

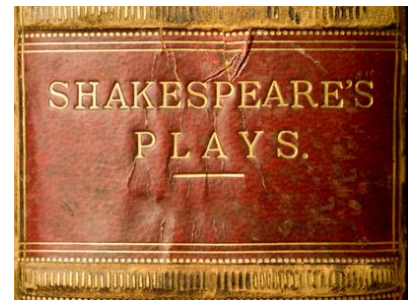
# Brush Up Your Shakespeare

English Lessons and Book Buffet

2018/2019

Personal Project

Julia Gramlich



**PHRASES COINED by SHAKESPEARE**

**GREEN-EYED MONSTER** (change)

**SEA change**

**TOO MUCH OF A good thing**

**LOVE is BLIND**

**forever AND A DAY**

**wear your HEART on your SLEEVE**

**NIGHT OWL**

**SEND him PACKING**

**VANISH into THIN AIR**

**BREAK the ICE**

**WILD GOOSE chase**

**NEITHER rhyme NOR reason**

**UP IN arms**

**ALL THAT glitters IS NOT gold**

**fight FIRE with FIRE**

**PRIMROSE path**

**in a PICKLE**

**the long AND short of it**



**FASCINATING FACTS**

- HE HAD 7 BROTHERS AND SISTERS
- HE SURVIVED THE PLAGUE
- HE WENT TO GRAMMAR SCHOOL
- HE GOT MARRIED AGED JUST 18
- HE WROTE 37 PLAYS AND 154 SONNETS
- HE WAS RATHER RICH AND OWNED LOTS OF PROPERTY
- HE WAS AN ACTOR AS WELL AS A WRITER
- HE INVENTED NEARLY 3000 WORDS

Romeo, Romeo, wherefore art thou Romeo?  
Juliet

What fools these mortals be!  
Puck

Double double, toil and trouble.  
The Witches

To be, or not to be: that is the question.  
Hamlet

# Contens

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# Brush Up Your Shakespeare

## English Lessons and Book Buffet



## Timeline

### November

- 7.
8. Getting ideas for the Personal Project/
9. Working on the file "First Ideas and Thoughts for my Personal Project"
- 22.
23. Personal meeting about the Personal Project with Catarina Queirós
29. Revise the file "First Ideas and Thoughts for my Personal Project"

### December

4. Meeting with Teacher Miquelina Vilaranda
- 6.
10. Writing the Personal Project
- 11.

### January / February / March

Preparing the Resources for the Lesson and the Book Exhibition  
(Maybe) getting in touch with the Library in Águeda for collaboration  
Writing the newspaper article about my Project

### April

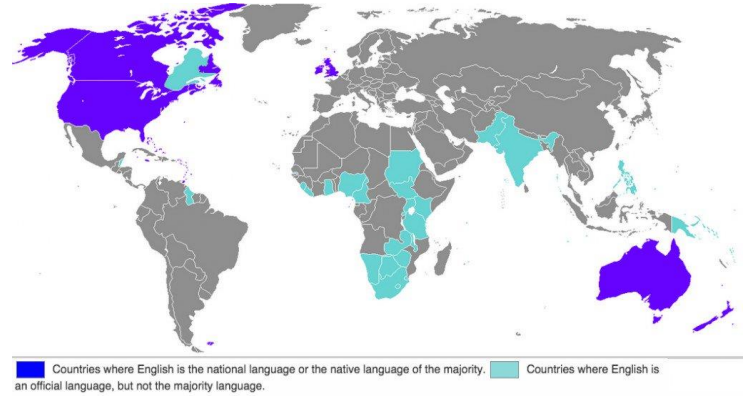
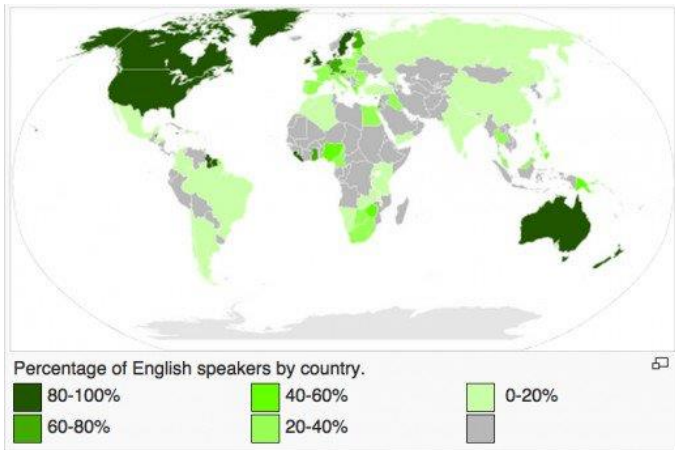
Implementing the Project: 1<sup>st</sup> Lesson and setting up the Book Buffet  
Implementing the Project: 2<sup>nd</sup> Lesson (the next English lesson)  
Evaluating the Project

