



# From the burning shockwaves of supernovae to the gentlest of nebulae

by  
David Kipping



# Teaching Shakespeare Through Performance

**Milla Cozart Riggio**



## **Teaching Shakespeare Through Performance:**

**Teaching Shakespeare Through Performance** Milla Cozart Riggio, 1999 Performance pedagogy does more than involve students in the acting directing and production work needed to bring a play text to life It engages them in interpretation it makes issues of structure or subtext immediate it deepens understanding of stage history in film it demonstrates the role of camera lighting sound Teaching Shakespeare through Performance is designed for teachers of both high school and college English courses who wish to introduce performance strategies into their classroom The volume illustrates how attention to theatrical detail can give insight into Shakespeare s work and world the significance of an omitted exit or entrance the role of stage directions in King Lear costumes and transvestism on the Renaissance stage the changing fashions of acting Juliet how experimenting with the use of different personal props in a scene from Hamlet reveals cultural attitudes and much more

**Teaching Shakespeare Through Performance**, 2005 **Teaching Shakespeare Beyond the Centre** K. Flaherty, P. Gay, L. Semler, 2013-03-05 Showcasing a wide array of recent innovative and original research into Shakespeare and learning in Australasia and beyond this volume argues the value of the local and provides transferable and adaptable models of educational theory and practice **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 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 **Shakespearean Performance**

Frank Occhiogrosso, 2008 Shakespearean Performance New Studies contains ten essays in Shakespearean performance scholarship plus an introduction by the editor They are papers presented at Drew University by some of the best Shakespearean scholars in the field Andrew Gurr Jean Howard Arthur Kinney Harry Keyishian Russell Jackson Corey Abate Cary Mazer Milla Riggio Ralph Berry and James Bulman The essays cover such areas as the new Globe playhouse the staging of certain plays the film versions of several plays cross dressing and the play within the play as well as other areas of interest

to students of Shakespearean performance      *Teaching Shakespeare* Walter E Edens,2015-03-08 Here is a rich variety of approaches to teaching Shakespeare described by authors who are distinguished teachers and scholars In setting forth their classroom techniques they offer critical insights as well as stimulating ideas for use by other teachers Their suggestions range from different pairings of plays provocative questions for discussion and ways of reading aloud to projects for class performances and even possibilities for teaching Shakespeare outside the classroom The contributors share a concern for developing students interests and skills beyond strict formal analysis Contributors Walter F Eggers Jr Robert B Heilman John W Velz D Allen Carroll Norman Rabkin Winfried Schleiner A C Hamilton Albert Wertheim Paul M Cubeta David M Bergeron Ray L Heffner Jr Brian Vickers Jay L Halio G Wilson Knight Bernard Beckerman Originally published in 1978 The Princeton Legacy Library uses the latest print on demand technology to again make available previously out of print books from the distinguished backlist of Princeton University Press These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905      *Teaching Hamlet in the Twenty-First-Century Classroom* Joseph P. Haughey,2024-09-23 Teaching Hamlet in the Twenty First Century Classroom is for both the novice and veteran teacher and offers fresh takes on teaching Shakespeare s iconic Hamlet Its lessons push students to engage deeply and creatively Rooted in text and performance each chapter provides ready to use learning objectives reading guides notes on language critical backgrounds discussion questions film based strategies and project based culminating activities that embrace students role in meaning making It is the book for teachers who want to get their students to love Hamlet      **Shakespeare and the Making of Theatre** Paul Edmondson,Bridget Escolme,2012-10-18 A highly engaging text that approaches Shakespeare as a maker of theatre as well as a writer of literature Leading performance critics dismantle Shakespeare s texts identifying theatrical cues in ways which develop understanding of the underlying theatricality of Shakespeare s plays and stimulate further performances      *The Reel Shakespeare* Lisa S. Starks,Courtney Lehmann,2002 This collection models an approach to Shakespeare and cinema that is concerned with the other side of Shakespeare s Hollywood celebrity taking the reader on a practical and theoretical tour through important non mainstream films and the oppositional messages they convey The collection includes essays on early silent adaptations of Hamlet Greenway s Prospero s Books Godard s King Lear Hall s A Midsummer Night s Dream Taymor s Titus Polanski s Macbeth Welles Chimes at Midnight and Van Sant s My Own Private Idaho      *The Arden Research Handbook of Shakespeare and Social Justice* David Ruiter,2020-11-26 The Arden Research Handbook of Shakespeare and Social Justice is a wide ranging authoritative guide to research on Shakespeare and issues of social justice and arts activism by an international team of leading scholars directors arts activists and educators Across four sections it explores the relevance and responsibility of art to the real world and to the significant teaching and learning performance and practice

theory and economies that not only expand the discussion of literature and theatre but also open the gates of engagement between the life of the mind and lived experience The collection draws from noted scholars writers and practitioners from around the globe to assert the power of art to question disrupt and re invigorate both the ties that bind and the barriers that divide us A series of interviews with theatre practitioners and scholars opens the volume establishing an initial portfolio of areas for research exploration and change In Section 2 The Practice of Shakespeare and Social Justice contributors examine Shakespeare's place and possibilities in intervening in issues of race class gender and sexuality Section 3 The Performance of Shakespeare and Social Justice traces Shakespeare and social justice in multiple global contexts engaging productions grounded in the politics of Mexico India South Africa China and aspects of Asian politics broadly this section illuminates the burgeoning field of global production while keeping as a priority the political structures that make advocacy and resistance possible The last section on Economies of Shakespeare describes socio economic and community issues that come to light in Shakespeare and their potential to catalyze ongoing discussion and change in respect to wealth distribution equity and humanity An annotated bibliography provides further guidance to those researching the subject **Shakespeare Scholars**

