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Brunching and Brushing with The Bard

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“To Be or Not to Be.”

“This above all: to thine own self be true.”

“By the pricking of my thumbs, something wicked this way comes.”

<u>Project Background</u>

The quotes listed above are some of the most notable in all of literature. They’ve stood the test of time and we see and hear them currently in our favorite pop songs and television shows. Turn on Netflix and you’ll see Sabrina the Teenage Witch recite a

soliloquy, characters in Harry Potter perform a rendition of “double, double, toil and trouble…,” even episodes of Empire named after Shakespearean verses. I, myself, am part of the trend that keeps the Bard’s words alive. I have a tattoo on my arm of a feather quill with a quote from *A Midsummer’s Night’s Dream,* “And though she be but little, she is fierce.” The tattoo represents my love for the written word, the power of my own voice (and communication in general), and the passion I possess to instill in my students that words matter.

Understandably, Shakespearean language is difficult; for many it’s like a foreign language or a puzzle that needs to be decoded. Students lack interest in deciphering something so complex. They feel the language is too ancient and the themes just as

archaic. Simply reading from the text is not enough to engage students so that they can discover what a gifted, talented writer Shakespeare epitomizes. They fail to see that so much of everyday language and colloquialisms stem from Shakespeare. Occasionally, I have a student that “gets it;” one student remarked, “Shakespeare’s got bars!” I want more students to have this realization. In addition to reading and analyzing the play, I want students to immerse themselves in the language and make connections to the timely, relevant themes that resonate today. By taking the time to paint, and create, and struggle with both the text and the creation of an original artwork, students make that connection and demonstrate insight into its artfulness and literary merit. Also, students, like adults, rarely work diligently on an empty stomach. In order to further envelop themselves in 14th century rhetoric and culture, students create culinary dishes to feast upon. Furthermore, the popular saying, “you will eat me out of house and home” comes from Shakespeare’s Macbeth. Food, art, and healthy discourse make for an unforgettable day!

For this project, students made connections to literary themes, plot and characterization of Shakespeare plays by creating their own original paintings in our school’s first “Literary Expressive Arts Day.” Currently, our school does not offer electives for the arts. This project provided an outlet for students to express themselves creatively and assess their knowledge of the curriculum by a means other than standardized testing. Each student received a canvas, easel and paints, to recreate a scene, analyze a quote or utilize setting to demonstrate comprehension and analysis of Shakespearean drama. Additionally, students created period culinary treats and named

them thematically to the given text, 11th grade: “The Tempest”, and 12th grade/AP Literature & Composition: “Hamlet.”

As a result of the project, students were excited to come to class and immersed themselves in the literary genius of Shakespeare. Their artistic and culinary creations were reflective and insightful. They were able to connect themes, settings, characterization, and plot to the diverse artwork and entrees they developed. Several students commented that before working on the project they hated Shakespeare and found the language too difficult to comprehend and too outdated. After the completion of the activity and presentations, they said this was the best project they had all year, and that it made Shakespeare more tangible and relatable. They truly were able to see that many of the events that occurred in his works still apply today.

Project Objectives

- Determine language and structure of a play
- Demonstrate Critical reading skills
- Examine how authors use language to create an effect
- Analyze characters and their relationships to one another
- Explore themes such as revenge, madness and appearance vs. reality
- Analyze and evaluate character development and how it contributes to theme
- Identify symbols in nature, including built and natural environment
- Identify color symbolism
- Identify setting and its impact on mood
- Close read to determine context, point of view and tone
- Presentation of ideas based on textual evidence

Standards

Reading Standards

LAFS.1112.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Cognitive Complexity: Level3: Strategic Thinking & Complex Reasoning

LAFS.1112.RL.1.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.1112.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) Cognitive Complexity: Level3: Strategic Thinking & Complex Reasoning

LAFS.1112.RL.2.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as

well as its aesthetic impact. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.1112.RL.3.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) Cognitive Complexity: Level3: Strategic Thinking & Complex Reasoning

LAFS.1112.RH.1.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Cognitive Complexity: Level2: Basic Application of Skills & Concepts

LAFS.1112.RL.1.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Speaking & Listening

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.1112.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

LAFS.1112.SL.2.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Course Outline

1. Watch video from youtube that features Shakespeare in current film, television and music. Students make connections to popular quotes that they recognize.

   https://www.youtube.com/watch?v=lv4fWhObaTM

2. Review sketchnotes with students. Play Ted Talk video that explains how sketch notes improve memory and promote critical thinking. Students follow the speaker's presentation on their own paper while the teacher stops and plays the video and discusses as needed.

   https://www.youtube.com/watch?v=gj3ZnKlHqxI

3. Students work in pairs to create sketch notes based on the video and their own connections to Shakespeare.

4. Review symbolism with students. Pay particular attention to color and its meaning, as well as common symbols in nature and the environment. Distribute handout on symbols. You may want to show a video on what is symbolism. Another helpful tool is a video on How to Create Art with a Message.

https://www.youtube.com/watch?v=8Vwek28P9Gk

https://www.youtube.com/watch?v=bZ_G7FXdL7Q

5. Students read “Hamlet” or “The Tempest” in and out of class, and annotate for theme, character development, setting, and symbolism. Students create sketch notes for each Act and Scene. Rubrics can be used for sketchnotes. You may include specific criteria for students to touch upon: i.e. significant quotes, tone words, mood, character analysis, etc.