### May

Break down and clear the Book Buffet in Marques Castilho

## Importance of the Project

- Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others and English is one of the most used languages in the world. To learn and improve one's English skills increases academic or career opportunities; gives more possibilities to explore culture and entertainment and enables to communicate with people from all over the world, as it is the most common foreign language.



- Today, there are too many people who believe that literature is simply not important or underestimate its abilities to stand the test of time and give us great knowledge. Literature serves as a gateway to learning of the past and expanding knowledge and understanding of the world. It's expanding horizons, with this, we begin to learn, ask questions, and build our intuitions and instincts. We expand our minds. It is also building critical thinking skills. When we read, we learn to look between the lines. We are taught to find symbols, make connections, find themes and learn about characters. And it is a leap into the past and creates appreciation for other cultures and beliefs. Literature is also a great tool to improve writing skills.

“LITERATURE IS ONE OF THE MOST INTERESTING AND SIGNIFICANT EXPRESSIONS OF HUMANITY.”

P. T. BARNUM

- William Shakespeare has become an important landmark in English literature, so it makes sense to learn something about him when we look at English Literature. Shakespeare's modern influence is still seen clearly in many ways: It served as a templet of modern dramas and plays, many modern movie productions and novels are based on storylines of him and his influence on the English language runs deep, as there are many phrases and words that arise from his writings. A majority of his works were written on such basic human themes, that they are timeless and still addressing human nature and conditions which affect all people.

## Objectives of the Project

- Celebrating Shakespeare Day
- Improving pupils English skills
- practice and encourage creative use of language
- give them knowledge about Shakespeare, historical aspects and English Literature
- learning to understand the old Shakespeare's English (better)
- promoting Literature and Reading
- practice and improve their communication and team work skills
- being creative

## Stakeholders

- Escola Marques Castilho - Facility to implement the Project
- Teacher Miquelina Vilaranda - English teacher and contact in Marques Castilho
- Psientífica - providing Resources for the Project
- Catarina Queirós - advice and Consolation for the Project; Coordinator
- Petra Gramlich - sending Material about Shakespeare from home
- Matthew Collier - checking the correct use of English in the Worksheets and lesson materials

## Context

**Where?** At the Highschool Marques Castilho, in the classroom of the English Class and the school library.

**When?** Probably on the ??<sup>rd</sup> April/May 2019 (a few days after UK's official Shakespeare Day) and the following English Class that will be available.

**Why?** To celebrate Shakespeare Day, to show students the importance of the English Language, to practice the use of it and to promote reading and literature among students

## Dissemination

I will implement my project at school during the school time in English classes, so it is mandatory for the students to be present.

The Book Buffet will be in the Library and it is open for everyone, so the students can just have a look if they are interested. I might create one poster and ask for permission to hang it up near the School Library to inform the Students about the little Exhibition.

The project can be advertised to the community on the web page of the school and through the local newspaper.

