

THIS WEEK'S LESSON ACTIVITIES

INSTRUCTOR: _____ **DATE:** _____ **CLASS LEVEL:** Advanced Basic Skills

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| Topic: Shakespeare's Theater | |
| <p>Lesson Objectives: The students will:</p> <ol style="list-style-type: none"> 1) Analyze the features of the Globe Theater. 2) Determine word meaning using context clues. 3) Write an essay comparing theater of the past, to the present. | |
| <p>CCR Standards Aligned to this Lesson: RI/RL.4.1, RI/RL.5.1, RI.4.2, RI.4.3, RI.5.8, SL.5.1, SL.5.3, L.4.2, L.5.2, W.5.1, W.4.2</p> | |
| <p>Reading: to include text dependent questions and reading strategies as needed, such as vocabulary, grammar, spelling, phonics, sentence structure along with writing and listening/speaking activities throughout the unit. Pre reading: Watch a brief biography of William Shakespeare at www.biography.com. Review the layout of the Globe Theater at http://www.shakespearesglobe.com/about-us/virtual-tour. Provide students with a list of vocabulary words, and point out that students will be using the context to help them determine meaning. Reading: "Who's That Boy-Boy Actors and Other Strange Things on the Shakespeare Stage." (from readworks.org) Vocabulary: heroines, sonnets, attribute, restrictions, aristocracy, moralists, treatise, enterludes, abolition, codified, sumptuary, expenditure, plagues, ambassador, masquerading, modesty, conventions</p> | |
| Text dependent questions: | Evidence based answers: |
| Where did the idea of using boy actors for women's parts originate? | Ancient Greece |
| What does the author mean with his statement, "And if you went to the Library of Congress in Washington, and could read at a miraculous speed of one work about Shakespeare every day, you wouldn't be leaving Washington for twenty years!" | There is a great deal written about William Shakespeare. (taken from paragraph 2) |
| What modern day comparison does the author make to those opposed to theater | Parents thinking there is a |

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| in the past? | relationship between TV, video games, gambling, drugs, and sleeping too much. (paragraph 7) |
| What “vices” were of concern in 1577? | Dicing, dancing, vain plays, or enterludes with other idle pastimes. (paragraph 7) |
| Cite the opposing opinions as to whether women of the times attended plays. | Scholars who say yes: Plays were attended by aristocrats, wives, prostitutes, or women dressed as men. Scholars who say no: The Tudor’s, who were in power, thought theater was a bad influence on women. (paragraph 9) |
| What reason could the author have for including many questions in his narrative? | To keep the readers interest and promote thought. (the readers will make their own inferences) |
| What does the term “alive and kicking” mean? | Still active or in use today. (paragraph 11) |
| What authorities of the time controlled the theater? | The city of London and the Crown (the queen). (paragraph 4) |
| What fears did the city authorities in London have? Do you think they were well founded? | Theft, quarrels, spreading of disease, young girls having affairs, and buildings collapsing. Opinions will vary. (paragraph 5) |
| What role did clothing play in the controversies of the past? | Laws of the time and from the Bible regulating what people could wear. (paragraph 8) |
| Name an example of how theater and church were in conflict. | Church officials wanted no theater on Sundays or during Lent , along with comments made by moralists. (paragraphs 4 and 6) |
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Day 1: With a partner, have students read “Who’s That Boy-Boy Actors and Other Strange Things on the Shakespeare Stage.” Students will note any confusing or unclear vocabulary. As a class, we will generate a list of words and clarify together. Then we will re-read the passage and discuss each section as we progress. (2 hrs.)

Day 2: In groups of 3-4, have students read the passage again, and discuss the text dependent questions. As a class, we will review together. Watch brief video of William Shakespeare’s life at www.biography.com. In pairs, have students come up with questions they might have, or things they didn’t know previously. Review these as a class for clarification. Then visit the site <http://www.shakespearesglobe.com/about-us/virtual-tour> to look at the layout of the theater. Generate a class list describing the components of the theater. Bring in points of similarity and difference to today’s theaters. (2 hrs.)

Day 3: We will start off with a class discussion of the differences between theater in Shakespeare’s time, and now. Students will use a Venn diagram as a graphic organizer to help them organize their thoughts in order to write a comparative essay on theater past and present. They will write a first draft, focusing on grammar points, paragraphs, punctuation marks such as commas, colons, and quotation marks for when they refer to the text, etc.

Day 4: Students share their writing with a partner, offering suggestions to each other to correct or improve the draft. Then they rewrite their essay, share with small group for final advice, and then write their final copy. (1.5 hrs)

Day 5: Students will read their completed essays to the class. (1 hr.)

Language: Variations of word choices:
entludes vs. interludes, theatre vs. theater, use of legal terms: Codified, sumptuary

How I will scaffold my lessons to reach all of my students’ levels:

After reading the selection, we will analyze and discuss the vocabulary, and how context was used to help explain each word. We will brainstorm, as a class, issues facing theater then and theater now. What is the same? What is different? Use of a Venn diagram will assist students in being organized.

How I will assess my students’ mastery of the lessons:

Students will write a comparative essay about theater then and theater now, citing examples from the text for support. They will draw conclusions of their own as to how these changes are perceived today.

My reflections of the lessons (what worked, what didn’t, what I might change for next time):