

Name: \_\_\_\_\_ Period: \_\_\_\_\_

## *Shakespeare Stations*

<b><i>Station</i></b>	<b><i>Your Responsibility</i></b>	<b>✓ <i>When completed</i></b>
<b>1</b> - Introducing Shakespeare	Read and review materials, including laminated information sheet and books on the table, then complete the handout - use the back for any additional information	
<b>2</b> - The World of Shakespeare	Read and review materials, including laminated information sheet and books on the table, then complete the handout - use the back for any additional information	
<b>3</b> - The Works of Shakespeare	Read and review materials, including laminated information sheet and books on the table, then complete the handout - use the back for any additional information	
<b>4</b> - The Theater of Shakespeare	Read and review materials, including laminated information sheet and books on the table, then complete the handout - use the back for any additional information	
<b>5</b> - Language of Shakespeare	<b><i>Two Parts -</i></b> <b><i>Part 1</i></b> - Read information on the stapled laminated sheets, and take notes on the binder paper provided; then <b><i>Part 11</i></b> - Side one - Try to complete the handout with words we would say today and words Shakespeare would say; Side two - Go to website listed on the handout and complete the handout	
<b>6</b> - Terms You Need to Know	Use a dictionary and/or computer to find the meaning of the terms provided on the handout - then write the definitions on the handout	
<b>7</b> - World of Shakespeare	<b><i>Life and Times</i></b> - Scan and peruse the materials here and take notes on paper provided. Write at least ten facts from your perusal of these books.	
<b>8</b> - World of Shakespeare	<b><i>Crime and Punishment</i></b> - Scan and peruse the materials here and take notes on paper provided. Write at least ten facts from your perusal of these books.	

***Once you have completed the tasks at all of the stations, gather up the materials and attach to the back of this sheet and turn in.***



# Introducing WILLIAM SHAKESPEARE

Fill in the following, using the resources at *Introducing Shakespeare station*:

HIS BIRTH DATE: \_\_\_\_\_



WE AREN'T SURE BECAUSE: \_\_\_\_\_

BIRTHPLACE: \_\_\_\_\_

TIMELINE: \_\_\_\_\_

Record what you learn about the following years::

1582:

@1585:

1593:

1594:

1603:

HIS DEATH: \_\_\_\_\_

MEMBERS OF HIS FAMILY: \_\_\_\_\_

FATHER:

MOTHER

WIFE:

CHILDREN

HIS EDUCATION: \_\_\_\_\_

NAME OF HIS SCHOOL: \_\_\_\_\_



HE STUDIED:: \_\_\_\_\_



HE DID NOT ATTEND UNIVERSITY BECAUSE: \_\_\_\_\_

HIS LEGACY \_\_\_\_\_

WHAT DID HE LEAVE HIS WIFE?

WHAT DID HE LEAVE THE WORLD?

WHY IS HE CALLED "THE BARD"?

BEN JOHNSON SAID OF HIM:



## Introducing WILLIAM SHAKESPEARE

Ironically, even though Shakespeare was one of the most prolific writers of all time, very little is written about his life. Even his exact birth date is unknown. However, there is record of his baptism at Holy Trinity Church on April 26<sup>th</sup>, 1564, in a town called Stratford-upon-Avon. Because children were baptized within days of their births, most scholars have agreed that April 23<sup>rd</sup> is a good guess for his birth date.

Shakespeare's father, John Shakespeare, wed Mary Arden, the daughter of a well-to-do farmer. John was a leatherworker, an alderman and a bailiff. Because John was a prominent citizen of Stratford, it is assumed that William attended the town's school, King Edward VI Grammar School, until he was fifteen. There he would have studied Latin, classic literature, grammar, logic, rhetoric, arithmetic and astronomy. His father, at the time, was having financial difficulties, so Shakespeare did not attend university.

When he was eighteen, William married an older woman, Anne Hathaway, who was twenty-six and expecting their first child, Susanna. They later had twins, Judith and Hamnet. Hamnet died when he was eleven. His only surviving descendant, a granddaughter, died childless in 1670. So Shakespeare has no living descendents today.

The seven years following the birth of his children are known as the "lost years," because there is not much known about Shakespeare's activity at that time. We do

know that he eventually left his family and moved to London in the mid 1580's, leaving his family behind.

By the early 1590's, he was working as an actor and a playwright, often performing for Queen Elizabeth. The theatres were closed in 1593 because of the plague, and at this time, Shakespeare concentrated on writing his narrative poems and sonnets.

