**Shakespeare Learning Stations        Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Station #1 Sonnets                                                       (Student Handout)**

**1. Watch the** [**Prezi on Sonnets**](https://docs.google.com/a/lghsnt.net/file/d/0B65rTXDMtIh4X2NBWUw2NUdjQms/edit)

**2. Read the** [**Overview on Sonnets**](http://www.shakespeare-online.com/sonnets/sonnetstyle.html)

    a. How many total lines is a sonnet?

    b. Define the following terms and give an example.

**quatrain**

**couplet**

**Iambic pentameter**

**3. Write Your Own Sonnet**

* Pick two people at the table to work with.
* Pass the paper and add the next line to the sonnet and create a group poem
* The winner of the funniest sonnet will get a prize!

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**Sonnets (Station #1)**

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**2. Read the** [**Overview of Sonnets**](http://www.shakespeare-online.com/sonnets/sonnetstyle.html)

**Answer the questions on your paper**

**a. Think of an idea for your sonnet.**

It must be just one single idea. It could be a feeling, like being in love. It could be some thought you’ve had about life, or about a person or about people in general. It could be about one of your favorite subjects – sport, music, movies, nature, a book you’ve read etc.

**b. Your sonnet must rhyme.**

* There must be three sets of four lines **(quatrain)** and one set of two lines **(couplet)**.
* The first quatrain will rhyme like this: abab, for example, rain, space, pain, trace.
* In the second quatrain you will use different words and it will rhyme like this: cdcd, for example, run, sky, sun, die. In the third quatrain you will use different words again and it will rhyme like this: efef, for example, boy, man, joy, van.
* You now have your three Shakespearean quatrains. That’s twelve lines. A sonnet always has fourteen lines.
* You need a final two (**couplet)**. The rhyme pattern for that is gg, with words you haven’t used. An example is owl and fowl.
* Your rhyme pattern will look like this:

abab

cdcd

efef

gg

**C. Your sonnet must have a metrical pattern.**

It must be written in **iambic pentameter**: five two-syllable phrases/words.  The first syllable will normally be unstressed and the second stressed. For example, de/light, the sun, for/lorn, one day, re/lease.

**3. Listen and Read Shakespeare Sonnet 18**[**Audio File of Sonnet 18**](https://drive.google.com/a/lghsnt.net/file/d/0B1eV5gihkVZ3S1BVNDhCWi1KSk0/edit?usp=sharing)

|  |  |
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| Shall I compare thee to a summer’s **day**?  Thou art more lovely and more **temperate**:  Rough winds do shake the darling buds of **May**,  And summer’s lease hath all too short a **date**:  Sometime too hot the eye of heaven **shines**,  And often is his gold complexion **dimm’d**;  And every fair from fair sometime **declines**,  By chance or nature’s changing course **untrimm’d**;  But thy eternal summer shall not **fade**  Nor lose possession of that fair thou **owest**;  Nor shall Death brag thou wander’st in his **shade**,  When in eternal lines to time thou **growest**:  So long as men can breathe or eyes can **see**,  So long lives this and this gives life to **thee**. | TRANSLATION TO MODERN ENGLISH  Shall I compare you to a summer’s day? You are more lovely and more moderate: Harsh winds disturb the delicate buds of May, and summer doesn’t last long enough. Sometimes the sun is too hot, and its golden face is often dimmed by clouds. All beautiful things eventually become less beautiful, either by the experiences of life or by the passing of time. But your eternal beauty won’t fade, nor lose any of its quality. And you will never die, as you will live on in my enduring poetry. As long as there are people still alive to read poems this sonnet will live, and you will live in it. |

**3. Write Your Own Sonnet**

* Pick two people at the table to work with.
* Pass the paper and add the next line to the sonnet and create a group poem
* Writing your own sonnet.  The winner of the funniest sonnet will get a prize!

<http://www.nosweatshakespeare.com/sonnets/how-to-write-a-sonnet/>

<http://www.sonnetwriters.com/how-to-write-a-sonnet/>

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**Globe Theater Scavenger Hunt (Station 2)**

**For this scavenger hunt, you're going to visit the resources listed below and gather  information about the theater in Shakespeare's time. Record your observations and be ready to present your findings.  Describe and/or draw the following parts of the Globe.**

* **The Audience**
* **The Theater Building**
* **The Stage**

**Virtual Tour:**

<http://www.shakespearesglobe.com/about-us/virtual-tour>

Get a 360 degree view of the stage, yard, middle gallery, and upper gallery. Be sure to watch all four! Remember, you can tilt your view so you can look on all sides as well as up and down.

