



presents

Shake Hands with William Shakespeare



*A Cross Curricular Approach
to learning about William Shakespeare for grades 1-8
Prepared for the Shakespeare Festival St. Louis by Janis Valdes*

© Janis Valdes & Shakespeare Festival St. Louis 2005

*"You are welcome, all."
~ The Taming of the Shrew*

Dear Educator,

Are you one of the thousands of bright and literate people who suffered through BAD SHAKESPEARE in high school? Did your ninth grade English teacher thrust a copy of “*Romeo and Juliet*” at you, with a deadline of a week to read and understand it, and maybe even write a paper about it? No context, no idea of what Shakespeare’s world was like — no wonder so many of us hated Shakespeare!

This study guide is a far gentler approach to the Bard and his work. We all understand and enjoy literature more when we first know something about the time in which it was written, the customs of the day, and who the audience was for the writing. This introduction to Shakespeare’s life and work asks and answers the questions that most interest students:

Where was he born?
Did he have brothers and sisters?
How old was he when he wrote his first play?
How did he get his ideas?
Was he married? Did he have kids?
What are his plays about?

In short, kids want to know if Shakespeare was like them or not. In teaching for the Shakespeare Festival, we have found that this is the key to understanding Shakespeare and his work. When students have a sense of the man, the plays become a wonderful adventure in detecting. Stephen Greenblatt’s great book *Will in the World*, along with a number of other recent volumes on the Bard, provides many clues and thought-provoking ideas about who Shakespeare was. Those works inspired this study guide.

You may ask, why are we jumping from Dr. Seuss to Shakespeare in the Elementary grades? With all due respect to the “Baby Shakespeare” people, our aim is not to try to raise super-brainy 6 year-olds with guaranteed Ivy League admission, but to get kids – even the little ones – excited about the possibilities of language, drama, and poetry and, across the curriculum, history, social studies, and science, too. While your students aren’t ready to sit down with the *Complete Works* and a dictionary, we know they’re ready for the age-appropriate learning activities included in this guide.

There is something magical in Shakespeare’s words. Kids are intrigued, enchanted, and challenged to discover the meanings in those words, and we find that spirit carries over to other areas of study for them.

And for you, dear teacher, we hope that this study guide will serve as a kind of antidote to the bad taste you may have in your mouth for all things Shakespeare. Savor it, give it a chance to work its magic.

On a practical note, the following Table of Contents lists the lessons and activities included in this study guide, with Missouri Show-Me Standards codes beside each.

We realize that many of you are under a lot of pressure to raise test scores and show quantifiable results. We hope this will help you to integrate these lessons into your curriculum without feeling you are missing out on valuable time teaching the required standards. The lessons are designed to stand on their own, so that you can pick and choose which will work best with your students.

We are always open to your feedback and ideas, and would love to hear from you about how the lessons work in your classroom. Of course, we need to hear about problems, too, so please share those as well. Contact Christopher Limber, Education Director of the Shakespeare Festival St. Louis, at (314) 531-9800, ext. 109, or via e-mail to climber@sfstl.com.

Thank you for letting us share our love of Shakespeare with you. We wish you all the best in your work,

Shakespeare Festival St. Louis

TABLE OF CONTENTS

Lesson	Show-Me Standards	Page
Letter to Educators		2
Table of Contents		4
Refresher Course: Vocabulary and Glossary		5
Shakespeare Wanted Poster	CA5, 6	6
Map of England	SS7, CA6	7
PART ONE: SHAKE HANDS WITH WILLIAM SHAKESPEARE		8
Section I:		
Will Arrives in the World	CA6, SS6	9
Activity: Your Family Tree	SS6, SS7, FA1	10
Childhood in Shakespeare's Day	CA6, SS6	13
Activity: Merels, a board game	SS7, M1, M4	13
Nature and the Great Outdoors	S3, S4	16
Activity: Will in the Wild	S3, S4, CA3	17
Young Will at Work	SS6, SS7, CA6	18
Section II: Shakespeare at School	SS6, SS7, CA6	19
Picture This	CA5 & 6, SS6 & 7	21
Activity: School Supplies	CA1 & 6, SS6	22
Activity: Shakespeare's School Day	M1 & 2, CA6, SS6	23
Section III: Shakespeare as a 'Tween and Teen	SS6 & 7, CA6	24
The Theatre in Will's Youth	FA5, SS6, CA6	25
Market Day	SS4 & 6, CA6	26
Picture This: Elizabethan Money	SS4, CA6	27
Activity: Market Day	SS4 & 6, M1	28
Section IV: Shakespeare as Husband and Father	SS5 & 6, CA6	29
Activity: The House on Henley St.	SS6, M1 & 2	31
Section V: Will Goes to London	SS6, CA3 & 5, FA5	32
Activity: A Letter to Father	CA5 & 4	33
Success and Loss	CA5 & 4	36
Section VI: Shakespeare and the Globe	FA2, 3, 4, & 5, CA6	37
Picture This: Shakespeare's Globe Theatre	FA5, SS6, CA6	40
Section VII: Shakespeare's Final Act	FA5, SS6, CA6	41
Activity: Remembering Shakespeare	CA5, SS6, FA1 & 5	42
Section VIII: Shakespeare in the 21 st Century	CA6 & 7, FA5, SS6	43
Picture This: Shakespeare in the USA	SS7, FA5, CA6	45
Conclusion to Part One	FA5, CA6	46
List of Shakespeare's Plays/Poetry	CA7, FA5	47
Sources and Resources		48

Refresher Course: Vocabulary and Glossary

Because we are discussing a period of history over 400 years ago, it seems appropriate to add a vocabulary list and glossary of special terms that pertain to Shakespeare and the time he lived. And for those of us who had “Bad Bard,” think of it as a little refresher course. Some of the terms will be introduced to your students, some are for your own use, should you decide to do further research.

Bard a great poet; Shakespeare is sometimes called “The Bard of Avon” or simply “The Bard”

Elizabeth I Queen of England from 1558-1603, she reigned during most of Shakespeare’s life.

Elizabethan pertaining to the period Elizabeth reigned, used to describe everything from drama to clothing to people: Elizabethan drama or clothing, the Elizabethans.

The Globe the theatre in London where Shakespeare did most of his work. A splendid working replica of the Globe exists in London today.

**rhyming
couplet** two lines that rhyme, often used in Shakespeare’s plays.

sonnet a short poem with a defined length rhyme scheme. The sonnets Shakespeare wrote are fourteen lines long.

DO YOU KNOW THIS MAN?



WILLIAM SHAKESPEARE
*** POET, PLAYWRIGHT, GENIUS ***



Britain in Shakespeare's Time

Part One:

Shake Hands with



Shakespeare

SECTION I: WILL ARRIVES IN THE WORLD

“When that I was and a little tiny boy,
With hey, ho, the wind and the rain,
A foolish thing was but a toy,
For the rain it raineth every day.”

— *Twelfth Night*, Act V, Scene I

Objective: To introduce students to the world Shakespeare lived in over 400 years ago, by comparing and contrasting their lives to his. Birth and family are included in this section.

Set the Stage for Learning: Today we are going to learn about Shakespeare’s family. But first, let’s talk a little about our own experiences. What’s the first memory you have? Can you remember a birthday party when you were 3 or 4? What did you do before you started school? Who took care of you? Who can describe his/her family to us? How many brothers and sisters do you have? Do you have grandparents or aunts and uncles living with you?

FACTS TO LEARN

William Shakespeare was born in Stratford-upon-Avon, England, in late April of 1564. In what year were you born?

His parents were John and Mary Shakespeare. His father, John, was a glovemaker and an important person in town politics. His mother, Mary Arden, was the daughter of a wealthy farmer.

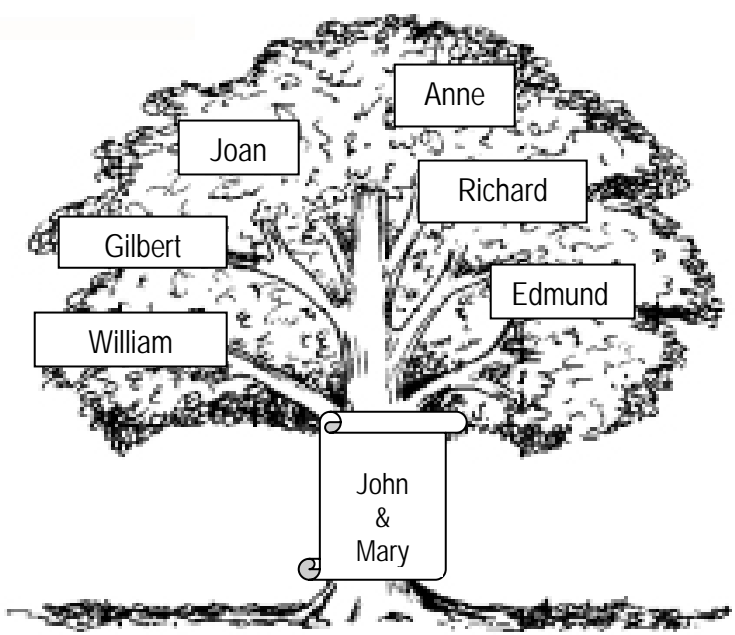
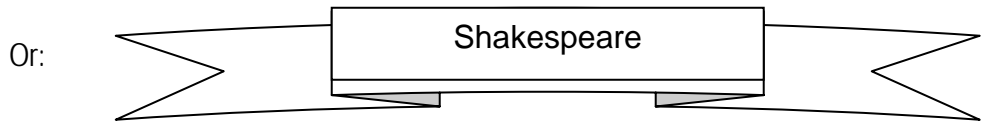
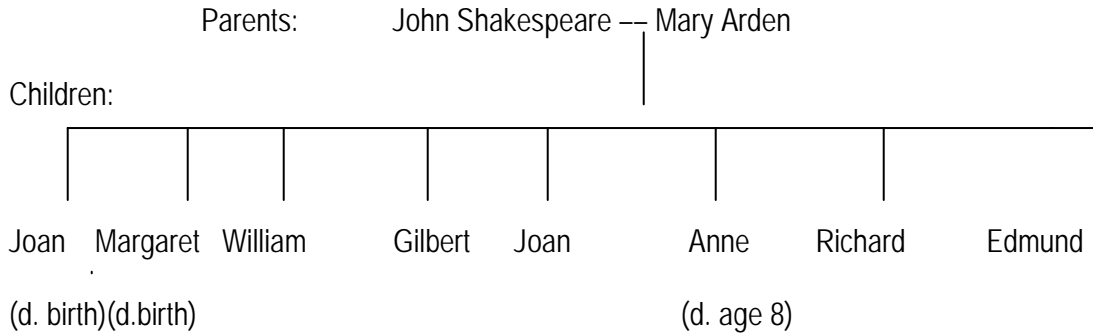
Shakespeare had two sisters, Joan and Anne, and three brothers: Gilbert, Richard, and Edmund. (Anne died at the age of 8, when Shakespeare was 15 years old.) William was the oldest in the family. What special responsibilities do you think he may have had? Who is the oldest child in your family? Does he/she or do you help out more because you are the oldest?



