

S@P Classroom Activities!

Looking for Classroom activities?

Here are several tested ideas to spark student interest in the Bard...



Memory Book

Students write a summary of their month's work. Activities can be remembered by "Act" or school trimester and "Scene" or month of the year. At the end, students write a couplet that summarizes how they felt about the month or try to substitute Shakespearean language for our modern day English.

Queenbook

This can be a cloth book which includes a biography of Queen Elizabeth I. The summary is written using the Step Up To Writing program used by many schools to teach writing skills.



Birdhouse

This birdhouse displays seeds from the various flowers Shakespeare mentions in his plays. The class then plants a "Shakespeare's Garden," with each child responsible for caring for a plant, such as rosemary, and finding the verse in which the plant was actually mentioned in Shakespeare's work.

Classroom Activities!

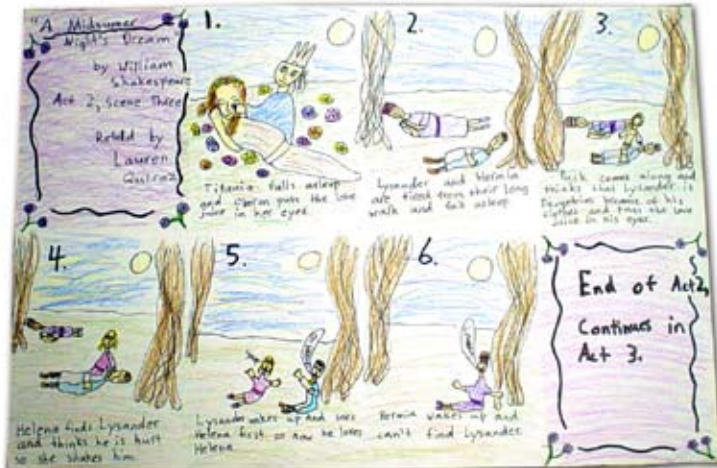
Gameboard

After reading a play, Students create a game board using the characters and problems in the play. They create game cards and tokens and then share their boards with other students.



Storyboard

A storyboard can be created and is based on one favorite scene from a play.



Timeline

After reading Shakespeare's biography, Students draw Shakespeare's portrait and then choose what they felt were the most important events in his life.



Audience Portrait

A portrait is drawn of probable audience members of Shakespeare's plays during his lifetime.



Clay Mask

Students can pick out their favorite character and then make a clay mask of them.

Watercolor

Students can make a painting of a key scene or location in one of Shakespeare's plays. Perhaps a poem accompanies this art form.



Name _____ Date _____

My Six Senses Poem

Directions: Choose the character you are going describe. Then, using your six senses (including an emotion), explain in detail what your character sees, hears, smells, tastes, touches and feels. Be sure to include enough description so that your audience will be able to tell what role your character played in the story or play he or she was in.

I am _____

I see _____

I hear _____

I smell _____

I taste _____

I touch _____

I feel (an emotion) _____

I am _____

Sample Story Frames

Using the story frames, fill in the blanks with information from the play.

Setting Frame

This story takes place _____

I can tell because the author uses words like _____

to tell where and when the story happens.

Plot Frame

This story begins when _____

Then _____

and _____

The story ends when _____

Character Comparison Frame

_____ and _____ are characters in the story.

_____ is _____, while

_____ is _____.

For one thing, _____ tries to _____ and

_____ learns a lesson when _____.

Name _____ Date _____

WILLIAM SHAKESPEARE'S STORYBOARD

In this assignment, you will create a storyboard or comic strip retelling the events of one scene in "A Midsummer Night's Dream." Your story board must include:

1. Your storyboard must begin with a title, your full name and the date.
2. At least 6 separate pictures depicting the scene you have chosen to retell.
3. Each picture should either have a one sentence description or some dialogue to explain what is happening in the picture.
4. The last box in your story board should tell whether there is another scene after your comic strip ends.

Your storyboard will be graded on:

Chronological order of events	1	2	3	4	5
Detail of pictures	1	2	3	4	5
Complete sentences	1	2	3	4	5
Use of adjectives	1	2	3	4	5
Spelling	1	2	3	4	5
Neatness	1	2	3	4	5
Use of color in illustrations	1	2	3	4	5
Creativity	1	2	3	4	5

Total Possible Points 40

Total Points Earned _____

Grade _____

Portrait + 8 life
events for timeline

Name _____ Date _____

Shakespeare Board Game

Directions:

1. Choose at least four characters to be your "markers" for your game. For example, if you are one of the fairies in the play, you might choose to make your four "markers" be King Oberon, Queen Titania, Puck and Peaseblossom.

2. Come up with at least four simple rules to play your game by. For example, you may say that one rule is that in order to determine who goes first, all must roll a die and whoever gets the highest number goes first.

a. _____

b. _____

c. _____

d. _____

e. _____

3. Trace a game board template or create spaces on your own. You may add further exciting adventures within your game board boxes so that when a player lands on that particular box he or she would have to follow extra directions. For example, one box might say: *Puck changes your head to a donkey's head. Lose one turn.* Another box might say: *Queen Titania awakes from her spell and catches Puck before he can turn your head into a meddling ape. Go forward two more spaces.* Try to be creative and use actual language from the script of the play.

4. Add an interesting title, pictures from the play to surround your game board and be sure to include your name and date somewhere on the board.

5. After checking for spelling and grammatical errors and receiving an "OK" from Mrs. B, ink in Sharpie pen (both thick and thin - you decide which is appropriate) and then color in completely in crayon or colored pencil. This project is worth 50 points for your game boxes, 25 points for artwork and 25 points for neatness and creativity = 100 points total. This is your last grade for reading and writing for the year.