## Development of the Project

### Book Buffet – Getting a Taste for the Bard

Activity	Description	Specific Objectives	Resources	Time
Book Buffet	Exhibition of three to four Shakespeare Plays in the Library of Marques Castilho	Celebrating Shakespeare Day in Marques Castilho, promoting reading, getting students interested about Shakespeare	Paperboard for a Poster, Tables in the Library/space to present the plays, Decoration material, Provided and print out Papers about the Plays, Books (from the library)	To build the stands: Approx. 45 min  Of the Exhibition: Approx. 1,5 weeks

## English Lessons

### First Lesson

Activity	Description	Specific Objectives	Resources	Time
PPT about Shakespeare	I am doing a short PPT Presentation about Shakespeare, his work and his time	Giving a short overview about the topic, Improving and practicing student's English Skills	Power Point, Computer, Projector	Approx. 10 min
Shakespeare Today	Matching Idioms and Phrases that come from his work, Books and Movies that are based on his plays and famous quotes to the plays they are from. Then talking and explaining his plays and the phrases.	Getting the students interested about Shakespeare; Showing Shakespeare's modern influence; Giving information about plays from Shakespeare; Improving and practicing student's English Skills	Prepared Paperboards, Board (chalk Board or white Board), Tape or Magnets	Approx. 20 min
Understanding Shakespeare's English (Part 1)	Understanding Shakespeare's English: Students split up in 4 groups and each group gets a short famous scene from different Shakespeare plays. Together they have to analyze the meaning of the verses to rewrite it in easy English as it is used today.	Learning how to read and understand old English; practice and improve their communication and team work skills; analyzing texts; creative use of Language, Improving and practicing student's English Skills	Work Sheets with the Scenes and Explanations, Paper and Pens (provided by the students themselves), Tables and chairs for the groups, Room/Space to practice the roleplay	Approx. 30 min

## Second Lesson

Activity	Description	Specific Objective	Resources	Time
Shakespeare Quiz	Chalk board game, were two teams play against each other answering questions about Shakespeare	Getting them back into the topic, refreshing their knowledge, See what the students remembered, Improving and practicing student's English Skills	Board, Pens or Chalk for the Board	Approx. 15 min
Understanding Shakespeare's English (Part 2)	First the students get time to finish Part 1 of the activity and/or remember what they had prepared and then they are going to present their works in little roleplays	See above in part 1	See above in part 1	Approx. 30 min
Giving them Material about Shakespeare and a present for the English Class	They get a Handout about Shakespeare, a sheet about interesting media related to Shakespeare and a little present from me for the English class: an self-made Shakespeare related weekly calendar	Providing Information about Shakespeare for their English Material, Promoting to engage more with Shakespeare, keeping them excited about Shakespeare and Literature and giving them a topic to talk about in the beginning of their next English classes, Improving and practicing student's English Skills	Printed out work sheets, Maybe thicker paper for the calendar	Approx. 5 min
Reflection and Evaluation: How was it?	Talking about what they learned, filling out a questionnaire about the two lessons and time for an oral feedback	Reflect and Realized what they learned; Collecting Information to evaluate the Project	Printed out Quaternary, Pens (provided by the students themselves)	Approx. 10 min



## Key Competence I will improve



### Communication in the mother tongue

- Improving my reading skills and using of the old German language by reading and doing research in German and using German Information Material I own to prepare the Lessons and the Materials for the students



### Communication in foreign languages

- Improving my writing skills in English by writing the Project, an article for the Newspaper and preparing all the Material in English
- Practising talking in English by presenting the Project Idea in meetings and holding the Lessons in English
- Practising and improving my reading in English
- Learning more about the old Shakespeare's English



### Mathematical competence and basic competences in science and technology

- Time Management of the different activities in the Lessons
- Money Management for the resources



### Digital competence

- Working with Word and Power Point to create the materials for the lessons
- Taking Pictures



### Learning to learn

- Collecting a lot of information about Shakespeare
- Time Management for preparing the resources and writing the project
- Using different learning methods for the students in the lessons



### Social and civic competences

- Meetings with Catarina and Teacher Miquilina
- Maybe collaborating with the Library in Águeda
- Interacting with the Students during the implementation of the project
- Reading and learning about Shakespeare's work in which he addresses basic human themes and behaviour



