

**A RESOURCE UNIT  
FOR  
GRADES  
KINDERGARTEN,  
FIRST AND SECOND**

**ENGLISH/LANGUAGE ARTS**

**2000 - 2001  
SHAKESPEARE EDUCATIONAL TOUR**

**UNIT DESIGN COMMITTEE FOR ELEMENTARY**



**CONEJO VALLEY UNIFIED SCHOOL DISTRICT**

**INSTRUCTIONAL SERVICE DIVISION**

**Conejo Unified School District  
2000-2001 Shakespeare Educational Tour  
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## SHAKESPEARE EDUCATIONAL TOUR

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## INTRODUCTION

The Shakespeare Educational Tour Unit is an educational experience about William Shakespeare and his works. The one-two week unit for grades K-2 includes lessons in community life in Old London Town, the life of William Shakespeare, and an introduction to the elements of theater. This unit correlates with both the English/Language Arts and Visual/Performing Arts Frameworks for California Public Schools, K-12.

The English/Language Arts Framework for California Public Schools, K-12 is based on the premise that all students will be provided an equal opportunity to become literate through participation in a comprehensive language arts program.

The content standards of the framework are:

- A. Reading - Word Analysis, Fluency, and Systematic Vocabulary Development and Comprehension
- B. Literary - Response and Analysis
- C. Writing - Writing Strategies, Writing Application
- D. Grammar and Usage - Written and Oral English Language Conventions
- E. Listening and Speaking - Listening and Speaking Strategies
- F. Using Information - Application of Language

All of the content standards interact within the curriculum, with none wholly independent of the rest. The knowledge provided by the study of these content standards will enable the students to:

- Acquire basic and advanced reading skills that enable them to comprehend increasingly complex and sophisticated material,
- Acquire a core of knowledge about ideas, people and literature,
- Appreciate a core of knowledge about ideas, people and literature,
- Appreciate the beauty and power of language,
- Listen and speak in a variety of situations and engage in discussions,
- Write clearly and effectively for a variety of purposes,
- Acquire study and research skills to access and communicate ideas in a technological society,
- Become life-long readers and writers.

The English/Language units developed by the district implement the focus and goals of the state framework and reflect the content standards and goals as stated in the Conejo Valley Unified School District K - 12 English Language Arts Scope and Sequence (4/15/97).

**2000- 2001 SHAKESPEARE EDUCATIONAL TOUR  
UNIT DESIGN**

**PURPOSE**

The purpose of this unit is to help the student begin to think about William Shakespeare's life, his works, and the history surrounding the period. Through various works each grade level will be introduced to William Shakespeare as a playwright and an outstanding poet. Emphasis will be placed on one Shakespearean play at each grade level- grades one and two.

**ENGLISH/LANGUAGE ARTS CONTENT STANDARDS  
FOCUS IN  
SHAKESPEARE CURRICULUM  
GRADES K, 1, and 2**

**A. Reading Standard:**

The student applies a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts including the ability to:

- summarize information
- relate prior knowledge and experience to new information
- make and support interpretations with convincing evidence
- make well developed connections between or among texts and experiences.

**GOALS:**

The student will:

**Kindergarten:** expand vocabulary development through extensive exposure to literature.

- Students read *Old London Town Poster* and discuss community life: people, places, jobs, activities, and modes of transportation.

**Grade One:** expand vocabulary development through extensive reading and exposure to literary works.

- Students read *Old London Town Poster* and discuss types of Elizabethan people and introduce new vocabulary words

**Grade Two:** expand vocabulary development through extensive reading and exposure to literary works.

- Students read *Introduction to William Shakespeare* by Lois Burdett and study story elements of *A Midsummer Night's Dream*.

**B. Literature Standard:**

The student responds to fiction, nonfiction, poetry, and drama using interpretive, critical, evaluative and reflective processes, oral and written presentations.

**GOALS:**

The student will:

**Kindergarten:** dictate and illustrate story in response to a variety of genre.

- Students create a class book illustrating community life of **Old London Town**.

**Grade One:** dictate, write, and illustrate story in response to a variety of genre.

- Students write in booklet *Steps to the Theater* on daily basis.

**Grade Two:** dictate, write, and illustrate response to a variety of genre.

- Students write in *Shakespeare Portfolio* booklet.

C. Writing Standards:

The students produce various types of writing such as autobiographical incidents, stories, firsthand biographies, observations, problems/solutions, evaluations, speculations, controversial issues, and interpretations.

GOALS:

The student will:

**Kindergarten:** contribute to group and individual writing focusing on autobiographical incident, story, report of information, and problem/solution.

- Students discuss, write, and share ideas about being a theatergoer in Old London Town.

**Grade One:** write stories, reports of information, poems, letters, lists and autobiographical pieces, observations, problems/solution, and picture captions.

- Students discuss, write, and share ideas about being a theatergoers and make booklet, *Steps to the Theater*.

**Grade Two:** write stories, reports of information, poems, letters, lists and autobiographical pieces, observations, problems/solution, and picture captions.

- Students discuss, write, and share ideas about William Shakespeare's life and story elements of the play, *A Midsummer Night's Dream*.

D. Grammar and Usage Standard:

The students use appropriate conventions of oral language which include grammar and usage of standard spoken English, conventional sentence structure of spoken English, and vocabulary for specific audiences and settings.

GOALS:

The student will:

**Kindergarten:** ask questions and be able to respond to questions of others.

- Students use descriptive words when speaking about people, places, things, and events of *Old London Town*.

**Grade One:** use language that is clear and appropriate for communicating to the intended audience.

- Students draw, write, and share *Steps to the Theater* booklet.

**Grade Two:** use language that is clear and appropriate for communicating to the intended audience.

- Students draw, write, and share the *Shakespeare Portfolio*.

**E. Listening and Speaking Standard:**

The student applies knowledge of language structure, language conventions, media techniques, figurative language, and genre and responds to information and ideas.

**GOALS:**

The student will:

**Kindergarten:** participate in role-playing and using appropriate gestures..

- Students participate in role-playing people, jobs, and transportation of *Old London Town*.

**Grade One:** recognize and make statements.

- Students provide descriptions of *Steps to the Theater* with careful attention to sensory detail.

**Grade Two:** make statements.

- Students discuss William Shakespeare's Life using appropriate vocabulary, facts, and details.

**F. Using Information Standard:**

The students recognize and use logical arguments and persuasive strategies that reflect appropriate knowledge, background, and understanding of the intended audience.

**GOALS:**

The student will:

**Kindergarten:** presents opinions orally and effectively explains reasons for choice.

- Students will discuss their preference of role-playing a character or job in *Old London Town*.

**Grade One:** support views orally and in writing.

- Students discuss and write in *Steps to the Theater* booklet.

**Grade Two:** support views orally and in writing.

- Students discuss various views of *A Midsummer Night's Dream* using the *Shakespeare Portfolio*.

# **Shakespeare Curriculum Outline**

## **Grades K-2**

### **Grade K**

**Activity One:** Community Life in Old London Town

**Activity Two:** The Places in Old London Town

**Activity Three:** Transportation in Old London Town

**Activity Four:** Jobs in the Community

**Activity Five:** Going to the Theater: Culminating Activity

### **Grade 1**

**Activity One:** Clothing worn to the Theater

**Activity Two:** Transportation to the Theater

**Activity Three:** Going to the Globe Theater

**Activity Four:** Scenery of the play

**Activity Five:** Characters of the play

**Optional Culminating Activity:** A Day at the Globe Theater

### **Grade 2:**

**Activity One:** William Shakespeare is born.

**Activity Two:** William Shakespeare: Timeline of his life: from birth to death.

**Activity Three:** Shakespeare Writes Plays

**Activity Four:** A Midsummer Night's Dream & Focus on the Fairies: Setting,  
Enchanted forest

**Activity Five:** A Midsummer Night's Dream & Focus on Characters: Fairies



Dear Parents:

Your child is starting a supplementary unit on the community life in Old London Town and the theatre during Shakespeare's time. The purpose of this unit is to introduce elementary age students to Shakespeare's life and works in a historical context while meeting grade level standards. The "Shakespeare Educational Tour Program" involves an integrated experience incorporating English/Language Arts (listening, speaking, reading and writing) and Visual & Performing Arts (art, music, dance and theatre).

During this one-two week unit, students in grades K, 1 & 2 will study the Globe Theater, the life and time of William Shakespeare's London. The unit will culminate with an interactive workshop conducted by professional actors from the Kingsmen Shakespeare Company.

Each grade level has an emphasis on a specific part:

Grade K - Community Life in Old London

Grade 1 - Steps to the Theater (Globe Theater)

Grade 2 - Time and life of William Shakespeare and Shakespeare's enchanted forest with an introduction to the play, *A Midsummer Night's Dream*.

Students will learn about the community life in Old London Town (Grade K), beginning elements of theater (Grade 1), and the life of William Shakespeare along with setting, characters, and plot (Grade 2). Class discussions will be encouraged at each grade level as well as many hands on and written activities. Students will get a chance to interact with professional actors during the workshop time.

The anticipated outcome of our Shakespeare unit is that exposure to the greatest playwright and poet of the English language will serve to broaden students' cultural awareness and increase their enjoyment of great literature. It is also our hope that students will have a positive personal response as they experience the power of Shakespeare's words and ideas in their original dramatic format.

Sincerely,

## Overview Shakespeare and Renaissance London

**William Shakespeare** was a poet, playwright, actor, and gentleman. He was born on April 23, 1564 in Stratford-upon-Avon, England. He attended grammar school and studied Latin, Greek, math, and writing. When he was eighteen he married Anne Hathaway. William and Anne had three children: Susanna and twins, Hamnet and Judith. By the time he was twenty-eight, William moved to the noisy, overcrowded London, England to write plays and act with the Lord Chamberlain's Men. This company or group of actors performed in the theater known as the Theatre. Later, William and the acting company built the Globe Theatre from the Theatre's dismantled and valuable timber. For twelve years, Shakespeare wrote happy plays known as comedies and sad plays known as tragedies. While working in London, William received sad news that his son Hamnet died of illness at the age of eleven. Shortly after, Queen Elizabeth I also died in 1603, but King James I became the acting company's patron, so they changed their name to The King's Men. Soon after, William returned to Stratford to write his last plays. A few years later, he died on what is believed his fifty-second birthday, April 23, 1616.

**Shakespeare's world** was seasoned with interest in high fashion and the theater as the place to be entertained. Men wore **doublets**, breeches, stockings and **short cloaks**, and women wore elaborate gowns fashioned after their queen, **Elizabeth I**, with stiff corsets and distinct **ruffs** around the neck. Men kept a trimmed beard and mustache, and the ladies wore their hair up and painted their faces with white lead and candle wax. Traders and people lower than nobility wore plain clothes and were not allowed to dress in expensive fur that was above their station.

**London Bridge** was the only land route across the **River Thames** to visit **The Globe Theatre**. It was built on 20 stone arches. On the bridge, stores, houses, and towers crowded the narrow path which was only wide enough for one cart to pass at a time. Imposing gate towers were located on the southern end of the bridge. The bridge slowed the river's current, and in the winter, the polluted River Thames would freeze to provide ice-skating and frost fairs. **Ferrymen** crossed the river by boat to bring passengers to the theater district. Traveling was more pleasant by boat or **wherry** than by smelly, muddy, crowded streets on **horse, cart, or foot**.

**The Globe Theatre**, on the south bank of the Thames, was the working place and home of William Shakespeare's plays. It was theater in the round where entry into a performance cost a pence or penny to stand in the **pit** with the **groundlings** or **penny-stinkards**. For better seats covered by a thatch roof in the **gallery** to keep out the rain or sun, the entrance fee to the gallery was two to three pence. Seating on or above the **stage** or in the **Lords' rooms** cost as much as five to seven pence. The Globe held approximately three thousand people. The performances occurred during the daylight hours because of the lack of electricity. The scenery was limited, so the audiences used their imaginations. However, the costumes were very elaborate, and all the actors were men or boys. The deadly plague caused the Globe and other theaters to close for two years. However, the theaters reopened when the disease passed. The final tragedy struck the Globe during a performance of **Henry VIII** when the thatched roof caught fire from a stage cannon being fired during the performance. It burned to the ground.

# Kindergarten Shakespeare Curriculum

## Activity One: Community Life in Old London Town

**Goal:** The students will learn about the community and types of people of Renaissance London.

**Objective:** The students will write about the community and types of people in Renaissance London (1564-1616: William Shakespeare's life).

**Teacher Note:** Use *Overview: Shakespeare and Renaissance London* or *A Child's Portrait of Shakespeare*, by Lois Burdett as a reference.

**Introduction of Old London Town Poster & vocabulary cards.**

- As a modeling aid, use the *Old London Town* poster to discuss types of people and introduce new vocabulary: muffin man, juggler, theater, ferryman, Queen Elizabeth, musician, and actor.
- Use vocabulary as flash cards to reinforce with pocket chart

**Writing Activity:** Shakespeare Class Book:

(The teacher will make a class book at the end of the unit.)

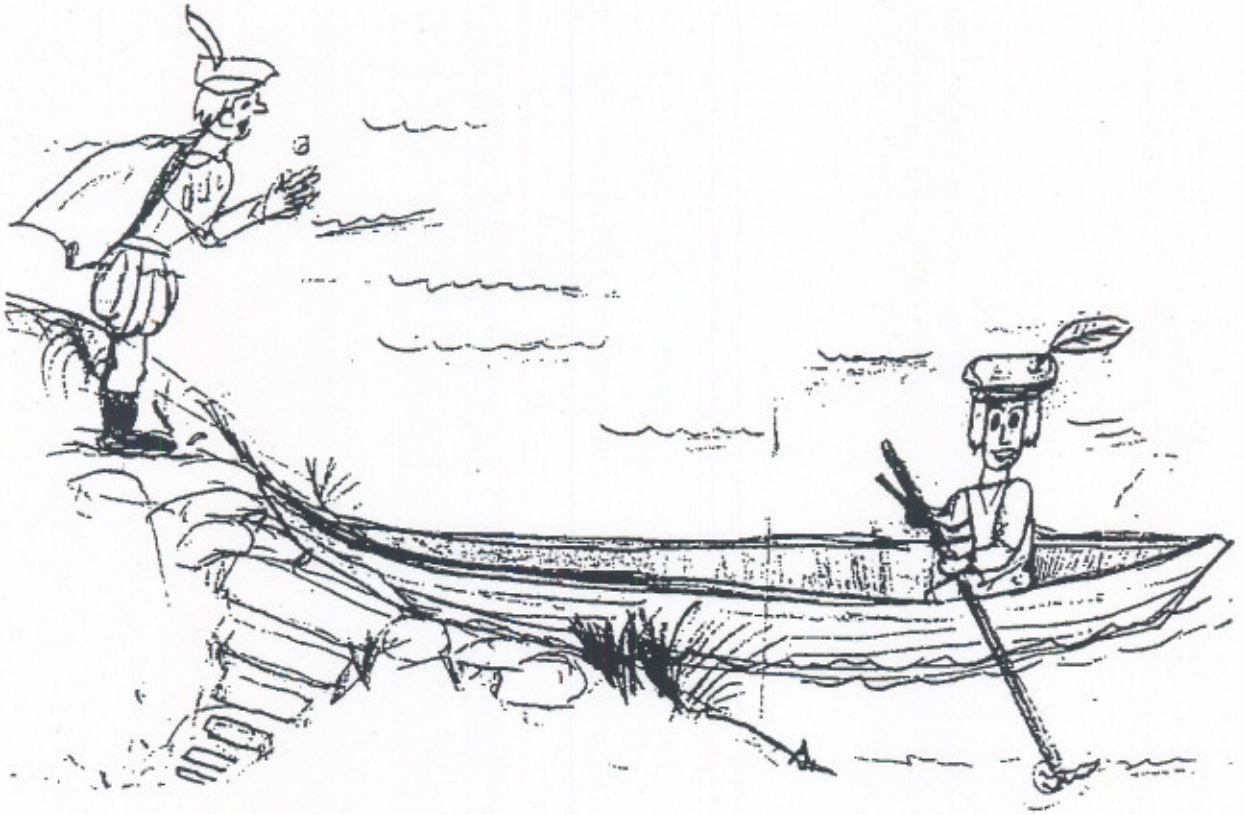
1<sup>st</sup> page of booklet: Students color and fill in the blank to describe the people of Renaissance London.

Examples below. Teacher chooses one page for the book. The following are suggested discussion topics.

- The jester wears a \_\_\_\_\_ hat. (color)
- The jester \_\_\_\_\_ (verb) the \_\_\_\_\_ balls. (color)
- The muffin man carries \_\_\_\_\_ muffins. (number/adjective)
- Queen Elizabeth has \_\_\_\_\_ on her dress. (shapes)
- The musician \_\_\_\_\_ her song. (verb)
- The ferryman \_\_\_\_\_ his boat. (verb)
- The actor \_\_\_\_\_ his script. (verb)

**Listening/Speaking: Theater Activity: Play/Pretend Box**

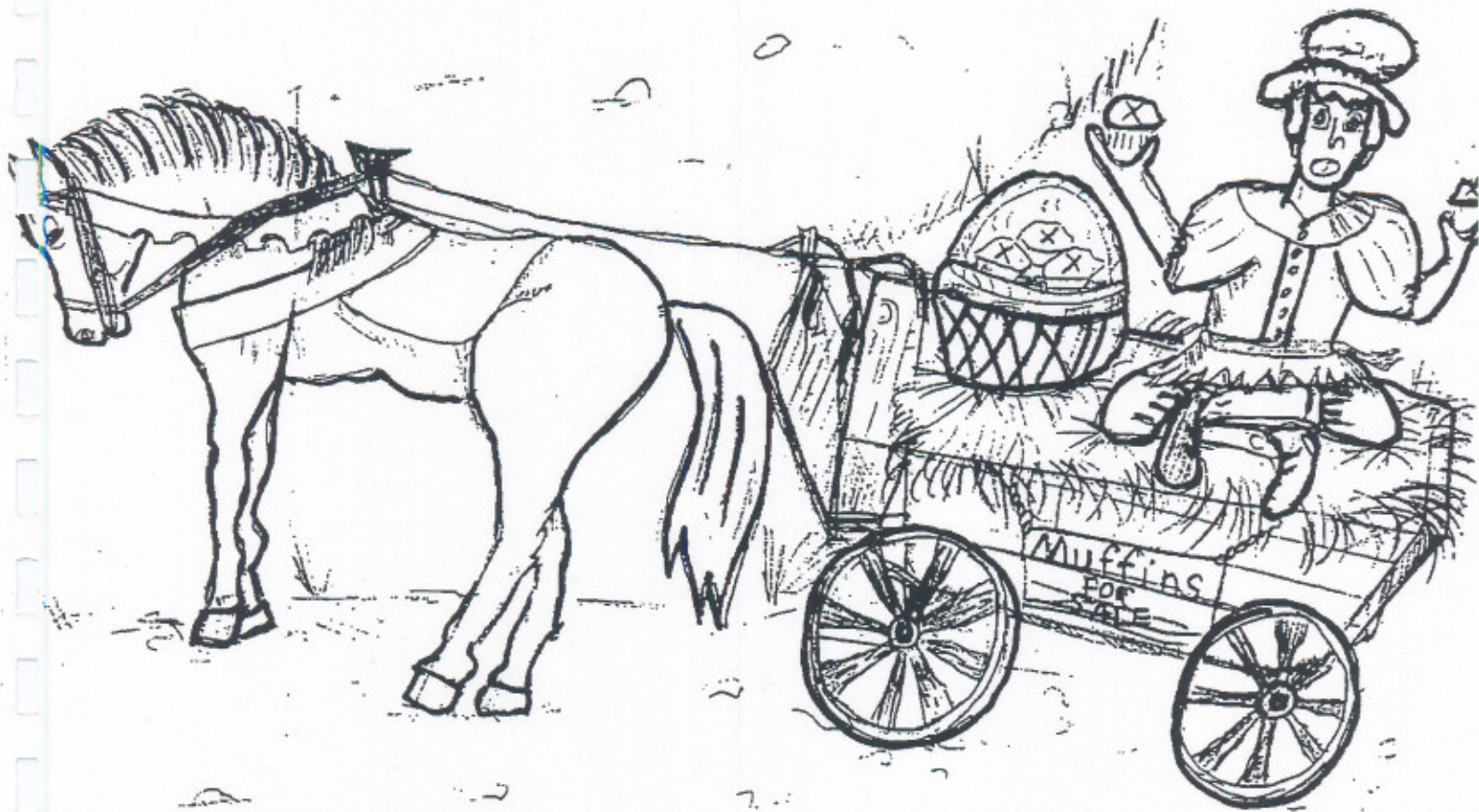
- **Objective:** Students learn improvisation skills while using props and modified costumes.
- **Materials:** (have students donate items to fill play box. Use a plastic box from "Do-it-Yourself" Store or a "play bag" using a pillowcase. The play/pretend box can include:
  - Hats, scarves, gloves, towel (used for a "cape" or "robe"), crown (i.e. Burger King).
  - ❖ **Costumes:** Using props from the pretend box, students pretend to be people from the London community (i.e. jester, Queen, muffin man, actor, ferryman).
  - ❖ **Popsicle People:** Students make Popsicle puppets using the templates. Color, cut, and paste puppets to tongue depressors (available from warehouse catalogue). Students pretend to be people from the London community.
  - ❖ **Headband Characters:** Students make headband characters using puppet and headband templates. Students then pretend to be people from the London community.



