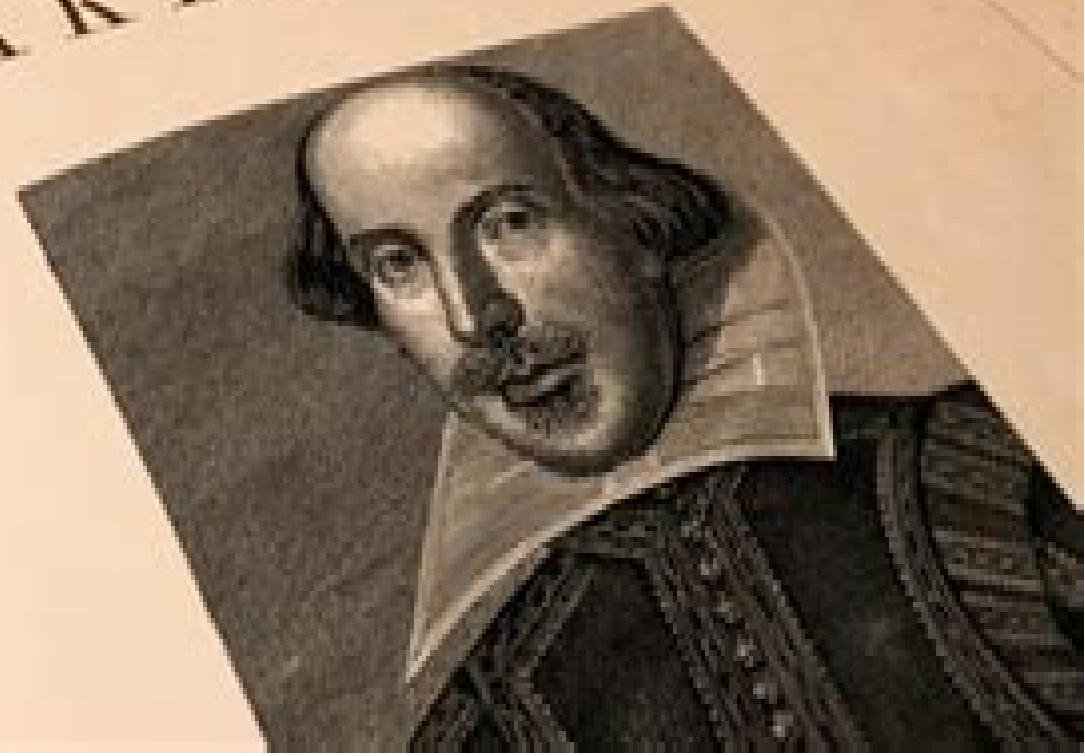


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Teaching Shakespeare

L. E. Semler

Teaching Shakespeare:

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 *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 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 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 Teaching Shakespeare G. B. Shand,2009-01-30 This contemplative anthology offers personal essays by notedscholars on a range of topics related to the teaching ofShakespeare Ideal for the graduate student it addresses many ofthe primary concerns and rewards of the discipline drawing on thevariety 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 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** 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 published by Princeton University Press since its founding in 1905.

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 Way 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. **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 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*. **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 To Develop Children's Writing: A Practical Guide: 9-12 Years** (Fred Sedgwick, 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 **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 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

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 **Teaching Shakespeare** Rex Gibson, 2000

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