Simply Shakespeare

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Grade Level	6
Subject	English / Language Arts, Computer / Technology Skills
Curriculum Objective	**English / Language Arts** **1.03** Interact appropriately in group settings by: • listening attentively. • showing empathy. • contributing relevant comments connecting personal experiences to content. • monitoring own understanding of the discussion and seeking clarification as needed. **1.04** Reflect on learning experiences by: • describing personal learning growth and changes in perspective. • identifying changes in self throughout the learning process. • interpreting how personal circumstances and background shape interaction with text. **2.01** Explore informational materials that are read, heard, and/or viewed by: • monitoring comprehension for understanding of what is read, heard and/or viewed. • studying the characteristics of informational works. • restating and summarizing information. • determining the importance and accuracy of information. • making connections between works, self and related topics/information. • comparing and/or contrasting information. • drawing inferences and/or conclusions. • generating questions. **2.02** Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through: • exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM). • distinguishing between primary and secondary sources. • analyzing the effects of the presentation and/or the accuracy of information. **6.02** Identify and edit errors in spoken and written English by: • reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. • applying proofreading symbols when editing. • producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization. • developing an awareness of errors in everyday speech. **Computer / Technology Skills** 2.01 Recognize, discuss, and use multi-tasking concepts (e.g., windows, toggle between two windows on the desktop, copy and paste data between two windows on the desktop 3.09 Demonstrate knowledge of the advantages/disadvantages of using word processing to develop, publish, and present information to a variety of audiences. 3.13 Use evaluation tools to select Internet resources and information for content and usefulness in content area assignments.

Guiding Question	Who was William Shakespeare…really?
Lesson Summary	This is an introductory lesson for William Shakespeare's works and life in Elizabethan England. The students will assess prior knowledge, complete a web search of facts, and create learning cubes to share new knowledge.
Activating Strategy	**Four-Two-One** Students should each receive a "Four-Two-One" handout. With higher level kids (and to save paper), you may have students draw their own. 1. For one minute, have each student brainstorm "William Shakespeare" and write down four things that he or she has heard or knows about Shakespeare. 2. Have students partner with someone nearby, and together write down the two most accurate and informative sentences. (approx. 2 minutes) 3. Have these partners again partner (creating a group of four) and determine a single informative and (hopefully) accurate statement about William Shakespeare. (approx. 2 minutes) 4. Have one person from each group share the statements with the class. 5. Discuss accuracy and sources of information. Usually, students will discover that although they think they know a lot, they really don't…and some of what they "know" is inaccurate.
Cognitive Strategy	**WebQuest: Shakespeare Scavenger Hunt** Students should have individual access to computers. Have students should use the internet sites provided to find the answers to the *Shakespeare Scavenger Hunt.* Discuss accuracy of information and site reliability. Discuss reading strategies (like inference) to determine answers.
Summarizing Strategy	**Learning Cube** 1. Download and save the Learning Cube template for students to access in the computer lab. (Another option: Print a template for each student and allow students to complete the cube by hand.) 2. Divide students into groups of four. Each student should have a completed Scavenger Hunt and access to his/her own template. 3. Each student should design a "Title" side which includes "William Shakespeare" and his/her own name. 4. Have students discuss the following categories as they related to Shakespeare: Life, Works, Characters, England. 5. Each group should come up with 3-4 facts in each category. Working together, they should each write a different fact on the correct box on their own cubes.

	6. The final side is for an interesting fact which has not been written elsewhere. 7. Students should share cubes with the class.
Evaluation	Formal evaluation may be given for correct answers on the scavenger hunt. Informal evaluation may be done as students present their cubes. Completed cubes may be evaluated for correctness of information.
Resources	Four-Two-One template Shakespeare Scavenger Hunt WebQuest Resources guide Learning Cube template

