

# Shakespeare

SAMPLE





## About the Course

As foundational and influential English texts, students read three Shakespeare plays per year - usually a tragedy, a comedy, and a history (occasionally also connected to the historical time period). This year's plays are *The Tempest*, *Henry IV Part 2*, and *The Winter's Tale*.

Shakespeare: Grades 5-8

William Shakespeare (1564-1616) is perhaps the greatest writer in the English language. Reading and speaking his beautiful words will delight students as they learn his timeless stories, meet a variety of characters, enrich their minds, and instruct their consciences. Students will begin by simply enjoying the plays and later by writing short compositions, comparisons, and commonplace entries. Shakespeare covers the wide panorama of human experience through his nearly 40 plays; the comedies, tragedies, and histories that students read will spark their imaginations with stories that transcend time and culture.



## Placement & Combining Tips

Most Shakespeare lessons are shared with Grades 5-12. Students new to Shakespeare may choose to start with the Shakespeare Beginner Track lessons for two terms to ease into the plays.



## Scheduling

GRADE	SCHEDULE INFO.	BOOKS
5-8	Shakespeare: Grades 5-8 1 time/week 30 min	<i>The Tempest</i> <i>The Tempest</i> (Audio recording) <i>Henry IV Part 2</i> <i>Henry IV Part 2</i> (Audio recording) <i>The Winter's Tale</i> <i>The Winter's Tale</i> (Audio recording)

### Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Shakespeare: Grades 5-8</b>				
	Shakespeare: Grades 5-8			



## Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

**LINKS:** Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Shakespeare: Grades 5-8

You may want to read "Shakespeare and a Christian Worldview," which is Ch. 9 in the book

Echoes of Eden – Reflections on Christianity, Literature, and the Arts by Jerram Barrs. This is an excellent overview of why Shakespeare is important for everyone to know, including Christians.

- If your students are new to Shakespeare, read the tips for beginners (Found in the Appendix link)
- You may want to read a retelling beforehand so you are familiar with the play. (Suggestions found in Extra Helpings)
- Read the discussion questions and skim the summaries of each scene each week before the reading to help guide emphasis and discussion with your students.
- Consider purchasing puppets to use while reading to keep track of all the characters.

#### NOTE on VERSIONS

Students should have an unabridged copy that is not in a modern language edition, such as the ones linked in the program. The language complexity gets easier to understand with practice. (Note: Shakespeare's work does often contain bawdy jokes or off-color content that will go over the heads of students if left in its original form; a modern language version will lay it all right out there in plain, modern English.) We like the Folger editions because they are inexpensive, the lines are numbered (making it easy to find your place), and they contain good notes. These are available on the Folger website as free PDFs as well, though the notes are omitted.

#### NOTE on CONTENT

Teachers are sometimes wary of reading Shakespeare with their students because the plays do contain material that they would deem inappropriate. The Alveary generally follows Mason's programs for younger students. That does not mean, however, that your student will never encounter anything unsavory. Our best advice is to read in such a way that these things are moved over quickly, without added attention being drawn to them. Mason assures us that Shakespeare provides students with rich language and character lessons that are unparalleled.



## Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

### Shakespeare: Grades 5-8



The Tempest



The Tempest (Audio recording)



Henry IV Part 2



Henry IV Part 2 (Audio recording)



The Winter's Tale



The Winter's Tale (Audio recording)



## Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

∞ [View Supply List Details](#)

## Shakespeare: Grades 5-8



The Tempest Painted Puppets



The Tempest Black & White Puppets



Henry IV Part 2 Painted Puppets



Henry IV Part 2 Black & White Puppets



The Winter's Tale Painted Puppets



The Winter's Tale Black & White Puppets



## Quick Links

### Shakespeare: Grades 5-8

- ∞ [Extra Helpings](#)
- ∞ [Relational Methods, Sec. 9: How to Teach Shakespeare](#)
- ∞ [Appendix: Ideas for Students New to Shakespeare](#)

Click THIS text  
or scan the QR  
code for links.



SAMPLE

# Shakespeare: Grades 5-8

## How To Teach



### Prepare

- Read through the lesson and gather any materials or find any necessary links.
- If you have not already read the book, you may want to read the selected pages in advance, especially for Shakespeare lessons. It is helpful to read the play or a preview of it beforehand.
- Choose which books to have students start reading independently (General Literature selections are especially good for independent work).



### Recap

- Connect back to the previous lesson. Ask students to give a summary of what they remember and/or predict what might come next. (Full narration is not necessary.)
- If students have difficulty recalling, teachers might try showing them an illustration, sharing something that the teacher remembers, or prompting them with the first sentence of the last reading. This will often refresh their memory enough to allow them to recall.
- If students still cannot recall anything from the last reading, then teachers might consider continuing anyway (with a shorter reading and/or using a combination of visual and audio support this time) or repeating the last lesson, depending on the reading and the nature of the book.



### Introduce

- Use a picture, map, or engaging question to pique the student's interest in the day's lesson.
- If necessary, you may talk about one or two unfamiliar words that will be crucial to understanding.



### Read

- Read the day's passage aloud or have students read independently. For Shakespeare, it is highly recommended that each student have their own copy of the play and that you read it aloud together or read along and underline/make notes while listening to the audio recording.
- Use supportive strategies and educational tools to reduce frustration and better engage the mind, as appropriate. These could include, but are not limited to, the use of eBooks, pictures, audio, read-aloud, buddy reading, colored reading strips, etc.
- Some students may benefit from having a notebook or piece of scrap paper available to externalize ideas by drawing, recording names, or making symbolic 'squiggle' notes.
- Students who have a difficult time sitting still or listening may benefit from: a fidget of their choice, such as a piece of putty or clay or an afghan; flexible positioning, such as a wobble seat or inverted sitting; or sensory modulation, such as a weighted vest or blanket or adjustment of light, temperature, or sound.



### Narrate

- Have students retell the passage orally or in writing. If writing, encourage students to use the full remaining lesson time and include as much detail as they can remember. For Shakespeare or challenging books, it may be helpful to narrate more frequently and/or use props.
- Alternatively, learners may use words, pictures, Legos, dolls, etc., to process and convey ideas

in the manner most natural to them.

- Students who used paper or a notebook to externalize may refer to these for support. Other students who need external support may benefit from looking at a map or picture from the book while narrating.
- Students who tend to use the same type of narration all the time can be encouraged to try another form of narration by first doing it together through play or discussion.
- Teachers may take turns to model.
- Narration is a complex skill that requires the coordination of several parts of the brain. If a student struggles to narrate in general, with a specific subject or book, or on one day but not others, then this is an opportunity to learn. Observe when they struggle with this or any other activity today; notice facial expressions and body language; listen to what they tell you about why it is hard or how they feel about it. Take note of these observations for later, tell them that you see how hard they are working, and then offer whatever support they need to end on a positive note or take a break for the day, if necessary.



## Discuss

- Give the student an opportunity to share thoughts on the lesson and any connections made.
- To stimulate discussion, you could ask them what they thought about the passage or ask an open-ended question.



## Term 1

### WEEK 1 30m Shakespeare: Grades 5-8 - Lesson 1

Materials: The Tempest

PREP: Read an overview of the play (one synopsis is located at the beginning of the Folger edition of the play). If you are not familiar with the play, you will want to read other retellings. We highly suggest *Stories from Shakespeare* by Marchette Chute. Resources are listed on the Extra Helpings Page. Also, be sure to read the note about mature content and language in Shakespeare in the Planning and Prep section.

#### → INTRO

- What makes a tragedy a tragedy or a comedy a comedy?
- Our play this term is sometimes called a tragicomedy because it has both comedic and tragic elements. Overall, the play has a happy ending, which places it in the comedic category. The name of the play, "The Tempest," means "a violent storm," and it will give us lots of things to ponder about power, betrayal, magic, slavery, and the restoration of relationships.
- Take time to review the elements of tragedy and comedy before beginning.  
∞ Link: Genres of Shakespeare

#### → READ, NARRATE, & DISCUSS

Act 1: Scene 1-2 p.7-25 "Boatswain!" - "Approach, my Ariel. Come."

- How do each of the characters respond to the storm? What is the tone of this scene?
- Re-read lines 84-95. Discuss the context this gives for the story.
- Put the following quote from Miranda into your own words. What does it tell us about what Miranda is like?

"A brave vessel,  
Who had, no doubt, some noble creature in her,  
Dashed all to pieces. O, the cry did knock  
Against my very heart! Poor souls, they perished.  
Had I been any god of power, I would  
Have sunk the sea within the earth or ere  
It should the good ship so have swallowed, and  
The fraughting souls within her."

#### ★ TEACHER TIP

Take turns reading the play aloud if using these lessons in a group. We recommend reading the summaries of each scene to briefly preview content and help orient students.

### WEEK 2 30m Shakespeare: Grades 5-8 - Lesson 2

Materials: The Tempest

#### → RECAP

How did Prospero and Miranda come to be on the island?

#### → INTRO

The Tempest explores the theme of power, and we see this in Prospero's relationships. Watch a portion of Act 1, Scene 2, to learn more about Prospero's relationship to Ariel.  
∞ Video Link: Act 1, Scene 2

#### → READ, NARRATE, & DISCUSS

Act 1 Scene 2 p.25-39 "All hail, great master!" - "So, slave, hence."

- How would you describe Prospero's relationship between Caliban and

# Shakespeare: Grades 5-8

[Click THIS text or scan the QR code for links.](#)



## Term 1

Ariel?

- Put this quote by Caliban into your own words: "This island's mine by Sycorax, my mother, Which thou tak'st from me."

### WEEK 3 30m Shakespeare: Grades 5-8 - Lesson 3

Materials: The Tempest

#### → RECAP

Think back on what you learned about Ariel and Caliban through Prospero's conversations with and about them. What is your opinion of Prospero at this point?

#### → READ, NARRATE, & DISCUSS

Act 1 Scene 2 p.41-49 "Come unto these" - "Speak not for him."

- What does Ferdinand think of Miranda? How do you think this relationship will develop or change?

#### → ACTIVITY

With the remaining time, let's dig into Caliban's speech from earlier in this scene to work to stretch our imaginations and seek to understand his world from his perspective as well as Prospero's.

∞ Link: Caliban Visual

#### ★ TEACHER NOTE

The activity at the end of the lesson requires you to be present. Also, there are more layers to the activity than will likely fit in the remaining time after the reading is done. The point is to practice seeing the play from a different perspective, so feel free to stop at the end of the lesson time and move on, or continue the activity if desired and time allows.