

*Outrageous
Fortune
Theatre
Company*

Preparation for Theatrical Event

Study Guide

Guia de Estudio

Miguel's Shakespearean Adventure

La Aventura Shakespereana de Miguel

This production is made possible with the support of the
City of El Paso Museum's and Cultural Affairs Department
The Texas Commission on the Arts
and our generous sponsors

2008- 2009

Outrageous Fortune Theatre Company is committed to the enrichment of community by sharing the wealth of theatre through education and performance inspired by integrity, responsibility, and the words of William Shakespeare.

Miguel's Shakespearean Adventure by Allen O'Reilly is produced by special agreement with Georgia Shakespeare. OFTC would like to thank the author and Georgia Shakespeare for the opportunity to work with this sweet play.

Outrageous Fortune Theatre Company is sponsored by:



with the support of



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Outrageous Fortune Theatre Company

Teaching/Artist Program: Sharing Shakespeare's wealth through performance and educational support

OFTC's Teaching/Artist Program tours throughout Texas and Southern New Mexico, and collaborates with the Chamizal National Memorial, to give students the opportunity to experience the magic of live theatre. People of all ages can appreciate the lively antics and sweet words of William Shakespeare, the most famous English language playwright of all time. Professional actors perform a specially crafted script that offers a glimpse into the life of Miguel: a sweet boy dealing with a family member's illness while the possibilities of classic literature are revealed in his dreams. It is about Shakespeare, Cervantes, and learning to believe. Experiencing this bi-lingual performance is a helpful addition to the study of language, history, drama, literature, and the craft of acting. This program aligns with TEKS objectives, a listing of which can be found later in this guide.

Preparing your students

OFTC wants to assist the educator in creating a valuable and fulfilling educational experience for every student. This study guide is designed to assist the teacher in three important areas of preparation:

- 1. Pre-Event Classroom Activities** – Fun Facts, worksheets, and discussion points designed to help you prepare your students for attending this theatrical event.
- 2. The Performance - *Miguel's Shakespearean Adventure*** – A synopsis of the play, hands on crafts to bring, and key vocabulary to review with your students.
- 3. Post-Event Classroom Activities** – Discussion points, worksheets, and instructions for games from the show to enhance the entire experience. An answer key is provided for the teacher.

Theatre Etiquette - WE LOVE TO HEAR YOUR LAUGHTER!

We request only that students have fun and follow the most basic theatre etiquette which is to listen and react appropriately! Please encourage your students to applaud, laugh, et cetera, but when a student is talking to their neighbor, they are unable to listen to the play which is vital to their understanding and enjoyment.

OFTC knows that kids love to dress up! It is a theatre tradition for the audience to dress nicely when attending a play and dressing differently seems to help prepare the students for the experience.

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TEKS Completed by Watching an OFTC Performance

Grade Level	TEK	
Elementary K-3	1A-1E	
	2A-2B	
	3C-3D	
	4C-4D	
	8B-8C	
	9C	
	10C	
	11B-11C	
	12A	
	13A-13B	
	Elementary 4-6	1A-1C
		2A, 2D
3A-3C		
4A-4B		
5F		
9A-9B		
10D-10H		
14A		
Middle School 6-8	1A-1C	
	2A, 2D	
	3A	
	4A-4B	
	9A	
	10K	
	11A	
	12F	
14A-14C		
High School 9-12	6A-6B	
	7B, 7F-7H	
	8D	
	9A-9B	
	10A-10C	
	11A-11E, 11H	
	13A	
	14A-14D	
16E-16F		

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TEKS Completed by Participating in an OFTC Workshop

Grade Level	TEK
Elementary K-3	1A-1E
	2A-2B
	3C-3D
	4C-4D
	8B-8C
	9C
	10C
	11B-11C
	12A
	13A-13B
Elementary 4-6	1A-1C
	2A, 2D
	3A-3C
	4A-4B
	5F
	9A-9B
	10D-10H
	14A
Middle School 6-8	1A-1C
	2A, 2D
	3A
	4A-4B
	5B-5C
	6A-6C
	7A-7E
	8A-8C
	9A-9B
	10A-H, 10K
	11A-11B, 11D
	12D-12I
	14A-14C
High School 9-12	6A-6B
	7B, 7F-7H
	8D
	9A-9B
	10A-10C
	11A-11E, 11H
	13A
	14A-14D
	16E-16F
	17D
18A-18B	

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Suggested 5 Day Planner - Event Attendance Week

