

# Europeana Learning Scenario

## Title

Shakespeare's Love Quotes

## Author(s)

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## Abstract

*What was it like to be in love in Shakespeare's time? How did people express each other's feelings? What was the influence of literature works on people's life considering love? What is the culture of being in love today? By working collaboratively on 3 digital stations, students find the answers to these questions, and think critically about this period of history. Finding the support at each digital station, they mutually participated in a discussion. They also did some research at home and decided to have thematic role play from the play "Romeo and Juliet". They played some music from that historical era and used the vocabulary to express Shakespeare's quotations about love. In the end, students write a dialogue similar to the one they acted, but using modern language.*

## Keywords

English plays, 16th century, History, station learning method IC

## Table of summary

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Subject	English, History
Topic	Shakespeare's love quotes
Age of students	17-18
Preparation time	40'
Teaching time	80'
Online teaching material	* <a href="https://create.kahoot.it/details/shakespeare/208dfeff-3657-41a0-9b85-57488a1d3bb8">https://create.kahoot.it/details/shakespeare/208dfeff-3657-41a0-9b85-57488a1d3bb8</a> * <a href="https://create.kahoot.it/details/love-quotes-in-literature/966694a1-8140-4901-871b-e5b873be8b58">https://create.kahoot.it/details/love-quotes-in-literature/966694a1-8140-4901-871b-e5b873be8b58</a>
Offline teaching material	Paper, writing kit, different props, clothes, everyday items
Europeana resource used	Art Collection : <a href="https://www.europeana.eu/portal/en/record/9200143/BibliographicResource_2000069482420.html?q=William+Shakespeare#dclid=1581070618123&amp;p=1">https://www.europeana.eu/portal/en/record/9200143/BibliographicResource_2000069482420.html?q=William+Shakespeare#dclid=1581070618123&amp;p=1</a>

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## Integration into the curriculum

Shakespeare's plays are part of the English curriculum in the final years of High schools in Croatia. Developing reading, speaking and writing skills is part of English curriculum in every grade of high school.

**History:** Introduction of Shakespeare's birth place

**Art:** Using the visual elements, Creating and designing

**Geography:** Traditional England sights of that time

## Aim of the lesson

Students read, speak and write about Shakespeare's historical era. They think critically about specific period and express opinions about it.

## Outcome of the lesson

Students act thematic role play and write a love letter or a dialogue using Shakespeare's vocabulary.

## Trends

Peer learning. Collaborative learning. Student-Centred Learning.

## 21<sup>st</sup> century skills

Collaboration and communication, Information Literacy Social skills. Critical thinking. Curiosity and imagination. Access and analysis of information. Effective oral and written communication.

## Activities

### Introduction: Discussion

The teacher asks the students about the Shakespeare's working period.

When did he live?

What are his most famous plays?

Are you familiar with some of his quotes?

What do you know about English history of that period?

**Project planning:**The teacher meets the students from a few classes to make plans for the project.Students get familiar with the idea and together with teacher decide how to make a plan about the quotes and roleplay.

**Watching video:** You tube video called “Romeo and Juliet”-roleplay in the classroom

Through the video they learn key words,and also find how the people were dressed up,music genre,everyday life

**Activity 1:** The teacher divides the students into groups and gives the tasks to challenge the roleplay.

One student acquires the necessary materials for the performance (clothes-music script).

**Activity 2:** Experimental part .Roleplay in the classroom-thematic performance.

**Activity 3:** Students exchange Shakespeare’s quotes,trying to adopt them to modern English.

**Closing:** Students summarize the middle English language and convert it into a sample of a today’s love letter

**EuropeanaArtCollection:**[https://www.europeana.eu/portal/en/record/9200143/BibliographicResource\\_2000069482420.html?q=William+Shakespeare#dclid=1581070618123&p=1](https://www.europeana.eu/portal/en/record/9200143/BibliographicResource_2000069482420.html?q=William+Shakespeare#dclid=1581070618123&p=1)

Name of activity	Procedure	Time
<b>Project planning:</b>	The teacher meets the student who is the representative in this school project.They make the project plan how to create a living museum.The whole class create the museum room.	

### Assessment

Each class presents their project work and everything they have done in previous weeks.They use the project assessment rubric: Anex 1

### Student feedback

After the project implementation,students do self-assessment (Annex2,3)t.Each student gets a self-assessment rubric through which they reflect about the implemented project.

### Teacher’s remark

Students achieved the goals of the class.The working atmosphere was excellent.They set the roles in the pairs or groups through consensus.Each participant was active and fully realised the task.The students

were creative, collaborative and reached critically thinking task they were given. During the role play acting they showed good presenting skills.

### About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

**Annex 1**



**Annex 2**

Name	4	3	2	1
Was I accurate?	I played my part exactly right.	I played my part almost all correctly.	I played some of my part correctly.	I made a lot of mistakes, or I got lost.
Did I keep a steady beat and stay with ensemble?	I kept the steady beat and stayed with the ensemble through the whole performance.	I was almost always on the beat and with the ensemble in our performance.	Sometimes I was on the beat and with the ensemble.	I was not able to keep the beat and stay with the ensemble int his performance.
My Opinion	I feel like I was awesome in the performance.	I feel like I was pretty good in the performance.	I feel like I was OK in the performance.	I feel like I could have done a lot better job int he performance.

**Annex 3**

## Performance/Acting Rubric

Student name: \_\_\_\_\_ Reviewer: \_\_\_\_\_

	0	1	2	3	SCORE
Character Development	No evidence of appropriate acting technique* for character development	Some evidence of appropriate acting technique* for character development	Sufficient evidence of appropriate acting technique* for character development	Exemplary evidence of appropriate acting technique* for character development	
Vocal Quality	Inarticulate and no clear vocal choices	Articulation is a problem and some vocal choices are apparent	Demonstrates consistent vocal choices that reflects character	Clear and nuanced vocal interpretation that reflects character	
Movement Quality	Little or no physical commitment that reflects character movement with body	Some physicality that reflects character movement with body	Adequate physicality that reflects character movement with body	Exemplary physicality that reflects character movement with body	
Interpretation/Preparation	No interpretation of text or evidence of preparation	Some interpretation of text or evidence of preparation	Adequate interpretation and preparation of text but lacks nuanced approach to material	Exemplary interpretation of text and subtle nuanced approach to material	

**Tool : Artsteps**

<https://www.artsteps.com/view/5e3db651a6611134e3082fe2>

[\(ctrl+leftclick\)](#)