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Teaching Shakespeare A Handbook For Teachers

Ralph Alan Cohen



Teaching Shakespeare A Handbook For Teachers:

Teaching Shakespeare Rex Gibson, 2016-04-21 An improved larger format edition of the Cambridge School Shakespeare plays extensively rewritten expanded and produced in an attractive new design

Teaching Shakespeare Rex Gibson, 2000 *ShakesFear and How to Cure It* Ralph Alan Cohen, 2018-05-03 For teachers and lovers of Shakespeare *ShakesFear and How to Cure It* provides a comprehensive approach to the challenge and rewards of teaching Shakespeare and gives teachers both an overview of each of Shakespeare's 38 plays and specific classroom tools for teaching it Written by a celebrated teacher scholar and director of Shakespeare it shows teachers how to use the text to make the words and the moments come alive for their students It refutes the idea that Shakespeare's language is difficult and provides a survey of the plays by someone who has lived intimately with them on the page and on the stage

Teaching Shakespeare with Film and Television H. R. Coursen, 1997-10-30 Shakespeare is one of the world's most widely taught and most demanding authors Fortunately many of his plays have been adapted for film and television and these productions are a valuable aid for helping students understand and respond to his works This reference shows teachers and students how to master the techniques of discussing productions of his plays on film and television It distinguishes the advantages and limitations of film and television as media for representing Shakespeare's dramas The book then examines strategies for incorporating film and television productions in the classroom and provides many specific examples of how to write about these adaptations of the plays The volume describes numerous educational resources both in print and on cassette This reference will prove invaluable to teachers and students of Shakespeare at all levels particularly at a time when Shakespeare films are being produced at an unprecedented pace Although Shakespeare is one of the world's most widely taught authors he is also one of the world's most demanding Because of the popularity and sophistication of his works numerous film and television adaptations of his plays have been made some decades ago and others very recently Shakespeare films are coming out at an unprecedented rate as audiences continue to respond to the richness of his works These productions are a valuable means of introducing students to Shakespeare's plays for the film and television versions reflect different interpretations of his works Although some productions are generally considered better than others and all have various faults and virtues each of them teaches us something about the play and the medium This reference book is a convenient guide for helping teachers and students master the techniques of discussing productions of the plays on film and television It makes important distinctions between the two media particularly about the conceptual and physical space available in each and the choices that space or lack of it impose on production Central to the book is the concept of script the words from which productions are generated Because even weak productions are nonetheless interpretations of Shakespeare's scripts they can be used effectively to explore the complex issues in his plays The volume includes many suggestions about how to help students write well by comparing in very specific terms small segments from different productions It lists the resources available in this rapidly growing field

both on cassette and in print and gives many examples of critical commentary looking at genre editing allusion setting and the script in historical context Productions discussed include the Edzard As You Like It the Branagh A Midwinter s Tale the Parker Othello the Loncraine Richard III and seventy years of Hamlet Students and teachers of Shakespeare at all levels will find this book to be an invaluable guide to his plays **Bringing Forth the Bard** Zoe Enser,2022-05-06 Foreword by Professor Emma Smith The more you explore the plays of Shakespeare the more you realise how they are an interrelated network of ideas and themes linked to his context his audience and his understanding of the world In Bringing Forth the Bard Zoe Enser equips busy teachers with the core knowledge that will enable them to make links between the themes characters language and allusions in Shakespeare s oeuvre Each chapter includes tips on how to bring his plays to life in the classroom and features case studies from practising teachers in a range of contexts to illustrate how they can ensure that their students develop an appreciation of his work moving beyond the requirements of exams and empowering them to engage in the discussion around his influence and enduring appeal Underpinned by the author s academic enquiries on the subject at both undergraduate and master s level the book enables teachers to access the information they need in order to enrich their teaching beyond a single play and begin to unpick the threads of Shakespeare s work as a whole The link between subject knowledge and pedagogical approaches runs throughout the book focusing on the Shakespeare plays most popularly taught in the classroom and how we can enrich students understanding of these by looking both at the links across the domain and the bigger picture his work presents Zoe builds a detailed schema of Shakespeare s work his world his ideas and his influences and offers signposts to further reading and provides an appendix which will support teachers to rapidly find references to the plays they are teaching and the ideas related to them Suitable for teachers of English in all phases

