



Teacher Resource

William Shakespeare

Focus Questions

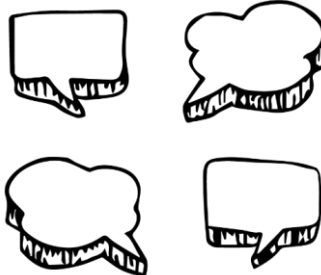
Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Where was William Shakespeare born? Find on a map.
2. When was William Shakespeare born?
3. Who was he married to?
4. Why was William Shakespeare's earlier life referred to as the "lost years"?
5. Why did men often play female characters in theatre performances?
6. How many plays did William Shakespeare write?
 - a. 7
 - b. 17
 - c. 37
7. Name one of William Shakespeare's tragedies.
8. How many words did Shakespeare introduce to the English language? Name one.
9. What Shakespeare play is The Lion King based on?
10. What was surprising about this story?

Activity: Personal response

Write a personal response to the BTN *Shakespeare* story. Ask students to finish one or more of the following incomplete sentences:

- William Shakespeare was a famous...
- It was interesting to learn...
- It was surprising to learn that...
- It's important to remember Shakespeare because...
- These are five words that I would use to describe William Shakespeare...



Activity: Inquiry

Discuss the story as a class and ask students to pose questions about William Shakespeare, a famous English playwright, poet, and actor.

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KEY LEARNING

Students will explore the meaning, use and form of Shakespeare's language. Students will experiment with language to create their own 'Shakespearean' words. Students will learn more about the life and work of William Shakespeare.

CURRICULUM

English – Year 5

Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words.

Explore less common plurals and understand how a suffix changes the meaning or grammatical form of a word.

English – Year 6

Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words.

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse.

English – Year 7

Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them.

They can develop their own key questions to investigate or respond to one or more of the questions below. Students can complete the following KWLH organiser to explore their knowledge and consider what they would like to know and learn. Below are some possible questions for students to research.

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

- Who is William Shakespeare? Use a timeline to record the significant events in William Shakespeare's life.
- Why is William Shakespeare remembered as a significant person? Create a biography to tell us more about William Shakespeare.
- Do you think it is important that we learn more about William Shakespeare? Why or why not?
- How do primary sources (for example photos, letters, diaries and official documents) help us understand what might have happened at a place in time? Find 1 or 2 primary sources that help you learn more about the life of William Shakespeare.
- What are some of the key events in the life of William Shakespeare? Write a summary for one key event, which answers the 5 W's – Who, What, Where, When and Why?
- How did William Shakespeare influence the English language?
- What era did William Shakespeare live in? Explore what it was like to live during this era.
- What are some of William Shakespeare's greatest plays? Choose one of his stories that interests you and find an interesting way to teach your classmates about an aspect of the story. For example:
 - Retell the story in the form of a children's picture book.
 - Make a comic book telling the story.
 - Choose your favourite scene from the story and write a rap using Shakespearean language.
- Imagine you could sit down and talk to William Shakespeare. What questions would you ask him about his life and achievements?

Primary and Secondary sources

Students will collect and record information from a wide variety of primary and secondary sources and present the information they find in an interesting way.

- Primary sources – Through using primary sources, that is a document like a diary, paintings or a physical object such as stone tools, that was written or created at a particular time, we can gain an understanding of what might have happened at a place in time.
- Secondary sources – Secondary sources are documents written after an event has occurred, providing "second-hand" accounts of that event, person, or topic. Unlike primary sources, which provide first-hand accounts, secondary sources offer different perspectives, analysis, and conclusions of those accounts.

As part of their research, students will need to:

- Use appropriate terms and concepts in their presentation and refer to evidence and sources. Write down the name of the source of the information.

- Look for facts and opinions that answer their inquiry question/s. Write down using their own words facts and opinions from the source.

Activity: Everyday Shakespearean language

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

Belongings	Eyeball	Uncomfortable
Manager	Fashionable	Break the ice
Wild-goose chase	Cruel to be kind	The world is my oyster

As a class, watch [Shakespeare: The History of English](#) for a fun animated look at the words and phrases invented by Shakespeare.

Ask students what Shakespearean phrases and words they use in their everyday conversation. Students will write a list of Shakespearean words and phrases they use and then complete the following:

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

Activity: Invent a word

Challenge students to invent their own word which they would like introduced into the English language. Students will invent a word they believe we need or is missing from the English language. Students will then try to get their classmates to use the word with the aim to get the word to 'stick' and become a part of their everyday language. Encourage students to have fun inventing their new words!

Students will experiment with grammar to invent their new word (see below for tips on how to write like William Shakespeare). To invent a new word, students can:

- Change a noun into a verb.
- Change a verb into an adjective.
- Connect two words together.
- Add a prefix or suffix.
- Make up a word which is completely original!

Students will share their invented words with the class and create a class dictionary which contains all of their words and meanings. Students will find a creative way to use as many of the new words as they can, for example a word search or a rap.

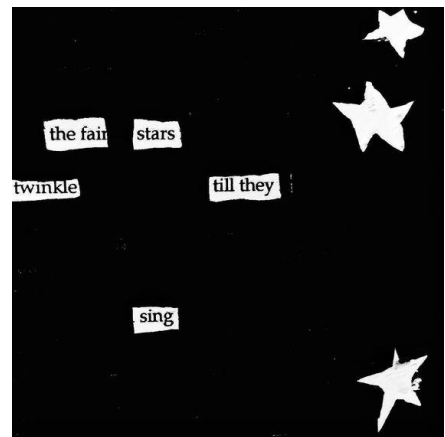
Reflection

- How successful were you in getting your classmates to use your new word? Hold a class poll to see which word was most popular.
- What did you enjoy about this activity?

Activity: Blackout poetry

This fun classroom activity is a great way to get your students excited about poetry. Provide a collection of excerpts (photocopied from his books or poems) written by William Shakespeare which can be cut-up and drawn on, as well as a selection of coloured markers and pencils. Students will then follow these steps to create their own blackout poem:

- Choose one page of text from a book or poem written by William Shakespeare. Photocopy the page which you will use to create your own blackout poem.
- Using your eyes, scan the page of text, looking for prominent or striking words which will form part of your poem. Circle your first word using a pen or pencil.
- Continue scanning the text and circling words, sentences and letters to create a poem.
- Scribble over or black out any words that aren't part of your poem. What you will be left with are the prominent words which form your blackout poem.



Useful Websites

- [Shakespeare](#) – BTN
- [Modern Shakespeare](#) – BTN
- [Shakespeare in School](#) – BTN
- [Globe Theatre](#) – BTN
- [The History of English Shakespeare](#) – YouTube
- [Playground \(interactive\)](#) – Shakespeare's Globe