In 1594, he became a shareholder in an acting company, the *Lord Chamberlain's Men*. The company later changed its name to *The King's Men* after the coronation of King James in 1603. In 1599, Shakespeare built his own theater, which he called *The Globe*. He enjoyed a prosperous career as both a playwright and a business man.

When Shakespeare died – on his birthday – in 1616, he left most of his estate to his eldest daughter, Susanna, as his son had already passed away. He did not leave his wife with nothing, however, for he left her his "second-best bed."

He left the world with a great deal more, penning two narrative poems, thirty-eight plays and one hundred and fifty-four sonnets. He is known as "The Bard of England" because he is widely acknowledged as the greatest poet from that country. As his contemporary Ben Johnson stated, "He was not of an age, but for all time."





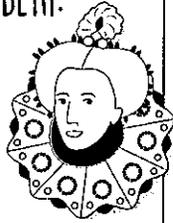
# The World of SHAKESPEARE

Read the handout and make notes below:

## THE REIGN OF ELIZABETH:

FROM:

TO:



WHAT PROBLEMS DID SHE HAVE?

HOW DID ENGLAND FLOURISH UNDER HER?

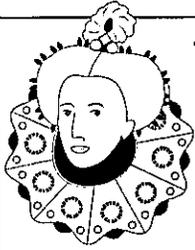
## THE BLACK DEATH:

## ENTERTAINMENT:



## KING JAMES:





## The World of SHAKESPEARE

Queen Elizabeth reigned over England for forty-five years, from 1558 – 1603. Only twenty-five when she ascended the throne, Elizabeth had already survived a great deal of scandal and danger. England was bankrupt and in a constant state of religious upheaval, as the Protestants and Catholics battled for religious control. Under her, England became Protestant again, but she granted concessions to the Catholics, in the hopes of preventing rebellion. It was not illegal to be a Catholic, but it was illegal to attend mass. Therefore, Catholics had freedom of belief, but were restricted in their practice.

England enjoyed a period of prosperity under Elizabeth's reign. It became a commercial center while sailors, like Sir Francis Drake and Sir Walter Raleigh, explored the new world, bringing great wealth to the country. The middle class was on the rise, as was capitalism. It was now possible for someone who was not born into the nobility to improve his station.

Elizabeth's England also experienced a revolution in education and literacy. With the invention of the printing press the previous century, books became less expensive and more plentiful. Schools were better funded, and more children from the less wealthy families went to school. Still, it was mostly the middle and upper classes who became literate. Only the girls of the nobility were educated.

Elizabeth was a great patron of the arts and a particular fan of the theatre. In fact, during her reign, professional theatres were built for the first time.



Life was hard and often short. Outbreaks of the plague, or the Black Death, were common. The city of London was teeming with life and change – and filth. There was no sewage system and waste was dumped out windows and into the Thames River. People lived in close contact with each other – and with the fleas and rodents that spread this cruel and fatal disease. Shakespeare was said to be terrified of the plague – and for good reason. Outbreaks would shut down the playhouses and kill thousands.

The Elizabethans entertained themselves nonetheless. The theatre was very popular, but so too were dances and feasts, cock fights and public executions. The upper classes participated in fencing tournaments and hunting, and all classes enjoyed bear baiting. For this "sport," a bear was chained to a post and fighting dogs were set upon it to fight to the death. Spectators would bet on the outcome. Queen Elizabeth loved the sport so much that she forbid the performance of plays on Thursdays, a day that was popular for bear baiting.

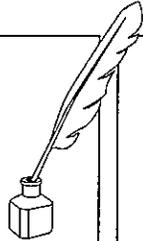
King James, the reigning monarch of Scotland, took over the throne of England upon Elizabeth's death in 1603. A lover of theatre as well, he became a patron of Shakespeare's company, which changed its name to *The King's Men*. Like many people of the time, James was very superstitious, and took a particular interest in the study of witchcraft. He wrote a book on the subject called *Daemonologie*. Shakespeare's first play under James's reign, *Macbeth*, includes witches and other references designed to impress his new king.