The Ferryman

The ferryman

his boat.



The Muffin Man

The Muffin Man

carries \_\_\_\_\_ muffins

number



The Jester

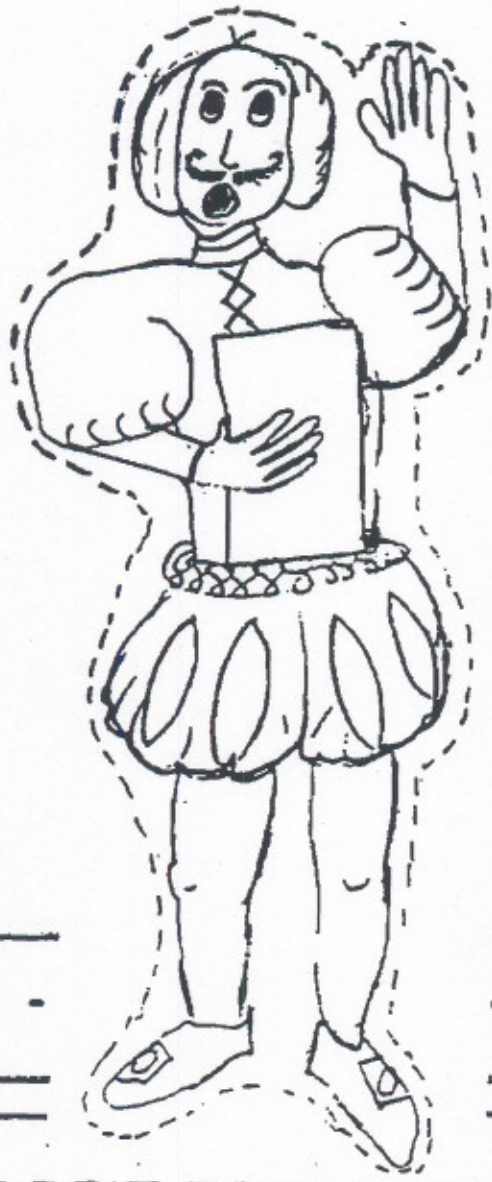
The jester wears

a                      hat. The

jester                      the

                     balls.

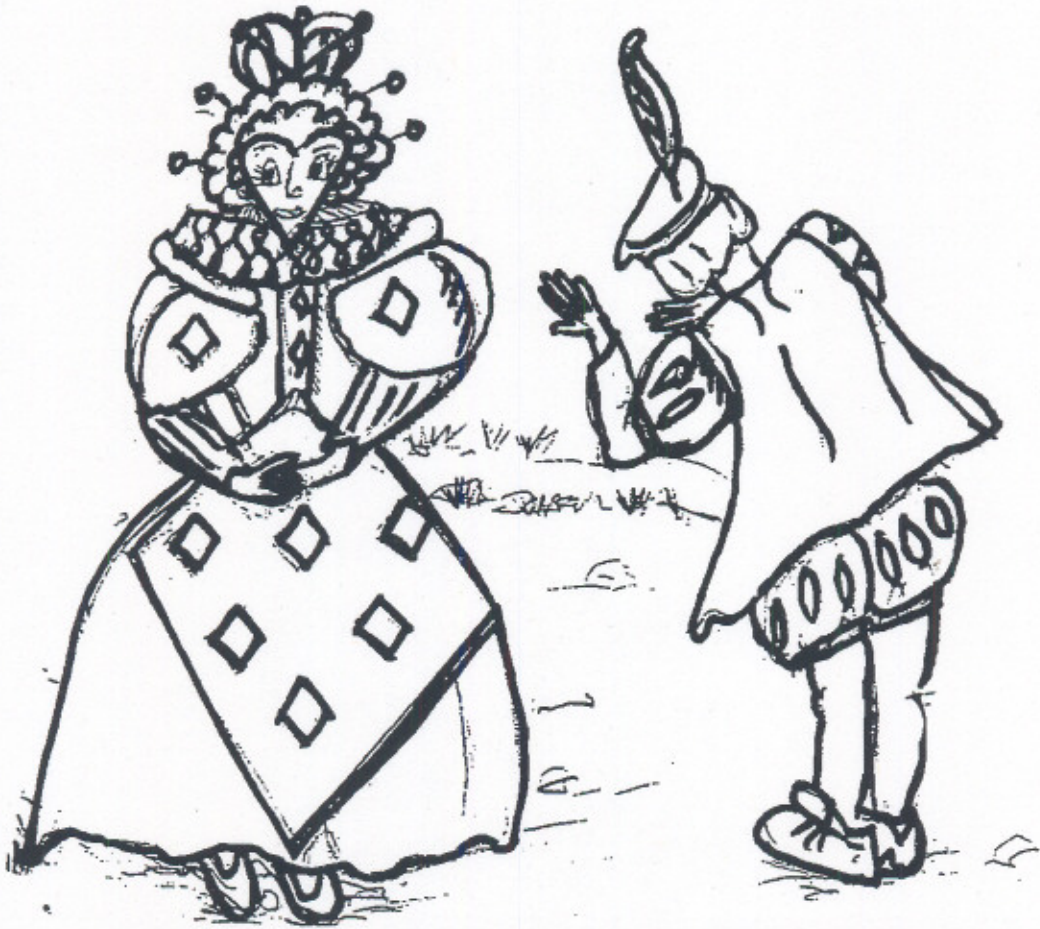
number



The

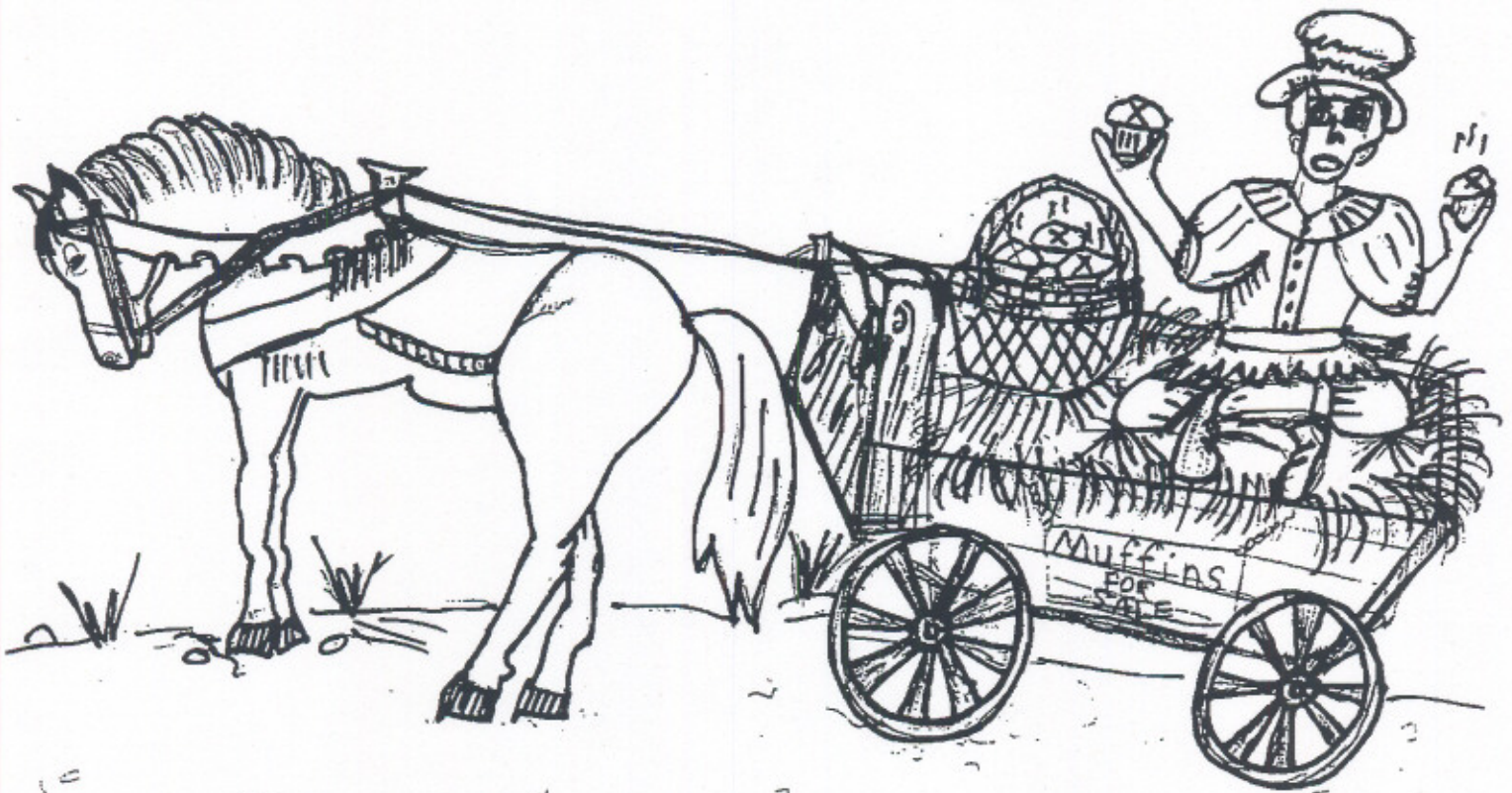
Actor

The actor  
his script.

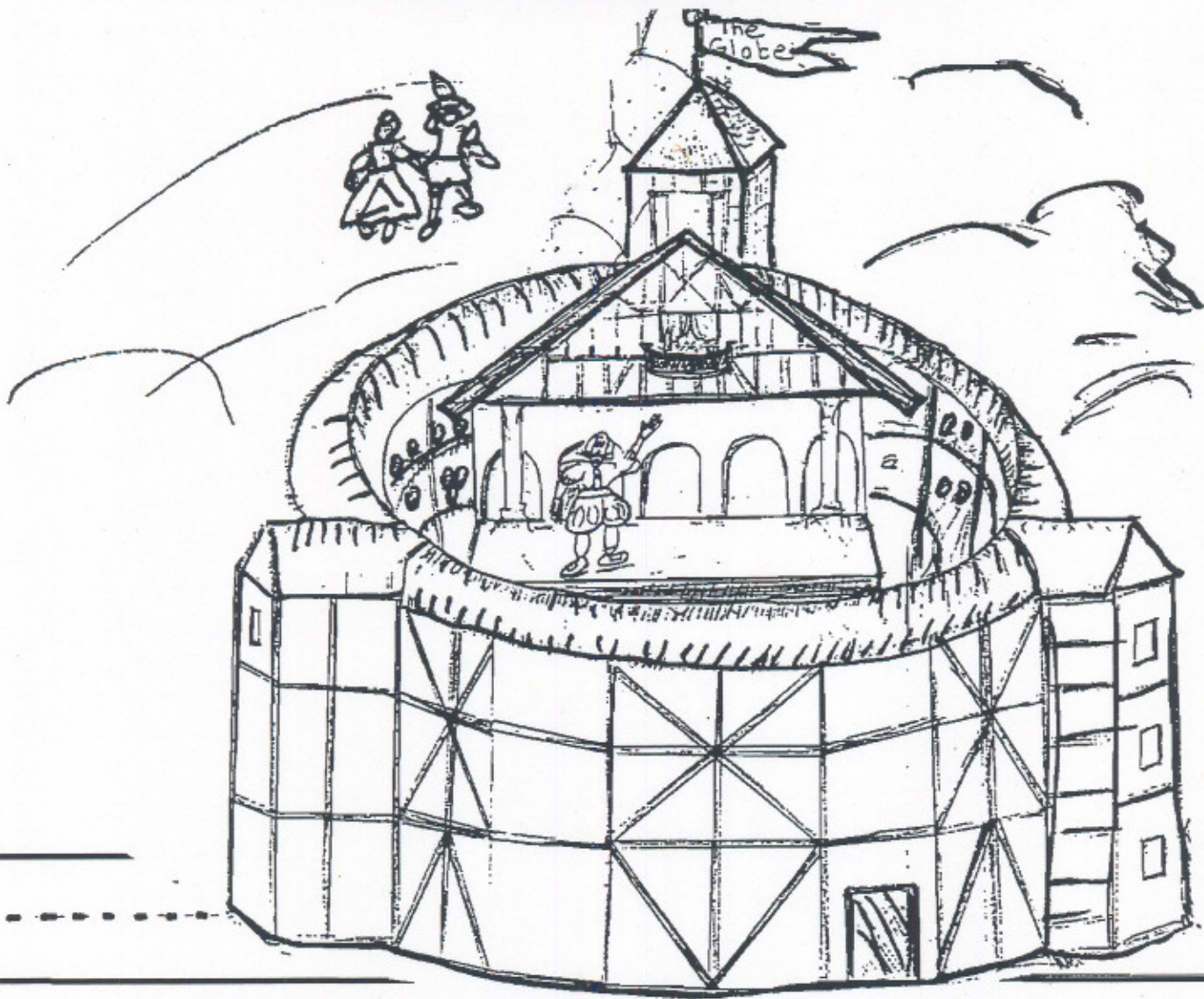


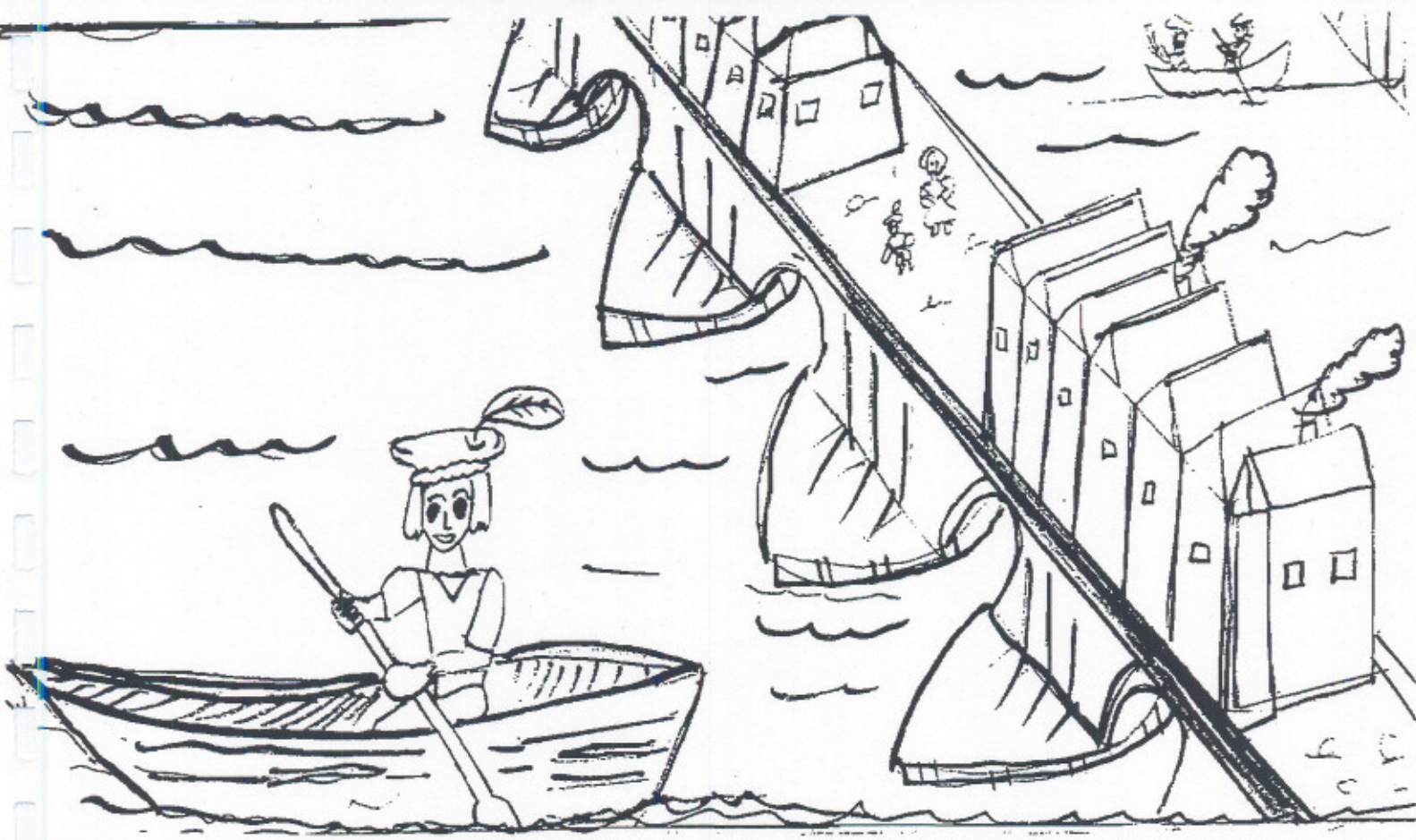






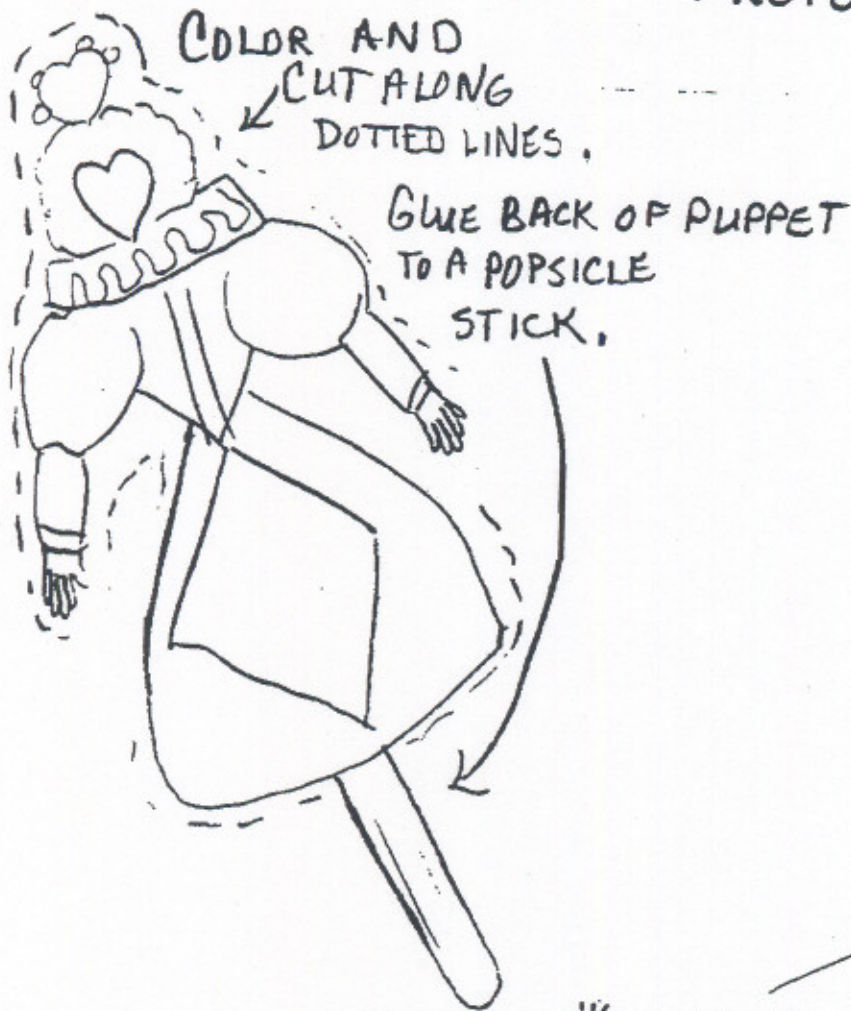






Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines on the page.

