

*Elizabethtown Area  
School District*

Shakespeare and His World  
Name of Course

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Course Number: 189

Length of Course: 18 weeks

Grade Level: 10-12

Total Clock Hours:

Length of Period: 80 min

Date Written: Jun 2005

Periods per Week/Cycle:

Written By: Chris Bradley

Credits (if app.): 1.0 credits

This course is dedicated to the study of definitive plays by William Shakespeare, the father of all Western playwrights. During the course, students will concentrate on one play from each genre: tragedy, comedy, romance, and history. Through reading, discussing, and dramatizing these works, we will attempt to find common truths about humanity then and now. We will explore character, plot, and language in an effort to understand what Shakespeare has to say to a 21<sup>st</sup> century audience.

**Offered Odd Years Only**

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### **I. Overall Course/Grade Level Standards**

Students will KNOW and be able TO DO the following as a result of taking this course.

1. Read and understand works of literature.
2. Analyze how a scriptwriter's use of words creates tone and mood, and how choices of words advance the theme or purpose of the work.
3. Read and respond to nonfiction and fiction including poetry and drama.
4. Analyze the effectiveness, in terms of literacy quality, of the author's use of literary devices.
5. Demonstrate understanding and interpretation of both fiction and nonfiction text, including public documents.
6. Demonstrate fluency and comprehension in reading.
7. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.
8. Describe the influence of historical events on the English language.
9. Analyze when differences in language are sources of negative or positive stereotypes among groups.
10. Explain and evaluate the role and influence of the English language within and across countries.
11. Write complex informational pieces.
12. Read and understand Shakespeare's plays.
13. Comprehend the complexities of Shakespeare's language.
14. Interpret Elizabethan concepts and dramatic conventions relevant to plays.
15. Analyze personal experiences as reference points to the study of Shakespearean characters.
16. Relate Shakespearean drama and its events to the 21<sup>st</sup> century experience.
17. Question the relevance of Shakespearean study in the 21<sup>st</sup> century.
18. Read the language of Shakespeare with fluency including blank verse and iambic pentameter.
19. Evaluate the overall success of Shakespeare as a playwright through interpretation of his work.

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**II. Content**  
**Major Areas of Study**

List all units of study below:

<u>Unit</u>	<u>Estimated Time</u>	<u>Materials</u>
1. Shakespeare and Elizabethan England	3 days	
2. Understanding and Reading Shakespeare: Elements of Theater, Language, and Dramatic Writing	4 days	
3. The Shakespearean Comedy	3 weeks	
4. The Shakespearean History	4 weeks	
5. The Shakespearean Romance	3 weeks	
6. The Shakespearean Tragedy	4 weeks	
7. Literary Analysis	3 weeks	
8.		
9.		
10.		
11.		

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Name of Course: Shakespeare and His World Name of Unit: Shakespeare and Elizabethan England

Essential Question for the Unit: What were the circumstances of William Shakespeare's life?

<b>Unit Objectives/Key Questions</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. When is it most commonly held that William Shakespeare was born?	E		
B. Where is it believed that William Shakespeare was born?	E		
C. What are the historical circumstances, customs, beliefs of the world and nation in which Shakespeare matures?	I		
D. When does Shakespeare begin to write?	I		
E. How many plays is Shakespeare credited with writing?	E		
F. What circumstances comprise Shakespeare's personal life?	I		
G. What is not known about William Shakespeare?	I		
H. What alternative theories exist about "the Bard?"	C		
I. What is the Globe Theater?	I		
J.			

# *Elizabethtown Area School District*

Name of Course: Shakespeare and His World      Name of Unit: Understanding and Reading Shakespeare

Essential Question for the Unit: How do we read Shakespeare so we understand it?

<b>Unit Objectives/Key Questions</b>	<b>Priority</b>	<b>Aligned to Course Standard</b>	<b>Aligned to PA Standard</b>
A. What is iambic pentameter?	E		
B. How do we read a line from a Shakespearean script (tone, rhythm, mood, inflection, volume, characterization)?	E		
C. What is the importance of listening to Shakespeare over simply reading it?	E		
D. How can we best decode the irregular word order of Shakespearean language?	E		
E. What are puns and how does Shakespeare utilize them throughout his plays?	E		
F. What are metaphors and how can you, the audience, stay tuned for them and decode them?	I		
G. Why must we be aware of changing meanings of words and circumstances as we read?	I		
H. What are the elements of a dramatic script?	E		
I. What are the literary elements most often found in Shakespearean theater?	I		
J.			