Teaching Shakespeare with Purpose Ayanna Thompson,Laura Turchi,2016-01-28 What does it mean to teach Shakespeare with purpose It means freeing teachers from the notion that teaching Shakespeare means teaching everything or teaching Western Civilisation and universal themes Instead this invigorating new book equips teachers to enable student centred discovery of these complex texts Because Shakespeare s plays are excellent vehicles for many topics history socio cultural norms and mores vocabulary rhetoric literary tropes and terminology performance history performance strategies it is tempting to teach his plays as though they are good for teaching everything This lens free approach however often centres the classroom on the teacher as the expert and renders Shakespeare s plays as fixed determined and dead Teaching Shakespeare with Purpose shows teachers how to approach Shakespeare s works as vehicles for collaborative exploration to develop intentional frames for discovery and to release the texts from over determined interpretations In other words this book presents how to teach Shakespeare s plays as living breathing and evolving texts *How and Why We Teach Shakespeare* Sidney Homan,2019-05-15 In How and Why We Teach Shakespeare 19 distinguished college teachers and directors draw from their personal experiences and share their methods and the reasons why they teach Shakespeare The

collection is divided into four sections studying the text as a script for performance exploring Shakespeare by performing implementing specific techniques for getting into the plays and working in different classrooms and settings The contributors offer a rich variety of topics including working with cues in Shakespeare such as line and mid line endings that lead to questions of interpretation seeing Shakespeare s stage directions and the Elizabethan playhouse itself as contributing to a play s meaning using the gamified learning model or cue cards to get into the text thinking of the classroom as a rehearsal playing the Friar to a student s Juliet in a production of Romeo and Juliet teaching Shakespeare to inner city students or in a country torn by political and social upheavals For fellow instructors of Shakespeare the contributors address their own philosophies of teaching the relation between scholarship and performance and perhaps most of all why in this age the study of Shakespeare is so important Chapter 10 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Shakespeare Wendy Michaels, Ken D. Watson, Jesse Hise, 2001-01-01 Provides a range of teaching ideas and ways of using technology for Shakespearean plays **A Practical and Creative Guide to Teachers Teaching Shakespeare**, 1993

How and Why We Teach Shakespeare Sidney Homan, 2019 In *How and Why We Teach Shakespeare* 19 distinguished college teachers and directors draw from their personal experiences and share their methods and the reasons why they teach Shakespeare The collection is divided into four sections studying the text as a script for performance exploring Shakespeare by performing implementing specific techniques for getting into the plays and working in different classrooms and settings The contributors offer a rich variety of topics including working with cues in Shakespeare such as line and mid line endings that lead to questions of interpretation seeing Shakespeare s stage directions and the Elizabethan playhouse itself as contributing to a play s meaning using the gamified learning model or cue cards to get into the text thinking of the classroom as a rehearsal playing the Friar to a student s Juliet in a production of Romeo and Juliet teaching Shakespeare to inner city students or in a country torn by political and social upheavals For fellow instructors of Shakespeare the contributors address their own philosophies of teaching the relation between scholarship and performance and perhaps most of all why in this age the study of Shakespeare is so important Chapter 10 of this book is freely available as a downloadable Open Access PDF under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license [https://tandfbis.s3.us-west-2.amazonaws.com/rt/files/docs/Open Access Chapters 9780367190798_oachapter10.pdf](https://tandfbis.s3.us-west-2.amazonaws.com/rt/files/docs/Open%20Access%20Chapters%209780367190798_oachapter10.pdf)

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In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Teaching Shakespeare A Handbook For Teachers** a literary masterpiece penned with a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those that partake in its reading experience.

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