### Sense of initiative and entrepreneurship

- Getting my ideas into action by planning, managing and implementing the Project
- Making up activities for the lessons
- Creating, designing and writing the work sheets and PPT
- Creating Paperboards and other Material for the Lessons and the Book Buffet
- Decorating the tables of the Book Buffet



### Cultural awareness and expression

- Interacting with Portuguese People
- Working in a Portuguese School
- Celebrating UK's Shakespeare's Day
- Engaging with and learning about English literary, language, history and Shakespeare



## Evaluation

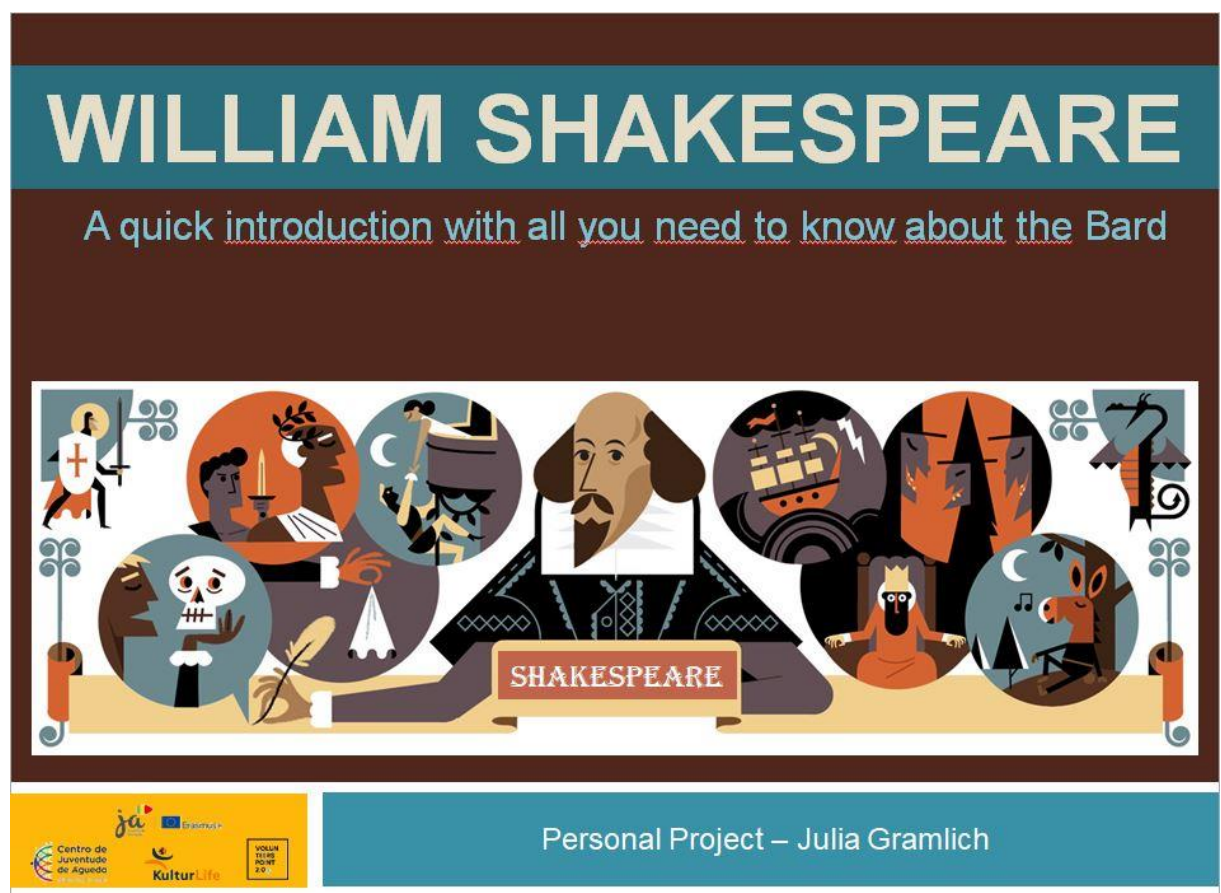
The Project will be evaluated with an oral feedback from the students that attend the lessons and a questionnaire, which they will fill out in the end.

