



Wethersfield Public Schools

WHS Curriculum: Shakespearean Studies

Grade(s)	11-12
Unit Title and Purpose	Unit 1: Shakespeare's Life and Times This unit provides background information on Shakespeare's life and times that can impact interpretation of his works.
Timeframe	Approximately 2 weeks
Vision of the Graduate	
Communicator: Students research a topic to build background knowledge of Shakespeare's life and times, write a written response of their findings and present the information orally to class. Collaborator: Students will research a topic of background knowledge during Shakespeare's life and times, and present the information orally to class.	
Unit Priority Standards	
CCSS.ELA-Literacy.RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-Literacy.RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-Literacy.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS.ELA-Literacy.SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. CCSS.ELA-Literacy.W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-Literacy.W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
Unit Supporting Standards	
CCSS.ELA-Literacy.SL.11-12.1.a/ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CCSS.ELA-Literacy.SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
Essential Questions	
How does understanding the historical, biographical, and dramatic context of Shakespeare's England affect the way we look at his life? How does understanding the historical, biographical, and dramatic context of Shakespeare's England affect the way we interpret his writing?	



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Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Conduct research on a specific topic related to Shakespeare's life and times. 2. Gather relevant information from multiple and varied sources to address an inquiry question. 3. Synthesize and interpret evidence to form a coherent understanding and analyze historical and cultural contexts related to Shakespeare's life. 4. Write a clear and organized response that integrates research findings from multiple sources to effectively communicate ideas. 5. Present information orally in an engaging and understandable way. 6. Practice clarity, articulation, and audience engagement during presentations.	1. Historical Context of Shakespeare's England: • Elizabethan Era (1558–1603) • The English Renaissance • Political Climate • Theatre and Society 2. Biographical Information about Shakespeare: • Shakespeare's Life (1564–1616): What is known • The Mystery of Shakespeare's Life: What remains unknown • Shakespeare's works
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Research one topic on Shakespeare's life and times to support a shared understanding of the context in which Shakespeare lived and wrote. Sample topics include Christopher Marlowe's influence, The Globe Theatre, The Bubonic Plague, Queen Elizabeth and Folios and quartos. • Compose a research paper on the chosen topic, integrating evidence from multiple sources. • Present outcomes of research to the class.	Text: <i>Shakespeare's London</i> Digital: <i>Shakespeare in Love</i>, <i>A&E Biography: Shakespeare</i> Internet Sources with addresses with full title of the site: • Shakespeare in Bits • Shakespeare's Plays • Myshakespeare



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Grade(s)	11-12
Unit Title and Purpose	Unit 2: Sonnets In this unit, students understand the sonnet form, how sonnets may reflect Shakespeare's personal life, and how language can be purposefully ambiguous.
Timeframe	1 week
Vision of the Graduate	
Problem Solver and Collaborator: Students "translate" Shakespeare's sonnets to modern English both as individuals and in groups. Students identify and define words with multiple connotations and denotations.	
Unit Priority Standards	
CCSS.ELA-Literacy.RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-Literacy.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-Literacy.RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. CCSS.ELA-Literacy.RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CCSS.ELA-Literacy.W.11-12.1.b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CCSS.ELA-Literacy.W.11-12.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CCSS.ELA-Literacy.W.11-12.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
Unit Supporting Standards	
CCSS.ELA-Literacy.W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Essential Questions	
How does language function in different contexts? How do language choices affect meaning and style? How do figurative and connotative word choices affect meaning and tone? How does ambiguity create good literature? Why do authors use ambiguity? How does Elizabethan spelling and punctuation affect meaning today? How do readers determine meaning?	



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Why are some interpretations better than others?

What are acceptable interpretations?

How does a writer prove an interpretation?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings 2. "Translate" Shakespearean words into modern equivalents using relevant, precise words and phrases of language. 3. Analyze the impact of the author's word choices and its impact on meaning. 4. Generate a modern interpretation of a Shakespearean text, citing textual evidence to support choices. 5. Analyze English Sonnet form and structure to determine meaning.	1. Language and interpretation are ambiguous. 2. English Sonnet form
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Students independently translate a Shakespearean sonnet into a modern English version with a similar meaning. • Students collaboratively share work and discuss variable interpretations; Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.	Sonnets Dictionary



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Grade(s)	11-12
Unit Title and Purpose	Unit 3: Shakespeare Tragedy #1
Timeframe	Approximately 4 Weeks
Vision of the Graduate	
Communicator and Problem Solver: Students will exchange information with others of diverse viewpoints and backgrounds while analyzing iambic pentameter and rhythm for actors, as well as directors' interpretations and decisions.	
Unit Priority Standards	
CCSS.ELA-Literacy.RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-Literacy.RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-Literacy.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-Literacy.RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) CCSS.ELA-Literacy.RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. CCSS.ELA-Literacy.RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CCSS.ELA-Literacy.WHST.11-12.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CCSS.ELA-Literacy.WHST.11-12.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
Unit Supporting Standards	
CCSS.ELA-Literacy.WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCSS.ELA-Literacy.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	