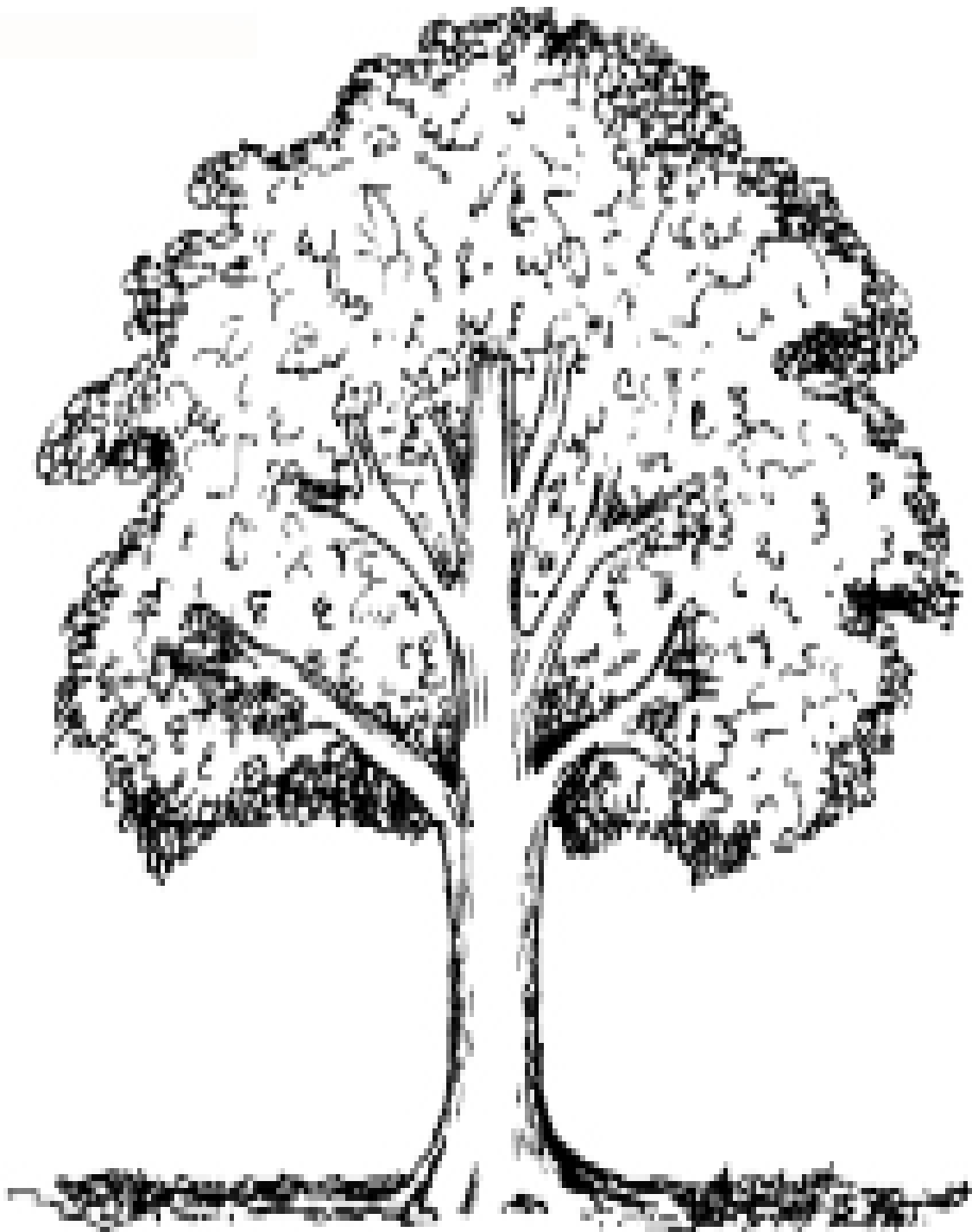
A photo of the Shakespeare home on Henley Street in Stratford, as it is today.

Activity: YOUR FAMILY TREE

A drawing that shows how people in a family are related is called a "family tree." Sometimes a family tree is drawn simply with lines. Sometimes it is represented by an actual tree with branches and leaves or fruit. Here are two ways to draw Shakespeare's family tree:

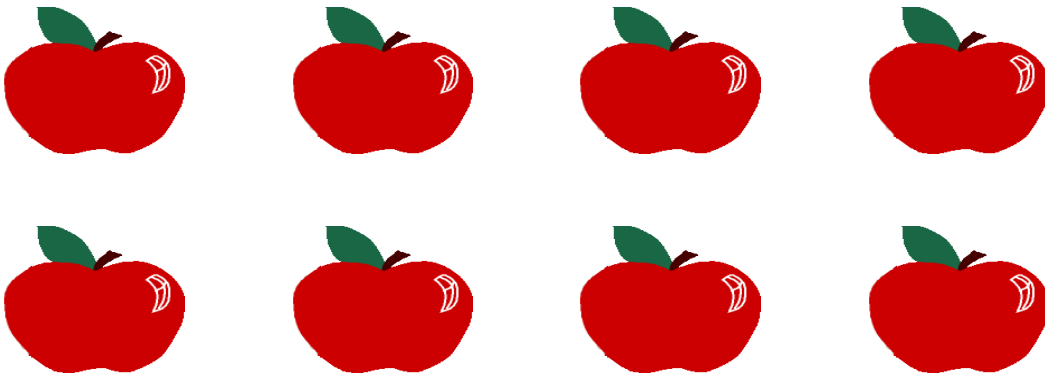


On the next page, students make their own family trees. Copy the next two pages for each student, then have them write the names of family members on the apples, cut them out, and glue onto the tree.

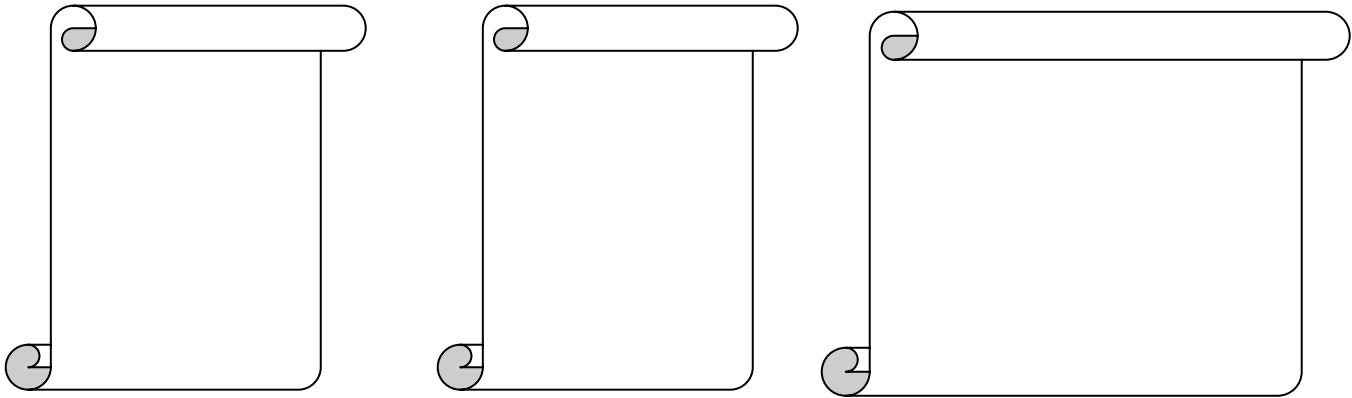


My Family Tree

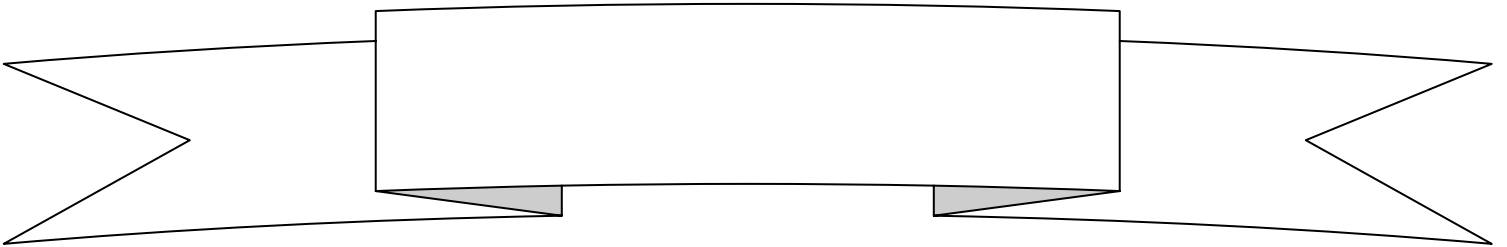
Use an apple for each of the children in your family. Write the names on them and attach to your tree.



Use one of the following banners for your parents' first name or names. If you live with a grandparent or other relative, use their names. Then cut it out and glue it to the tree trunk.



Finally, write your family's last name on this banner. Cut it out and glue it on your paper, above the family tree.



CHILDHOOD IN SHAKESPEARE’S DAY

Set the Stage for Learning: Let’s talk about what you like to do for fun. Do you like to play sports? Games? Read? Play outside? What else? Do you have any work that needs to be done sometimes? Homework? Do you help out around the house? Maybe you have chores or regular jobs that you do to help your family run smoothly. Today we’re going to explore what childhood was like for Shakespeare and other kids in the 1500’s. They worked and played — what kind of things do you think they did for fun? Do you think Will went to the movies or watched TV or played video games?

Fun and Games for Will

Children in Shakespeare’s time enjoyed playing as much as you do. Though they didn’t have most of the toys you do, some of the games and pastimes are the same or very like things we still enjoy today. Will and his friends would have played running games similar to our game of “Tag,” and played games with balls made of leather strips wound together. Will’s sisters would have played with dolls, as well.

In the winter or on rainy days, children would stay indoors and play board games, similar to our checkers or tic-tac-toe. One of these board games is called “Merels” or “Three Men’s Morris” and you can try playing it, too.

Activity: MERELS

INSTRUCTIONS

2 Players

1. The Board and Pieces

The game is played on a square board, which you will find on the page following these instructions. There are 9 points, marked by dots on the board. Pieces may move between them only along the marked lines. Only one piece may be placed on any point.

The players start with three pieces each, with a different color for each player. Unlike checkers, the board is empty at the start of the game.

2. Playing the Game

The players decide who goes first by flipping a coin or guessing a number between 1 and 10. The players then take turns placing one piece at a time on any empty point on the board.

The object of the game is to form mills. A mill is a row of three of the player's own pieces along a marked line. Whenever a player succeeds in making a mill, he/she may capture (take) an opponent's piece. Once captured, pieces cannot come back into play.

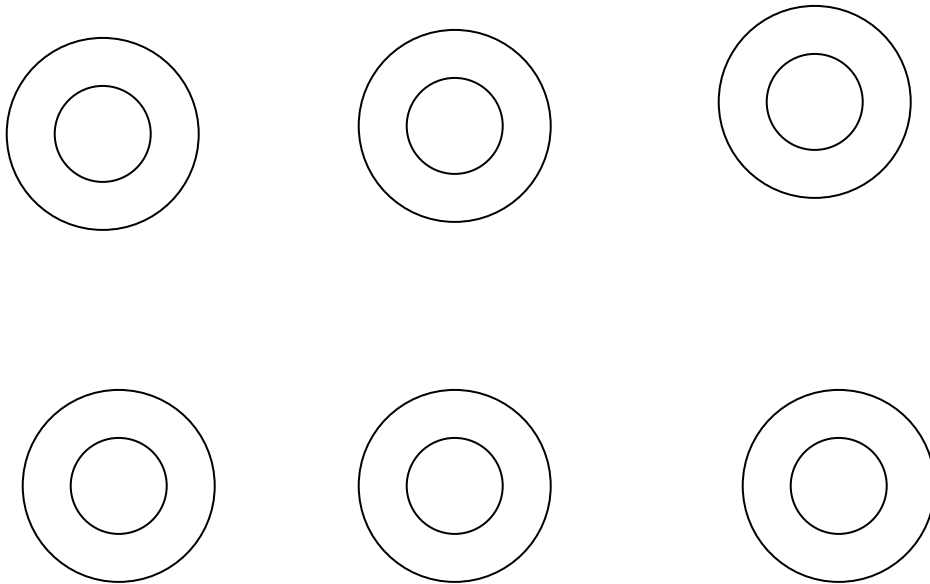
Once both players have placed all of their pieces on the board, they take turns moving one piece one space per turn. Pieces may move only to adjacent points along the marked lines.

Players must move if they can. A player who cannot move loses the game.

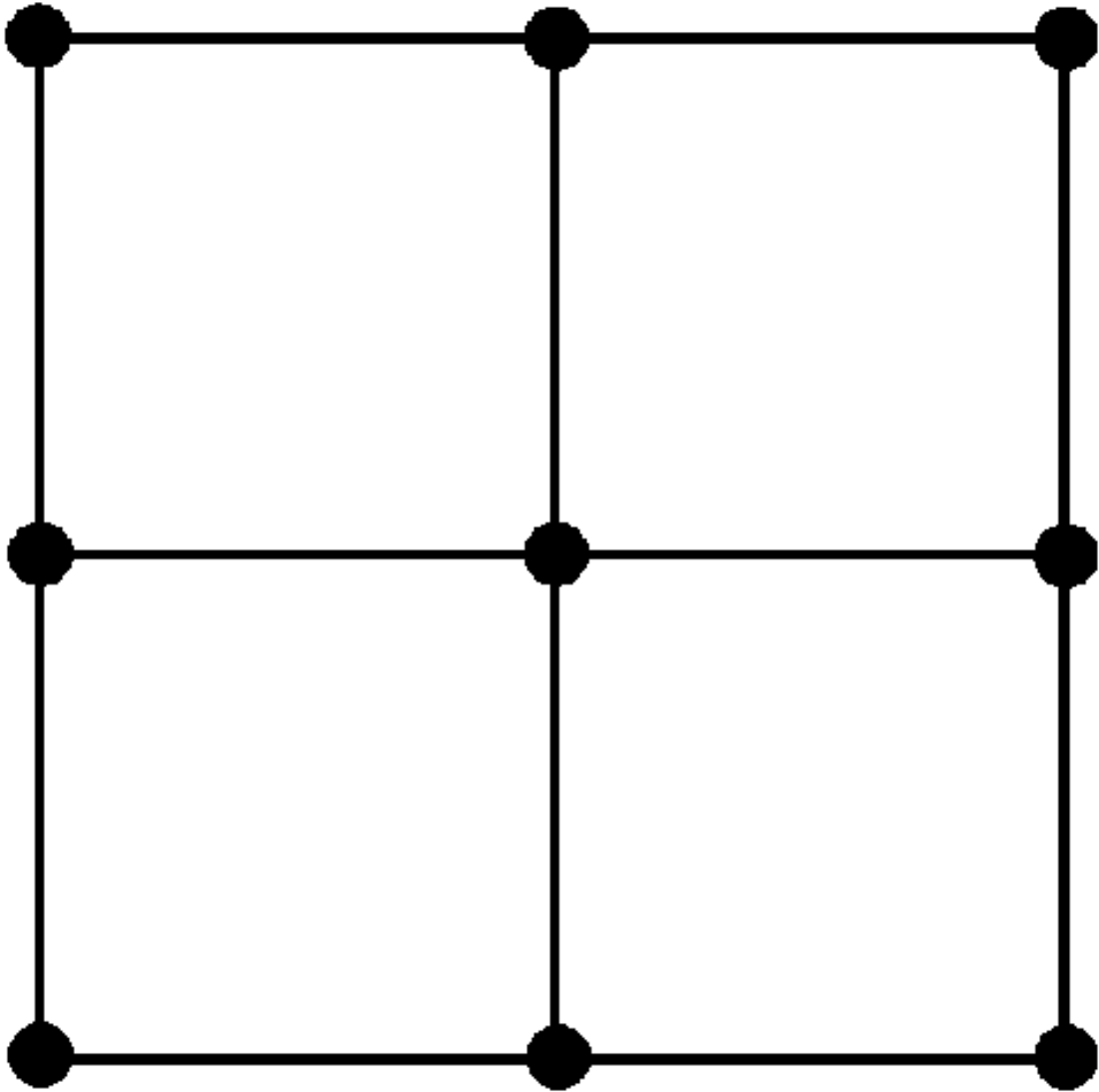
3. Ending the Game

Once a player has been reduced to two pieces, she is unable to make a mill or capture any more of her opponent's pieces. That player loses the game. Time to start a new round!

If you need pieces for your game of merels, color in the following circles (3 in one color, 3 in another) and cut them out. You're ready to play!



Merels or 3-Men's Morris



Nature and the Great Outdoors

If you visit the area of England where Shakespeare grew up, you will see that Stratford-upon-Avon is a bustling town, with a small river – the Avon – flowing through it. The town is surrounded by beautiful green fields, forests, and orchards. If we read Shakespeare’s plays and poems, we can find many plants, flowers, birds and animals mentioned. Why do you think Shakespeare wrote about nature? What experiences might he have had in the countryside?



Photos of the English countryside near Stratford.

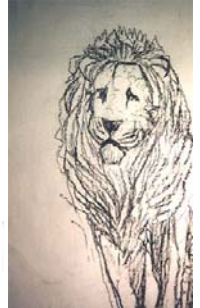
Activity: WILL IN THE WILD

“One touch of nature makes the whole world kin.” — *Troilus and Cressida*

Match the animal, bird, or plant in the quote with the correct picture on the right.
Circle the word and draw a line connecting the word to the picture.

“toe of frog”

(*Macbeth, Act IV, Scene 1*)



“wool of bat”

(*Macbeth, Act IV, Scene 1*)

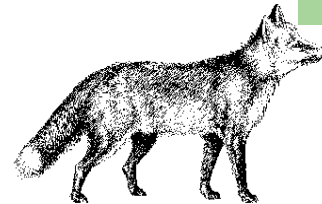
“Fare you well, my dove!”

(*Hamlet, Act IV, Scene 5*)



“This lion is a very fox for his valor.”

(*A Midsummer Night's Dream, Act 5, Scene 1*)



“O rose of May!”

(*Hamlet, Act IV, Scene 5*)



The cat will mew, the dog will have his day.”

(*Hamlet, Act 5, Scene 1*)

“...an oak but with one green leaf on it.”

(*Much Ado About Nothing, Act 2, Scene 1*)



Young Will at Work

Unless born to royalty or nobility, children in Shakespeare's day were expected to work from a very young age. They didn't get jobs outside the home, but they helped their parents in the home, around the family business, or helped tend any animals the family kept.

Since Will's father was a glover (glovemaker), we can imagine that he and his brothers and sisters would have helped in the workshop. Cutting the leather to make the gloves would have been too difficult and dangerous for young children. What sorts of jobs do you think they did around the workshop?



This is a photograph of the glove workshop from the Shakespeare home in Stratford. Looking at the picture may give you some ideas about how Will and his siblings helped their father in his shop.

SECTION II: SHAKESPEARE AT SCHOOL

“ ... the whining school-boy with his satchel
And shining morning face, creeping like snail
Unwillingly to school...”

As You Like It, Act II, Scene 7

Set the Stage for Learning: By now you may have been wondering, Didn't this guy ever go to school?! Today we're going to talk about Shakespeare in school, and see how his school days were similar and different from yours. First, when did you start school? Did you go to pre-school or was kindergarten the first time? Do you learn at home?

Petty School: If you are between five and seven years old, then you are the age Shakespeare was when he started school. In Shakespeare's time, boys and girls ages five to seven attended petty school – “petty” means “little,” taken from the French word *petit(e)*. At petty school, children learned to read and write in English.

Not all children went to school, however. If you were poor, you didn't go to school at all. There were no free public schools in England then, so it cost money to send children to school. If one of your parents could read or write, he or she might teach you at home. If not, you would grow up without being able to read or write (illiterate). Shakespeare's father probably couldn't read or write, but possibly his mother could.

Do you know any adults today who cannot read and write? It still happens in America, though not as often as it did in Shakespeare's day. Why is it important to learn to read and write?

Big School: After two years of petty school, Will moved on to Big School, King Edward VI Grammar School in Stratford. His sisters were left at home, however: Big School was only open to boys. Girls continued to learn at home, but often that learning was about how to run a household, cook, sew, and care for children. Education was not valued for girls at this time. Girls: how do you feel about that?



This is a photograph of the King Edward VI Grammar School in Stratford. It is still standing, after over 450 years! What do you think it is made of? Does this school look like your school? How is it different?

Set the Stage for Learning, Act 2: Now we're going to talk about Shakespeare's typical school day. For comparison, let's talk about our school day first. What time do we start school? How long is the school day? What subjects do we study at school? What kinds of tools do we use at school to learn? Books? Paper, pencils? Computers?

Will's School Day: Will and his friends went to school all year round! In the winter, the school day was from 7 a.m. to 4 p.m. In the summer, school started at 6 a.m. and ended at 5 p.m. School days were Monday through Saturday, though Thursday and Saturday were half days (called "half-holidays").

There was a short break for breakfast (cold leftover stew or a piece of bread, perhaps) in the morning, then a long break for lunch at midday, when students would walk home for the main meal of the day. Would you like this schedule?

It Was Greek to Him – and Latin: Grammar school boys studied Greek and Latin, learning to read and write these classic languages. They practiced public speaking and debate, and wrote long essays in English about English history. Are you learning a foreign language at school? Do you already know another language? Is it important to know another language? Why or why not?

The boys were required to memorize a great deal, in all three languages, from poetry to accounts of battles in ancient Rome. Do you know a poem by heart (memorized)? Can you say it for the class? Are there other things you have memorized? (Examples: lyrics in music class, rules for games in P.E., addresses and phone numbers)



This is a photograph of Shakespeare's classroom at the Big School. There was only one room for all the students, though sometimes a screen was used to separate them into a younger group and an older group. Look around the room you're in right now. Does it look the same or different? How? Shakespeare's school is still used for teaching today!

PICTURE THIS...

Here is a mini-gallery of pictures of the tools Will used at school.



This is a hornbook. Can you make out what is written on it? Will and his friends used a hornbook to learn and practice their ABC's and reading skills. It's called a hornbook because there is a thin layer of animal horn placed over the printed paper to protect it. Paper was expensive and precious!

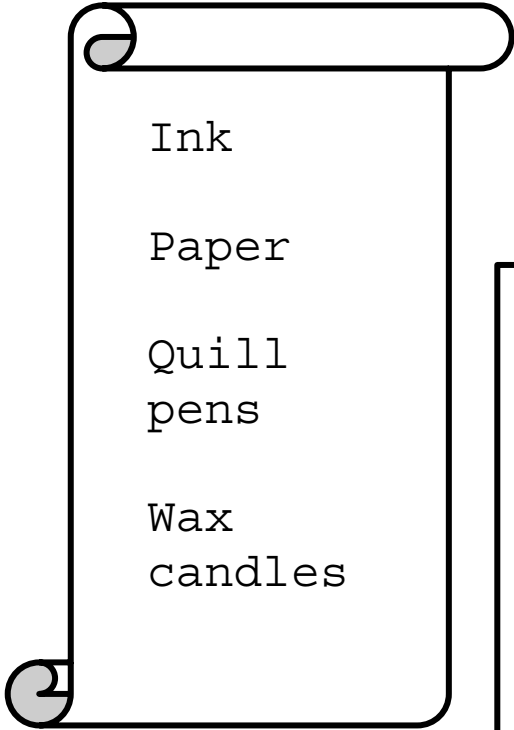
Though this picture shows candles you can buy today, they are very similar to the kind Will would have taken to school. Where else would the Shakespeare family use candles? Does your family use candles? When and why?



If you have seen a Harry Potter movie, or if you have studied Colonial America, you know what this is! It's a quill pen and an inkwell. Do you think it would be hard to write with these? Why or why not?

Activity: SCHOOL SUPPLIES

Here is the list of school supplies Will needs to bring to Big School. Look it over. Do you need some of the same things? Why did Will need candles at school?

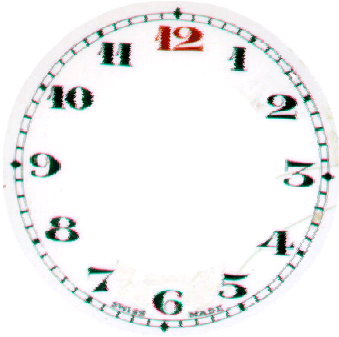


Now it's your turn to make a list of school supplies you need. Do you use more or fewer things than Will? What would he think of your list?

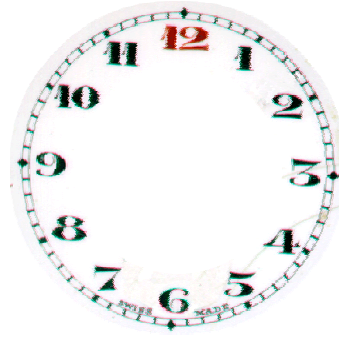
Activity: SHAKESPEARE'S SCHOOL DAY

On the clock faces below, draw the hands to show the time Shakespeare went to school and the time he finished.

Winter Schedule:

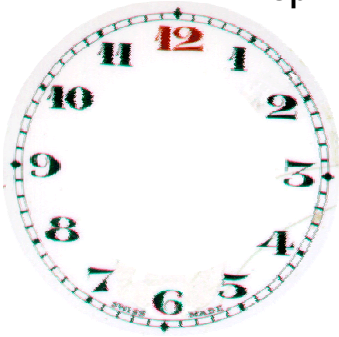


School Starts at 7:00 a.m.

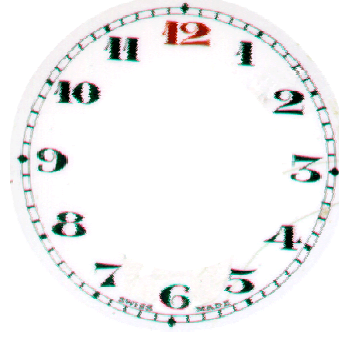


School Ends at 4:00 p.m.

Spring/Summer Schedule:

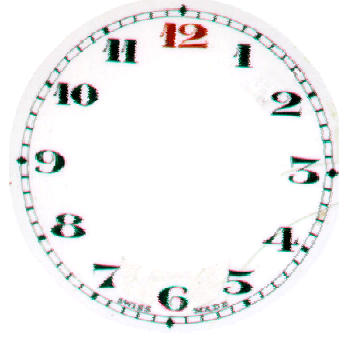
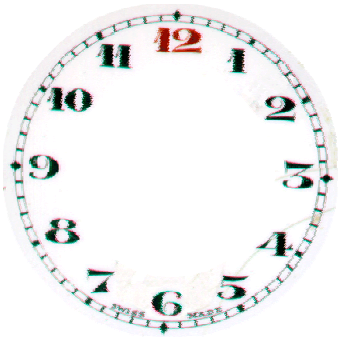


School starts at 6:00 a.m.



School ends at 5:00 p.m.

Now fill in your own school schedule by drawing hands on these clock faces:



My school starts at _____.

My school ends at _____.

Compare your school day with Will's. Whose is longer? Which schedule do you like best? How would you feel about going to school year-round?

SECTION III: SHAKESPEARE AS A ‘TWEEN AND TEEN

“...in thy youth thou wast as true a lover
As ever sighed upon a midnight pillow.”

As You Like It, Act II, Scene 4

Set the Stage for Learning: Do you have a teenage brother or sister? Cousins? What do they like to do? Do they go to high school or college? Do they work? Are you looking forward to being a teenager? What sorts of things will you get to do then? Today we’re going to learn about Shakespeare’s teen years. It’s a little tricky, though — we don’t really have any written records of exactly what he was doing for most of his teen years. Why do you think this is? Do you think Shakespeare might have kept a diary? If so, what happened to it? It would be amazing if we could find a long-lost Shakespeare diary!

From School to Work: Boys would have finished grammar school (Big School) at the age of sixteen. What did they do next? Going to college was rare in the 1500’s. Only boys who were both wealthy and exceptional students went on to attend a university. There were just two universities in England at that time: Cambridge and Oxford. These still exist today — perhaps you will visit one day or even spend a semester studying at one of them!

Though Will’s friends continued at Big School till sixteen, it is unlikely that he was able to do so. When Will was about fourteen, his father started having some serious money problems, due to losses in his business. Many experts believe that John Shakespeare would not have had the money to send him to school anymore. So it is probable that Will left school at age fourteen.

From what you’ve learned about Shakespeare and his family, do you think Will went to college? Though he was probably an exceptional student, his father did not have the money to send Will to the university. Is this surprising? Just think: Shakespeare had just nine years of formal education at school! How old will you be when you’ve been in school for nine years? How do you think Shakespeare continued his education, since he didn’t go on to college? He must have read a great deal, which is a good example for all of us.

What do you think Will did instead of college? He lived at home and helped in the family business. At fourteen, he would have been able to do much more of the difficult work of making gloves and maybe he was even learning the trade so he could take it over from his father one day. This was the traditional path for the eldest son in a family.

But something happened, didn’t it? We aren’t studying William Shakespeare today because he was a fantastic glove-maker! Somehow, Will discovered the theatre...

The Theatre in Will's Youth: Some town records of Stratford exist that give us very important clues about how young William Shakespeare learned about the magic of the stage. Town records show that traveling players (actors) performed in Stratford from time to time. In fact, Will's father, John, was the person who made sure they were paid. So it is very likely that young Will would have seen several plays as a child and teenager, in addition to village pageants and parades to mark holidays.

You may remember that Will and his friends studied public speaking at school. Part of this training was to perform plays — in Latin and Greek, no less! In this way, he became familiar with the great playwrights of long ago. He must have been really impressed with them, because when he became a playwright himself, he borrowed a few ideas and plots from these guys — you'll see!



In this detail from a 16th century painting, look for the stage that's set up in the middle of the market place at this fair. A play was often part of the entertainment on offer at a fair. Does the set up of the stage look like stages we have today? What's similar? What's different?

Imagine being an actor in a play on this stage. What would it be like? Have you ever performed at an outdoor festival or in a parade? What's it like?

Market Day: Earlier we talked about what teenagers like to do for fun, and some of you said “go to the mall.” There weren’t any malls in Shakespeare’s time, but there was market day, which is really where our idea of a shopping mall comes from!

Imagine your local shopping mall for a minute. What’s it like? Lots of individual stores under one roof, right? Well, a market in the 1500’s (and even today), is made up of a lot of individual stalls – like shops — set up outdoors in a specific area. If you have been to an art fair or festival, you may have seen a market area there.

One big difference between today’s mall and a market is that a market is open one day of the week, not every day, as our malls are today. If you remember from our discussion of Will’s school schedule, he had Thursday afternoons off. This was because Thursday was Market Day in Stratford (and it still is!). In a town like Stratford, there would be shops that were open during the week, as well, for buying things like clothing — or gloves at the Shakespeare’s shop, furniture, and other household goods. We can imagine Will probably enjoyed going to the market with his mother on Thursday afternoons, seeing his friends there, and maybe buying a treat or a little toy. He would have helped carry the goods home from market, of course.

Goods available to buy at the market were wool for spinning and knitting, cloth, vegetables, fruit, grain, farm animals, pots and pans — anything the average Elizabethan might have needed. In addition to buying and selling goods, people traded things as well. Do you and your friends or siblings trade anything — cards or toys, maybe? Why do you like trading instead of buying something new? In Shakespeare’s time, money was scarce for many people and trading something you had for something you needed was good common sense.

Money: What do we call the money we use in the U.S.? The dollar is our main unit of money, and it is divided into 100 cents. This system based on tens and hundreds is pretty easy to learn. English money in Shakespeare’s day was very complicated. There were fifteen types of silver coins used, and ten types of gold coins! There was no paper money.

What do you see when you look at an American dollar bill or a quarter? The fronts of them have pictures of famous American presidents and statemen, and the backs have a variety of images from famous American buildings to symbols of the 50 states.

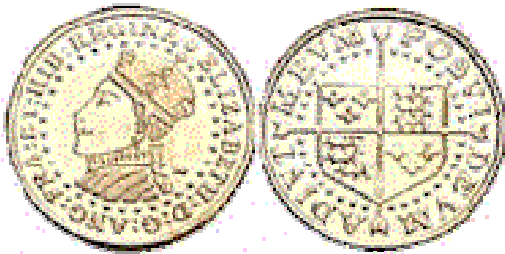
English money had a picture of the queen on it: Queen Elizabeth I. In fact, one type of coins was even called a “Bess,” as Bess is a nickname for Elizabeth.

On the next page you’ll see some pictures of Elizabethan money.

PICTURE THIS...

Take a look at these examples of Elizabethan coins. Do they look like our coins? What is the same? What is different?

These are actual coins from Shakespeare's time. See if you can spot the head of Queen Elizabeth I.



This is a present-day copy of an Elizabethan coin, used by people at Renaissance fairs and other reenactments of Elizabethan times.

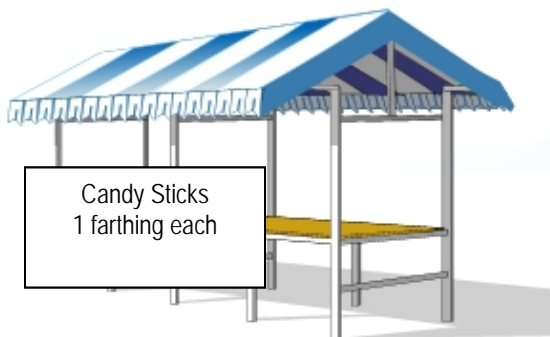
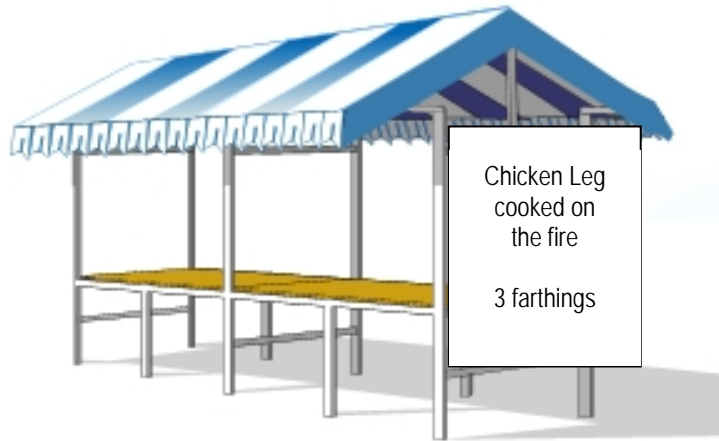
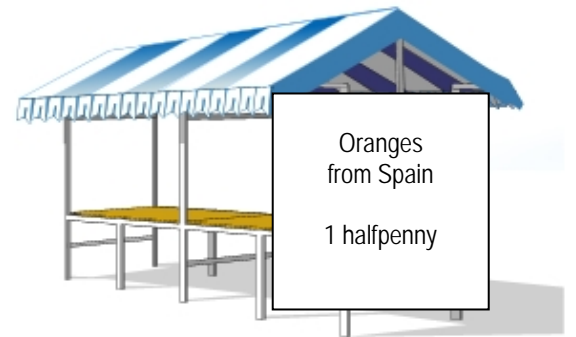
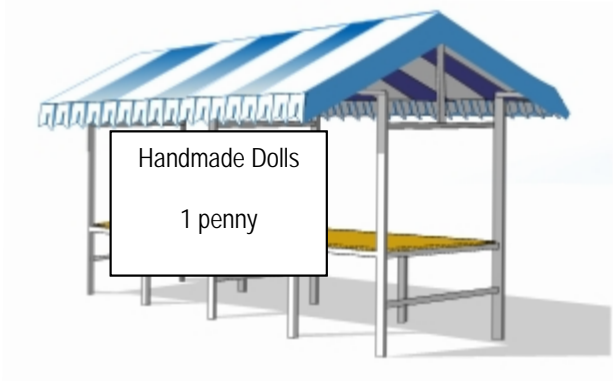
Here are a few names of Elizabethan coins and their values in today's dollars:

Silver Coins	Value in US \$	Gold Coins	Value in US \$
Farthing	\$.25	Half-crown	\$120
Halfpenny	\$ 2	Crown	\$240
Penny	\$ 4	Angel	\$480
Sixpence = 6 pennies	\$ 24		
Shilling	\$ 48		
Crown = 5 shillings	\$240		

Activity: MARKET DAY

Today you are Will or Joan Shakespeare, going to the market with your mother. You have been given a penny to spend on whatever you'd like. Look around the stalls carefully before you make your choice or choices. What will you buy?

1 penny = 4 farthings (4 f.) OR 2 half-pennies



Share your choices with the class. Did you choose to save any of your money for next time? Would any of the things you bought be a treat for you today?

SECTION IV: SHAKESPEARE AS HUSBAND AND FATHER

Set the Stage for Learning: Have you ever attended a wedding? What was it like? Did you enjoy it? Were the couple getting married young — say, in their teens — or a bit older, in their 20's or 30's or more? We're going to learn about Will's marriage today. What kind of a person do you think he married?

Will Meets Anne: The summer Will was 18 years old, he met a woman named Anne Hathaway, who lived on a farm in a small village called Shottery, near Stratford. Anne's parents were both dead, so she lived with her brother on their family farm. She was 26 years old the summer they met, in 1582. She kept track of the accounts and money for the farm, so we can imagine that she was clever, and good with numbers.

Here are two pictures of Anne Hathaway's cottage, as it appears today.



This is a view of the cottage from the road. Can you guess what it might be made of? Do we make houses of these materials today, in the U.S.? Why or why not?

This is a view of the cottage from the orchard. Would you like to live here?

Does it look like any house you've ever seen before, in person or in a book?



Will and Anne Marry: Will and Anne must have really hit it off, as they were soon married, in November of 1582. Will may have given Anne a wedding ring, but he probably would not have worn one, as few men did at that time. Giving and wearing of wedding rings was up to the couple and their budget! Sometimes a wedding ring was passed down in a family, but poor people would not have had wedding rings at all.

All weddings were “church weddings” in Shakespeare’s time. There were no civil ceremonies, as we have today. A wedding would be performed by a priest in a church, using the Church of England’s *Book of Common Prayer*. This wedding ceremony is still used today, and is nearly identical to the vows that Will and Anne shared in 1582.

Will and Anne lived with Shakespeare’s parents, his sister Joan, and brothers Gilbert, Richard, and Edmund in the house on Henley Street.

Children: Will and Anne had their first child, a daughter named Susannah, in the spring of 1583. They were fortunate to have a healthy baby, as Shakespeare’s parents had lost three of their children (all girls), two a few days after birth, and a third at age 8. Do you think Will and Anne were worried about losing their baby girl? Because there was very little medical care then, and less hygiene, it was not unusual to lose babies and children.

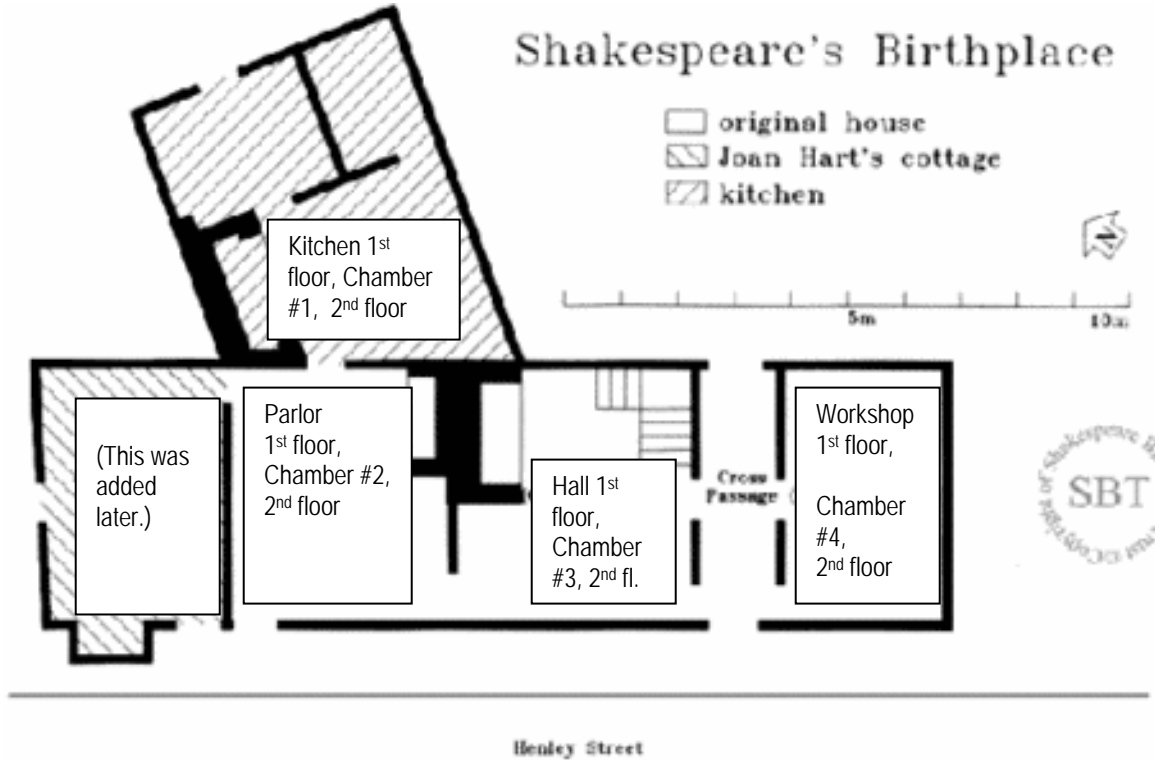
Double the Fun: Two years after Susannah was born, Will and Anne had twins! They were a girl, named Judith, and a boy, named Hamnet. The twins were named after the Shakespeares’ next-door neighbors.

Again, Will and Anne were lucky to have two healthy babies, and now, three healthy children. They are all living in the house on Henley Street. Can you imagine what that was like? There were four adults, a teenage boy, a teenage girl, two younger boys, a toddler, and twin babies — all in a house with four bedrooms, called “chambers.” If you have your own bedroom in your house, you are very lucky, indeed!

On the next page, you’ll get a chance to fit all the Shakespeares into their house.

Activity: The House on Henley Street

Below is a floor plan of the Shakespeares' house. The area on the far left side is an addition, as is the kitchen, the room on an angle on the upper side of the drawing. On the second floor, there is a chamber (bedroom) above each of the three rooms to the right.



Here are the names of the family members. They all need a place to sleep! Look at the drawing carefully, checking out the size of each chamber. Figure out who will share rooms and which combinations seem to work the best. Then write the chamber number next to the name of the family member.

- | | Chamber Number |
|---------------------------------|----------------|
| 1. John and 2. Mary Shakespeare | _____ |
| 3. Will and 4. Anne Shakespeare | _____ |
| 5. Gilbert Shakespeare (age 19) | _____ |
| 6. Joan Shakespeare (age 16) | _____ |
| 7. Richard Shakespeare (age 11) | _____ |
| 8. Edmund Shakespeare (age 5) | _____ |
| 9. Susannah Shakespeare (age 3) | _____ |
| 10. Hamnet Shakespeare (age 1) | _____ |
| 11. Judith Shakespeare (age 1) | _____ |

SECTION V: WILL GOES TO LONDON

“All the world’s a stage,
And all the men and women merely players.
They have their exits and their entrances,
And one man in his time plays many parts...” *As You Like It, Act II, Scene 7*

Set the Stage for Learning: After the recording of the birth of the twins Hamnet and Judith in 1585, we have no written records about what Will Shakespeare was doing until 1592. What do you suppose he did for those seven years? Did he continue to help his father with the glovemaking business, or was he hired by a wealthy family to teach their children? Did he join a group of traveling actors as they came through Stratford? What do you think?

Will in the Theatre: We know that sometime between 1585 and 1592, William Shakespeare left Stratford-upon-Avon and traveled to London to pursue a career in the theatre as an actor and playwright. He left his wife and children behind, living in the house on Henley Street with his parents and siblings. London was a rough and unhealthy city at that time, and it would have been dangerous to bring his family with him. Still, how do you suppose his wife and children felt to be left behind?

First Plays: Plays about English history were very popular at the time Shakespeare arrived in London. It is not surprising, then, that his first plays were history plays.

The first of them is *Henry VI*, a play so long that Shakespeare wrote it in three parts! *Henry VI* takes place about one hundred years before Shakespeare’s time, roughly 1440-1471. Remember that Shakespeare studied English history at grammar school, so he had some background in his subject.

Shakespeare’s earliest comedies were *The Taming of the Shrew*, about a man who marries a strong, independent woman, and *The Comedy of Errors*, a very funny play about twins separated at birth and mistaken identities. Shakespeare borrowed the idea for this play from his knowledge of grammar school Latin.

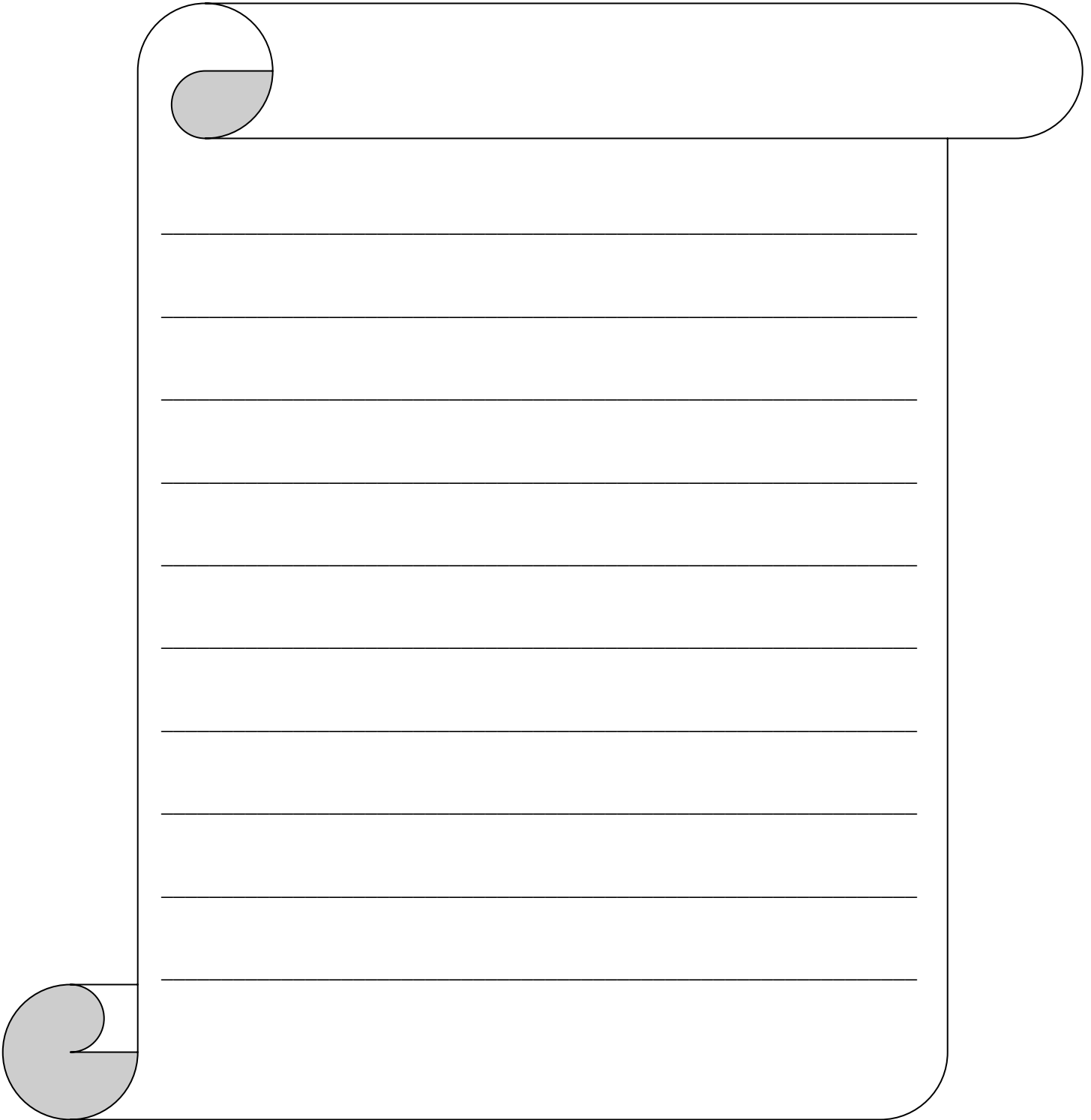
William Shakespeare quickly became one of the most famous playwrights in London. In addition to being famous, he was making a lot of money, some of which he must have sent back to his family in Stratford, and some of which he saved and invested.

We don’t know how often Will was able to return to Stratford to be with his wife and children. The journey between London and Stratford (about 100 miles) would have taken five days on horseback, much longer on foot. It is safe to guess that he would not have returned home every weekend, as perhaps some of your parents do if they travel for their work.

On the next page, you can imagine how it felt to be Susanna, Hamnet, or Judith Shakespeare, with their father away in London.

Activity: A Letter to Father

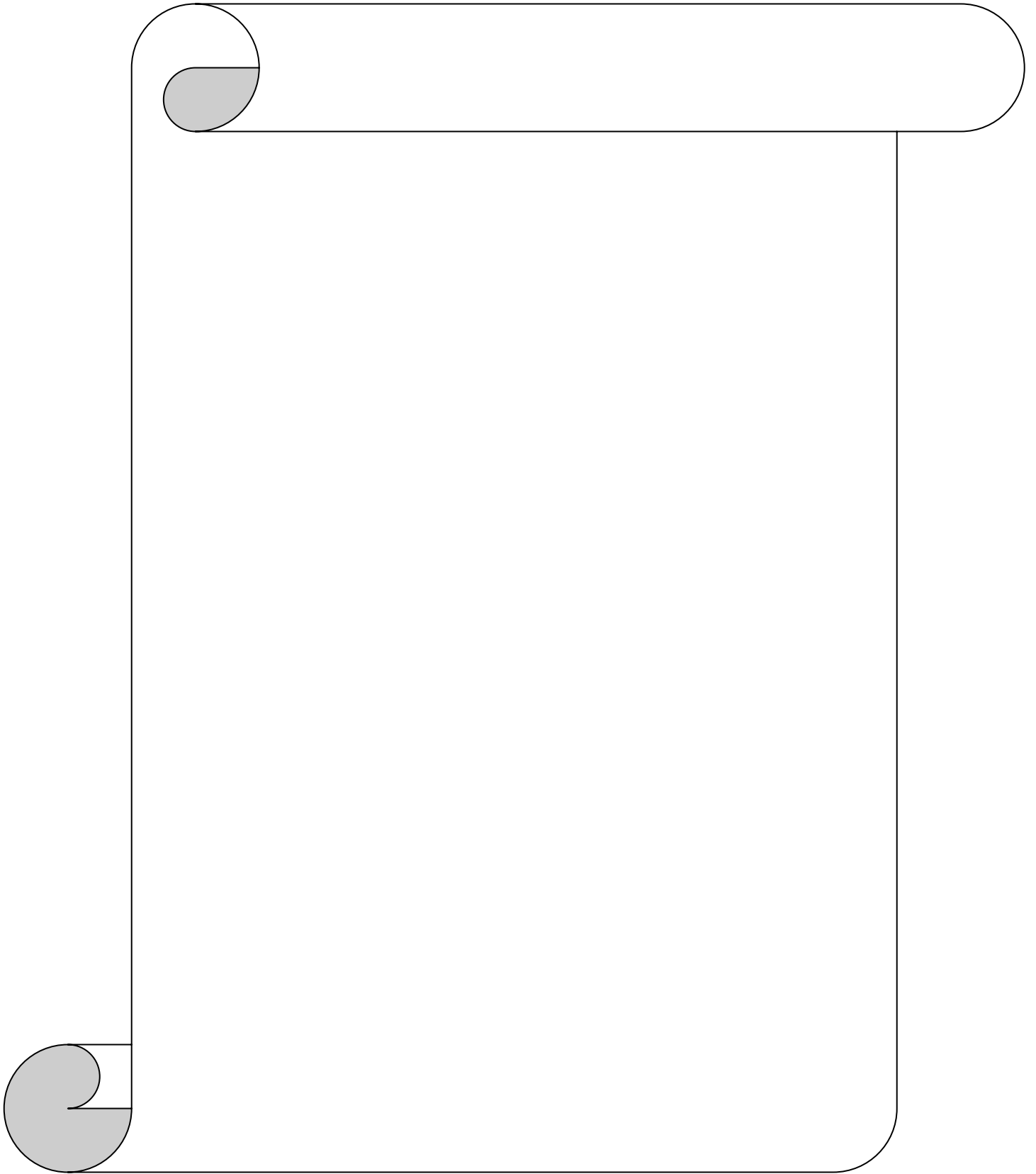
It is the year 1594. Imagine that you are one of Shakespeare's children: Susanna, age 9, Hamnet, age 7, or Judith, age 7. Write a letter to your father in London. What will you tell him about life at home? Do you have questions about his work in London? Be sure to include your feelings about his being away. You might want to draw a picture for him, too.



A large, scroll-shaped writing area designed for a letter. The scroll is oriented vertically, with the top edge rounded and the bottom edge also rounded. The left and right sides are straight. The top and bottom ends of the scroll are shaded in a light gray color. The interior of the scroll is white and contains ten horizontal lines for writing, spaced evenly down the length of the scroll.

Extra Pages for Inspiration! (There's a blank scroll on the next page for drawing.)





Success and Loss: Shakespeare was very successful as a playwright, becoming famous and wealthy. He was making about 200 pounds a year, roughly \$150,000 a year in today's dollars. Not many playwrights or screenwriters working today do that well!

If you remember, young Will probably left school at 14, because his father was in debt and could no longer afford to pay for Will's schooling. When Will became a successful writer, he paid off his father's debts back in Stratford, restoring his father's honor in the town. This was very important to the Shakespeare family, and Will's generosity must have meant a great deal to his father.

Along with success, Shakespeare had his share of sorrow. In August of 1596, his son Hamnet died at age 11. How do you think Shakespeare felt about this? Though we have no written record of his feelings, we know that within six months of his son's death, Shakespeare bought a fine house for his family in Stratford. It was considered one of the nicest houses in the town, and was called "New Place." For the first time, Shakespeare's wife and children had a home of their own. Shakespeare joined them when he retired from the theatre some years later.

New Place does not exist today, but a garden has been planted in Shakespeare's honor on the grounds where it once stood. Below is a drawing of New Place:



SECTION VI: SHAKESPEARE AND THE GLOBE

“ Can this cockpit hold
The vasty fields of France? Or may we cram
Within this wooden ‘O’ the very casques
That did affright the air at Agincourt? ... “

Henry V, Prologue

Set the Stage for Learning: What is a globe? Do we have one in this room? What does a globe represent? How do we use it? I’m asking you about globes today, because The Globe was the name of the theatre where Shakespeare did most of his work: both acting and playwriting. Why do you think this theatre was named The Globe?

The Globe Theatre: Shakespeare worked with a man named Richard Burbage in London. Not only was Burbage a famous actor, he also was the first person to build a special building just for seeing plays: a theatre, from the Latin word *teatrum*. Before London had theatres, plays were performed in the courtyards of inns or on wagons in the street. Having people come to a special place, a theatre, meant that they would pay more money to see a play. Richard Burbage’s first building of this kind was called The Theatre. The second was the Globe, built in 1598 from the wood of the original Theatre.

Before we learn about what the Globe looked like and what it was like to see a play there, let’s do some detective work on our own. What shape is the globe in our room? Could there be a connection between the shape of a globe showing the map of the world and a theatre called The Globe? Hmmmmmm.... If you said “yes,” you’re right!

The Globe was a big, round building with a hole in the middle, kind of like a giant wooden donut. (They didn’t have donuts back then, or it might have been called the Donut Theatre... or the Krispy Kreme!) On the next page are some drawings of the Globe, as artists imagine it looked in Shakespeare’s day.

When you think of the Globe Theatre, think about Shakespeare writing about a whole world of people, all sorts of people, from kings and queens to peasants and fools, from heroes to villains — and fitting them all into this wooden ‘O’ that was the Globe Theatre.

The Globe Theatre, exterior

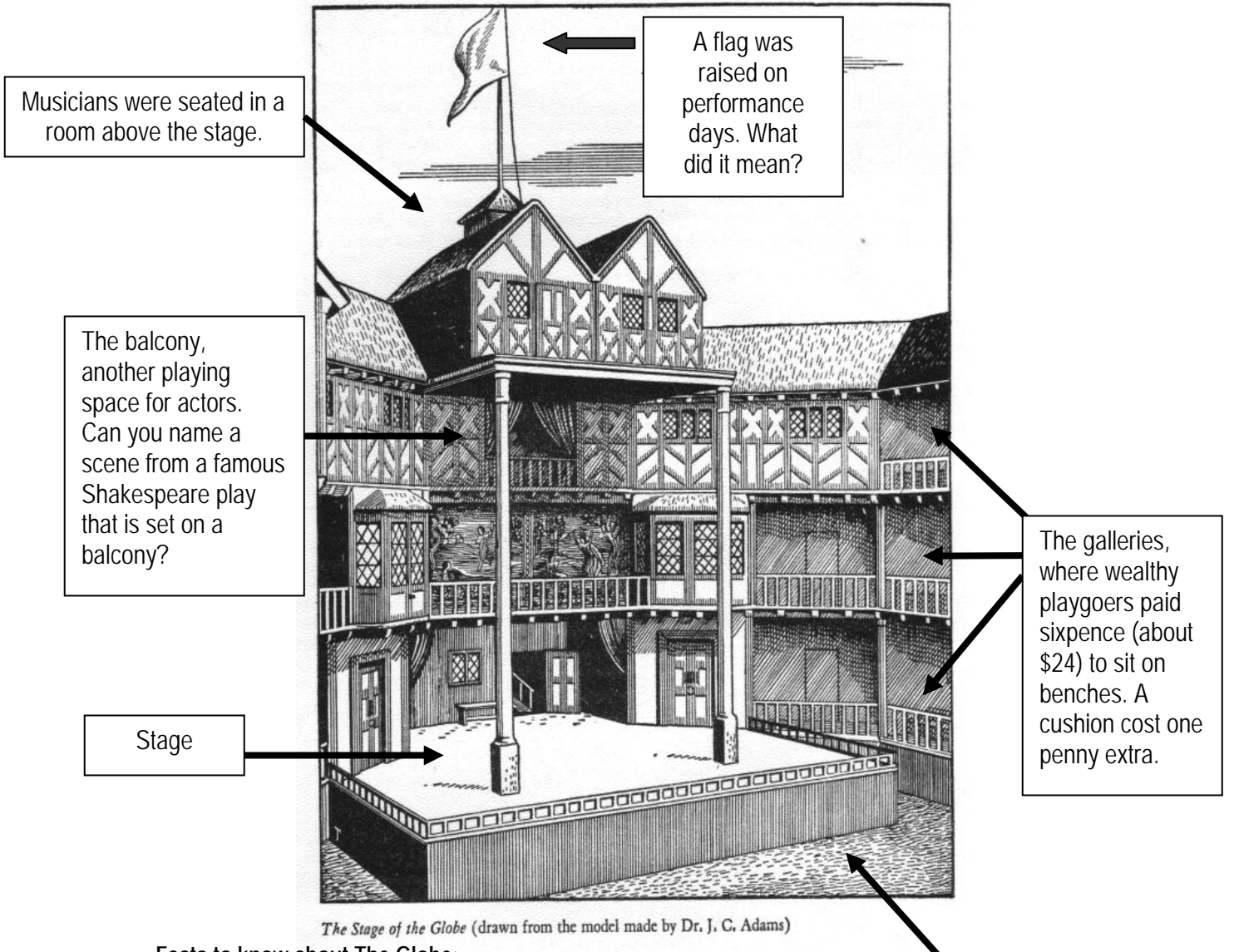


"Shakespeare's Globe (The Globe 1614). Reproduced from a stamp designed by C Walter Hodges and issued by Royal Mail on 8 August 1995" **Publisher:** Royal Mail Stamp Card Series; PHQ 172(e) 8.95; 1995

Questions for Discussion:

- * Is there anything unusual about this building? What is it?
- * Why do you suppose they left a big hole in the roof?
- * What is this theatre made of?
- * How many people could fit in The Globe?
- * Does The Globe look like any theatres you've been to, either to see a play or a movie? How is it similar? How is it different?
- * Would you like to see a play in this theatre? Why or why not?

Globe Theatre, interior



Facts to know about The Globe:

* The Globe was built in London in 1599. It was made of wood and covered in a kind of plaster, reinforced with animal hair. It sat on a brick foundation, and the roof was made of thatch (dried straw).

* The Globe burned down in 1613, and was rebuilt. The second Globe stood until 1644, when the Puritans tore it down because they thought theatre and plays were sinful.

* The Globe Theatre could hold 3,000 people. There were two performances a day.

* Performances were held from May until September. Why weren't there shows in the winter?

* The Globe was so important that an American actor, Sam Wanamaker, decided a new one should be built in London. The new Shakespeare's Globe Theatre was completed in 1996. On the next page, you'll see pictures of this wonderful place!

The yard, for poorer play-goers who paid a penny (about \$4 today) to stand and watch the play.

PICTURE THIS: Shakespeare's Globe Theatre

The new Globe Theatre is built on the south bank of the Thames River in London, very near the original location of the Globe. It is an amazing place, with performances taking place May through September, and educational programs all year long in the education center next to the theatre. If you ever get to travel to London, be sure to visit.



Exterior of Shakespeare's Globe Theatre, facing the Thames River



Interior of Shakespeare's Globe Theatre, during a performance

SECTION VII: SHAKESPEARE'S FINAL ACT

Set the Stage for Learning: Do you know anyone who is retired? What does it mean to retire from a job? Today we'll talk about Shakespeare's retirement. What do you think he did? Do you think he stayed in London or moved back to Stratford-upon-Avon?

Poetry Published: In 1609, Shakespeare published a book of short poems called sonnets. These poems, which were probably written between the 1590's and 1604, are about love, nature, beauty, and death. They are considered some of the best poetry ever written.

Leaving London: In 1610, Shakespeare's last play, *The Tempest*, was performed in London. Sometime after that, William Shakespeare left London and the theatre life to retire to his hometown, Stratford-upon-Avon. He lived there in New Place with his wife, Anne, and their youngest daughter, Judith, who was twenty-five. Their older daughter, Susanna, had married a Stratford doctor, John Hall, in 1607, and lived nearby.

Shakespeare's sister Joan and brother Gilbert were still living in Stratford, as well as some of Shakespeare's old friends from his youth. There is a church record that shows Shakespeare was named godfather of an old friend's son. Do you think Shakespeare enjoyed spending time with this child? Do you think he regretted missing so much of his own children's lives?

How do you think Shakespeare spent his time at New Place? Do you think he liked to garden? Take walks? Read? Or maybe write more poetry? What do you suppose it was like for Anne to have her husband around the house all the time?

Final Curtain: On April 23, 1616, William Shakespeare died. We don't know what caused his death, but at age 52, he had lived a long life for an Elizabethan. (His parents were **very** long-lived for the time, however: John and Mary both lived into their seventies. Of their children, only Joan lived into her seventies.)

Shakespeare was buried in Holy Trinity Church in Stratford, where his parents and siblings are buried. You can still visit his monument there today. A picture of it is below:



This is Shakespeare's burial monument in Holy Trinity Church. Do you think it is a good tribute to Shakespeare? On the next page, you can design your own monument to Shakespeare.

Activity: Remembering Shakespeare

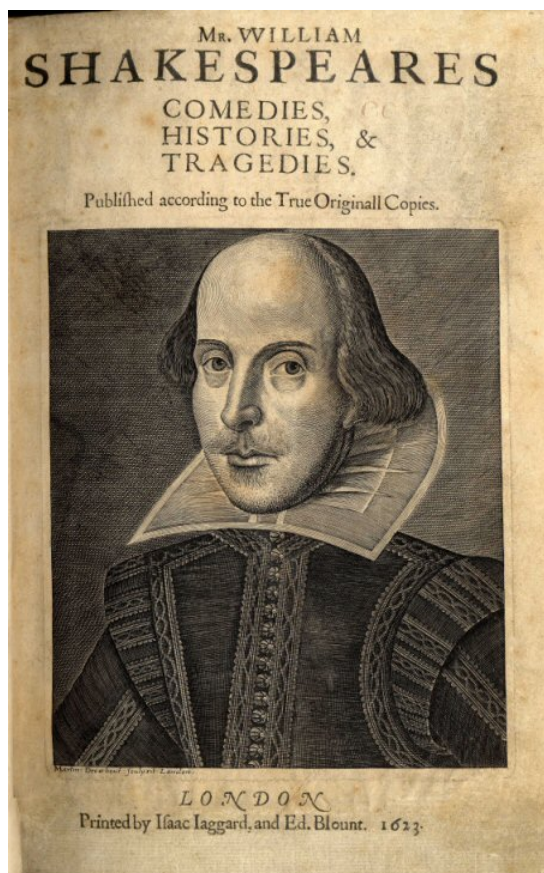
You have seen a picture of Shakespeare's monument. Now it's your turn to draw a monument to Shakespeare. What will you include? Are there symbols you'll use to show what Shakespeare did in his life? How will you represent him so that others remember him and his work?

SECTION VIII: SHAKESPEARE IN THE 21st CENTURY

“He was not of an age, but for all time!” Ben Jonson, *To the Memory of Shakespeare*

Set the Stage for Learning: Have any of you ever seen a Shakespeare play or a movie based on a Shakespeare play? Maybe you have gone to Forest Park in the summertime to see an outdoor production of a Shakespeare play by the Shakespeare Festival of St. Louis. In this lesson, we are going to learn about what happened to Shakespeare’s plays after his death in 1616, and how we think about Shakespeare today.

Plays Published: It was not until 1623, seven years after Shakespeare’s death, that his plays were published as a complete collection. This edition is called the First Folio. Pictures of the title page and table of contents are below:



Title page for First Folio

A C A T A L O G V E	
of the feuerall Comedies, Histories, and Tragedies contained in this Volume.	
COMEDIES.	
<i>The Tempest.</i>	Folio 1.
<i>The two Gentlemen of Verona.</i>	20
<i>The Merry Wives of Windsor.</i>	38
<i>Measure for Measure.</i>	61
<i>The Comedy of Errors.</i>	85
<i>Much adoe about Nothing.</i>	101
<i>Love's Labour lost.</i>	122
<i>Midsummer Nights Dreame.</i>	145
<i>The Merchant of Venice.</i>	163
<i>As you Like it.</i>	185
<i>The Taming of the Shrew.</i>	208
<i>All is well, that Ends well.</i>	230
<i>Twelffe Night, or what you will.</i>	255
<i>The Winters Tale.</i>	304
TRAGEDIES.	
<i>The Tragedy of Coriolanus.</i>	Folio 1.
<i>Titus Andronicus</i>	31
<i>Romeo and Juliet.</i>	53
<i>Timon of Athens.</i>	80
<i>The Life and death of Julius Caesar.</i>	109
<i>The Tragedy of Macbeth.</i>	131
<i>The Tragedy of Hamlet.</i>	152
<i>King Lear.</i>	283
<i>Othello, the Moore of Venice.</i>	310
<i>Anthony and Cleopatra</i>	346
<i>Cymbeline King of Brittain.</i>	369
HISTORIES.	
<i>The Life and Death of King Iohn.</i>	Folio 1.
<i>The Life & death of Richard the second.</i>	23

Table of contents (catalogue) for First Folio, showing 35 plays. Shakespeare wrote 36, so one is missing from the First Folio. That title is *Troilus and Cressida*, a history play.

Shakespeare On Stage Today: William Shakespeare is the most produced playwright in the world today. His plays are performed in nearly every country across the globe, and not surprisingly, his plays are particularly popular in English-speaking countries. A Shakespeare website operated by Palomar College lists nearly 100 Shakespeare festivals, most of them in the U.S., U.K., and Canada.

Why do you think people still enjoy Shakespeare's plays today, over 400 years after they were written? You may have some ideas now, and we hope you'll have more ideas after learning about one of Shakespeare's greatest plays, *Romeo and Juliet*, in the next section of this study guide.

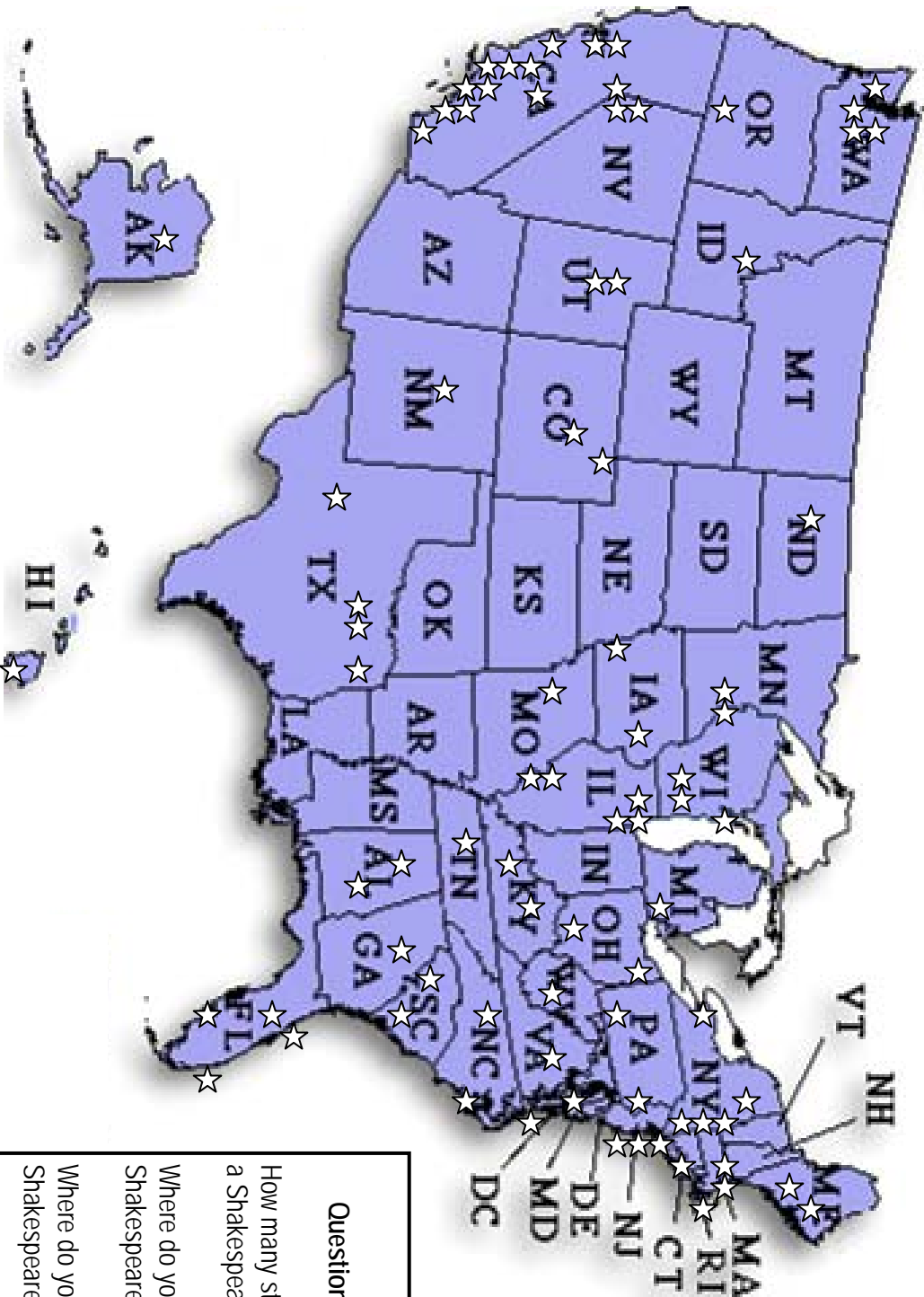
The U.S. map on the following page is marked with stars where Shakespeare festivals are held. Can you find St. Louis on the map? Did you know we have one Shakespeare Festival and one Shakespeare company in our city? We hope you will come to see the Festival in Forest Park next summer!



Elizabeth and Richard III in a scene from *The Tragedy of King Richard the Third* at the Shakespeare Festival St. Louis in Forest Park, May – June 2008.

Picture This:

Shakespeare in the U.S.A.



Questions to Discuss:

- How many states do not have a Shakespeare festival?
- Where do you think the coldest Shakespeare festival is?
- Where do you think the hottest Shakespeare festival is?
- Which festival would you most like to visit? Why?

CONCLUSION: In the preceding lessons, your class has learned a lot about William Shakespeare's life, and a few things about his work. On the next page there is a list of all of Shakespeare's plays and his poems that you can post on a bulletin board for inspiration.

In the accompanying Performance Guide, we will introduce your class to Shakespeare's great tragedy, *Romeo and Juliet*. By approaching the play through the discussion of character and relationships, we hope to prepare your students for the Festival's performance of *Meet Romeo and Juliet* at your school. We want to share the richness and universality of Shakespeare's world with you and your students.

William Shakespeare's Plays

(in the order they are thought to have been written)

- 1589-92: Henry VI, Part I; Henry VI, Part 2; Henry VI, Part 3
1592-3 Richard III, Titus Andronicus
1593-4 The Comedy of Errors, The Taming of the Shrew
1594-5 The Two Gentlemen of Verona, Love's Labour's Lost
1595-6 Romeo & Juliet, Richard II, A Midsummer Night's Dream
1596-7 King John, The Merchant of Venice
1597-8 Henry IV, Part I; Henry IV, Part II
1598-9 Much Ado About Nothing, Henry V, The Merry Wives of Windsor
1599-1600 Julius Caesar, As You Like It
1600-1 Hamlet, Twelfth Night
1601-2 Troilus & Cressida
1602-3 All's Well That Ends Well, Othello
1603 Measure For Measure
1604-5 King Lear
1605-6 Macbeth
1606-7 Antony & Cleopatra, Timon of Athens
1607-8 Coriolanus, Pericles
1609-10 Cymbeline
1610-11 The Winter's Tale
1611-12 The Tempest
1612-13 Henry VIII (co-written with John Fletcher)
1613-14 The Two Noble Kinsmen (co-written with John Fletcher)

*** In addition to the 38 plays, Shakespeare wrote two long narrative poems and 154 sonnets ***

*** At least two Shakespeare plays are thought to be lost.
They are: *Cardenio* and *Love's Labour's Won* ***

Sources and Resources

A great many sources were used to research and write this study guide. They are listed below, along with other resources for teachers and students. There are so many wonderful books, websites, videos, and films about Shakespeare — enjoy exploring!

Shakespeare Biographies for Adults:

Shakespeare, by Michael Wood. Basic Books, 2003. This wonderful biography accompanies the television series *In Search of Shakespeare*, which played on PBS.

Will in the World: How Shakespeare Became Shakespeare, by Stephen Greenblatt, W.W. Norton Co., Inc., 2004. Fascinating!

Shakespeare Biographies for Kids:

Bard of Avon: The Story of William Shakespeare, by Diane Stanley, HarperCollins, 1992. Beautifully illustrated biography.

A Child's Portrait of Shakespeare, by Lois Burdett, Firefly Books, 1995. Charming biography with illustrations by Ms. Burdett's students. Part of her excellent series, "Shakespeare Can Be Fun!"

Shakespeare: His Work and His World, by Michael Rosen, Robert Ingpen, Illustrator. Candlewick, 2001. Another beautifully illustrated biography of Shakespeare for kids.

William Shakespeare and the Globe, by Aliko. HarperCollins, 1999.

Shakespeare and the Elizabethan Age:

The World of Shakespeare, by Anna Claybourne and Rebecca Treays. Usborne Publishing, 1996. (There is a newer edition with Internet links.) Very informative and wonderfully designed book about Shakespeare and the times in which he lived. Typical Usborne quality — great!

Shakespeare Texts for Adults:

The Complete Works of Shakespeare. There are many fine editions, including The Arden, The Riverside, The Pelican, and more. An easy and efficient, not to mention free, way of accessing the plays and poems is to go to the following website:

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

Shakespeare Texts for Kids:

Shake Hands With Shakespeare, Dr. Albert Cullum. Dr. Cullum wrote inspired short adaptations of Shakespeare for elementary age students. His work is documented in a film called *A Touch of Greatness*, by independent filmmaker Leslie Sullivan (more information at PBS.org).

The *Shakespeare Can Be Fun!* Series by Lois Burdett is highly recommended.

Website for All Things Shakespearean:

<http://www.shakespeare.palomar.edu> This website links to many Shakespeare resources in a well-organized and user-friendly fashion. Bookmark this one!