

The activity encouraged the student to experiment with poetic devices, drawing from the alliteration and imagery of Shakespearean verse in their poetry. What all rhetorical devices have in common is that they are departures from normal, natural or simple language. But, of course, that requires consensus on the definitions of normal, natural and simple. Categories of figures of speech Schemes deal with patterns, sounds and syntax, e.g. alliteration, meter, parallelism, rhyme, etc. and the final effect is sonorous and harmonious in the extreme. These are certainly lines for students to scan and read aloud. Rhetorical figures • Alliteration – the repetition of consonant sounds “The barge she

## Objective

By the end of this lesson, the student will be able to identify and explain historical events and historical periods to arrive at substantiated judgements. The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. has facilitated a deeper understanding of the geopolitical landscape of the time. In 41 BC, Antony summoned Cleopatra to meet him at Tarsus. She came in her own barge, dressed as Aphrodite. The historical and cultural aspects of the Cleopatra story provide an opportunity for the arts to enter the history class. Whatever opportunities you pursue for interdisciplinary uses of this, we know the students will benefit by an expanded awareness of the many talents needed to put together a Shakespearean play. Use, analyse and evaluate ancient sources within their historical context. Response uses a range of fully appropriate details from the stimulus and source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question. Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to historical contexts in which they were written/produced. Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events. Candidates should relate the evaluation of Virgil to his description of the particular event in the passage for full marks. Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy. An engaging biography that details the life of Cleopatra, paralleling the historical context of her portrayal in literature. The student engaged in critical thinking by evaluating the differences in style and purpose between the works of Shakespeare and Shaw, enhancing their comparative literature skills. The exploration of historical figures in Julius Caesar allowed the student to link literary analysis with historical context, which deepened their understanding of the interplay between literature and history Shakespeare adopts many of North's already poetic phrases, heightening the language in the process Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied Analyse and explain historical events and historical periods to arrive at substantiated judgements. The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured. The strongest analyses will not only identify and explain reasons, but they will also attempt to differentiate them in terms of significance. Use, analyse and evaluate ancient sources within the historical context to make judgements and draw conclusions about the past candidates will analyse how the author's interpretation/context, purpose and techniques contribute to their judgements. Students may also cross-reference the information in the sources, as well as interrogating the evidence using logic, to develop relevant evaluations. The activity encouraged them to analyze the use of language, metaphor, and symbolism in Shakespeare's text, fostering deeper textual analysis skills. The activity encouraged the student to experiment with poetic devices, drawing from the alliteration and imagery of Shakespearean verse in their poetry. Using higher cognitive skills, not just showing understanding and recall, but analysing and synthesising ideas from different sources, then critically evaluating them. Could analyse and evaluate appropriate source material of primary historical or contemporary to the period, within its historical context. Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional Acquired understanding of different identities within society and an appreciation fo aspects such as racial, cultural, religious and ethnic diversity, as appropriate. Built on her understanding of the past through experiencing a broad and balanced course of study ENGLISH Historical and historical chronicles, accounts of events that are arranged in the order they happened- and literary sources-poem, play, novel, or piece or prose fiction- that informed Shakespeare's works Historical context-social, political, economic, and environmental situations that influence literature Intertextuality-relationship between texts, especially literary texts It's always great to watch Shakespeare at work, and the thing to notice here is how he cuts and elaborates on the basis of alliteration. The word barge is in the original, and Shakespeare adds that it was burnished and that it flumed and that it staid about was beaten. The poop and purple are in the original, so Shakespeare invents the idea that the sails were perfumed. Shakespeare picks the flute from among all Plutarch's instruments and then makes the water follow faster. / Lesson Planner / LearningCorner.co

## Materials and Prep

1. **Shakespeare and his world** 2. **Selected excerpt from Shakespeare's works on "Antony and Cleopatra")** 3. **Antony and Cleopatra** 4. **Julius Caesar** 5. **Shakespeare's Julius Caesar** 6. **Shakespeare's Antony and Cleopatra** 7. **Shakespeare's Julius Caesar** 8. **Shakespeare's Antony and Cleopatra** 9. **Shakespeare's Julius Caesar** 10. **Shakespeare's Antony and Cleopatra** 11. **Shakespeare's Julius Caesar** 12. **Shakespeare's Antony and Cleopatra** 13. **Shakespeare's Julius Caesar** 14. **Shakespeare's Antony and Cleopatra** 15. **Shakespeare's Julius Caesar** 16. **Shakespeare's Antony and Cleopatra** 17. **Shakespeare's Julius Caesar** 18. **Shakespeare's Antony and Cleopatra** 19. **Shakespeare's Julius Caesar** 20. **Shakespeare's Antony and Cleopatra** 21. **Shakespeare's Julius Caesar** 22. **Shakespeare's Antony and Cleopatra** 23. **Shakespeare's Julius Caesar** 24. **Shakespeare's Antony and Cleopatra** 25. **Shakespeare's Julius Caesar** 26. **Shakespeare's 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Cleopatra** 617. **Shakespeare's Julius Caesar** 618. **Shakespeare's Antony and Cleopatra** 619. **Shakespeare's Julius Caesar** 620. **Shakespeare's Antony and Cleopatra** 621. **Shakespeare's Julius Caesar** 622. **Shakespeare's Antony and Cleopatra** 623. **Shakespeare's Julius Caesar** 624. **Shakespeare's Antony and Cleopatra** 625. **Shakespeare's Julius Caesar** 626. **Shakespeare's Antony and Cleopatra** 627. **Shakespeare's Julius Caesar** 628. **Shakespeare's Antony and Cleopatra** 629. **Shakespeare's Julius Caesar** 630. **Shakespeare's Antony and Cleopatra** 631. **Shakespeare's Julius Caesar** 632. **Shakespeare's Antony and Cleopatra** 633. **Shakespeare's Julius Caesar** 634. **Shakespeare's Antony and Cleopatra** 635. **Shakespeare's Julius Caesar** 636. **Shakespeare's Antony and Cle**

