

Themenkreis „Drama“

Shakespeare's plays – studying extracts and film scenes

by Rainer Jacob

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Kompetenzprofil

- Niveaustufe: B 2/C 1 (Europäischer Referenzrahmen)
 - Kompetenzbereiche: *Reading, writing, listening, speaking, audio-visual comprehension, research, language/English in use (Vocabulary), text and media, intercultural competence*
 - Aufgabenformate: *Reading comprehension, listening comprehension, audio-visual comprehension, working with the text, analyzing texts and videos, analysing stylistic devices, writing a blog entry/creative writing, (writing a) comment, research and presentation, discussion/debate, language/vocabulary work, working in groups*
 - Medien: Sachtexte, Dramen-Auszüge/Gedichte, Podcast, Videoclips, Abbildung, App, Wörterbuch
 - fachübergreifende Aspekte: Text- und Medienkompetenz, Geschichte
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Shakespeare's plays – studying extracts and film scenes

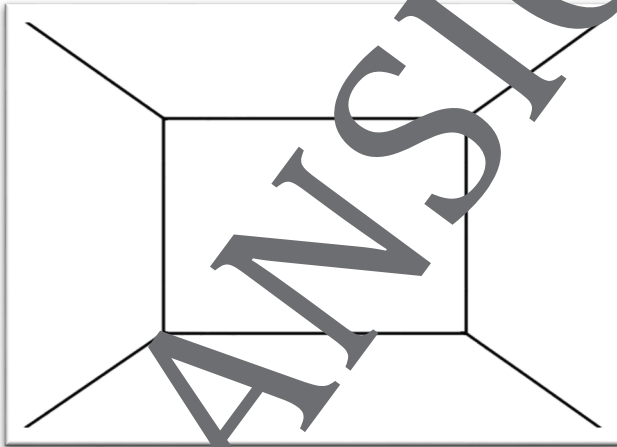
William Shakespeare is by far the most important and influential poet and dramatist of English literature. His plays have been performed worldwide to great acclaim and theatregoers have been fascinated by the plots and the complex characters Shakespeare created for the stage. However, even English native speakers, adults and students alike, find studying the dramas of the world's greatest playwright a challenging exercise. It seems to go without saying that for learners of English as a foreign language, understanding Shakespeare presents almost unsurmountable difficulties. The unit 'Shakespeare's plays – studying extracts and film scenes' aims at facilitating the students' access to the Elizabethan theatre and the Bard's works.

Notes on the material

The material presented here is divided into six topics. **Topic 1** provides background information about Shakespeare's time, his life and career as an actor and playwright in Elizabethan London. It also includes a section about the controversy of Shakespeare's authorship. In **Topic 2**, a podcast review of the film "All Is True" further illustrates salient moments especially in Shakespeare's later life. **Topic 3** focuses on the theatre in Shakespeare's time generally and the conditions in The Globe in particular. The pupils are asked to research the Internet and/or use a free iPad app to explore the subject further. **Topic 4** deals with Shakespeare's language which for many readers and theatregoers today presents one of the main obstacles for an immediate or complete understanding. One of the main reasons for the difficulties in understanding Shakespeare's texts is rooted in different attitudes and capabilities of the audiences in Shakespeare's time and of today respectively. In addition, the section includes a number of phrases which were coined by Shakespeare and are still used today to illustrate the influence of the Bard from Avon on the development of the English language. **Topic 5** contains a sonnet and excerpts

Discussion/ Opinion

3. Get together in groups of maximum four pupils. Discuss your opinions on historical movies like “All Is True” by filling in the placemat. You might include the following aspects:
 Depiction of historical events, perception of the historical person, truth, Hollywood/movie industry, understanding of the events/person
4. Agree on a common opinion, write it down in the centre of your placemat and present it to your class.



