

As You Like It

STUDY GUIDE BONUS MATERIAL

GRADE APPROPRIATE ACTIVITIES WITH INDIANA DEPARTMENT OF EDUCATION OBJECTIVES

GRADE 5

1. Have students read Charles and Mary Lamb's version of "As You Like It" in their book *Tales from Shakespeare* and write a summary.
 5. RL. 2. 1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
2. List two themes of the play and demonstrate how the characters illustrate the theme.
 5. RL. 2. 2 Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
 5. RL. 2. 3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
3. After seeing the performance, write a paragraph telling how the performance helped your understanding of the play.
 5. RL. 4. 1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.

GRADE 6

1. Have students read Charles and Mary Lamb's version of "As You Like It" in their book *Lamb's Tales from Shakespeare* and write a summary of the play.
 6. RL. 2. 1 Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
2. Discuss the different themes of the play. What details in the text provide evidence for this theme.
 6. RL. 2. 2 Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.
3. After watching the performance, compare and contrast the performance with the text.
 6. RL. 4. 1 Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text with what they perceive when they listen or watch.

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GRADE 7

1. Have students read the William Shakespeare's *As You Like It*. Write a summary of the play. What are the central themes of the text? Use act line and scene numbers to support your analysis.

7. RL. 2. 1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

2. Identify allusions and similes in the text. How do the allusions and similes contribute to the central theme or idea of the text?

7. RL. 2. 2 Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.

3. How does the production of the play differ from the written play? Write a one page analysis that illustrates your findings.

7. RL. 4. 1 Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

GRADE 8

1. Have students read the William Shakespeare's *As You Like It*. Write a summary of the text. What are the themes of the text? Provide textual evidence that supports your analysis.

8. RL. 2. 1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

2. What are the characteristics of the pastoral genre? Site evidence from the text.

8. RL. 2. 2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

3. Describe the role of the fool in the text. Provide textual evidence for your analysis.

8. RL. 2. 3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.

4. Compare and contrast the staged production with the text. How is it the same? How is it different.

8. RL. 4. 1 Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

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GRADES 9 & 10

1. Have students read Shakespeare's *As You Like It*.

9-10. RL. 1 Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.

2. Translate passages of the text into modern English and then give an analysis of the passage.

9-10. RL. 2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

3. Do some basic research on the history of the early modern era. How does the text align with history with regard to primogeniture and gender roles? What is Shakespeare trying to say / do?

9-10. RL. 2. 2 Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.

4. Do some research on fools in Shakespeare's play? What is the role of the fool? What is Shakespeare trying to accomplish in the character of Touchstone? How does Shakespeare use stereotypes to build upon this character?

9-10. RL. 3. 2 Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).

5. Read one scholarly article with an analysis of William's Shakespeare *As You Like It*. Do you agree with the scholar? Why or why not?

9-10. RL. 4. 1 Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.

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GRADES 11 & 12

1. Have students read the William Shakespeare's *As You Like It*.

11-12. RL. 1 Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

2. In Latin, there is a saying "Vestis virum reddit" or "Clothes make the man." Have students do some research on dress and gender roles in the early modern era by reading portions of the early modern pamphlets *Hic Mulier* and *Haec-Vir*. These pamphlets address the issue of cross-dressing in Shakespeare's time. How does Shakespeare either defend or depart from the Latin proverb? Provide evidence from the play. How does Shakespeare utilize stereotype to build upon gender roles? What do you think Shakespeare is trying to say / do with regard to gender?

11-12. RL. 2. 1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.

3. Compare and contrast William Shakespeare's *As You Like It* with Thomas Lodge's prose romance *Rosalynde*.

11-12. RL. 2. 2 Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.

4. Compare and contrast life in the court with life in the country.

11-12. RL. 2. 3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

5. Read a few scholarly interpretations of the play. Evaluate how each version uses the source text to validate their analysis.

11-12. RL. 4. 1 Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretati