

William Shakespeare

Topic

The life of William Shakespeare

Aims

- Learners will develop strategies for watching and understanding a short video about the life of William Shakespeare (stage 1).
- Learners will develop their understanding of Shakespeare's legacy by completing a quiz, and (optional) research a famous playwright or author from their country (stage 2).
- Learners will develop their knowledge of life in England 400 years ago during Shakespeare's time and (optional) in their own country through completing research (stage 3).

Age

Older primary (9–11 years)

Time

1 x 45-minute lesson (you can choose to do stage 2 or stage 3 or both)

or

3 x 15-minute segments (longer if you choose to do the optional projects in stage 2 or stage 3)

Materials

William Shakespeare video, worksheet, answers, transcript and games:

<https://learnenglishkids.britishcouncil.org/en/short-stories/william-shakespeare>

Image of William Shakespeare (stage 1)

Worksheet 1: one copy per pair of learners (stage 2)

Worksheet 2: one copy cut up into sentences for each group of learners (stage 3)

Access to computers or tablets (stages 2 and 3 – optional)

Introduction

In this lesson plan, which can be delivered as a 45-minute lesson or as shorter segments with optional projects, learners will be introduced to the life of William Shakespeare and some of his achievements through a short animated video.

If learners do stage 2, they will develop their understanding of his legacy and discuss answers to a quiz in pairs and groups. If learners do stage 3, they will develop their speaking and prediction skills as well as their knowledge of life in England 400 years ago.

The optional projects in stages 2 and 3 will allow them to develop their research and collaborative working skills by finding out about a famous playwright or author from their country, or about life in their country 400 years ago.

Procedure

1. Introduce and watch the video (15 mins)

- Play a game of hangman on the board with 'William Shakespeare'. Then show learners a picture of him. Do they know who he is? Ask learners if they know what he is famous for or where he was from.
- Tell the learners that they are going to watch a video called *William Shakespeare*, which tells us about his life.
- Give learners the video worksheet and ask them to match the words and pictures (exercise 1) before they watch the video. Learners compare then check answers as a class.
- Play the video. Ask learners to order the sentences (exercise 2) while they watch to make a timeline of his life. Ask learners to compare answers in pairs and then check as a class.
- Now ask learners to try to choose the answers to complete the sentences (exercise 3). Tell them it doesn't matter if they can't remember, because they will watch the video again.
- Play the video again and learners check or change their answers to exercise 3. Ask learners to compare answers in pairs, while monitoring and checking their answers. Fast finishers can try the wordsearch (exercise 4).
- Ask learners if they enjoyed the video. What was the most interesting thing that they learned?

2. Fun facts (15 mins + optional project)

- Ask learners if they can remember from the end of the video why Shakespeare is still very popular today ('because he wrote wonderful stories about very interesting people'). If your learners have covered any of the plays, ask them which one(s) they liked the most or which characters they found the most interesting.
- Put learners in pairs and tell them that they are going to do a quiz with fun facts about Shakespeare's plays. If they don't know the answer, they can just guess!
- Give each pair the quiz (worksheet 1) and they complete it together. Then put two pairs together to form a team of four. The pairs should compare their answers and decide on a final set of answers.
- Check answers as a class. Award points for correct answers and good or creative guesses! Ask learners what answers they found the most surprising or interesting.
- Optional project: research and write about (or make a timeline for) a famous playwright or author from their country.
 1. Learners work in groups – each group can do the same playwright or author, or you could encourage different groups to choose a different one.
 2. Each learner in the group takes one aspect of the playwright or author, such as their early life, their plays/books, their legacy or life during the period.
 3. Either for homework or using computers or tablets if you have access to them, each learner researches their area and writes a short paragraph. They can also draw or print an accompanying image.
 4. Then, as a group, learners put together their work to make a wall display for the classroom. Learners should look at the other groups' displays and say what they found the most surprising or interesting.

	<p>5. If you choose to make a timeline instead, learners can work in pairs. Depending on your learners, you might like to first brainstorm some of the key facts that usually appear on timelines, such as birth, school, jobs, publications, marriage, children, death, etc. – use exercise 2 from the video worksheet for examples.</p>
<p>3. Life in Tudor times (15 mins + optional project)</p>	<ul style="list-style-type: none"> • Ask learners to imagine what everyday life might have been like 400 years ago in England. They can think about things such as clothes, food, entertainment and school. Ask learners to work in groups and write down their ideas. • Give each group a set of the sentences (worksheet 2), cut up. Ask them to sort them into three columns: 'Life for poor people', 'Life for rich people' and 'Both'. • Check answers as a class. If different groups have put a sentence into a different column, ask them to explain why. Are there any facts about life in Tudor times that were surprising? Are there any aspects which they would like to have now? How different are the facts from their own ideas they initially brainstormed? • Optional project: research what life was like in their country 400 years ago. <ol style="list-style-type: none"> 1. Learners work in groups, and each group takes one aspect of life, such as clothes, food, entertainment or school. 2. Either for homework or using computers or tablets if you have access to them, each group researches their area. Groups then work together to produce a list of interesting facts, and draw or print accompanying images. 3. Then, as a class, put together all the facts and images to make a large wall display for the classroom. Learners should read the other groups' facts and say which they found the most surprising or interesting.

Contributed by

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