6. Teacher distributes materials to students for the final project.

7. After reading the play, individually, students create an original artwork that connects to themes, events, symbols or settings in the story. I allowed two days of class time for painting. In groups, students create a culinary dish that connects similarly to the play. The groups must decide on a leader to purchase the items for the dish. The teacher distributes the gift card to the leader so that he/she may purchase the ingredients. Students in the group may work together to cook and create the food item, or decide on one person to do the cooking. Additionally, a placard must accompany the dish and be creatively named and include a list of ingredients. Be aware of your students’ allergies. I recommend you ask about allergies before the planning stages of the food part of the project.

8. Students present their artwork and culinary dishes to the class. They must explain their choices.

9. Recommended: Extra “A” to top projects!

10. This project can be adapted to other disciplines. For example, in History, students can create a scene from a significant event or political movement. In Science, students can create an image or culinary dish that depicts covalent bonding or types of chemical change. For elementary Science, it would be beneficial to apply the project to different types of environments. For Math, students may illustrate or create a dish that represents the order of operations for solving equations or breaking down fractions (which are prevalent in recipes). In Physical Education class, students may track their progress by creating an illustration or dish that symbolizes their fitness journey. The possibilities for adapting this project to other disciplines is endless. Just have fun and be creative!

Project Plan

Objectives

- Individually, students create an original artwork that may include themes, characterization, symbolism or specific events in a Shakespeare play.
- In groups, students will create a culinary dish that connects to the same requirements as above. (As this part of the project is in groups, the dish does not have to be similar in theme choice to the artwork, unless the teacher decides otherwise.)

Materials

- Easels
- Paint
- Cups for water
- Paper towels
- Paint brushes of various sizes
- Paint palettes
- Canvases
- Drop cloths or old sheets
- Clorox wipes

- Gift cards to grocery store
- Paper plates
- Napkins
- Plasticware
- Serving utensils

Classroom Setup/Procedures

- If working in the classroom, make sure to cover the desks and the floor with drop cloths. Have everything set up for the students before they arrive. Canvas should be on the easel with a cup of water, and large and small paintbrush next to the canvas. Palettes can be shared between two or more students to save cost. Explain to students that they will clean up their area and set it up for the next classroom exactly the way they found their work station (if you are doing the project with another class period). Provide at least 10-15 minutes to clean brushes, put canvases somewhere to dry, and setup for the next class.
- If possible, work outside for optimal lighting. Play some music to get the creative juices flowing.
- For many students, this will be the first time they have ever used paint. Explain that a little goes a long way. Always start with lighter colors first because you can always add. They will notice it is very difficult to go dark to light. Create a wash

for the background of the canvas by applying more water to the brush and lightly dipping the brush into the paint to distribute for the background of the canvas.

- Provide additional palettes or pieces of cardboard boxes for students to practice mixing colors to create new shades.
- Provide a couple copies of the play in case students want to look up a specific scene or quote to include in their artwork.

Prior Knowledge

Students should have some knowledge of the color wheel.

Before the Project

- Students should have read and discussed the play in small groups and whole class instruction, and performed various activities and formative assessments (including, but not limited to sketchnotes) to demonstrate knowledge of themes, characterization, symbolism, setting, and plot structure.
- Distribute rubric
- Invite the art teacher or a local artist to provide instruction on painting techniques.
- Invite the Home Economics teacher or a chef to demonstrate cooking or baking procedures.
- Make groups for food portion of project, assign group leader, and distribute gift card for leader to shop for products
- Note for allergies

During the Lesson

- Walk around and encourage students. Many will be very apprehensive about getting started. They want to draw with pencil first. While that is up to teacher discretion, remind students that they only have a couple days to paint in class.
- Set up a workspace for yourself. Students will feel empowered if they see you working on a project too.
- Remind students that color choices matter as colors reflect mood.
- Ask questions about important events and characters
- Remind students about how symbolism in art can convey meaning and intent

Assessment

- Observation of student work. Did the student work diligently during the allotted time for the project?
- Project Rubric

Tips

- Students may become frustrated and dislike their work. Remind them that is what is great about painting. Tell them to keep at it. They can either continue to add and make changes to the painting, or they can let it dry and start over completely (depending on how much time you allow).
- If your students are creatively blocked, allow them to go on their phones to get ideas, but suggest they change or adapt what they saw to make something new.

