

Teacher Resource

Episode 10
3rd May 2016

Shakespeare

FOCUS QUESTIONS

1. Discuss the *Shakespeare* story with another student and record the main points of your discussion.
2. Where and when was William Shakespeare born?
3. Who was he married to?
4. Which Shakespearean play was *The Lion King* based on?
5. What job did Shakespeare do when he first moved to London?
6. Name two of Shakespeare's plays.
7. List three words invented by William Shakespeare.
8. What did you learn watching the *Shakespeare* story?
9. Why do you think Shakespeare's work is still popular today?
10. What was surprising about this story?

ACTIVITY

Discuss the BtN *Shakespeare* story as a class. What questions were raised in the discussion (what are the gaps in their knowledge)? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i>What do I <u>know</u>?</i>	<i>What do I <u>want to know</u>?</i>	<i>What have I <u>learnt</u>?</i>	<i><u>How will I find out</u>?</i>

- What do you know about Shakespeare?
- What words would you use to describe Shakespeare?

KEY LEARNING

Students will investigate the life and work of William Shakespeare.

AC AUSTRALIAN CURRICULUM

English – Year 5

Understand that the pronunciation, spelling and meanings of words have histories and change over time ([ACELA1500](#))

Understand, interpret and experiment with [sound devices](#) and [imagery](#), including simile, metaphor and [personification](#), in narratives, shape poetry, songs, anthems and odes ([ACELT1611](#))

[Create](#) literary texts that experiment with structures, ideas and [stylistic features](#) of selected authors ([ACELT1798](#))

English – Year 6

Experiment with [text](#) structures and [language features](#) and their effects in creating literary texts, for example, using [imagery](#), [sentence](#) variation, metaphor and [word choice](#) ([ACELT1800](#))

Identify the relationship between words, sounds, [imagery](#) and [language patterns](#) in narratives and poetry such as ballads, limericks and free verse ([ACELT1617](#))

HASS / Inquiry and Skills – Year 5, 6, 7

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges ([ACHASSI094](#)) ([ACHASSI122](#)) ([ACHASSI152](#))



ACTIVITY

Everyday Shakespearean language

Over the centuries Shakespeare's plays have gained a reputation for being difficult to understand. But did you know that you have probably quoted Shakespeare without even realising it? In fact, 95% of the words and phrases used in Shakespeare's plays are the same words we use today.

Watch [Shakespeare: The History of English](#) for an fun animated look at the words and phrases invented by Shakespeare.

Which of the following Shakespearean phrases do you use in your everyday conversation?

- Think of situations when you would use these phrases, and put into a sentence.
- Use the internet to find out which of Shakespeare's plays used these phrases.
- Create an illustrated dictionary of your 5 favourite words or phrases invented by Shakespeare.

Word or phrase	Example	Shakespeare play
<i>I nearly died of embarrassment</i>	"I nearly died of embarrassment when I forgot my lines during the school play."	Taming of the Shrew
<i>As dead as a doornail</i>	"Oh no! I forgot to charge my phone. It's as dead as a doornail."	Henry V
<i>To nail it</i>		
<i>Don't judge a book by its cover</i>		
<i>Like chalk and cheese</i>		
<i>Wild-goose chase</i>		
<i>Pigs might fly</i>		
<i>Get off your high horse</i>		
<i>Don't cry over spilt milk</i>		
<i>A guilty conscience</i>		
<i>To be in a world of your own</i>		

- Refer to the [BBC's vocabulary reference](#) for a list of phrases invented by Shakespeare.
- Watch these fun [BBC animations](#) to learn more about the origins and meanings of some of Shakespeare's phrases.

ACTIVITY

Fictionary game

In small groups of 3 or 4, students will play “fictionary”. One student will choose an obscure word or phrase invented by William Shakespeare and secretly write the definition on a piece of paper. The other students in the group will each write a made up definition on a piece of paper, which is written in a way that sounds convincing.