# MAKING PUPPETS OR "PRETEND PAL" HEAD BANDS



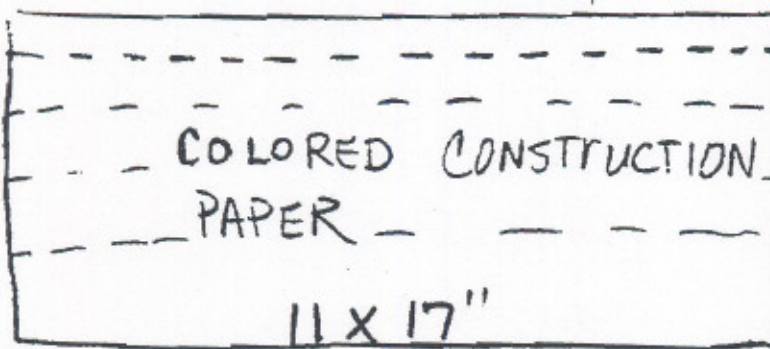
2"  
BAND



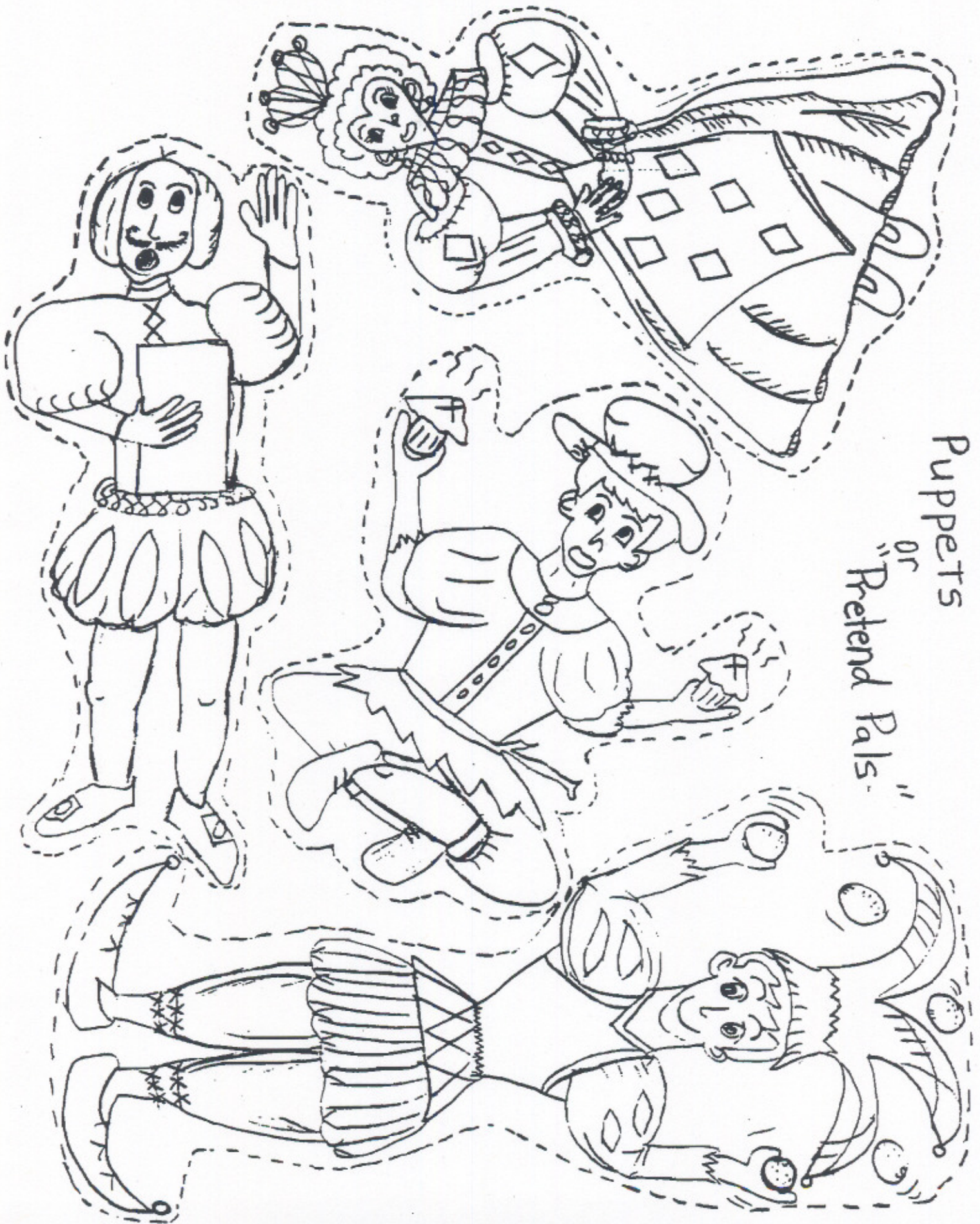
COLOR PUPPET & CUT OUT

YOU SHOULD  
BE ABLE TO  
MAKE FIVE (5)  
BANDS

2"  
STRIPS



GLUE  
"CUT-OUT" TO  
CENTER OF  
BAND, & FIT  
TO CHILD HEAD  
& TAPE OR GLUE



Puppets  
or  
"Pretend Pals."

Kindergarten: Vocabulary Cards

Muffin  
Man

ferryman

juggler

musician

theater

actor



Queen  
Elizabeth

Globe  
Theater

London  
Bridge

walking

River  
Thames

horse

boat

costumes

queen

merchant

# Kindergarten Shakespeare Curriculum

## **Activity Two:** The Places in Old London Town

**Goal:** The students will gain a beginning understanding of the places in Old London Town.

**Objective:** As a group, the students will generate writing about the places in Old London Town on poster paper.

**Old London Town Vocabulary:** London Bridge, River Thames, and Globe Theater.

### **Optional Writing Activity:**

- Using the poster as a model, have students describe the places of Old London Town, for example:
  - The London Bridge is on the river.
  - The Globe Theater is round.
  - The River Thames ("tems") is in London.
- Students make second page for class book by coloring, reading, and writing the page in a group.

### **Math/Mapping:** Maze activity:

- The students will travel from London Bridge to Globe Theater on a counting maze (using numbers one through ten).

**Music Connection:** "London Bridges," Share the Music, page 288. CD7: 2.

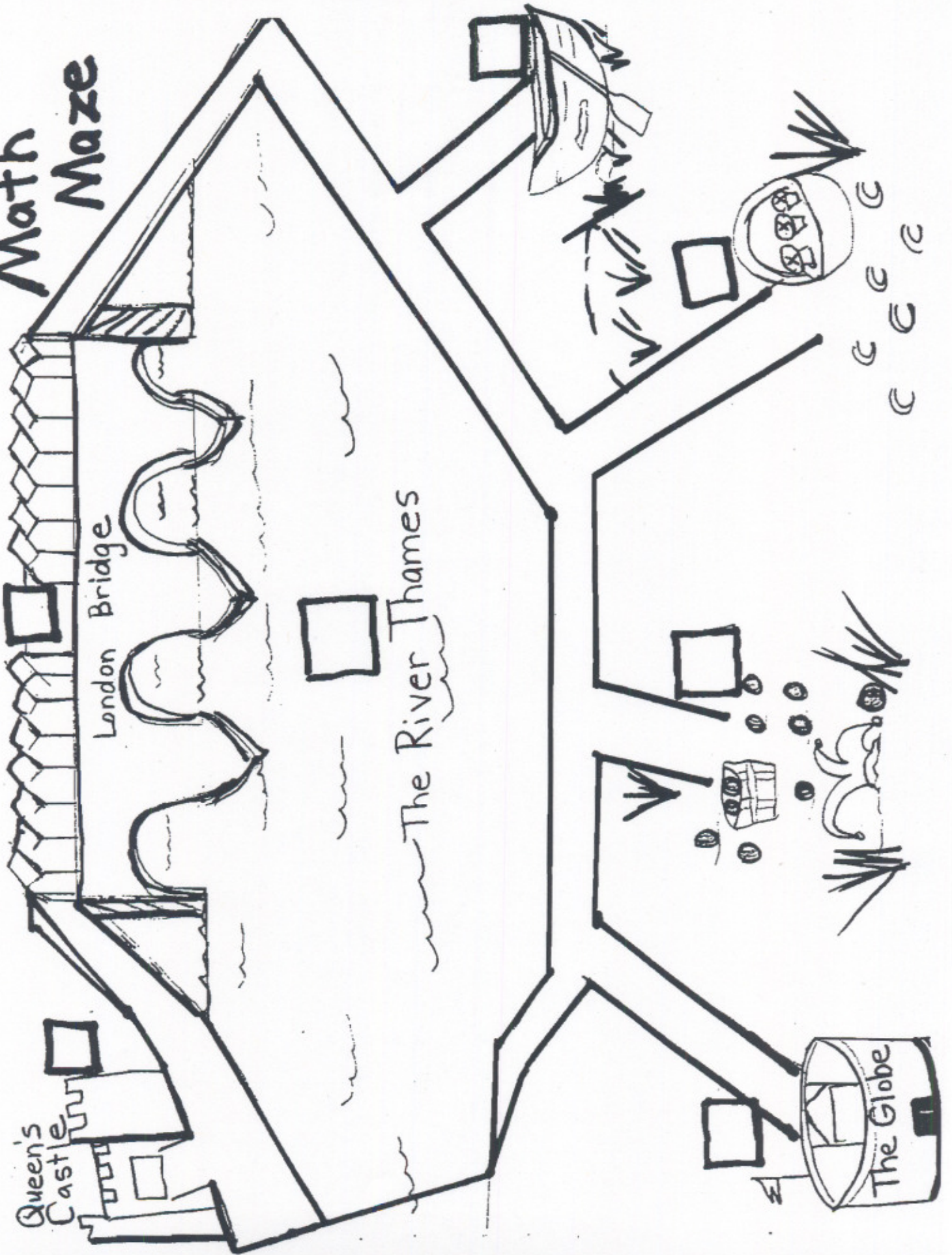
Math  
Maze

Queen's  
Castle

London  
Bridge

The River Thames

The  
Globe



## Activity Three: Transportation in Old London Town

**Objective:** The students will describe the different modes of **transportation** in Old London Town using the vocabulary: walking, horse, and boat. Use vocabulary cards.

**Materials needed:**

Transportation vocabulary cards: run on card stock.  
Old London Town Poster

**Writing Activity:** The students can describe the following :

\*Students make 3<sup>rd</sup> page for book.

- The Queen travels by boat to the theater.
- The muffin man walks across the London Bridge to sell his hot cross buns.
- The musician came by wagon to the theater.

**Extended Guided Practice:** Have the students compare the transportation of today to that of Old London Town.

\*Use the London Poster and a T-Chart to record and display the findings.

\*Play matching or sorting game in small groups using vocabulary cards (run on card stock).

T-Chart example: Types of Transportation

Old London Town	Today
*horse & cart *boat *ferry *walking (feet)	*car *feet *airplane *taxi *limo *boat *bus *van *carpool

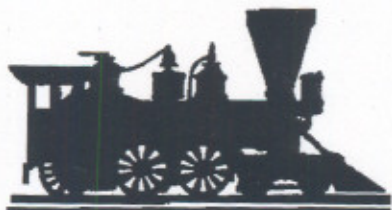
**Listening/Speaking: Theater Activity:** Play/Pretend Box (see activity 1)

- Using props and puppets from the pretend box, the students will act out traveling to the theater.

**Music Connection:** "Hot Cross Buns," Share the Music, page 276. CD 6:31.

**Science/Cooking Activity:** Prepare hot cross buns using refrigerator biscuits and icing (for the 'cross' on top.)

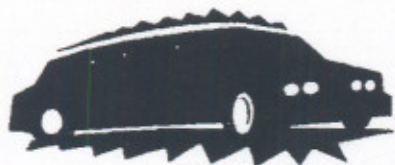
Kindergarten:  
Transportation Vocabulary Cards



train



boat



limo



bus



car

taxi

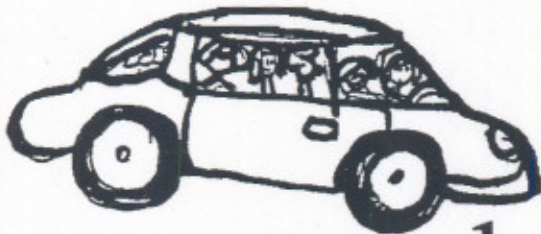


Kindergarten: Vocabulary Cards

airplane



feet



carpool



space shuttle

van

# Kindergarten Shakespeare Curriculum

## **Activity Four:** Jobs in the Community

**Goal:** Students gain a beginning understanding of the **jobs/activities** performed in Old London Town.

**Objective:** The students will act out **jobs/activities** performed in Old London Town using headband puppets. (see description: activity one).

**Vocabulary:** Queen, actor, musician, ferryman, juggler. Use vocabulary job cards and pocket chart.

**Listening/Speaking Activity:** Students act out the **jobs/activities** of Old London Town. Suggestions for discussion:

- The Queen watches the actors.
- The man bows to the Queen.
- The actor performs for the audience.
- The musician plays for the Queen.
- The ferryman rows the boat across the River Thames .
- The juggler tosses balls into the air.

**Listening/Speaking Theater Activity:** Play/Pretend Box (see activity one)

- Using props and puppets from the pretend box have students act out **people's jobs**.

**Music Connection:** "The Muffin Man," located in Share the Music, page 285; CD 6:45.



# Kindergarten Shakespeare Curriculum

## **Activity Five:** Going to the Theater: Culminating Activity

**Goal:** The students gain a beginning understanding community life in Renaissance London.

**Objective:** The students will travel through Old London Town: passing the people and places.

**Guided Activity:** Students travel from station to station experiencing the following:

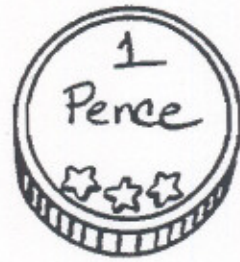
1. **Entrance Fee:** students pay one penny/pence to enter the "Theater District". (template provided)
2. Students choose to travel by:
  - a. **Boat across River Thames:** cardboard cut-out of ferry (parent or older student acts as "ferryman")
  - b. **Foot over London Bridge:** small wooden bridge or cardboard arch. (parent or older student acts as bridge attendant).
3. **Queen Elizabeth** mingles around the crowd (use teacher or parent dressed as queen); Students pay respects by bowing.
4. Stations to be set-up.
  - a. **Muffin Man:** (played by parent or older student) Student receives a muffin from his cart or table. Food suggestions: mini muffins, croissants, and biscuits.
  - b. **Musicians:** (played by students with band instruments or recorders or play CD while students pretend to play along with music) Students gather to enjoy music.
  - c. **Tea Time:** Serve lemonade, cider, and/or tea.
  - d. **Juggler:** (parent or older student acts as juggler) Students try to juggle or catch a ball. Ball suggestions: hacky sack or beanbags.

### **Extension activities:**

- **Music Connection:** "This Old Man," Share the Music, page 264; CD 6:15."
  - This activity reinforces "math maze" activity with counting from one to ten and places of Old London Town.
- **Math:** Singing and counting activities.

# ALTERNATE MATH ACTIVITY

Directions: Cut out the following coins or "pence" are for the students' admission to the "Day at the Theater." Each student pays "one pence" admission.



# 1<sup>st</sup> Grade Shakespeare Curriculum

## Preparation for Shakespeare Unit

**Objective:** Students make a "Steps to the Theater" book.

### Materials:

- 11x17 construction paper
- Crayons
- Cover page "Steps to the Theater"

### Directions:

- Fold construction paper in half to make book.
- Color, cut, and paste "Steps to the Theater" page to front of construction paper.
- Pages will be added daily as students complete them.
- Pages to include:
  - Clothing "then and now"
  - Transportation to theater
  - Globe Theater (Note: cut and attach pages together to form the inside and outside of the Globe Theater.)
  - Scenery/setting (Note: cut and attach pages together to form the curtain and stage.)
  - Actors in a play

### Activity One: Clothing worn in the Renaissance/Old London.

**Goal:** Students will gain a beginning understanding of William Shakespeare.

**Objective:** The students will learn about William Shakespeare's birth.

**Writing Activity:** "Steps to the Theater" 1<sup>st</sup> page of book.

Write a description of the clothing worn to the theater, for example:

Today I put on special clothes to go to the theater.

I wore \_\_\_\_\_ to the theater.

Use the following words for comparison of clothing of today vs. the times of Shakespeare.

#### Dress of the Renaissance

Girls	Boys
Bodice	Doublet
Kirtle	Hose
Headwear	Ruff

#### Today's Dress

Girls	Boys
Dress	Dress slacks
Party shoes/tights	Shirt/coat
Hair ribbons	Tie
Blouse/skirt	Dressy shoes

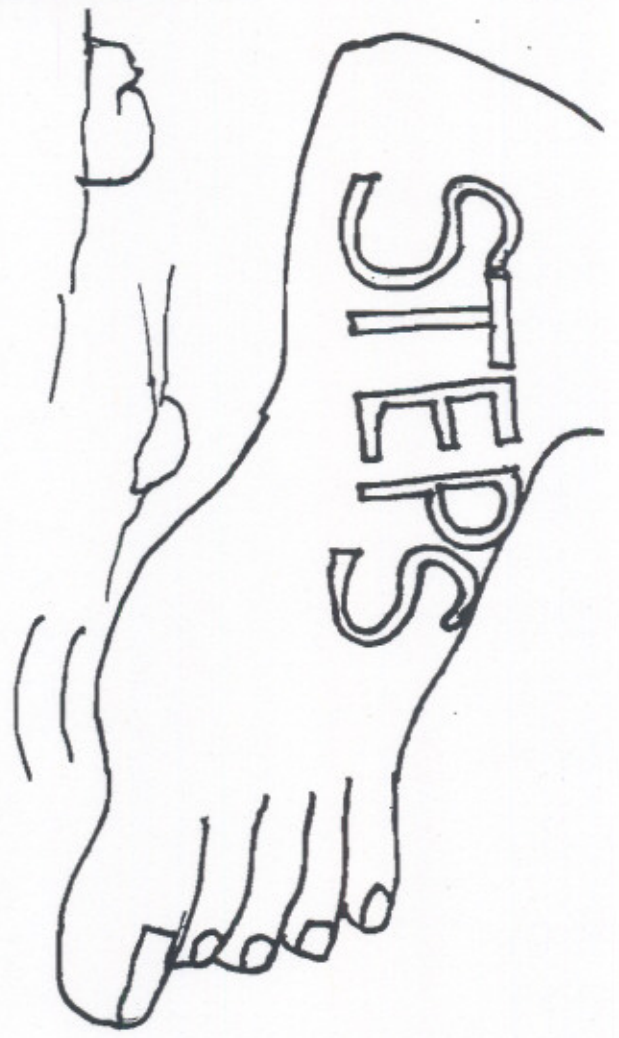
#### Listening/Speaking Theater Activity: Play/Pretend Box

- **Objective:** Students learn improvisation skills while using props and modified costumes.
- **Materials:** (have students donate items to fill play box. Use a plastic box from "Do-it-Yourself" Store or a "play bag" using a pillowcase. The play/pretend box can include:
  - Hats, scarves, gloves, towel (used for a "cape" or "robe"), crown (i.e. Burger King).

## **--- Share the Music ---**

- **Activity:** Using props from the pretend box, students pretend to dress for the theater.

