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CI S17 / Technology Practicum
Practicum Report
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In our technology practicum at Jamestown High School, the secondary English cohort presented a William Shakespeare Web quest (<http://aesmi3.people.wm.edu/shakespeare.html>). This project culminated in our students -- four sections ranging from ninth to twelfth-graders -- creating recipe cards intended to identify the most important elements in Elizabethan England to the development of Shakespeare as a writer. For each of the classes to which we presented, Shakespearean plays were an important element of the English curriculum, as the students had either already done a unit on the bard or were preparing to read one of his plays. This project could best be described as an enrichment activity intended to get the students to think about Shakespeare as an historical personage and a part of the cultural landscape of the Elizabethan and Stuart time periods.

The objective of the activity was to have the students demonstrate the ability to discern between important and less important information when performing Internet research, with a secondary objective involving the students' learning details about the life and times of Shakespeare. The Web quest site contains multiple links to sites containing a plethora of information. Some of the information found on these sites is highly pertinent to a discussion of important factors in Shakespeare's evolution as a writer; some of the information, though, is not nearly as important. The students should be able to distinguish between useful and less useful fragments of information and come to an

informed decision about the merits of the different "ingredients" in their recipe for Shakespeare.

To complete the project successfully, students needed access to computers equipped with Internet connections in order to navigate the main page and the links pages of the Web quest. They were also provided with recipe handouts and handouts guiding their research. Materials are essentially minimal beyond the necessary website.

Description of Project:

- Members of the class are separated into groups.
- Each group member chooses a different aspect of Shakespeare's world to focus on. There are four main areas from which to choose: Elizabethan daily life; world rulers and events; Shakespeare's life; and the theatre world of Elizabethan England.
- Students go to the Shakespeare Web quest site:
<http://aesmi3.people.wm.edu/Shakespeare.html>.
- Students read the recipe home page and click on the link that coincides with the area that group member has chosen to study.
- Students browse the various web sites and take notes on their recipe sheets. They are instructed to think about which aspects of Elizabethan England may have been most influential on William Shakespeare's life and writing and which aspects had little effect. Students are encouraged to consult with their group members during this stage.
- When the students return to the classroom, the groups refer to their notes and discuss their findings. As a group, the students decide which "ingredients" should be used in a recipe for Shakespeare. The students also decide on the amount of each ingredients

by referring to the word bank of cooking measurements with which they've been provided.

- Each group writes a final copy of their recipe on a clean recipe handout.

Our evaluation of the students was based on their final written recipes, along with gathering each students' notes. On the following page, you will find a typed copy of a sample final recipe for the twelfth-grade class which I proctored.