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Essential Questions	
How do readers create meaning when they read? Which skills are used to create meaning? How do punctuation, grammar and spelling create ambiguity and meaning? How do personal experiences create meaning for readers? What makes an interpretation a strong one? How does viewing a dramatic work show a director's interpretation? How do editors' choices affect our interpretation?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Analyze how the meanings of individual words and phrases contribute to the overall message or theme of the work. 2. Interpret how connotations, historical context, and word choices affect the tone and emotion of a scene. 3. Recognize the rhythm of verse in iambic pentameter and interpret how the rhythm can influence the meaning of the speech, highlight emotion, or underscore a character's psychological state. 4. Interpret how punctuation guides how lines are delivered (pauses, emphases, etc.), affecting the meaning and emotional impact. 5. Use stage directions to interpret a director's vision for the performance and how they shape the delivery of the text. 6. Evaluate a director's interpretation of a script through choices about setting, tone, character portrayal, costume, and blocking; analyze how a director's choices shape the meaning of a scene or speech. 7. Identify shared lines and suspended lines and evaluate their impact on the pacing and emotional tension of a scene. 8. Produce objective summaries of Acts 1-2 and Acts 3-4. 9. Analyze how the visual and auditory elements of a film or performance (such as acting, costumes, music, and sound effects) contribute to the interpretation of a scene or speech; support conclusions with textual analysis.	1. Multiple interpretations of text (including written text and film) are possible and plausible. 2. Punctuation, spelling, stage directions affect how readers and audience interpret Shakespeare. 3. Iambic pentameter guides readers and actors to possible interpretations. 4. Understand plot structure and character arcs in selected texts.



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10. Use text evidence to develop and justify an argument about how a director's choices affect the interpretation of a speech.	
11. Support an Argument with "Textual" Evidence:	
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
- Read aloud Tragedy # 1 in a whole-class setting, with students reading separate roles. - View film version of Tragedy #1 and analyze and evaluate director choices and interpretation of the text. - Listen to an audio version of Tragedy #1 and discuss the themes present across the multiple versions of the text. - Develop summary and characterization studies, with support from interactive resources as needed (e.g., My Shakesepare, Shakespeare in Bits). - myshakespeare.com - shakespeareinbits.com - Apply summarization and interpretation skills to translate speeches of 15 lines or more from selected reading of the play. - Generate a substantial essay(3-5pgs) integrating interpretations from multiple versions of a text.	Texts include a Shakespeare Tragedy, excluding <i>Romeo and Juliet</i> and <i>Macbeth</i>

Grade(s)	11-12
Unit Title and Purpose	Unit 4: Comedy #1
Timeframe	Approximately 3 Weeks
Vision of the Graduate	
Communicator and Problem Solver: Students exchange information with others of diverse viewpoints and backgrounds while actively applying knowledge to personal and community issues.	



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Unit Priority Standards

- CCSS.ELA-Literacy.RL.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.11-12.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-Literacy.RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- CCSS.ELA-Literacy.RL.11-12.5.** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- CCSS.ELA-Literacy.RL.11-12.7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- CCSS.ELA-Literacy.WHST.11-12.1.c.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- CCSS.ELA-Literacy.WHST.11-12.1.d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Unit Supporting Standards

- CCSS.ELA-Literacy.WHST.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.WHST.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-Literacy.RL.11-12.10.** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Essential Questions

- How do readers create meaning when they read? Which skills are used to create meaning?
- How do punctuation, grammar and spelling create ambiguity and meaning?
- How do personal experiences create meaning for readers?
- What makes an interpretation a strong one?
- How does viewing a dramatic work show a director's interpretation?
- How do editors' choices affect our interpretation?
- How do cinematic techniques produce interpretations?
- How do camera angles produce interpretations?



