**English 12 “Shakespearience”**

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

Partners: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Play: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What is the “Shakespearience”?**

Over the next month, we will enjoy a taste of experiencing Shakespeare. You will learn some of Shakespeare’s most important stories and themes. You will also learn some of his most famous quotes and be able to interpret their significance.

**Why Shakespeare?**

Shakespeare is the most famous writer in the English language. His words are more alluded to that any text other than the Bible. Shakespeare was a master wordsmith. As we experience his writing, we will be exposed to language that is beautiful, witty, and wise. Shakespeare was also a master storyteller. His plays explores themes that are universal and that present powerful characters that people continue to connect with and allude to today. Familiarity with Shakespeare is part of being a culturally-literate, educated person.

**What will we do?**

Working collaboratively with a small group, you will become familiar with one of Shakespeare’s plays. Each group will watch the play from start to finish and analyze its plot structure, characters, and important themes. You will also learn and interpret some of its famous language. Each group will give a 20–25 minute presentation on the play, teaching the class in a way that they will understand and remember it.

**Due Dates**

* Story Grammar analysis sheet & Plot Diagram – April 3
* Watch a film version of the play – April 14
* Character Analysis – April 14
* Speech Analysis – April 16
* Presentation outline – April 16
* Class presentations – April 22 & April 24

**Assignment Checklist**

1. Read a plot overview and watch a film version of the play (it must use Shakespeare’s original script).

Director of the version: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year created: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Main actors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Producers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As you watch, be on the lookout for important scenes to share with the class.

1. Story Grammar analysis sheet

(This will be covered in class on April 1.)

1. Plot Diagram

\* Create a one-page pictorial summary of your play. (It could be front & back if needed.)

\* Include:

* Drawings that symbolize or represent the “feeling” of the play
* Main characters
* Locations
* 3–4 major complications from the play

 \* It can be hand-drawn or completed on a computer. Add color.

 \* It must look neat and careful and should be complete. Be creative!

1. Character Analysis

\* Create a characterization project for 2 major characters from the play.

 Option A: Create Facebook pages for the characters.

 Option B: Create music playlists for the characters.

Option C: Create symbol portraits for the characters.

Draw or find a picture of how you think each character looks. Draw a “bubble” from each character’s mind to show what he/she is thinking. In the bubble, draw three symbols that represent the character’s thoughts. Draw a “bubble” from each character’s mouth to show what he/she says. Find and write five important lines from the play that he/she says.

\*These may be hand-drawn or completed with magazine pictures or on the computer. They should look neat and careful and be complete.

1. Speech Analysis

***NOTE: This assignment needs to be completed individually by each member of the group. Each group member should analyze a separate speech.***

\* Choose an important speech by a major character from your play and complete an analysis of the meaning and tone.

\* This assignment will be covered more fully in class on April 14. Before then, you will want to each select a speech for the assignment.

1. Presentation

\*You should divide your time into these three sections:

1. Teach the story. Cover the main characters, plot line, major conflicts, and resolution.
2. Discuss universal themes. Explain how the story demonstrates the main theme. Relate the theme to other works of art and make connections to world events and to life. You might find allusions to this play in other words or art or in advertisements, pop culture, etc.
3. Teach important quotes and analyze them, showing how they fit in with the plot, how they add to the theme, and how they demonstrate the beauty of Shakespeare’s language, the wit and wisdom of the author, and the relevance to our lives today.

\* You should use visuals to reinforce your main points. These could be handouts, posters, or presentation software (PowerPoint, Prezi, etc.), including visuals made for other parts of this assignment. Whatever media you use, be sure that the visuals are big enough to be seen from the back of the room.

\* You may show video clips from the play to make it more vivid for your audience. You could also act out parts of the play.