

EXTENDED Activities & ASSESSMENTS

The following activities are great ways to **extend the experience** of seeing a live performance at The Philadelphia Shakespeare Theatre!

Performance

1. Create a **performance** of the play in the classroom by dividing up important scenes and asking the class to direct themselves in their own scene interpretations. Students can make choices about the actions and movements of the characters, the delivery of their lines, and even things like costumes and props. Memorization could be required or offered as an option.
2. Students can deliver a **staged reading** of a scene if there isn't time or space for a full performance. In a staged reading, the students can focus closely on the words themselves, and the emotion needed for the fullest impact possible. Students can perform these readings live, or even record them with audio/video equipment.
3. Ask the class to **debate** major issues of the play. Scholars have argued about issues in Shakespeare's plays for centuries – now ask the class to have their turn finding evidence to support and articulating their findings!

Writing

4. Students may want to write a **theater review** after watching the performance. Show the class some sample theater reviews to get started, and then ask them to discuss the highlights of the play and the aspects of the show that they found most worthy of reviewing.
5. If the class is so inclined, they may want to pen **letters** to the actors/director of the production. While this can serve as a model for writing proper business letters, it is always fun to receive honest feedback from the students as they explain what was most fascinating to them about the live performance.
6. If the class needs to compose a **literary analysis**, consider how the performance may have opened up their eyes to different ways of looking at the play. Even if the class has not studied the entire play in the classroom formally, students may want to look at text copies of the scenes that most affected them, and use that as textual evidence to expand on an idea that occurred to them during the show.

Art and Design

7. Students may be asked to create their own **portfolio** for the play or a specific scene in the play. Students might cast characters, design their own set, create a costume plot, and discuss how their version of *Othello* would highlight major themes and captivate an audience.
8. Many artists have been inspired by Shakespeare's works as the basis for **paintings or original artwork**. Ask students to create a piece of art based on the feelings that were evoked in them watching the live performance. Display these works.

Getting Technical

9. Was there a **technical aspect** of the performance that particularly intrigued the students? Ask the class to choose a component of lighting, staging, set design, costuming, sound, or props that resonated with each of the students, and explain what it was, when it was, and why it had such an effect on the performance.
10. Perhaps students want to know more about the **behind-the-scenes roles** that are needed to put on a theatrical performance. Ask students to research one of the roles in theater production, and learn new facts about that career. Share these new facts with the class, and consider how these teams had to work together to create the performance that the class was able to see.