary social issues.

10. **Performance Reviews and Critiques**
    - **Resource**: Websites like The Stage or Broadway World
    - **Description**: Reviews of modern performances of Shakespeare's plays, often highlighting how directors and actors have updated the material for contemporary audiences.

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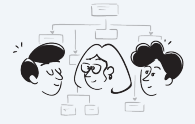
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## Step 3: Identifying the final product

Key Consideration for PBL Product Choice

Determine what students will create or present at the end of the project. This should be something that can be shared with an authentic audience. It could be a presentation, a prototype, a performance, or a digital product.
Example: A workshop series for schools that uses "The Tempest" to discuss environmental conservation, culminating in student-led presentations on local environmental issues.
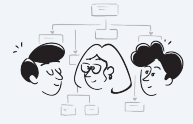
Step 4: Mapping the Milestones

Relevance of Milestones in Project-Based Learning

Milestones in project-based learning ensure that students stay on track and allow for formative assessments, which are crucial for the successful completion of the project.

Example: When reinterpreting Shakespeare's works to address contemporary social issues, key milestones might include:

- Research Phase: Students gather information on the original Shakespearean text and identify relevant contemporary social issues.
- Concept Development: Students develop a concept on how to reinterpret the text to make it relevant to today's audiences.
- Draft Submission: Students submit a draft of their reinterpretation for formative feedback.
- Peer Review: Students participate in peer reviews to refine their reinterpretations.
- Final Presentation: Students present their final reinterpretation to the class or a larger audience.

Project-Based Learning Milestones for Reinterpreting Shakespeare's Works

Milestone 1: Conduct Initial Research and Collect Data (Week 1-2)

- **Task:** Students will begin by researching Shakespeare's works, focusing on understanding the themes, characters, and historical context of the plays. They should also gather information on contemporary social issues such as inequality, gender roles, racism, and more.
- **Deliverable:** A research summary that includes key findings on both Shakespeare's works and current social issues. Students will also select a specific Shakespeare play they wish to reinterpret.

Milestone 2: Develop a Conceptual Framework (Week 3-4)

- **Task:** Students will create a conceptual framework that links specific themes or characters from the chosen Shakespeare play to contemporary social issues. This will involve brainstorming sessions, outlining possible reinterpretations, and discussing how these can be made relevant to today's audiences.
- **Deliverable:** A detailed proposal outlining their reinterpretation concept, including how they will address the contemporary social issue and the changes they plan to make to the original text.

Milestone 3: Draft the Reinterpreted Scenes (Week 5-6)

- **Task:** Students will start drafting key scenes from the Shakespeare play with their reinterpretations. They should ensure that the dialogue, setting, and character motivations reflect both the original text and the contemporary issue they are addressing.
- **Deliverable:** A draft of key scenes, including annotations explaining the changes and their relevance to modern audiences.

Milestone 4: Peer Review and Feedback (Week 7-8)

- **Task:** Students will share their draft scenes with peers for feedback. This will involve group discussions and written critiques focusing on the effectiveness of the reinterpretation, the clarity of the connection to contemporary issues, and the overall coherence of the new text.
- **Deliverable:** A peer feedback report that includes constructive criticism and suggestions for improvement. Students will also submit a revised draft based on the feedback received.

Milestone 5: Final Presentation or Public Product (Week 9-10)

- **Task:** Students will finalize their reinterpreted scenes and prepare for a presentation. This could be a live performance, a recorded video, a written script, or any other format that showcases their work. They should also be prepared to explain the rationale behind their reinterpretation and how it addresses contemporary social issues.
- **Deliverable:** The final product, which could be a performance, video, or written script, along with a reflective essay or presentation that explains their creative process and the impact they hope their reinterpretation will have on today's audiences.

By following these milestones, students will be able to systematically approach the project, ensuring that they stay on track and produce a thoughtful and relevant reinterpretation of Shakespeare's works.

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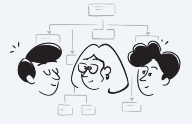
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Step 5: Reflection

Below, there are suggestions for reflection questions you can pose to your students after the PBL phase. Giving them the chance to critique the project, is also a good idea.

> **Relevance of a Reflection Phase at the End of a PBL Project**
>
> Taking time to reflect at the end of a PBL unit transforms students' learning experiences by helping them internalize the skills they have developed and understand how these differ from traditional lessons.
>
> **Example:** Through reflection, students recognize how project-based learning has enhanced their collaboration and independent learning skills, and identify specific moments where they overcame challenges, thereby reinforcing their adaptability and problem-solving abilities.

Name one key skill you developed during this project and explain how you applied it.

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Describe a challenge you faced during the project and how you overcame it.

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Explain how this project has changed your perception of Shakespeare's works.

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