**Music Connection:** "Mary Wore a Red Dress," Share the Music, page. 289.

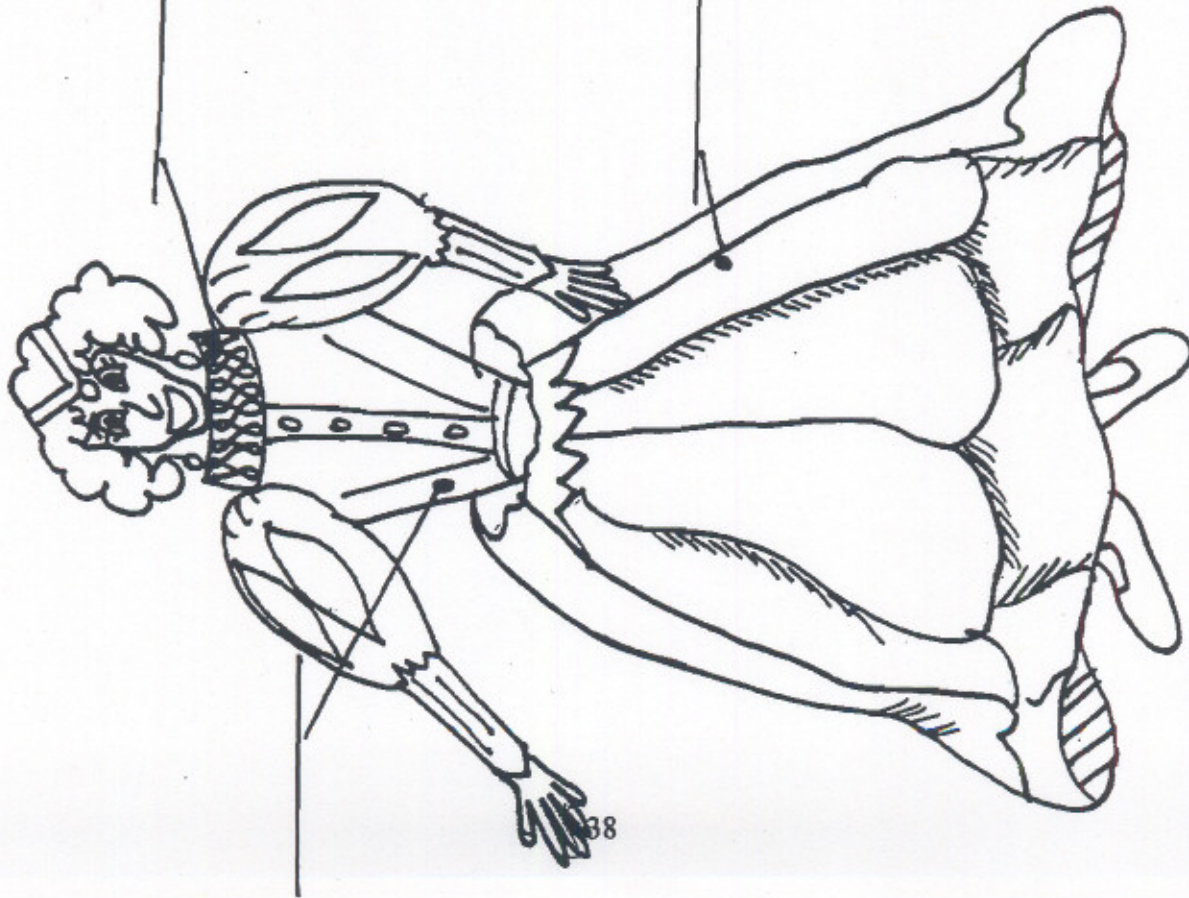


THE THEATER

# SITERS TO THE THEATER



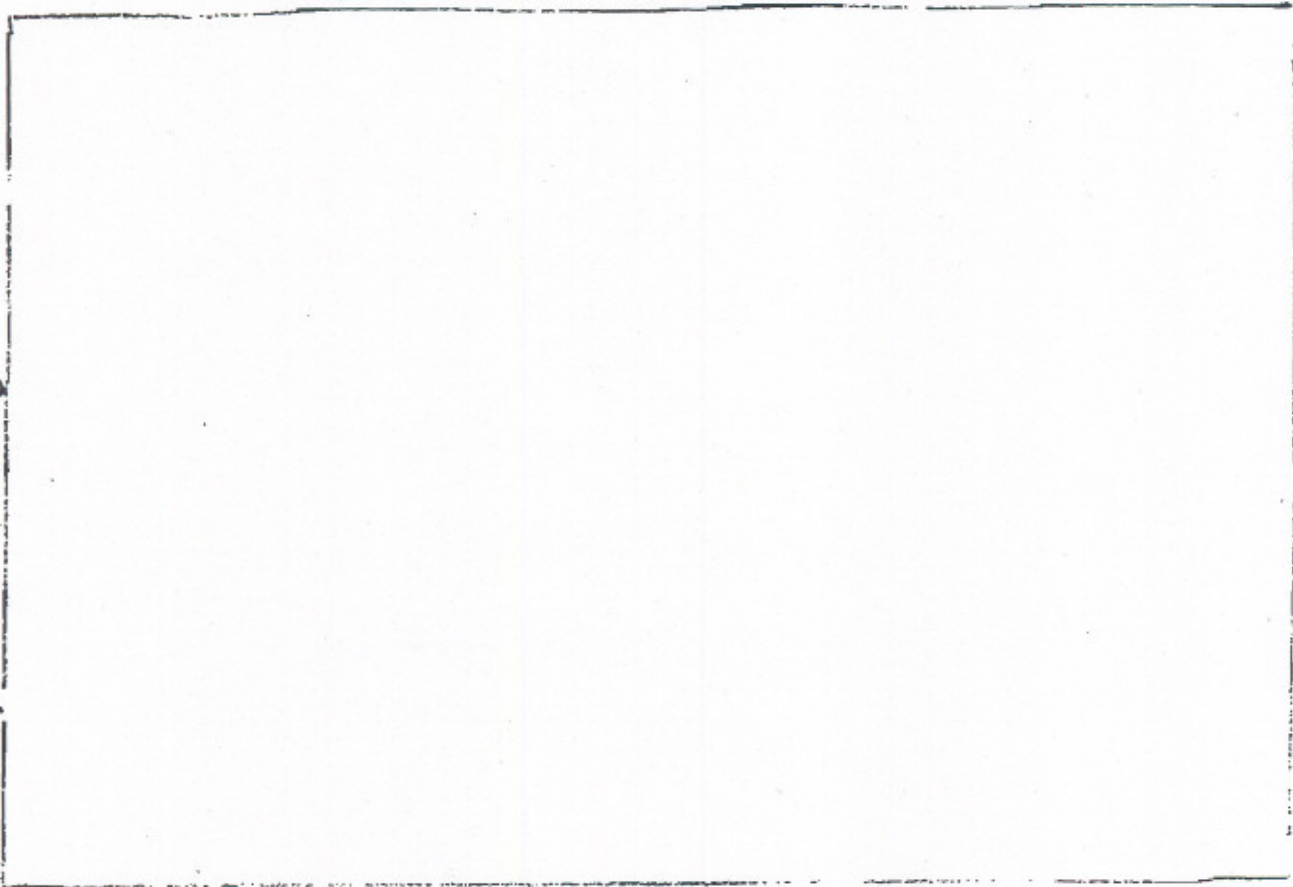
Then



• ruff • kirtle • bodice

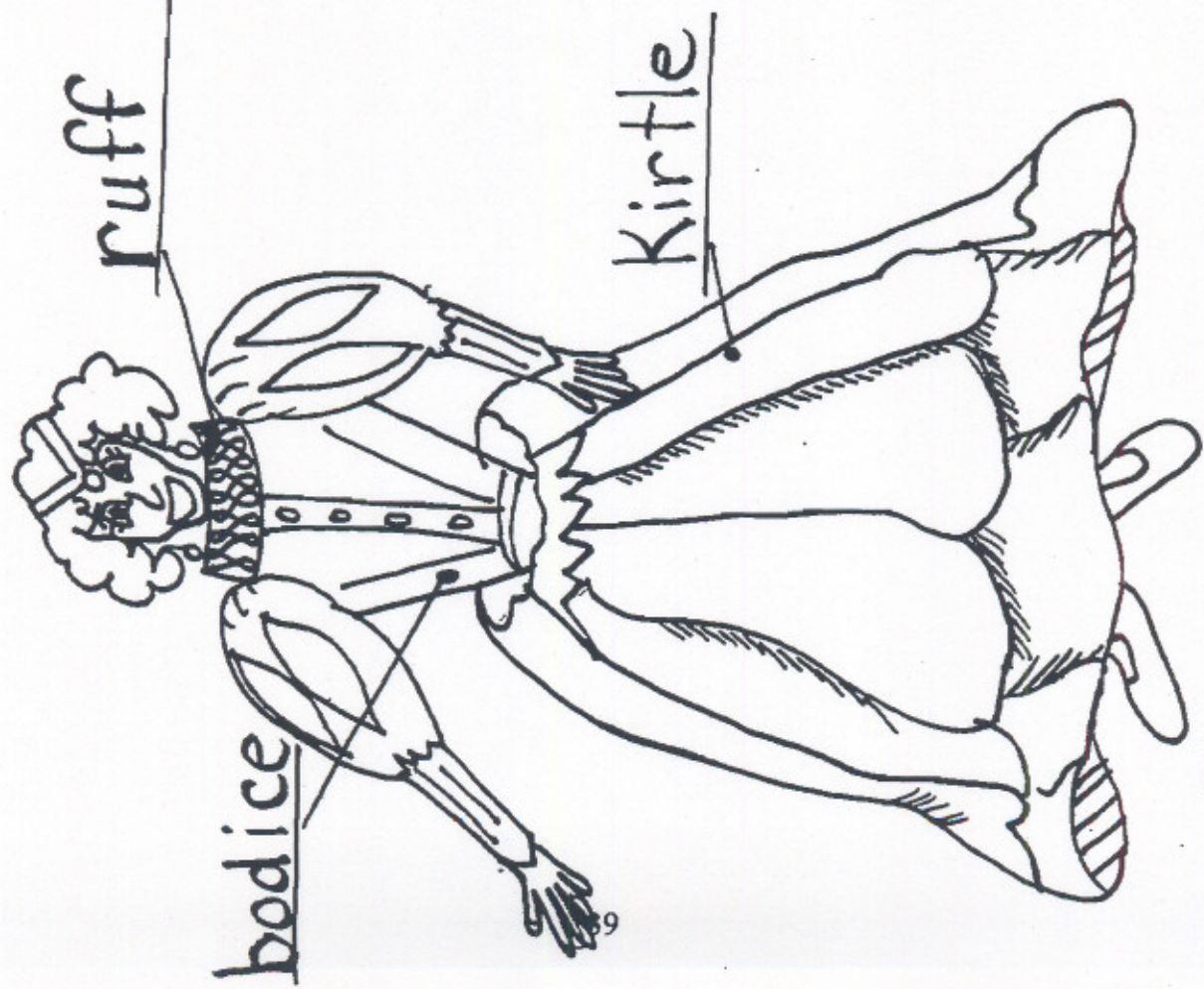
Now

Draw yourself going to the theater.



Key

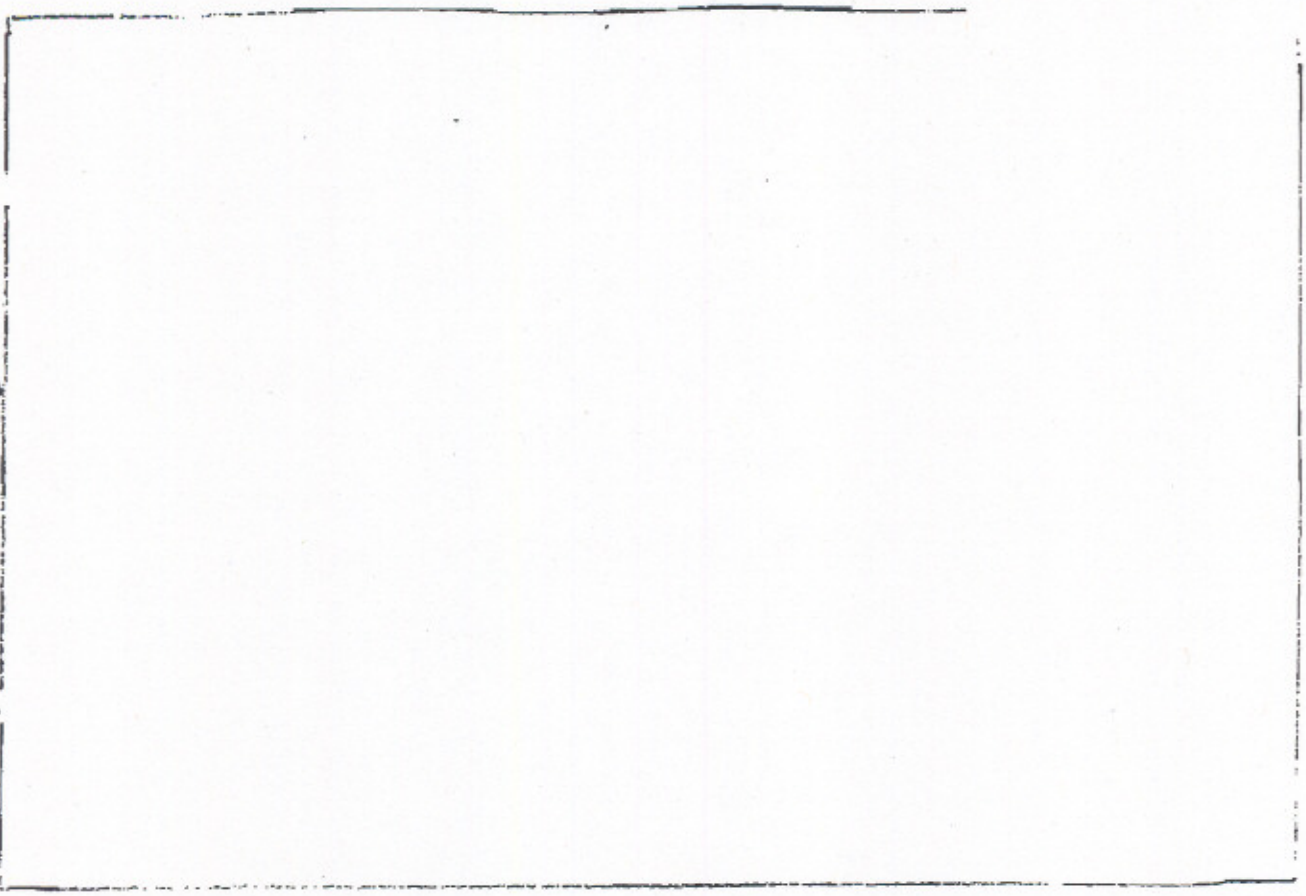
Then



• ruff • Kirtle • bodice

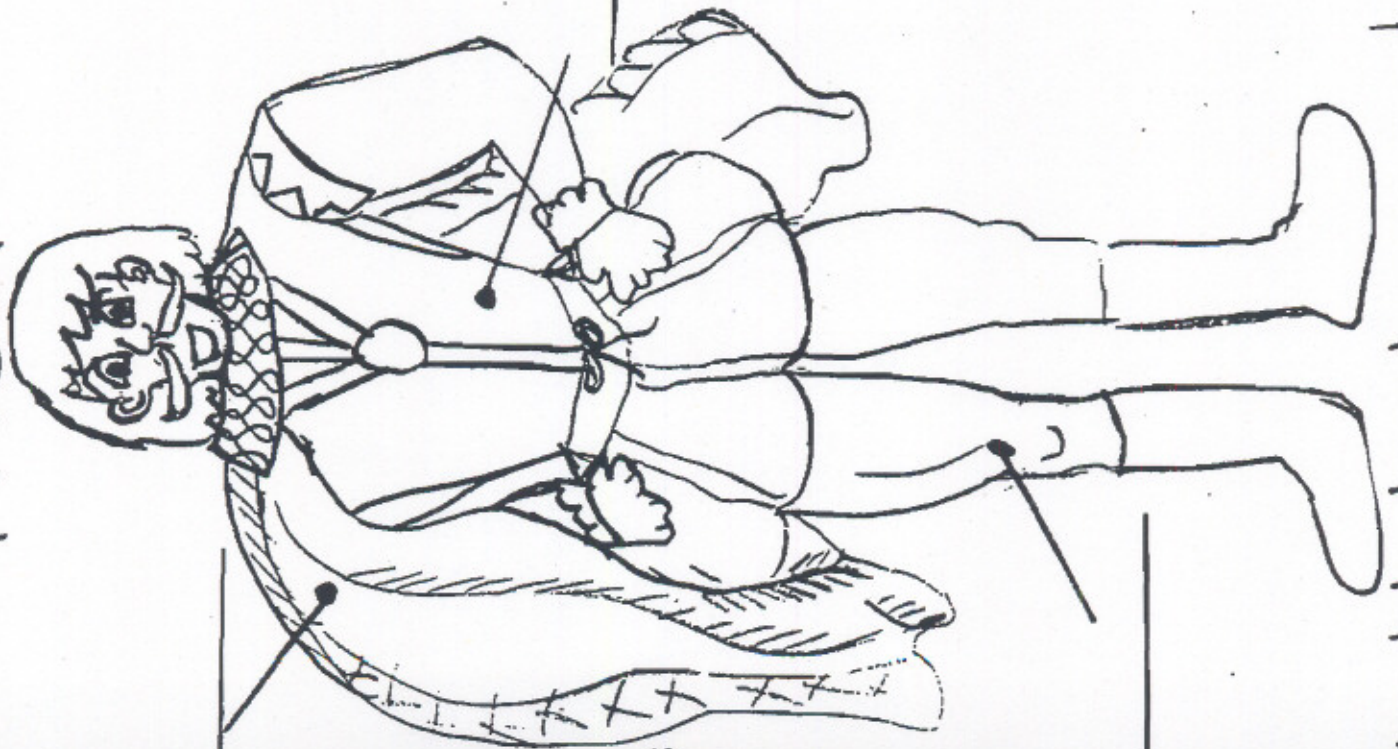
Now

Draw yourself going to the theater.