## Reflection

To be written after the Project has been implemented.

## Attachments

- My Power Point



## Shakespeare – A true artist of words

- Used **20 000** words
- **7 000** of them only once
- **15 000** invented by himself

A well-educated person nowadays uses about 4 000 words

### PHRASES & EXPRESSIONS:

„break the ice“

- *The Taming Of The Shrew*

„For Godness Sake“

- *Henry VIII*

"Knock knock! Who's there?"

- *Macbeth*

„Not all that glitter is Gold“

- *The Merchant of Venice*



## Shakespeare – A true artist of words

- Used **20 000** words
- **7 000** of them only once
- **15 000** invented by himself

A well-educated person nowadays uses about 4 000 words

### INSULTS:

„I do desire we may better strangers.“

- *As You Like It*

„Thy tongue outvenoms all worms of Nile.“

- *Cymbeline*



# His Life

- \* April 1564, Stradford-upon-Avon
- † April 1616, Stradford-upon-Avon
- ⊗ Anne Hathaway
  - Three Children: Susanna, Hamnet & Judith
- ? The mysterious lost years: 1585 – 1592
- 📍 stays in London
- 🎭 Theatre Group: Lord Chamerlain's Men → King's Men



# The Globe



above the stage £££  
Not to see, but to be seen.

Groundings £  
No chairs, crowded & smelly

Galleries ££  
Safe from the rain & chairs

- On the Bankside
  - Puritans had forbidden theatres in London 1596
- Audience capacity: 3000
- no roof → used sunlight
  - Plays during the daylight
  - Used: May – October

# The Globes?!

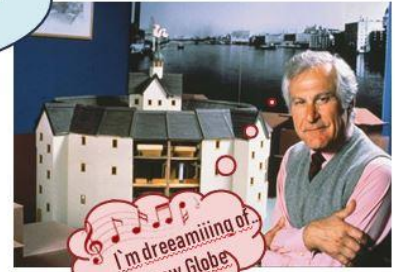
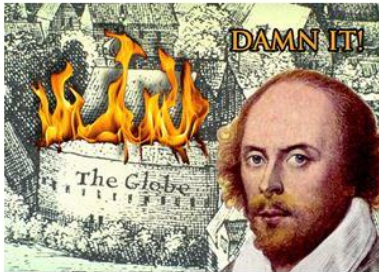
## □ Three Versions!

- 1. Globe: 1599
- 2. Globe: 1614
- 3. Globe: 1996

The  
Globe  
now →

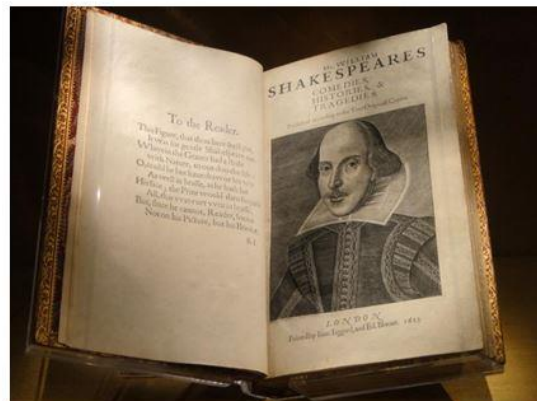


Theatres & co shall  
be forbidden! Let's take these  
playhouses down and  
built houses!



