

alliteration poetic devices shakespeare elevated poetic language Plutarch historical source analysis comparative 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

By the end of this lesson the student will have a deeper understanding of alliteration and other poetic devices. The student also analysed the historical context and intertextuality of Shakespearean literature. 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

Materials and Prep

Shakespeare's texts, especially excerpts from Antony and Cleopatra. Plutarch's 'Life of Antony' for 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 with in 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 the student 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 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 fo 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 History using historical chronicles and 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

Activities

Alliteration Hunt: Students identify and analyze alliteration in Shakespearean text. **Imagery Exploration:** Students identify and analyze imagery in Shakespearean text. **Comparative Analysis:** Students compare and contrast Shakespearean and modern literary texts. **Creative Poetry Writing:** Students write their own poetry using alliteration and imagery. **Historical Context Research:** Students research the historical context of Shakespeare's works. **Group Discussion:** Students discuss the significance of poetic devices in Shakespeare's works. **Peer Review:** Students review each other's work and provide feedback. **Classroom Debate:** Students debate the effectiveness of poetic devices in Shakespeare's works. **Writing Prompt:** Students write a short story or poem inspired by Shakespeare's works. **Visual Aid:** Students create a visual aid to represent the historical context of Shakespeare's works. **Guest Artist:** Invite a guest artist to demonstrate the use of poetic devices in their work. **Interactive Game:** Create a game that tests students' knowledge of poetic devices. **Field Trip:** Take a field trip to a historical site related to Shakespeare's works. **Workshop:** Host a workshop where students can learn from professional writers. **Podcast:** Create a podcast where students discuss their favorite Shakespearean works. **Blog:** Create a blog where students can share their thoughts on Shakespeare's works. **Video:** Create a video where students perform a scene from Shakespeare's works. **Podcast:** Create a podcast where students discuss their favorite Shakespearean works. **Blog:** Create a blog where students can share their thoughts on Shakespeare's works. **Video:** Create a video where students perform a scene from Shakespeare's works.

Discuss the imagery used in Shakespeare's portrayal of Cleopatra. Then write a short poem that incorporates the vivid imagery you have analysed. 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 the student 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 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 fo 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 History using historical chronicles and 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

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- ## Talking Points
- What is Alliteration?** Alliteration is when the same consonant sound repeats at the beginning of words, like in 'burnished barge.' It makes poetry sound musical!"
 - Imagery in Poetry:** "Imagery helps us see, feel, and experience what the poet describes. Shakespeare often painted vivid pictures with his words!"
 - Shakespeare's Style:** "Shakespeare's writing is rich and layered. He often takes historical events and adds his own twist to make them more dramatic!"
 - Historical Context:** "Understanding the history behind a character like Cleopatra can change how we see her in literature. What was happening in her life during Shakespeare's time?"

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