#MySHX400 in Your Classroom

TEACHING MODULE

What’s your Shakespeare story?

WHY ARE WE DOING THIS?

Context: 2016 marks the 400th anniversary of Shakespeare’s death. The world is commemorating his legacy in a big way, and your classroom is invited to play a part in it!

Learning objective: To use digital media in order to present a personal response to Shakespeare that interprets textual evidence and develops a clear line of reasoning

Student work product: A 1-minute video tagged #MySHX400

Big takeaway: By posting their own #MySHX400 videos, students are not only reflecting on their personal connection to Shakespeare—they are joining a worldwide community celebrating 400 years of Shakespeare!

WHAT MATERIALS DO WE NEED?

- Internet access and a computer projector or interactive whiteboard
- Smart phones, tablets, or other video-recording devices for students to use
- YouTube (for seeing the Folger exemplars); Facebook, Twitter, and/or Instagram (for posting videos and seeing others, too)
- #MySHX400 art cards, meant to be held or mounted so that they appear in submitted videos
- The prompts:
  1. What Shakespeare play or poem did you read and what did you like about it?
  2. What’s your favorite line from the Shakespeare text you’ve just studied? What do you like about it?
  3. What surprised you as you read this play? How so?
  4. Who is your favorite character from the play you’ve just studied? Why?
- Exemplars: Each day more and more Shakespeare enthusiasts use the hashtag #MySHX400, and we highlight exemplars on Folger Library’s #MySHX400 YouTube Playlist.
- Video Checklist handout (See below.)
- Festival Snaps active viewing handout (See below.)
THE PLAY-BY-PLAY FOR TEACHERS:

- **Lesson 1: WRITE ON!**

  **Time:** 30-40 minutes

  **Note:** Try this as a culminating activity after everyone has read and discussed the assigned Shakespeare text (*Macbeth*, *Twelfth Night*, the sonnets—whatever you’ve just tackled together!)

  **Before class:** Obtain the appropriate permission to have students create and publicly post their videos. Decide where you want to collect the videos. You can have everyone upload their video to Facebook, Twitter, and/or Instagram—whatever works. Just be sure that the videos are tagged #MySHX400 so that they can join the worldwide celebration. Check out some of the video exemplars linked above and set a due date for the videos. Give at least 2 days between Lesson 1 and Lesson 2 so that students have enough time to create and post their work—and you, the teacher, have enough time to view the videos before the class watches them in Lesson 2.

  1. In class, explain that today’s all about reflecting on your (the students’) personal experience with Shakespeare.

  2. Display the prompts on the board.

  3. Ask each student to select one prompt and start jotting down initial thoughts. After 3 or so minutes of freewriting, ask students to organize their thoughts using the following A-R-E outline:

     | A (answer): |
     | R (reasons): |
     | E (evidence from the text): |

  4. Turn and talk: Have everyone turn to a neighbor and share their responses. Let students have this moment, but be sure to offer lots of praise once everyone reconvenes. Keep the spirit joyful, and remember that there’s no wrong answer here.

  5. Here’s the really cool part—a personal invitation: Introduce the #MySHX400 project by telling students that 2016 marks the 400th anniversary of Shakespeare’s death. Explain that the world is celebrating Shakespeare’s legacy in a big way and that they (yes—really!) have been invited to contribute to this celebration. How? By posting video versions of their responses to a social media movement called #MySHX400.

  6. Distribute and discuss the Video Checklist (below). Show what the art cards look like and how one might use them. Go over the assignment instructions and answer any questions before sending everyone off to create their #MySHX400 videos!
7. With the remaining class time, let students rehearse their video presentations and, if they’re ready, record and upload their 1-minute videos, with the #MySHX400, to the agreed-upon app: Facebook, Twitter, or Instagram.

8. If students need more time, for homework they can record and post their videos.

- **Lesson 2: A FESTIVAL OF VIDEOS**

  **Time:** 30-40 minutes

  **Note:** This lesson should happen a few days after Lesson 1, after everyone’s posted their #MySHX400 videos and you’ve had time to view them, too.

  **Before class:** On the board, call up your students’ videos.

  1. Welcome everyone to the “[Name of School and Class]” #MySHX400 Video Festival (wild applause!).

  2. Distribute the Festival Snaps handout (there’s room for 12 videos on this, so many as many copies as you need to get to the real number of videos in your class). Say, “As a class you’re going to watch everyone’s Shakespeare story, and, as each of you watches, you’re going to write down at least one thing you liked about or learned from each classmate’s video (the ‘snaps’). You may also record any questions you have.”

  3. After each video, give lots of applause, and invite 1-2 students to share their snaps. Ask if anyone would like to direct a question to the classmate who created the video. If time permits, allow mini-discussions throughout the festival.

  4. Reflection round: Take a moment to reflect as a class on this whole process and movement. Going sequentially around a circle, each student—and you too—completes the following sentence: “I noticed…”

  5. Spread the love! Challenge everyone in the class to go out and recruit one more person to post a #MySHX400 video. If time permits, plan a second festival to watch the videos of everyone’s parents, siblings, teachers, friends, and coaches. If you’re dreaming even bigger, get the whole school in on this movement and watch video highlights at a school assembly. Shakespeare is for everyone!

**WHAT SHOULD I LOOK FOR?**

Whatever students have noticed, discovered, and enjoyed through Shakespeare…it’s all good. If students feel connected to Shakespeare’s language and to a larger global community of Shakespeare enthusiasts, you’ve done a good job. And if you’ve managed to spread the love and get a #MySHX400 challenge going in your school community, awesome!
COMMON CORE ANCHOR STANDARDS:

READING
CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

WRITING
CCSS.ELA-LITERACY.CCRA.W.1
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.CCRA.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING AND LISTENING
CCSS.ELA-LITERACY.CCRA.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.CCRA.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Assignment Recap: Use your smart phone or other device to record a video of yourself answering one of the questions below. Use your A-R-E notes as a start, but avoid reading word-for-word from them when you’re on camera. Speak from your heart.

Jazz up your video by printing out one of the art cards (there’s a crown, a dagger, a rose, and more) or using a prop of your own, and share your Shakespeare story on Facebook, Twitter, or Instagram. Be sure to use #MySHX400. Invite your friends and family to share their stories, too!

1. What Shakespeare play or poem did you read and what did you like about it?
2. What’s your favorite line from the Shakespeare text you’ve just studied? What do you like about it?
3. What surprised you as you read this play? How so?
4. Who is your favorite character from the play you’ve just studied? Why?

In my #MySHX400 video...

☐ I say my first name, school, city, and state at the beginning.

☐ The lighting lets viewers see my beautiful face!

☐ The sound quality is good. I’m loud enough for viewers to hear everything I say.

☐ My video is no longer than 1 minute.

☐ Viewers can tell which Shakespeare work I’ve just studied.

☐ I answer the prompt directly and clearly.

☐ I support my answer with good reasons.

☐ I support my answer with specific and relevant evidence from the text.

☐ I interpret words and phrases as they are used in Shakespeare.

☐ I jazzed up my video with an art card and/or a prop.

☐ I sound like a human being—one who’s just had a real encounter with Shakespeare’s language!

☐ I used #MySHX400 to post the video on Facebook, Twitter, and/or Instagram.
#MySHX400

FESTIVAL SNAPS

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SHARE YOUR SHAKESPEARE STORY

Folger SHAKESPEARE LIBRARY

#MYSHX400

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