

**CURRICULUM MAP**  
**Shakespeare in Film**

Week 1	Weeks 2	Weeks 3-7	Weeks 8-12	Weeks 13-16	Weeks 17-18
<p>*Explain: Reader's Notebook Syllabus for class Final Project</p> <p>Explore: William Shakespeare English Renaissance Elizabethan English Shakespearean Theater</p> <p>Review Drama Terms: Aside, Soliloquy, Prologue, Chorus, Foil, Comedy, Tragedy, History, Comic relief, Tragi-comedy</p> <p>Review Poetry Terms: Allusion, Blank Verse, Iambic pentameter, Couplet, Sonnet, Figurative language</p> <p>Review Cinematic Terms: Fade Out, Fade In, Resolve, Pan, Close up, Back shot; down shot, cut to, etc.</p>	<p><b>Focus: <i>The Tempest</i></b></p> <p>Read/Perform play as group.</p> <p>Identify and analyze elements of literature: Characters Setting Plot Subplots Theme</p> <p>Examine writer's involvement with characters and theme.</p> <p>Keep daily responses in Reader's Notebook.</p> <p>Relate drama to modern films with same plot.</p> <p>Apply various strategies to understand Shakespeare's language.</p> <p>Use a variety of reading strategies to understand and comprehend dramas written on various reading levels.</p> <p>Use art, music, and dance to extend study of drama.</p>	<p><b>Focus: Shakespeare's Comedies</b></p> <p>Read/Perform any two of Shakespeare's comedies: <i>The Taming of the Shrew</i> <i>Much Ado About Nothing</i> <i>As You Like It</i> <i>The Merchant of Venice</i> <i>A Mid-Summer Night's Dream</i></p> <p>Use reading groups based on interest and previous reading experiences.</p> <p>Analyze characters and theme of each drama.</p> <p>Use Socratic Seminar.</p> <p>Use appropriate excerpts from various film versions of plays when available.</p> <p>Analyze various directors' interpretation of Shakespeare's characters, settings, plots, themes, etc.</p> <p>Maintain responses, reflections, and other writings in Reader's Notebook.</p>	<p><b>Focus: Shakespeare's Tragedies</b></p> <p>Read/Perform any three of Shakespeare's tragedies: <i>Hamlet, King Lear, Othello, Macbeth, Romeo and Juliet, Julius Caesar</i></p> <p>Use reading groups.</p> <p>Review dramas previously read in English classes.</p> <p>Analyze characters and theme of each drama read.</p> <p>Study various film versions of at least one tragedy.</p> <p>Guide students in establishing criteria for rating various film versions of same tragedy.</p> <p>Use criteria to rate the various film versions and explain ratings in Reader's Notebook.</p> <p>Use art, music, and dance to extend study of drama.</p>	<p><b>Focus: Shakespeare's Histories</b></p> <p>Read/Perform one of Shakespeare's historical dramas: <i>Henry IV, Henry V, Henry VI, Henry VIII, The Life and Death of King John, Richard III</i></p> <p>Research central historical characters.</p> <p>Compare/contrast Shakespeare's depiction to history's treatment of same character.</p> <p>View at least one film version of drama read in group.</p> <p>In Reader's Notebooks, identify which version (play or film) student likes best. Support position with concrete details and facts from each text.</p>	<p><b>Final Project:</b> Research project based on some aspects of works studied.</p> <p><b>Reader's Notebook :</b> Student will designate 3 best entries in his/her Reader's Notebook and write a reflective letter to teacher explaining what makes those 3 entries his/her best.</p> <p><b>Revisit <i>The Tempest</i>:</b> Do you consider <i>The Tempest</i> to be a good ending for Shakespeare's career as a playwright?</p> <p>What other dramas by Shakespeare could be classified as tragi-comedies?</p> <p style="text-align: right;">12/14/2006</p>