

# SHAKESPEARE: THEN & NOW

## Grade 5 Module 3 Study Guide

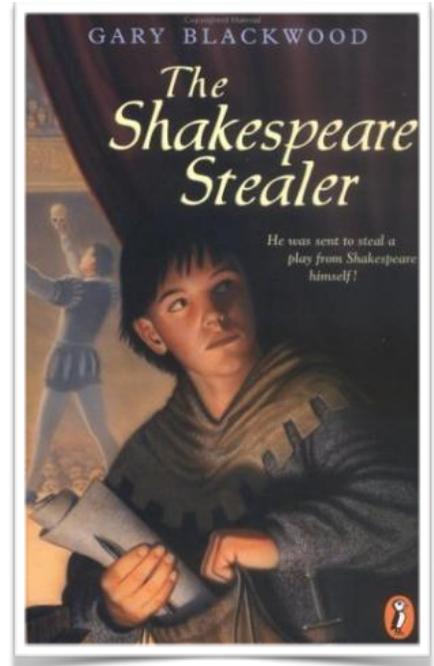
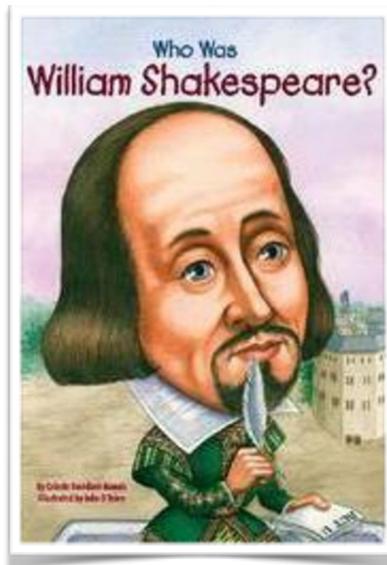
*How do challenges changes us? How do they create opportunities to grow?*

### Who was William Shakespeare? by Celeste Davidson Mannis

This narrative informational text has sections devoted to the Globe Theatre and the role of theatre companies in Elizabethan England. The text provides helpful context to William Shakespeare's plays and his lasting influence. It also gives a broader picture of Elizabethan times that make it a useful companion to *The Shakespeare Stealer*.

### The Shakespeare Stealer by Gary Blackwood

*The Shakespeare Stealer* is an ALA "Best Book" and School Library Journal award winner. It takes readers into 16th century London and explores it through the eyes of Widge, a 14-year old orphan with skill in transcribing a secret language. Pursuing a spying mission for his master, Widge joins a traveling Shakespearean troupe. Each chapter ends on a suspenseful note that keeps readers engaged.



The module begins with an informational text, *Who Was William Shakespeare?*, which provides important context for the novel. Students also read an article about the lasting influence of Shakespeare on the English language. The bulk of the module focuses on reading *The Shakespeare Stealer*, which is at once a mystery, a coming-of-age novel, and a work of historical fiction. Most of the story occurs when the young protagonist embeds with a Shakespearean acting troupe that is putting on a production of *Hamlet*. Midway through lessons on the novel, students read informational articles from *Cobblestone Magazine* about Queen Elizabeth I to provide more context for some of the fictional events. Finally, students read a student-friendly synopsis of Shakespeare's *Hamlet* prior to viewing a video clip of Benedict Cumberbatch performing the "To be or not to be" soliloquy from that play.



## Skills students learn during this module

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Determine a Theme in a Story or Drama
- Summarize a Text
- Define Words and Phrases as Used in a Text
- Define Academic and Domain-Specific Words and Phrases in a Grade 5 Text
- Interpret Figurative Language



### *How to Help at Home:*

Beyond ensuring your student completes any assigned ELA homework, the best way to support your student in ELA is to **discuss the books they are reading in school and at home!**

Your student will be asked to read 2-3 times a week at home. As they read, they should practice naming **who** the text is about, **what happened**, and **why** it happened.

Reading with your student and helping them generate their who, what, and why responses is a great way to support them in class.

#### **Beyond that, you could also:**

- Review important vocabulary from the texts (attached)
- Review Comprehension questions with your students (attached)
- Have students practice writing essays at home!

### *Sample Writing Task*

Over the course of this module, students will be practicing writing **narratives**. Below, find a sample task. While students benefit from more opportunities to write, they also learn a great deal from **reflecting** on what they wrote and **reviewing and revising** what they wrote with others.

***If you want to support your student's writing, you could have them try this practice task and review their writing together.*** The texts are linked in the underlined titles.

