

#ShakespearesaskLive

Shakespeare and The Elizabethan Era



Study Guide

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Before beginning, consider completing a KWL chart with your students to assess prior knowledge and plan for further instruction.

Topic: _____		Name: _____	
K What I Know	W What I Wonder	L What I Learned	

KWL (Know, Want to know, Learned)

Step 1 Download a KWL chart (<https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>), or have students create their own with three columns and two rows — one row for the headings and one larger one in which to write. Label the first column with a K for “What I Know,” the second with a W for “What I Wonder,” and the third with an L for “What I Learned” or a variation of this. Introduce the KWL strategy and model how to use it with the topic. (https://www.nbss.ie/sites/default/files/publications/kwl_comprehension_strategy_handout__copy_2_0.pdf)

Step 2 As a class, brainstorm what students already know about Shakespeare, the Elizabethan era, or about either of the plays. Highlight the importance of prior learning and how life experience and making connections to what we already know is a very important part of learning. Write these ideas under the K column.

Note: This step can also be done after reading some of the information in this study guide to give students a bit of prior knowledge.

Step 3 Now have students generate a list of what else they want to learn or questions they want answered. Continue to demonstrate how to organize and categorize their suggestions and how to use this information to set a purpose for viewing. Note: There will be time for questions following the workshop in which students will be able to ask their questions and get answers from the facilitators. They may want to ask the facilitators about their careers, Shakespeare, or about performing Shakespeare.

Step 4 After the workshop, the class can discuss and record what they learned in the L column, especially paying attention to W questions that were answered during the workshop. Provide multiple opportunities for students to use the strategy in pairs or small groups until they can use the strategy independently. The L column can also serve as notes for review and revision.

Playwright – William Shakespeare



William Shakespeare (April 26, 1564 – April 23, 1616) was an English poet, playwright, and actor, widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He is often called England's national poet, and the "Bard of Avon". His extant works, including collaborations, consist of approximately 38 plays, 154 sonnets, two long narrative poems, and a few other verses, some of uncertain authorship. His plays have been translated into every major living language and are performed more often than those of any other playwright.

Shakespeare was born and brought up in Stratford-upon-Avon, Warwickshire. At the age of 18, he married Anne Hathaway, with whom he had three children: Susanna, and twins Hamnet and Judith. Sometime between 1585 and 1592, he began a successful career in London as an actor, writer, and part-owner of a playing company called the Lord Chamberlain's Men, later known as the King's Men. He appears to have retired to Stratford around 1613, at age 49, where he died three years later. Few records of Shakespeare's private life survive, which has stimulated considerable speculation about such matters as his physical appearance, religious beliefs and whether the works attributed to him were written by others.

Shakespeare produced most of his known work between 1589 and 1613. His early plays were primarily comedies and histories, and these are regarded as some of the best work ever produced in these genres. He then wrote mainly tragedies until about 1608, including *Hamlet*, *Othello*, *King Lear*, and *Macbeth*, considered some of the finest works in the English language. In his last phase, he wrote tragicomedies, also known as romances, and collaborated with other playwrights.

In the 20th and 21st centuries, his works have been repeatedly adapted and rediscovered by new movements in scholarship and performance. His plays remain highly popular, and are constantly studied, performed, and reinterpreted in diverse cultural and political contexts throughout the world.

Instructions: Using books from your library, or allowing students to use computers, instruct students to become detectives, finding the answers to 5 “spaces” in a row. The first student(s) to get a Bingo, wins!
Extension: Have students find the answers to the questions in all of the spaces for a “blackout”.

Shakespeare Bingo

When (the century) did Shakespeare live and work?	What is prose?	What is a monologue?	Name a Shakespearean tragedy.	What is blank verse?
Name a Shakespearean comedy.	What is a soliloquy?	Name the two types of writing Shakespeare is known for.	What is iambic pentameter?	Who was Shakespeare married to?
What is a quarto?	What country did Shakespeare live in?	Free Space	Who was the queen during Shakespeare's time?	True or False? Many beautiful actresses performed in Shakespeare's plays.
What 3 types of plays did Shakespeare write?	What is a dialogue?	Name a Shakespearean history.	What is Shakespeare's first name?	What is a sonnet?
What are stage directions?	True or False? The stage was very complex and featured lots of fancy and expensive props.	What was the name of the theatre where Shakespeare's plays were first performed?	What was the name of Shakespeare's acting company?	What is a folio?

