

Teaching Shakespeare Today



**Practical
Approaches
and
Productive
Strategies**

Edited by
James E. Davis and
Ronald E. Soderstrom

Teaching Shakespeare Today Practical Approaches And Productive Strategies By

Charles H. Frey



Teaching Shakespeare Today Practical Approaches And Productive Strategies By:

Teaching Shakespeare Today James E. Davis, Ronald E. Salomone, 1993 This teaching guide for high school college instructors begins with an introduction on Shakespeare and the American Landscape by Samuel Crowl and includes the following 32 essays Some Basics in Shakespearean Study Gladys V Veidemanis Teaching Shakespeare s Dramatic Dialogue Sharon A Beehler Shakespearean Role Models Ruth Ann Gerrard The Use of Quotations in Teaching Shakespeare Leila Christenbury Getting To Know a Play Five Ways Martha Tuck Rozett Toward a Teachable Shakespeare Syllabus Robert F Willson Jr Shakespeare off the Page J L Styran Goals and Limits in Student Performance of Shakespeare Charles H Frey Using Improvisational Exercises to Teach Shakespeare Annette Drew Bear Enacting Shakespeare s Language in Macbeth and Romeo and Juliet Elizabeth Oakes Sparking A Methodology to Encourage Student Performance Joan Ozark Holmer Changing the W s in Shakespeare s Plays Michael Flachmann Love Sighs and Videotape An Approach to Teaching Shakespeare s Comedies Michael J Collins Shakespearean Festivals The Popular Roots of Performance Demar C Homan Introducing Shakespeare with First Folio Advertisements Daniel J Pinti Versions of Henry V Laurence Olivier vs Kenneth Branagh Harry Brent Picturing Shakespeare Using Film in the Classroom to Turn Text into Theater James Hirsh Shakespeare Enters the Electronic Age Roy Flannagan Shakespeare Is Not Just for Eggheads An Interview with Two Successful Teachers Linda Johnson Teaching Shakespeare against the Grain Ronald Strickland Shakespeare and the At Risk Student David B Gleaves and others Decentering the Instructor in Large Classes Robert Carl Johnson Where There s a Will There s a Way Mary T Christel and Ann Legore Christiansen Digging into Julius Caesar through Character Analysis Larry R Johannessen A Whole Language Approach to Romeo and Juliet John Wilson Swope Sleep that knits up the raveled sleeve of care Responding to Macbeth through Metaphorical Character Journals Gregory L Rubano and Phillip M Anderson Building a Bridge to Shakespeare s Macbeth with Cormier s The Chocolate War Margo A Figgins and Alan Smiley Three Writing Activities to Use with Macbeth Ken Spurlock The Centrality of A Midsummer Night s Dream Hugh M Richmond If Only One Then Henry IV Part 1 for the General Education Course Sherry Bevins Darrell Teaching The Taming of the Shrew Kate Closure and Eighteenth Century Editions Loreen L Giese and Measure for Measure Links to Our Time John S Simmons SAM

Reimagining Shakespeare for Children and Young Adults Naomi Miller, 2013-10-15 First published in 2003 Routledge is an imprint of Taylor Francis an informa company Performance Approaches to Teaching Shakespeare Edward L. Rocklin, 2005 Describes a performance approach to teaching Shakespeare s plays in high school and college using performance activities that include analyzing casting rehearsing and performing parts of plays Shakespeare and Youth Culture J. Hulbert, K. Wetmore Jr., R. York, Kevin J. Wetmore Jr., 2009-12-14 This book explores the appropriation of Shakespeare by youth culture and the expropriation of youth culture in the manufacture and marketing of Shakespeare Considering the reduction translation and referencing of the plays and the man the volume examines the confluence between

Shakepop and rock rap graphic novels teen films and pop psychology 1 Henry IV Stephen Longstaffe, 2011-08-18 An introduction to Shakespeare's I Henry IV introducing its critical and performance history current critical landscape and new directions in research on the play **Making Sense of Shakespeare** Charles H. Frey, 1999 He argues that Lear's howl for example targets and rewards physical hearing physical speaking and their accompanying emotions as somatically connected to current or remembered sensations in mouth throat and lungs BOOK JACKET **Critical Practice in P-12 Education: Transformative Teaching and Learning** Lawrence, Salika A., 2014-01-31 This book presents a framework for teaching that empowers students fosters literacy development and explains the underlying factors that influence pedagogy highlighting practices from around the globe **Building Bridges** Clare Kosnik, Simone White, Bethan Marshall, A. Lin Goodwin, Jean Murray, 2016-07-15 Literacy learning continues to be central to schooling and is currently of major concern to educators policy developers and members of the public alike However the proliferation of communication channels in this digital era requires a fundamental re thinking of the nature of literacy and the pedagogy of literacy teaching and teacher education This text brings together papers by experts in teacher education literacy and information technology to help chart a way forward in this complex area Because of their background in teacher education the authors are realistic about what is appropriate and feasible they do not just jump on a technology bandwagon but they are also able to provide extended examples of how to embed technology in the practice of teacher education Taking a multi disciplinary perspective literacy teacher education and digital technology and informed by a range of empirical studies policy analyses and scholarly reflection this book makes a unique contribution to the literature on one of education's most pressing challenges how we prepare teachers of literacy at a time when understandings of literacy are expanding Chapters by leading researchers are complemented by those offering illuminating vignettes of practice that in turn provide opportunities for interrogation by the rich theoretical toolkit that characterizes the field The book is thoughtfully structured and manages a coherence that is rare in edited collections An impressive and heartening read Viv Ellis Professor of Education at Brunel University England and Bergen University College in Norway **Shakespeare on screen : The Henriad** Nathalie Vienne-Guerrin (éd.), Sarah Hatchuel (éd.), Filming plays from a tetralogy of history plays implies specific problems and strategies The papers in this volume show that the plays are parts of a series and can hardly be staged or filmed without referring to one another What does the big screen bring to the representation of history battles and national issues When do ideological interpretations stop being triggered by the text itself By deciphering the different ways in which meaning is created and ideology is conveyed whether it be through specific aesthetics performances intertextuality or cultural codes the papers in this volume all take part in the on going exploration of what Shakespeare's contrasting afterlives keep saying not only about the dramatic texts but also about ourselves

Teaching Shakespeare Into the Twenty-first Century Ronald E. Salomone, James E. Davis, 1997 A collection of success stories thirty two essays written by middle school high school and college teachers In these essays teacher authors record

their best attempts at bringing Shakespeare and the student together in the classroom of today and tomorrow p xii

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