Webquest for William Shakespeare

This is a link to the complete works of Shakespeare.
http://shakespeare.mit.edu/

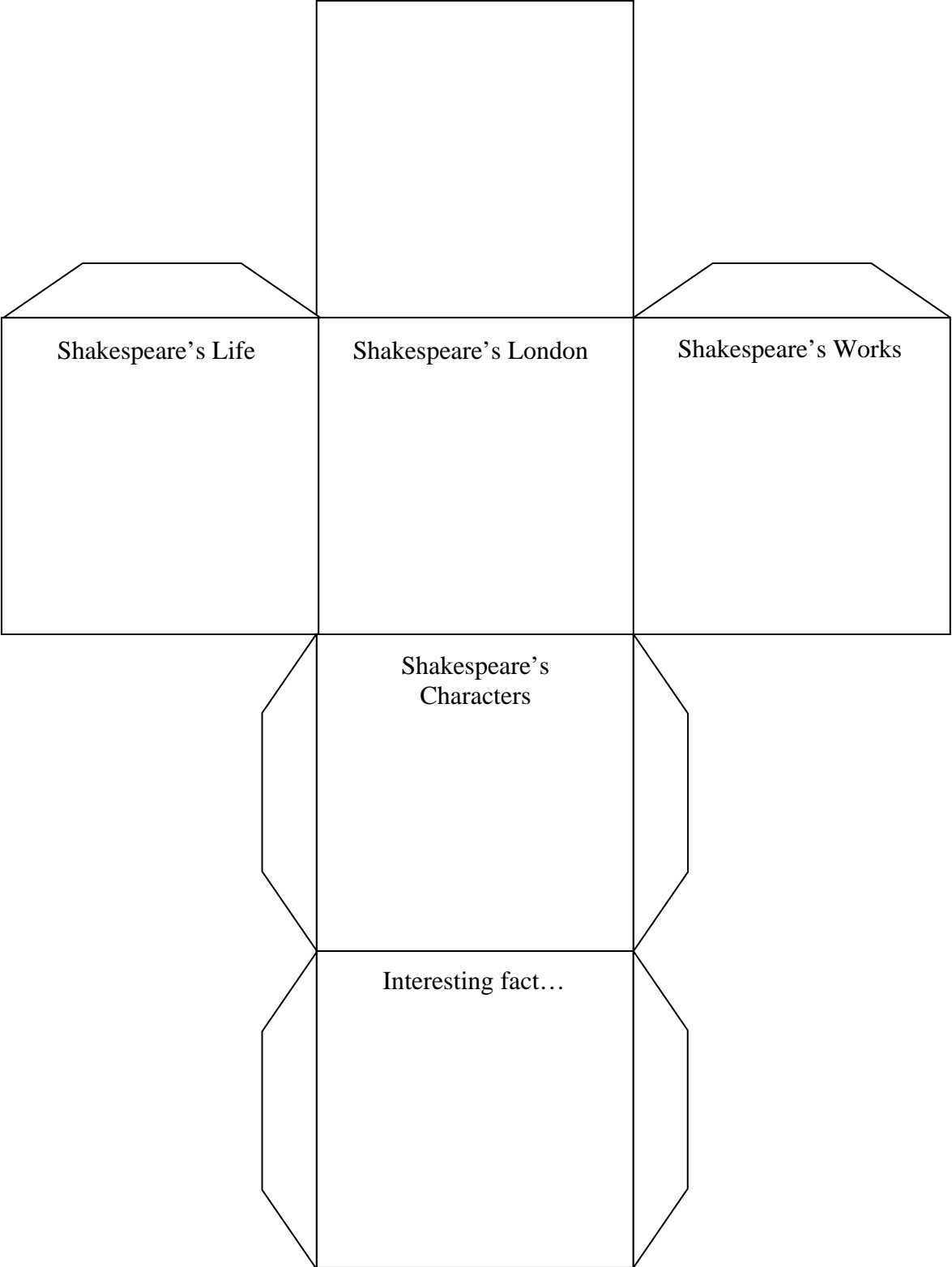This is a link to the latest edition of to the latest edition of *Mr. William Shakespeare and the Internet*.
http://shakespeare.palomar.edu/

These are links to search engines. You will need to type in a few **key** words and "search."
http://www.google.com/
http://www.yahoo.com/
http://www.ask.com/

Shakespeare's Life   Shakespeare's London   Shakespeare's Works

Shakespeare's
Characters

Interesting fact…

Four-Two-One