



EXPEDITIONARY
LEARNING

Grade 8: Module 2B: Unit 1: Lesson 1

Launching the Module: The Universal Appeal of Shakespeare, Part 1



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can evaluate the advantages and disadvantages of using different media to present an idea. (RI.8.7)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can describe information from images about the universal appeal of Shakespeare.• I can explain the advantages and disadvantages of gathering information from images.	<ul style="list-style-type: none">• Notice/Wonder note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader: Gallery Walk (15 minutes) Reviewing Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> “The Lure of Shakespeare”: Read-aloud (20 minutes) Closing and Assessment <ol style="list-style-type: none"> Debriefing Learning Targets (5 minutes) Homework <ol style="list-style-type: none"> Complete the Advantages/Disadvantages T-chart. 	<ul style="list-style-type: none"> This lesson launches Module 2B and begins to build students’ background knowledge about the universal appeal of William Shakespeare’s works. As students engage in a Gallery Walk, they use images to help build this background knowledge. Students also read along as the teacher reads aloud a text that further develops their background knowledge about Shakespeare. This read-aloud gives students a chance to hear a fluent reader model difficult text. This is a “pure” read-aloud, with no interruptions. Read to model fluency and help build understanding. Students then consider the advantages and disadvantages of learning about Shakespeare from images and text. This is a two-part lesson. Students will return to the topic of the universal appeal of Shakespeare in Lesson 7. Hold on to the Gallery Walk images to use again in that lesson. In advance: Review the Gallery Walk protocol (see Appendix); prepare and post the photographs for the Gallery Walk (see links in the supporting materials). Post: Learning targets.

Lesson Vocabulary	Materials
inferences, universal appeal, images, advantages, disadvantages, lure	<ul style="list-style-type: none"> Gallery Walk image sources (for teacher reference; see Teaching Note) Notice/Wonder note-catcher (one per student and one to display) Document camera Timer “The Lure of Shakespeare” (one per student and one for read-aloud) Advantages/Disadvantages T-chart (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Gallery Walk (15 minutes)</p> <ul style="list-style-type: none">• In advance, be sure to have posted the images from the Gallery Walk image sources throughout the room (or along the hallway outside the classroom).• Distribute the Notice/Wonder note-catcher and display a copy on a document camera.• Explain the Gallery Walk protocol. Tell students that in a moment, they will examine several images that are posted. At each image, they should pause and capture specific details they notice (e.g., “Actors on stage,” “Children performing a play”) and the things they wonder about (“I wonder what play they are performing?” or “In what country is this play being performed?”)• Tell students that they will have just a minute at each image and that they might not get to all of the images.• You might need to coach your students about your expectations for safe movement and for quiet voices during this work period:<ul style="list-style-type: none">* “As you move from image to image, there is no need to engage in side conversations. I expect ‘zero’ voice levels during this time. Also, please move carefully, taking care not to bump into one another.”)• Invite students to begin. Use a timer set to 7 minutes to keep students focused on the gallery. As the class completes this activity, circulate to observe and support as needed.• After about 7 minutes, ask students to return to their seats.• Cold call several students to share what they noticed and wondered.• Review for students that when they use their background knowledge to add meaning to an image or text, they are making <i>inferences</i>.• Ask:<ul style="list-style-type: none">* “What do all of these images have in common?”• Invite students to turn and talk to a partner about this question. While pairs discuss, circulate and probe to encourage them to move beyond the literal of what they see in the images to what they infer about the images.• Cold call pairs to share their thinking.	<ul style="list-style-type: none">• Students engaged in a similar Gallery Walk in Module 1, Unit 1, Lesson 1. They may benefit from engaging in the Gallery Walk with assigned partners to control the sharing and processing they are doing during this time.• Consider partnering ELLs who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Share with students that all of these images have to do with William Shakespeare. Point out that there are some images of children, prisoners, and the elderly performing Shakespeare. There are images of a play by William Shakespeare, <i>A Midsummer Night's Dream</i>, being performed in Africa and Korea. There are also images of playbills or advertisements of different productions of <i>A Midsummer Night's Dream</i>, and there is a traditional image of William Shakespeare. • Invite students to turn and talk: <ul style="list-style-type: none"> * “Based on all of these images (people of different walks of life, ages, nationalities, etc.), what are some conclusions or inferences you can make about Shakespeare’s works?” • Cold call several pairs. Ideally, students will recognize that Shakespeare’s works are appealing to people across time and cultures. (You will revisit this concept in Lesson 7; do not worry if students’ ideas are somewhat ill-formed or superficial at this point.) 	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Invite a student to read aloud the first learning target: <ul style="list-style-type: none"> * “I can describe the information from images about the universal appeal of Shakespeare.” • Tell students that they are used to reading words to gather information about something, and today they “read” a different type of text. They looked at <i>images</i> such as paintings, photographs, lists, etc., to gather information. • Share that in Module 1, students studied the universal refugee experience, and in today’s Gallery Walk, they looked at images that show the <i>universal appeal</i> of Shakespeare. Invite students to turn and talk: <ul style="list-style-type: none"> * “What might the term <i>universal</i> mean?” • Cold call pairs to share their thinking. Be sure they understand that the phrase <i>universal appeal</i> refers to the interest and impact of Shakespeare’s works across time, cultures, ages, and walks of life. • Read aloud the second learning target: <ul style="list-style-type: none"> * “I can explain the advantages and disadvantages of gathering information from images.” • Share with students that the experience of looking at images is different from reading about the same topic. Ask: • “What do the words <i>advantages</i> and <i>disadvantages</i> mean?” 	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to turn and talk, then call on volunteers to answer. Draw students' attention to the prefix <i>dis-</i> in the word <i>disadvantage</i>. Remind them that <i>dis-</i> means “not” or “the opposite of something.” An <i>advantage</i> is a positive aspect of something, and a <i>disadvantage</i> is a negative aspect of something. Share with students that they will have time to think about the advantages and disadvantages of looking just at images to understand something.	
Work Time	Meeting Students' Needs
<p>A. “The Lure of Shakespeare”: Read-aloud (20 minutes)</p> <ul style="list-style-type: none">• Explain to students that now that they have built some background knowledge about the universal appeal of Shakespeare by looking at images, they will learn a bit more by reading a text.• Distribute “The Lure of Shakespeare” to students. Explain that the word <i>lure</i> means “attraction” or “appeal.” Cold call a student to predict what this article will be about based on this helpful definition. Ideally, students will understand that this article will be about why people have found Shakespeare’s works to be appealing or interesting.• Invite students to use their copy of the article to read along as you read it aloud.• After reading, have students turn and talk to a partner:<ul style="list-style-type: none">* “What else did you learn about the universal appeal of Shakespeare from this article?”• Cold call pairs to share what they learned.• Ask:<ul style="list-style-type: none">* “What was different about learning from the article versus the images?”• Invite students to turn and talk and cold call pairs to share their thinking.	<ul style="list-style-type: none">• This read-aloud supports all learners in building basic background knowledge.



