

```html

# Lesson Plan: Shakespeare's Social Media Remix

**Subject:** English Language Arts / Theatre Arts

**Student:** Madison (Age 15)

**Focus:** This lesson moves beyond memorization to focus on application, creativity, and finding modern relevance in Shakespeare's work. It's designed to be fun, interactive, and tailored to Madison's interests.

---

## Materials Needed

- Computer with internet access
  - Notebook or journal and a pen/pencil
  - Printer (optional, for printing scenes or worksheets)
  - Art supplies (markers, colored pencils, poster board - optional, depending on creative choice)
  - Access to a music streaming service (like Spotify or YouTube Music)
  - Pre-selected short scenes from Shakespeare (e.g., *Romeo and Juliet* Act 2, Scene 2; *A Midsummer Night's Dream* Act 3, Scene 2; *Macbeth* Act 1, Scene 7). Links will be provided.
  - A "Shakespearean Insult Generator" or a printed list of insults.
- 

## Learning Objectives

By the end of this lesson, Madison will be able to:

1. **Analyze** Shakespearean language by translating his insults into modern slang and using them in a creative context.
2. **Apply** thematic analysis by connecting the core themes of a Shakespearean play to the lyrics of a modern song.
3. **Create** a modern adaptation of a classic Shakespearean scene, demonstrating an understanding of character, plot, and tone.

**Curriculum Standards (Common Core ELA, Grades 9-10):** RL.9-10.2 (Theme), RL.9-10.4 (Word Meanings), W.9-10.3 (Creative Writing)

---

## Lesson Activities & Procedure

### Part 1: The Warm-Up - Thou Art a Tweet! (15 minutes)

**Goal:** To break the ice and show that Shakespeare's language, while old, is understandable and structured.

1. **Activity:** Present Madison with 2-3 famous Shakespearean quotes written in modern, "tweet" format (under 280 characters). Her task is to guess the original quote or at least the play it's
-

from.

- **Example 1:** "IDK if I should exist or not. That's the real question. #overit" (*To be, or not to be: that is the question - Hamlet*)
  - **Example 2:** "OMG, why are you named Romeo Montague? Just change your name and I'm all yours. #namesaremeaningless" (*O Romeo, Romeo! wherefore art thou Romeo? - Romeo and Juliet*)
2. **Discussion:** Briefly discuss why these ideas are timeless. How do the original lines sound different from the tweets? What makes them more powerful or poetic?

## Part 2: The Insult-a-Thon - A Battle of Wits! (20 minutes)

**Goal:** To have fun with Shakespeare's language and understand his mastery of creative, witty insults.

1. **Introduction:** Explain that Shakespeare was the master of the "burn." His insults were clever, specific, and often hilarious.
2. **Activity:** Using a Shakespearean Insult Kit/Generator (many are available online), Madison's task is to create 3-5 of her own epic insults. An insult is created by combining one word from each of three columns.
  - **Example:** "Thou **artless, base-court, apple-john!**"
3. **Challenge:** Madison must now write a short, modern dialogue (like a text message exchange between two friends fighting) where she incorporates at least two of her newly-created Shakespearean insults. She should then perform or read it aloud with dramatic flair!

## Part 3: Shakespeare's Playlist - The Theme Tracker (25 minutes)

**Goal:** To connect the universal themes in Shakespeare's plays to modern music, proving their relevance today.

1. **Choose a Play:** Have Madison choose a play she is somewhat familiar with or interested in (e.g., *Romeo and Juliet*, *Macbeth*, *A Midsummer Night's Dream*). Watch a quick 5-10 minute animated summary video on YouTube to refresh the plot.
2. **Identify Themes:** Discuss and list the major themes of the play. For *Romeo and Juliet*, this could be: forbidden love, fate vs. free will, rash decisions, family feuds.
3. **The Playlist Challenge:** Madison's task is to find one modern song from her own playlists that she feels represents a major theme from the play.
  - She will listen to the song and follow along with the lyrics.
  - In her notebook, she will write down 2-3 specific lines from the song and explain exactly how they connect to the characters or events in the Shakespearean play.

## Part 4: The Main Quest - Scene Remix (45-60 minutes)

**Goal:** The culminating creative project. Madison will adapt a short, famous scene into a completely new, modern format.

1. **Choose a Scene:** Provide Madison with a choice of 2-3 famous scenes (e.g., the balcony scene from *R&J*, the "Out, damned spot!" scene from *Macbeth*). She should read both the original text and a modern translation side-by-side (No Fear Shakespeare is excellent for this).
2. **Brainstorm Formats:** Encourage her to think outside the box. The scene could be remixed as:
  - A series of text messages or a social media DM conversation.
  - A 6-panel comic strip.
  - A script for a modern short film or a TikTok video.
  - A "Dear Diary" entry from one of the characters' perspectives.
3. **Create!:** Give Madison ample time to work on her chosen format. The goal is to capture the original scene's core emotion, conflict, and character intentions, just in a new setting.

*This is the main assessment piece. Evaluate it based on creativity, understanding of the source material, and clarity.*

## Part 5: The Wrap-Up & Showcase (10 minutes)

**Goal:** To reflect on the lesson and share the creative work.

1. **Showcase:** Madison presents her "Scene Remix" project and explains the creative choices she made.
2. **Reflection:** Ask a few closing questions:
  - What was the most surprising thing you learned about Shakespeare today?
  - Do you think Shakespeare's stories are still important to read? Why or why not?
  - Which activity did you enjoy the most?

---

## Differentiation & Extension

- **For Support:** Provide sentence starters for the playlist analysis ("This lyric reminds me of the play when..."). Use scene versions that have built-in glossaries or annotations.
- **For Challenge (The "Level Up" Quest):**
  - **Poet's Corner:** Try writing a 4-line poem in iambic pentameter (ten syllables per line, alternating unstressed and stressed syllables) about a modern topic, like ordering pizza or scrolling through Instagram.
  - **Director's Cut:** Turn the "Scene Remix" script into a real short video, with costumes and props from around the house.

...