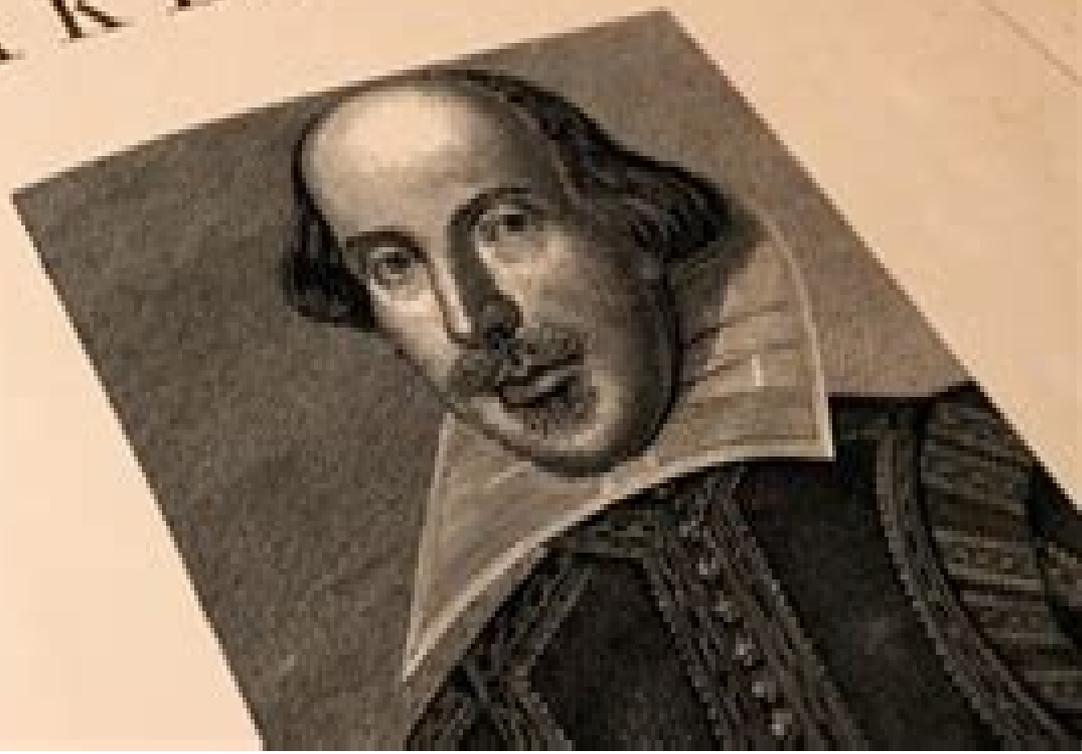


THE PLAYS
-
SHAKESPEARE.



Teaching Shakespeare

Zoe Enser



Teaching Shakespeare:

Teaching Shakespeare Into the Twenty-first Century Ronald E. Salomone, James E. Davis, 1997 A collection of success stories thirty two essays written by middle school high school and college teachers In these essays teacher authors record their best attempts at bringing Shakespeare and the student together in the classroom of today and tomorrow p xii

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 **Practical Approaches to Teaching Shakespeare** Peter Reynolds, 1991 A practical handbook of ideas and suggestions for all teachers of Shakespeare Focusing on the process approach it helps students discover and experience Shakespeare s plays for themselves

Teaching Shakespeare with Film and Television H. R. Coursen, 1997-10-30 Shakespeare is one of the world s most widely taught and most demanding authors Fortunately many of his plays have been adapted for film and television and these productions are a valuable aid for helping students understand and respond to his works This reference shows teachers and students how to master the techniques of discussing productions of his plays on film and television It distinguishes the advantages and limitations of film and television as media for representing Shakespeare s dramas The book then examines strategies for incorporating film and television productions in the classroom and provides many specific examples of how to write about these adaptations of the plays The volume describes numerous educational resources both in print and on cassette This reference will prove invaluable to teachers and students of Shakespeare at all levels particularly at a time when Shakespeare films are being produced at an unprecedented pace Although Shakespeare is one of the world s most widely taught authors he is also one of the world s most demanding Because of the popularity and sophistication of his works numerous film and television adaptations of his plays have been made some decades ago and others very recently Shakespeare films are coming out at an unprecedented rate as audiences continue to respond to the richness of his works These productions are a valuable means of introducing students to Shakespeare s plays for the film and television versions reflect different interpretations of his works Although some productions are generally considered better than others and all have various faults and virtues each of them teaches us something about the play and the medium This reference book is a convenient guide for helping teachers and students master the techniques of discussing productions of the plays on film and television It makes important distinctions between the two media particularly about the conceptual and physical space available in each and the choices that space or lack of it impose on production Central to the book is the concept of script the words from which productions are generated Because even weak productions are nonetheless interpretations of Shakespeare s scripts they can be used effectively to explore the complex issues in his plays The volume includes many suggestions about how to help students write well by comparing in very specific terms small segments from different productions It lists the resources available in this rapidly growing field both on cassette and in print and gives many examples of critical