# THE WORKS OF *William Shakespeare*

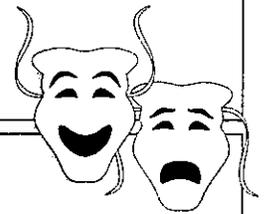
Take notes on the most important information from this station:

A SONNET IS:



HIS CONTRIBUTION TO LANGUAGE:

SHAKESPEARE WROTE THIS MANY:



HIS PLAYS:

SHAKESPEARE WROTE THIS MANY:

IAMBIC PENTAMETER:

THE THREE TYPES OF PLAYS HE WROTE:

NAME ONE OF EACH OF THE ABOVE:

HIS FIRST EDITION OF COLLECTED WORKS WAS CALLED :

# The works of SHAKESPEARE

## 154 SONNETS 38 PLAYS COMEDIES

*Some of his comedies are:*  
A MIDSUMMER NIGHT'S DREAM  
ALL'S WELL THAT ENDS WELL  
MUCH ADO ABOUT NOTHING

## HISTORIES

*Some of his histories are:*  
HENRY THE IV PART ONE & TWO  
HENRY THE VI PART ONE-THREE  
RICHARD II & RICHARD III

## TRAGEDIES

*Some of his tragedies are:*  
ANTHONY AND CLEOPATRA  
ROMEO AND JULIET  
JULIUS CAESAR  
MACBETH  
HAMLET

## WORDSMITH

Shakespeare is said to be responsible for the introduction of 1700 new words into the English language. Words like *amazement*, *eventful*, *majestic*, *hurry*, *generous* and *lonely* originated with The Bard. He also created many phrases that are still in use today. Some examples are: *all that glisters is not gold*, *catch a cold*, *naked truth*, *leap frog*, *breaking the ice*, and *fair play*.



## A SHAKESPEAREAN SONNET

is a fourteen line poem written in iambic pentameter. Sonnets have the following rhyme scheme:

**ABAB CDCD EFEF GG**

## SHAKESPEARE WROTE

two narrative poems when the theatres were closed in 1593: *The Rape of Lucrece* and *Venus and Adonis*.

**AN IAMB**  
IS A METRICAL FOOT  
OF ONE STRESSED &  
UNSTRESSED SYLLABLE

Penta is Greek for five. There are five *iamb*s in a line of iambic pentameter.

## IAMBIC PENTAMETER

So long|as men|can breathe|or eyes|can see,  
So long|lives this|and this|gives life|to thee.

*Sonnet 18*

*Iambic Pentameter sounds like:*  
daDUM daDUM daDUM daDUM daDUM.

## THE FIRST FOLIO

published in 1623, seven years after his death, was the first collected edition of Shakespeare's works. It contained thirty-six plays, and eighteen of these had never been published before. The publishers, John Hemminge and Henry Condell, separated the plays into Histories, Comedies and Tragedies.

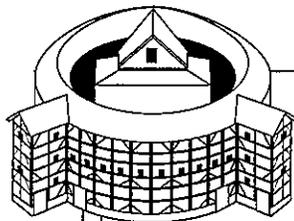




# THE THEATRE OF *William Shakespeare*

Take notes on the most important information from this station:

SHAKESPEARE'S AUDIENCE:



THE GLOBE:

HIS ACTING COMPANY

THE PLAGUE:

# The theatre of SHAKESPEARE

## 1576



THE FIRST REAL THEATER IS BUILT BY **JAMES BURBAGE**  
Before this, plays were performed in inn-yards and homes of nobles.



## ZERO

THE NUMBER OF **WOMEN ACTORS**  
Women actors were forbidden by law. Female roles were played by boys whose voices had not yet changed.

## COMMONERS GENTRY NOBLES ROYALS

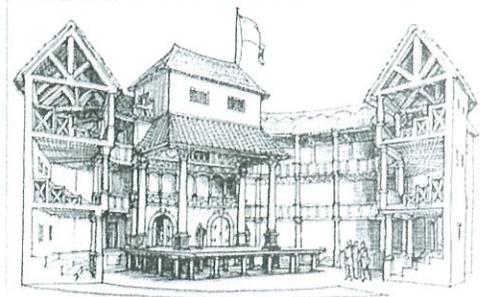
All members of society enjoyed going to the theatre

## LORD CHAMBERLAIN'S MEN

THE PLAYING COMPANY THAT SHAKESPEARE

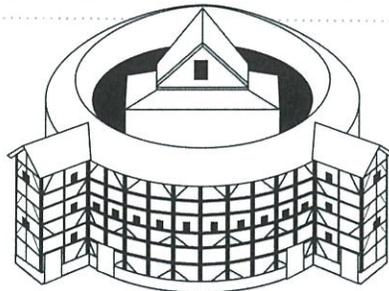
worked with as both a writer, actor, and theatre manager for most of his career. In 1603, when King James ascended the throne, they were known as

## THE KING'S MEN



## 1593 1603 1608

THEATRES CLOSED  
**BUBONIC  
PLAGUE**



## THE GLOBE OPEN AIR CIRCULAR 3 STORIES HIGH

The main stage was five feet high. Two side doors were at stage level. At the base of the stage was "the pit", where the

## GROUNDLINGS

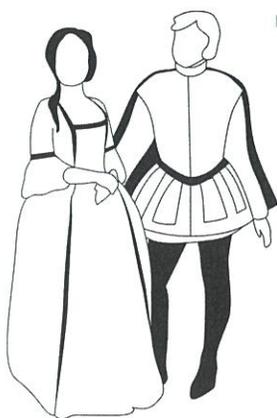
would stand to watch the play for the cost of a penny. For two pennies, the more well-to-do could sit in three levels of

## BALCONIES

In 1613, The Globe went up in flames when a canon was used for a performance of *Henry VII*. It was rebuilt a year later, with the straw roof replaced by tiles. The Puritans closed the theatre in 1642.