The activity encouraged the student to experiment with poetic devices, drawing from the alliteration and imagery of Shakespearean verse in their poetry. What all rhetorical devices have in common is that they are departures from normal, natural or simple language. But, of course, that requires consensus on the definitions of normal, natural and simple. Categories of figures of speech scholars deal with patterns of syntax, e.g. alliteration, meter, parallelism, rhyme, etc. and the final effect is sonorous and harmonious in the extreme. These are certainly lines for students to scan and read aloud. Rhetorical figures • Alliteration – the repetition of consonant sounds “The barge she sat in like a burnished throne, • Burned on the water” Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied Analyse and explain historical events and historical periods to arrive at substantiated judgements. The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. has facilitated a deeper understanding of the geopolitical landscape of the time. In 41 BC, Antony summoned Cleopatra to meet him at Tarsus. She presented herself in full state on the royal barge, dressed as Aphrodite. The historical and cultural aspects of the Cleopatra story provide an opportunity for the arts to enter the history class. Whatever opportunities you pursue for interdisciplinary uses of this, we know the students will benefit by an expanded awareness of the many talents needed to put together a Shakespearean play. Use, analyse and evaluate ancient sources within their historical context. Response uses a range of fully appropriate details from the stimulus ancient source material, which are analysed to draw out relevant characteristics and features and give a detailed and sophisticated evaluation of what we can learn from the source about the specified issue in the question. Use, analyse and evaluate ancient sources within their historical context to make judgements and draw conclusions about how the portrayal of events by ancient writers/sources relates to historical contexts in which they were written/produced. Response analyses the source by using relevant detail from the source content or historical context to give a more detailed evaluation of the source within its historical context. It draws a thorough and convincing conclusion about its accuracy or reliability based on how the context in which it was created impacts on how it portrays issues or events. Candidates should relate the evaluation of Virgil to his description of the particular event in the passage for full marks. Students may cross-reference their own contextual knowledge with details from the passage to make developed judgments on accuracy. An engaging biography that details the life of Cleopatra, paralleling the historical context of her portrayal in literature. student engaged in critical thinking by evaluating the differences in style and purpose between the works of Shakespeare and Shaw, enhancing their comparative literature skills. The exploration of historical figures in 'Julius Caesar' allowed the student to link literary analysis with historical context, which deepened their understanding of the interplay between literature and history Shakespeare adopts many of North's already poetic phrases, heightening the language in the process Demonstrate knowledge and understanding of the key features and characteristics of the historical periods studied Analyse and explain historical events and historical periods to arrive at substantiated judgements. The response demonstrates a range of detailed and accurate knowledge and a developed understanding that is fully relevant to the question. Response has a full explanation and thorough, convincing analysis of the issue in the question, arriving at substantiated and developed judgements. There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured. The strongest analyses will not only identify and explain reasons, but they will also attempt to differentiate them in terms of significance. Use, analyse and evaluate ancient sources within their historical context to make judgements and drawn conclusions about The best candidates will analyse how the author's interpretation/context, purpose and techniques contribute to their judgements. Students may also cross-reference the information in the sources, as well as interrogating the evidence using logic, to develop relevant evaluations. The activity encouraged them to analyze the use of language, metaphor, and symbolism in Shakespeare's text, fostering deeper textual analysis skills. The activity encouraged the student to experiment with poetic devices, drawing from the alliteration and imagery of Shakespearean verse in their poetry. Using higher cognitive abilities, not just showing understanding and recall, but analysing and synthesising ideas from different sources, then critically evaluating them. Could analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Analyse and evaluated, in relation to the historical context, different ways in which aspects of the past have been interpreted Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional Acquired understanding of different identities within society and an appreciation for aspects such as social, cultural, religious and ethnic diversity, as appropriate. Built on her understanding of the past through experiencing a broad and balanced course of study ENGLISH Historical-and historical chronicles, accounts of events that are arranged in the order they happened- and literary sources-poem, play, novel, or piece or prose fiction- that informed Shakespeare's works Historical context-social, political, economic, and environmental situations that influence literature Intertextuality-relationship between texts, especially literary texts It's always great to watch Shakespeare at work, and the thing to notice here is how he cuts and elaborates on the basis of alliteration. The word barge is in the original, and Shakespeare adds that it was burnished and that it burned and that its gold was beaten. The poop and purple are in the original, so Shakespeare invents the idea that the sails were perfumed. Shakespeare picks the flute from among all Plutarch's instruments and then makes the water follow faster. / Lesson Planner / LearningCorner.co