## Jefferson City Public Schools–Curriculum

### SUBJECT: Elementary

### COURSE: EER

### STRAND: Shakespeare: Day at the Globe

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment/Evaluation</th>
<th>Instructional Activities</th>
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<tbody>
<tr>
<td>(A) Learn about the life and contributions of Shakespeare</td>
<td>• Student’s self-assessment quiz</td>
<td>• Play “Will the Real Will Shakespeare!!”</td>
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<tr>
<td>View and discuss the appropriate version of a Shakespearian play</td>
<td>• Teacher observation of class discussion</td>
<td>• Complete and discuss a quiz about William Shakespeare</td>
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<td><strong>Performance:</strong> 1.5, 1.6, 1.9, 3.5</td>
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<td>• Watch a 30 minute animated Shakespearian</td>
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<tr>
<td><strong>Knowledge:</strong> (CA) 2,3,7</td>
<td></td>
<td>• Discuss plot and main characters</td>
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<tr>
<td><strong>CAGLE:</strong> R.1.I (Gr. 7)</td>
<td></td>
<td>• Complete “Words, Words, Words”</td>
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<tr>
<td><strong>NETS:</strong> (3-5) 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DOK:</strong> 3</td>
<td></td>
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<p>| (B) Explore the language of Shakespeare’s time                            | Teacher assesses:                                          |                                                             |
| Practice using voice inflection and volume                                 | • speaking activities for inflection and volume             | • Read through the script as a class                        |
| Show comprehension of how language changes over time                      | • application for role assignments                          | • Apply for parts                                           |
| <strong>Performance:</strong> 1.5, 1.6, 1.9, 3.5                                        |                                                             | • Participate in speaking activities emphasizing voice inflection and volume |
| <strong>Knowledge:</strong> (CA) 2,3,7                                                 |                                                             | • Using Shakespearian language, students create insults and compliments saying them to the class with proper voice inflection |
| <strong>CAGLE:</strong> R.1.I (Gr. 6)                                                  |                                                             | • Class discussion – “Our Changing Language”                |
| <strong>NETS:</strong> N/A                                                             |                                                             |                                                             |
| <strong>DOK:</strong> 2                                                                |                                                             |                                                             |</p>
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| **(C)** Explore language unique to the theater | • Teacher observation of “Shakespeare Says”  
• Teacher assesses theater term worksheet  
• Student’s self-assessment of organizer | • Play “Shakespeare Says” to learn theatrical vocabulary  
• Complete a theater term worksheet  
• Read Marcia Williams’s version of a Shakespearian play  
• Complete corresponding organizer  
• Read through a script with assigned parts |
| Comprehend an age appropriate version of a Shakespearian play | Performance: 1.5, 1.6, 2.4, 3.1, 3.4-3.8  
Knowledge: (CA) 2  
CAGLE: R.2.C (Gr. 6)  
NETS: N/A  
DOK: 2,3 | • Teacher observation of “Shakespeare Says”  
• Teacher assesses theater term worksheet  
• Student’s self-assessment of organizer |
| **(D)** Demonstrate comprehension of Shakespearian vocabulary | • Teacher assessment of Shakespearian scavenger hunt  
• Teacher observation of Orange Game and script reading | • Students read *Kids Discover: Shakespeare*  
• Students complete *Kids Discover: Shakespeare* scavenger hunt  
• Read a script – emphasize inflection  
• Orange Game – emphasize inflection  
• Review vocabulary from a play  
• Students work in pairs to complete a vocabulary activity using a script, glossary, and thesaurus |
| Practice good voice inflection | • Teacher assessment of Shakespearian scavenger hunt  
• Teacher observation of Orange Game and script reading | • Students read *Kids Discover: Shakespeare*  
• Students complete *Kids Discover: Shakespeare* scavenger hunt  
• Read a script – emphasize inflection  
• Orange Game – emphasize inflection  
• Review vocabulary from a play  
• Students work in pairs to complete a vocabulary activity using a script, glossary, and thesaurus |
| Comprehend Shakespearian times and life | Performance: 1.5, 1.6, 2.4, 3.5  
Knowledge: (CA) 2,3  
CAGLE: R.1.E (Gr. 7); R.3.Ab (Gr. 6)  
NETS: N/A  
DOK: 2 | • Teacher observation  
• Student assesses:  
• “Who Am I?”  
• vocabulary activity  
• Teacher assesses “Quote Shakespeare, My Dear” |
| **(E)** Demonstrate knowledge of Shakespearian characters | • Teacher observation  
• Student assesses:  
• “Who Am I?”  
• vocabulary activity  
• Teacher assesses “Quote Shakespeare, My Dear” | • Blocking play  
• Practice play  
• Vocabulary activity  
• Complete character activity “Who Am I?”  
• “Quote Shakespeare, My Dear” |
| Practice voice inflection and volume | • Teacher observation  
• Student assesses:  
• “Who Am I?”  
• vocabulary activity  
• Teacher assesses “Quote Shakespeare, My Dear” | • Blocking play  
• Practice play  
• Vocabulary activity  
• Complete character activity “Who Am I?”  
• “Quote Shakespeare, My Dear” |
| Comprehend famous quotes by Shakespeare | • Teacher observation  
• Student assesses:  
• “Who Am I?”  
• vocabulary activity  
• Teacher assesses “Quote Shakespeare, My Dear” | • Blocking play  
• Practice play  
• Vocabulary activity  
• Complete character activity “Who Am I?”  
• “Quote Shakespeare, My Dear” |
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| (F) Demonstrate comprehension of a Shakespearian character by creating a scrapbook page from the character’s point of view | • Teacher observation  
• Student assesses “Globe Guessing”  
• Teacher assesses the scrapbook page using a scoring guide | • Practice play  
• Complete “Globe Guessing”  
• Create a scrapbook page from a character’s point of view |
| Performance: 1.5, 1.6, 1.9, 3.5  
Knowledge: (CA) 2,3,7  
CAGLE: R.1.1 (Gr. 7)  
NETS: N/A  
DOK: 3 | | |
| (G) Perform in a Shakespearian play using effective body language, volume and voice inflection | • Teacher observation  
• Teacher assesses test | • Dress rehearsal  
• Performance  
• Test assessing knowledge of play’ vocabulary, character and plot  
• Discussion of test |
| Performance: 2.1, 2.3, 4.6  
Knowledge: (CA) 1,6  
CAGLE: LS.2.A (Gr. 6)  
NETS: N/A  
DOK: N/A | | |