



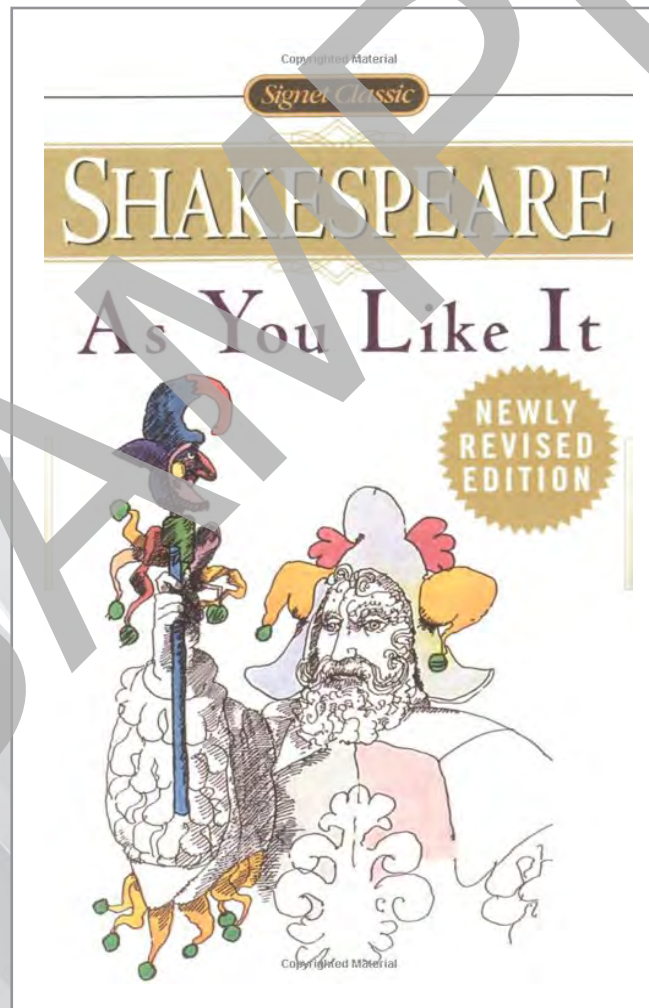
TEACHER GUIDE

GRADES 9-12

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

As You Like It

William Shakespeare



READ, WRITE, THINK, DISCUSS AND CONNECT

As You Like It

#N/A

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50203-588-2

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Rationale	3
Plot Summary	5
Background on the Playwright.....	6
The Globe Theatre	7
Initiating Activities.....	8
Vocabulary, Discussion Questions, Writing Ideas, Activities	12
Act I - Epilogue	
Post-Reading Extension Activities	36

Thinking

Brainstorming, organization,
research

Comprehension

Predicting, comparison/
contrast, decision making

Writing

Freewriting; response log;
argumentative, narrative,
creative, and descriptive
writing; letter writing;
playwriting

Vocabulary

List words

Listening/Speaking

Debate, role play,
discussion, drama,
interview

Literary Elements

Characterization, analysis
theme, conflict, pun, irony,
allusion

NOVEL UNITS: RATIONALE

How do you ensure that the needs of individual students are met in a heterogeneous classroom? How do you challenge students of all abilities without losing some to confusion and others to boredom?

With the push toward “untracking” our schools, there are questions that more and more educators need to examine. As any teacher of “gifted” or “remedial” students can attest, even “homogeneous” classrooms contain students with a range of abilities and interests. Here are some of the strategies research suggests:

- cooperative learning
- differentiated assignments
- questioning strategies that tap several levels of thinking
- flexible grouping within the class
- cross-curriculum integration
- process writing
- portfolio evaluation

Novel Units Teacher's Guides and *Student Packets* are designed with these seven facets in mind. Discussion questions, projects, and activities are framed to span all of the levels of Bloom's Taxonomy. Graphic organizers are provided to enhance critical thinking and comprehension. Tests and quizzes (included in the Student Packets) have been developed at two levels of difficulty (Level 1=lower; Level 2=higher). While most of the activities in the Teacher's Guides and Student Packets could be completed individually, many are ideal vehicles for collaborative effort.

Throughout the guides, there is an emphasis on collaboration: students helping other students to generate ideas, students working together to actualize those ideas, and students sharing their products with other students. Extension activities link literature with other areas of the curriculum—including writing, art, music, science, history, geography, and current events—and provide a basis for portfolio evaluation.

Finally, teachers are encouraged to adapt the guides to meet the needs of individual classes and students. The open-ended nature of many of the activities makes them useful for most any level.

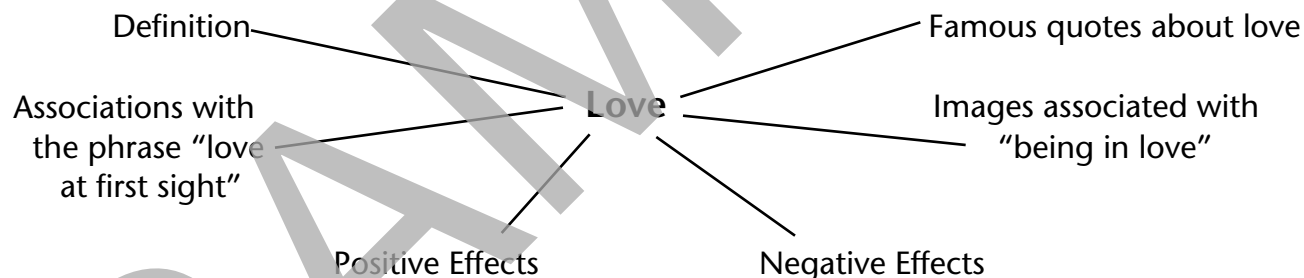
You know your students best; we are offering you some tools for working with them. On the following page are some of the “nuts and bolts” for using these “tools”: a glossary of some of the terms used above that will facilitate your use of the guides.