*Imagine that you are Widge when you have the book in Chapter 15. Write a scene in which you succeed in leaving the theater with the book and give it to Falconer. Show how you feel about your choice to betray the other players in the theater and your hopes for what happens next. Use what you know about Widge's story to make the scene believable.*

### *New Vocabulary from the texts*

As students read the texts, they will encounter many new words. The more opportunities they get to hear, discuss, and think about these terms, the more likely they are to remember and use them in their own speaking and writing. **You can help your student by reviewing vocabulary from class!**

<b>Term</b>	<b>Definition</b>
<i>plague</i>	(p. 7) a widespread disease; epidemic
<i>prosperous</i>	(p. 9) having wealth, success, or good fortune
<i>droves</i>	(p. 31) a large number of people going or coming for a similar purpose or in a similar manner
<i>filthy</i>	(p. 33): extremely dirty
<i>brawl</i>	(p. 43) a noisy fight or argument
<i>versatile</i>	(p. 45) having numerous skills or abilities, usu. being able to turn easily from one type of thing engaged in to another
<i>flaw</i>	(p. 54): a defect or fault
<i>bloodthirsty</i>	(p. 54): filled with violence, injuries, and death
<i>tragedy</i>	(p. 67): a terrible event; a great loss
<i>bickering</i>	(p. 67): arguing over small things; squabbling
<i>motto</i>	(p. 70): a short phrase that gives advice or explains an attitude
<i>tortured</i>	(p. 90): badly hurt, mentally or physically
<i>ambition</i>	(p. 91): a strong desire for power and success
<i>foiled</i>	(p. 92): halted or stopped
<i>flattery</i>	(p. 94): false praise
<i>banished</i>	(p. 94): kicked out
<i>profound</i>	(para. 2:) having insight and depth
<i>adaptation</i>	(para. 2): the result of changing one type of literary work to another type
<i>countenance</i>	(p. 12): a person's face
<i>substantial</i>	(p. 25): large; well-built
<i>incredulously</i>	(p. 38): not able to believe something
<i>antagonists</i>	(p. 40): enemies; fighters
<i>converse</i>	(p. 40): to speak with someone

*Questions about the texts***Question****Answer**

**(be sure to ask students to cite evidence to support their answers :)**

<p>How would you define the word <i>pastime</i> on p. 36 of <i>Who Was William Shakespeare</i>? Explain how your definition makes sense in the original sentence. Use clues from inside and outside the word.</p>	<p>The word <i>pastime</i> means “something you do for fun.” This definition makes sense because the surrounding sentences are about some of activities Will did that he enjoyed, such as hearing lectures and stories. The inside clues are that the word is made of two words, <i>pass</i> and <i>time</i>, and it describes a way to “pass the time.”</p>
<p>What is the main topic of pp. 42–43 of <i>The Shakespeare Stealer</i>? What theme do this topic and its supporting details suggest? Include text evidence to support your theme ideas.</p>	<p>The main topic on pp. 42–43 of <i>The Shakespeare Stealer</i> is the ugly side of London. Falconer and Widge go through a different part of the city where there “were no gold-plated buildings or great cathedrals” (p. 42). Widge also sees a plague house with the words “LORD HAVE MERCY UPON US” (p. 42). These details suggest the theme “There is an ugly and sad part of London behind the pretty side.”</p>
<p>Write the meaning of “have it as a shield against his wrath” from p. 78 of <i>The Shakespeare Stealer</i> in your own words. What text details and clues support your interpretation?</p>	<p>The phrase “have it as a shield against his wrath” from p. 78 of <i>The Shakespeare Stealer</i> means that Widge plans to find the table-book so Falconer doesn’t harm him. He doesn’t literally mean that he will hold the book up as a shield. He believes that Falconer will not hurt him as long as he has the playbook because Falconer was “determined to have the script” (p. 78). The promise of the playbook will protect, or shield, Widge.</p>

Question	Answer (be sure to ask students to cite evidence to support their answers :)
<p>What is a theme that the author develops in chapter 16 of <i>The Shakespeare Stealer</i>? Tell the important topic the theme is about and include text evidence to support your theme ideas.</p>	<p>An important topic in chapter 16 of <i>The Shakespeare Stealer</i> is time spent with friends. Widge says: "The longer I stayed with the company, and the longer I was away from Falconer, the less incentive I felt to complete my mission" (119). He's enjoying the time spent with his new friends and doesn't want to hurt them. This suggests the theme: "It's difficult to betray your close friends."</p>
<p>What inference can you draw about Queen Elizabeth based on her reaction to the play <i>Richard II</i>? Quote evidence from <i>The Shakespeare Stealer</i> accurately to support your ideas.</p>	<p>Queen Elizabeth would do anything to keep her throne. She did not like the play "because it shows a ruler being deposed" (p. 156). When the earl of Essex put on a performance to inspire a rebellion, she "threw him in the Tower, and a few days later they chopped off his head" (p. 157).</p>
<p>Why does Widge feel foolish being dressed as a soldier on p. 190? Quote evidence from <i>The Shakespeare Stealer</i> to support your inference.</p>	<p>Widge feels foolish dressed as a soldier because the rest of the company is about to find out the truth about him. He realizes that it was stupid to think he could have ever been a player, instead of "Widge, the orphan, the unwilling prentice of some unsympathetic master in some unbearable trade" (p. 190).</p>