

Unit Title: An Elementary Shakesperience

Focus of the Unit: How can performance help us find meaning? How can gestures help us understand classical text? What words should be emphasized in performance?

Overarching Unit Objective(s)	Summative Assessment Strategy(ies)
<p>Content Objective: Students will be able to...</p> <p>Dramatize a line of classical text using gestures to convey meaning and understanding.</p>	<p>Performance Tasks: Students will create physical gestures to go along with a line of Shakespearean text and speak that text aloud in performance.</p> <p>Criteria: Students will be evaluated on speaking the line as well as their choices of gestures to go along with the line.</p> <p>Documentation: Recorded Performance</p>
<p>Language-Based Objective: Students will be able to...</p> <p>Dramatize gestures that convey the meaning of complex words and phrases.</p>	<p>Performance Tasks: Students will create physical gestures to go along with a line of Shakespearean text and record those gestures on a worksheet.</p> <p>Criteria: Students will be evaluated on how they selected specific gestures and why those gestures were chosen.</p> <p>Documentation: Gesture Worksheet</p>

A. Relevant Learning Standards:

- Relevant New York State Standards for the Arts:
 - Anchor Standard 6: Convey meaning through the presentation of artistic work
 - 5th TH: Pr 6.1.5
 - a. Perform drama or theater work informally for an audience
 - Anchor Standard 2: Organize and develop artistic ideas and work
 - 5th TH: Cr 2.1.5
 - a. Devise original ideas that reflect collective inquiry about characters and their given circumstances.
 - b. Participate in defined responsibilities required to present a drama or theater work informally to an audience.
- Relevant Common Core ELA Learning Standards:
 - Reading Standards for Literature K–5:
 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes

B. Context for Learning: *Linked as a separate document*

- Previous Knowledge:
 - Shakespeare - Students have previously had a one-off lesson that goes over who William Shakespeare is, as well as discussing the historical context in which he lived.
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Lesson One Title: Words and Gestures in Shakespeare

Focus Question: How do gestures help convey meaning?

Lesson Objectives	Assessment Strategy(ies)
<p>Content Objective: Students will be able to...</p> <p>Perform a line of Shakespearean text accompanied by choreographed gestures.</p>	<p>Performance Tasks: As a group students will perform a line of Shakespeare with gestures assigned to specific words.</p> <p>Criteria: Students will be assessed for their participation throughout the class.</p> <p>Documentation: Brief Notes</p>
<p>Language-Based Objective: Students will be able to...</p> <p>Infer meaning of text based on gestures and performance.</p>	<p>Performance Tasks: Students will discuss the meaning of a line of Shakespearean text using provided context and gestures..</p> <p>Criteria: Teacher will observe and support the discussion and assess comprehension.</p> <p>Documentation: Brief Notes</p>

Related Standards:

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 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes

Modifications Relevant to the Lesson:

- English Language Learners
 - Directions will both be spoken and written down
 - Slides will use visual images to help convey complex ideas
- Learning Disability
 - Directions will be spoken and written down
 - Students will be paired up in heterogeneous groups
- Absent Students or Students Unable to Work: Reflection at the beginning of the class should help contextualize the lesson for students.

Spatial Organization: Desks are arranged in groups of between 2-6 in the classroom.

Materials Needed:

- **Shakespeare Unit Slides** - Used in each class to provide context and guide the lesson. All slides are in one presentation to allow continuation between classes.