Initiating Activities

Choose one or more of the following activities to establish an appropriate mind set for the story students are about to read:

1. **Prereading Discussion:** Explain that before students read *As You Like It*, they will discuss some of the ideas in the play.
 - **“the simple life”:** What does this expression bring to mind? Who, today, leads “the simple life”? Would you like to lead “the simple life”? What advantages does such a life have? What would you miss out on?
 - **romantic love:** What is love? Do you believe in love at first sight? How can you tell when someone is in love? Do women in love act differently from men in love? Should you be willing to change yourself for the one you love? How does love bring out the best in us? the worst in us? Do you agree that “the course of true love never does run smooth”? Is love ever perfect? Do you agree that “all’s fair in love and war”? Is love “blind”? Do opposites attract?

To help students organize their ideas, you might encourage them to “cluster” the ideas into categories. A sample framework is shown below.



- **Shakespeare:** What do you know about Shakespeare’s life? (See the summary on page 6.) What do you know about The Globe Theatre? (See the summary on page 7.)
2. **Anticipation Guide** (See *Novel Units Student Packet*, Activity #1): Students discuss their opinions of statements which tap themes they will meet in the play. For example:
 - Most women say what they are thinking.
 - Love is blind.

Vocabulary, Discussion Questions Writing Ideas, Activities

Vocabulary Note: Vocabulary words are grouped by scene, with line numbers given after each word. As you assign various portions of the play, have students practice reading aloud at home before each class. Discuss particular vocabulary words only after students have encountered the words in their Shakespearean context. Focus on two types of words: those that we rarely hear today and those that are common today—but whose meanings have changed. See the *Novel Units Student Packet* for correlated vocabulary activities.

Act I

Scene i

Vocabulary

unkept 8	fair 11	countenance 17	hinds 18
marry 31	exercises 69	allottery 71	fall 121
foil 125	brook 129	lief 140	anatomize 150
gamester 157	misprized 163		

Discussion Questions:

It is recommended that you first do a read-through of each scene with your class, taking frequent pauses to figure out meanings. The discussion questions below will help clarify what is happening. Then do another run-through with no pauses. Encourage students to use simple costumes and props for some scenes.

1. Why is Orlando angry with his brother? Do you think Orlando has made this complaint before? Is he overreacting? What does he want? Why does he want that from his brother, anyway? Why doesn't he just go out and get what he wants from life, on his own? (After their father died, Oliver failed to see to it that his brother was trained as a gentleman; Orlando demands to get either that education or the monetary share his father left him. Noble gentlemen were not supposed to work for a living.)
2. What can you tell about the relationship between Orlando and Adam? How do you think Adam acts while Orlando speaks to him about Oliver? What do you suppose Adam is thinking? (Orlando trusts the family servant, as shown by his sharing such confidences with him; Adam doesn't want the brothers to fight.)

(Act I)

3. Do you think Orlando is hot-tempered? Why do you think he removes his hands from Oliver's neck? (Orlando seizes Oliver only after Oliver has struck him; after Adam has cried out and Orlando has had his say, he releases his brother.)
4. Why do you think Oliver dislikes his younger brother so much? Do you think their relationship was the same before their father died? Do Orlando and Oliver remind you of any other brothers you have met in literature—or in person? (Oliver simply says that he can't stand his brother; it has probably been this way for a long time.)
5. What do you think of Oliver? Orlando obviously hasn't managed to get Oliver to do what he wants. How would you handle someone like Oliver, if he were your brother? (Most will agree that Oliver, who lies to get Charles to murder Orlando, is quite a villain.)
6. What do you learn about the old Duke? How do you learn this? What sort of person do you imagine the old Duke to be? (Charles reveals that the old Duke has been banished to the Forest of Arden by his younger brother, and is enjoying life there with his "merry men.")
7. Why hasn't Rosalind been banished with her father? What are your impressions of her, so far? (Rosalind has the love and support of her cousin, the new Duke's daughter.)
8. Why has Charles come to talk with Oliver? How do his plans change, as a result? (Charles is warning Oliver that Orlando is planning to wrestle him, and might get hurt; after listening to Oliver describe his "evil" brother, Charles resolves to put Orlando on crutches.)
9. What questions does this scene raise in your mind?
10. Which lines in this scene do you feel capture the most important aspect of this scene? Why did you choose this quotation?

PREDICTION: How will the wrestling match turn out?

Literary Analysis: Pastoral Romance

A **pastoral** is a poem about shepherds and rustic life, a type of poem that began 23 centuries ago. A **pastoral romance** is a prose narrative in which pastoral conventions—such as singing-matches, the plaint of the lovesick shepherd, the poem praising the shepherd's lover—dominate. Thomas Lodge's *Rosalynde* (1590) was the source of Shakespeare's pastoral play, *As You Like It*. The first scene of the play—set in the orchard of Oliver's house—starts to set up the audience for the pastoral elements that are to come.

Writing Activity: Students discuss their answers to question #10. Then each student writes a one-paragraph justification for his or her choice.