

Research Worksheet



1. What role does your character play? (Protagonist, antagonist, etc.)
2. How many lines does your character have in proportion to the other characters? Does your character have more lines at the beginning, middle, or end?
3. What scenes does your character participate in? Write a short summary for each of those scenes, focusing on your character's actions.
4. Does your character have any soliloquies or monologues? Does he/she repeat a word or phrase more often than usual? Why are those things significant?
5. What kind of words does your character use? What tone?
6. How does your character treat others in the play? What is their relationship like?
7. What kind of history does your character have? Look at their family and close friends to that character, and determine the character's backstory. You may need to be imaginative!
8. Look at the character's actions throughout the play. If their motives are not obvious, think about their backstory. Why did your character do what they did?
9. Do you think your character is an influencer, or do others influence him/her? Is he/she more internally or externally motivated?
10. If your character changed their actions in the story, would it have changed the ending of the play? In what way?
11. Do you agree with this character? Would you defend this character's actions, or would you prosecute him/her? Why?
12. Do you think other people would agree or disagree with your character's actions? Why?
13. Formulate a claim that you'd like to argue for or against your character. (See your teacher for examples.)

Create a persuasive argument outline that supports your claim, using evidence found in the text. Think about how you would defend your opinion, and what other's might say to combat your statement.

14.

Presentation & Participation Rubric

Student Name: _____ Total Grade: _____ / 150 points

Group Members: _____ Character: _____

Claim: _____

Presentation (100 points)	
Critical Thinking Skills: Student is deeply familiar with the character they are asked to research, and shows an ability to connect the actions and behaviors of a character to the underlying motivations of moral dilemmas and quandaries.	____ / 35
Argumentative Skills: Student constructs a well-developed claim and supports their claim with strong evidence. The student’s argument relies on factual and evidentiary support and strong organization, and makes a focused attempt to persuade the audience.	____ / 35
Research Skills: Student uses multiple sources to obtain strong evidence to support their claim, including the online Concordance and the text itself. Student shows an ability to collaborate with a partner. Student has made logical connections between the language of the text and their claim.	____ / 15
Presentation Skills: Student presents evidence clearly and confidently. Student shows an ability to collaborate with a partner. Student is well-prepared, equipped with notes and/or multimedia tools (<i>optional</i>), and shows evidence of practicing the presentation itself.	____ / 15
Participation (50 points)	
Student is engaged in the class discussion at all times. Student shows critical thinking skills by asking thoughtful questions during the cross-examination. Student formulates an independent opinion and defends it. Student is respectful of the classroom, and follows the Courtroom Procedural Guide. Student votes in every verdict.	____ / 50