

Shakespeare

To Teach
or not to
Teach



Teaching Shakespeare
Made Fun!

From elementary to high school

by Cass Foster and Lynn G. Johnson

Shakespeare To Teach Or Not To Teach

Margaret Dupuis, Grace Tiffany



Shakespeare To Teach Or Not To Teach:

Shakespeare Cass Foster, Lynn G. Johnson, 1992 The answer is a resounding To Teach There s nothing dull about this guide for anyone teaching Shakespeare in the classroom with activities such as crossword puzzles a scavenger hunt warm up games and costume and scenery suggestions **Shakespeare--to Teach Or Not to Teach** Cass Foster, 1992 Teaching Shakespeare Beyond the Major

M. Tyler Sasser, Emma K. Atwood, 2024-02-22 This edited collection considers the task of teaching Shakespeare in general education college courses a task which is often considered obligatory perfunctory and ancillary to a professor s primary goals of research and upper level teaching The contributors apply a variety of pedagogical strategies for teaching general education students who are often freshmen or sophomores non majors and or non traditional students Offering instructors practical classroom approaches to Shakespeare s language performance and critical theory the essays in this collection explicitly address the unique pedagogical situations of today s general education college classroom

Teaching Shakespeare Beyond the Centre K. Flaherty, P. Gay, L. Semler, 2013-03-05 Showcasing a wide array of recent innovative and original research into Shakespeare and learning in Australasia and beyond this volume argues the value of the local and provides transferable and adaptable models of educational theory and practice **Teaching and Learning Shakespeare through Theatre-based Practice** Tracy Irish, Jennifer Kitchen, 2023-12-28 How can the study of Shakespeare contribute to equipping young people for the challenges of an uncertain future This book argues for the necessity of a Shakespeare education that finds meaning in the texts through inviting in the prior knowledge experiences and ideas of students combines intellectual social and emotional learning and develops a critical perspective on what a cultural inheritance is all about It offers a comprehensive exploration of the educational principles underpinning theatre based practice and explains how and why this practice can open up the possibilities of Shakespeare study in the classroom It empowers Shakespeare educators working with young people aged 5 18 to interact critically creatively and collaboratively with Shakespeare as a living artist Drawing on the authors research and experience with organizations including the Royal Shakespeare Company Shakespeare s Globe the Folger and Coram Shakespeare Schools Foundation Part One consolidates recent developments in the field and engages in lively dialogue with core questions of Shakespeare s place in the classroom Part Two curates a series of interviews with leaders and practitioners from the above and other Shakespeare institutions exploring their core principles and practices Part Three presents chapters from and about classroom teachers who share their experiences of successfully embedding theatre based approaches to Shakespeare in their own diverse contexts

Teaching Shakespeare G. B. Shand, 2009-01-30 This contemplative anthology offers personal essays by noted scholars on a range of topics related to the teaching of Shakespeare Ideal for the graduate student it addresses many of the primary concerns and rewards of the discipline drawing on the variety of special skills interests and experiences brought to the classroom by the volume s distinguished contributors Offers insight into the classroom practices special skills interests and

experiences of some of the most distinguished Shakespearean scholars in the field Features essayists who reflect on the experience of teaching Shakespeare at university level how they approach the subject and why they think it is important to teach Provides anecdotal and practical advice for any reader interested in teaching the works of Shakespeare Engagingly candid

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

Resources for Teaching Shakespeare: 11-16 Fred Sedgwick, 2011-08-18 Despite being dead for nearly 400 years Shakespeare's plays and plots are very much alive in the modern curriculum For many of those required to study him however their enthusiasm is dead and buried Aimed at those teaching Shakespeare to students aged from 11-16 Fred Sedgwick provides tried and tested lessons accompanied by photocopiable and downloadable resources to enable teachers to develop their practice and inspire their students This fantastic resource provides lessons to engage and enlighten students and features activities teaching strategies and schemes informed by current ideas about teaching and learning and the curriculum It's user friendly layout is designed to assist busy teachers and the photocopiable material accompanying each activity is also available for download from the companion website

Approaches to Teaching Shakespeare's English History Plays Laurie Ellinghausen, 2017-06-01 Offers pedagogical techniques for teaching Shakespeare's English history plays in the college classroom including considerations of historiography digital archives political rhetoric gender ecocriticism masculinity maps authority and legitimacy performance and composition Includes information on editions reference works biographies and online resources Gives syllabus suggestions for undergraduate and graduate courses