**The Swan:**

<http://internetshakespeare.uvic.ca/Library/SLT/stage/public%20theater/swan.html#n>

This resource shows one of the few surviving drawings of a theater in Shakespeare's time. The image shows a drawing of the Swan Theater. Be sure to roll your mouse over the image and click when the cursor changes to get information about the different parts of the theater.

**Tourist Description from 1599**

<http://www.wwnorton.com/college/english/nael/16century/topic_4/tplatter.htm>

Read the first three paragraphs to get a description of what it was like to go to the theater from a Swiss tourist in 1599.

**Videos from PBS**:

<http://www.pbs.org/wnet/shakespeare-uncovered/education/all-the-globes-a-stage-shakespeares-theatre-lesson-plan/all-the-globe%E2%80%99s-a-stage-shakespeare%E2%80%99s-theatre-video-segments/>

“The History Behind the Globe” and “The Globe and Its Audience” are especially useful.

**Globe Theater Video**

<http://www.youtube.com/watch?v=9P1IJqNDYjQ>

Explore England in the time of Shakespeare.

(Student Handout )

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Explore England in the time of Shakespeare.

**1. THE AUDIENCE**

In what different places can the audience be seated?

How would you describe the different areas?

Who chooses to sit in  those areas?

What kinds of activities do audience  members engage in?

**2. THEATER BUILDING**

Describe the theater building.  What is its shape?  What was it made of?

Describe the roof.

Describe the different areas within the  theater building.

Draw the Theater Building here:

**3. THE STAGE**

What is its shape? How is it placed in  relation to the audience?

What are the features on the stage? How  do actors enter and exit the stage?

What are the different playing areas on the  stage?

Are there elaborate sets?

Draw the stage here:

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**Shakespeare’s Life and Times (Station #3)**

**1. Watch these videos on Shakespeare’s Life and Times**

[**Student Video On Elizabethan Theater**](http://www.youtube.com/watch?v=TLVMYYr5oxs)

[**Kennedy Center Video On Queen Elizabeth**](http://www.youtube.com/watch?v=rLg-ziZg2fc)

[**The Plague During Shakespeare’s Time**](http://www.youtube.com/watch?v=ItXV1uKCD90)

[**King James I and Shakespeare**](http://www.youtube.com/watch?v=Ykb5y7411WQ)

**Questions:**

1. What was happening to religion in England during Shakespeare’s time? (Hint: It isn’t good for the Catholic Church)

2. How and what did Queen Elizabeth help support the arts?

3. How did the plague effect Shakespeare’s writing?

4. How did King James I reign over England influence Shakespeare’s plays?

**2. Life of Shakespeare Timeline:**

After watching the videos and doing additional research put the following events on a timeline.

1. Reign of Queen Elizabeth the First (Start and End Date)
2. The Birth of Shakespeare
3. Plague Closes Globe Theater (approximately)
4. Shakespeare Writes *Romeo and Juliet* (approximately)
5. King James Crowned King
6. Shakespeare Dies (
7. Renaissance (Beginning to End)

If you want to watch more about the life and times of William Shakespeare watch [Time Travelers Guide to Elizabethan  England](http://www.youtube.com/watch?v=As8JLv0hhx0) (60 minutes)

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(Student Handout)

**Shakespeare’s Life and Times (Station #3)**

**1. Watch these videos on Shakespeare’s Life and Times**

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1. What was happening to religion in England during Shakespeare’s time? (Hint: It isn’t good for the Catholic Church)

2. How and what did Queen Elizabeth help support the arts?

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https://docs.google.com/drawings/d/sqnEHNgF0PMrvCRJaVFslfw/image?w=701&h=3&rev=1&ac=1

**1550                                        1600                1700**

**Character Map (Station #4)**

**1. Research the Characters From Shakespeare’s *Romeo and Juliet***

Use the following websites to help figure out the relationships between the characters.

* List of Characters from [Shakespeare Online](http://www.shakespeare-online.com/plays/romeodp.html)
* List of Characters from [Absolute Shakespeare](http://absoluteshakespeare.com/guides/romeo_and_juliet/characters/characters.htm)
* Example Character Map [World Lit Blog](http://bhscoppola.files.wordpress.com/2011/11/img_0140.jpg)
* [Wikipedia Romeo and Juliet Character Page](http://en.wikipedia.org/wiki/Characters_in_Romeo_and_Juliet#Prince_Escalus)

**2. Create a Character Map**

In pairs, on a separate piece of paper, illustrate the relationship between the characters much like a family tree

* Cut out characters
* Draw your own characters
* Color the characters
* Create symbols for characters
* Add in additional connections

**Metaphors & Shakespearean Insults (Station 5)**

**1. Metaphors**

**Watch the** [**TED Talk on Metaphors**](http://ed.ted.com/lessons/jane-hirshfield-the-art-of-the-metaphor)

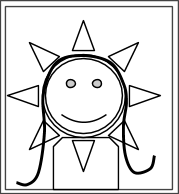
**What is a metaphor?**

1. a word or phrase is applied to an object or action to which it is not literally applicable
2. something used, or regarded as being used, to represent something else; symbol

**Example**

"But, soft! what light through yonder window breaks?