Monday	Tuesday	Wednesday	Thursday	Friday
Introduce Fun Facts, pick Quotes, & start Vocabulary	Review Vocabulary, look at Map, & discuss Theatre Etiquette	Go to See <i>Miguel's Shakespearean Adventure!</i>	Play Recognition, Matching, & Jibberish Game	Compliments and Insults & Mirror Game
Make Masks & Rainsticks	Make Bag Hats	Discussion Points, Favorite Scene & Word Search	Make Quartos	Draw Picture & Write Thank You Notes

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Possible Pre-Show Activities

1. Introduce the Fun Facts and Vocabulary words. *
2. Pick a famous quote from Shakespeare (“neither a borrower nor a lender be” / *Hamlet*, “if music be the food of love” / *Twelfth Night*, “the course of true love never did run smooth” / *A Midsummer Night’s Dream*) and translate that particular quote into Spanish. Does the fact that the quote is now in another language change the meaning? Does it stay the same?
3. In this production of “*Miguel*,” we need your help in creating some of the props we will be using. For the “*Romeo and Juliet*” sequence we need masks. Have your students create a mask by cutting out a “face” and gluing it to a Popsicle stick. Feel free to decorate your mask as much as you want using crayons, markers, feathers, anything. In “*The Tempest*” sequence we need rain. Create a rain stick by taking a paper towel roll, fill it with beans, and close off the ends with tape. You now have your very own rainmaker. If you bring these props with you to the production, we might pick yours to use in our show that day!
4. Take a look at a globe or map of the world in your classroom, locate the countries of England and Spain. Imagine the climates of these two great nations: England, cool, remote, wet and rainy most of the time, and Spain, hot, arid, and mountainous. How does the climate of these two countries affect the people that live there? How much does the climate of a place influence the writers and artists of that particular country and culture? What if Shakespeare was Spanish and Cervantes was English? Would the great works they gave us still be the same?
5. Discuss Theatre Etiquette. What is it and what is special about going to the theatre? *
6. Have your class make their own bag hats and wear them to the show! *

Possible Post-Show Activities

1. Discuss the production. What did you like? What did you dislike? What was your favorite Scene? Moment? Line? Compare/contrast the responses and chart the results.
2. Find all the vocabulary words in the word search. *
3. See how many of Shakespeare’s plays you can recognize. Can you match the character/play? *
4. Put yourself in Miguel’s shoes. What if you were in a foreign country, or a foreign “place.” how would you survive? Split the class into two groups, have one group be the “home” team where everyone speaks the same language. The other half of the class can only use “jibberish” to “communicate.” See what happens and how you are forced to adapt to the “home” culture in order to “survive.” Then switch!
5. Make your very own Quarto! *
6. See how creative you can get with the Shakespearean Compliments and Insults. *
7. Practice “The Mirror Game” with a partner. Begin with one person leading the exercise then switch. What happens when there is no “leader?” Have your teacher throw out “images” or “emotions” for you to think about while you “mirror” each other. Play some “dramatic music” and “improvise” scenes from your favorite characters from literature: “*Treasure Island*” “*The Wizard of Oz*” or even “*Don Quixote!*” See how the music affects the way you act out your scenes.
8. Imagine yourself in a magical place, a place you could only visit in a “dream.” Once you’ve found it, draw a picture of yourself in that “special” place. Don’t forget to add lots of color!
9. Write Thank You Notes to the people who sponsored this production. *

* Specific instructions or worksheet later in this study guide

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Fun Facts

Who was William Shakespeare?

1564-1616

In 1585, a poor unknown young playwright and actor moved from a little town in England to try his luck in the professional theaters in and around London. His name was William Shakespeare.

Today many scholars and critics believe him to be the greatest English language playwright that ever lived. His works have been analyzed, criticized, scrutinized, and performed for generations. The man and his work have become immortalized. He is thought of more as a legendary figure than as a real man.

1. William Shakespeare was born in Stratford-upon-Avon, England. Scholars believe he was born and died on the same day: April 23!
2. There are almost no records of William's childhood. It is largely assumed that he attended the local grammar school, where he would have learned the basics of reading, writing, and arithmetic. But his education would have been nothing special; which makes his later achievements even more extraordinary.
3. At the age of 21, Shakespeare left Stratford-upon-Avon and moved to London where he joined the acting troupe known as 'The Lord Chamberlain's Men' and began writing plays.
4. Most scholars give him credit for writing 37 plays. His awesome vocabulary is estimated at 30,000 words (triple that of most people).
5. Shakespeare is most remembered for his use of the English language. He wrote in both prose and verse and perfected the use of iambic pentameter.

Prose – Prose sounds like natural speech. It has no set rhythm.

Verse – Verse has a definite pattern and a set rhythm.

Iambic Pentameter – five units of two syllables with an unstressed/stressed pattern

Who was Miguel Cervantes?

