

**The Magic of Shakespeare:
A Midsummer Night's Dream for Elementary Students**

Pilar Palacin

INTRODUCTION

Reading, at the elementary level, is one of the most important subjects. We, as teachers, are always searching for ways to improve our students' reading level. There are many programs developed to help the students improve their reading skills, but most of these programs deal with popular classic fairy tales and children's short stories incorporated in textbooks. This trend limits or obstructs the children's exposure to classical literature. Considering this problem, I chose to use a Shakespearean play both to teach reading and to expose children to a classic at the same time: *A Midsummer Night's Dream*. This would introduce my students to the magic of Shakespeare and the reality of the Elizabethan times.

Students' Background

To teach Shakespeare is a challenge, no matter what grade level. However, it is even more difficult when one attempts to introduce Shakespeare to a younger audience that is also struggling to learn English. I teach in an elementary school where 64% of the students are Limited English Proficiency (LEP). My bilingual students are desperately trying to learn English as a second language and most of them have limited English language proficiency. The majority of them came from a non- English speaking country and are newcomers whether a year or a week ago. Apart from this, we have to take into account the fact that they belong to economically disadvantaged families which do not have enough means to enable them to have access to computers, books and dictionaries at home. Moreover, the parents have little formal education or, in the worst case, are illiterate and do not speak English. All these factors slow down the process of learning English at any level.

My students use their native language in their daily life, as they are usually surrounded by Spanish speaking people. They are familiar with the English they have heard on television or on the street. They can easily understand a basic conversation; however, when they are confronted with a written text they panic. They feel overwhelmed facing a code that most of the times is difficult to decode, since phonetically speaking English is quite different from Spanish. Due to this language barrier and my students' ages (9-10 years old) we will be working with an illustrated adaptation of *A Midsummer Night's Dream*. This adaptation is the one in the series of books entitled *Shakespeare Can Be Fun!* by Lois Burdett. It is written in rhyming couplets and suitable for staging as a class play as well as reading aloud. I do not intend

them to read it thoroughly. We will read some parts working with just vocabulary, I will read to them and we will watch some of the scenes of the play on an animated version.

Fairy World

Some time in our lives, we have been fascinated by the possible existence of fairies. Often, fairies are believed to be little supernatural creatures, generally in human form. They live in an imaginary region called fairyland and intervene in mortal affairs through their magical powers. Most films and classic literature have depicted the image of solitary fairies, such as the ones in *Sleeping Beauty*, *Cinderella* and *Aladdin*. However, there are a few literary works where the author recreates fairies living together in communities as fairyland. These fairies are called trooping fairies and they have kingdoms and monarchies as humans do. They spend a lot of their time dancing, singing and feasting. Shakespeare's *A Midsummer Night's Dream* fairyland is a kingdom populated by trooping fairies. Both solitary and trooping fairies are considered beneficial toward humans. Fairy tales are a powerful in stimulating the imagination in a vivid way. The world of fairies can help children to understand nature and good from bad.

PURPOSE

Why A Midsummer Night's Dream?

The reason I chose *A Midsummer Night's Dream* is that it provides an easy way to introduce Shakespeare to children. This play has some of the ingredients that characterize children's stories. One of them is the fairyland and its inhabitants. Fantasy fascinates children; they can easily be transported to any fictional world. In this play, the reader travels with some of the characters from the real world to the supernatural world of the woods. The woods are populated by a life-sized king, Oberon, a Queen, Titania, and their courts peopled with fairy creatures. Children's literature is filled with mischievous characters that play tricks on human beings. A clear example of this is the witch of *Snow White and the Seven Dwarfs*, who performs her spell through an apple. In Shakespeare's play, Puck, Oberon's jester, embodies the spirit of mischief in this fairyland. He, following his master's orders, uses a magical juice to make a spell. However, he decides to use it for his own purposes which will lead him to turn Bottom – one of the funniest characters in the play – into an ass-headed clown.