De-mystifying Shakespeare's language

Language is constantly evolving!

Examples of present day slang: Cash me ousside, howbow da? YOLO! Hundo P.

Shakespeare didn't write in a foreign language, he wrote in modern English for his time (late 1500s - that's over 400 years ago!). If a word didn't exist, he made one up. He introduced approximately 3,000 words to the English language. Some of the most interesting words are used as insults.

Activity: Insult ball game.

Directions: Combine one word or phrase from each of the columns below and add "Thou" to the beginning. If thou knowest the meaning of thy strong words, thou shalt have the perfect insult to fling at the wretched fools thou hatest. Hint: Check a Shakespearian Dictionary Website for the definitions. Let thyself go. Mix and match to find that perfect barb from the bard! After each student has a chance to create their insult, have everyone stand in a circle, then they will take turns throwing a ball while "hurling" their insults at each other.

<u>Column A</u>	<u>Column B</u>	<u>Column C</u>
bawdy	bunch-backed	canker-blossom
brazen	clay-brained	clotpole
churlish	dog-hearted	crutch
distempered	empty-hearted	cutpurse
fitful	evil-eyed	dogfish
gnarling	eye-offending	egg-shell
greasy	fat-kidneyed	gull-catcher
grizzled	heavy-headed	hedge-pig
haughty	horn-mad	hempseed
hideous	ill-breeding	jack-a-nape
jaded	ill-composed	malkin
knavish	ill-nurtured	malignancy
lewd	iron-witted	malt-worm
peevish	lean-witted	manikin
pernicious	lily-livered	minimus
prating	mad-bread	miscreant
purpled	motley-minded	moldwarp
queasy	muddy-mettled	nut-hook
rank	onion-eyed	pantaloon
reeky	pale-hearted	rabbit-sucker
roynish	paper-faced	rampallion
saucy	pinch-spotted	remnant
sottish	raw-boned	rudesby
unmuzzled	rug-headed	ruffian

Insult:

Thou _____

Definition:

You _____

Hey, you!

Fear not *thees* and *thous*! They both mean *you*, and they follow a pattern.

thou = you (subject) thee = you (object) ye = you (plural) thy = your thine = yours

The same, just shortened

Shakespeare used a lot of contractions, especially to maintain iambic pentameter (more info to follow).

wi' = with	l' = In	o' = of	
t' = to	't = it	'tis = it is	'twas = it was
e'en = even (sounds like <i>een</i>)		e'er = ever (sounds like <i>air</i>)	ne'er = never (sounds like <i>nair</i>)

Sayest thou what?!

Verb conjugation also follows a pattern. It's just a little more complicated than English verb conjugation is now.

<u>Now (to speak)</u>	<u>Then (to speak)</u>
I speak	I speak
We speak	We speak
You (s) speak	Thou speakest
You (pl) speak	Ye speak
He/she/it speaks	He/she/it speaketh
They speak	They speak

The rule for conjugating in Elizabethan English is:

2nd Person singular verb adds *-est*, (*you give is thou givest*)
3rd Person singular verb adds *-eth* (*she gives is she giveth*)

Examples of other verbs:

thou – art	hast	wilt	canst	dost	hadst	wouldst	couldst	shouldst	didst
he— is	hath	will	can	doth	had	would	could	should	did

thou – speakest	liest	lovest	thinkest
he— speaketh	lieth	loveth	thinketh
you – speak	lie	love	think

Modern English

you – are have will can do

What do you think?

What dost thou think?

What thinkest thou?

Activity: How to use your Insults

1) Write a short, simple scene, or use the one below.

A: Hey!

B: Hello there.

A: Let me by, I have to cross this bridge.

B: You can't.

A: Why not?
B: Because.
A: Cause why?
B: Cause there's a bear on the other side.
A: Why didn't you say so?

2) Pepper your scene with as many insults as you like.

3) Read them aloud.

Literary Devices

Alliteration: The repetition of the first sound of two or more neighboring words.

Example: From forth the fatal loins of these two foes -Prologue, *Romeo & Juliet*

Onomatopoeia: The use of a word that sounds like what it means.