It is the east, and Juliet is the sun."

**Draw Literal Explanation/Interpretation of the metaphor**

In Romeo's opening speech he compares Juliet to the sun. Since the sun is bright, radiant, and glorious, the metaphor serves to illustrate Juliet's beauty as equally radiant and glorious. The metaphor serves to appropriately characterize Romeo as one who is not only captivated by Juliet but also fixated on physical beauty.

**2. Shakespearean Insults**

**Watch the** [**TED talk on Shakespearean Insults**](http://ed.ted.com/lessons/insults-by-shakespeare)

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**Combine one word from each of the three columns below, prefaced with "Thou"**

***Column 1                    Column 2                        Column 3***artless                         base-court                      apple-john  
bawdy                           bat-fowling                     baggage  
beslubbering                    beef-witted                     barnacle  
bootless                        beetle-headed                   bladder  
churlish                        boil-brained                    boar-pig  
cockered                        clapper-clawed                  bugbear  
clouted                         clay-brained                    bum-bailey  
craven                          common-kissing                 canker-blossom  
currish                         crook-pated                     clack-dish  
dankish                         dismal-dreaming                 clotpole  
dissembling                     dizzy-eyed                      coxcomb  
droning                         doghearted                      codpiece  
errant                          dread-bolted                    death-token  
fawning                         earth-vexing                    dewberry  
fobbing                         elf-skinned                     flap-dragon  
froward                         fat-kidneyed                    flax-wench  
frothy                          fen-sucked                      flirt-gill  
gleeking                        flap-mouthed                    foot-licker  
goatish                         fly-bitten                      fustilarian  
gorbellied                      folly-fallen                    giglet  
impertinent                     fool-born                       gudgeon  
infectious                      full-gorged                     haggard  
jarring                         guts-griping                    harpy  
loggerheaded                    half-faced                      hedge-pig  
lumpish                         hasty-witted                    horn-beast  
mammering                      hedge-born                      hugger-mugger  
mangled                         hell-hated                      joithead  
mewling                         idle-headed                     lewdster  
paunchy                         ill-breeding                    lout  
pribbling                       ill-nurtured                    maggot-pie  
puking                          knotty-pated                    malt-worm  
puny                            milk-livered                    mammet  
qualling                      motley-minded                   measle  
rank                            onion-eyed                      minnow  
reeky                           plume-plucked                   miscreant  
roguish                       pottle-deep                     moldwarp  
ruttish                         pox-marked                      mumble-news  
saucy                          reeling-ripe                    nut-hook  
spleeny                      rough-hewn                      pigeon-egg  
spongy                      rude-growing                    pignut  
surly                           rump-fed                        puttock  
tottering                   shard-borne                     pumpion  
unmuzzled               sheep-biting                   ratsbane  
vain                            spur-galled                     scut  
venomed                         swag-bellied                   skainsmate  
villainous                      tardy-gaited                    strumpet  
warped                          tickle-brained                  varlot  
wayward                         toad-spotted                    vassal  
weedy                           unchin-snouted                  whey-face  
yeasty                          weather-bitten                  wagtail

**(Student Handout)**

**1. Metaphors & Shakespearean Insults (Station 5)**

**a. Draw the Literal Explanation/Interpretation of the Metaphor**

***My lips, two blushing pilgrims****, ready stand*

*To smooth that rough touch with a tender kiss.*

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**b. Draw the Literal Explanation/Interpretation of the Metaphor**

***Two of the fairest stars*** *in all the heaven,*

*Having some business, do entreat her eyes*

***To twinkle in their spheres*** *till they return.*

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**c. Draw the Literal Explanation/Interpretation of the Metaphor**

*Thou know'st the* ***mask of night is on my face****,*

*Else would a* ***maiden blush bepaint*** *my cheek*

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**2. Shakespearean Insults**

Create THREE of your own insults and then leave ONE “graffiti” on the poster.

1.

2.

3.