

# Jefferson City Public Schools–Curriculum

**SUBJECT:** Elementary

**COURSE:** EER

**STRAND: Shakespeare: Day at the Globe**

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) Learn about the life and contributions of Shakespeare</p> <p>View and discuss the appropriate version of a Shakespearian play</p> <p><b>Performance: 1.5, 1.6, 1.9, 3.5</b>  <b>Knowledge: (CA) 2,3,7</b>  <b>CAGLE: R.1.I (Gr. 7)</b>  <b>NETS: (3-5) 8</b>  <b>DOK: 3</b></p>	<ul style="list-style-type: none"> <li>• Student’s self-assessment quiz</li> <li>• Teacher observation of class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Play “Will the Real Will Shakespeare!!”</li> <li>• Complete and discuss a quiz about William Shakespeare</li> <li>• Watch a 30 minute animated Shakespearian</li> <li>• Discuss plot and main characters</li> <li>• Complete “Words, Words, Words”</li> </ul>
<p>(B) Explore the language of Shakespeare’s time</p> <p>Practice using voice inflection and volume</p> <p>Show comprehension of how language changes over time</p> <p><b>Performance: 1.5, 1.6, 1.9, 3.5</b>  <b>Knowledge: (CA) 2,3,7</b>  <b>CAGLE: R.1.I (Gr. 6)</b>  <b>NETS: N/A</b>  <b>DOK: 2</b></p>	<p>Teacher assesses:</p> <ul style="list-style-type: none"> <li>• speaking activities for inflection and volume</li> <li>• application for role assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Read through the script as a class</li> <li>• Apply for parts</li> <li>• Participate in speaking activities emphasizing voice inflection and\ volume</li> <li>• Using Shakespearian language, students create insults and compliments saying them to the class with proper voice inflection</li> <li>• Class discussion – “Our Changing Language”</li> </ul>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(C) Explore language unique to the theater</p> <p>Comprehend an age appropriate version of a Shakespearian play</p> <p><b>Performance: 1.5, 1.6, 2.4, 3.1, 3.4-3.8</b>  <b>Knowledge: (CA) 2</b>  <b>CAGLE: R.2.C (Gr. 6)</b>  <b>NETS: N/A</b>  <b>DOK: 2,3</b></p>	<ul style="list-style-type: none"> <li>• Teacher observation of “Shakespeare Says”</li> <li>• Teacher assesses theater term worksheet</li> <li>• Student’s self-assessment of organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Play “Shakespeare Says” to learn theatrical vocabulary</li> <li>• Complete a theater term worksheet</li> <li>• Read Marcia Williams’s version of a Shakespearian play</li> <li>• Complete corresponding organizer</li> <li>• Read through a script with assigned parts</li> </ul>
<p>(D) Demonstrate comprehension of Shakespearian vocabulary</p> <p>Practice good voice inflection</p> <p>Comprehend Shakespearian times and life</p> <p><b>Performance: 1.5, 1.6, 2.4, 3.5</b>  <b>Knowledge: (CA) 2,3</b>  <b>CAGLE: R.1.E (Gr. 7); R.3.Ab (Gr. 6)</b>  <b>NETS: N/A</b>  <b>DOK: 2</b></p>	<ul style="list-style-type: none"> <li>• Teacher assessment of Shakespearian scavenger hunt</li> <li>• Teacher observation of Orange Game and script reading</li> </ul>	<ul style="list-style-type: none"> <li>• Students read <i>Kids Discover: Shakespeare</i></li> <li>• Students complete <i>Kids Discover: Shakespeare</i> scavenger hunt</li> <li>• Read a script – emphasize inflection</li> <li>• Orange Game – emphasize inflection</li> <li>• Review vocabulary from a play</li> <li>• Students work in pairs to complete a vocabulary activity using a script, glossary, and thesaurus</li> </ul>
<p>(E) Demonstrate knowledge of Shakespearian characters</p> <p>Practice voice inflection and volume</p> <p>Comprehend famous quotes by Shakespeare</p> <p><b>Performance: 1.5, 1.6</b>  <b>Knowledge: (CA) 2,3</b>  <b>CAGLE: R.1.E (Gr. 7)</b>  <b>NETS: N/A</b>  <b>DOK: 2</b></p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student assesses: <ul style="list-style-type: none"> <li>• “Who Am I?”</li> <li>• vocabulary activity</li> </ul> </li> <li>• Teacher assesses “Quote Shakespeare, My Dear”</li> </ul>	<ul style="list-style-type: none"> <li>• Blocking play</li> <li>• Practice play</li> <li>• Vocabulary activity</li> <li>• Complete character activity “Who Am I?”</li> <li>• “Quote Shakespeare, My Dear”</li> </ul>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(F) Demonstrate comprehension of a Shakespearian character by creating a scrapbook page from the character's point of view</p> <p><b>Performance: 1.5, 1.6, 1.9, 3.5</b>  <b>Knowledge: (CA) 2,3,7</b>  <b>CAGLE: R.1.I (Gr. 7)</b>  <b>NETS: N/A</b>  <b>DOK: 3</b></p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student assesses “Globe Guessing”</li> <li>• Teacher assesses the scrapbook page using a scoring guide</li> </ul>	<ul style="list-style-type: none"> <li>• Practice play</li> <li>• Complete “Globe Guessing”</li> <li>• Create a scrapbook page from a character's point of view</li> </ul>
<p>(G) Perform in a Shakespearian play using effective body language, volume and voice inflection</p> <p><b>Performance: 2.1, 2.3, 4.6</b>  <b>Knowledge: (CA) 1,6</b>  <b>CAGLE: LS.2.A (Gr. 6)</b>  <b>NETS: N/A</b>  <b>DOK: N/A</b></p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Teacher assesses test</li> </ul>	<ul style="list-style-type: none"> <li>• Dress rehearsal</li> <li>• Performance</li> <li>• Test assessing knowledge of play' vocabulary, character and plot</li> <li>• Discussion of test</li> </ul>