Title of lesson	Introduction to Shakespeare and Elizabethan England - Web Quest	Grade level	8
Subject	English Language Arts	Topic	Shakespeare
Relevance	This lesson will be made relevant by introducing Shakespeare and Renaissance England, as the class will be reading Much Ado About Nothing in the coming weeks.		
Resources Required	Internet/Wi-Fi, Laptop, Google Classroom		
QEP Subject Area Competencies	Cycle one competencies: **– Uses language/talk to communicate and to learn** Being able to answer Google Form questions – (Who? What? Where? When? Why?). Students will be able to discuss the questions amongst their peers. Research and discussion will help build their understanding of renaissance England and Shakespeare. Asking the teacher(s) questions. **– Reads and listens to written, spoken, and media texts** Read questions – Interact with articles, videos assigned. Able to search and find appropriate texts on the internet that relate to the topic.		
Learning Objectives	This lesson's objective is to have students learn about the works of William Shakespeare, his importance to Elizabethan England, and contemporary culture. Since Much Ado About Nothing will be the first Shakespeare play the students will have read in school, this lesson's objective is to provide context and emphasize the historical meaning of his works.		
Essential Question(s)	Who is Shakespeare? What is Elizabethan England? What is the Globe Theatre? Why is Shakespeare important? Why are we reading Shakespeare?		

Lesson Timing	**Student will know:**		
	Students will be given a short lecture paired with videos that will introduce Much Ado About Nothing. Students will know that Shakespeare has an important role in English-speaking culture, and they will have the opportunity to find proof of this on their own. Students will be provided with a Web Quest legend that provides topics and links to relevant digital artifacts.		
75 minutes	**Learning activities** 5 minutes – Attendance and Masks 20 minutes – The teacher will begin with an introductory slideshow with the goal of exciting students about Shakespeare. Students will be shown the Web Quest and what is expected of them. Students are pre-assigned topics and thus will be aware of which section they will be focusing on. 49 minutes – Work period in the Cafeteria/Atrium – Teacher circulating for any questions/concerns	**Students will understand:** Students will understand that Shakespeare is an important figure in English Language Arts and culture. Renaissance Europe / England was a unique time that when researched will provide more context. They will understand that reading Shakespeare in school doesn't have to be 'boring', but rather an engaging and interactive text.	

1 minute – Clean up tables and return to class	
	Students will do:
	Students will be given the Web Quest which is split into five categories. Each student will be pre-assigned a category on Google Classroom. Students will answer Who, What, Where, When, Why? Questions on the Shakespeare Web Quest Google Form. Students are required to look at the hyperlink for each topic and find another relevant article to back up their research. Each question answered much provide a Quote from and Link to the original source. Students are **required** to respond to each question in their **own words**. The answers received from each group will be compiled into a Shakespeare Master List that will be addressed in the following class.
	Cross Curricular Competencies:
	Competency 1 - Uses information Students will apply the information and the story acquired through Internet research. Students provide proper credit. **Competency 3 - Exercises critical judgment** Students will critically analyze articles and historical context. **Competency 6 - Uses information and communications**

technologies

Students will interact with the Web Quest assignment and various sources such as the BBC and the University of Victoria.

Competency 9 - Communicates appropriately
Students will communicate their ideas appropriately.

Broad Areas of Learning:

This lesson will allow the students to engage with the material through different mediums.

This assignment is individual work, but group reading and discussion will allow further student learning.

Individual research assignment with the goal of helping students learn about Shakespeare in more unconventional ways.

Universal Design for Learning/ Differentiation:

There are four students with IEPs in the class. Care will be given to make sure these students understand the instructions through repetition and verbal and non-verbal cues. There is one student with dyslexia and multiple with ADHD - reminders will be given to self-monitor.

PC6: The class is structured to enable different types of learners to have multiple opportunities to analyze. The multimodal format exists to promote student learning.

FORMATIVE - Assessment FOR learning: **Reading:** Students will be reflecting on their reading of historical texts, and will have the opportunity to research texts they are interested in.	
FORMATIVE - Assessment AS learning:	
Questions: Students will be discussing amongst themselves and with the teacher to better engage with the Web Quest questions and understand Shakespeare.	
SUMMATIVE - Assessment OF learning:	
Questions: Questions are graded for 2 points each – 1 point for a legible answer and 2 points for a well-structured and backed up response. Each section will be graded for a total of 10 points.	

Further considerations (follow up activities)

Shakespeare and Elizabethan England History – Class Master List

Reflection:

This lesson is designed to excite the students about reading Shakespeare, by grabbing their attention and having them research the rich history of Elizabethan England. The individual work, paired with discussion will enable students to dive head first into Much Ado About Nothing in the coming weeks.

Professional Competencies:

PC1: Allowing students to critically interpret the figure of Shakespeare, and England in the Renaissance period.

PC6: The class is structured to enable different types of learners to have multiple opportunities to analyze. The multimodal format exists to promote student learning.

PC7: How using the Internet and individual research can promote learning. How using plays, No Fear Shakespeare and internet videos of the same text can enable diverse learners to approach and understand literacy in their preferred way.