1547-1616

A Spanish born novelist & playwright, Miguel de Cervantes Saavedra sadly lived most of his life in poverty. His father was an apothecary-surgeon who constantly moved Cervantes and his six siblings from town to town while he looked for work. Cervantes became a soldier and took part in many sea battles. It was during one of these battles that his ship was overrun and Cervantes was captured by pirates! It took five years for his family to raise the ransom money and during that time Cervantes was forced to work as a slave. In 1580 he wrote his first play *Los Tratos de Argel* based upon his experiences as a Moorish slave. After leaving the military Cervantes held many different jobs, including becoming a purchasing agent for the Spanish Armada and a tax collector, but he always continued to write. He also was imprisoned at least twice and we believe it was while serving one of these sentences that he wrote Part One of his masterpiece *Don Quixote*. In 1607 he settled in Madrid, Spain, where he lived and worked until his death in 1616.

1. Another author wrote and published a Part Two to *Don Quixote*. It was so poorly written, Cervantes decided to finally write the second part himself.
2. There are ten years between when Cervantes wrote Part One then Part Two of *Don Quixote*.
3. Cervantes was also a painter.

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Vocabulary

Miguel's Shakespearean Adventure by Allen O'Reilly, Georgia Shakespeare

William Shakespeare: The “Bard of Avon,” born in England, he is the author of over 37 plays, 154 sonnets, and five long poems. *El “Barn of Avon” nacido en Inglaterra, el es el autor de mas de 37 obras, 154 sonetos y 5 poemas largos.*

Miguel Cervantes: Spanish born novelist, playwright and author of “Don Quixote.” The most famous figure in Spanish Literature. *Novelista Español, escritor y autor de “Don Quijote” Es la figura mas famosa de la literatura Española.*

Sammy Sosa, Bartolo Colon, Miguel Tehada, etc.: Professional baseball players of Latin descent. *Jugadores de baseball Profesional de descendientes hispanos.*

Don Quixote: The title character of Cervantes’ masterwork. He sets forth on a “quest,” and believes his fantasies to be real. *El titulo del personaje de la obra maestra de Cervantes. El personaje se dirige a una “aventura” y cree que sus fantasías son reales.*

Sancho Panza: Don Quixote’s trusty sidekick. *Compañero fiel de Don Quijote.*

Dulcinea: Quixote’s lady love. His “damsel in distress.” *Enamorada de Quijote “Dulcinea del Toboso”.*

Quest: A journey for something of value and importance. *Viaje de aventura por algo de valor e importancia.*

Troubadour: A lyric poet or poet musician, they flourished during the days of “knights in shining amour.” *Poeta lírico o poeta músico, esta clase de poeta florecieron durante la época de los “caballeros con armaduras brillantes”.*

The Globe Theatre: Shakespeare’s playhouse on the banks of the Thames River in London. It was built in 1599, burnt to the ground in 1613, and was rebuilt a year later. *Teatro de Shakespeare en la orilla del río Thames en Londres. Fue construido en 1599, se quemó en 1613 y fue reconstruido un año mas tarde.*

Queen Elizabeth: 1558-1603 The Queen of England during a great portion of Shakespeare’s life. Elizabeth reigned for forty-four years. *1558-1603 la reina de Inglaterra durante la mayor parte de la carrera de Shakespeare. La reina Elizabeth reino por 44 años.*

The Spanish Armada: A fleet of ships that set sail from Spain in 1588. Their mission was to overthrow England and Queen Elizabeth. *Flota de barcos que salieron de España en 1588, con la misión de derrotar a Inglaterra y a la Reina Elizabeth.*

Voice-Over: The voice of an unseen narrator speaking in a movie or television commercial. *La voz de un narrador que no se ve en una película o comercial de televisión.*

Don Cardenio: The lost play co-written by Shakespeare and John Fletcher inspired by the “Cardenio” sections of “Don Quixote.” *La obra perdida co-escrita por Shakespeare y John Fletcher inspirada por el “Cardenio” partes de “Don Quijote”.*

Alzheimer’s Disease: Pronounced (AHLZ-high-merz) is a progressive brain disorder found mostly in the elderly that gradually destroys a person’s memory. *Desorden progresivo del cerebro que se presenta en personas mayores y gradualmente destruye la memoria de las personas.*

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How to make your very own *Bag Hat*

