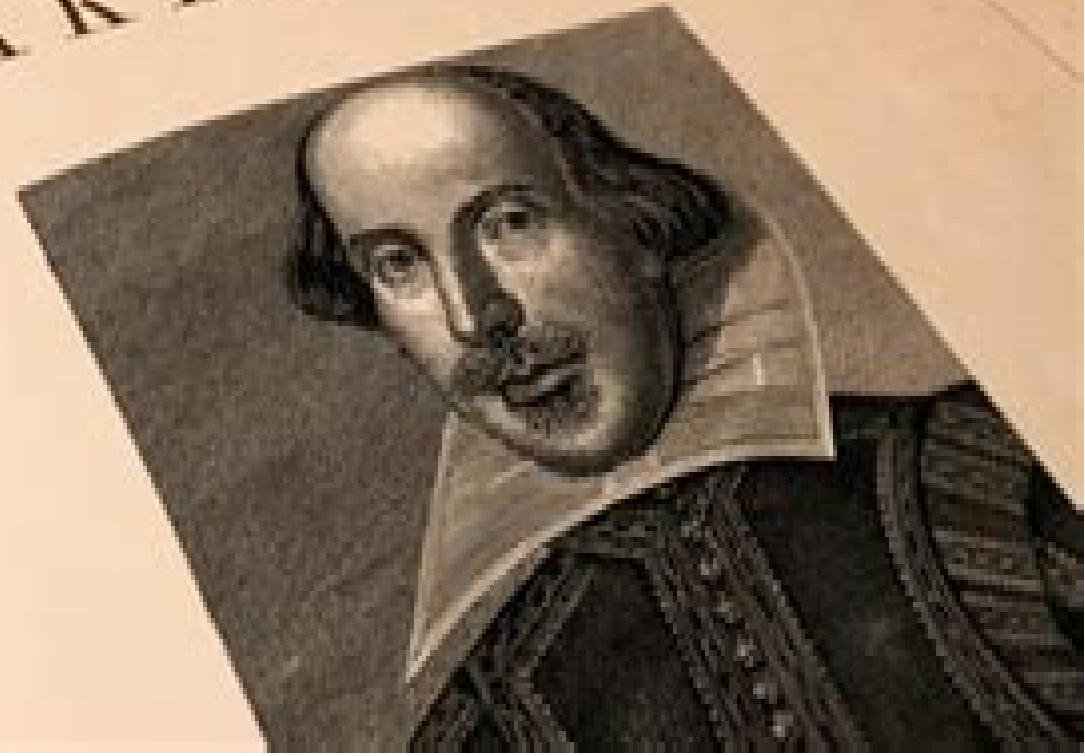


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Teaching Shakespeare

**Diana E. Henderson, Kyle Sebastian
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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** 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.

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Teaching Shakespeare in Primary Schools Stefan Kucharczyk, Maureen Kucharczyk, 2021-09-27. 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 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 **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 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 *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.

Shakespeare Set Free Peggy O'Brien, 1993 Written by faculty and participants at the Folger Shakespeare Library's Teaching Shakespeare Institute this volume includes essays written by leading scholars techniques for teaching through performance ways to teach Shakespeare successfully and day by day teaching strategies specifically for Romeo and Juliet Macbeth and A midsummer night's dream. *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. Shakespeare and Digital Pedagogy Diana E.

Henderson, Kyle Sebastian Vitale, 2021-11-18 Shakespeare and Digital Pedagogy is an international collection of fresh digital approaches for teaching Shakespeare. It describes 15 methodologies resources and tools recently developed updated and used by a diverse range of contributors in Great Britain Australia Asia and the United States. Contributors explore how these digital resources meet classroom needs and help facilitate conversations about academic literacy race and identity local and global cultures performance and interdisciplinary thought. Chapters describe each case study in depth recounting needs collaborations and challenges during design as well as sharing effective classroom uses and offering accessible usable content for both teachers and learners. The book will appeal to a broad range of readers College and high school instructors will find a rich trove of usable teaching content and suggestions for mounting digital units in the classroom while digital humanities and education specialists will find a snapshot of and theories about the field itself. With access to exciting new content from local archives and global networks the collection aids teaching research and reflection on Shakespeare for the 21st century.

Teaching Shakespeare to ESL Students Leung Che Miriam Lau, Wing Bo Anna Tso, 2016-10-05 This is a teacher's resource book tailor made for EFL teachers who want to bring Shakespeare into their classes. It includes forty innovative lesson plans with ready to use worksheets hands on games and student oriented activities that help EFL learners achieve higher levels of English proficiency and cultural sensitivity. By introducing the plots characters and language arts employed in Macbeth Romeo and Juliet The Taming of the Shrew and The Merchant of Venice the book conveys English grammatical rules and aspects like a walk in the garden complicated rhetorical features such as stress meter rhyme homonymy irony simile metaphor euphemism parallelism unusual word order etc are taught through meaning driven games and exercises. Besides developing EFL learners English language skills it also includes practical extended tasks that enhance higher order thinking skills encouraging reflection on the central themes in Shakespeare's plays. Teaching Shakespeare and Marlowe L. E. Semler, 2014-02-13 This book explores how to achieve innovative approaches to teaching and learning.

Shakespeare and Marlowe within formal learning systems such as school and university **Teaching Shakespeare To Develop Children'S Writing: A Practical Guide: 9-12 Years** Sedgwick, Fred,2014-10-01 This exciting and accessible book offers techniques for introducing some of Shakespeare s plays to children between the ages of nine and twelve

Transforming the Teaching of Shakespeare with the Royal Shakespeare Company Joe Winston,2015-02-26 This book tells the story of the Royal Shakespeare Company s acclaimed and influential project to transform the teaching of Shakespeare in schools It examines their approaches to making his plays more accessible enjoyable and relevant to young people describing the innovative classroom practices that the Company has pioneered and locating these within a clearly articulated theory of learning It also provides evidence of their impact on children and young people s experience of Shakespeare drawing upon original research as well as research commissioned by the RSC itself Authoritative but highly readable the book is relevant to anyone with an interest in the teaching of Shakespeare and in how a major cultural organisation can have a real impact on the education of young people from a wide range of social backgrounds It benefits from interviews with key policy makers and practitioners from within the RSC including their legendary voice coach Cicely Berry and with internationally renowned figures such as the writer and academic Jonathan Bate the previous artistic director of the RSC Michael Boyd and the celebrated playwright Tim Crouch 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 Teaching Reading Shakespeare John Haddon,2009-05-07 John Haddon offers creative systematic and challenging approaches which don t bypass the text but engage children with it Trevor Wright Senior Lecturer in Secondary English University of Worcester UK Teaching Reading Shakespeare is for all training and practising secondary teachers who want to help their classes overcome the very real difficulties they experience when they have to do Shakespeare

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