

Unterrichtsphase	Unterrichtsgegenstand	Methode	Medium
vorbereitende HA	Die SuS schauen folgende Videos und machen sich Notizen. (Ausgewählte SuS publizieren ihre Notizen im vorstrukturierten <a href="http://zumpad.zum.de">zumpad.zum.de</a> .) <ul style="list-style-type: none"> <li>- <i>The Globe Theatre</i></li> <li>- <i>Straight Outta Stratford-Upon-Avon - Shakespeare's Early Days: Crash Course Theater #14</i></li> </ul>		<ul style="list-style-type: none"> <li>- <a href="http://zumpad.zum.de">zumpad.zum.de</a></li> <li>- <a href="https://www.youtube.com/watch?v=95ec5xtt6Hs">https://www.youtube.com/watch?v=95ec5xtt6Hs</a></li> <li>- <a href="https://www.youtube.com/watch?v=FS2ndY5WJXA">https://www.youtube.com/watch?v=FS2ndY5WJXA</a></li> </ul>
Einstieg	Die SuS vergleichen ihre Notizen.	T-P-S im UG	- <a href="http://zumpad.zum.de">zumpad.zum.de</a>
Erarbeitung I	Die SuS nutzen die App „ <i>Shakespeare's Globe 360°</i> “, um das Globe Theater virtuell, als <i>Augmented Reality</i> zu erkunden.	arbeits-teilige GA	<ul style="list-style-type: none"> <li>- <a href="https://apps.apple.com/de/app/shakespeares-globe-360/id959985371">https://apps.apple.com/de/app/shakespeares-globe-360/id959985371</a></li> <li>- ipads</li> </ul>
Sicherung I	Die SuS präsentieren ihre Ergebnisse.		
Erarbeitung II	Die SuS definieren gutes Schauspiel nach Hamlet.	T-P-S	- AB
Sicherung II	Die SuS notieren dies im <a href="http://zumpad.zum.de">zumpad.zum.de</a>		<a href="http://zumpad.zum.de">zumpad.zum.de</a>
Erarbeitung III	SuS spielen den Monolog auf die schlechteste Art und Weise vor, um anschließend mögliche Herausforderungen bezüglich des Schauspiels von Shakespeare-Stücken im Unterricht, ggf. online zu diskutieren.	UG	
Transfer	Die SuS formulieren einen <i>code of conduct</i> für ihren Kurs als Zuschauer von Schüler*innen-Schauspiel von Auszügen von Shakespeare-Stücken im Klassenzimmer und online.	UG	<a href="http://zumpad.zum.de">zumpad.zum.de</a>

### **Preparatory homework**

Please publish your notes concerning the videos in the class' <https://zumpad.zum.de>.

Please watch the following two videos:

1. The Globe Theatre: <https://www.youtube.com/watch?v=95ec5xtt6Hs> (<https://t1p.de/fhf0>)

and take notes on the following aspects:

- Describe how the reconstruction of the Globe looks like.
- main facts (number of spectators, stage, actors, costume, trap doors, curtain)

2. Straight Outta Stratford-Upon-Avon - Shakespeare's Early Days: Crash Course Theater #14: <https://www.youtube.com/watch?v=FS2ndY5WJXA> (<https://t1p.de/3vtw>)

and take notes on the following aspects:

- Shakespeare's brief bio (birth date, place, parents, siblings, school, children, move to London, death)
- Shakespeare as an actor and playwright (Lord Chamberlain's Men, playwriting in Elizabethan England, quartos, First Folio)
- Definition of Histories
- Definition of Tragedies
- Definition of Comedies

### Tasks

Use the "Shakespeare's Globe 360" App: <https://apps.apple.com/de/app/shakespeares-globe-360/id959985371> to take a virtual tour of the globe theatre.



Shakespeare's Globe 360 

Shakespeare's Globe

★★★★★ 5,0, 3 Bewertungen

Gratis · In-App-Käufe möglich

Everybody:

1. Describe ('Original Globe': red i's + video)

- the ceiling
- the Gentlemen's and Lord's Rooms
- decoration
- the roof
- a groundling's experience of watching a play in the Globe Theatre.

In groups/pairs:

2. Examine ('Evidence': purple i's)

- where the Globe theatre is located and why
- the materials used to build the Globe Theatre
- the shape of the Globe Theatre
- the importance of archeology for the reconstruction of the Globe Theatre

3. Explain ('Rebuilding': green i's)

- safety precautions in the rebuilding of the Globe Theatre.
- the role of Sam Wanamaker in the reconstruction of the Globe Theatre.
- how the frame of the Globe Theatre was reconstructed

Present your findings.

**Tasks**

1. *Summarize* how actors should act on stage, according to Hamlet.
  2. *Analyze* the language used in this scene.
  3. *Perform* Hamlet's monologue in the **worst** possible way.
  4. *Discuss* challenges of acting out scenes from Shakespeare's plays in English class and possibly online.
- 4a. Hamlet states: "[...] the groundlings, who for the most part are capable of nothing but inexplicable dumbshows and noise." Agree on a code of conduct for you as audience and publish it in our <https://zumpad.zum.de/>

**The Tragedy of Hamlet, Prince of Denmark**

## Act 3, Scene 2

SCENE II. A hall in the castle.

1	Enter HAMLET and Players
	HAMLET
5	Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue: but if you mouth it, as many of your players do, I had as lief the town-crier spoke my lines. Nor do not saw the air too much with your hand, thus, but use all gently;
10	for in the very torrent, tempest, and, as I may say, the whirlwind of passion, you must acquire and beget a temperance that may give it smoothness. O, it offends me to the soul to hear a robustious periwig-pated fellow tear a passion to tatters, to very rags, to split the ears of the groundlings, who for the most part are capable of nothing but inexplicable dumbshows and noise: I would have such a fellow whipped for o'erdoing Termagant; it out-herods Herod: pray you, avoid it.
15	
20	First Player
	I warrant your honour.
<a href="http://shakespeare.mit.edu/hamlet/hamlet.3.2.html">http://shakespeare.mit.edu/hamlet/hamlet.3.2.html</a> , 8/17/2020	