

Historical Excavation Project

When archeologists dig, they start in the present and uncover the past layer by layer. In this class, we've been uncovering the history of theatre layer by layer. This assignment is your chance to excavate the history of a contemporary play, person, movement, or trend that you find interesting. This research project is modeled after our class exploration of *Hamilton*.

For the project, you will select a play (musicals or operas work too as long as you can get a copy of the libretto and a recording of the music) from contemporary theatre (written 1990-present) and you will trace it back through history to determine what other "historical theatre things" are its antecedents.

While you can select any play you choose, I ask you to be mindful of the canon that we as a community of historians will collectively create with your selections. What plays you choose as a group will communicate who you believe deserves to be included in our canon. I encourage you to think about that and to investigate the authorship of the plays you are considering for inclusion in our canon.

For our final meeting, we will be doing a digital gallery walk. This means that you are going to design a digital poster, website, magazine, pamphlet, or another format of your choice that will be shared via a QR code with the class and anyone else we invite to attend. The format is your choice but your final product must include the following:

1. Your creation must be well researched and include at least three antecedents. For each antecedent, you must utilize at least one primary and one secondary source for a total of six valid sources. More sources are encouraged and will likely be necessary to fully meet the expectations of the assignment rubric.
2. For each antecedent, you must explain what the antecedent is and make a case for its connection to your contemporary "theatre thing." You should utilize direct and indirect evidence from your sources to make your case.
3. Your final digital creation should include dynamic visuals and video/audio as appropriate to your topic and should be a good mix of text and images.
4. All information, images, and videos must be cited. You may choose to use MLA style or Chicago style for your creation but the citation style should be consistent throughout (including properly formatted image citations). Your creation must include a full bibliography somewhere in the citation style you choose.
5. You will be responsible for creating and printing a QR code that points to your creation and bringing that printout to our final meeting. You will also turn in a link to your creation on D2L before our final meeting.

What you will turn in and when:

As Soon As Possible (once the sheet has opened for edits): Select a play and [add your name and the title, author, and date of first publication or production to this sheet](#).

Sunday February 13th at 11:59pm: Your play selection and preliminary antecedent choices are due. To turn them in, you will fill out and submit the [Historical Excavation Project Topic Selection Form on D2L](#).

Sunday March 13th at 11:59pm: Annotated Bibliography due. You are required to turn in an annotated list of your sources (in correct MLA style). For this project, the annotation for each entry should include a brief description of the source, whether it is a primary or secondary source, and how/where you plan to use it in your project. For an example, [click here](#).

Monday April 4 or Tuesday April 5 before class: Draft of your “Project Plan and Outline” due on D2L. Bring two copies to class for peer review during class For specific requirements for the project plan and outline, [please click here](#).

Sunday April 10th at 11:59pm: Turn in the final version of your “Project Plan and Outline” to D2L. This version should incorporate the feedback from your peers and should adhere to the guidelines laid out in the Project Plan and Outline assignment sheet, [which can be accessed by clicking here](#).

Final Meeting: A working link to your final creation should be turned in to D2L prior to your final time. Bring a printed QR code (and perhaps a short link in case anyone has trouble with the qr code)

Rubrics:

Annotated Bibliography

Proficient	Developing	Beginning
All entries are in correct MLA or Chicago format. Annotations are properly formatted and include all three required elements: A brief summary, whether it is a primary or secondary source, and a discussion of how the text will be used in the project. Annotations are thorough, useful, and well written	All entries attempt MLA or Chicago format, but may not be fully correct. Annotations may not be properly formatted and/or may be missing a required element. Annotations are lacking depth and or specificity and may not be well written.	Entries are not in correct MLA or Chicago format. Annotations are missing required elements. Annotations are basic and do not meet the expectations for college-level research/writing.

Project Plan/Outline

Proficient	Developing	Beginning
Project plan is comprehensive and detailed. Outline is comprehensive and includes all required elements. Outline is formatted in a way that makes sense for the project.	Project plan may not be thorough and/or may be missing an element. Outline lacks clarity and/or is formatted in a way that does not make sense. Outline may not be thorough and/or may be missing an element.	Project plan is very basic and is missing required elements. Outline is unclear and/or poorly formatted. Outline is very basic and is missing required elements.

Final Creation

Proficient	Developing	Beginning
Format of the project makes sense for the material that is being presented. Project contains a good mix of text and visuals that present the material in an engaging manner Content is comprehensive and fulfills the requirements of the assignment. Content is in-depth and appropriate for the assignment/course level All content is accurate and well-edited. All sources are properly cited in MLA or Chicago style and Full bibliography is present and in the correct format for the citation style.	Format of the project may not be appropriate to the material being presented. Project may not be a good mix of text and visuals and/or may not present the material in an engaging manner. Content may not fully meet the requirements of the assignment. Content may sometimes lack depth and/or may sometimes not be appropriate for the assignment/course level There may be one or two errors in editing or accuracy Sources are cited in MLA or Chicago style and there is a bibliography but the citation style is not correct and/or comprehensive.	Format of the project does not work for the material. Project is lacking text or visuals. Project is not engaging Content does not meet the requirements of the assignment. Content lacks depth and/or is not appropriate for the assignment/course level Project needs significant amounts of editing and/or may include extensive inaccuracies. MLA or Chicago style is not used or includes extensive errors.