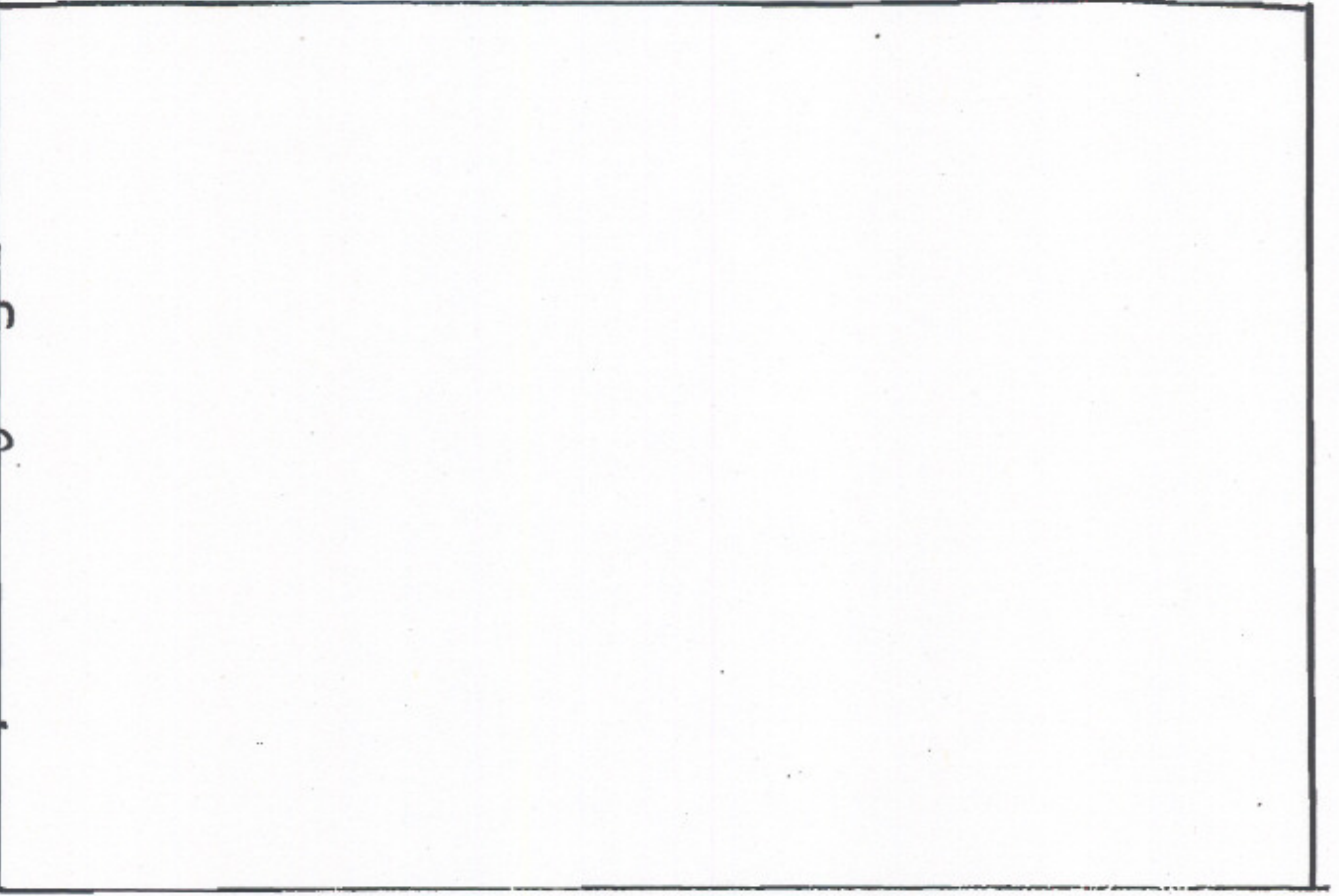
Then



• doublet • hose • cloak

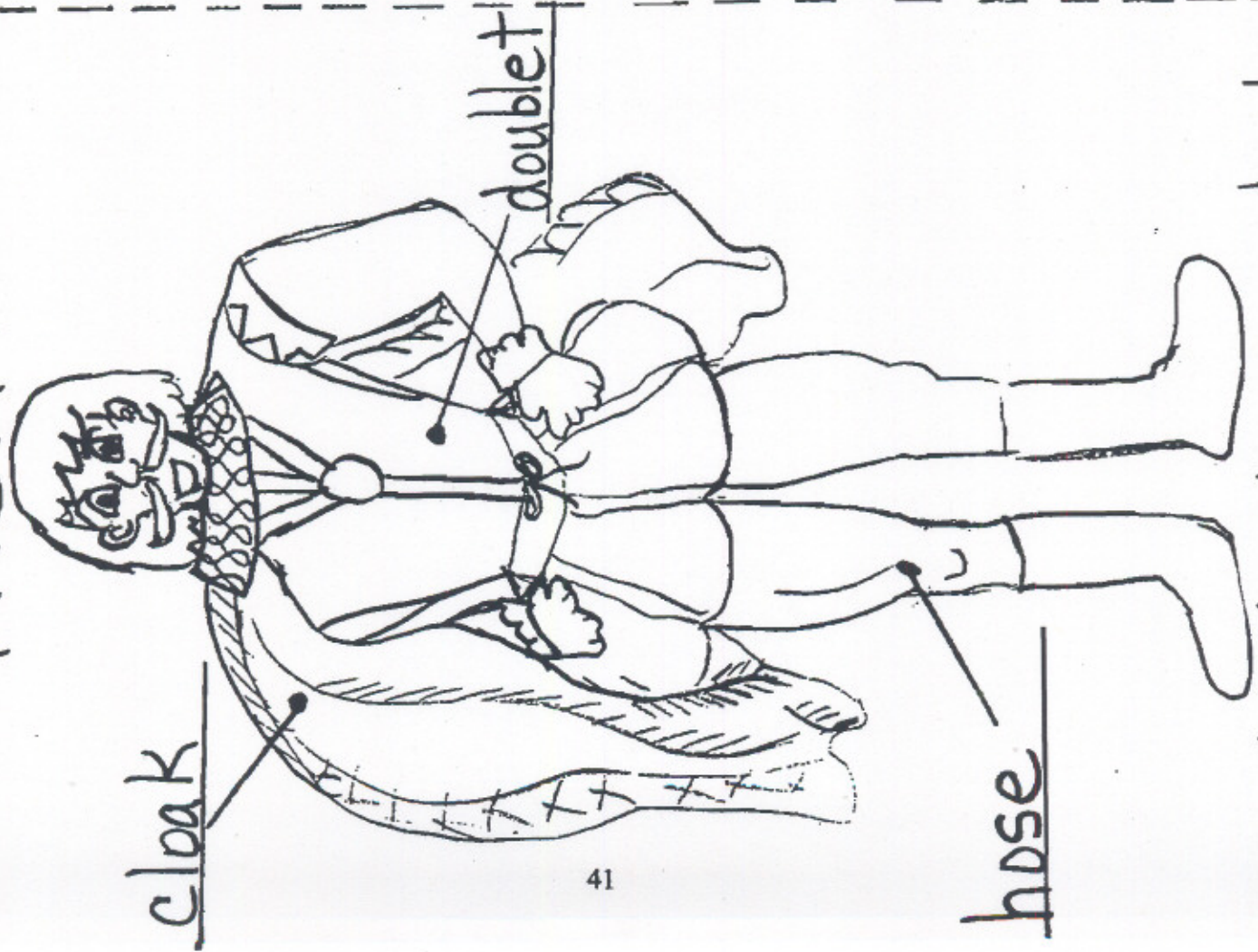
Now

Draw yourself if going to the theater;



Key

Then



cloak

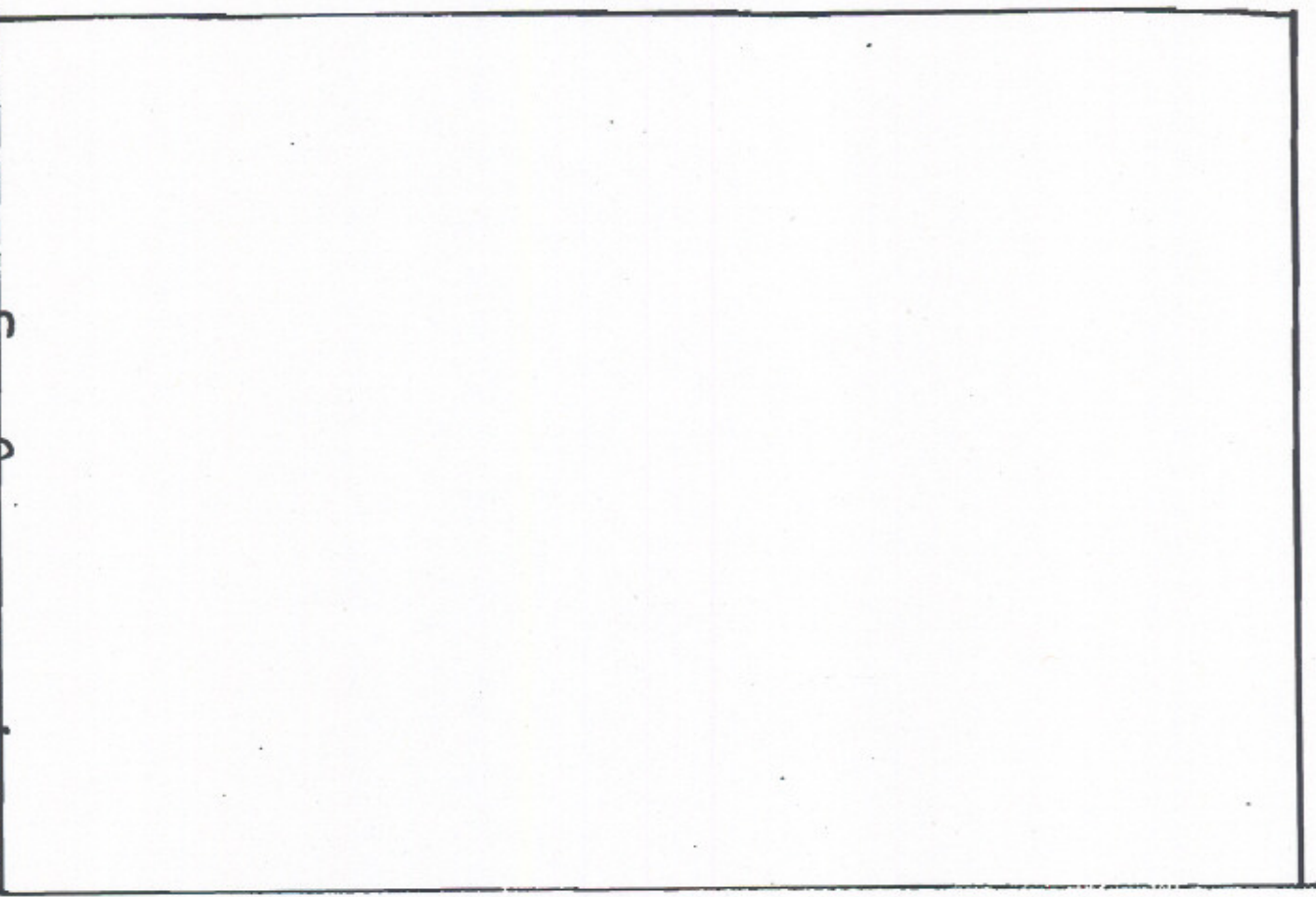
doublet

hose

• doublet • hose • cloak

Now

Draw yourself going to the theatre



First Grade: Vocabulary Cards

bodice

kirtle

headwear

doublet

ruff

hose

# 1<sup>st</sup> Grade Shakespeare Curriculum

**Activity Two:** Transportation to the Theater in Old London Town and Today.

**Objective:** Students learn about traveling (transportation) to the theater today compared to Renaissance London and make 2<sup>nd</sup> page for "Steps to the Theater" book.

**Old London Town Vocabulary:** London Bridge, River Thames, and Globe Theater. Use vocabulary cards in a pocket chart.

Using the poster as a model, have students describe the transportation of Old London Town, for example:

**People traveled many ways to the Globe Theater.**

**I travel by \_\_\_\_\_ to the theater. (mode of transportation)**

Students make second page for "Steps to the Theater" book. Students write suggested sentence and draw accompanying picture.

**Math/Mapping:** Maze activity:

- The students will travel through a counting maze "Steps to the Globe Theater."

**Music Connection:** "Rig a Jig Jig," Share the Music, page 164-5

Circle dance (skipping and galloping): Reinforce mode of transportation: walking, skipping, and galloping and others.

**Listening/Speaking/Theater Activity:** Play/Pretend Box (refer to Activity one)

Using props from the pretend box, the students will **act out traveling to the theater.**

First Grade: Vocabulary Cards

Queen  
Elizabeth

Globe  
Theater

London  
Bridge

walking

River  
Thames

horse

First Grade: Vocabulary Cards

Muffin  
Man

ferryman

juggler

musician

theater

actor

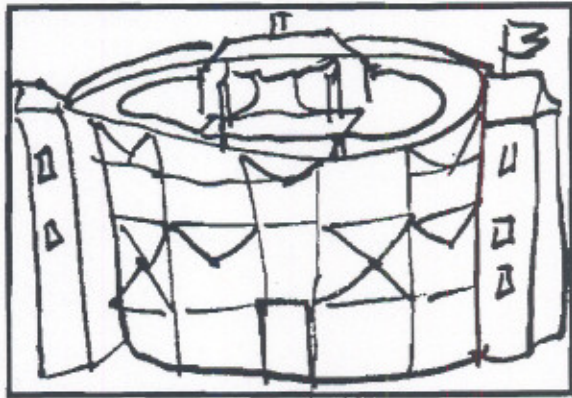
First Grade: Vocabulary Cards

setting

scenery

actors

Globe  
Theater



First Grade: Vocabulary Cards

waves

island

rocks

ship

shipwreck

Tempest



First Grade: Vocabulary Cards

boat

costumes

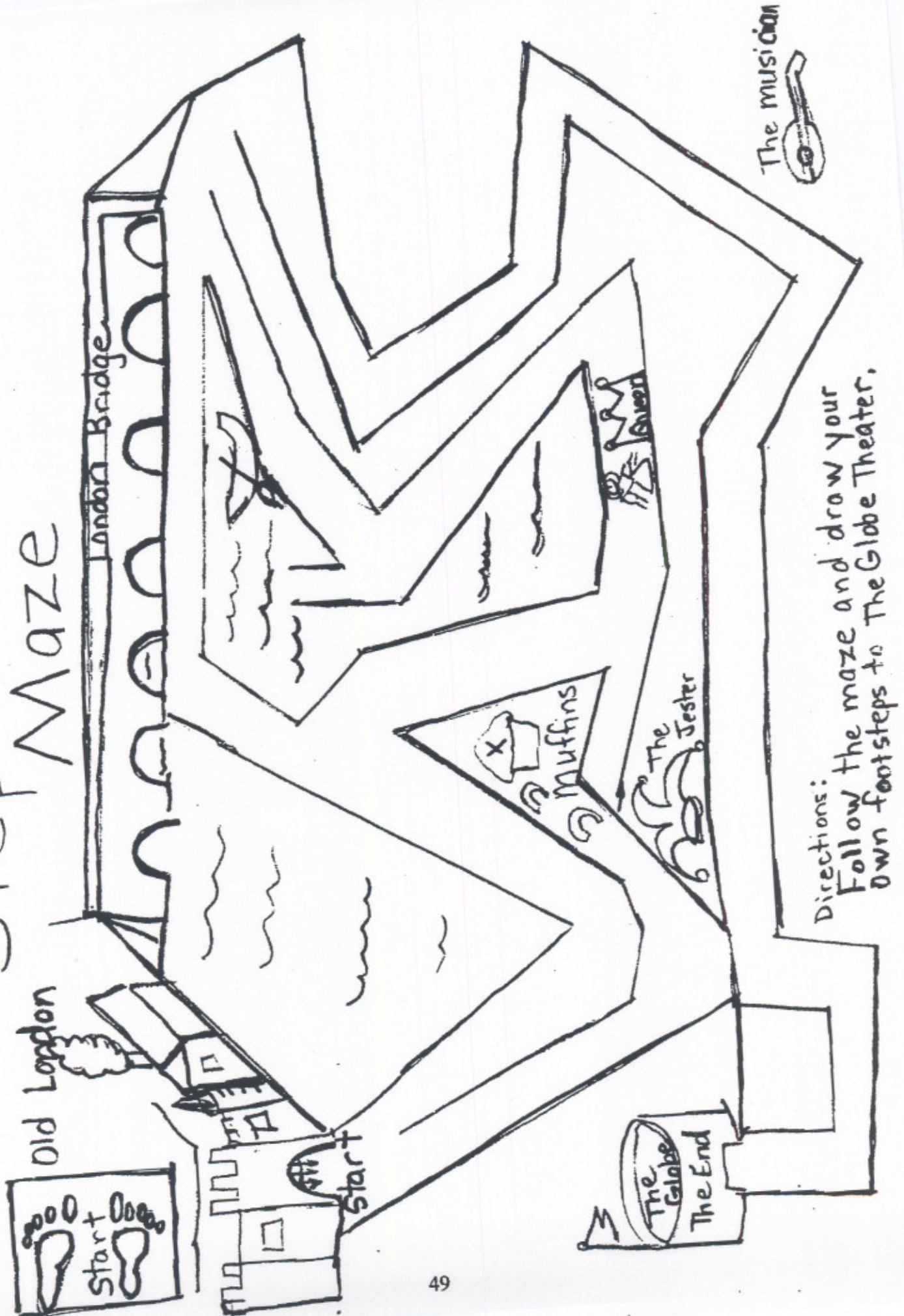
queen

storm

merchant

lightning

# Step to The Globe Maze



# 1<sup>st</sup> Grade Shakespeare Curriculum

## Activity Three: The Globe Theater

**Goal:** Students gain a beginning understanding of theater design and London's Globe Theater.

**Objective:** The students will learn the theater design, sections, and admission costs of the Globe Theater.

**Guided Practice:** Students make 3<sup>rd</sup> page of "Steps to the Theater" book. Students will color and look at the labeled parts of the Globe Theater and write one of the following:

I am at the Globe Theater.

I am sitting in the \_\_\_\_\_ section

My ticket costs \_\_\_\_\_ pence (or pennies).

### **Teacher Information:**

*Going to the Globe Theater in Renaissance London, visitors paid an admission fee:*

- 1 pence/ penny to stand in the Pit. These people were called the "groundlings" or "penny stinkards." They were usually peasants who stood during the entire play.
- 2-3 pence/pennies to sit in the Gallery. Nobles and Ladies sat on benches and were protected by a covered roof.
- 5-7 pence/pennies to sit on the Stage or in the Lord's Room. Seats were protected by a thatched roof from the rain and sun.

**Music connection:** "Pease Porridge Hot," Share the Music, page 283.

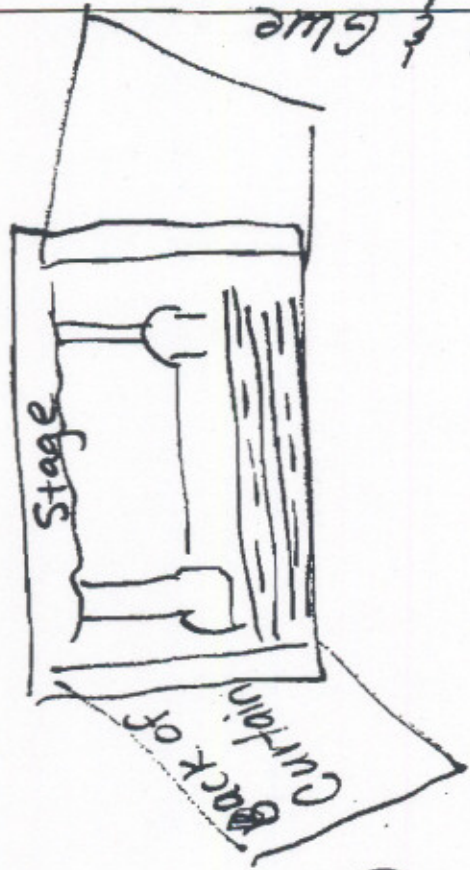
Make connection with eating breakfast before going to the theater. Explain the "porridge" is oatmeal.