commentary looking at genre editing allusion setting and the script in historical context Productions discussed include the Edvard Munch As You Like It the Branagh A Midwinter s Tale the Parker Othello the Loncraine Richard III and seventy years of Hamlet Students and teachers of Shakespeare at all levels will find this book to be an invaluable guide to his plays

Shakespeare-- to Teach Or Not to Teach 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

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 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

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 Today James E. Davis, Ronald E. Salomone, 1993 This teaching guide for high school college instructors begins with an introduction on Shakespeare and the American Landscape by Samuel Crowl and includes the following 32 essays Some Basics in Shakespearean Study Gladys V Veidemanis Teaching Shakespeare's Dramatic Dialogue Sharon A Beehler Shakespearean Role Models Ruth Ann Gerrard The Use of Quotations in Teaching Shakespeare Leila Christenbury Getting To Know a Play Five Ways Martha Tuck Rozett Toward a Teachable Shakespeare Syllabus Robert F Willson Jr Shakespeare off the Page J L Styan Goals and Limits in Student Performance of Shakespeare Charles H Frey Using Improvisational Exercises to Teach Shakespeare Annette Drew Bear Enacting Shakespeare's Language in Macbeth and Romeo and Juliet Elizabeth Oakes Sparking A Methodology to Encourage Student Performance Joan Ozark Holmer Changing the W's in Shakespeare's Plays Michael Flachmann Love Sighs and Videotape An Approach to Teaching Shakespeare's Comedies Michael J Collins Shakespearean Festivals The Popular Roots of Performance Demar C Homan Introducing Shakespeare with First Folio Advertisements Daniel J Pinti Versions of Henry V Laurence Olivier vs Kenneth Branagh Harry Brent Picturing Shakespeare Using Film in the Classroom to Turn Text into Theater James Hirsh Shakespeare Enters the Electronic Age Roy Flannagan Shakespeare Is Not Just for Eggheads An Interview with Two Successful Teachers Linda Johnson Teaching Shakespeare against the Grain Ronald Strickland Shakespeare and the At Risk Student David B Gleaves and others Decentering the Instructor in Large Classes Robert Carl Johnson Where There's a Will There's a Way Mary T Christel and Ann Legore Christiansen Digging into Julius Caesar through Character Analysis Larry R Johannessen A Whole Language Approach to Romeo and Juliet John Wilson Swope Sleep that knits up the raveled sleeve of care Responding to Macbeth through Metaphorical Character Journals Gregory L Rubano and Phillip M Anderson Building a Bridge to Shakespeare's Macbeth with Cormier's The Chocolate War Margo A Figgins and Alan Smiley Three Writing Activities to Use with Macbeth Ken Spurlock The Centrality of A Midsummer Night's Dream Hugh M Richmond If Only One Then Henry IV

Part 1 for the General Education Course Sherry Bevins Darrell Teaching The Taming of the Shrew Kate Closure and Eighteenth Century Editions Loreen L Giese and Measure for Measure Links to Our Time John S Simmons SAM

Performance Approaches to Teaching Shakespeare Edward L. Rocklin, 2005 Describes a performance approach to teaching Shakespeare's plays in high school and college using performance activities that include analyzing casting rehearsing and performing parts of plays

Bringing Forth the Bard Zoe Enser, 2022-05-06 Foreword by Professor Emma Smith The more you explore the plays of Shakespeare the more you realise how they are an interrelated network of ideas and themes linked to his context his audience and his understanding of the world In *Bringing Forth the Bard* Zoe Enser equips busy teachers with the core knowledge that will enable them to make links between the themes characters language and allusions in Shakespeare's oeuvre Each chapter includes tips on how to bring his plays to life in the classroom and features case studies from practising teachers in a range of contexts to illustrate how they can ensure that their students develop an appreciation of his work moving beyond the requirements of exams and empowering them to engage in the discussion around his influence and enduring appeal Underpinned by the author's academic enquiries on the subject at both undergraduate and master's level the book enables teachers to access the information they need in order to enrich their teaching beyond a single play and begin to unpick the threads of Shakespeare's work as a whole The link between subject knowledge and pedagogical approaches runs throughout the book focusing on the Shakespeare plays most popularly taught in the classroom and how we can enrich students understanding of these by looking both at the links across the domain and the bigger picture his work presents Zoe builds a detailed schema of Shakespeare's work his world his ideas and his influences and offers signposts to further reading and provides an appendix which will support teachers to rapidly find references to the plays they are teaching and the ideas related to them Suitable for teachers of English in all phases