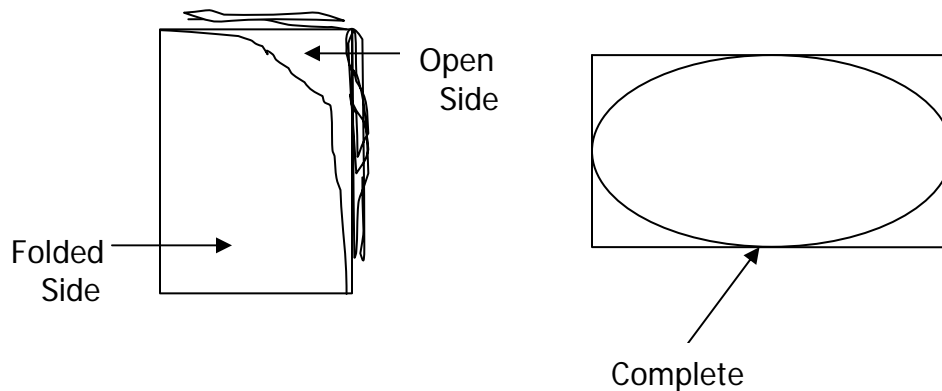
Traditional Renaissance attire always included a hat!
Bag hats were a simple and popular style that is easy to make.

What you will need:

We like to use the most basic and inexpensive of materials: Newspaper and Duct Tape! However, you can be very creative and utilize whatever is available and have fun with decorations and embellishments.

What to do:

Step 1: Fold one full sheet of newspaper into quarters with the open corners on the upper right hand side. Hold onto folded corner on lower left hand side and cut into an oval by rounding off the opposite corner (see diagram below). Set aside.



Step 2: Cut off a piece of duct tape (approximately nose to arm's length) and measure to make sure it will fit around your head, as you measure be sure the sticky side is facing out! Stick duct tape to desk.

Step 3: Fold tape in half from the bottom side towards the top of desk and fold ends to hold in place. Completely unfold newspaper and place the middle fold, with the rounded edges facing out to the sides, and stick center of paper to center of tape.

Step 4: Begin to make 1 - 2 inch pleats in paper and stick to tape (from the center outwards) until half of paper is stuck to half of tape, then go back to center and repeat the process on the other side (you will have to lift the completed tape side as you finish the circle).

Step 5: Remove the tape completely from desk and set hat top side down. Unfold tape around edge of hat and refold towards inside, creating hat band. Leave ends unstuck.

Step 6: Place hat on head and stick ends together to achieve proper hat size. Cut off excess tape. Adjust 'poofy-ness' according to personal taste and decorate.

Possible decorations include: feathers (can be cut from construction paper), ribbons, and stickers (the gold embossed ones look very cool!).

Wear and Enjoy!



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Synopsis (resumen de la obra)

Miguel's Shakespearean Adventure
by Allen O'Reilly, Georgia Shakespeare

Built on the idea that if you believe, anything is possible! *Construida en el principio de que ¡si tu crees, todo es posible!*

Meet Miguel, a boy who loves to read anything, from baseball cards to plays to his favorite activity: reading the adventures of Don Quixote with his aging grandfather. In fact, Miguel's Grandfather is in the early stages of Alzheimer's and is most lucid when they read and "act out" Don Quixote's adventures. Miguel learns the importance of perseverance and the importance of a quest for something meaningful in life through his reading of the great novel. *Conoce a Miguel, un niño a quien le gusta leer cualquier cosa, desde tarjetas de baseball, hasta obras de la literatura; una de sus actividades preferidas es leer las aventuras de Don Quijote con su abuelo. De hecho el abuelo de Miguel esta en las primeras etapas de Alzheimers y revive cuando leen y "actúan" las aventuras de Don Quijote. Miguel aprende la importancia de perseverar y buscar algo significativo en la vida a través de la lectura de esta gran novela.*

After falling asleep reading "Don Quixote", Miguel dreams of quests, and is awoken by Toby, the troubadour, who turns out to be a bilingual actor in Shakespeare's company. They travel to London in Miguel's dream, and join up with Shakespeare's acting company. Miguel is hired as an apprentice to act the role of Juliet and the role of Ariel from Shakespeare's "The Tempest." Unfortunately, because Spain was, until very recently, England's greatest enemy, no Spanish is to be spoken in Shakespeare's presence. Toby helps Miguel in this situation by providing constant translation of Shakespeare's unfamiliar stagecraft terms and by getting Miguel to listen to the translations in his head, where he hears the familiar and comforting voice of his grandfather. *Después de quedarse dormido leyendo "Don Quijote", Miguel sueña de en una aventura y es despertado por Toby, el trovador, el cual es un actor bilingüe en la compañía de teatro de Shakespeare. En el sueño de Miguel, ellos viajan juntos a Londres y se reúnen a la compañía de teatro de Shakespeare. Miguel es contratado como un aprendiz para actuar el papel de Julieta y el papel de Ariel en la obra de Shakespeare "La tempestad". Desafortunadamente, debido a que España en Aquel Entonces, fue uno de los enemigos mas grandes de Inglaterra, no se permitia hablar español en la presencia de Shakespeare, Toby ayuda constantemente a Miguel a traducir los términos teatrales usados por Shakespeare y le enseña a Miguel a escuchar las traducciones en su cabeza en donde Miguel también escucha la voz familiar y confortante de su abuelo.*

