



Teaching Shakespeare through Performance

Edited by

Milla Cozart Riggio



Teaching Shakespeare Thru Performance

Frank Occhiogrosso



Teaching Shakespeare Thru 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

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 and Learning Shakespeare through Theatre-based Practice Tracy Irish, Jennifer Kitchen, 2023-12-28 How can the study of Shakespeare contribute to equipping young people for the challenges of an uncertain future This book argues for the necessity of a Shakespeare education that finds meaning in the texts through inviting in the prior knowledge experiences and ideas of students combines intellectual social and emotional learning and develops a critical perspective on what a cultural inheritance is all about It offers a comprehensive exploration of the educational principles underpinning theatre based practice and explains how and why this practice can open up the possibilities of Shakespeare study in the classroom It empowers Shakespeare educators working with young people aged 5 18 to interact critically creatively and collaboratively with Shakespeare as a living artist Drawing on the authors research and experience with organizations including the Royal Shakespeare Company Shakespeare s Globe the Folger and Coram Shakespeare Schools Foundation Part One consolidates recent developments in the field and engages in lively dialogue with core questions of Shakespeare s place in the classroom Part Two curates a series of interviews with leaders and practitioners from the above and other Shakespeare institutions exploring their core principles and practices Part Three presents chapters from and about classroom teachers who share their experiences of successfully embedding theatre based approaches to Shakespeare in their own diverse contexts

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 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 **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 Beyond the Major* M. Tyler Sasser, Emma K. Atwood, 2024-02-22 This edited collection considers the task of teaching Shakespeare in general education college courses a task which is often considered obligatory perfunctory and ancillary to a professor's primary goals of research and upper level teaching The contributors apply a variety of pedagogical strategies for teaching general education students who are often freshmen or sophomores non majors and or non traditional students Offering instructors practical classroom approaches to Shakespeare's language performance and critical theory the essays in this collection explicitly address the unique pedagogical situations of today's general education college classroom 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 **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 Hamlet Timothy J. Duggan, 2008 Part of Prufrock's series for the upper level classroom Advanced Placement Classroom Hamlet allows teachers to take a fresh approach on one of Shakespeare's most famous plays by moving beyond basic history and memorization of quotes Students will study cultural variations of the Hamlet story recreate the tale's events in a news show format rewrite scenes using modern day perspectives and create their own blogs to discuss the play's relationship to contemporary life The author also provides easy to use discussions of Shakespeare's life and times and the ways Hamlet can be studied from a critical perspective *Teaching Literature in Virtual Worlds* Allen Webb, 2012-03-12 What are the realities and possibilities of utilizing on line virtual worlds as teaching tools for specific literary works Through engaging and surprising stories from classrooms where virtual worlds are in use this book invites readers to understand and participate in this emerging and valuable pedagogy It examines the experience of high school and college literature teachers involved in a pioneering project to develop virtual worlds for literary study detailing how they created utilized and researched different immersive and interactive virtual reality environments to support the teaching of a wide range of literary works Readers see how students role play as literary characters extending and altering character conduct in purposeful ways and how they explore on line interactive literature maps museums archives and game worlds to analyze the impact of historical and cultural setting language and dialogue on literary characters and events This book breaks exciting ground offering insights pedagogical suggestions and ways for readers to consider the future of this innovative approach to teaching literary texts The Routledge International Handbook of English, Language and Literacy Teaching Dominic Wyse, Richard Andrews, James Hoffman, 2010-02-25 Reviews international research that is relevant to the teaching of English language and literacy This book locates research within theoretical context drawing on historical perspectives **Teaching A Midsummer Night's Dream, Romeo and Juliet, and Macbeth** Peggy O'Brien, 2006-08 An innovative performance based approach to teaching Shakespeare Reading at a Crossroads? Rand J. Spiro, Michael DeSchryver, Michelle Schira Hagerman, Paul M. Morsink, Penny Thompson, 2015-03-05 The Internet is transforming the experience of reading and learning through reading Is this transformation effecting a radical change in reading processes as readers synthesize understandings from fragments across multiple texts Or conversely is the Internet merely a new place to use the same reading skills and processes developed through experience with traditional print based media Are the changes in reading processes a matter of degree or are they fundamentally new And if so how must reading theory research and instruction adjust This volume brings together distinguished experts from the fields of reading research teacher education educational psychology cognitive science rhetoric and composition digital humanities and educational technology to address these questions Every question is not answered in every chapter How could they be But every contributor has many thoughtful things to say about a subset of these important questions Together they add up to a comprehensive response to the issues the field faces as it approaches what may well be or not a crossroads A website devoted to extending discussion around the book in creative and disjunctive

ways readingatacrossroads net moves it beyond the printed page

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

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

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

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 **Shakespeare and the Digital World** Christie Carson, Peter Kirwan, 2014-06-12 This collection brings the broad discussion about digital humanities into focus through Shakespeare in research teaching publishing and performance **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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