Teaching Shakespeare Walter E Edens, 2015-03-08 Here is a rich variety of approaches to teaching Shakespeare described by authors who are distinguished teachers and scholars In setting forth their classroom techniques they offer critical insights as well as stimulating ideas for use by other teachers Their suggestions range from different pairings of plays provocative questions for discussion and ways of reading aloud to projects for class performances and even possibilities for teaching Shakespeare outside the classroom The contributors share a concern for developing students interests and skills beyond strict formal analysis Contributors Walter F Eggers Jr Robert B Heilman John W Velz D Allen Carroll Norman Rabkin Winfried Schleiner A C Hamilton Albert Wertheim Paul M Cubeta David M Bergeron Ray L Heffner Jr Brian Vickers Jay L Halio G Wilson Knight Bernard Beckerman Originally published in 1978 The Princeton Legacy Library uses the latest print on demand technology to again make available previously out of print books from the distinguished backlist of Princeton University Press These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books

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Key Shakespeare Judith Ackroyd, 1998 This text offers an approach to teaching Shakespeare along with photocopiable resources Different elements of Shakespeare's language characterization and drama are introduced revisited and investigated by pupils while oral written and dramatic activities build confidence in reading and understanding Shakespeare in context

Teaching Shakespeare and His Sisters Emma Whipday, 2023-07-13 What are we teaching when we teach Shakespeare Today the Shakespeare classroom is often also a rehearsal room we teach Shakespeare plays as both literary texts and cues for theatrical performance This Element explores the possibilities of an embodied pedagogical approach as a tool to inform literary analysis The first section offers an overview of the embodied approach and how it might be applied to Shakespeare plays in a playhouse context The second applies this framework to the play making performance and story telling of early modern women Shakespeare's sisters as a form of feminist historical recovery The third suggests how an embodied pedagogy might be possible digitally in relation to online teaching In so doing this Element makes the case for an embodied pedagogy for teaching Shakespeare

Teaching Shakespeare Veronica O'Brien, 1969

Teaching Shakespeare in Primary Schools Stefan Kucharczyk, Maureen Kucharczyk, 2021-09-28 *Teaching Shakespeare in Primary Schools* offers guidance and practical ideas for teaching Shakespeare's plays across Key Stage 1 and 2 It demonstrates how the plays can engage young readers in exciting immersive and fun literacy lessons and illustrates how the powerful themes iconic characters and rich language remain relevant today Part 1 explores the place of classic texts in modern classrooms how teachers can invite children to make meaning from Shakespeare's words and considers key issues such as gender and race and embraces modern technology and digital storytelling Part 2 presents Shakespeare's plays The

Tempest A Midsummer Night's Dream Romeo and Juliet Julius Caesar Macbeth and The Winter's Tale For each play there is a suggested sequence of activities that will guide teachers through the process of inspiring children incubating ideas and making connections all before responding to it through drama writing and other subjects You don't need to be an actor a scholar or even an extrovert to get the best out of Shakespeare Written by experienced teachers this book is an essential resource for teachers of all levels of experience who want to teach creative engaging and memorable lessons *Teaching Twelfth Night and Othello* Peggy O'Brien, 2006-08 FOLGER Shakespeare Library THE WORLD'S LEADING CENTER FOR SHAKESPEARE STUDIES The Folger Shakespeare Library is one of the world's leading centers for scholarship learning and culture The Folger is dedicated to advancing knowledge and increasing understanding of Shakespeare and the early modern period it is home to the world's largest Shakespeare collection and one of the leading collections of books and materials of the entire early modern period 1500-1750 Combining a world-class research library and scholarly programs leadership in curriculum training and publishing for K-12 education and award-winning performing arts exhibitions and lectures the Folger is Shakespeare's home in America This volume of the Shakespeare Set Free series is written by institute faculty and participants and includes the latest developments in recent scholarship It bristles with the energy created by teaching and learning Shakespeare from the text and through active performance and reflects the experience wisdom and wit of real classroom teachers in schools and colleges throughout the United States In this book you'll find the following Clearly written essays by leading scholars to refresh teachers and challenge older students Effective and accessible techniques for teaching Shakespeare through performance and engaging students in Shakespeare's language and plays Day by day teaching strategies for Twelfth Night and Othello that successfully and energetically immerse students of every grade and skill level in the language and in the plays themselves created taught and written by real teachers *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

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