Bottom is a character that children can enjoy; he is the fool of the play. Children can relate to his behavior, such as his eagerness to play any role when the workmen are rehearsing the play within the play. Children adopt easily to changes, as Bottom does, he goes from the real world to the supernatural one feeling quite comfortable in both worlds. He does not even feel embarrassed when walking around in his ass-head. Finally, *A Midsummer Night's Dream* is similar to any children story because it has a happy ending, lovers are reunited and the play within the play is performed.

TEACHING STRATEGIES

There is no literary work that can be taught on its own, students must have the historic background to enable them to understand that these stories happened long ago and in far away lands. My curriculum unit will consist of two interrelated parts taught at the same time through different subjects, ESL and Social Studies. In Social Studies, which will be taught in Spanish, we will deal with the historic background and the author of *A Midsummer Night's Dream*, while in ESL, we will work with the understanding of the play itself.

Social Studies

Geography: European

First, I will explain to my students some essential facts about present day Europe. They will learn that Europe, the second smallest continent on earth, has different landscapes, cultures and languages (approximately 60 native languages). They will be surprised to learn that 15 of these countries (Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden and the United Kingdom) belong to what is called the European Union (EU). Each of these countries had a different currency until January 2002, when a new currency, the Euro, was adopted by 12 of them. Then, I will travel with them throughout this continent, visiting some of the countries and learning about the various landscapes, people and cultures utilizing pictures from books and the Internet. We will stop in England, there, we will sightsee in London and meet the Royal family. We will compare and contrast living in a small town, Stratford-Upon-Avon (Shakespeare's hometown) and to a big city, London. Our second and last stop will be in Greece visiting Athens, the capital city, where the setting of *A Midsummer Night's Dream* is placed.

My students will work with maps of Europe and England as well as city maps of London and Athens to master the following concepts:

Location: using cardinal and intermediate directions.

Distance: using a scale.

Direction: using a compass rose, grids and symbols.

History: Elizabethan Times

Our journey will take us back to the Renaissance period. Through pictures, we will learn that, the clothes Elizabethans wore identified their social status. We will make paper models of Renaissance people. Through a compare and contrast chart we will see the differences and similarities between the modus vivendi of rich and poor people at that time. My students will enjoy learning about Renaissance education. Poor children received very little education as they had to help their parents, whereas wealthy children

were taught by tutors. Most children did not have a book for their first lesson; therefore they used what was known as a horn book, a kind of wooden board with a handle. They stuck a piece of paper on one side with the alphabet, the numbers up to ten and the Lord's Prayer written on it. My students will make a horn book using cardboard and white paper with the help of the Arts teacher.

Biography: Shakespeare's Life

Before introducing Shakespeare to my students, I will explain to them that the Renaissance period was a time of great change that took place in Europe. It was the time of discoveries and inventions, an era of exploration. America was discovered, the printing press was invented and they realized that the Earth was not the center of the universe. People began to move to towns, as Shakespeare did, where work was available, so there was a growth of cities such as London. This could lead to a discussion about the advantages and disadvantages of moving into a town. My students will identify themselves with this issue, as most of them have experienced the moving from a small town to a big city (Houston) in search of a better life. After that, I will explain to them that Shakespeare moved to London where he became a famous playwright and the joint owner of the Globe Theater. They will listen to Shakespeare's life either on tape or with teacher reading aloud. To develop sequencing skills, the students will be provided with his life's facts out of order. The students will work to sequence these facts.

Drama: Elizabethan Theater

Now that the students have some prior knowledge, we will talk about how Elizabethan people spent their leisure time. The focus of the study will be on the theater world. Students, through a virtual fieldtrip on the Internet, will become familiar with the basic structure of playhouses, round in shape with three-tiered galleries and boxes surrounding a stage that was partially covered by a thatched roof supported by two pillars. They will also learn that theaters were places of popular entertainment because of the wide range of prices offered, from 1 penny to 6 pences. The audience, two to three thousand, sat according to social class. Each playhouse had its own playwright and its own company named after its noble patron. This fieldtrip will probably take place in the computer classroom. Thus, each student will have a computer and will be able to explore the Globe Theater on his/her own, following the teacher's instructions.