Procedures

1. Introducing Pairing Words with Gestures (10 min)
 - Students will stand up next to their seats during this activity.
 - The teacher will say a word and make a specific gesture. The students will repeat this action back to the teacher. This will be repeated for each word:
 - Play – One hand on chest, one hand up in a gesture suggesting elocution
 - Thing – Each hand pointing inwards to an invisible object in front of the performer
 - Wherein – One hand holding an invisible object while the other circles around it (Wherein is another way of saying “inside of which”)
 - Catch – As though grabbing a fly in between cupped hands in front of the performer
 - Conscience – Tap on head three times with both hands
 - King – Two hands placing a crown upon a person’s head
 - While the gestures are being imparted, the teacher should ask some of the following questions:
 - Do you know why I’m making this gesture?
 - What am I doing when I make this gesture?
 - What does conscience mean?
 - The students will repeat this and become comfortable with the six gestures.
 - The teacher can prompt specific gestures by saying the word or can prompt the word by making a specific gesture.
2. Combine Gesture with Text (5 min)
 - Display the full quote text on the smart board in the classroom: “The play’s the thing wherein I’ll catch the conscience of the king.”
 - Students will get up and say the text with the gestures, lead by the teacher (call and response)
 - The students should get comfortable where they can say the line and do all the gestures
3. Adding Context & Discussing Meaning (5 min)
 - Students will sit down in their seats and the teacher will add in some context with the support of the **Shakespeare Unit Slides**.
 - The line is spoken by a man named Hamlet from a play by William Shakspeare
 - Hamlet is the prince of Denmark, his father dies, and his uncle becomes king. Hamlet suspects his father was murdered by his uncle. He’s not sure
 - He hires a group of actors to put on a play about a king being murdered by his brother who then becomes king. This play will be performed for his uncle and all his uncles friends!
 - When his friends ask why he’s doing this he says: “The play’s the thing wherein I’ll catch the conscience of the king.”
 - The teacher will discuss the meaning of the line with the students. Some guiding questions are included:
 - What does he mean by “catch the conscience”?
 - What might Claudius do when he sees this play?
 - What would you do if somebody put a play on showing a bad thing you got away with?
 - At this point all students will stand up next to their chair and perform the line with the gesture.
4. Combining Context, Gesture, and Text (10 min)
 - Students who volunteer will come up in pairs and perform a super short scene where the final line is “The play’s the thing wherein I’ll catch the conscience of the king.”
 - The text will be included on the Shakespeare Unit Slides to help the students:
 - Hamlet’s Friend: You’re hiring a group of actors to put on a play where the king’s brother kills him?

- Hamlet: Yes
- Hamlet's Friend: And you're going to make your uncle, the king, watch it?
- Hamlet: Yes
- Hamlet's Friend: Why are you doing this?
- Hamlet: The play's the thing wherein I'll catch the conscience of the king.
- Students will read the scene aloud once and then perform the scene, including use of the gestures we picked out.
- The teacher should encourage use of emotion during the performance with guiding questions:
 - Does Hamlet's friend think this is a good idea?
 - Does Hamlet think this will work?
 - What happens if the king finds out about their plan?
 - Is Hamlet's friend worried about him?
- This scene should be done several times, giving multiple chances to perform

- **Homework:** None

Lesson Two Title: Meaning Making Through Gestures

Focus Question: How can gestures enhance Shakespearean performance?

Lesson Objectives	Assessment Strategy(ies)
<p>Content Objective: Students will be able to...</p> <p>Generate gestures appropriate to significant words in a line of classical text.</p>	<p>Performance Tasks: Students will work together to create and perform gestures based on words given by the teacher.</p> <p>Criteria: Students follow provided strategies to select specific gestures and explain their selection.</p> <p>Documentation: Brief Notes</p>
<p>Language-Based Objective: Students will be able to...</p> <p>Identify significant words in text.</p>	<p>Performance Tasks: Students will identify and justify why specific words in a sentence are “juicy”.</p> <p>Criteria: Students will be able to explain the reasoning for selecting specific (power) words.</p> <p>Documentation: Brief Notes</p>

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Spatial Organization: Desks are arranged in groups of between 2-6 in the classroom.

Materials Needed:

- **Shakespeare Unit Slides** - Used in each class to provide context and guide the lesson. All slides are in one presentation to allow continuation between classes.