Example: Hark, hark! **Bow-wow**. The watch-dogs **bark!** **Bow-wow**. Hark, hark! I hear the strain of strutting chanticleer cry '**cock-a-diddle-dow!**' -Ariel, *The Tempest*

Metaphor: The use of a word or a phrase denoting one kind of object or action in place of the one actually being described, to imply likeness or analogy between them.

Example: All the world's a stage, and all the men and women merely players.
-Jaques, *As You Like It*

Simile: A comparison of two essentially unlike things, in which a particular similarity is pointed out by the use of *like* or *as*.

Example: This is the sergeant Who **like** a good and hardy soldier fought 'Gainst my captivity.

-Malcolm, *Macbeth*

Personification: The representation of an inanimate object or abstract idea as a personality or as having human attributes.

Example: My **gashes cry** for help. -Captain, *Macbeth*

Antithesis: The juxtaposition of opposing or contrasting ideas.

Example: To be or not to be. -Hamlet, *Hamlet*
Fair is foul, and foul is fair. -Witches, *Macbeth*

Pun: A play on words.

Example: Mercutio: "Nay, gentle Romeo, we must have you dance."
Romeo: "Not I, believe me. You have dancing shoes
With nimble soles; I have a soul of lead
So stakes me to the ground I cannot move."

Context: Romeo is reluctant to attend a party because he is suffering from a broken heart.

Double Entendre: A word, phrase, or passage having a double meaning, especially when the second meaning is risqué.

Example: And loosed his love-shaft smartly from its bow
As it should pierce a hundred thousand hearts.
But I might see young Cupid's fiery shaft
Quenched in the chaste beams of the wat'ry moon

Explanation: While Oberon, King of the Fairies in *A Midsummer Night's Dream*, is telling a

story about Cupid shooting one of his arrows, a second, more sexual meaning lies behind his words.

ex. love shaft = Cupid's arrow (literal meaning) or penis (double entendre)

Shakespeare's poetry

Shakespeare was a poet/playwright. He wrote his plays in either prose or verse and often in iambic pentameter.

Prose is just regular writing, like in a paragraph.

-used by lower class characters, for humor, in idle conversation, and by cynical characters (like Mercutio and Iago).

Verse refers to poetry with a constant meter or rhythm. It can be either rhyming or blank (unrhyming).

-used for higher class characters and in important moments.

Iambic Pentameter

10 syllables a line in 5 feet, or iambs (one foot is two syllables or beats)

In each foot, the first syllable is not stressed, the second syllable is stressed

But soft! What light through yon- der win- dow breaks?
foot *foot* *foot* *foot* *foot*

Note:

- One line is often split between two speakers, so the 2nd half starts in the middle of the page, away from the left margin.
- This syllable pattern is why Shakespeare often put words in a weird order (ie. talking backwards) and used words in new ways.
- Sometimes words are skipped ("I'll to England")
- If there's no punctuation at the end of the line, don't pause!
- If there's an accent on the -ed at the end of the word, pronounce it as a syllable; "Romeo is banished" is 7 syllables

Activity: Iambic pentameter name game.

Directions: Have students create a phrase of iambic pentameter as if they were introducing themselves. Ex: My name is Angela and I like dogs. Or: I'm Ang'la and I was born on the 9th.

Activity: Paraphrasing/Translating

Now that you have all of the tools, try and translate or paraphrase the following passage:

CELIA O my poor Rosalind, whither wilt thou go?
Wilt thou change fathers? I will give thee mine.
I charge thee, be not thou more grieved than I am.

ROSALIND I have more cause.

CELIA Thou hast not, cousin.
Prithee, be cheerful. Know'st thou not the duke
Hath banished me, his daughter?

ROSALIND That he hath not.