They will surely be surprised to learn the fact that female roles were played by boys. The boys started at a very young age learning to dance, sing, intonations and feminine gestures. No more than twelve actors could appear on stage at a time because of the space restrictions. Plays lasted two hours without intermissions and were usually staged in the afternoons using daylight. This part of the curriculum unit will culminate with the students drawing a scene of *A Midsummer Night's Dream*. Their drawings will go on the stage of the student constructed stand-up model of the Globe Theater.

ESL (ENGLISH AS A SECOND LANGUAGE)

Pre-Reading Activities

Fairy stories are enchanted dreams that have always captivated children. There are patterns that run through them all. Most of them have a fairy/witch who gets what he/she or somebody wants/needs through a spell. The traditional habitat of the fairies is a dark forest. They almost always have a happy ending. *A Midsummer Night's Dream* has some of these ingredients. It is a play that deals with magic, illusion and enchantment.

Before starting reading the play I will spend some time with classic fairy tales that students are familiar with. I will have in my class plenty of fairy stories from the school library. Students will work in-groups and read either in class or at home the following stories: *The Beauty and The Beast*, *Sleeping Beauty*, *Cinderella* and *Snow White*, each group will read one story. After reading, they will answer some comprehension questions prepared by the teacher. They will also have to come up with a way of presenting to the class the part of the tale that they liked the most. This oral presentation could be through drawings, characters interviews, role-playing, acting out the story or performing a puppet show. Finally, we will discuss what the fairy tales have in common through a compare and contrast graphic organizer. Although students are familiar with these stories, I'm sure they will enjoy reading them and learning about the main ingredients of a fairy tale.

As an extension activity my students will write an original fairy tale together. The class will be divided in groups and each group will be in charge of describing and drawing a component of the story: good characters, bad characters, setting, events (disappearance, transformation, deep sleep, lost...) and an ending. Then, we will write together a story using their ideas.

Reading Activities

Vocabulary

Each time a scene of the play is read, heard or watched, there will be an introduction of the clue words. This will help to make the plot understandable. Sometimes we will work with synonyms and antonyms. Eventually we will develop a vocabulary web with words related to the theme of the scene (love, friendship, government, theater, eloping...) and write sentences so that the students understand the meaning and usage. I will also focus on the pronunciation of the words.

These are some of the semantic fields with words taken from the story that my students will be working with:

- Love: Bride, to marry, marriage, husband, wife, wedding, arrangements, feast, passionate, to share, mate, to cherish, to court.

- Government: King, queen, duke, rule, to obey, law.
- Feelings: Broken-hearted, sorrow, agony, distraught, puzzled.
- Eloping: Synonyms- to run away, to flee, to depart, to go, to leave, to disappear.
- Theater: To play, actors, to practice, to rehearse, cast, role, to act, play, technique, script, director.

When learning a foreign language, it is easier to recall the new words if they are introduced through semantic fields and in context. Children usually remember what they see and can manipulate, therefore, I will use picture cards in some of the vocabulary activities. I will also ask my students to make picture cards illustrating the meaning of some of the words.

Story

A Midsummer Night's Dream is a complex story with different settings. First, the reader is in an Athenian castle. An old man, Egeus, complains to the Duke of Athens because his daughter, Hermia, does not want to marry the man he has chosen for her. She is deeply in love with another man, Lysander. Students, at this point, will write a persuasive letter trying to convince Egeus to allow his daughter to marry the one she loves. They could also role-play a conversation between father and daughter where she tries to convince him about letting her marry Lysander.