- **Gesture & Performance Worksheet** - Multiple variations of the worksheet will be provided to students, with a variety of quotes to work on.

Procedures

1. Reflect on Last Class (3 min)
 - Students should recall the following key concepts and ideas:
 - Gestures for “play’s the thing”
 - Basic context of Hamlet
2. Introduce Power Words (5 min)
 - Look at the six power words in “play’s the thing...” (the ones gestures were provided for)
 - Identify those as power words
 - Talk about what makes power words (Nouns, Verbs, Adjectives, words we don’t know)
3. Power Words in Snow White Quote (7 min)
 - Using the quote from Snow White “The wicked queen poisoned me with a piquant apple!” identify power words
 - Nouns - Queen, Apple
 - Verbs - Poisoned
 - Adjectives - Wicked, Piquant
 - Words We Don’t Know - Piquant (go through process of identifying the meaning of this word using context clues and looking it up)
 - Create appropriate gestures for our power words for this quote
 - Students will come up with gestures
 - The students should be able to explain the action of the gesture or how it relates to the power word
 - The teacher might ask a student to explain why they picked a specific gesture or why another student picked that gesture
 - Perform the text as a group, similar to how we did with “play’s the thing”
4. Power Words in Shakespeare (10 min)
 - Introducing the new Shakespeare quote from Helena: “Were the world mine, Demetrius being bated, The rest I'd give to be to you translated.”
 - Explain the context. Helena loves a man named Demetrius. Demetrius says he’s in love with Hermia. Helena is talking to Hermia and says... (supported by the **Shakespeare Unit Slides**)
 - With the class, make a list of the power words in the quote
 - World
 - Mine
 - Demetrius (name of a character)
 - Bated (means, left out as in “abated”)
 - Rest
 - Give
 - Translated (means transformed, changed)
 - Come up with gestures for the words in the quote and assemble them together into a performance
 - The gestures should be written down on the **Gesture Worksheet** which will be projected on the board using an overhead camera
 - The teacher will write down the power words and gestures on the worksheet as the class comes up with them
 - As with “the wicked queen” and “play’s the thing” the students will then perform the line

- **Homework:** None

Lesson Three Title: Creating Shakespearean Performance with Gestures

Focus Question: How do gestures in performance convey meaning in Shakespeare?

Lesson Objectives	Assessment Strategy(ies)
<p>Content Objective: Students will be able to...</p> <p>Dramatize a line of classical text using gestures to convey meaning and understanding.</p>	<p>Performance Tasks: Students will create physical gestures to go along with a line of Shakespearean text and speak that text aloud in performance.</p> <p>Criteria: Students will be evaluated on speaking the line as well as their choices of gestures to go along with the line.</p> <p>Documentation: Recorded Performance</p>
<p>Language-Based Objective: Students will be able to...</p> <p>Select gestures that convey the meaning of words and phrases.</p>	<p>Performance Tasks: Students will create physical gestures to go along with a line of Shakespearean text and record those gestures on a worksheet.</p> <p>Criteria: Students will be evaluated on how the gestures convey the meaning of the words chosen.</p> <p>Documentation: Gesture Worksheet</p>

Related Standards:

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 - a. Perform drama or theater work informally for an audience
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 - b. Participate in defined responsibilities required to present a drama or theater work informally to an audience.
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 - Reading Standards for Literature K–5:
 - 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
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- Learning Disability
 - Directions will be spoken and written down
 - Students will be paired up in heterogeneous groups
- Absent Students or Students Unable to Work: Reflection at the beginning of the class should help contextualize the lesson for students.

Spatial Organization: Desks are arranged in groups of between 2-6 in the classroom.

Materials Needed:

- **Shakespeare Unit Slides** - Used in each class to provide context and guide the lesson. All slides are in one presentation to allow continuation between classes.
- **Gesture & Performance Worksheet** - Multiple variations of the worksheet will be provided to students, with a variety of quotes to work on.