# *Elizabethtown Area School District*

Name of Course: Shakespeare and His World      Name of Unit: The Shakespearean Comedy

Essential Question for the Unit: What are the qualities of a Shakespearean comedy?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What basic qualities exist in comedies today?	E		
B. What tones/emotions do we associate with comedy?	E		
C. Where does comedy come from?	C		
D. <i>A Midsummer Night's Dream</i> or <i>The Taming of the Shrew</i> <ol style="list-style-type: none"> <li>1. Who are the cast of characters?</li> <li>2. What relationships exist between the many characters?</li> <li>3. What metaphors appear in the play?</li> <li>4. What new vocabulary do we encounter?</li> <li>5. What allusions are made in the play? What do they mean?</li> <li>6. Where does it take place? When? Could this be altered? What is this "altering" called?</li> <li>7. Who would you cast in each role?</li> <li>8. Provide dramatic direction to the actors as they read.</li> <li>9. How must actors emphasize certain words or phrases as they speak?</li> <li>10. What are the most important details from the story?</li> <li>11. Summarize regularly the events of the ACTS.</li> <li>12. Point out any double entendre.</li> <li>13. What problem/conflict is presented?</li> <li>14. How does the problem/ conflict become more complicated?</li> </ol>	E		

15. What subplots exist? 16. Which characters are similar? Opposites? 17. What ancient or modern stories does this resemble? 18. How are all problems resolved or explained by the end?			
E. What qualities of comedy does this play fulfill?	E		
F. What are the commonly held qualities of Shakespearean comedy?	E		
G. What discrepancies do you see between the qualities of comedy and the play itself?	I		
H.			

# *Elizabethtown Area*

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Name of Course: Shakespeare and His World      Name of Unit: The Shakespearean History

Essential Question for the Unit: What are the qualities of a Shakespearean history play?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What basic qualities exist in documentary today?	E		
B. What tones/emotions do we associate with documentaries or nonfiction?	E		
C. What is a Shakespearean history play? What is its subject? Content? Expectations? Purpose?	E		
D. <i>Richard III</i> or <i>Henry V</i> <ol style="list-style-type: none"> <li>1. Who are the cast of characters?</li> <li>2. What relationships exist between the many characters?</li> <li>3. What are the facts about the events of these people's lives?</li> <li>4. What metaphors appear in the play?</li> <li>5. What new vocabulary do we encounter?</li> <li>6. What allusions are made in the play? What do they mean?</li> <li>7. Where does it take place? When? Could this be altered? What is this "altering" called?</li> <li>8. Who would you cast in each role?</li> <li>9. Provide dramatic direction to the actors as they read.</li> <li>10. How must actors emphasize certain words or phrases as they speak?</li> <li>11. What are the most important details from the story?</li> <li>12. Summarize regularly the events of the ACTS.</li> <li>13. Point out any double entendre.</li> <li>14. What problem/conflict is presented?</li> <li>15. How does the problem/ conflict become more complicated?</li> <li>16. What subplots exist?</li> <li>17. Which characters are similar? Opposites?</li> <li>18. What ancient or modern stories does this resemble?</li> <li>19. How are all problems resolved or explained by the end?</li> </ol>	E		

20. How true to life did Shakespeare stay in telling the story? Why do you think he changed/added/deleted certain people/events/places?			
E. What qualities of history does this play fulfill?	E		
F. What are the commonly held qualities of Shakespearean histories?	E		
G. What discrepancies do you see between the qualities of history plays and the play we read?	I		
H.			

# *Elizabethtown Area*

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Name of Course: Shakespeare and His World Name of Unit: The Shakespearean Romance

