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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 overlooked 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)

ERIC

Shakespeare Among Schoolchildren Approaches For The Secondary Classroom

Margaret Dupuis,Grace Tiffany

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* ,1998   *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   **Shakespeare Quarterly** ,2001   **English Journal** ,1916   **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   **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

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 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 *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 **Reimagining Shakespeare for Children and Young Adults** Naomi Miller,2013-10-15 First published in 2003 Routledge is an imprint of Taylor Francis an informa company *Graphic Novels in High School and Middle School Classrooms* William Boerman-Cornell,Jung Kim,Michael L. Manderino,2017-07-05 The ultimate guide for using graphic novels in any middle school or high school classroom this book considers how the graphic novel format can support critical thinking and help reach disciplinary goals in history English language arts science math fine

arts and other subjects Using specific graphic novels as examples this book considers how to help students read question and write about both fiction and non fiction Whether teachers are new to graphic novels or have been working with them for years this book will help improve instruction Chapters ell us how to teach with graphic novels focusing on how disciplinary literacy can inform graphic novel instruction how readers should consider text image and the intersection of the two when reading a graphic novel and how graphic novels can encourage critical response and interdisciplinary instruction Throughout the book the authors illustrate important teaching concepts with examples from recent graphic novels Appendices offer recommendations of graphic novels ideal for different disciplines Teachers who are serious about using graphic novels effectively in the classroom will find this book invaluable **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 *The Oxford Handbook of Shakespeare and Race* Patricia Akhimie,2024 Presents current scholarship on race and racism in Shakespeare s works The Handbook offers an overview of approaches used in early modern critical race studies through fresh readings of the plays an exploration of new methodologies and archives and sustained engagement with race in contemporary performance adaptation and activism **Shakespeare Survey 74** Emma Smith,2021-09 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 *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 *Shakespeare / Play* Emma Whipday,2024-07-11 What is a play How do Shakespeare s plays engage with and represent early modern modes of play from

jests and games to music spectacle movement animal baiting and dance How have we played with Shakespeare in the centuries since And how does the structure of the plays experienced in the early modern playhouse shape our understanding of Shakespeare plays today Shakespeare Play brings together established and emerging scholars to respond to these questions using approaches spanning theatre and dance history cultural history critical race studies performance studies disability studies archaeology affect studies music history material history and literary and dramaturgical analysis Ranging across Shakespeare s dramatic oeuvre as well as early modern lost plays dance notation conduct books jest books and contemporary theatre and film it includes consideration of Measure for Measure A Midsummer Night s Dream Macbeth Titus Andronicus Merchant of Venice Twelfth Night Romeo and Juliet Othello King Lear and The Merry Wives of Windsor among others The subject of this volume is reflected in its structure Shakespeare Play features substantial new essays across 5 acts interwoven with 7 shorter playful pieces a prologue 4 act breaks a jig and a curtain call to offer new directions for research on Shakespearean playing playmaking and performance In so doing this volume interrogates the conceptions of playing of in Shakespeare that shape how we perform read teach and analyze Shakespeare today **Teaching Social Justice Through Shakespeare** Hillary Eklund,2019-09-09 This book provides diverse perspectives on Shakespeare and early modern literature that engage innovation collaboration and forward looking practices **Teaching English as a Second Language with Shakespeare** Fabio Ciambella,2024-06-30 Teaching pragmatics that is language in use is one of the most difficult and consequently neglected tasks in many English as a Second Language classrooms This Element aims to address a gap in the scholarly debate about Shakespeare and pedagogy combining pragmatic considerations about how to approach Shakespeare s language today in ESL classes and practical applications in the shape of ready made lesson plans for both university and secondary school students Its originality consists in both its structure and the methodology adopted Three main sections cover different aspects of pragmatics performative speech acts discourse markers and im politeness strategies Each section is introduced by an overview of the topic and state of the art then details are provided about how to approach Shakespeare s plays through a given pragmatic method Finally an example of an interactive ready made lesson plan is provided **English in Urban Classrooms** Jill Bourne,Anton Franks,John Hardcastle,Carey Jewitt,Ken Jones,Gunther Kress,Euan Reid,2004-11-30 English in Urban Classrooms is a ground breaking text that spans a range of issues central to school English today It extends not only to the spoken and written language of classrooms but also to other modes of representation and communication that are important in English teaching This includes image gesture gaze movement and spatial organisation The team of experienced and expert authors collectively examine how English is shaped by policy institutions and the social relations of the classroom By connecting issues of policy and social context the book provides a detailed account of factors such as the characteristics of urban multi cultural schools teacher formation and tradition the ethos of school English departments the institutional changes that have shaped school English in urban classrooms students

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