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| **Unterrichtsphase** | **Unterrichtsgegenstand** | **Methode** | **Medium** |
| vorbereitende HA | Die SuS schauen folgende Videos und machen sich Notizen. (Ausgewählte SuS publizieren ihre Notizen im vorstrukturierten [zumpad.zum.de](http://zumpad.zum.de).)   * *The Globe Theatre* * *Straight Outta Stratford-Upon-Avon - Shakespeare's Early Days: Crash Course Theater #14* |  | * [zumpad.zum.de](http://zumpad.zum.de) * <https://www.youtube.com/watch?v=95ec5xtt6Hs> * <https://www.youtube.com/watch?v=FS2ndY5WJXA> |
| Einstieg | Die SuS vergleichen ihre Notizen. | T-P-S im UG | * [zumpad.zum.de](http://zumpad.zum.de) |
| Erarbeitung I | Die SuS nutzen die App „*Shakespeare’s Globe 360*“, um das Globe Theater virtuell, als *Augmented Reality* zu erkunden. | arbeits-teilige GA | * <https://apps.apple.com/de/app/shakespeares-globe-360/id959985371> * ipads |
| 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 [zumpad.zum.de](http://zumpad.zum.de) |  | [zumpad.zum.de](http://zumpad.zum.de) |
| Erarbeitung III | SuS spielen den Monolog auf die schlecht möglichste 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 *code of conduct* für ihren Kurs als Zuschauer von Schüler\*innen-Schauspiel von Auszügen von Shakespeare-Stücken im Klassenzimmer und online. | UG | [zumpad.zum.de](http://zumpad.zum.de) |

***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 playwriter (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.*

*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  5  10  15  20 | Enter HAMLET and Players  HAMLET  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;  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.  First Player  I warrant your honour. |
|  | <http://shakespeare.mit.edu/hamlet/hamlet.3.2.html>, 8/17/2020 |