Afterwards, the two lovers, Lysander and Hermia decide to escape from Athens and go to Lysander's aunt house, far away from Athens. For this scene students will list the necessary things both Lysander and Hermia need to elope. We can also discuss what kind of difficulties students imagine that the two lovers are going to encounter in their journey. Next we will study a scene where the local artisans are assigning the roles of the play they want to perform for the Duke's wedding. The students will do a project for this part of the play. The students will write an advertisement of the play as it was done in the Renaissance period, that is, with movable metal type. Each character, or letter, was cast on a separate piece of metal type and set it in order on a stick. They will use potato cut outs with the shape of the alphabet letters and they will write dipping them into tempera paint.

Most of the action of the play takes place in the forest; it is the place local artisans agree to meet for their rehearsal. This is also the way to Lysander's aunt house and the kingdom of the fairies. I will spend more time with this part as I think the children are going to enjoy and feel more familiar with the fairies world. Some of it will be read aloud and the rest will be viewed on video. Students will then brainstorm trying to predict what might happen in the woods. I will ask my students to write and draw their predictions.

Puck's behavior (the fairy king's jester) can be compared to the children when they do something they are not supposed to and somebody gets in trouble. Puck misuses the love potion making the characters to fall in love with the wrong person. He later

rearranges the couples. Students will work in partners sharing their experiences when doing something that had a direct effect on somebody's life. They will write and illustrate this in their journals stating which the cause and the effect were. Afterwards, they will have to invent a love potion with ingredients that can be found in the forest. For the parts that we will read aloud, students will be asked to create sound effects, sounds of forest such as the sound of the wind, rain, animals and people walking. This is to be done using materials available to them either from the school or home. Once the story of the woods is finished my students will draw a comic that summarizes the story.

Finally, the play within the play, *Pyramus and Thisbe*, will be acted out focusing mainly on intonation and pronunciation. Students could also make sound effects for this play. The students in groups will write a menu for the banquet of the wedding based on what might have been served at that time. Another activity that I will do is bring to the class news and pictures from magazines about weddings of famous people and explain that a news brief only includes the basic facts of the event. Afterwards they will have to write a news brief about the wedding of the comedy and illustrate it.

OVERVIEW OF THE UNIT

I teach Social Studies for a period of forty-five minutes two days per week and the ESL class is seventy-five minutes every day to third graders. As the Social Studies subject is taught only twice a week I will start teaching the geography and the Elizabethans times lessons two weeks before starting with the play. One of the reasons of starting the Social Studies lessons before is that once I start teaching the play in ESL they will already know something about the city where the story takes place and the historical period it was written. The other one is the fact that Social Studies classes are less frequent than ESL ones, which are daily. My curriculum unit will last about six weeks for Social Studies and four weeks for ESL.

This unit will be taught during the last semester of the school year because my students will be more fluent in English. Apart from this, they will have already mastered the skills taught in the ESL lessons of my curriculum unit in their native language through reading. Most students feel that third grade is over once they have taken all the required tests. After the TAAS test, which is in April, students are tired of practicing over and over the same objectives and with the same format, such as the one for the TAAS test. They need something that captivates their attention. To encourage learning, students need to use something other than textbooks. I think they will enjoy learning about Shakespeare discussing *A Midsummer Night's Dream* themes and working with the activities.

My curriculum unit is intended for third grade bilingual students with an intermediate level of English. However, it may also be used for the upper grades by adapting the activities to the students needs. For example, students could write more elaborate compositions instead of the drawing activities, they could also listen to parts of the story

on tape rather than watching the animated version of the play. The teacher could assign students to do research and or various projects related to this historical period. Teachers must be flexible and able to determine what works best for their students as well as make the necessary modifications so that the students make the most of the activities.

My final goal is for bilingual students to overcome the fear of an English text and to feel confident when reading English. It is my desire that eventually these students will realize that they can read anything they want and I would like them to develop a literary appreciation as well. However, my true intention is to sow the seed of curiosity into these emergent readers, so that some day they will approach these literary works independently.