After a few mishaps, Miguel impresses Master Shakespeare with his courage and perseverance, and Shakespeare secretly confides that he has been inspired by The Spanish writer Miguel Cervantes for his latest work "Don Cardenio," actually based on a section of "Don Quixote." Shakespeare has been struggling with the Spanish translations and Miguel assists him in finishing this mysterious work. When Miguel confides to Shakespeare that he lives in the future, Shakespeare gives him his only copy of his completed work to take with him. *Después de varios desastres, Miguel impresiona al Maestro Shakespeare con su valor y perseverancia. Shakespeare le confiesa en secreto que el ha sido inspirado por el escritor español Miguel De Cervantes para su obra "Don Cardenio" de hecho la obra esta basada en una sección de "Don Quijote". Shakespeare ha estado teniendo problemas con la traducción y miguel lo asiste en terminar este*

trabajo misterioso. Cuando Miguel le confiesa a Shakespeare que el vive en el futuro, Shakespeare le da la única copia de su trabajo terminado para que se lo lleve con el.

Miguel wakes from his "dream" to discover his Grandfather is moving to his aunt's home because she is a nurse and can better care for him with his disease. Brave and accepting of the situation, Miguel gives his grandfather the one existing copy of "Don Cardenio" to take with him to his aunt's. His grandfather smiles. Miguel has learned to believe in himself, and that, even when loved ones are gone, they are still alive in one's head and in one's heart. *Miguel despierta de su "sueño" al descubrir que su abuelo esta por partir a casa de su tia, donde le puedan tratar mejor, su enfermedad. Con valor, y aceptando de la situación, Miguel le entrega a su abuelo la copia existente de "Don Cardenio" para llevar a casa de tia. El abuelo sonríe. Miguel ha aprendido a creer en si mismo, y mas importante, que aunque nuestros amados y queridos se escapan al mas alla, aun viven en nuestro pensamiento y corazón.*

The Actors – Los Actores

Miguel/Sancho Panza/Juliet/Ariel	Nathan Stell-Smith
Grandfather/Don Quixote/King Lear/Shakespeare/Prospero	Ron Keck
Toby the Troubadour/Romeo/Ferdinand	Julio A. Ortiz
Maria/Mariah/Miranda	Danielle Paez

Titles of Shakespeare's Plays

The Comedies

All's Well that Ends Well
 As You Like It
 The Comedy of Errors
 Cymbeline
 Love's Labour's Lost
 Measure for Measure
 The Merchant of Venice
 The Merry Wives of Windsor
 A Midsummer Night's Dream
 Much Ado About Nothing
 Pericles, Prince of Tyre
 The Taming of the Shrew
 The Tempest
 Troilus and Cressida
 Twelfth Night
 The Two Gentlemen of Verona
 The Two Noble Kinsmen
 The Winter's Tale

The Histories

King John
 Richard II
 Henry IV, Part I
 Henry IV, Part II
 Henry V
 Henry VI, Part I
 Henry VI, Part II
 Henry VI, Part III
 Richard III
 Henry VIII

The Tragedies

Antony and Cleopatra
 Coriolanus
 Hamlet, Prince of Denmark
 Julius Caesar
 King Lear
 Macbeth
 Othello, the Moor of Venice
 Romeo and Juliet
 Timon of Athens
 Titus Andronicus

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Discussion Points

Why do we still perform the works of William Shakespeare?

- He is considered the greatest English language playwright of all time. (What other playwright can you name? How many of Shakespeare's plays can you name?)
- He wrote about basic human nature. His characters are familiar to us and people we know in our own lives. (How many of you know someone who likes a boy or girl that their parents don't like? What other emotions do Shakespeare's characters feel?)
- He wrote about universal themes. We can understand and relate to his characters and their situations. (What is an example of a universal theme? 'Good triumphs over Evil' is an example. What other examples can you think of?)

What are some of his most famous plays or lines from those plays?

Hamlet, Act 3, Scene 1, "To be or not to be, that is the question."

Romeo & Juliet, Act 2 Scene 2, "What's in a name? That which we call a rose by any other word would smell as sweet."

