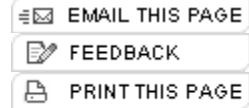


A Way with Words or Say What?



Part of the Unit: [Shakespeare Stealer](#)

Lesson Overview:

Shakespeare invented over 2,000 words and expressive phrases. In this lesson, students use drawing and pantomime to identify and analyze some of Shakespeare's phrases. They then write a story using the newly-identified words, lines, and phrases.

Length of Lesson:

Two 45-minute periods

Instructional Objectives:

Students will:

- identify words invented by William Shakespeare.
- interpret the meaning of words through drawing.
- identify words by interpreting drawings.
- analyze the meaning of a line or phrase.
- pantomime to communicate the meaning of a line or phrase.
- interpret pantomime to identify a line or phrase.
- write a short story using Shakespeare invented words, lines, and phrases.

Supplies:

- Index cards with Shakespearean words:

mountaineer, fortune-teller, bandit, watch-dog, schoolboy, football, worm hole, horn-book, shooting star, moonbeam, dew-drop, glow, dawn, alligator, lady-bird, luggage, eyeball, love-letter, puppy-dog, farmhouse, bedroom, birthplace, fairy land, worthless, long-legged, pale-faced, hot-blooded, flea-bitten, green-eyed, upstairs, downstairs

- Stopwatch for timekeeping
- Large chart paper
- Markers
- Lined paper
- Pencils

Instructional Plan:

Note: Prior to class, prepare a list of approximately 60 words invented by Shakespeare. Good points of reference for the following exercise are Cable in the classroom's [Shakespeare: Subject to Change](#) and the book *William Shakespeare and the Globe* by Alik.

Warm Up

Explain to students that many of the words and phrases we use today were invented by William Shakespeare. Words like “zany,” “lonely,” “critic,” and “fair play” are just a few of about 2,000 words introduced through his poetry and plays.

Write Shakespeare's words on index cards to use during the game. Select words that could be easily conveyed through drawing. Some examples might be:

mountaineer, fortune-teller, bandit, watch-dog, schoolboy, football, worm hole, horn-book, shooting star, moonbeam, dew-drop, glow, dawn, alligator, lady-bird, luggage, eyeball, love-letter, puppy-dog, farmhouse, bedroom, birthplace, fairy land, worthless, long-legged, pale-faced, hot-blooded, flea-bitten, green-eyed, upstairs, downstairs

Tell students that they will now play a game in which they must "draw" Shakespeare's invented words. The instructions are as follows:

1. Select a time-keeper from the class. He/she will keep time and record the team points on the board.
2. Divide the class into two to four groups. [A way that works well is to put the class in a circle and go around the circle counting off however many groups there are. Each person holds the number with his/her fingers. (Ones hold one finger, twos holds two fingers, etc.) Once the whole class has received a group number, then all ones go to one side of the room, and twos go to another side of the room, etc.]
3. Select a person from each group who will be responsible for putting a hand up when the team has figured out a word. This person will be able to look at the word being drawn in advance, but he/she **MAY NOT** give hints to others on the team, nor tell the player who is drawing and how to draw the picture.
4. Have teams count off numbers to see who will go first, second, third, etc.
5. Post large sheets of newsprint paper with markers in each team's area.
6. Have one member from each team come up to be given the word to draw. Show the word on the card or quietly say the word in the player's ear. All teams should get the word at the same time. They will have 45 seconds in which to draw and guess the word.
7. The first team to guess correctly gets a point for the word.
8. Allow the next player from each team come up to get a word. Repeat until each person has had one to two turns.

NOTE: If you wish to simplify the game for younger students, record the full list of words to be drawn on the board or distribute a list to each team. Students will search for, rather than guess, the word that is being drawn.

After playing the game, ask students to name some of Shakespeare's words. Students should record these words and identify their meanings.

Guided Practice

Shakespeare also put phrases into our language that we still use today. "Too much of a good thing," "Good riddance," and "In my mind's eye," are all word combinations made famous by him.

Put several phrases on the board. They may include: "Every inch a king," "Not budge an inch," "Wild-geese chase," or "Sweets to the sweet." Enlist a student volunteer to select a phrase and pantomime it for the class. Have the class guess the phrase that is being depicted.

Independent Practice

Divide the class into groups of no more than four. Refer to the [Shakespearean Lines](#) handout. Assign each group a Shakespearean line from the handout. (You may wish to cut the handout into strips and assign one line per group or write individual lines on index cards for each group. Or simply distribute the handout and assign the lines to groups by number.) Have students interpret their lines and create a pantomime to present to the class. The objective is to make the meaning clear to others. Allow each group to pantomime the line, and have the class guess which line.

Closure

Discuss what the students learned about Shakespeare and his linguistic inventions. How did drawing the words and pantomiming the lines force the students to search for meaning?

For homework, each student should write a short story using a sampling of Shakespeare's words, phrases, and lines meaningfully. Have the student underline the Shakespearean words, phrases, or lines used within the story.

Assessment:

Evaluate the extent to which students successfully completed the following tasks:

- worked cooperatively in assigned groups.
- identified ways to draw the words or their meanings.
- used pantomime to communicate the meaning of a line or phrase.

- wrote a story using Shakespeare's words, phrases, or lines correctly.
- used correct grammar and mechanics in writing the short story.

Sources:

Print:

- Blackford, Gary. *The Shakespeare Stealer*. Puffin Books, 1998.
- Aliko. *William Shakespeare and the Globe*. Harper Collins Publishers; 1999.
- Pollinger, Gina and Emma Chichester Clark. *Something Rich and Strange A Treasury of Shakespeare's Verse*. Kingfisher, 1995.
- Peterson, Lenka and Dan O'Connor. *Kids Take the Stage*, Back Stage Books, 1997.
- *Theatre Games for Young Performers*. Meriwether Publishing. Ltd., 1985.
- Doyle, John and Ray Lischner. *Shakespeare for Dummies*. IDG Books Worldwide, 1999.

Web:

- [Shakespeare: The Complete Works](#)
- [Folger Shakespeare Library](#)

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