LESSON PLANS

Overview

These lesson plans are intended to last several classes. Social studies classes last forty-five minutes, and the ESL classes last seventy-five minutes. The ESL lesson plans have been designed to develop reading, writing, listening and speaking skills.

Social Studies

Shakespeare's Life

Objectives

- Understand why people moved to cities during Renaissance period.
- Orally relate personal experiences.
- Sequence Shakespeare's main life events.
- Develop an interest in classic writers.

Materials

- Website <http://www.cps.ednet.ns.ca/ppoint/indes.htm>
- Shakespeare's life: teacher created cards, appendix A
- Overhead projector

Background information

Between 1300 and 1600 life in Europe went through enormous changes. Most of the excitement and activities were in the cities. There was a rapid growth in many cities such as London, which became the commercial and banking center of England and one of the world's chief trading centers. Due to this economic growth, people from the country migrated to the city hoping to improve their lives.

William Shakespeare was born in Stratford-Upon-Avon, England in 1564. He attended a grammar school and learned Latin and Greek. He loved to read and used to

memorize drama, poetry and history. He married Anne Hathaway when he was 18 and had three children. Shakespeare went to work in London where he joined “The Lord Chamberlains’s Men”, an acting company. He became very popular both as an actor and playwright. He was joint owner of the famous Globe Theater when it opened in 1599. Around 1610 he returned to his home in Stratford and lived there until his death in 1616.

Procedures

1. As a whole group, discuss the advantages and disadvantages of moving into a big city. List them on the overhead.
2. Brainstorm why people move.
3. Have some students share their personal experiences with the group when moving from their country to the USA.
4. Provide background information about the Renaissance period, focusing on the migration from the country to the town. Explain that people moved to the big cities in search of a better life, as Shakespeare did.
5. Explain to students Shakespeare’s life using the pictures of the power point presentation of the website.

Evaluation activity:

Have students to sequence the cards on Appendix A.

ESL

Pre-Reading Activities

Fairy tales

Objectives

- Independently read a familiar text.
- Respond appropriately to story/content questions.
- Orally relate events from literature.
- Identify similarities and differences across texts.
- Recognize the main components of fairy tales.

Materials

- Fairy tales – *Sleeping Beauty, Beauty and the Beast, Cinderella, Snow White and the Seven Dwarfs.*
- Compare and contrast graphic organizer.
- Appendix B

Procedures

1. Brainstorm fairy tale titles.
2. Write down the following words on the overhead/blackboard:

Witch	magic spell
Fairy	shoes
Princess	apple
Dwarf	mirror
Stepmother	to bite
Long sleep	to kiss
Pumpkin	to loose
Prince	spindle
Castle	midnight

3. Explain the unfamiliar words.
4. Ask students to relate these words to four famous fairy tales using Appendix B.
5. Divide the class in four groups and assign each group a fairy tale.
6. Have students read orally the stories using their inside voices with a partner. Have one partner read and the other partner help with the pronunciation.
7. Ask the groups to discuss and decide which part of the story they liked the most and why.
8. Have the groups choose a way to present their favorite part of the fairy tale. Give them some ideas such as:
 - Acting out
 - Interviewing some characters
 - Role-playing
 - Drawing and explaining the pictures
9. Each group makes the presentation to the rest of the class.
10. Use a compare and contrast chart to brainstorm the differences and similarities among the four stories.

Evaluation activity

The oral presentation can be used as an evaluation activity.

Reading Activities

Puck's tricks

Objectives

- Identify targeted English vocabulary.
- Create appropriate sound effects to a setting.
- Write a how-to composition.
- Connect experiences and ideas with those of others through speaking and listening.
- Understand cause and effect
- Respond to story telling by drawing.