**in Conversation** Michael P. Jensen, 2019-07-29 Twenty four of today's most prominent Shakespeare scholars discuss the best known works in Shakespeare studies along with some nearly forgotten classics that deserve fresh appraisal An extensive bibliography provides a reading list of the most important works in the field A filmography then lists the most important Shakespeare films along with the films that influenced Shakespeare filmmakers Interviewees include Sir Stanley Wells Sir Jonathan Bate Sir Brian Vickers Ann Thompson Virginia Mason Vaughan George T Wright Lukas Erne MacDonald P Jackson Peter Holland James Shapiro Katherine Duncan Jones and Barbara Hodgdon *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

The Shakespearean International Yearbook Brett Hirsch, Hugh Craig, 2017-05-15 This eighth volume of The Shakespearean International Yearbook presents a special section on European Shakespeares proceeding from the claim that Shakespeare's literary craft was not just native English or British but was filtered and fashioned through a Renaissance awareness that needs to be recognized as European and that has had effects and afterlives across the Continent Guest editors Ton Hoenselaars and Clara Calvo have constructed this section to highlight both how the spread of Shakespeare throughout Europe has brought together the energies of a wide variety of European cultures across several centuries and how the inclusion of Shakespeare in European culture has been not only a European but also a world affair The Shakespearean International Yearbook continues to provide an annual survey of important issues and developments in contemporary Shakespeare studies Contributors to this issue come from the US and the UK Spain Switzerland and South Africa Canada The Netherlands India Portugal Greece France and Hungary In addition to the section on European Shakespeares this volume includes essays on the genre of romance issues of character and other topics Twelfth Night: A

Critical Reader ,2013-12-16 Twelfth Night is the most mature and fully developed of Shakespeare's comedies and as well as being one of his most popular plays represents a crucial moment in the development of his art Assembled by leading scholars this guide provides a comprehensive survey of major issues in the contemporary study of the play Throughout the book chapters explore such issues as the play's critical reception from John Manningham's account of one of its first performances to major current commentators like Stephen Greenblatt the performance history of the play from Shakespeare's day to the present and key themes in current scholarship from issues of gender and sexuality to the study of comedy and song Twelfth Night A Critical Guide also includes a complete guide to resources available on the play including critical editions online resources and an annotated bibliography and how they might be used to aid both the teaching and study of Shakespeare's enduring comedy

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

Macbeth Nick Moschovakis,2008-03-03 This volume offers a wealth of critical analysis supported with ample historical and bibliographical information about one of Shakespeare's most enduringly popular and globally influential plays Its eighteen new chapters represent a broad spectrum of current scholarly and interpretive approaches from historicist criticism to performance theory to cultural studies A substantial section addresses early modern themes with attention to the protagonists and the discourses of politics class gender the emotions and the economy along with discussions of significant minor characters and less commonly examined textual passages Further chapters scrutinize Macbeth's performance adaptation and transformation across several media stage film text and hypertext in cultural settings ranging from early nineteenth century England to late twentieth century China The editor's extensive introduction surveys critical theatrical and cinematic interpretations from the late seventeenth century to the beginning of the twenty first while advancing a synthetic argument to explain the shifting relationship between two

conflicting strains in the tragedy's reception Written to a level that will be both accessible to advanced undergraduates and at the same time useful to post graduates and specialists in the field this book will greatly enhance any study of Macbeth Contributors Rebecca Lemon Jonathan Baldo Rebecca Ann Bach Julie Barmazel Abraham Stoll Lois Feuer Stephen Deng Lisa Tomaszewski Lynne Bruckner Michael David Fox James Wells Laura Engel Stephen Buhler Bi qi Beatrice Lei Kim Fedderson and J Michael Richardson Bruno Lessard Pamela Mason *The Shakespeare Handbook* Andrew Hiscock, Stephen Longstaffe, 2015-04-06 Literature and Culture Handbooks are an innovative series of guides to major periods topics and authors in British and American literature and culture Designed to provide a comprehensive one stop resource for literature students each handbook provides the essential information and guidance needed from the beginning of a course through to developing more advanced knowledge and skills Written in clear language by leading academics they provide an indispensable introduction to key topics including Introduction to authors texts historical and cultural contexts Guides to key critics concepts and topics An overview of major critical approaches changes in the canon and directions of current and future research Case studies in reading literary and critical texts Annotated bibliography including websites timeline glossary of critical terms The Shakespeare Handbook is an accessible and comprehensive introduction to Shakespeare and early modern literature Literature as a Lens for Climate Change Rebecca L. Young, 2022-03-03 Each chapter in this collection offers a practical approach for using literature to engage and empower students to confront aspects of climate crises Educators from different backgrounds and parts of the world share their experience using novels short stories drama poetry and nonfiction to help students understand the causes and consequences of climate change as well as how they can contribute to potential solutions **Content Area Reading and Learning** Diane Lapp, James Flood, Nancy Farnan, 2016-11-18 How can teachers make content area learning more accessible to their students This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning The goal is to help teachers model through excellent instruction the importance of lifelong content area learning This working textbook provides students maximum interaction with the information strategies and examples presented in each chapter This book is organized around five themes Content Area Reading An Overview The Teacher and the Text The Students The Instructional Program School Culture and Environment in Middle and High School Classrooms Pedagogical features in each chapter include a graphic organizer a chapter overview Think Before Think While and Think After Reading Activities which are designed to integrate students previous knowledge and experience with their new learnings about issues related to content area reading literacy and learning and to serve as catalysts for thinking and discussions This textbook is intended as a primary text for courses on middle and high school content area literacy and learning

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