**Math/cooking connection:** Prepare Oatmeal (instant types is quicker) prior to trip. Measure water and oats.

**Materials needed:** instant oatmeal, measuring cups, measuring spoons, bowls.

Activity #4

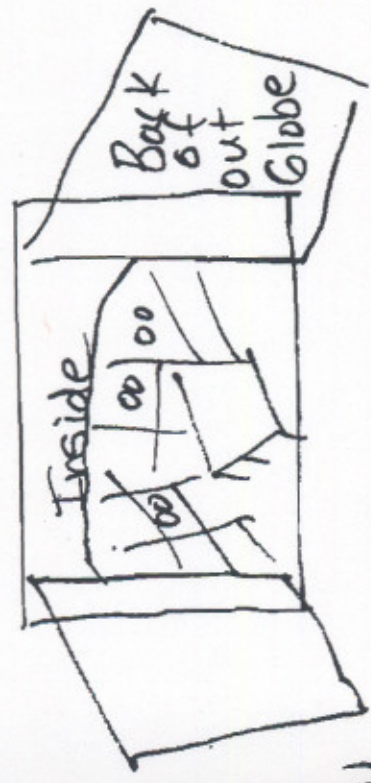
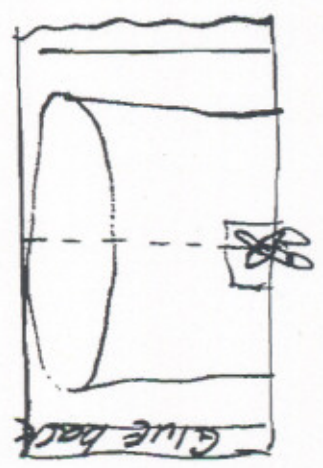
Fold & Glue



CUT

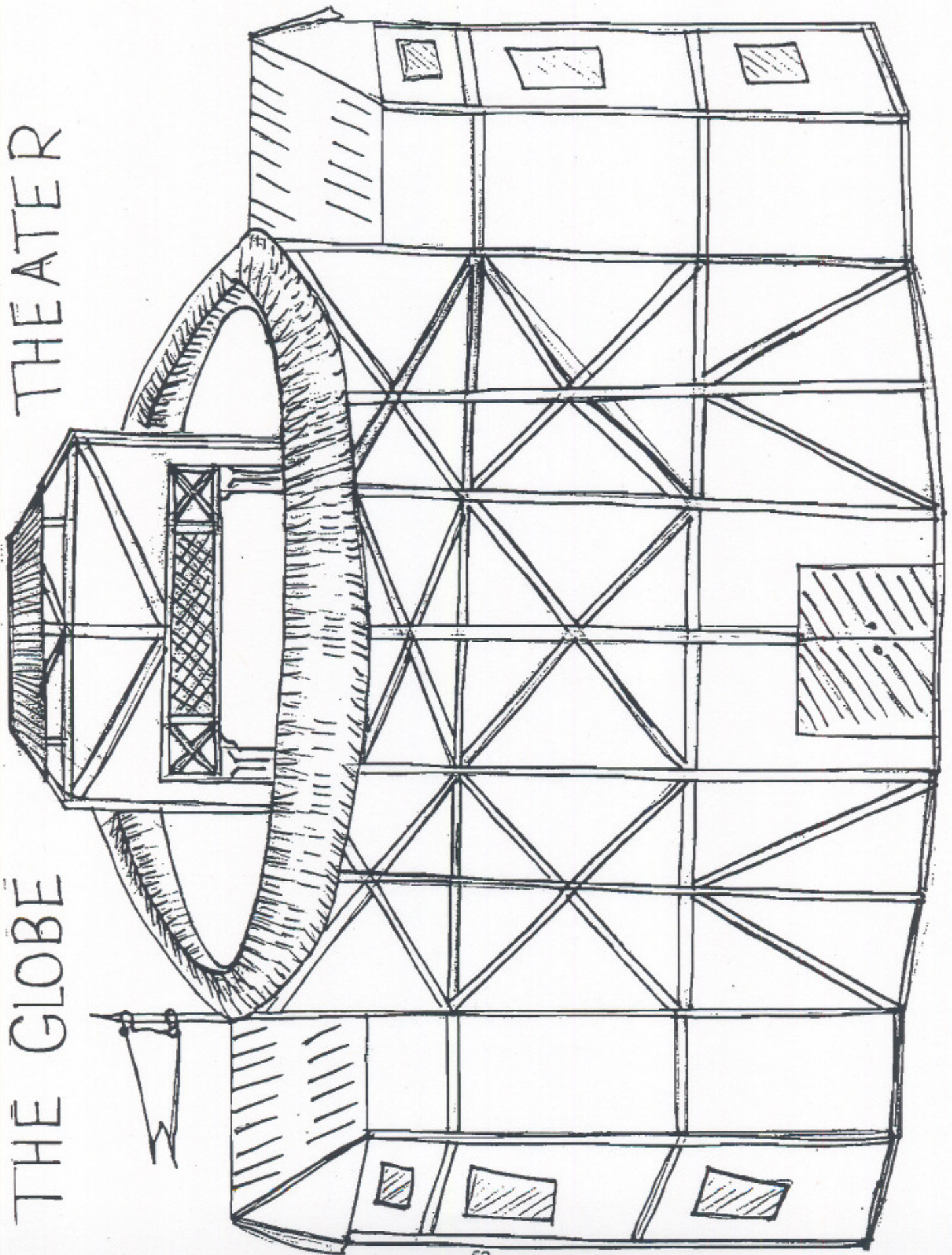
Activity #3

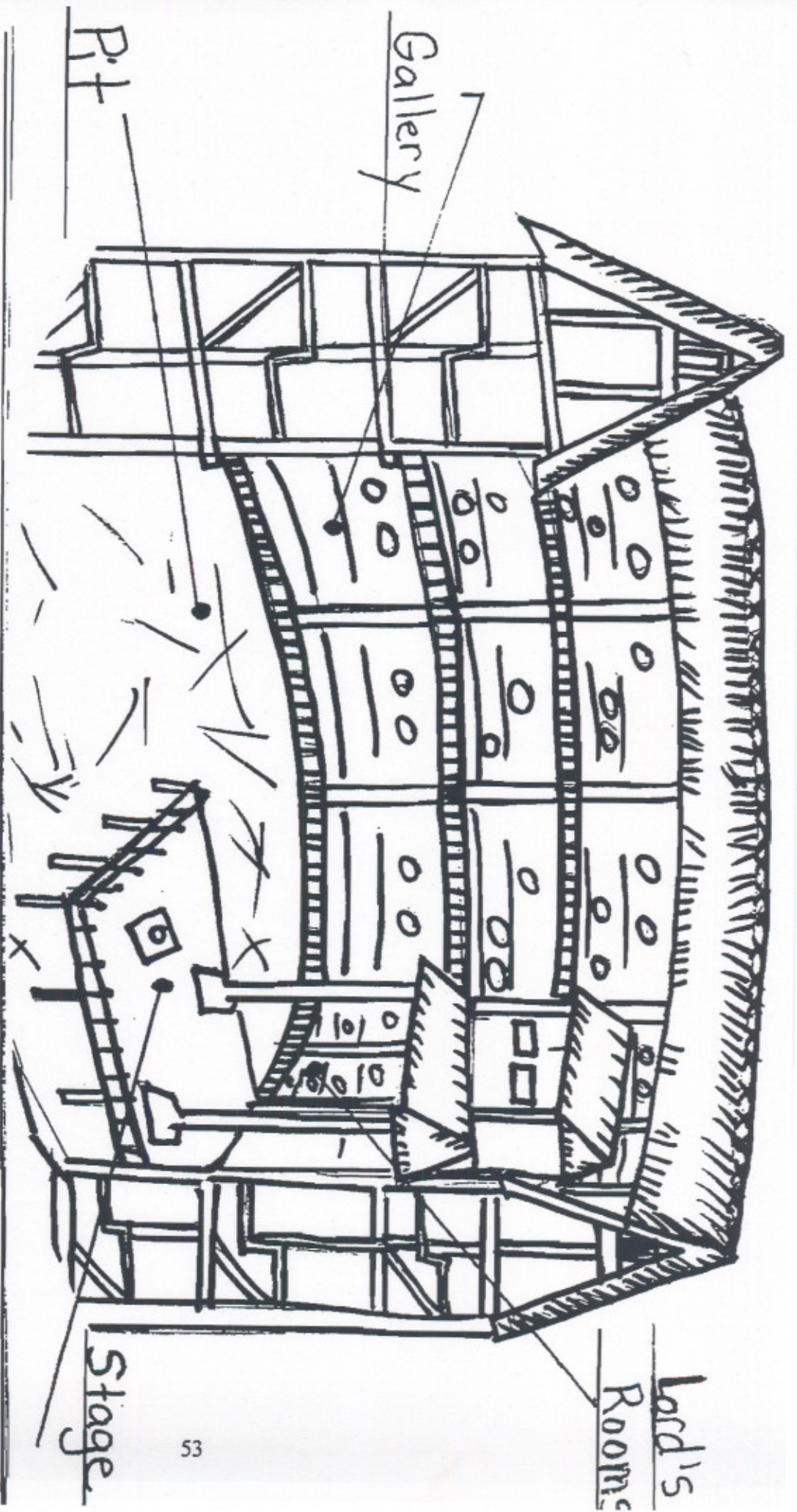
fold & glue



THEATER

THE GLOBE





# 1<sup>st</sup> Grade Shakespeare Curriculum

## **Activity Four:** Scenery & Setting of the Theater

**Goal:** Students gain a beginning understanding of scenery and setting of the theater.

**Objective:** Students learn about scenery and setting of a play and draw their own scenery for the 4<sup>th</sup> page of "Steps to the Theater."

**Teacher Information:**

*The 5<sup>th</sup> page includes a "curtain" page that is cut at the center and glued at the sides to the "stage/scenery" page.*

**Guided Practice:** Students view:

*The **Tempest** video (available in the school library) or, "Picture walk" through the setting of **The Tempest** by Bruce Coville or, **The Tempest** by Lois Burdett (available in the school library) or, "Picture walk" through picture book of teacher's choice.*

Teacher leads discussion about setting and scenery.  
Use vocabulary describing the scenery in discussion.

**Vocabulary cards** made for the setting of *The Tempest* include:  
storm, lightning, waves, island, rocks, shipwreck, and ship.

Suggested discussion and/or sentences for 4<sup>th</sup> page:

On the stage I see...  
...a ship in the storm.  
...lightning in the storm.  
...the ship and the island.  
...the waves on the island.  
...the rocks and the waves.

**Teacher Information:**

*The **Globe Theater** of Shakespeare's day used little or no scenery. Students will explore possible scenery ideas and draw their ideas on the "Stage" page.*

***The Tempest**, believed to be Shakespeare's last play, is set on a magical island during a horrific thunderstorm. As waves crash and lightning and thunder threaten, our characters find themselves shipwrecked. While on the mysterious island, they encounter sprites, magicians, and monsters.*

## **Optional Art Activity: Scenery Mural**

**Objective:** Students cooperatively create a mural for the play they are studying. If *The Tempest* is chosen, you may include: magical island, storm, rocks, clouds, lightning, and a shipwreck.

**Materials:**

- Butcher paper
- Tempera paints and brushes
- Glue

# 1<sup>st</sup> Grade Shakespeare Curriculum

**Directions:**

- Lay butcher paper on floor.
- With teacher guidance sketch out scenery in pencil.
- Students paint with tempera, paints, and brushes.
- Glue is used for additional scenery (i.e. Rocks, mountains, waves).

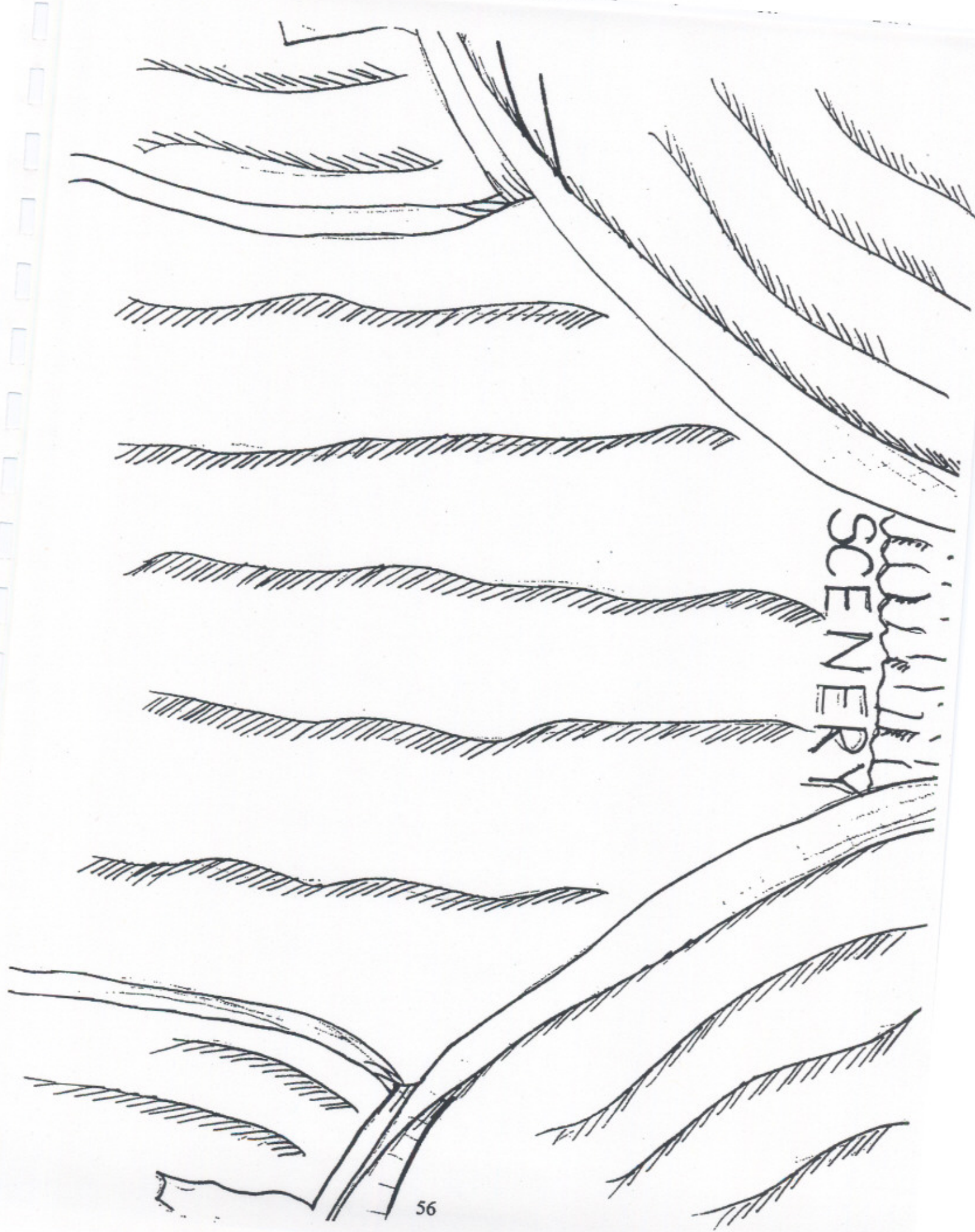
**Listening/Speaking/ Theater Activity:** Play/Pretend Box (see activity one for description)

- Using props from the pretend box, have students act out various settings of the play (on the island, in the lightning storm, in a shipwreck).

**Music Connection:** "Wishy Washy," Share the Music, page 58.

Partner dance with elbow swing. Note "water" theme of song ties in with island setting.





SCENERY



# 1<sup>st</sup> Grade Shakespeare Curriculum

## Activity Five: Actors in the Play

**Goal:** Students gain a beginning understanding about the actors in a play.

**Objective:** The students will write 5<sup>th</sup> page for "Steps to the Theater" book with such sentences:

The actors are on the stage.

In the play, \_\_\_\_\_ (write a name of Shakespeare's play), I can see \_\_\_\_\_ (choose an actor: see below for suggestions).

### Actors in *The Tempest*:

Ariel: a sprite

Prospero: magician & father of Miranda

Caliban: the monster

Miranda: daughter of Prospero

### Art Connection: Puppet Actors

**Objective:** Students draw costumes on their own paper doll puppets (see template).

**Suggested actors:**

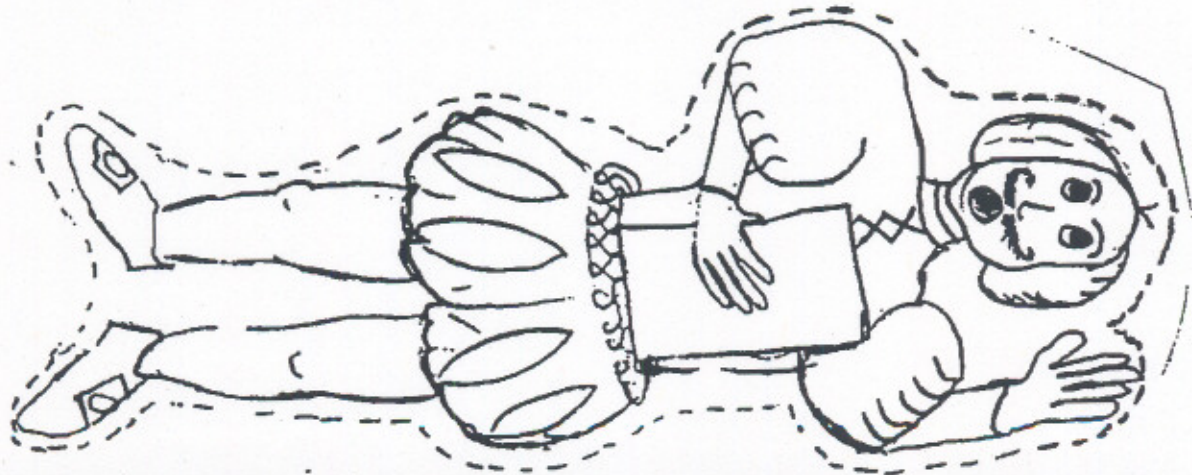
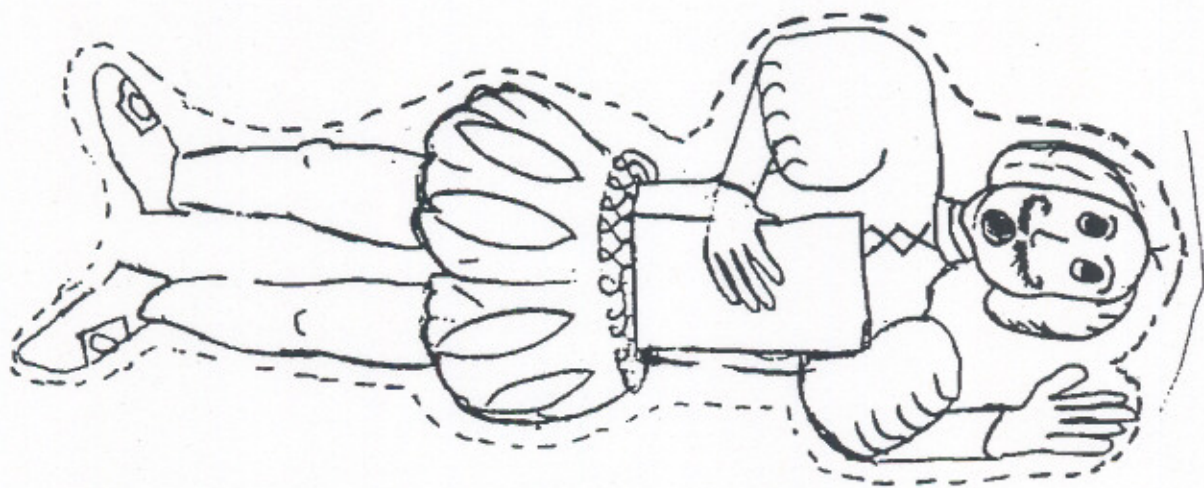
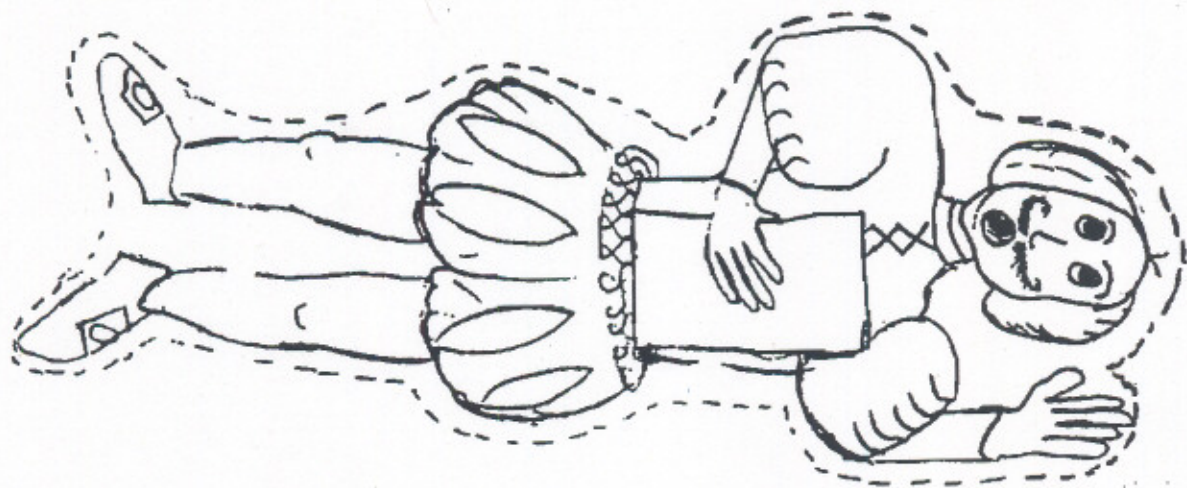
- Nobility: prince/princess, duke/duchess, King/Queen.
- Jester: clown
- Young man/lady: i.e. Romeo & Juliet.