Materials

- *A Midsummer Night's Dream, Shakespeare Can Be Fun!* by Lois Burdett, pp. 30-38
- Newspapers, plastic bags.
- Teacher created How-to composition, appendix C

Story background

Hermia's father, Egeus, wants her to marry Demetrius. However, she is in love with Lysander. Lovers, Lysander and Hermia decide to flee. They tell their plan to Helena who is madly in love with Demetrius. Hoping to gain Demetrius, Helena tells him about the plan. Hermia and Lysander go to the woods followed by Demetrius and Helena. The forest is a place inhabited by a fairy kingdom. King Oberon and Queen Titania have argued because she does not want to give him a young boy she is caring for. Oberon decides to play a trick on Titania. Oberon sends Puck to fetch a magical flower. If the juice of this flower is poured on somebody's eyes during his/her sleep he/she will fall in love with the first thing he/she sees when awoken. Oberon plans to use this juice on Titania.

Procedures

1. Review what has happened in the story so far by questioning students.
2. Introduce the following words:

Tricks	blunder
Rendezvous	distressed
To scorn	to pour
Despair	nightmare
To awake	task
3. Have students to write sentences/a paragraph using the words above about the characters in the story.
4. Brainstorm what is going to happen in the woods.
5. Have students to read aloud *A Midsummer Night's Dream* (pp. 30-38). While reading, ask questions to check comprehension and discuss what has happened.
6. Brainstorm to generate a list of possible sounds that could be heard in the woods and ask the students to think about how some of these sounds could be made by using either their voices or materials in the classroom.
7. Divide the class into groups and assign each group a sound. They have to decide how to make this sound and where it could be heard in the story.
8. Read the story while the students make the sounds.
9. How -to composition – Love potion. Brainstorm ingredients that can be used to make a love potion and that can be found in the forest.
10. Have students create a love potion using appendix B.
11. Explain that Puck misuses the love potion by using it with Lysander instead of Demetrius. This will have a direct effect on Hermia and Helena (cause and effect).
12. Have students to share their experiences. Ask them to explain their partners once they did something wrong which had a direct effect on somebody's life. Ask questions to help them:

- Why did you do it?
- What was/were the effects?
- How did you fix it?
- How did you feel?

13. Have students to write and draw the story in their journals.

Evaluation

The how-to composition and the journal writing could be used as evaluation activities. Write a letter to Puck explaining to him that he had made a mistake, the possible effects and how he can amend it.

APPENDIX A

William Shakespeare was born in 1564.	His dad took him to a play.
Shakespeare married Anne Hathaway when he was 18.	They had twins named Judith and Hamnet.
Shakespeare went to London to work.	He wrote a play called <i>A Midsummer Night's Dream</i> .
Shakespeare and his friends built the <i>Globe</i> theater.	Shakespeare wrote <i>Romeo and Juliet</i> (1588-1595)
Shakespeare wrote <i>Hamlet</i> (1600-1605)	The <i>Globe</i> theater burned down.
Shakespeare came back to Stratford-Upon-Avon.	He died in 1616.

APPENDIX B

Fairy Tales



A rectangular box containing seven horizontal lines for writing.



A jagged, starburst-shaped box containing five horizontal lines for writing.



A scroll-shaped box containing six horizontal lines for writing.

A large, circular speech bubble containing six horizontal lines for writing.



APPENDIX C



Love Potion



Ingredients



Steps

Usage



ANNOTATED BIBLIOGRAPHY

Teacher Resources

Aagensen C. and M. Blumber. *Shakespeare for Kids: His Life and Times*. Chicago: Chicago Review Press, 1999.

It outlines Shakespeare's life and has twenty-one activities for students.

Adams, J. *The Globe Playhouse*. New York: Barnes and Noble, 1996.

A good book about the Globe Theater with some illustrations.

Bloom, H. *Blooms Reviews: A Midsummer's Night Dream*. Chelsea House Publishers, 2000.

A comprehensive and detailed review of the comedy.

Bloom, H. *The Invention of the Human*. New York, Riverhead Books, 1998.