# The First Folio

- 1623 (7 years after Shakespeare died)
- Really uncommon:
  - Theatre plays ≠ Literature
  - Playhouse and author don't earn from book sellings
  - No copyright
  - 86% couldn't read
- 1. Edition:
  - Content: 36 plays
  - 750 books
  - 1 pound (now 100£)
  - Now ca. 3,5 mil. £



## His Work

 HISTORIES	 TRAGEDIES	 COMEDIES	 ROMANCES	 PROBLEM PLAYS
<ul style="list-style-type: none"><li>• Heinrich IV.</li><li>• Richard II.</li><li>• Heinrich V.</li><li>• ...</li></ul>	<ul style="list-style-type: none"><li>• <u>Romeo and Juliet</u></li><li>• Hamlet</li><li>• Othello</li><li>• ...</li></ul>	<ul style="list-style-type: none"><li>• <u>A Mid-summer Night's Dream</u></li><li>• <u>As You Like It</u></li><li>• ...</li></ul>	<ul style="list-style-type: none"><li>• <u>The Winter's Tale</u></li><li>• The Tempest</li><li>• ...</li></ul>	<ul style="list-style-type: none"><li>• <u>Troilus and Cressida</u></li><li>• <u>Measure for Measure</u></li><li>• <u>All's Well Tha Ends Well</u></li></ul>

 38 Plays + many sonetes

## The End

Thank You for  
Your Attention!

Now it's  
Your turn!



■ Structure and Questions of the Shakespeare Quiz

Category	About Shakespeare	About his work	General Question
Points & Difficulty	10	10	10
	20	20	20
	50	50	50
	100	100	100

**Question:**

**About Shakespeare:**

**10. Points:** What's the name of the city in England in which he was born and died?

→ answer: Stradford-upon-Avon

**20. Points:** With 18 years Shakespeare married Anne Hathaway. How many children did they have?

→ answer: Three (Susanna and the twins Hamnet and Judith)

**50. Points:** JOKER

**100. Points:** On which date did Shakespeare die?

→ answer: 23. April 1616

**About his work:**

**10. Points:** Name two plays Shakespeare wrote!

→ answer: Hamlet & A Midsummer Night's Dream → More possible correct answers!

**20. Points:** JOKER

**50. Points:** How was the first book to ever come out with a collection of his plays called?

→ answer: First Folio (It came out 1623, contained 38 plays and got its name from its paper format)

**100. Points:** What was the last play Shakespeare wrote alone, before he died?

→ answer: The Tempest (in 1611: one of his romances set on an magical island)

**General Questions:**

**10. Points:** JOKER

**20. Points:** In which five categories can you differentiate Shakespeare's plays into?

→ answer: histories, tragedies, comedies, romances and problem plays (+ lyric)

**50. Points:** The Globe Theatre, was built three times? What was the reason they had to rebuilt it the first time?

→ answer: It burnt down (during the Shakespeare play “All is true”, that used gunpowder special effects; no one got insured and even play scripts and expensive costumes could’ve been saved.)

**100. Points:** Shakespeare was in a stage company of actors called the Lord Chamberlain’s Men, that changed their name in 1603. How were they called since then?






→ answer: King’s Men (They changed their name, when the new king James I. chose them as his company)

**Tie-breaker question:**

**estimation question:** How many sonnets did Shakespeare wrote?

→ answer: 154 (sonnets that a part of his plays are not included)

■ Feedback Questionnaire for the students

Personal Project - Julia Gramlich

Personal Project - Julia Gramlich

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## Brush Up Your Shakespeare

### Questionnaire

**1.**

What part of the lessons did you enjoy the most? ☺	Why?
<input type="checkbox"/> PowerPoint Presentation about Shakespeare	
<input type="checkbox"/> Shakespeare Today – Matching cards	
<input type="checkbox"/> Understanding Shakespeare’s English – Group Work	
<input type="checkbox"/> Shakespeare Quiz	

What part of the lessons did you enjoy the least? ☹	Why?
<input type="checkbox"/> PowerPoint Presentation about Shakespeare	
<input type="checkbox"/> Shakespeare Today – Matching cards	
<input type="checkbox"/> Understanding Shakespeare’s English – Group Work	
<input type="checkbox"/> Shakespeare Quiz	

**2.**

How difficult were the lessons for you?

