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Resource ID#: 164904

Primary Type: Lesson Plan
Modern Day Shakespeare

In this lesson students will recite, translate and act out a Shakespearian duet. Students will first reach the duet as written, then break down the language into contemporary English. The lesson will conclude with students performing the duet for the class.

Subject(s): Theatre

Grade Level(s): 9

Intended Audience: [Educators](#)

Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection, Interactive Whiteboard, LCD Projector, Overhead Projector

Instructional Time: 3 Hour(s)

Resource supports reading in content area: Yes

Keywords: Shakespeare, translate, plays, theater

Resource Collection: Arts for a Complete Education (ACE)

LESSON CONTENT

Lesson Plan Template: General Lesson Plan

Learning Objectives: What should students know and be able to do as a result of this lesson?

Students will be able to analyze a Shakespearian text by breaking it down the language into modern English.

Students will be able to analyze how Shakespeare's play reflects the social aspects of their day and how that compares to today.

Prior Knowledge: What prior knowledge should students have for this lesson?

Students should be familiar with the works of William Shakespeare.

Guiding Questions: What are the guiding questions for this lesson?

What is Shakespeare trying to say?

What differences and similarities do you find in Shakespeares text vs. modern English?

Teaching Phase: How will the teacher present the concept or skill to students?

Select a quote from a Shakespeare play. Have students respond to the quote: what does it mean to you? How would you interpret this in modern English?

Have a few students briefly share their personal interpretations of what the quote means.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

Re-read the quote again, and together as a class, break down the meaning of the quote in modern English.

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

Organize the class into small groups of two-three students (depending on the scene) and inform groups that today they will break-down the text, analyzing its content, and then modernizing its content for a contemporary audience.

Have several scenes from Shakespeare's work for students to choose from (ranging from 2-3 scene partners)

Instruct each group to write an adaptation of their chosen scene by changing the context of the speech to apply to a more modern setting. Students could elect to simply substitute modern slang terms for archaic ones, or as a more challenging translation, students could write a satire based on the scene and an event in modern times.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

Have each duet (or ensemble) present its original translation of their Shakespearian scene.

After each group's performance, discuss how the modernized versions compare to the original play. Was there meaning that was lost in the translation process? Was their meaning that was gained?

Summative Assessment

The students understanding can be assessed by the final scene performance. Was the student(s) able to portray the meaning of the play in modern English? Did the student demonstrate comprehension of the script?

The students scene work can be assessed on creativity and their demonstration of varying the language in the original scene.

Formative Assessment

As a class group, take one Shakespeare scene and break down the language as a group. Ask students what a line means and have students turn and talk. As the students discuss with their partners, circulate and check for understanding.

Feedback to Students

Feedback to students will be continual throughout the lesson, at integral points in the lesson, teacher should stop, discuss and give feedback.

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:

Students needing extra assistance shall be in close proximity to the teacher.

Teacher to provide verbal/ non-verbal cues

Teacher to break larger tasks into smaller steps

Provide students needing extra assistance with small group instruction

Extensions:

Have students write a reflection of the piece, comparing the Shakespeare version with the modern version. How are they similar, how has the meaning changed? How do you think Shakespeare would have written differently if he was born in modern times?

Suggested Technology: Computer for Presenter, Computers for Students, Internet Connection, Interactive Whiteboard, LCD Projector, Overhead Projector

Special Materials Needed:

student notebooks

pencils

props for acting

Shakespeare scenes (copies of scenes with 2-3 characters)

SOURCE AND ACCESS INFORMATION

Contributed by: Pamela Haas

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District/Organization of Contributor(s): Osceola

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Related Standards

| Name | Description |
|-------------------------------|--|
| TH.912.H.1.1: | Analyze how playwrights' work reflects the cultural and socio-political framework in which it was created. |
| TH.912.H.3.1: | Apply critical-thinking and problem-solving skills used in theatre collaboration to develop creative solutions to real-life issues. Remarks/Examples: e.g., time management, interpersonal skills, making priorities |
| TH.912.O.1.1: | Research and analyze a dramatic text by breaking it down into its basic, structural elements to support development of a directorial concept, characterization, and design. Remarks/Examples: e.g., beats, actions, subtext |
| TH.912.O.2.6: | Deconstruct a play, using an established theory, to understand its dramatic structure. Remarks/Examples: e.g., Aristotle's Poetics |
| | Demonstrate an understanding of a dramatic work by developing a character analysis for one or more of its major |

[TH.912.S.2.3:](#)

characters and show how the analysis clarifies the character's physical and emotional dimensions.

Remarks/Examples:

e.g., relationships, wants, needs, motivations