Essential Question for the Unit: What are the qualities of a Shakespearean history play?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What words/ideas/notions do we associate with romance today? How is this type of romance different?	E		
B. What tones/emotions do we associate with romance?	E		
C. What is a Shakespearean romance? What is its subject? Content? Expectations? Purpose?	E		
<p><i>Winter's Tale or The Tempest</i></p> <ol style="list-style-type: none"> <li>1. Who are the cast of characters?</li> <li>2. What relationships exist between the many characters?</li> <li>3. What metaphors appear in the play?</li> <li>4. What new vocabulary do we encounter?</li> <li>5. What allusions are made in the play? What do they mean?</li> <li>6. Where does it take place? When? Could this be altered? What is this "altering" called?</li> <li>7. Who would you cast in each role?</li> <li>8. Provide dramatic direction to the actors as they read.</li> <li>9. How must actors emphasize certain words or phrases as they speak?</li> <li>10. What are the most important details from the story?</li> <li>11. Summarize regularly the events of the ACTS.</li> <li>12. Point out any double entendre.</li> <li>13. What problem/conflict is presented?</li> <li>14. How does the problem/conflict become more complicated?</li> <li>15. What subplots exist?</li> <li>16. Which characters are similar? Opposites?</li> <li>17. What ancient or modern stories does this resemble?</li> <li>18. How are all problems resolved or explained by the end?</li> </ol>	E		

E. What qualities of romance does this play fulfill?	E		
F. What are the commonly held qualities of Shakespearean romances?	E		
G. What discrepancies do you see between the qualities of romance plays and the play we read?	I		
H.			

# *Elizabethtown Area School District*

Name of Course: Shakespeare and His World Name of Unit: The Shakespearean Tragedy

Essential Question for the Unit: What are the qualities of a Shakespearean tragedy?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What words/ideas/notions do we associate with tragedy today? How is this type of tragedy different?	E		
B. What tones/emotions do we associate with tragedy?	E		
C. What is a Shakespearean tragedy? What is its subject? Content? Expectations? Purpose?	E		
D. <i>Othello</i> or <i>Julius Caesar</i> or <i>King Lear</i> <ol style="list-style-type: none"> <li>1. Who are the cast of characters?</li> <li>2. What relationships exist between the many characters?</li> <li>3. What metaphors appear in the play?</li> <li>4. What new vocabulary do we encounter?</li> <li>5. What allusions are made in the play? What do they mean?</li> <li>6. Where does it take place? When? Could this be altered? What is this “altering” called?</li> <li>7. Who would you cast in each role?</li> <li>8. Provide dramatic direction to the actors as they read.</li> <li>9. How must actors emphasize certain words or phrases as they speak?</li> <li>10. What are the most important details from the story?</li> <li>11. Summarize regularly the events of the ACTS.</li> <li>12. Point out any double entendre.</li> <li>13. What problem/conflict is presented?</li> <li>14. How does the problem/conflict become more complicated?</li> <li>15. What subplots exist?</li> <li>16. Which characters are similar? Opposites?</li> <li>17. What ancient or modern stories does this resemble?</li> <li>18. How are all problems resolved or explained by the end?</li> </ol>	E		

E. What qualities of tragedy does this play fulfill?	E		
F. What are the commonly held qualities of Shakespearean tragedies?	E		
G. What discrepancies do you see between the qualities of tragedies and the play we read?	I		
H.			

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## III. Course Assessments

Check types of assessments to be used in the teaching of the course.  
(Provide examples of each type.)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Objective Tests/Quizzes<br><input checked="" type="checkbox"/> Constructed Responses<br><input checked="" type="checkbox"/> Essays<br><input checked="" type="checkbox"/> Reports<br><input checked="" type="checkbox"/> Projects<br><input type="checkbox"/> Portfolios<br><input checked="" type="checkbox"/> Presentations<br><input checked="" type="checkbox"/> Performance tasks<br><br><hr style="width: 100%;"/> | <input type="checkbox"/> Response Journals<br><input type="checkbox"/> Logs<br><input type="checkbox"/> Computer Simulations<br><input type="checkbox"/> Research Papers<br><input checked="" type="checkbox"/> Class Participation<br><input checked="" type="checkbox"/> Notetaking<br><input checked="" type="checkbox"/> Daily Assignments<br><input checked="" type="checkbox"/> Writing Samples<br><br><hr style="width: 100%;"/> |
|--|---|

Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

Name of Common Assessment	When given?
1. Pretest	First week of class
2. Posttest/ Final Exam	Last day of class
3. Literary analysis of major themes of Shakespearean work	After last unit
4.	
5.	
6.	

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## **IV. Expected levels of achievement**

Current grading scale:

PA Proficiency Levels
Advanced Proficient
Basic Below Basic

Attach rubrics, checklists, or other documentation noting how levels of proficiency will be determined for common assessments. The following scoring documents have been developed for this course: