**Shakespearean Biographical Sketch**

<http://www.bardweb.net/man.html> <http://www.shakespeare-online.com/keydates/playchron.html>

1. From what two sources do we get our information about Shakespeare’s early life ? **his works** and **legal/church documents**

2. Allegedly, Shakespeare’s birthday was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When the author used the word “allegedly,” he most likely meant:

 **b) Presumably**

4. What school did Shakespeare most likely attend? Why is it logical to infer that he attended this school?

**Attended the grammar school in Stratford. While there are no records extant to prove this claim, Shakespeare's knowledge of Latin and Classical Greek would tend to support this theory**

5. Two rumors surrounding what Shakespeare was doing during his “Lost Years”: **he was a poacher and assistant school master**

6. Shakespeare’s accomplishments became apparent when they were **compared to other playwrights of his time**

7. What did Shakespeare get to enjoy that no other playwright had ever experienced? **Wrote and performed for the king?**

8. Which play of Shakespeare’s was performed first? **Henry VI, Part II** Which play was performed last? **The Two Noble Kinsmen**

9. What year was *Hamlet* first acted? **1600** Published? **1603**

10. Shakespeare spanterly died in the year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ When the author used the word “spanterly,” he most likely meant:

 b) Allegedly

**Effects of Shakespeare**

<http://www.shakespearehigh.com/classroom/guide/page1.shtml> <http://www.shakespeare-online.com/biography/whystudyshakespeare.html>

<http://www.shakespeare-online.com/biography/shakespearewriter.html>

1. Did people really talk the way Shakespeare wrote his words? Why did he write them this way? **No, poetic rhythm, emphasize words, give a character a specific speech pattern**

2. For the sake of his poetry, Shakespeare often left out \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Four reasons behind Shakespeare’s influence and popularity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. Three of Shakespeare’s most popular phrases: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Many pieces of literature are heavily influenced by Shakespeare’s works. Some are even different versions of, or ANALOGUES of, Shakespearean works. Using context clues to understand the term “analogue,” complete the chart below.

|  |  |  |
| --- | --- | --- |
| **Analogue (Literature)** | **Shakespearean Work** | **Most prominent similarity** |
|  |  |  |
|  |  |  |
|  |  |  |

6. Many movies are heavily influenced by Shakespeare’s works. Some are even different versions of, or ANALOGUES of, Shakespearean works. Using context clues to understand the term “analogue,” complete the chart below.

|  |  |  |
| --- | --- | --- |
| **Analogue (Film)** | **Shakespearean Work** | **Most prominent similarity** |
|  |  |  |
|  |  |  |
|  |  |  |

**Criticisms of Shakespeare**

<http://www.debate.org/opinions/should-shakespeare-be-taught-in-schools> <http://www.infoplease.com/encyclopedia/people/shakespeare-william-critical-opinion.html>

<http://www.newworldencyclopedia.org/entry/William_Shakespeare>

1. After reading several reasons against teaching Shakespeare in school, pick the most prominent, valid reasons. Rank them according to validity below

 Most valid: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Second: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Third: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What was early criticism of Shakespeare directed at? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Shakespeare was criticized for mixing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and also failing to

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Some critics, such as Dryden and Johnson, claimed that Shakespeare \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Generally, critics of the 17th and 18th century accused Shakespeare of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. After reading several speculations against teaching Shakespeare according to New World Encyclopedia, pick the most valid speculation. Rank them according to validity below:

Most valid: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Second: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Third: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now that you have gathered information individually, shared with your group, and had your findings confirmed and/or amended, your task, as a group, is to arrange this information in a logical, effective manner. The overall goal is to examine how this information is related, choose a graphic organizer that works for your group, and arrange just the most critical information in the graphic organizers that you chose. Below are resources for graphic organizers. You can download one digitally and type your responses and then print OR you can download one digitally and print and hand write your responses OR review the graphic organizers and choose the most best fit for your group and draw a version of it with your hand and fill in information.

**Graphic Organizer Resources**

1. <https://www.google.com/search?q=graphic+organizers&rlz=1C1CHWA_enUS601US601&espv=2&biw=1920&bih=971&tbm=isch&tbo=u&source=univ&sa=X&ei=xXE-VNuEGcu7ggTXkYD4Dg&ved=0CC8QsAQ>
2. <http://www.enchantedlearning.com/graphicorganizers/>
3. <http://edhelper.com/teachers/graphic_organizers.htm>
4. <http://edudemic.com/2012/education-mind-maps>
5. <http://www.eduplace.com/graphicorganizer/>
6. <http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?btm%20graph>
7. <http://printables.scholastic.com/printables/detail/?id=35517>

Finally, review the information you gathered in your graphic organizer, and, individually, write one concise, yet potent thesis statement about Shakespeare that encompasses all of the information your group gathered.

My name:

My individual thesis that synthesizes all of the information my group gathered and arranged in the graphic organizer is below.

This thesis is summative and uses a colon effectively.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Target** | **4.0** | **3.0** | **2.0** | **1.0** |
| Analyze the **theme (**author’s message, lesson, intent) in texts. | **I can insightfully** analyze how text specifics address the author’s message in **accurately beyond expectations.** | **I can clearly** analyze how text specifics address author’s message **relatively** **accurately and consistently.** | **I can partially** analyze how some text specifics address author’s message **somewhat accurately and consistently.** | **I produced a partial and/or** **inaccurate** analysis of how text specifics address author’s message. |

**When you are finished, turn in the following items in the following order: your group’s completed graphic organizer with all of your names on it, this page for each individual, & your hopes and dreams.**