What are some phrases we still use today that are Shakespearean?

in a pickle, without rhyme or reason, jealousy is a green-eyed monster

Why is Miguel Cervantes important to the study of literature?

- He wrote the novel *Don Quixote*. (He wrote many other novels and plays but this is by far the most famous)
- He painted a picture of real life and real manners. (What other authors can you think of who do this as well? Can you think of any who do the opposite?)
- He expressed himself in clear language or, as in the prologue of Part One, using words that are "simple, honest, and well-measured." (Compare and Contrast Shakespeare's use of language vs. Cervantes' use of language)

What is the Siglo del Oro? (The Spanish Golden Age and Cervantes is considered to be a leading figure in the cultural flourishing of sixteenth century Spain)

Shakespeare and Cervantes lived during the same time period. Did they ever meet?

(Probably not, but Shakespeare was aware of Cervantes's *Don Quixote*)

How can different languages become a barrier to understanding? How can different languages become a bridge to understanding? How can these concepts also apply to other differences such as race, religion, social status, etc.?

What is Alzheimer's disease? How does it affect the person afflicted? How does it affect the people around them?

Are imagination and dreams important? What is the difference between the two? How can we develop or follow them? What are some examples?

Is Art (any form: music, painting, dance, theatre, poetry, etc.) important? Why or why not? In what way do you express your feelings?

Miguel's Shakespearean Adventure

O I N E D R A C N O D G X D S Y N P
H T E B A Z I L E N E E U Q M O J J
Z X Q R E V O E C I O V F Q F N M Y
S P A N I S H A R M A D A T V Z F T
V B U R E W H Q B F N H C F K X N Z
F O V L X U L X X S C X K C N Y H N
E R A E P S E K A H S M A I L L I W
E S A E S I D S R E M I E H Z L A T
S A N C H O P A N Z A C D Y L S U R
L Q U E S T S B O S Q U K E U A U O
E T O X I U Q N O D L Y Y Z E M E U
I S F K W U N I S C L Y Z D G M V B
Z P Q L Y Q F X I D O Z B P U Y X A
U D B T Q X E N E H E V D Y B S V D
G I Y L G V E A B N Z V U T B O L O
U U E T D A D J Y L R J F F X S L U
E R T A E H T E B O L G E H T A Y R
H Y S M I G U E L C E R V A N T E S

ALZHEIMERS DISEASE

OFTC

SPANISH ARMADA

DON CARDENIO

QUEEN ELIZABETH

THE GLOBE THEATRE

DON QUIXOTE

QUEST

TROUBADOUR

DULCINEA

SAMMY SOSA

VOICEOVER

MIGUEL CERVANTES

SANCHO PANZA

WILLIAM SHAKESPEARE

Created by [Puzzlemaker](#) at [DiscoveryEducation.com](#)



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Name the character and/or the play:

1. I just met a boy at a party, and I want to marry him. I have sent my nurse to get his name, and she tells me he is the only son of my family's enemy.

2. I have been made a general in the Venetian army, even though it is not the country of my birth. I have a beautiful wife whom I adore, but I fear she is cheating on me!

3. My boyfriend has just arrived home from college for his father's funeral. My brother and father warn me that his love for me is not true. I don't want to believe them, but he has changed so much I think he is going crazy.

4. My servant has told me he saw the trees outside move towards the castle. How can this be? When the witches said I would be king until the woods began to move, I thought I would be king forever! How can trees get up and walk?

5. I warned him not to go to the Senate today. Now people are rioting in the streets! Everyone says the Senators turned on him and that he has been stabbed on the steps of the Roman Capitol.

Match these characters to their plays:

- | | |
|-------------------|-------------------------------------|
| 1. Rosalind | a. <i>Twelfth Night</i> |
| 2. Kate | b. <i>As You Like It</i> |
| 3. Sir Toby Belch | c. <i>Hamlet</i> |
| 4. Macduff | d. <i>A Midsummer Night's Dream</i> |
| 5. Prospero | e. <i>The Tempest</i> |
| 6. Juliet | f. <i>The Taming of the Shrew</i> |
| 7. Desdemona | g. <i>Othello</i> |
| 8. Puck | h. <i>Romeo & Juliet</i> |
| 9. Marc Antony | i. <i>Macbeth</i> |
| 10. Gravedigger | j. <i>Julius Caesar</i> |

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How to “publish” your very own *Quarto*

Quartos were simple, single editions of plays printed during the Renaissance. Making your own version will bring the history to life, give students an experience in creative dramatic writing, and a lovely memento to keep!

What you will need:

Lined paper to write out your story, unlined paper for Quarto, a writing utensil (a quill pen would be super awesome, but a pencil will do), scissors (supervised), and string, ribbon, or staples and cloth tape, to bind the quarto.