Procedures

1. Reflect on Last Class (6 min)
 - Students should recall the following key concepts and ideas:
 - Gestures for “play’s the thing”
 - Basic context of Hamlet
 - Teacher will briefly go over the Gesture & Performance Worksheet
 - Pull up the worksheet on the board and explain the group activity.
 - Students will work in small groups and be given a worksheet with a Shakspeare quote on it
 - Students will identify power words and add those to the worksheet
 - Students will assign gestures to their power words as a group
 - Identify the parts of the worksheet using the examples in the powerpoint
 - Group Member Names
 - Play the line is from
 - Character speaking the line
 - Context
 - The Quote
 - Boxes with space to record power words and gestures
 2. Work in Groups (12 min)
 - Students will work in groups on the line they have been given
 - Each group will have a recorder who does the writing
 - Each group will have
 - The teacher will offer support to the students as they work in their groups
 - Students should ask the teacher if they do not know the meaning of a word
 - The teacher should ask students to explain gesture choices
 - The teacher may provide additional context on the play
 - Once the words and gestures have been selected the students should practice the line as was done with previous lines (“the play’s the thing”)
 3. Sharing Opportunity (12 min)
 - Each group will perform their piece (saying the quote together with the gestures) in front of the class
 - The steps of the performance will be:
 - Students will say the name of the play, the character, and read the context
 - The students will perform the line and make the gestures they created
 - After each performance the audience will discuss what the line means in context. The performers can support of the audience needs help
- **Homework:** None

Appendix

1. Brief Notes
2. Gesture Worksheet (also linked separately)
3. Shakespeare Unit Slides (also linked separately)

Brief Notes

Lesson Objectives	Notes
<p>Content Objective: Students will be able to...</p> <p>Perform a line of Shakespearean text accompanied by choreographed gestures.</p>	
<p>Language-Based Objective: Students will be able to...</p> <p>Infer meaning of text based on gestures and performance.</p>	
<p>Content Objective: Students will be able to...</p> <p>Generate gestures appropriate to significant words in a line of classical text.</p>	
<p>Language-Based Objective: Students will be able to...</p> <p>Identify significant words in text.</p>	

Gesture Worksheet

Group Members: _____

Play: *A Midsummer Night's Dream* **Context:** *Helena is in love with Demetrius. Demetrius loves Hermia. Helena comes to Hermia, feeling distraught and says...*
Character: Helena

Were the world mine, Demetrius being bated, The rest I'd give to be to you translated.

PW: _____	PW: _____	PW: _____	PW: _____
PW: _____	PW: _____	PW: _____	PW: _____

Group Members: _____

Play: *Hamlet* **Context:** *Hamlet suspects his uncle (Claudius) has murdered his father. He hires a group of actors to help confirm his suspicions. When his friend asks him why he says...*
Character: Hamlet

The Play's the Thing Wherein I'll Catch the Conscience of the King

PW: _____	PW: _____	PW: _____	PW: _____
PW: _____	PW: _____	PW: _____	PW: _____

Group Members: _____

Play: Romeo & Juliet **Context:** *Juliet has just learned that Romeo (the boy she loves) is a member of the Montague family. Her family is enemies with the Montagues. She thinks about his name and says...*

Character: Juliet

What's in a name? A rose by any other name would smell as sweet.

PW: _____	PW: _____	PW: _____	PW: _____
PW: _____	PW: _____	PW: _____	PW: _____

Group Members: _____

Play: Julius Caesar **Context:** *The general Julius Caesar wants to charge into battle. His advisors tell him he should be careful and not take the risk of fighting. He laughs and tells them...*

Character: Julius Caesar

Cowards die many times before their deaths; the valiant never taste of death but once.

PW: _____	PW: _____	PW: _____	PW: _____
PW: _____	PW: _____	PW: _____	PW: _____

Group Members: _____

Play: Macbeth **Context:** *Macbeth is thinking about killing the King of Scotland so that he can become king. Before going to a party with all his friends and the king he says...*

Character: Macbeth

Stars, hide your fires, let not light see my black and deep desires.