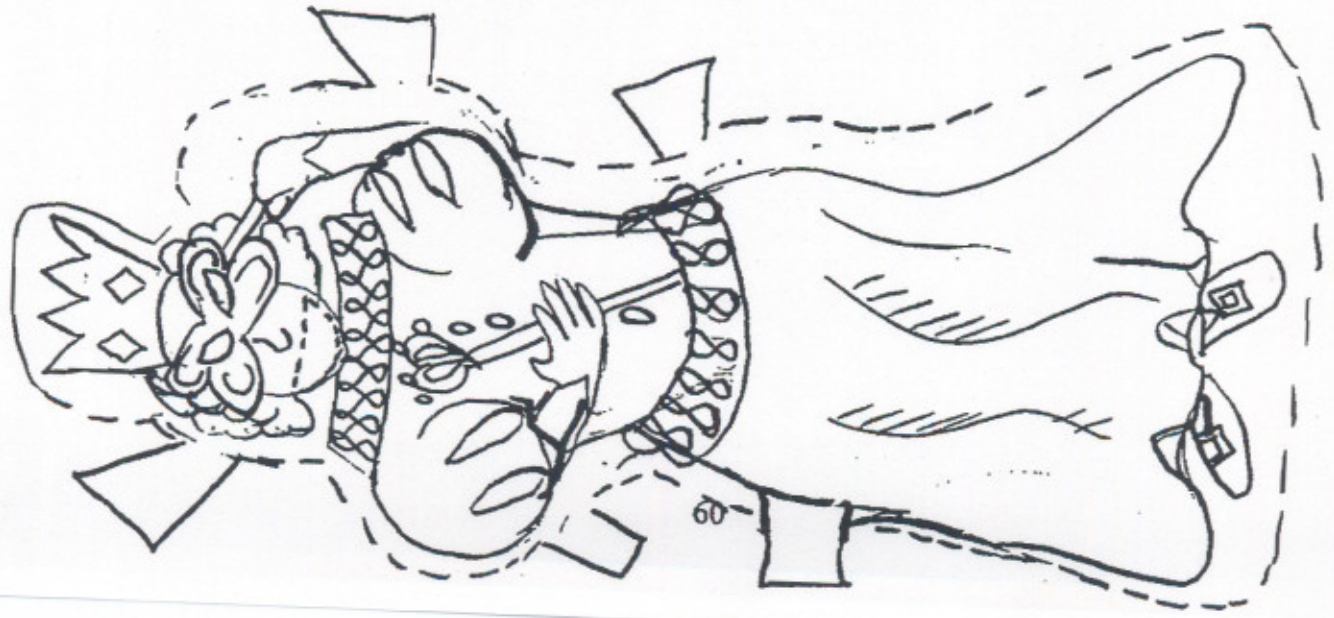
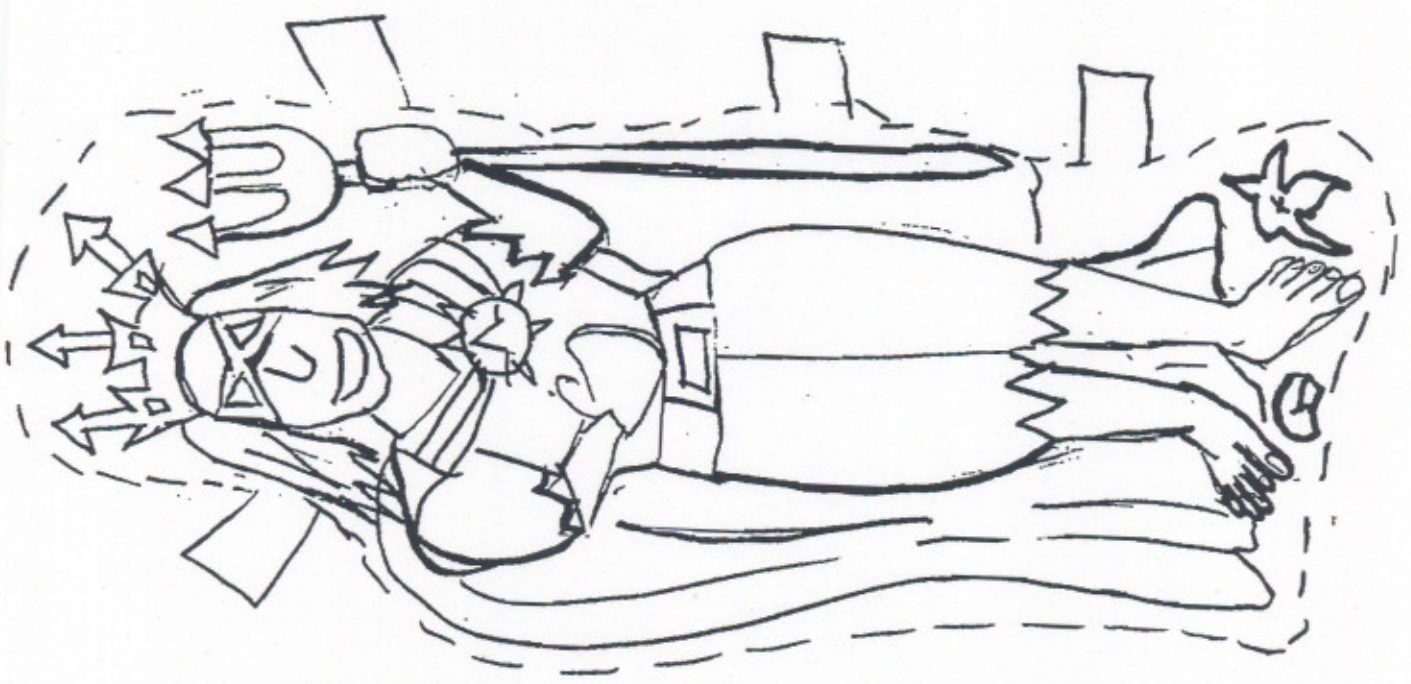
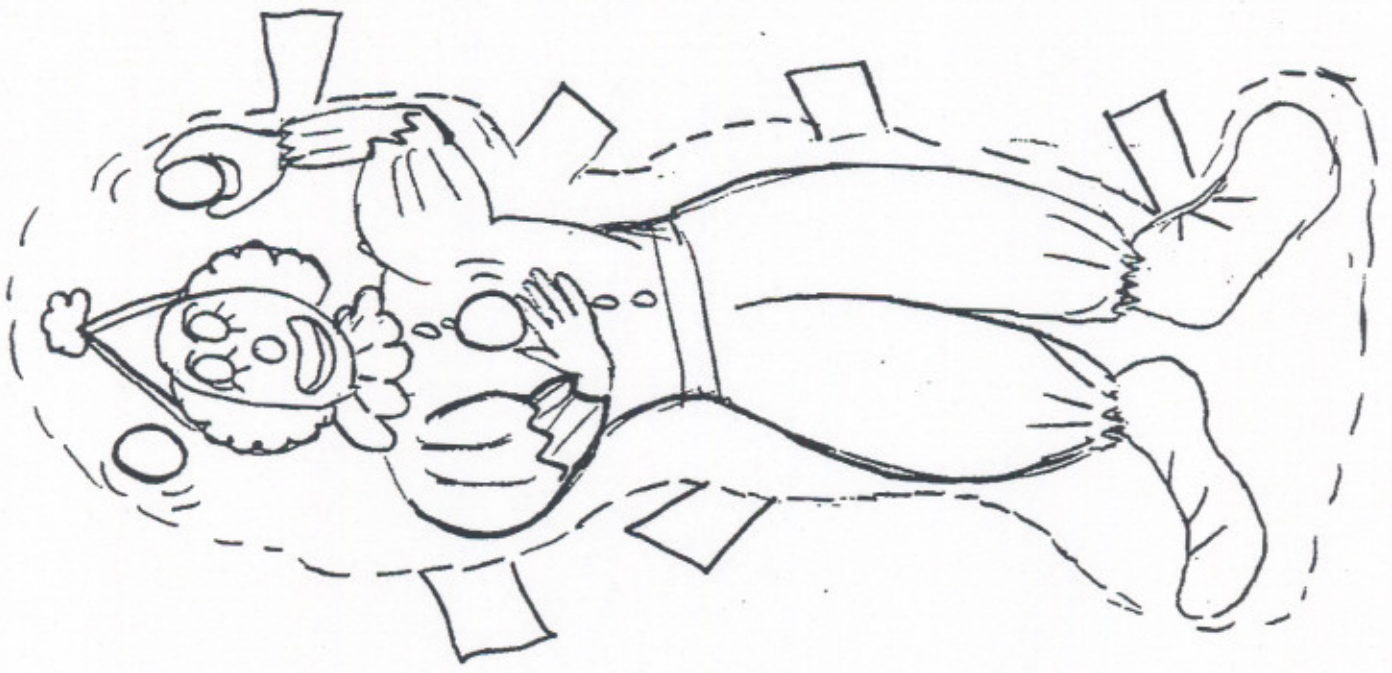
### Optional Culminating Activity: A Day at the Globe Theater

**Objective:** Students create a mini-play of scene of a play using scenery, puppets or student actors, and spoken or sung verse (nursery rhymes or simple story line).

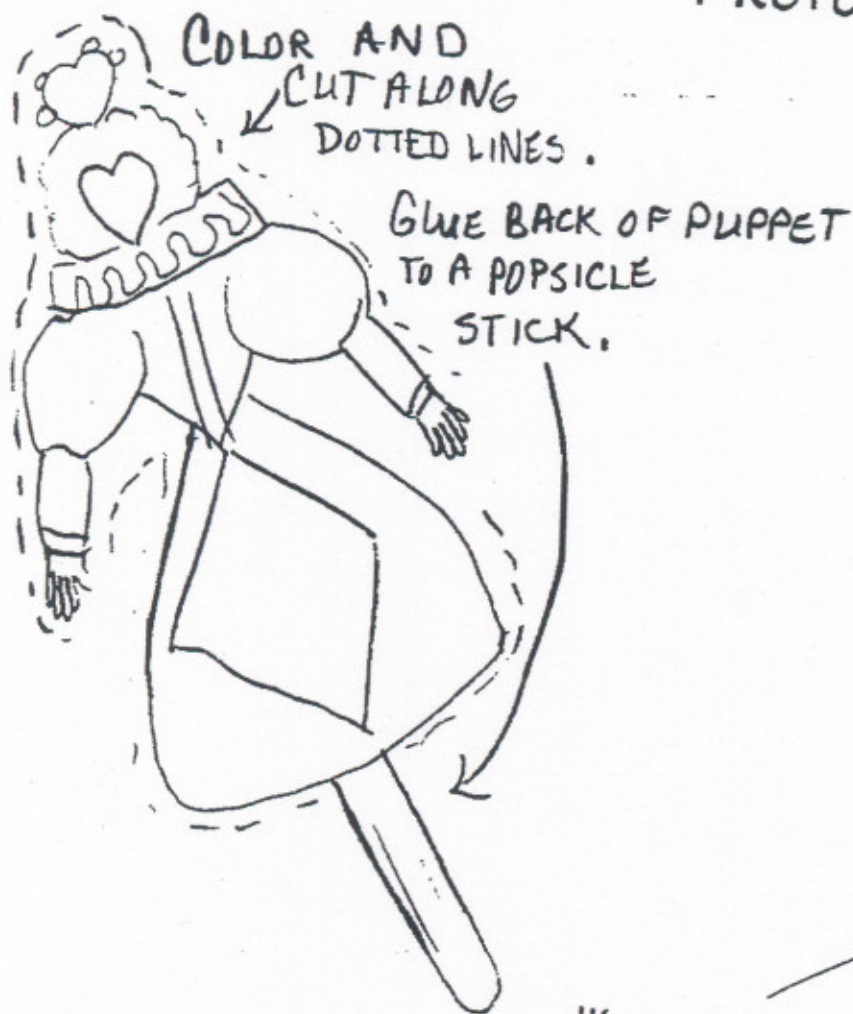
**Guided Practice:**

- Students use class-made scenery as backdrop.
- Small groups (3-4 children) create a simple story and act it out using puppets or student actors.





# MAKING PUPPETS OR "PRETEND PAL" HEAD BANDS



2" BAND



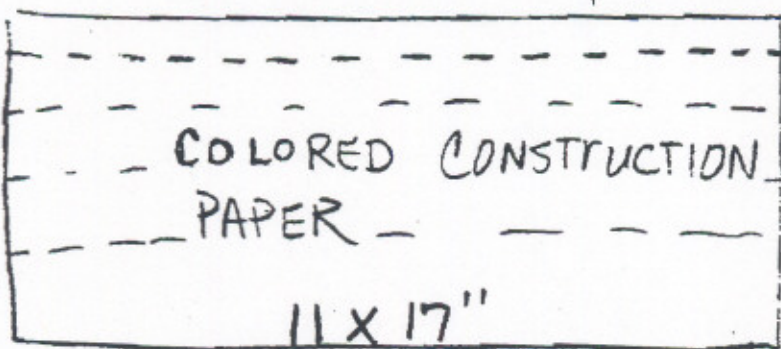
"Muffin Man"



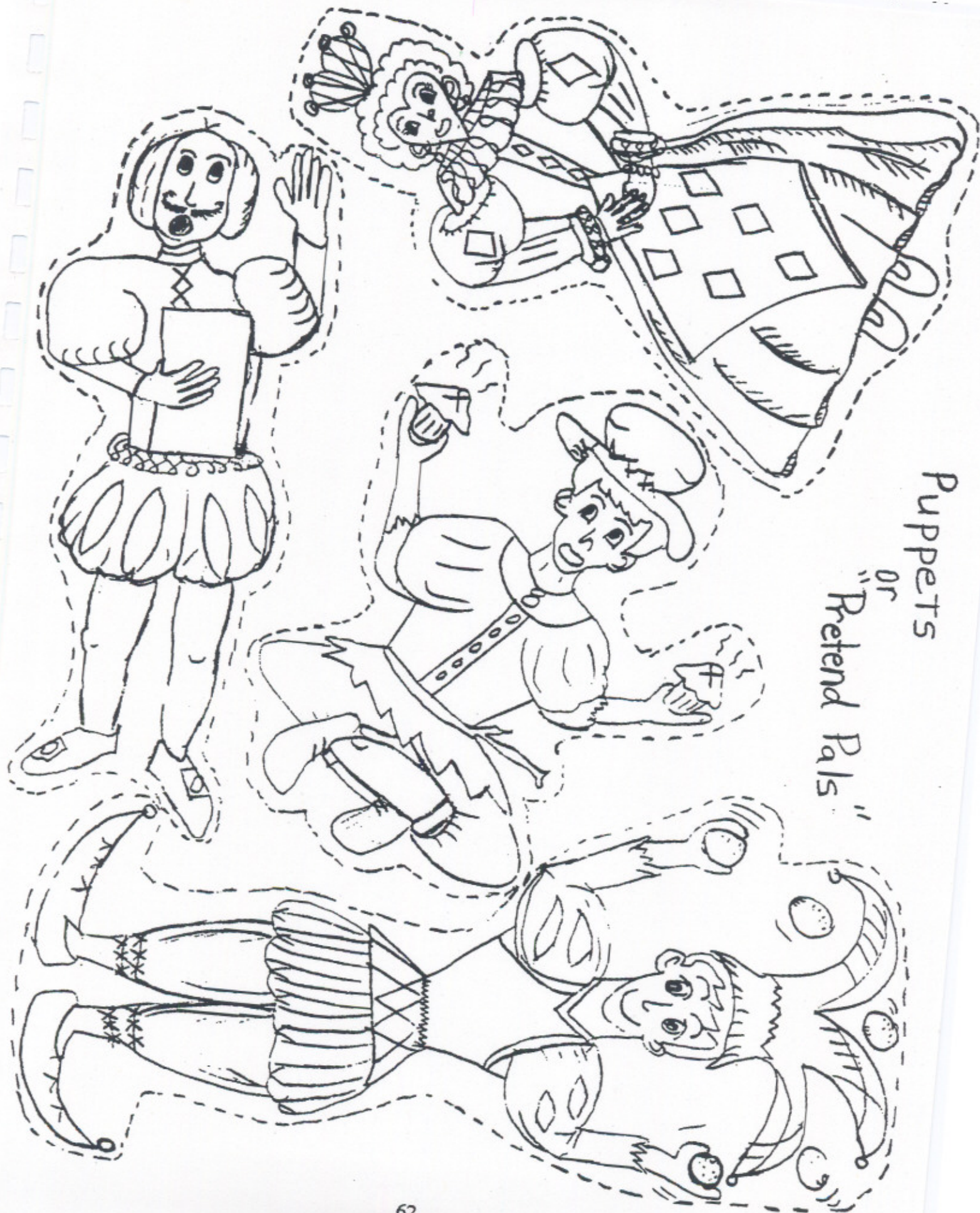
COLOR PUPPET & CUT OUT

YOU SHOULD BE ABLE TO MAKE FIVE (5) BANDS

2" strips



GLUE "CUT-OUT" TO CENTER OF BAND, FIT TO CHILD HEAD & TAPE OR GLUE



Puppets  
or  
"Pretend Pals"

## 2<sup>nd</sup> Grade Shakespeare Curriculum

**Activity One:** William Shakespeare is born.

**Goal:** Students gain a beginning understanding of William Shakespeare's birth.

**Objective:** The students will learn about William Shakespeare's birth.

**Writing Activity:** Students write a birth announcement for William Shakespeare.  
Teacher reads Child's Portrait of Shakespeare by Lois Burdett. (available in school library)

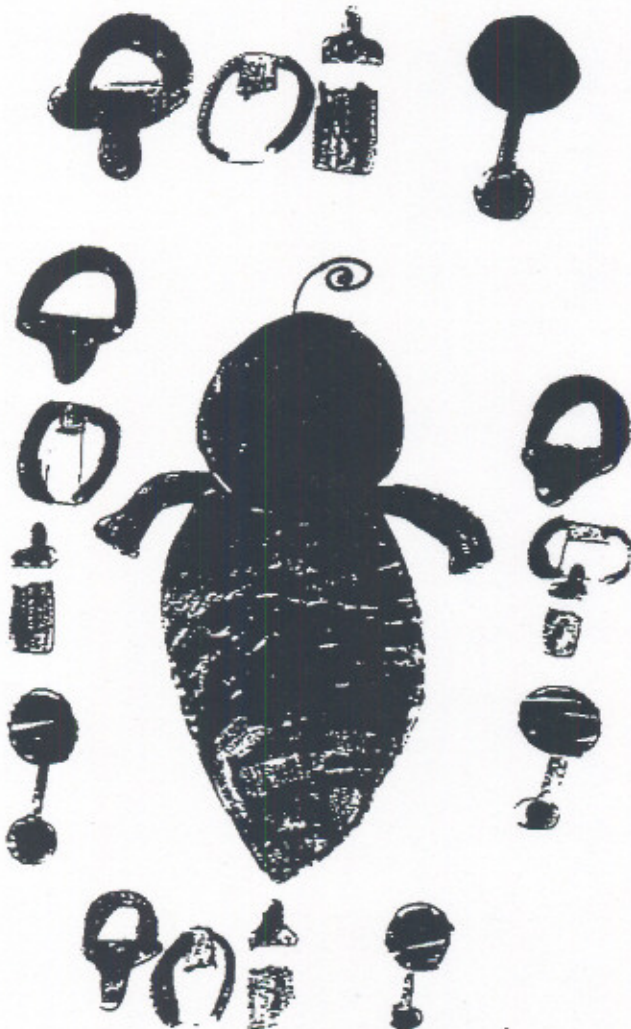
**Music Connection:** "Bluebells" Share The Music, page 298 (CD 6:22).  
"Bluebells" makes connection to being born / month of child's birthday.



