

RUBRIC

Your group has 25 minutes to prepare, and will be required to write and perform your scene today, before the end of class! Every member must play an approximately equal role in the performance. The group will be marked out of 10, according to the following criteria:

Script (/4)

- Originality
- Scenario and characters are portrayed believably

Performance (/3)

- Enthusiasm
- Clarity (each character is easily identifiable)

Group work (/3)

- Each member has an approximately equal role
- Group is focused and productive
- Respectful when watching other groups' performances



The Taming Of The Shrew Lesson Plan

Elizabeth Robbins Hooker

The Taming Of The Shrew Lesson Plan:

Reader's Theater William Shakespeare Kit Teacher Created Material,2013-01-01 **Teaching English as a Second Language with Shakespeare** Fabio Ciambella,2024-06-30 Teaching pragmatics that is language in use is one of the most difficult and consequently neglected tasks in many English as a Second Language classrooms This Element aims to address a gap in the scholarly debate about Shakespeare and pedagogy combining pragmatic considerations about how to approach Shakespeare's language today in ESL classes and practical applications in the shape of ready made lesson plans for both university and secondary school students Its originality consists in both its structure and the methodology adopted Three main sections cover different aspects of pragmatics performative speech acts discourse markers and impoliteness strategies Each section is introduced by an overview of the topic and state of the art then details are provided about how to approach Shakespeare's plays through a given pragmatic method Finally an example of an interactive ready made lesson plan is provided *Teaching Shakespeare to ESL Students* Leung Che Miriam Lau,Wing Bo Anna Tso,2016-09-23 This is a teacher's resource book tailor made for EFL teachers who want to bring Shakespeare into their classes It includes forty innovative lesson plans with ready to use worksheets hands on games and student oriented activities that help EFL learners achieve higher levels of English proficiency and cultural sensitivity By introducing the plots characters and language arts employed in Macbeth Romeo and Juliet The Taming of the Shrew and The Merchant of Venice the book conveys English grammatical rules and aspects like a walk in the garden complicated rhetorical features such as stress meter rhyme homonymy irony simile metaphor euphemism parallelism unusual word order etc are taught through meaning driven games and exercises Besides developing EFL learners English language skills it also includes practical extended tasks that enhance higher order thinking skills encouraging reflection on the central themes in Shakespeare's plays *Teaching in Secondary Schools* Mark D. Baldwin,Joseph F. Keating,Kathryn J. Bachman,2006 This research based book has been designed to help teachers build a strong knowledge base firm foundations of practice and a range of skills to successfully teach in today's secondary schools This first edition book incorporates Coverage of Collaboration Between Schools and Communities in Chapter 10 emphasizes the role and importance of service learning parent involvement and community involvement INTASC Principles and Key Dispositions features are located at the beginning of every chapter Instructional Resources provided at the end of the book allow teachers the opportunity to extend their understanding of the material For inservice teachers primarily in the first or second year of teaching in a secondary school setting *Teaching Outside the Box* LouAnne Johnson,2015-08-06 Bring a fresh perspective to your classroom Teaching Outside the Box How to Grab Your Students by Their Brain Third Edition integrates practical strategies and engaging advice for new and experienced teachers Whether you are preparing for your first year of teaching or have been working in the classroom for decades this conversational book provides you with answers to the essential questions that you face as an educator how to engage students encourage self directed learning differentiate

instruction and create dynamic lessons that nurture critical thinking and strategic problem solving. This updated edition includes expanded material that touches on Project Based Learning, brain based teaching, creating smooth transitions, integrating Common Core into the classroom and other key subject areas. Questions for reflection at the end of each chapter help you leverage this resource in book groups, professional development courses and in both undergraduate and graduate classes. The art of teaching is one that evolves with changing educational standards and best practices to be the most effective teacher possible. Daily self reflection is critical along with a need to see things from a different perspective. This means we must step outside the box moving our focus from fixing the students when a problem arises to helping a teacher improve his or her practice. Improve classroom management, discipline, motivation and morale. Explore strategies for arranging your classroom, engaging students and avoiding the misbehavior cycle. Create an environment where students learn and teachers teach. Leverage insight from teachers and students. *Teaching Outside the Box: How to Grab Your Students by Their Brain* Third Edition is an essential resource for teachers at any stage in their careers.

Sparkteach: The Taming of the Shrew, Volume 25 Sparknotes, 2020-08-04 [Teaching Shakespeare on Screen. Exploring Modern Classroom Dynamics through Film Adaptations of 'Much Ado About Nothing' and 'Macbeth'](#) Tatjana Tilp, 2024-04-24

Examination Thesis from the year 2022 in the subject Didactics for the subject English Literature Works grade 10 LMU Munich English Studies language English abstract. A concise overview of the theoretical context of Shakespeare in film genre theory drama and film analysis sets the stage for this paper on the use of Shakespeare adaptations in the modern classroom. Central to this work is the analysis of *Much Ado About Nothing* together with Branagh's 1993 film version of the play and *Macbeth* and its latest adaptation by Joel Coen as well as methodical and didactic considerations for the use of both play and film in the classroom. This tripartite structure is reflected in the main chapters. First a short introduction to the play and its characters will lay the groundwork for a closer analysis in regard to the play's themes. Second an in depth look at the film adaptation will provide an insight into the various possibilities for re-imagining Shakespeare's plays in modern popular culture how the themes are reflected in the film and how the specifics of each play come together on the screen. Finally each chapter will end on methodological and pedagogical implications of using these works for learning and teaching purposes. The didactic perspective will be further discussed in the last chapter *Teaching Shakespeare* which offers an overview of important principles of teaching the bard and his work discusses different approaches and includes an exemplary lesson plan for a teaching unit to demonstrate how the theoretical and didactic considerations can play together in the practical application.

Teaching Speech in the High School Mardel Ogilvie, 1961 **How to Study Shakespeare** William Hansell Fleming, 1904 [Study Book in English Literature from Chaucer to the Close of the Romantic Period](#) Elizabeth Robbins Hooker, 1910 **Course of Study Monographs** Berkeley (Calif.). Board of Education, 1922 [English Journal](#), 2002

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