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## ABSTRACT

Making connections for teachers between Shakespeare and his historical context on the one hand and secondary students on the other, this book presents background information, commentary, resources, and classroom ideas to enliven students' encounters with Shakespeare. The book concentrates on "Romeo and Juliet," "Julius Caesar," "Macbeth," and "Hamlet." Each of the book's chapters includes classroom activities that focus students' attention on their own responses to Shakespeare. Following an introductory first chapter, the book presents an overview of ways in which literary scholars and critics have approached Shakespeare and then looks at Shakespeare's language and examines how to help novices understand why it is so different from modern speech. The book situates Shakespeare in his speech and writing community, discussing books and education in late medieval and Tudor times, and explores what is known and can be inferred about Shakespeare's life. The book then focuses on his plots, which can seem preposterous to modern students, and the dramatic conventions and historical realities on which they hinge. Finally, the book takes a close look at today's culturally diverse students, underscoring their easily over-looked resources for understanding the plays, suggesting participatory activities for studying them, and advising teachers to become aware of today's youth culture and to work to connect students' lives with the diverse and vivid life in the dramas. (SR)

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# Shakespeare Among Schoolchildren Approaches For The Secondary Classroom

**Stanley Wells, Jonathan Bate**





## **Shakespeare Among Schoolchildren Approaches For The Secondary Classroom:**

Shakespeare Among Schoolchildren Mary Ann Rygiel, 1992 Literary criticism and Shakespeare Elizabethan speech Renaissance books and Shakespeare's use of sources Biography Shakespearean plotting dramatic conventions and Elizabethan context Critical Practice in P-12 Education: Transformative Teaching and Learning Lawrence, Salika A., 2014-01-31 This book presents a framework for teaching that empowers students fosters literacy development and explains the underlying factors that influence pedagogy highlighting practices from around the globe **Resources in Education**, 1999-10 *Shakespeare Quarterly*, 2001 Shakespeare and Higher Education Sharon A. Beehler, Holger Klein, 2002 This yearbook contains essays by international scholars which deal with the relationship of Shakespeare and higher education Topics include teaching Shakespeare in the multicultural classroom using performance pedagogy and teaching Shakespeare to foreign language students **Approaches to Teaching Shakespeare's The Taming of the Shrew** Margaret Dupuis, Grace Tiffany, 2013-01-01 The impetus for this Approaches to Teaching volume on The Taming of the Shrew grew from the editors desire to discover why a play notorious for its controversial exploration of conflicts between men and women and the challenges of marriage is enduringly popular in the classroom in the performing arts and in scholarship The result is a volume that offers practical advice to teachers on editions and teaching resources in part 1 Materials while illuminating how the play's subtle and complex arguments regarding not just marriage but a host of other subjects modes of early modern education the uses of clever rhetoric intergenerational and class politics the power of theater are being brought to life in college classrooms The essays in part 2 Approaches are written by English and theater instructors who have taught in a variety of academic settings and cover topics including early modern homilies and music Hollywood versions of The Taming of the Shrew and student performances **Ways to Better Teaching in the Secondary School** Edgar Clarke Fontaine, 1928 *Standards for the English Language Arts* National Council of Teachers of English, 1996 This book describes standards for the English language arts and defines what K 12 students should know about language and be able to do with language The book presents the current consensus among literacy teachers and researchers about what students should learn in the English language arts reading writing listening speaking viewing and visually representing The first chapter of the book Setting Standards in the English Language Arts addresses defining the standards and the need for standards The second chapter Perspectives Informing the English Language Arts Standards discusses the content purpose development and context of the standards The third chapter presents the 12 standards in detail The fourth chapter Standards in the Classroom presents elementary middle school and high school vignettes which illustrate how the standards might be implemented in the classroom The book concludes that these standards represent not an end but a beginning a starting point for discussion and action A glossary containing more than 100 terms a list of participants a history of the standards project an overview of standards projects state and international English language arts standards a 115 item



annotated list of resources for teachers and a comment form are attached RS      **Teaching Shakespeare with Purpose**  
Ayanna Thompson, Laura Turchi, 2016-01-28 What does it mean to teach Shakespeare with purpose It means freeing teachers from the notion that teaching Shakespeare means teaching everything or teaching Western Civilisation and universal themes Instead this invigorating new book equips teachers to enable student centred discovery of these complex texts Because Shakespeare's plays are excellent vehicles for many topics history socio cultural norms and mores vocabulary rhetoric literary tropes and terminology performance history performance strategies it is tempting to teach his plays as though they are good for teaching everything This lens free approach however often centres the classroom on the teacher as the expert and renders Shakespeare's plays as fixed determined and dead Teaching Shakespeare with Purpose shows teachers how to approach Shakespeare's works as vehicles for collaborative exploration to develop intentional frames for discovery and to release the texts from over determined interpretations In other words this book presents how to teach Shakespeare's plays as living breathing and evolving texts      *Weaving the Text: The Lived Experience of High School Student Actors in Shakespeare's Hamlet, and What It Means to Their Teacher* Jim Carpenter, Jim Carpenter's 1994 dissertation Weaving the Text looks at his production of Hamlet from the previous year Weaving the Text is the principal surviving document of his decades of collaboration and dialogue with his theatre students It draws on pedagogical hermeneutic phenomenological textual and acting theory but its focus is on the real life experience of students and teacher      **Open-space Learning**

