***Lesson Plan – Kim Robertson & Rachel Yager***

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| Unit: Grade 10 English – Shakespeare | |
| Lesson # 1 | Title: Translating Shakespeare |

*Planning*

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| Intentions:   * **PLO:** The students will be able to…read, both collaboratively and independently, to comprehend a variety of literary texts, including – literature reflecting a variety of times, places, and perspectives – literature reflecting a variety of prose forms – poetry in a variety of narrative and lyric forms – significant works of Canadian literature (e.g., the study of plays, short stories, poetry, or novels) – traditional forms from Aboriginal and other cultures – student-generated material * To enable students to collaborate effectively to comprehend and translate a Shakespearean passage * To have students adapt a specific Shakespearean passage into various styles of language coming from various popular cutlture | Supplies and Materials:  * Prezi presentation * Handouts containing Shakespearean passages |

*Exploration/Orientation*

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| Approx  Times  7 | Student Activity:   * Students will participate in class discussion, answering questions posed by the teachers | Teacher Activity:   * Introduce *Romeo and Juliet* with 2013 film clip * Who can name any other movies based off of Shakespeare or his work? * What importance does Shakespeare still have on our lives today? And why is his work still relevant? * Introduce words and phrases that have been coined by Shakespeare by asking class if they have heard of said words and phrases |

*Discussion/Development of ideas*

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| Approx  Times  *10* | Student Activity:   * Students will collaborate to produce a basic understanding/plot summary of *Romeo and Juliet* * Students will be helping to translate the prologue as a class | Teacher Activity   * Give a brief overview of the plot by asking students if they have read the play or not and ask students what they already know about it (speaks to the prevelance of Shakespeare in today’s society) * Who hasn’t read it but still knows the story? * Go through the prologue of *Romeo and Juliet* with the class, translating it into “modern English” with the class |

*Understanding/Application*

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| Approx  Times  *23* | Student Activity:   * In groups of four or five, students will be given a passage from *Romeo and Juliet* and are expected to translate said passage into modern popular culture speech (“slang language”) * Students will be expected to present their translation as a skit to the class | Teacher Activity:   * Grouping students and assigning a specific passage to each group * Teachers will assign a specific style for each group to translate their passage into * Teachers will move from group to group to ensure that everyone is on task and understands their task and what is expected of them * Teachers are available for help as needed |

*Notes*

*Conclusion (5 minutes):*

* Strategies for reading and interpretting Shakespeare’s works (i.e. Shmoop translations, listening to audio books of plays, make notes as you go through, etc.)

*Styles for Translation:*

* Valley girl & surfer dude

*Passages:*

* Prologue for class translation
* Balcony scene and for group translation
* Six groups and three groups to each passage – this allows students to see possible different interpretations of the scene

*Phrases Coined by Shakespeare:*

* Kill with Kindness (Taming of the Shrew)
* Love is blind (The Merchant of Venice)
* Star-crossed lovers (Romeo and Juliet)
* Wear my heart upon my sleeve (Othello)
* Wild goose chase (Romeo and Juliet)
* In a pickle (The Tempest)