INFO	Placemat
<p>Work together in a group with your classmates!</p> <p>Each group gets a piece of paper containing a placemat.</p> <ul style="list-style-type: none"> - Think about the central topic/question/statement for yourself first and write your thoughts down in your allocated space of the placemat. - Turn the placemat clockwise to read the notes of your classmates. Write down possible questions and comments on those notes. - Repeat until you reach your initial space again. - Talk to your group members and agree on one central statement/result/opinion which you write down in the centre of your placemat. - Present your results to the class. 	

Expert-group B

The original Globe and its stage

- a) Research the Internet, covering these aspects about the first Globe
 - the building of the first Globe
 - the first Shakespeare play performed at the Globe
 - the end of the first Globe
- b) Assign the terms or numbers to the corresponding elements in the picture.

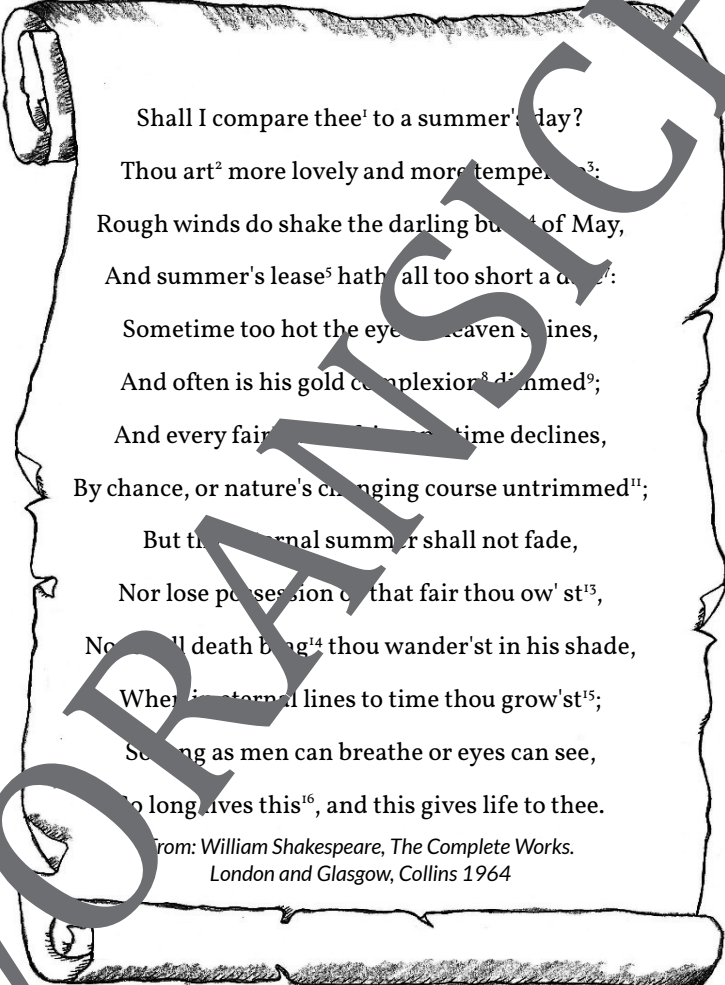


- 1 an stage
- 2 balcony
- 3 cellar ("hell")
- 4 flag pole
- 5 gallery
- 6 groundlings

- 7 huts ("heaven")
- 8 posts
- 9 protecting roof (stage cover)
- 10 recess
- 11 thatched roof

Shakespeare and love – Sonnet 18

Sonnet 18



Shall I compare thee¹ to a summer's day?
Thou art² more lovely and more temperate³;
Rough winds do shake the darling buds⁴ of May,
And summer's lease⁵ hath⁶ all too short a date⁷:
Sometime too hot the eye of heaven shines,
And often is his gold complexion⁸ dimm'd⁹;
And every fair¹⁰ from fair sometime declines,
By chance, or nature's changing course untrimm'd¹¹;
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'¹²st¹³,
Nor shall death brag¹⁴ thou wander'st in his shade,
When in eternal lines to time thou grow'st¹⁵;
So long as men can breathe or eyes can see,
So long lives this¹⁶, and this gives life to thee.

From: William Shakespeare, *The Complete Works*.
London and Glasgow, Collins 1964