Set up for Presentation Day

- Provide a space for groups to set up their food
- Provide space for students to display their artwork
- You may want to invite other classes and do a gallery walk either during or after presentations

Project Rubric

*This criterion is used for the group portion of the project.

	4 - Excellent	**3 - Good**	**2 - Fair**	**1 – Needs Improvement**
Creativity & Textual Connections	Painting/Food exceptionally unique, detailed and interesting. Explores several different options and takes many creative risks.	Painting/Food generally unique, detailed and interesting. Explores some different options and takes some creative risks.	Painting/Food somewhat unique, detailed or interesting. Shows some developing ideas.	Not detailed or interesting. Little effort shown.
Effort & Participation	Shows exceptional effort, planning and pride. Participated in all class discussions. Use of class time to the maximum. Always on task.	Shows good effort, planning and pride. Participated in most class discussions. Uses class time for work, but sometimes distracted by others.	Shows basic effort, planning and pride. Participated in some class discussions. Has difficulty focusing on project and easily distracted by others.	Shows a lack of effort, planning and pride. Did not participate in class discussion. Does not show care about quality of work. No additional effort is noted than to complete it.
Content	Demonstrates full knowledge by answering all class questions with explanations and elaboration.	Is at ease with expected answers to all questions, without elaboration.	Is uncomfortable with information and is able to answer only rudimentary questions.	Does not have grasp of information and cannot answer questions about subject.
Delivery	Holds attention of entire class with use of direct eye contact, fluctuation of volume, pace, and inflection in voice.	Consistent use of direct eye contact with audience, speaks with satisfactory variation of volume and inflection.	Displays minimal eye contact, and speaks in uneven volume with little or no inflection.	Holds no eye contact, reads directly from notes, speaks in low volume and/or monotonous tone, which causes audience to disengage.
*Collaboration	All members actively contributed to group by sharing ideas, and/or experiences. Open to suggestions and criticism.	Most members contributed to group by sharing ideas and/or experiences. Most were open to suggestion and criticism.	Few members contributed to the group. Little exchange of ideas and experiences. Not open to criticism.	Members did not show collaboration effort. No exchange of ideas or experiences.

Resources

- Oral Presentation Rubric

www.readwritethink.org/files/resources/printouts/30700_rubric.pdf

- "There is No Escaping Shakespeare." *New York Times.* April 27, 2016. Video.

https://www.youtube.com/watch?v=lv4fWhObaTM

- "What is Symbolism?" *Chungdahm Learning.* April 29, 2015. Video.

https://www.youtube.com/watch?v=8Vwek28P9Gk

- "How to Create Art With a Message - With Meaning - Symbolism in Art." *Fine Art Tips*. April 11, 2017. Video.

https://www.youtube.com/watch?v=bZ_G7FXdL7Q

- Shaw, Graham. "How To Draw to Remember More." *Ted Talks. Nov. 29, 2016. Video.*

https://www.youtube.com/watch?v=gj3ZnKlHqxI

- Sketchnote Study Guides

file:///C:/Users/jchap/Documents/Sketchnoting/Sketchnoting%20101%20-%20Study%20Guides%20(1).pdf

- “Symbolism Table.” Scholastic.com

https://www.scholastic.com/content/dam/teachers/blogs/mary-blow/migrated-files/symbolism.pdf

Common Symbols in Literature

A symbol is a visual representation of something that has a deeper meaning. Below are common symbols you will find in a literary text.

Symbol	Meaning
dove	peace
ice	death
Spring	youth, birth, life
water	birth, rebirth, youth
Winter	death, dying, old age
eagle	freedom, liberty, strength
skull	death
rose	love, beauty, romance
crown	wealth, royalty
wedding ring	love, commitment
sunrise	hope, new start, beginning
full moon	danger, transformation
autumn	middle age, maturity
fire	truth, passion, wild
garden	Garden of Eden in bible
mountain	pride, human resilience
bridge	new beginnings, change
apple	temptation
cat	cunning
crow	death, doom
white	innocence, purity, peace
brown	Earth, hard work
red	excitement, energy, strength
pink	love, romance
beige	unity, calm

yellow	joy, optimism, sickness
blue	peace, tranquil, depression
purple	royalty, spirituality
orange	energy, warmth
green	nature, luck, envy, newness
black	elegance, anger, death

Name: _____ Date: _____

SYMBOLISM

In the first column, identify the objects, people, or places that are used as symbols. In the second column, state the idea or emotion that the symbol represents. In the last column, explain how the symbolic meaning helps to better understand the text.

Symbolism is a literary technique. Authors use symbols (object, person, or place) to represent ideas or emotions. Understanding symbolism helps to better understanding the text.

Identify the object, person, or place	What idea or emotion does the symbol represent?	How does this add to your understanding of the passage?

Pictures of Student Work

Exit