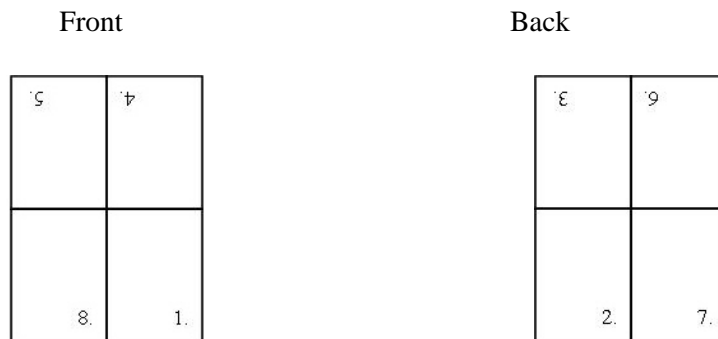
What to do:

Step 1: Write a short story or poem which is 6 - 30 lines in length or even write your very own play with 6 - 30 lines of dialogue.

Step 2: Break lines into 6 equal parts and number each part 2 - 7.

Step 3: Fold the unlined paper into quarters like a side-fold greeting card and press down hard (so the divisions will be clearly seen) and unfold paper.

Step 4: Label each quarter (front and back) according to the model shown below:



Step 5: Write each line portion on the paper with matching number, being careful not to write too closely to the edges. Remember to follow the proper orientation - numbers that are upside down must be written upside down. Turn the paper around to make writing easier (it's very hard to write upside down...). If you have 6 lines, there will be one per page, 12 lines will be 2 per page, etc.

Step 6: Fold the paper again with page 1 facing up. Decorate page one as the Title Page and page 8 as the Dedication Page (still careful not to get too close to the edge).

Step 7: Carefully (with supervision if necessary) cut off the top fold.

Step 8: Run a string or ribbon through the left hand edge, or staple it and cover with cloth tape for a professional looking binding.

*Now you can enjoy reading & sharing your very own Quarto,
made very much the same way Mr. Shakespeare's plays were first printed!*

Kids' SHAKESPEAREAN COMPLIMENTS

Combine one word from each of the columns below. Add "**Thou**" to the beginning, and you've created a sweet compliment for a friend.

Column A

rare
sweet
fruitful
brave
sugared
flowering
precious
gallant
delicate
celestial

Column B

honey-tongued
well-wishing
fair-faced
best-tempered
tender-hearted
tiger-booted
smooth-faced
thunder-darting
sweet-suggesting
young-eyed

Column C

smilet
toast
cukoo-bud
nose-herb
wafer-cake
pigeon-egg
welsh cheese
song
true-penny
valentine

Kids' SHAKESPEAREAN INSULTS

Barbs from the Bard! Combine one word from each of the columns below. Add "thou" to the beginning and create the perfect insult. (Example: "Thou rank rump-fed hedge-pig!!")

Column A

peevish
grizzled
greasy
jaded
waggish
purpled
rank
saucy
vacant
yeasty

Column B

clay-brained
dog-hearted
evil-eyed
lily-livered
mad-bred
onion-eyed
paper-faced
rump-fed
shag-eared
white-livered

Column C

canker blossom
clot pole
hedge-pig
dogfish
egg-shell
nut-hook
pantaloon
rabbit-sucker
snipe
younker

Outrageous Fortune Theatre Company

Answer Key

Name the character and/or the play

1. Clue: I say “A rose by any other word would smell as sweet...”.
Answer: Juliet
Clue: The most famous scene from this play takes place on a balcony.
Answer: Romeo & Juliet
2. Clue: I’m sorry to say it, but I smother my wife with a pillow.
Answer: Othello
Clue: ‘Jealousy...the green eyed monster’ comes from this play.
Answer: Othello, the Moor of Venice
3. Clue: My name rhymes with Amelia Bedelia!
Answer: Ophelia
Clue: The most famous line from this play begins “To be or not to be...”
Answer: Hamlet, Prince of Denmark
4. Clue: I have a very ambitious wife who is the Lady of my house.
Answer: Macbeth
Clue: This is known as ‘The Scottish Play’.
Answer: The Tragedy of Macbeth
5. Clue: I say “Beware the Ides of March”
Answer: Soothsayer
Clue: I have a salad named after me.
Answer: Julius Caesar

Match these characters
to their plays:

1. b
2. f
3. a
4. i
5. e
6. h
7. g
8. d
9. j
10. c

Miguel’s Word Search Solution

```
O I N E D R A C N O D + + + + + + +
H T E B A Z I L E N E E U Q + O + +
+ + + R E V O E C I O V + + F + + +
S P A N I S H A R M A D A T + + + +
+ + + + + + + + + + + C + + + + +
+ + + + + + + + + + + + + + + +
E R A E P S E K A H S M A I L L I W
E S A E S I D S R E M I E H Z L A T
S A N C H O P A N Z A + D + + S + R
+ Q U E S T + + + + + U + + + A + O
E T O X I U Q N O D L + + + + M + B
+ + + + + + + + + C + + + + + M + B
+ + + + + + + + + I + + + + + Y + A
+ + + + + + + N + + + + + + S + D
+ + + + + + E + + + + + + + O + O
+ + + + + A + + + + + + + + S + U
E R T A E H T E B O L G E H T A + R
+ + + M I G U E L C E R V A N T E S
```

Outrageous Fortune Theatre Company

Ideas for Age Group Modification

Kinder - 1st Grade:

A court dance will get the young children on their feet! Renaissance music and simple choreography is available from OFTC.

2nd - 3rd Grade:

A civilized sword fight with bendy-balloons can be manageable and fun when following Renaissance 'duel-rules':

Rule #1 - One hand behind the back, please!

Rule #2 - Parry (a blocking move) & Thrust (straight, stabbing motion) only.

Rule #3 - Teacher calls a proper hit; first to reach 3 hits is the winner!

4th - 5th Grade:

Plan a field trip to take students to the theatre! OFTC feels this age is particularly well suited to attend the theatre. Make it an event: plan to dress up, bring (or make) flowers, plan a reception before or a tea afterwards to discuss the play.

6th Grade:

Create your own Coat of Arms, researching family history and symbols to make a lasting keepsake.

7th - 8th Grade:

Stage your own Balcony Scene from Romeo & Juliet. Divide class into Romeo's and Juliet's and assign one line to each for a fun experience.

9th - 12th Grade:

Write a Sonnet! This assignment involves creative writing and poetic structure, and can produce some exciting results!

These are just a few examples of the many ways which you can incorporate fun learning activities into the classroom.

Please call or e-mail OFTC for instructions. We are in the process of making this information available on our website by fall 2008.

Outrageous Fortune Theatre Company

OFTC is passionate about arts education.

We would like to thank you for participating and greatly appreciate your commitment to this project. OFTC's Teaching/Artist Program is funded by our generous sponsors, with the support of the City of El Paso Museums and Cultural Affairs Department, and the Texas Commission on the Arts.

One more fun Post-Show Activity:

Miguel's Shakespearean Adventure was made possible by a grant from Price's Creameries and our collaboration with Chamizal National Memorial. We would greatly appreciate it if your students would send a letters thanking any one of our sponsors and letting them know what they liked about the show.

Richard L. Harris, Superintendent
Chamizal National Memorial
800 S. San Marcial
El Paso, Texas 79905

Price's Creameries
Att: Irene Pistela
600 N. Piedras
El Paso, Texas 79903

Yolanda Alameda, Director
MCAD
2 Civic Center Plaza, 1st floor
El Paso, Texas 79901

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4401 N. Mesa
El Paso, Texas 79902-1107

Gary Gibb, PhD.
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Terri Olsen, Senior Coordinator
Target Community Relations
33 South Sixth Street, CC-3600
Minneapolis, MN 55402

Henry Quintana, Public Relations
El Paso Electric Company
P.O. Box 982
El Paso, Texas 79960

Gerald Rubin
Helen of Troy
1 Helen of Troy Plaza
El Paso, Texas 79912

Thank You!

Outrageous Fortune Theatre Company
Outreach Evaluation

**Thank you for taking the time to share your comments.
Forms may be mailed or faxed to OFTC or you may choose to complete this evaluation
online at our website beginning in fall 2008.**

Performance or Workshop _____

Date _____ Time _____ Total Number of Participants _____ Grade Level(s) _____

Contact Teacher _____ Email _____

Location and/or School Name _____

Please select the appropriate response:

Was the study guide available before the performance? Yes No Don't Know

Did you find the study guide helpful in preparing your students? Yes No N/A

What suggestions would you make to improve our study guide? _____

Did you find the event informative? Yes No

Did the event hold student's attention? Yes No

Did you find the event to be grade level appropriate? Yes No

Did the event help support your work in the classroom? Yes No

Did the event spark some interesting discussion with your students? Yes No

Please elaborate: _____

What were some of your student's comments? _____

Do you feel the event left a positive impression of Shakespeare? Yes No

Would you be interested in OFTC coming/returning to your school? Yes No

If yes, would you like the same event or a different one? Same Different

If you answered No or Different to any of the questions, please elaborate: _____

Any additional comments: _____