PW: _____	PW: _____	PW: _____	PW: _____
PW: _____	PW: _____	PW: _____	PW: _____

Group Members: _____

Play: Macbeth **Context:** *Macbeth is about to attend a party with his friends and the king, but he is plotting with Lady Macbeth (his wife) to kill the king. Before he goes into the party she advises him...*

Character: Lady Macbeth

Bear welcome in your eye. Look like the innocent flower, but be the serpent under it.

PW: _____	PW: _____	PW: _____	PW: _____
PW: _____	PW: _____	PW: _____	PW: _____

Group Members: _____

Play: Othello **Context:** *The Duke is discussing battle plans with Othello. Othello suggests they should take revenge for an attack from the enemy. The Duke says no, and tells him...*

Character: Duke of Venice

The robbed that smiles, steals something from the thief.

PW: _____	PW: _____	PW: _____	PW: _____
PW: _____	PW: _____	PW: _____	PW: _____

Group Members: _____

Play: Richard The Third **Context:** *Richard is an evil king deciding what to do with some prisoners. His advisors tell him to listen to his conscience and show mercy. Richard doesn't want to and tells his advisor...*

Character: King Richard

Conscience is but a word that cowards use, devised to keep the strong in awe.

PW: _____	PW: _____	PW: _____	PW: _____
PW: _____	PW: _____	PW: _____	PW: _____

Shakespeare Unit Slides

Play

Thing

Wherein
"Inside of Which"

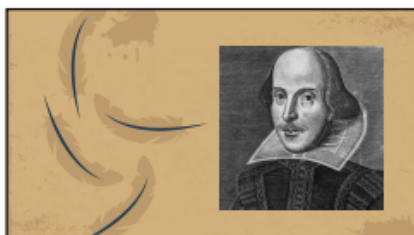
Catch

Conscience

King

Play Thing
Wherein Catch
Conscience King

The Play's the Thing
Wherein I'll Catch
the Conscience of the King



- The King (Hamlet's Dad) dies mysteriously.
- Claudius (Hamlet's Uncle) becomes The King!
- Hamlet suspects that Claudius killed his father to become king.

- Hamlet hires a troupe of traveling actors.
- Hamlet has them put on a play where a king is murdered by his brother.
- Hamlet invites Claudius to watch the play.
- Hamlet's friend asks him why he is doing this.

Hamlet tells his friend:
The Play's the Thing
Wherein I'll Catch
the Conscience of the King

Hamlet's Friend: You're hiring a group of actors to put on a play where the king is killed by his brother?
Hamlet: Yes!
Hamlet's Friend: You're going to make your uncle, the king, watch it?
Hamlet: Yes!
Hamlet's Friend: Why, Hamlet?
Hamlet: The play's the thing wherein I'll catch the conscience of the king.

Were the world mine,
Demetrius being bated,
The rest I'd give to be
to you translated.



Were the world mine,
Demetrius being bated,
The rest I'd give to be
to you translated.

Group Members

Play: *Hamlet*
Character: *Hamlet*

Context: Identify aspects to analyze (Context, the material, the author, the time a group of actors is held, context to audience, when the text was written, why the text)

The Play's the Thing Wherein I'll Catch the Conscience of the King

PPP	PPP	PPP	PPP
PPP	PPP	PPP	PPP

The robbed that
smiles, steals
something from
the thief.

Conscience is but a
word that cowards
use,
Devised to keep the
strong in awe.

What's in a name?
A rose by any other
name would smell
as sweet.

Cowards die many
times before their
deaths; the valiant
never taste of
death but once.

Bear welcome in your
eye. Look like the
innocent flower, but be
the serpent under it.

Stars, hide your fires,
let not light see my
black and deep desires.