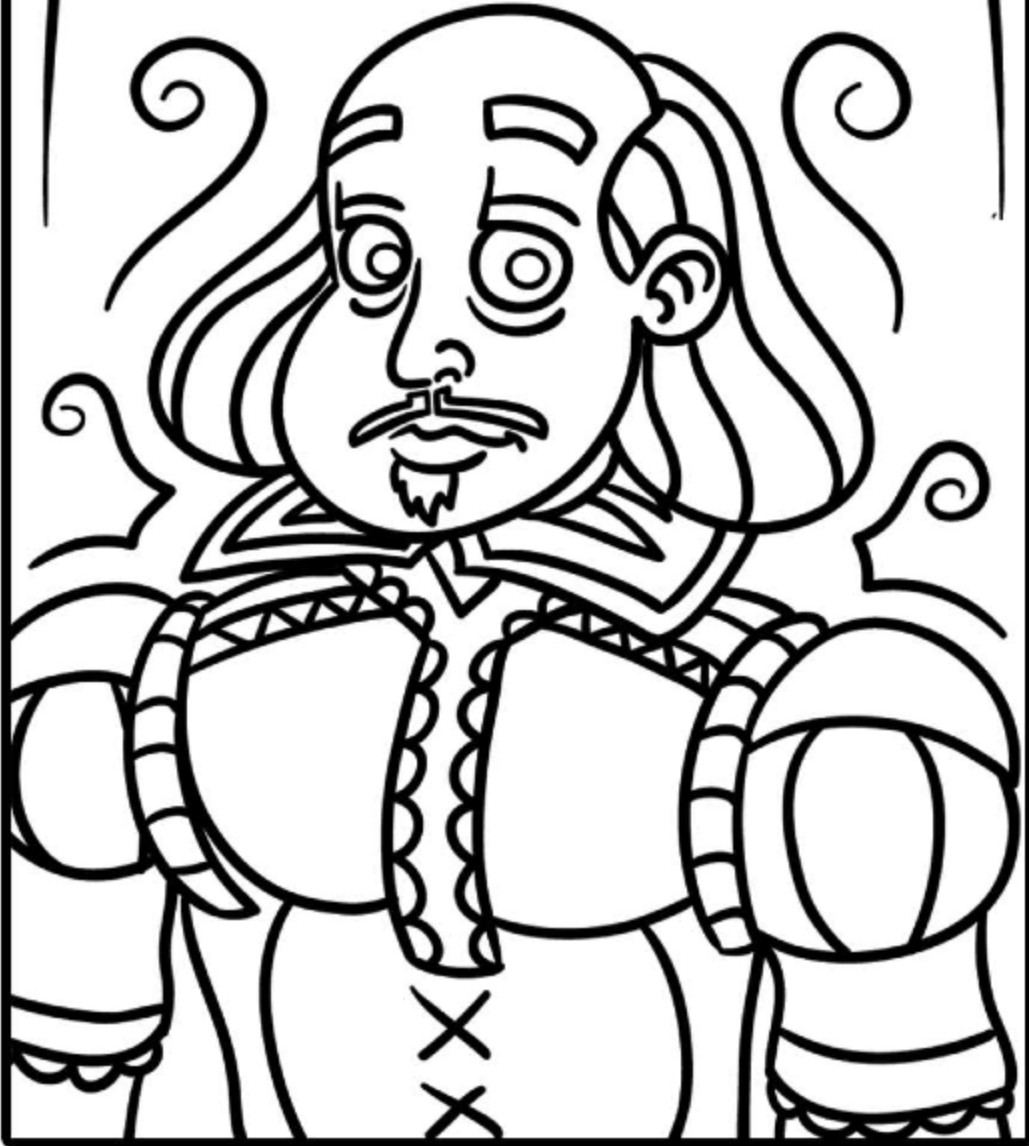
Last thoughts

- The English language may have changed over the past few hundred years, but the emotions are exactly the same. Every Shakespeare character deals with emotions and themes that are still vibrant today. And THAT is why we still study Shakespeare.
- Always try to make sense of the text on your own first. Often times there are notes along the side of the page to help you. There are also many internet sites if you get stuck. When in doubt, go to **No Fear Shakespeare: nfs.sparknotes.com**

THINGS WE SAY TODAY, WHICH WE OWE TO, SHAKESPEARE:

"KNOCK, KNOCK! WHO'S THERE?"
"IN A PICKLE" "SET YOUR TEETH ON EDGE" "HEART OF GOLD"
"FAINT HEARTED" "SO-SO" "GOOD RIDDANCE"
"LIE LOW" "FIGHT FIRE WITH FIRE" "BAITED BREATH" "SEND HIM PACKING"
"WEAR YOUR HEART ON YOUR SLEEVE" "COME WHAT MAY"
"NOT SLEPT ONE WINK" "FULL CIRCLE" "OUT OF THE JAWS OF DEATH"
"WHAT'S DONE IS DONE" "NAKED TRUTH" "TOO MUCH OF A GOOD THING"
"LAUGHING STOCK" "BREADED HIS LAST" "BREAK THE ICE" "WILD GOOSE CHASE"
"HEART OF HEARTS" "VANISH INTO THIN AIR" "SEEN BETTER DAYS" "MAKES YOUR HAIR STAND ON END"
"DEAD AS A DOORNAIL" "FOR GOODNESS' SAKE" "LOVE IS BLIND"
"GREEN EYED MONSTER" "FAIR / FOUL PLAY / PLAY" "OFF WITH HIS HEAD"
"THE WORLD IS MY OYSTER" "BRAVE NEW WORLD" "BE ALL / END ALL" "A SORRY SIGHT"