The definitions, including the real definition, are then read out in random order (by the person that chose the word). Each student will record which answer they believe is correct.

The group will then present to the class. Each student will read their definition one at a time using their skills of verbal persuasion to convince the class that their definition is true. The class will record which answer they believe is correct.



Word or phrase	Real definition	Fictional definition/s
<i>Clangour</i>	A loud (clanging) sound. Ghosts are sometimes said to be followed by the loud clangour of chains.	
<i>Eyesore</i>	A thing that is very ugly	
<i>Quarrelsome</i>	Ready or likely to argue or disagree	
<i>Auspicious</i>	Favourable; promising success; a good omen. A wedding is an example of an auspicious occasion.	
<i>Dwindle</i>	To get smaller; diminish. Often used to describe money. Many people’s savings dwindle after losing a job.	
<i>“In a pickle”</i>	To be “in a pickle” is to be in trouble or a situation that you cannot easily get out of.	
<i>“A laughing stock”</i>	To be a laughing stock is to be considered a joke by many people.	

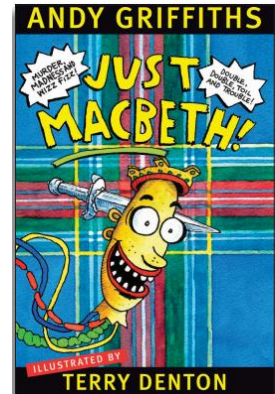
ACTIVITY

Shakespeare's plays

What Shakespeare plays can you name? Even if you haven't read any, or seen them performed, chances are you know the names of at least some of his 37 or 38 plays. Think about some of Shakespeare's plays that have been retold in modern films. For example, Baz Lurhman's *Romeo and Juliet* or the animation *Gnomeo and Juliet*.

As a class, read Andy Griffith's [Just Macbeth!](#) a silly take on Shakespeare's great big gory tragedy Macbeth. Take it in turns reading passages from the book. Encourage students to dramatise as they talk and use gestures to convey meaning.

Watch BtN's [Modern Shakespeare](#) story to find out how some kids are getting taste of Shakespeare thanks to the Bell Shakespeare Company.



Students will choose one or more of the following activities to complete.

- Design a book cover for a new and modern edition of the play.
- Draw a poster advertising the play.
- Design your own costumes for the play. Make a poster illustrating your designs.
- Make a papier mache model of your favourite character from the play.
- Retell the story in the form of a children's picture book.
- Make a comic book telling the story.
- Choose your favourite scene from the story and write a rap using Shakespearean language. Explore the connections between hip-hop and Shakespeare by watching this [TEDx video](#).

Teachers, refer to these resources for some engaging activities attached to the book.

- Andy Griffiths *Just Macbeth!* [Teachers' notes](#)
- Bell Shakespeare *Just Macbeth!* [online learning pack](#)

ACTIVITY

Would you survive a Shakespeare plot?

Play this [interactive game](#) to find out if you have what it takes to survive a Shakespeare plot.





USEFUL WEBSITES

Behind the News – Modern Shakespeare

<http://www.abc.net.au/btn/story/s4247991.htm>

Behind the News – Shakespeare in School (2013)

<http://www.abc.net.au/btn/story/s3707999.htm>

Behind the News – Shakespeare in School (2011)

<http://www.abc.net.au/btn/story/s3208642.htm>

BBC – William Shakespeare

<http://www.bbc.co.uk/timelines/z8k2p39>

Horrible Histories

<http://www.bbc.com/news/entertainment-arts-34257368>

Would you survive a Shakespeare plot?

<http://www.bbc.co.uk/programmes/articles/JmKyxWYCsG1yR3tCKdm3Rf/would-you-survive-a-shakespeare-plot>

BBC – How did people really speak in Shakespearean England?

<http://www.bbc.co.uk/guides/z8vmfrd>

Shakespeare Globe – Exploring Shakespeare

<http://www.shakespearesglobe.com/playground/exploring-shakespeare>



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