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How does the setting of a film's scene produce interpretations?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
1. Engage with the text through questioning, predicting, and summarizing. 2. Draw inferences and conclusions beyond the literal text, based on context and understanding. 3. Interpret how punctuation and grammar impact the flow and meaning of a text; evaluate how punctuation choices can alter interpretation (e.g., commas, periods, question marks). 4. Support interpretations with clear evidence from the text. 5. Justify how an interpretation aligns logically with the text. 6. Analyze underlying themes, motives, and symbols and how they contribute to meaning in a text. 7. Analyze the significance of cuts, sequencing, and timing in film interpretations to create or alter meaning. 8. Analyze how different camera angles (high, low, or eye-level) impact the viewer's perception of characters or situations, recognizing how angles can suggest dominance, vulnerability, or intimacy.	1. Dramatis persona of plays 2. Dramatic irony 3. Shared themes with other comedy studied 4. Comparing/contrasting concepts of love represented by couples in and between plays
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Identify shared lines and suspended lines; evaluate craft choices and their impact on meaning. • Complete objective plot summaries of Acts 1-2 and Acts 3-4 • Identify specific elements in a film clip that support an analysis of a director's interpretation and contribute to a text's meaning. • Construct an argument of what a director's interpretation of a scene is, providing evidence from multiple sources to justify the argument. • Construct an essay which develops an original interpretation based on word meanings, iambic pentameter, spelling and punctuation, stage directions, and which explains and evaluates a director's interpretation. • Articulate one's own choices for staging a scene, justifying choices with evidence from the text.	Texts include a Shakespeare Comedy Films may include, but are not limited to: <i>Dream, Much Ado About Nothing, As You Like It, 10 Things I Hate About You.</i>



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Grade(s)	11-12
Unit Title and Purpose	Unit 5: Comedy # 2
Timeframe	Approximately 3 weeks
Vision of the Graduate	
Communicator and Problem Solver: Students exchange information with others of diverse viewpoints and backgrounds while actively applying knowledge to both personal and to community issues.	
Unit Priority Standards	



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CCSS.ELA-Literacy.RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-Literacy.WHST.11-12.1.c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.WHST.11-12.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Unit Supporting Standards

CCSS.ELA-Literacy.WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Essential Questions

How do readers create meaning when they read? Which skills are used to create meaning?

How do punctuation, grammar and spelling create ambiguity and meaning?

How do personal experiences create meaning for readers?

What makes an interpretation a strong one?

What film techniques reveal a director's interpretation?

How do editors' choices affect our interpretation?

Performance Expectations:
Skills

Performance Expectations:
Essential Knowledge/Concepts



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1. Apply strategies to independently comprehend, interpret, and evaluate complex texts, including using knowledge of word meanings and connections to other texts, and understanding text features like structure and context. 2. Apply knowledge of language structure, conventions (e.g., spelling, punctuation), media techniques, figurative language, and genre to discuss and critically evaluate texts. 3. Use a variety of technological and information resources to gather, synthesize, create, and communicate knowledge	1. Concept of dramatic irony 2. Style and setting of different film versions of the same play
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
• Trace and evaluate development of plot and characters through class discussions aligned with each act. • Individually and collaboratively reflect on the use of dramatic irony and common themes, and evaluate their impact on interpretation and meaning. • Generate an analytical essay, developing a critical interpretation supported by evidence from multiple texts. Respond to critical feedback from peers and teacher.	Texts include a Shakespeare Comedy Films may include, but are not limited to: <i>Dream, Much Ado About Nothing, As You Like It, 10 Things I Hate About You.</i>

Grade(s)	11-12
Unit Title and Purpose	Unit 6: Acting
Timeframe	2 weeks
Vision of the Graduate	
Collaborator: Students actively participate and share ideas while working towards a common goal.	



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Communicator and Problem Solver: Students exchange information with others of diverse viewpoints and backgrounds while actively applying knowledge to both personal and to community issues.

Unit Priority Standards

CCSS.ELA-Literacy.SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Unit Supporting Standards

CCSS.ELA-Literacy.SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Essential Questions

How do actors and directors develop interpretations of text? How do they represent their interpretations?

Which text of a scene should be cut in producing a performance?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
- Understand and embody the emotions, motivations, and body language of a character. - Memorize lines accurately and in the correct order. - Interpret and deliver the language of Shakespeare, including his rhythm, meter, and unique style. - Speak clearly, project, and use varied tone and inflection to convey the meaning of the lines. - Select props that enhance a story or character, and ensure they are practical for the performance; match the historical context, thematic relevance, and character needs of the props. - Shorten or modify a scene while maintaining the integrity of the plot and characters. - Plan and organize the physical movements of actors on stage, ensuring that the scene flows smoothly and is visually effective.	- Actors and directors have to make choices that affect how the audience interprets a scene - Pronunciation and projection are the two most difficult aspects of performing Shakespeare. - Understand the role of props in a scene. - Know what parts of the script are essential to the performance and which parts may be cut for clarity or pacing. - Understand the impact of stage layout, actor positioning, and movement for dramatic effect.



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Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
● Select a scene to perform from a Shakespearean play the class has read. ● Construct props, costumes, and scenery for the scene based on critical interpretation of the scene, character, and themes. ● Critically evaluate which parts of a scene to cut and/or which characters to cut or combine. ● Recite lines for a character to perform the scene. ● Self-assess progress through rehearsals; respond to self-reflection and teacher and peer feedback.	