Nicholas Monk, Carol Chillington Rutter, Jonothan Neelands, Jonathan Heron, 2011-02-25 This book is available as open access through the Bloomsbury Open Access programme and is available on [www.bloomsburycollections.com](http://www.bloomsburycollections.com) Open space Learning offers a unique resource to educators wishing to develop a workshop model of teaching and learning The authors propose an embodied performative mode of learning that challenges the primacy of the lecture and seminar model in higher education Drawing on the expertise of the CAPITAL Centre Creativity and Performance in Teaching and Learning at the University of Warwick they show how pedagogic techniques developed from the theatrical rehearsal room may be applied effectively across a wide range of disciplines The book offers rich case study materials supplemented by video and documentary resources available to readers electronically These practical elements are supplemented by a discursive strand which draws on the methods of thinkers such as Freire Vygotsky and Kolb to develop a formal theory around the notion of Open space Learning CAPITAL was a collaboration between the University of Warwick's Department of English and the Royal Shakespeare Company CAPITAL was succeeded by the Institute for Advanced Teaching and Learning IATL in 2010

**Creative Shakespeare** Fiona Banks, 2013-11-21 This unique book describes the ways in which educational practitioners at Shakespeare's Globe theatre bring Shakespeare to life for students of all ages The Globe approach is always active and inclusive each student finds their own way into Shakespeare focussing on speaking moving and performing rather than reading Drawing on her rich and varied experience as a teacher Fiona Banks offers a range of examples and practical ideas



teachers can take and adapt for their own lessons The result is a stimulating and inspiring book for teachers of drama and English keen to enliven and enrich their students experience of Shakespeare *Research in Education* ,1974

Shakespearean Spaces in Australian Literary Adaptations for Children and Young Adults Michael Marokakis,2022-07-29 Shakespearean Spaces in Australian Literary Adaptations for Children and Young Adults offers a comprehensive examination of Shakespearean adaptations written by Australian authors for children and Young Adults The 20 year period crossing the late twentieth and early twenty first centuries came to represent a diverse and productive era of adapting Shakespeare in Australian literature As an analysis of Australian and international marketplaces physical and imaginative spaces and the body as a site of meaning this book reveals how the texts are ideologically bound to and disseminate Shakespearean cultural capital in contemporary ways Combining current research in children s literature and Bourdieu s theory of cultural capital deepens the critical awareness of the status of Australian literature while illuminating a corpus of literature underrepresented by the pre existing concentration on adaptations from other parts of the world Of particular interest is how these adaptations merge Shakespearean worlds with the spaces inhabited by young people such as the classroom the stage the imagination and the gendered body The readership of this book would be academics researchers and students of children s literature studies and Shakespeare studies particularly those interested in Shakespearean cultural theory transnational adaptation and literary appropriation High school educators and pre service teachers would also find this book valuable as they look to broaden and strengthen their use of adaptations to engage students in Shakespeare studies *Reimagining Shakespeare for Children and Young Adults* Naomi J. Miller,2003 Table of contents **Successful Inclusion Strategies for Secondary and Middle School Teachers** M. C. Gore,2004 This is a wonderful and concise presentation of strategies that are useful in any classroom Joyce C Dresser Middle School Special Needs Teacher West Tisbury School West Tisbury Massachusetts Successful Inclusion Strategies for Secondary and Middle School Teachers helps practitioners access this specific research that targets students with disabilities in middle school and secondary classrooms The author recognizes educators need for a quick resource of research supported strategies at their fingertips M C Gore offers field tested and teacher friendly approaches to understanding the levels and stages of learning in students with disabilities **Shakespeare Survey** Stanley Wells,Jonathan Bate,2002-11-28 The first fifty volumes of this yearbook of Shakespeare studies are being reissued in paperback **English Journal** ,1999 **Shakespeare For All: The Primary School** Maurice Gilmour,2015-12-17 This book focuses on teaching Shakespeare to young pupils and deals with issues of interest to all educationalists It raises questions about the general content of the primary curriculum while underlining the range of teaching strategies which are available to teachers wishing to convey complex ideas to children of all ages and abilities Shakespeare Survey 74 Emma Smith,2021-09-16 Shakespeare Survey is a yearbook of Shakespeare studies and production Since 1948 Survey has published the best international scholarship in English and many of its essays have



become classics of Shakespeare criticism Each volume is devoted to a theme or play or group of plays each also contains a section of reviews of that year s textual and critical studies and of the year s major British performances The theme for Volume 74 is Shakespeare and Education The complete set of Survey volumes is also available online at <https://www.cambridge.org/core/what-we-publish/collections/shakespeare-survey> This fully searchable resource enables users to browse by author essay and volume search by play theme and topic and save and bookmark their results



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