

Lesson Plan

Shakespeare in My Classroom

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Key Words: Shakespeare's life and work, Sway presentation, handouts, decorating billboard

Short Description: Students learn about Shakespeare's life and work through Sway presentation, videos, and photos

Learning outcomes:

1. Students know general facts about Shakespeare's life
2. Students have general idea about Shakespeare's works and their genre

Teaching materials: Sway presentation (<https://sway.com/08ZBUO8QXWnHN8D6>), laptop with internet connection, handouts, photos

Time: 60 minutes

Age of students: 14

Beginning the lesson (5 minutes)

T introduces the lesson with Sway presentation, asking students what they know about Shakespeare (Who was Shakespeare? Where and when was he born? What did he write?). If they know, students give the answers.

T then informs them that they will learn about Shakespeare's life and work during the class.

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Main part of the lesson

Step 1 (10 minutes)

Students watch a short video about Shakespeare's life where general information about his life is given (<https://www.youtube.com/watch?v=NxtKbnbMlog>). T tells them to listen and watch the video carefully.

After the video, T gives a handout to each pair of students (typescript of the video) and they fill in the blanks with the missing information from the video. Students have 5 minutes to finish the task.

When all of the students are done, T asks them to read the text with their answers to the class in order to check the answers.

Born in _____-upon-Avon, William Shakespeare was the son of aspiring parents whose ancestral roots ran deep into the Warwickshire countryside.

Shakespeare benefited from a _____ education, attended the town _____ school, learned how language can be powerfully shaped and was formed into a lateral thinker in eye for detail.

Then came his girlfriend _____ Hathaway's unlooked for pregnancy. They had to marry and went on to have _____ children by the time Shakespeare was just _____.

We do not know why he went to _____ but he was jealously referred to as "upstart crow" while he was making his way there as a jobbing playwright of exceptional promise.

In 1593 and 1594, his name burst into print as the author of _____ long erotic and extremely popular _____ dedicated to the earl of Southampton who, it was rumored, gave him 1000 pounds.

Shakespeare co-founded a _____ company "The Lord Chamberlain's Men" and bought a grand family home, new place in the center of Stratford-upon-Avon, a place of retreat from London to think and write. He inherited the status of a gentleman and a coat of arms from his father.

Always an entrepreneur but in full glare of strict state censorship, he managed to combine artistic fame with substantial financial success.

He died in _____ and was buried in the Holy Trinity church where his gravestone bears an epitaph which is at once a blessing and a curse.

Step 2 (15 minutes)

With the help of the Sway presentation, T gives a lecture about Shakespeare's life: where and when he was born, who his parents were, his education, married life, his lost years and theatrical beginnings (*The King's Men, The Globe*). T also uses the pictures from the presentation so the students could get the right impression of Shakespeare's birthplace, home, wife, and also The Globe.

When the lecture about Shakespeare's life is over, T again gives each pair of students a handout with the multiple choice questions. They answer the questions together, and when they are all done, they read their answers to the class in order to check if they are correct.

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1. **When was Shakespeare born?**
 - a) 25 April, 1564
 - b) 24 April, 1564
 - c) 23 April 1564
2. **Where was he born?**
 - a) London
 - b) Stratford-upon-Avon
 - c) Manchester
3. **Which school did Shakespeare attend?**
 - a) Law school
 - b) Medical school
 - c) Grammar school
4. **What was the name of Shakespeare's wife?**
 - a) Amy
 - b) Emily
 - c) Anne
5. **What was the name of Shakespeare's theatre?**
 - a) The Globe
 - b) The World
 - c) The Earth
6. **What was "The Lord Chamberlain's Men", later known as "The King's Men"?**
 - a) Acting company
 - b) Theatre
 - c) Publishing company
7. **How many children did Shakespeare have?**
 - a) 1
 - b) 2
 - c) 3

Step 3 (15 minutes)

T plays a short video about Shakespeare's plays (<https://www.youtube.com/watch?v=7VxLrLEIcvw>) and students listen. Then T explains the division of Shakespeare's works on history plays, comedies and tragedies, names some of his most popular works and tells the students what they are about (*Macbeth, Richard III, Romeo and Juliet, Hamlet...*). T also highlights the main causes of death in Shakespeare's plays using

the chart (<http://progressivegeographies.com/2015/12/15/causes-of-deaths-in-shakespeares-plays-visualised/>). Students can say what they know about his works.

Then they work in pairs on a handout: they fill in the table with Shakespeare's works according to the genre – histories, comedies or tragedies. When they finish, the class checks the answers with the teacher.

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Are these Shakespeare's works comedies, tragedies or history plays? Complete the table.

<i>ROMEO AND JULIET</i>	<i>KING JOHN</i>	<i>THE COMEDY OF ERRORS</i>
<i>MACBETH</i>	<i>RICHARD III</i>	<i>THE WINTER'S TALE</i>
<i>HENRY VIII</i>	<i>OTHELLO</i>	<i>THE MERCHANT OF VENICE</i>
<i>THE TEMPEST</i>	<i>HAMLET</i>	<i>HENRY V</i>

COMEDIES	TRAGEDIES	HISTORIES

Step 4 (5 minutes)

T tells the students about Shakespeare's death, showing them the picture of his grave and reading the epitaph.

Now, students use the cues from the end of the presentation to say what they learned about the playwright.

Now let's see what we know about Shakespeare!

- **Date and place of Shakespeare's birth**
- **Shakespeare's parents**
- **School Shakespeare attended**
- **Shakespeare's wife and children**
- **The King's Men**
- **The Globe**
- **Shakespeare's plays**
- **Shakespeare's death**

Ending the lesson (10 minutes)

T and the students decorate the billboard in the school hall with the pictures of Shakespeare, his sonnets and quotations that T has previously printed.



Nevena Stoilkov has graduated from University of Kragujevac, Serbia in 2011. She has worked as an English teacher since 2011. She is interested in teaching English to young learners and working with children of challenging behavior.

**I certify that I have the right to publish these photos.*