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 *The Muses on Their Lunch Hour* Marjorie Garber, 2016-12-01 Witty shrewd and imaginative essays on interdisciplinary topics from Shakespeare to psychoanalysis and the practice of higher education today Publishers Weekly As a break from their ordained labors what might the Muses do on their lunch hour today This collection of essays uses these figures of ancient legend to explore such modern day topics as the curious return of myth and ritual in the theories of evolutionary psychologists and much more Two themes emerge consistently The first is that to predict the next big thing in literary studies we should look back at ideas and practices set aside by a previous generation of critics In the past several decades we have seen the reemergence of for example textual editing biography character criticism aesthetics and philology as hot new areas for critical intervention The second theme expands on this observation making the case for cultural forgetting as the way the arts and humanities renew themselves both within fields and across them Although she is never represented in traditional paintings or poetry a missing Muse we can call her Amnesia turns out to be a key figure for the creation of theory and criticism in the arts *Shakespeare in the* *Post-Colonies* Amrita Dhar, Amrita Sen, 2025-06-26 Shakespeare in the Post Colonies provides a wide ranging examination of engagements with and adaptations of Shakespeare in regions that were once under European colonial rule Arguing for the Post Colonies as a distinct category within Global Shakespeares this volume explores the reality of 21st century Shakespeares in geographies of post colonial and postcolonial inheritance such as continental Africa Australasia the Arab world the Indian subcontinent East Asia and the Americas As former colonies in Asia and Africa cross fifty and even seventy years of political independence contributors re examine the presence of Shakespeare in marginalised or politically disenfranchised communities interrogating how Shakespeare intersects with the internal and global power dynamics of post independence nations The essays cover a rich array of genres ranging from theatrical performances translations and cinematic adaptations to classroom strategies They turn to texts that have often gone ignored and give voice to Shakespeare appropriations by subaltern groups Essays address questions of race gender nationality indigeneity caste and class shedding new light on the diverse range of contemporary Shakespeare engagements across the global Post Colonies *Teaching Shakespeare* Rex Gibson, 2016-04-21 An improved larger format edition of the Cambridge School Shakespeare plays extensively rewritten expanded and produced in an attractive new design *Should You Read Shakespeare?* Anne Waldron Neumann, 1999 The capacity of novels and popular culture to both delight and instruct is the starting point for this examination of a broad range of literature film and television Anne Waldron Neumann breaks down the artificial divide between high culture and popular culture **Teaching What Really Happened** James W. Loewen, 2018-09-07 Should be in

the hands of every history teacher in the country Howard Zinn James Loewen has revised *Teaching What Really Happened* the bestselling go to resource for social studies and history teachers wishing to break away from standard textbook retellings of the past In addition to updating the scholarship and anecdotes throughout the second edition features a timely new chapter entitled Truth that addresses how traditional and social media can distort current events and the historical record Helping students understand what really happened in the past will empower them to use history as a tool to argue for better policies in the present Our society needs engaged citizens now more than ever and this book offers teachers concrete ideas for getting students excited about history while also teaching them to read critically It will specifically help teachers and students tackle important content areas including Eurocentrism the American Indian experience and slavery Book Features An up to date assessment of the potential and pitfalls of U S and world history education Information to help teachers expect and get good performance from students of all racial ethnic and socioeconomic backgrounds Strategies for incorporating project oriented self learning having students conduct online historical research and teaching historiography Ideas from teachers across the country who are empowering students by teaching what really happened Specific chapters dedicated to five content topics usually taught poorly in today s schools *The Illinois Teacher* ,1929 **Modern Language Teaching** ,1908 *How and Why We Teach Shakespeare* Sidney Homan,2019-05-15 In *How and Why We Teach Shakespeare* 19 distinguished college teachers and directors draw from their personal experiences and share their methods and the reasons why they teach Shakespeare The collection is divided into four sections studying the text as a script for performance exploring Shakespeare by performing implementing specific techniques for getting into the plays and working in different classrooms and settings The contributors offer a rich variety of topics including working with cues in Shakespeare such as line and mid line endings that lead to questions of interpretation seeing Shakespeare s stage directions and the Elizabethan playhouse itself as contributing to a play s meaning using the gamified learning model or cue cards to get into the text thinking of the classroom as a rehearsal playing the Friar to a student s Juliet in a production of *Romeo and Juliet* teaching Shakespeare to inner city students or in a country torn by political and social upheavals For fellow instructors of Shakespeare the contributors address their own philosophies of teaching the relation between scholarship and performance and perhaps most of all why in this age the study of Shakespeare is so important Chapter 10 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license **ShakesFear and How to Cure It** Ralph Alan Cohen,2018-05-03 For teachers and lovers of Shakespeare *ShakesFear and How to Cure It* provides a comprehensive approach to the challenge and rewards of teaching Shakespeare and gives teachers both an overview of each of Shakespeare s 38 plays and specific classroom tools for teaching it Written by a celebrated teacher scholar and director of Shakespeare it shows teachers how to use the text to make the words and the moments come alive for their students It refutes the idea that Shakespeare s language is difficult

and provides a survey of the plays by someone who has lived intimately with them on the page and on the stage Teaching Shakespeare and Early Modern Dramatists A. Hiscock, L. Hopkins, 2007-07-02 This collection offers practical suggestions for the integration of non Shakespearean drama into the teaching of Shakespeare It shows both the ways in which Shakespearean drama is typical of its period and of the ways in which it is distinctive by looking at Shakespeare and other writers who influenced and developed the genres in which he worked

Unveiling the Power of Verbal Beauty: An Emotional Sojourn through **Shakespeare To Teach Or Not To Teach**

In a world inundated with screens and the cacophony of fast conversation, the profound power and mental resonance of verbal art usually disappear into obscurity, eclipsed by the continuous onslaught of noise and distractions. Yet, set within the lyrical pages of **Shakespeare To Teach Or Not To Teach**, a captivating work of literary brilliance that impulses with natural thoughts, lies an remarkable journey waiting to be embarked upon. Published by a virtuoso wordsmith, that enchanting opus instructions readers on a mental odyssey, lightly revealing the latent potential and profound impact stuck within the intricate web of language. Within the heart-wrenching expanse of this evocative examination, we can embark upon an introspective exploration of the book is central subjects, dissect their fascinating writing style, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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