Literary criticism of some of Shakespeare's plays including *A Midsummer's Night Dream*.

Foster, C., et al. *Shakespeare: to Teach or not to Teach from Elementary to High School*. Folger Shakespeare Library, 1992.

This book gives an idea on how to teach some of Shakespeare's aspects.

Fry, Roland Mushat. *Shakespeare's Life and Times*. New Jersey: Princenton University Press, 1987.

This book describes how society perceived the theater during Shakespeare's day. It gives the only known facts on Shakespeare's life and death.

Gibson, R. *Teaching Shakespeare*. Cambridge University Press, 1999.

Another helpful book about teaching Shakespeare, there are some good ideas for elementary teachers.

Gibson, R. *Practical Ways of Teaching Shakespeare to Younger Learners*. Cambridge University Press, 2001.

Excellent source that provides teachers strategies when teaching Shakespeare.

Laroque, F. *The Age of Shakespeare*. Discoveries Harry N. Abrams, 2000.

A small and pretty book with photographs and some illustrations from the period. It provides a good introduction to the age and Shakespeare's world, London.

Lister M. and M. Sevier. *Countries of the World, England*. Singapore: Times Editions, 1998.

Useful information about England. It has a reproducible map activity.

Schoenbaum, S. *Shakespeare: The Globe and the World*. New York: Oxford University Press, 1997.

This book contains interesting information about the Globe Theater.

Student Resources

Aliki, B. *William Shakespeare and the Globe*. HarperCollins Publishers, 1999.

A very visual book about Shakespeare's life and the Globe Theater. It also has a list of words and expressions that Shakespeare invented.

Burdett, L. *A Midsummer's Night Dream for Kids*. Ontario: Firefly Books, 1997.

This book, from the series *Shakespeare can be Fun!*, is used in this curriculum unit for the ESL part. It is plenty of pictures and letters from second and third graders.

Burdett, L. *A Child's Portrait of Shakespeare*. Ontario: Firefly Books, 1997.

A very visual book about Shakespeare's life. From the series *Shakespeare can be Fun!*

Chrips, P. *The Globe: The Story of Shakespeare's Theater*. Dorling Kindersley Publishing, 2000.

A richly illustrated book with a comprehensible explanation of the Globe Theater.

Garfield, L. *Shakespeare Stories*. New York: Schocken Books, 1985.

These adaptations are for students with and intermediate-advance level of English.

Lamb, C. and M. Lamb. *Tales from Shakespeare*. New York: Puffin Classics, 1994.

It contains twenty of Shakespeare's plays retold in prose.

Langley, A. *Renaissance, Eyewitness Books*. New York: Alfred A. Knopf, 1999.

This book provides a good introduction to the period.

Ray, D. *Fairy Tales*. Massachusetts: Candlewick Press, 2000.

This book has the four fairy tales for the pre-reading activities.

The Renaissance. New York: Arco Publishing, 1979.

There are some good pictures of a Renaissance town and a section on fashion at that time.

Internet Resources

http://www.emory.edu/ENGLISH/classes/Shakespeare_Illustrated/Shakespeare.html

Emory University English Department

This site includes paintings from throughout the ages based on Shakespeare's plays.

The paintings are organized by the plays.

<http://www.cps.ednet.ns.ca/pageone.htm>

Crichton Park School

Great site! Crichton Park School in Nova Scotia sponsors this page on Shakespeare for elementary school teachers and students. There is an excellent power point presentation on Shakespeare's life made by the second and third graders and a list of ideas for teachers at the elementary level.

<http://www.lynchmultimedia.com/index2.html>

Adaptations of Shakespeare for school children, students and Shakespeareans. Includes literacy for pre-scholars.

<http://www.Shakespeare.eb.com/index2.html>

This site has information from the *Encyclopaedia Britannica* and an animated tour to The Globe Theater.

<http://www.shakespeare4kids.com>

Shakespeare for Kids

A selection of web-related Shakespeare links for kids.