

## CAMELOT~~ THE LAND OF VIRGIN QUEENS

### AND STAR-CROSSED LOVERS

#### I. ESSENTIAL QUESTIONS

1. What elements of society are symbolized in Elizabethan theater? (ie. color of costume, gender of actors, impact of Bubonic Plague on theater, seating of patrons in the theater)
2. How did England's society view of the arts differ under Queen Elizabeth I's monarchy vs. other monarchies?
3. What forms of entertainment was the Elizabethan population engaged in?
4. How do the games of bullbaiting/bearbaiting compare to modern entertainment?
5. How was the small segment of England able to play such an important role in world history?
6. What challenges did the family unit face during times of social upheaval?
7. What accounts for the rampant poverty found in Ireland?
8. Why has the prospect of peace in Ireland been so elusive considering its ethnic similarities?

#### II. OBJECTIVES

Students will demonstrate the ability to:

1. Develop an appreciation for Shakespeare and the time period in which he wrote.
2. Analyze the impact of Queen Elizabeth I's early life upon her governing the empire.
3. Address the challenges Queen Elizabeth I faced while ruling her country.
4. Gain insight into the impact of Queen Elizabeth's support of the arts during Shakespearian England.
5. Gain appreciation of the sacrifices the English civilian population faced during World War II.

6. Evaluate the impact of changing wartime technologies upon the historic advantages of Mother England.
7. Study the impact the stresses of war have on the family unit.
8. Assess the importance of England's geography on its development on England as a world power.
9. Compare/contrast the favored pastimes of Elizabethan times to modern American society.
10. Examine the region of Norden considering the similarities and differences in terms of: climate, language, reliance on the sea, natural resources, and historical development.
11. Explain the impact of the historical development on the conflict in Ireland.
12. Address the role of religion on the peace process.
13. Defend the positions of the various parties involved with the peace process.

#### I. RESOURCES/MATERIALS

- ☞ Atlas of Maps
- ☞ Textbooks
- ☞ Romeo and Juliet (William Shakespeare)
- ☞ Good Night, Mr. Tom (Michelle Magorian)
- ☞ Angelas Ashes (Frank McCourt)
- ☞ Internet
- ☞ The Famous Ships (Edward Laxton)
- ☞ The Gifts of War (Margaret Drabble)
- ☞ Selected movie clips
- ☞ Selected Music and Art
- ☞ Television and Printed Media
- ☞ Anthologies
- ☞ Teacher prepared packets

#### XIV. MULTIPLE INTELLIGENCE ACTIVITIES

1. Choral reading of scenes from Macbeth.
2. Name-calling and Wild Words of William Shakespeare.
3. Collect data of international events during the time of Elizabethan England.

4. Shakespeare newspaper inclusive of an international centerfold.
5. Conduct classroom simulations of Renaissance Europe.
6. Field trip to Renaissance Faire in Tuxedo, NY.
7. Create a bulletin board of Elizabethan England (the Globe Theater, forms of entertainment, clothing, Queen Elizabeth I).
8. Irish peace process simulation.
9. Research various Renaissance activities in accordance with school wide objectives.
10. Map activities on Scandinavia.
11. Virtual ABattle of the Bands' addressing political influences on music in Ireland.

#### XV. CATEGORIES FOR ASSESSMENT

- ✂ Writing pieces
- ✂ Performance based
- ✂ Technology presentations
- ✂ Teacher designed tests/quizzes

#### V. ASSESSMENT

- ✂ Writing poetry concerning the life of evacuees in the countryside in England.
- ✂ Write a series of poems reacting to various events in Good Night, Mr. Tom.
- ✂ Create a Shakespearean newspaper depicting the life/times of Elizabethan England, including an international centerfold.
- ✂ Collage on conflicts in Northern Ireland.
- ✂ Venn Diagram comparing the nations of Norden.
- ✂ Debate on the peace process in Northern Ireland.
  
- ✂ Shakespearean map of Europe depicting the locale of various works of the Bard.

8 Use technology to incorporate photos, videos, and music of a region of Northwest Europe.