

This performance has been written with the following California State Standards in mind:

English-language Arts Content Standards 9/10 Grades and Theatre Arts Standards Grades 9-12 Proficient/Advanced

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

English-language Arts Content Standards 11/12 Grades

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

3.0 Literary Response and Analysis

3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).

Listening and Speaking

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Organization and Delivery of Oral Communication

1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

1.8 Use effective and interesting language, including: b. Standard American English for clarity

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

Theatre Arts Standards Grades 9-12 Proficient

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

History of Theatre

3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

Theatre Arts Standards Grades 9-12 Advanced

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.

3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.

Shakespeare Links for Teachers

PBS – Shakespeare in the Classroom

<http://www.pbs.org/shakespeare/educators/>

The Folger Library – a great site for educators

<http://www.folger.edu/>

Poor Yorick – a great retail site for multimedia materials on
(Shakespeare)

<http://bardcentral.com/>

The Shakespeare Society – educational resources

<http://www.shakespearesociety.org/>

The complete works online

<http://www-tech.mit.edu/Shakespeare/>

Oregon Shakespeare Festival

<http://www.osfashland.org/>

A list of plays, tv, film inspired by the works of Shakespeare

<http://www.shu.ac.uk/emls/iemls/shaksper/files/SPINOFF%20BIBLIO.txt>