1	2	3	4	5	6	7	8	9	10
<i>too easy</i>				<i>normal/ okay</i>					<i>too difficult</i>

Comment: \_\_\_\_\_

\_\_\_\_\_

Did you find the topic and the content of the lesson interesting?

1	2	3	4	5	6	7	8	9	10
<i>not at all</i>				<i>okay</i>					<i>very interesting</i>

Comment: \_\_\_\_\_

\_\_\_\_\_

**Did you like the lessons?**

1	2	3	4	5	6	7	8	9	10
<i>not at all</i>				<i>neutral</i>					<i>a lot</i>

Comment: \_\_\_\_\_

\_\_\_\_\_

**3.**

<p>Did you like the material you got from me?</p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> other: _____	<p>Do you think you learned something from the lessons?</p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> other: _____	<p>Will you visit the exhibition “Book Buffet – Getting a Taste for the Bard” in the school library?</p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe <input type="checkbox"/> Already saw it
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**4.**

General Feedback / What do you think about the Project?:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Suggestions / What could I do better? ☹:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Thank you a lot for your Feedback, Julia* ❤️

- The Song that inspired the name of my Personal Project:

### Brush Up Your Shakespeare

---

The girls today in society go for classical poetry  
So to win their hearts one must quote with ease  
Aeschylus and Euripides  
One must know Homer, and believe me, eau  
Sophocles, also Sappho-ho  
Unless you know Shelley and Keats and Pope  
Dainty Debbies will call you a dope

But the poet of them all  
Who will start 'em simply ravin'  
Is the poet people call  
The Bard of Stratford on Avon

**Ref.: Brush up your Shakespeare**  
**Start quoting him now**  
**Brush up your Shakespeare**  
**And the women you will wow**

Just declaim a few lines from Othello  
And they'll think you're a hell of a fella  
If your blonde won't respond when you flatter  
'er  
Tell her what Tony told Cleopatterer

If she fights when her clothes you are musing  
What are clothes? Much ado about nussing  
Brush up your Shakespeare  
And they'll all kow-tow

**Ref.**

With the wife of the British ambassida  
Try a crack out of "Troilus and Cressida"  
If she says she won't buy it or like it  
Make her tike it, what's more As You Like It

If she says your behavior is heinous  
Kick her right in the Coriolanus  
Brush up your Shakespeare  
And they'll all kow-tow

**Ref.**

If you can't be a ham and do Hamlet  
They will not give a damn or a damlet  
Just recite an occasional sonnet  
And your lap'll have honey upon it

When your baby is pleading for pleasure  
Let her sample you Measure for Measure  
Brush up your Shakespeare  
And they'll all kow-tow - Forsooth  
And they'll all kow-tow  
And they'll all kow-tow

**Ref.**

Better mention "The Merchant of Venice"  
When her sweet pound o' flesh you would  
menace  
In her virtue, at first, she defends---well  
Just remind her that "All's Well Tat Ends Well"

And if still she won't give you a bonus  
You know what Venus did to Adonis  
Brush up your Shakespeare  
And they'll all kow-tow - Thinkist thou?  
And they'll all kow-tow - Odds bodkins  
And they'll all kow-tow

**Ref.**

If your girl is a Washington Heights dream  
Treat the kid to "A Midsummer Night's Dream"  
If she then wants an all-by-herself night  
Let her rest ev'ry 'leventh or "Twelfth Night"

If because of your heat she gets huffy  
Simply play on and "Lay on, Macduffy!"  
Brush up your Shakespeare  
And they'll always kow-tow - Forsooth  
And they'll always kow-tow - Thinkist thou?  
And they'll always kow-tow - We trou'  
And they'll always kow-tow

<p>Songwriter: Cole Porter Songtext von Brush Up You Shakespeare © Warner/Chappell Music, Inc</p>
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- Material for the “Shakespeare Today” Activity
- Scenes and Explanations of the  
“Understanding Shakespeare’s English” Activity
- Handout about Shakespeare
- Information Sheet about media related to Shakespeare
- My Present: the weekly Shakespeare Calendar
- Newspaper article
- Pictures of the Project



**left to prepare**