## ACTIVITY ONE: Shakespeare's Birth Announcement

Directions: Using any colored piece of paper, children create a birth announcement with cover, border, and the following information:

- name: William Shakespeare
- date of birth: April 23, 1564.
- place: Stratford-upon-Avon
- weight: 8lb. 11 oz (approx.)
- length: 22 inches



"front of card"

A baby boy is born

His name is —

William Shakespeare

He was born on — April 23, 1564

He was — 8 pounds and 11 ounces  
and he was 22 inches

He had one thing of hair

"inside of card"

**Activity 1: Portfolio Page**

**Name:** \_\_\_\_\_

**Birthdate:** \_\_\_\_\_

**Weight:** \_\_\_\_\_

**Length:** \_\_\_\_\_

**Interesting Fact:** \_\_\_\_\_

## 2<sup>nd</sup> Grade Shakespeare Curriculum

**Activity Two:** William Shakespeare: Timeline of his life: from birth to death

**Goal:** Students gain a beginning understanding of William Shakespeare's life.

**Objective:** Students learn about William Shakespeare's life beginning in Stratford-upon-Avon, marriage, three children, move to London, playwright, and his death.

**Old London Town Vocabulary:** London Bridge, River Thames, and Globe Theater.  
Use vocabulary cards in a pocket chart.

Make double copies of each vocabulary card: students play  
"Memory/Concentration" Game.

**Art Activity:** Student make a "zigzag" book displaying Shakespeare's life:  
Reference: Portfolios Teacher's Edition: page 91 for "zigzag" book directions.

**Stages of Shakespeare's life:**

- ❖ Birth
- ❖ marriage
- ❖ 3 children
- ❖ London
- ❖ playwright
- ❖ death

**Music Connection:** "Two, Four, Six, Eight", Share The Music page. 299: CD 6:24.  
"Hot Cross Buns," Share the Music, page 300: CD 6:28.

*Teacher Note: Both songs are English folk songs.*

Activity 2: Zig Zag Book Master #1

Cut on dotted lines to make zig zag book pages.

Draw picture to go with each page.

Assemble book using instructions in Portfolios page 91.

**William  
Shakespeare's  
Life**

by \_\_\_\_\_

William Shakespeare was (1)  
born on April 23, 1564.

William Shakespeare  
married Anne Hathaway.

(2)<sup>67</sup>

William and Anne had three  
children. Their names were  
Susanna, Judith, and Hamnet. (3)

Activity 2: Zig Zag Book Master #2

William moved to London.  
He saw London Bridge. (4)

William wrote many sad  
and happy plays. (5)

William Shakespeare  
Died on April 23, 1616. (6)<sup>68</sup>

Activity 2: Vocabulary Cards

Queen Elizabeth

William Shakespeare



Costume

Fairy



Actor

Globe Theater



Play



# 2<sup>nd</sup> Grade Shakespeare Curriculum

## Activity Three: Shakespeare Writes Plays

**Goal:** Students will gain a beginning understanding of Shakespeare's plays.

**Objective:** The students will learn about Shakespeare's many plays by name and classify as comedy or tragedy.

### **Guided Practice:**

- Through teacher discussion and art (cut and paste), students make a T-Chart and become familiar with numerous titles of Shakespeare's plays.
- Teacher does "picture walk" with class using a variety of Shakespeare picture books (see reference materials below).
- Use page with sentence: "Shakespeare wrote many plays. He wrote comedies and tragedies."
- Students cut cloud shapes (names of plays) and arrange on T-Chart to classify as comedies or tragedies.

### **Reference Materials:**

*The Tempest* by Lois Burdett.

*Twelfth Night* by Lois Burdett.

*A Midsummer Night's Dream* by Lois Burdett.

*Hamlet* by Lois Burdett.

*A Midsummer Night's Dream* by Bruce Coville.

*Macbeth* by Bruce Coville.

*Romeo and Juliet* by Bruce Coville.



Shakespeare wrote many plays.

### Comedies

Midsummer Night's Dream

Twelfth Night

The Tempest

### Tragedies

Romeo and Juliet

Macbeth

Hamlet

*Shakespeare wrote happy plays (comedies) and sad plays (tragedies).*

**Activity 3: Portfolio Page**

**Shakespeare wrote many plays. Some were sad (tragedies) and some were funny (comedies).**





Tragedy



Comedy

Romeo and Juliet

A Midsummer Night's Dream

Twelfth Night

Macbeth

Hamlet

Tempest

## 2<sup>nd</sup> Grade Shakespeare Curriculum

**Activity Four: A Midsummer Night's Dream: "Focus on the Fairies:  
Setting, Enchanted Forest"**

**Objective:** The students learn about setting (the enchanted forest) of the play *A Midsummer Night's Dream*.

**Guided Practice:** Students write and illustrate page for "Shakespeare Portfolio" including script: *"My enchanted forest has/is ..."*

**Activity:** Students brainstorm descriptive words about an "enchanted forest."  
Teacher leads discussion including descriptive vocabulary:

*dark, emerald, wet, moist, dewy, eerie, spooky, green, teal, slippery*

Activity 4: Portfolio Page

My enchanted forest has \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2<sup>nd</sup> Grade Shakespeare Curriculum

### **Activity Five: *A Midsummer Night's Dream*: "Focus on Characters: Fairies: Characters"**

**Goal:** Students gain a beginning understanding of characters in a play.

**Objective:** The students will learn about the characters (fairies) in the play,  
*A Midsummer Night's Dream*.

**Guided Activity:** Students write class book with such sentences:

*My fairy's name is \_\_\_\_\_*  
*Her job is to \_\_\_\_\_*

Encourage students to use descriptive language: *shimmering wings, sparkling dewdrops, glistening diamonds, glittery lashes, dreamy, delicate, tiny, magical.*

Explore what fairies do in the forest and what jobs and mischief they perform.

Names for fairies: Mustardseed, Peaseblossom, Cobweb, Moth, King Oberon, Queen Titania, Puck.

#### **Reference Materials:**

*A Midsummer Night's Dream* by Lois Burdett

*A Midsummer Night's Dream* by Bruce Coville.

*A Midsummer Night's Dream*, video, HBO Productions.(available in school library).

#### **Art Connection:**

Student create a collage/watercolor

1. Draw enchanted forest with watercolors.
2. Create fairies using collage technique using magazine pictures, foil, and/or saran wrap for wings and shimmering parts.
3. Suggested materials; magazines, water colors, oil pastels, crayon, foil, saran wrap, construction paper.

#### **Extension activities:**

##### **Music: Listening Selection:**

*"A Midsummer Night's Dream"* by Mendelssohn (available at local library).

"Aquarium: Carnival of the Animals" by Camille Saint-Saens. Share The Music, page 343: CD 7:40.

*Note: Can be used as "enchanted forest" music.*

##### **Art: Paper masks of the fairies:**

Students make masks of their own actors' faces incorporating flowers, twigs, and branches in their faces.

*Materials:* paper plates, tongue depressors, assorted tempera paints, buttons, yam.

*Directions:* Students paint/decorate face on paper plate. Glue tongue depressor for handle. *Reference Direction page-masks (Lorgnette)*

##### **Theater: "Read Along Script"**

Follow directions provided on script.

Activity 5: Master #1

My fairy's name is \_\_\_\_\_

Its job is to \_\_\_\_\_

**Activity 5: Fairy Script**

Students can read the script while holding their fairy masks.

**Narrator:** The fairies gathered near the flowery bank of a stream. They meet Puck, a mischievous sprite,

**Fairy #1:** How now, fairy! From where do you wander?

**Fairy #2:** Over hill, over dale, over park, over pale?

**Puck (the mischievous sprite):** Through flood, through fire, I do wander everywhere.

**Fairy #3:** Are you that sprite called Robin Goodfellow?

**Fairy # 4:** You are the one who frightens maidens in the village.  
Those who know you call you Puck.

**Puck:** You speak right. I am the merry wanderer of the night.

**Fairy #5:** You are the one who plays pranks on others!

**Fairy #6:** You mislead people traveling at night.

**Puck:** Yes, I waste not the merry hour.

**Activity 5: Narration**

If your students are not strong readers, you can narrate while they act out the scene.

**Narrator:**

Now is the time of night, that the ground opens and lets forth a sprite.

And we fairies run from the sun and follow darkness like a dream.

We bless this house with fairy grace, we sing and bless this place.

Now until the break of day, through this house each fairy stray.

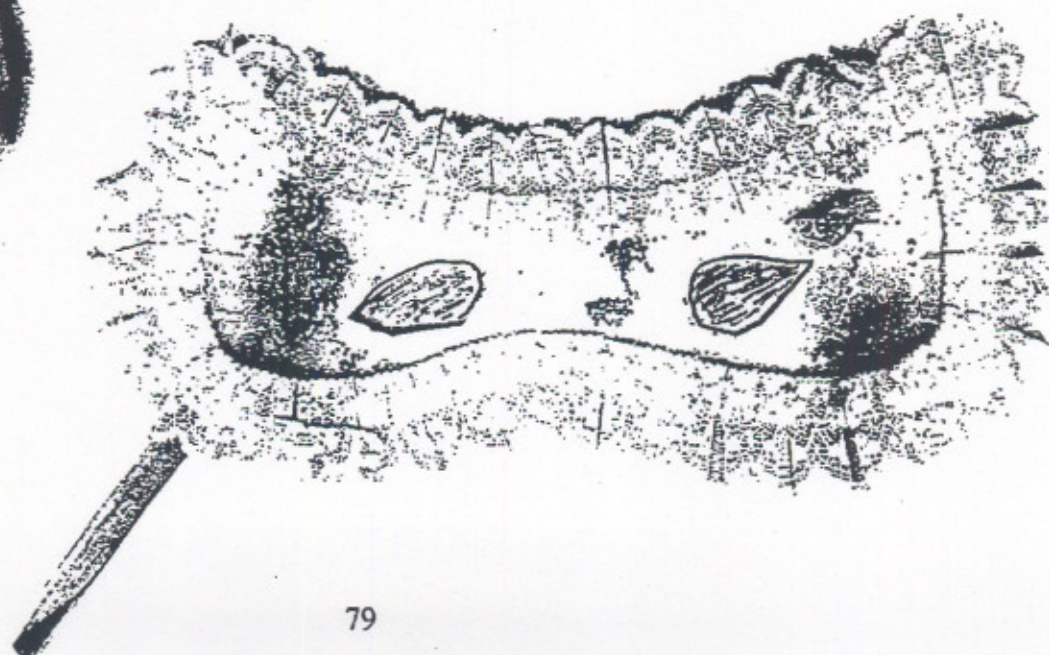
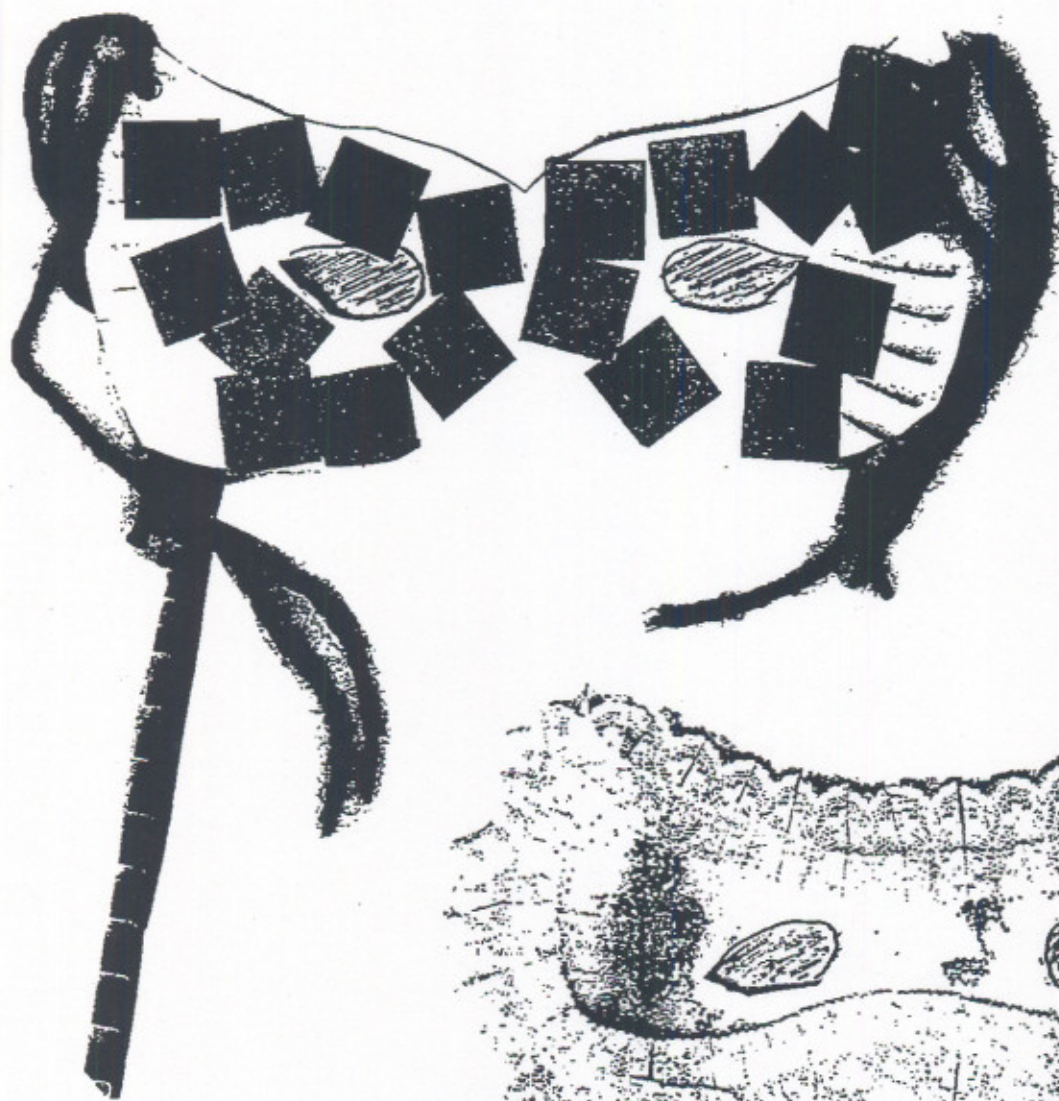
Trip away! Make no stay; meet me all by break of day.

So, good-night unto you all. Give me you hands, if we be friends,

and Puck shall restore amends.

Activity 5: Mask (Lorgnette)

1. Cut mask from paper or foam plates.
2. Glue colored paper, glitter, lace, yarn, feathers or other small items onto cut out plate.
3. Attach a straw or popsicle stick to mask with tape, stapler, or glue





Good Shakespeare Reference Books, Computer Software and Internet Sites:

Reference Books

Highly recommended publications of the play:

Wm. Shakespeare, *Twelfth Night*, Cambridge School Shakespeare, Cambridge University Press, 1993 ISBN 0-521-43536-6

\_\_\_, *A Midsummer Night's Dream*, Cambridge School Shakespeare, Cambridge University Press, 1993 ISBN 0-521-40904-7

Burdett, Lois, *Shakespeare Can Be Fun: 12<sup>th</sup> Night for Kids*, A Firefly Book, 1997 ISBN 0-88753-233-0

\_\_\_, *Shakespeare Can Be Fun: A Midsummer Night's Dream for Kids*, A Firefly Book, 1997 ISBN 1-55209-124-4

\_\_\_, *Shakespeare Can Be Fun: Romeo and Juliet for Kids*, A Firefly Book, 1998 ISBN 1-55209-229-1

\_\_\_, *Shakespeare Can Be Fun: A Child's Portrait of Shakespeare*, A Firefly Book, 1995 ISBN 0-88753-261-6

Chirinina, Alain (Retold), *Shakespeare's Play in the Classroom: A Midsummer Night's Dream*, Good Apple a division of Frank Shaffer's publications, 1997 ISBN 1-56417-991-5

Hood, Christine and Lori Cardoza-Starnes (Retold), *Shakespeare's Play in the Classroom: 12<sup>th</sup> Night*, Good Apple a division of Frank Shaffer's publications, 1998 ISBN 0-7682-0010-5

\_\_\_, *Shakespeare's Play in the Classroom: The Tempest*, Good Apple a division of Frank Shaffer's publications, 1998 ISBN 0-7682-0009-1

Other excellent books

O'Brien, Peggy (ed.), *Shakespeare Set Free* (series) Washington Square Press, 1994, ISBN 0-671-76048-3 (etc.)

Stevenson, Burton (ed.), *The Folger Book of Shakespeare Quotations*, Folger Books, 1973 (and later printings) ISBN 0-0-918016-00-2

Macrone, Michael, *Brush Up Your Shakespeare!*, HarperPerennial, 1990, ISBN 0-06-272018-X

Epstein, Normie, *The Friendly Shakespeare*, A Winokur/Boates Book (Viking), 1993, ISBN 0-670-84447-0

Lamb, Charles and Mary, *Tales From Shakespeare*, Signet Classics ISBN 0-451-52391-1 (This book is in public domain and is published by several publishing companies.)

Goddard, Harold, *The Meaning of Shakespeare*, University of Chicago Press, ISBN 022630041-2 (volume 1) and ISBN 022630042-0 (volume 2)

Schoenbaum, S. (ed.), *Shakespeare, The Globe and The World*, Folger Shakespeare Library, Oxford University Press, 1979, ISBN 0-19-502646-2

### Computer Software

There are many software programs written on William Shakespeare. Here are a few to get you started. These and other CD's can be found in Educational Software Catalogues.

*Shakespeare's Theatre*, by Clearvue/eav (Educational Resources MAC/WIN CD Home #904201)

*Shakespeare's London*, by Clearvue/eav (Educational Resources MAC/WIN CD Home #593341)

*The Time, Life and Works of Shakespeare*, by Clearvue/eav (Educational Resources MAC/WIN CD Home #53431L)

(3 set CD's) *British Literature: William Shakespeare; Shakespeare's London; Shakespeare's Theatre*, by Zane Publishing,

1950 Stemmons, Suite 4044  
Dallas, TX 75207-3109  
(214) 746-5555  
<http://www.zane.com>

*Macbeth*, by Voyager (in the Educational Software Institute Catalogue 5986-MW-CD)

BBC Shakespeare on CD-ROM Series:

*A Midsummer Night's Dream*, ISBN Windows 0-673-31976-8 MAC 0-673-31970-9

*The Tempest*, ISBN Windows 0-673-31978-4 MAC 0-673-31972-5

*Romeo and Juliet*, ISBN Windows 0-673-31973-3 MAC 0-673-31967-9

*Macbeth*, ISBN Windows 0-673-31974-1 MAC 0-673-31968-7

*Julius Caesar*, ISBN Windows 0-673-31977-6 MAC 0-673-3197-7

*Hamlet*, ISBN Windows 0-673-31975-X MAC 0-673-31969-5

All can be purchased in the Scott Foresman-Addison Wesley catalogue  
1-800-552-2259

A few excellent educational software distributors:

Scholastic Inc. (Concentrates on lower grades)

555 Broadway  
New York, NY 10012-3999  
1-800-724-6527  
[www.scholastic.com](http://www.scholastic.com)

Educational Resources

1550 Executive Drive  
P.O. Box 1900  
Elgin, IL 60121-1900  
1-800-624-2926  
[www.edresources.com](http://www.edresources.com)

Learning Services

P.O. Box 10636  
Eugene, OR 97440-2636  
1-800-877-9378  
[www.learnserv.com](http://www.learnserv.com)

Educational Software Institute  
4213 South 94th Street  
Omaha, NE 68127  
1-800-955-5570  
[www.edsoft.com](http://www.edsoft.com)

Forest Technologies  
1-800-544-3356  
[www.ForestTech.com](http://www.ForestTech.com)

**Internet Sites:**

There are more sites regarding Shakespeare than you can count. Here are just a few that do have educational information.

Shakespeare in the Classroom: [www.jetlink.net/~massij/shakes](http://www.jetlink.net/~massij/shakes)

Shakespeare Magazine: [www.shakespearemagazine.com](http://www.shakespearemagazine.com)

Wm. Shakespeare and The Internet: <http://daphne.palomar.edu/shakespeare>

Shakespeare's Birthplace Trust: [www.shakespeare.org.uk](http://www.shakespeare.org.uk)

Shakespeare Globe USA: <http://www.shakespeare.uiuc.edu/>

The Folger Shakespeare Library: <http://www.folger.edu>

And for more...Yahoo

[www.yahoo/arts/humanities/literature/genres/drama/playwrights](http://www.yahoo/arts/humanities/literature/genres/drama/playwrights) (scroll down to Shakespeare, William)