## THREE THOUSAND

The number of people who would go to a play.



## THE AUDIENCE

Shakespeare's audience was made up of all social classes. They would have been more rambunctious than today's theatre-goers. The groundlings would talk through performances and even throw food at the actors. The rich, in their seats, were protected from the rowdiness of the crowds in the pit. The richest nobles had the option of sitting on a chair on the side of the stage. Outside the theatre, patrons could shop at open-air markets.



## The Language of SHAKESPEARE II

After reading over the handouts, try your hand at using Shakespeare's language. In the first section, translate the phrase from his time into one we would say today. In the second section, try to translate the contemporary words into ones The Bard would use.

SHAKESPEAREAN PHRASE	WE WOULD SAY TODAY
Adieu. I shalt return on the morrow.	
Hark! I needeth thy counsel.	
Giveth Shakespeare a chance. Thou might e;en liketh 't.	
<i>The fool doth think he is wise. (As You Like It)</i>	
<i>Tempt not a desperate man. (Romeo and Juliet)</i>	
<i>The apparel oft proclaims the man. (Hamlet)</i>	
	Your idea was a good one.
	It's he that is the problem. He has no patience.
	I have nothing to give you.
	My phone is broken! What will I do?



## The Language of SHAKESPEARE II

Below, you will find some phrases that you may be familiar with. Use the computer at this station to find out which play they are from. You will need to go to this site: <http://www.phrases.org.uk/meanings/phrases-sayings-shakespeare.html>

Phrase	Play
<i>A foregone conclusion</i>	
Meaning:	
<i>A rose by any other name would smell as sweet</i>	
Meaning:	
<i>All that glitters is not gold</i>	
Meaning:	
<i>Be all and end all</i>	
Meaning:	
<i>Eaten out of house and home</i>	
Meaning:	
<i>Fair play</i>	
Meaning:	
<i>Fight fire with fire</i>	
Meaning:	

# The Language of SHAKESPEARE I

Other oft used

## Words



ADIEU=FAREWELL

AYE=YES

ANON=SOON

COUNSEL=ADVICE

ERE=BEFORE

FAIN=GLADLY

HARK=LISTEN!

HENCE=AWAY

HIE=GO!

HITHER=HERE

MARK=PAY ATTENTION

MARRY=INDEED

NOUGHT=NOTHING

OFT=OFTEN

PERCHANCE=MAYBE

PRITHEE=PLEASE

SAUCY=SASSY

SIRRAH=MALE OF INFERIOR RANK

2ND PERSON SINGULAR VERB ADDS *-EST*,  
(*YOU GIVE IS THOU GIVEST*)

3RD PERSON SINGULAR VERB ADDS *-ETH*  
(*SHE GIVES IS SHE GIVETH*)

Contractions: words with letters omitted, replaced by an apostrophe. Typical Shakespearean contractions:

DAR'ST (DARE)

E'EN (EVEN)

E'ER (EVER)

'ERE (BEFORE)

NE'ER (NEVER)

O' (OF)

O'ER (OVER)

SHAM'ST (SHAME)

'TIS (IT IS)

T' (TO)

'T WAS (IT WAS)

'T WERE (IT WERE)

'T (IT)

WHE'ER (WHENEVER)

WI' (WITH)

# The Language of SHAKESPEARE I

**Thou** Used when **YOU** is the **SUBJECT** of the sentence

You are a good friend =  
**THOU** art a good friend

**Thee** Used when **YOU** is the **OBJECT** of the sentence

I will give you =  
I wilt give **THEE**

**Thy** Used for the **POSSESSIVE** form of you. Use before a word that starts with a **CONSONANT**.

Your father =  
**THY** father

**Thine** Used for the **POSSESSIVE** form of you. Use before a word that starts with a **VOWEL**

Your apple =  
**THINE** apple

**Ye** Plural form of **YOU**, used for addressing a group.

2ND PERSON SINGULAR VERB ADDS **-EST**,  
(*YOU GIVE IS THOU GIVEST*)