William Shakespeare



The Elizabethan Era

The Elizabethan Era took place from 1558 to 1603 and is considered by many historians to be the golden age in English History. During this era England experienced peace and prosperity while the arts flourished. The time period is named after Queen Elizabeth I who ruled England during this time.

English Renaissance Theatre

The Elizabethan Era is perhaps most famous for its theatre and the works of William Shakespeare. English Renaissance theatre began with the opening of "The Red Lion" theatre in 1567. Many more permanent theatres opened in London over the next several years including the Curtain Theatre in 1577 and the famous Globe Theatre in 1599.

The period produced some of the world's great playwrights including Christopher Marlowe and William Shakespeare. Today Shakespeare is considered the greatest writer of the English language. Popular genres of theatre included the history play, the tragedy, and the comedy.

Other Arts

Theatre wasn't the only form of art to flourish during the Elizabethan Era. Other arts such as music and painting were popular during the time. The era produced important composers such as William Byrd and John Dowland. England also began to produce some of its own talented painters such as Nicholas Hilliard and Queen Elizabeth's personal artist George Gower.

Navigation and Exploration

The Elizabethan Era saw the rise of the English navy with the defeat of the Spanish Armada in 1588. It also saw many improvements in navigation which were highlighted when Sir Francis Drake successfully circumnavigated the globe. Other famous English explorers included Sir Walter Raleigh who established the Virginia Colony and Sir Humphrey Gilbert who discovered Newfoundland.

Clothing and Fashion

Clothing and fashion played an important role among nobles and the wealthy during this period. There were actually laws that said who could wear what types of clothes. For example, only members of the royal family could wear clothing trimmed with ermine fur. The nobles wore very fancy clothes made from silk and velvet. They used bright colors and had large ruffles on their wrists and collars.

Government

The government in England during this era was complicated and was made up of three different bodies: the monarch, the Privy Council, and the Parliament.

The monarch was Queen Elizabeth. She was very powerful and determined most of the laws of the land, but she did have to get approval from Parliament to implement taxes. The Privy Council was made up of the queen's closest advisors. They would make recommendations and give her advice. When Elizabeth first became queen there were 50 members of the Privy Council. She reduced this over time until there were only 11 members by 1597.

Parliament had two groups. One group was called the House of Lords and was made up of nobles and high ranking church officials such as bishops. The other group was the House of Commons which was made up of commoners.

Interesting Facts about the Elizabethan Era

- The Royal Exchange, the first stock exchange in England, was established by Thomas Gresham in 1565.
- Queen Elizabeth was a Protestant and was constantly in danger of being assassinated by Catholics who wanted to replace her with Mary, Queen of Scots.
- Coaches became a very popular mode of transportation in England with the wealthy and nobles during this time.
- Queen Elizabeth never married nor had children. She said she was married to her country.
- English poetry flourished including the sonnet. Famous poets included Edmund Spenser and William Shakespeare.

The Elizabethan Era (1558-1603): A Web Quest



"I may not be a lion, but I am a lion's cub, and I have a lion's heart!"
- Elizabeth I, Queen of England 1558-1603

Introduction: To fully appreciate Shakespeare's works, it is important to learn about the time period in which his works were written. This activity requires students to investigate life during the Elizabethan Era (the 16th century) in England. The investigation will enable students to understand the people, places, and events of the Elizabethan era and, in effect, provide a deeper appreciation of Shakespeare's plays. This activity will also help students understand how society influences literature. As students navigate through the websites provided below, the questions included under each topic heading will serve as guides – it is up to each group to gauge what material is essential and necessary to share with classmates.

Task: Each student will be assigned to a group of at least two members. Each group will investigate a specific topic and may do a presentation to teach the rest of the class about the topic researched. The final product may be a group slideshow created via power point/Prezi/or another alternate presentation format.