Closing and Assessment	Meeting Students' Needs
<p>A. Debriefing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to turn and talk after reading aloud each learning target:<ul style="list-style-type: none">* “I can describe the information from images about the universal appeal of Shakespeare.”* “I can explain the advantages and disadvantages of gathering information from images.”• Distribute the Advantages/Disadvantages T-chart and explain that students will have an opportunity to think about and write about their learning from images and text for homework. Orient them to the handout and clarify as needed.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete the Advantages/Disadvantages T-chart.	



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Supporting Materials



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Gallery Walk Image Sources
(For Teacher Reference)

Title to display under image	Image source
Children performing AMND	http://www.shakespeareinamericanlife.org/images/midsummer_l.jpg Photo by Lloyd Wolf. Used with permission.
Shakespeare for the elderly	http://assets.nydailynews.com/polopoly_fs/1.160862!/img/httpImage/image.jpg_gen/derivatives/landscape_635/alg-peoples-theater-jpg.jpg Enid Alvarez/News Used with permission
William Shakespeare	http://i.telegraph.co.uk/multimedia/archive/02488/shakespeare_punjab_2488351b.jpg Public domain.
World Shakespeare Festival in Pictures	http://www.nosweatshakespeare.com/shakespeare-festival-in-pictures
Pacific Northwest Ballet	http://www.flickr.com/photos/pacificnorthwestballet/8611337488/ Photo by Pacific Northwest Ballet http://creativecommons.org/licenses/by-nd/2.0/
Archangel	http://www.flickr.com/photos/iagoarchangel/3872234340/ Photo by Jimmy Thomas http://creativecommons.org/licenses/by-sa/2.0/
Shakespeare Carolina	http://www.flickr.com/photos/rtencati/7770076416/ photo by Ron Tencati http://creativecommons.org/licenses/by-nd/2.0/
Midsummer Puck Flying	http://en.wikipedia.org/wiki/File:MidsummerPuckFlying.jpg Pacific Repertory Theatre http://creativecommons.org/licenses/by-sa/3.0/deed.en



Notice/Wonder Note-catcher

Name:

Date:

Notice	Wonder



The Lure of Shakespeare

by Robert Butler

From Past to Present

Many people consider Shakespeare the greatest writer in the English language. His legions of admirers point with awe to the rhythm of his words and the wide range of human emotions he portrays and evokes. But has Shakespeare always been so popular? And how did an Elizabethan actor-turned-playwright become a world-famous figure?

From the start, Shakespeare was popular among the English. Shortly after his death, his plays were published in a collection known as the First Folio (1623), with a poem by Ben Jonson included that featured the lines, "He was not of an age, but for all time!" The memory of Shakespeare remained strong among audiences as well, since his plays were produced regularly by many companies.

But in 1642, during the English Civil War, the theaters of London were closed by order of the Government and remained so for 18 years. By the time they reopened in 1660, styles had changed. The court of the new king wanted a more elegant, refined, classical world, and Shakespeare struck them as coarse in his language and careless in his plots. His comedies, in particular, fell out of favor as the years passed.

By the 1700s, however, a turnaround had begun. The first new edition of his plays in nearly a century, along with the first biography ever written, appeared in 1709 and immediately sparked a Shakespeare revival. Despite continuing questions about his style, which led many producers to cut or alter his plays (sometimes even writing new endings for them), audiences were enthusiastic. Great performances also helped. David Garrick, the greatest actor of the century, and Sarah Siddons, the greatest actress, were both enthusiastic

Shakespeare supporters and starred in many of his plays at the Drury Lane Theatre.

In the 1800s, Shakespeare's popularity soared. Multivolume editions of his plays were published, exuberant productions and extravagant sets supported stars such as Fanny Kemble and Edmund Kean, and touring companies brought small-scale versions of Shakespeare to towns and villages everywhere.

In the 20th century, Shakespeare remained as popular as ever, with actors such as Sir Laurence Olivier, Sir John Gielgud, and Kenneth Branagh bringing his characters to life. Students around the world now read Shakespeare in literature classes, and his plays are sometimes staged in modern-day costume to emphasize his significance to today's world.



The Lure of Shakespeare

by Robert Butler

More remarkable is the story of Shakespeare's popularity in other lands.

News of Shakespeare's talent spread even during his lifetime. Occasionally, a foreign merchant or diplomat saw a Shakespearean production. In 1601, the Russian ambassador was present when *Twelfth Night* was first performed. Traveling companies of English actors staged some of Shakespeare's plays in Germany and Poland while the playwright was still alive. But it was the great French author Voltaire who truly popularized Shakespeare beyond English shores in the 1730s. From that time onward, Shakespeare's works have been extensively studied and performed around the world.

In America, copies of the plays are believed to have circulated in the late 1600s, and the first performance was *Romeo and Juliet* in the early 1700s. A century later, Americans practically worshiped Shakespeare. Philosopher and poet Ralph Waldo Emerson called him "the first poet of the world." In the 1900s, Shakespeare's works were being translated and printed in India, Africa, China, and Japan.

In the 20th century, a new medium inspired countless variations on the Shakespeare canon: the movies. Some have been filmed as recreated plays, such as *Romeo and Juliet* (1968) or *Henry V* (1989). Others were adapted stories in modern settings such as *West Side Story* (1961) or *Richard III* (1995). Still others were transposed into stories in a completely different land and culture such as *Ran* (1985), a Japanese tale of samurai based mostly on *King Lear*.

Whether recorded or live, the performance of a major Shakespeare role is traditionally seen as the ultimate test of an actor's ability. From Richard Burbage in the 1500s to Ian McKellen and Judi Dench today, the greatest actors are those who are able to master Shakespeare. By itself, this is the most enduring tribute to the theatrical talent of William Shakespeare, the Bard of Avon.



Advantages/Disadvantages T-Chart

Name:

Date:

Shakespeare Images

What did you learn about the universal appeal of Shakespeare from looking at the images?

What are the advantages of using images in learning about this topic? How is it positive or helpful?

What are the disadvantages of using images in learning about this topic? How is it negative or unhelpful?



What did you learn about the universal appeal of Shakespeare from reading the text?

What are the disadvantages of reading text to learn about this topic? How is it negative or unhelpful?