

CTRD 5003

WebQuest Description: Shakespeare's Much Ado About Nothing Act Two Scene One

Grade Level: 9-12

Curriculum: English / Language Arts

Keywords: Shakespeare Much Ado About Nothing Benedick Beatrice Hero Claudio

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Introduction

There's trouble a foot in the house, Don John seems to be plotting something against his powerful brother Don Pedro. Love is in the air for Claudio and Hero, and friction between Beatrice and Benedick. We will be working through the next scene to see what happens! :) Be prepared to work with your vocabulary lists and provide a brief summary of the scene after working through the tasks!

Tasks

After this unit you will be able to: Utilize your vocabulary lists and understand all the words in context and out of context. Be able to provide an accurate summary of the scene. Insult others in true Shakespearean form. (kidding but not).

Process

First you will read through the text and if you need help with the wording check out No Fear like we have discussed and compare the modern to the old English. Then after reading through this I want you to WATCH the scene (follow along with book or in window beside it) begin at 25:09. Then to interact with your vocabulary I want you to do a word search! You're then going to use the vocabulary and create your own sentences. A maximum of two vocabulary words per sentence like normal. Use the template we normally use for this. BREAK - I know Shakespeare can be challenging to interact with, but maybe we can make some choice words for the man himself, using his words. Using this worksheet you will pick one word from each column begun with "Thou" or a "Thou art an" and we will see who can create the best insult for your frustration at Shakespeare (not your classmates!) BONUS OPPORTUNITY: I found this super fun game where you can guess what a word means in context from different Shakespeare plays. Record your highest score (up to 10) and you can get a 1/2 point of bonus for each point, so 5 bonus points possible total onto a test. Last but certainly not least, I would like you to then summarize the scene on the classroom blog and comment on two other posts.

Evaluation

Until you complete the following, you shall not pass. :) 1. WordSearch Completed - 5 points. 2. Vocab Worksheet - 10 points. 3. In class participation - 5 points. 4. Blog post - 20 points. BONUS 5 maximum points from game.

Category and Score	Fails to meet requirements	Barely meets requirements	Missing one element	All elements included	Score
Word Search	Not complete or words connected incorrectly. 1	Some words connected. 2	Nearly all done but not finished. 4	Finished. 5	5
Vocab	Sentences not complete or do not make sense. 2	Some sentences work, others do not. 4	Nearly all sentences make sense but they have grammatical errors. 6-8	Sentences show understanding and application of the vocabulary. 10	10

Category and Score	Fails to meet requirements	Barely meets requirements	Missing one element	All elements included	Score
In class participation	Asleep or on phone all of class. 0	Speaks some but does not really contribute to class. 2	Contributes to class a few times. 4	Contributes without being asked and contributes good information or questions. 5	5
Blog Post	Post is not original and comments missing. 2	Post is not long enough but insightful, missing one comment or two comments that fail to meet length requirement. 4	Post is complete but one comment might be lacking. 6-8	Summary and comments contribute to the entire classes learning. 10	10
				Total Score	

Conclusion

TA-DA! You can now understand yet another scene's worth of vocabulary! You now understand more of the plot. AND you got to learn how to make some pretty great old school insults. I'd say that makes for a good day in class wouldn't you?

Teacher Page

I built this with all students in mind. I wanted to be sure that everyone would be able to grasp Shakespeare here. My main focus is the vocabulary here. I used Sparknotes No Fear that way anyone struggling with the original language could have it simplified for them. This is useful for every student. I know sometimes seeing lots of words that aren't commonly used today can be intimidating and I want this information to not only be accessible but to also be easily attained for them. This is why I chose to do multiple interactions with the words with meaning and without that way they can get used to seeing the words (WordSearch) but then applying the definitions in forming the sentences. I also want to make sure that the words are not lost in the context of the play which is why after each scene they summarize the scene for themselves and their classmates. I also included a game which not only includes this play, but many of Shakespeare's other works so that these students can learn and deduce how to take the words around a word to find its meaning. This works not only for my class but can be applied to other readings in every other subject. But I also wanted them to watch the scene because Shakespeare is written to be watched and not read so I will plan to act out the play in class some, and other days watch the clips so they are interacting with the text on many levels. But more in depth - Sparknotes created a great resource by offering the full text and then "translating" the text into modern english. I chose this because I can remember when I was going through classes reading Shakespeare I would read the original, and then the modern text, that way if I somehow missed something I would catch it in the more modern tone the second time around. Even if a student were to not read the original text (I would pray and hope they wouldn't do that) but if they did they would still be able to participate in summarizing what happened in the text and know what was happening. They would be at a disadvantage when it came to the vocabulary but reading the original text alongside the movie helps with this. When you see what is happening and how the actors portray the actions it helps immensely with understanding of vocabulary. I then wanted something lighter for them to do so I chose a word search. As simple as it might be I want them to look for these words and as they look they will be reminded of the words and once again introduce the words into their brains. I came across that game and played myself for a good 15 minutes. I know I love this stuff but I found it fun to see how many I could get right and which I would get wrong. The more I played the better I got at reading and analyzing the words and the context surrounding the word. For students who want the opportunity to get bonus it is a great way to incorporate learning and competition against themselves. Lastly the summary, I'm expecting this to be at a junior or senior level and as such expecting incredible summary from my students. But as I know as a teacher nothing goes as planned and so I know that some students struggle with summary. I would work with them and after slowly building up their summaries with the scenes and training them to take notes while reading, no matter the students reading comprehension with our without aid should go up. After all, I want the students to leave knowing that they understand and could explain the material to someone else.

Standards

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. [RI.11-12.2]

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in The Federalist No. 10). [RI.11-12.4]

20. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to

create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.11-12.2a]

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.11-12.2b]

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.11-12.2c]

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. [W.11-12.2d]

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.11-12.2e]

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). [W.11-12.2f]

Credits

A Teacher's Guide to the Signet Classic Edition of William Shakespeare's *Much Ado About Nothing*, Classical Comics Study Guide
"Much Ado About Nothing" by Karen Wenborn

Other