Method: Once groups are determined, teacher will assign the topic to be researched to each group. ***The sites listed are suggestions. Each group should determine the validity of the website before utilizing the information.

General Information on Elizabethan Period:

<http://www.elizabethi.org/contents/>

http://www.britainexpress.com/History/Elizabethan_life.htm

<http://www.elizabethan.org/compendium/>

<http://www.elizabethan-era.org.uk/index.htm>

Topic A: Clothing and Appearance of the Elizabethan Period

What were the typical clothes for people during the Renaissance? What did the upper classes wear? What did the lower classes wear? What were the cosmetics of the era? What were hairstyles like? Are there any elements of dress from that era that are still in use today?

Elizabethan Cosmetics <http://www.elizabethancostume.net/paintedface/index.html>
Elizabethan Hair <http://www2.springfield.k12.il.us/schools/springfield/eliz/hairstyles.html>
Men's Fashion <http://www2.springfield.k12.il.us/schools/springfield/eliz/mensfashion.html>
Women's Fashion <http://www2.springfield.k12.il.us/schools/springfield/eliz/womensfashion.html>
http://www.cwu.edu/~robinsos/ppages/resources/Costume_History/elizabethan.htm

Topic B: Elizabethan Health and Medicine

What were the sanitation/health conditions? What did people do when they fell ill? What were common medical treatments and medicines? What was the Bubonic Plague and how did it affect society?

<http://www.elizabethan-era.org.uk/elizabethan-medicine-and-illnesses.htm>
<http://www.articlesbase.com/medicine-articles/medicine-in-elizabethan-england-485130.html>
<http://www.william-shakespeare.info/bubonic-black-plague-elizabethan-era.htm>
<http://www.learner.org/interactives/middleages/health.html>
<http://www.swopnet.com/engr/londonsewers/londontext1.html>

Topic C: Youth, School, Entertainment, and Diversions of the Elizabethan Period

What were the forms of popular entertainment during this era? What did people do in their free time? What was a school day like for a student in the Renaissance? Who attended school in this period?

Children and Childhood <http://elizabethan.org/compendium/40.html>
Elizabethan Fencing <http://jan.ucc.nau.edu/~wew/fencing.html>
Elizabethan Card Games <http://jan.ucc.nau.edu/~wew/Tattershall-tb/cards.html>

Topic D: Food and Drink of Elizabethan Times

What were the typical foods of the era? Be sure to include meats, vegetables, and fruits. What were typical drinks? What methods were used to cook food? What methods were used to serve food? Did the common people eat the same as the wealthy? Be sure to differentiate in each of the above areas.

<http://www.elizabethi.org/contents/food/> <http://elizabethan.org/compendium/46.html>
<http://www.renaissance-spell.com/Renaissance-Food.html> <http://tudorhistory.org/topics/food/>
<http://www.the-tudors.org.uk/tudor-food-recipes.htm>

Topic E: Elizabeth I and Gender Roles in the Elizabethan Era

When did Queen Elizabeth I come into power? How long was she in power? Who was her father? Who succeeded her? What was her reign like? What was the status/role of women within this era? (Married? Single?) What work did women do at the time?

British History. http://www.bbc.co.uk/history/historic_figures/elizabeth_i_queen.shtml

Elizabeth I, queen of England. <http://www.bartleby.com/65/el/Elizbet1Eng.html>

http://www.bbc.co.uk/history/historic_figures/elizabeth_i_queen.shtml

Elizabethan women. <http://www.elizabethi.org/contents/women/>

The role of women. <http://www.william-shakespeare.info/elizabethan-women.htm>

http://www.bbc.co.uk/history/british/tudors/poverty_01.shtml

<http://elizabethan.org/compendium/9.html>

Topic F: The Elizabethan Theater

What were the various venues at which a play could be viewed? What was the price of admission at the theater? Who went to the theater? How long were performances? How were the actors paid? What type of people could become actors in Shakespeare's day?

<http://www.william-shakespeare.info/william-shakespeare-globe-theatre.htm>

<http://www.shakespearesglobe.com/about-us/history-of-the-globe>

<http://www.shakespeareinamericancommunities.org/education/elizabethan-theater>

<http://www.globe-theatre.org.uk/elizabethan-theatre.htm>