3RD PERSON SINGULAR VERB ADDS **-ETH**  
(*SHE GIVES IS SHE GIVETH*)

Other oft used



**Words ARE = ART**  
*Thou art a fiend.*

**WAST = WERE**  
*Thou wast a fiend.*

**HAVE = HAST**  
*Thou hast a pleasant face.*

**HAVE = HATH**  
*He hath a pleasant face.*

**HAD = HADST**  
*She hadst little to say.*

**DO = DOST**  
*Why dost you frown?*

**DOES = DOTH**  
*He doth frown.*

**DID = DIDST**  
*Why didst thou frown?*

**CAN = CANST**  
*Canst thou come?*

**SHALL = SHALT**  
*Thou shalt come.*

**SHOULD = SHOULDST**  
*Thou shouldst come.*

**WILL = WILT**  
*Wilt thou come?*

**WHY = WHEREFORE**  
*Wherefore didst thou come?*

**FROM WHERE = WHENCE**  
*Whence did thou come?*



## The Language of SHAKESPEARE I

Let's face it. This is what scares students off the most. They look at the plays and see a "foreign" language. However, with a little information and practice, what seems difficult can become easier.

One thing that causes confusion is that Shakespeare's word order may not be familiar. Today, our language follows this pattern, typically: SUBJECT-VERB-OBJECT. For example: *I drove the car*. Shakespeare would play around with this order and in his work, you might see some unusual word arrangements. He did this to create rhythm and rhyme, to emphasize certain words or phrases, and/or to create speech patterns.:

I drove the car: S-V-O  
 Drove the car I: V-O-S  
 The car drove I: O-V-S  
 Drove I the car: V-S-O

With so many possible combinations, how does a modern reader figure it out? Look for what's familiar: locate the subject and the verb and rearrange the sentence until it makes sense.

One thing that hasn't changed is that when reading Shakespeare, like today's English, the reader needs to pay attention to punctuation marks. A comma requires a short pause, but periods, question marks, semi-colons, colons and dashes require a longer one. When we get to the end of a line of verse or prose, we don't pause unless there is a punctuation mark. It's the same with Shakespeare. When you read his work, read from punctuation mark to punctuation mark to get the meaning.

### LET'S LOOK AT SOME LINES FROM SHAKESPEARE:

Oh, where is Romeo? Saw you him today?  
 ~*Romeo & Juliet* (I i)

Where is Romeo? Have you seen him today?

*Neither a borrower nor a lender be,  
 For loan oft loses both itself and friend.*  
 ~*Hamlet* (I iii)

(You) shouldn't borrow or lend money because you'll often lose the friend and the money.

*This above all: to thine own self be true.*  
 ~*Hamlet* (I iii)

Above all, be true to yourself.

If't be so, For Banquo's issue have I fil'd my mind,  
 For them the gracious Duncan have I murther'd  
 ~*Macbeth* (III i)

If it's true, then I have ruined my mind and murdered Duncan for Banquo's children.



## The Language of SHAKESPEARE I

When we read, we read a sentence at a time. It's no different with verse, regardless of where the line ends. Read each sentence in the following passages. Pause at the commas. Stop at each period, colon, semi-colon, dash and question mark.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

~from *The Road Not Taken* by Robert Frost

But soft! What light through yonder window breaks?  
It is the east, and Juliet is the sun.  
Arise, fair sun, and kill the envious moon,  
Who is already sick and pale with grief,  
That thou, her maid, art far more fair than she.

~from *Romeo & Juliet* by William Shakespeare

But now I am mostly at the window  
watching the late afternoon light.  
Back then it never fell so solemnly  
against the side of my tree house,  
and my bicycle never leaned against the garage  
as it does today,  
all the dark blue speed drained out of it.

~from *On Turning Ten* by Billy Collins

To be, or not to be? That is the question—  
Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune,  
Or to take arms against a sea of troubles,  
And, by opposing, end them?

~from *Hamlet* by William Shakespeare



## Terms that you need **TO KNOW**

If you are going to study Shakespeare, there are some terms you need to be familiar with. Use the resources at this station to find the definitions:

**Allusion:**

**Aside:**

**Blank verse:**

**Hyperbole:**

**Iambic pentameter:**

**Double Entendre:**

**Malapropism:**

**Metaphor:**

**Oxymoron:**



## Terms that you need **TO KNOW**

If you are going to study Shakespeare, there are some terms you need to be familiar with. Use the resources at this station to find the definitions:

**Prose:**

**Pun:**

**Rhyming Couplet:**

**Soliloquy:**

**Verse:**