### K-W-H-L

<table>
<thead>
<tr>
<th><strong>What do I Know?</strong></th>
<th><strong>What do I want to learn?</strong></th>
<th><strong>How can I find out?</strong></th>
<th><strong>What did I learn?</strong></th>
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</thead>
<tbody>
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<td>Shakespeare’s plays were performed in the globe.  -Women were forbidden to act on stage.  -Men played both male and female parts. (Students probably don’t know more than this) <strong>Students should know:</strong> The general layout of the globe theater.  -What costumes the actors wore.  -Where the theater acquired costumes.  -General sense of the special effects on the stage.  -What time of day the plays were usually performed.  -A general sense of the atmosphere of the theater. Including music played and seating (rich vs. poor).</td>
<td>-Did women ever sneak onto the stage?  -What kind of costumes did the actors wear?  -What kind of special effects did they have on the stage?  -Did they use a different kind of stage back in Shakespeare’s day?  -Who went to the theater in Shakespeare’s day?  -What kind of sets did they develop on the stage?  -Did they have background music?</td>
<td>-<em>Simply Shakespeare</em>  By Toby Widdicombe  -<em>The Bedford Companion to Shakespeare</em> by Russ Mc Donald  -internetshakespeare.uvic.ca/Library/SLT/stage/stagesubj.htm  -www.shakespeares-globe.org/virtualtour/stage/  -www.william-shakespeare.info/elizabethan-theaters.htm  -www.elizabethan-era.org.uk/elizabethan-theatre.htm</td>
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The K-W-H-L Strategy with the Elizabethan Stage

PURPOSE OF THE STRATEGY

Adapted from Ogle’s (1992) KWL strategy for the purpose of scaffolding readers’ prior knowledge to new knowledge, the K-W-H-L strategy initiates active engagement in the reading/learning task. The strategy creates an instructional framework where students list (1) what they know, (2) what they want to find out, (3) how they plan to find new information, and (4) recording what they have learned or still want to learn. This activity can be used individually, in small groups, and with whole class activities. This strategy allows students to share what they learn with others, learn that there are many sources where information can be found, and to summarize their findings.

**Directions:**

- **Introduce the strategy**

  Because students are probably not very familiar with Elizabethan stage, this activity is designed to stimulate interest by helping students develop questions about the time period. To introduce the idea of Shakespeare’s stage, begin the entire lesson showing a small clip from *Shakespeare in Love* (any scene that shows that actual stage and not necessarily the drama of the movie), to help give the students a more concrete image of the topic of discussion. Give each student a KWHL chart. Explain to students the process of the KWHL chart. Create a KWHL chart on the board and use this chart to springboard a discussion on the Elizabethan stage.

- **List what is known**

  Ask students what they already know about the stage in Shakespeare’s day. While they probably aren’t familiar with many details, the small clip at the beginning of the lesson will help them generate better ideas. Most students probably know that only males were allowed to play on the stage. Create a list in the “What do I know?” section in the KWHL on the board. Have students copy this information onto their own personal copy. While the students probably don’t know much initially, they should have a sound understanding of the general layout of the globe theater, what costumes the actors wore, where the theater acquired costumes, a general sense of the special effects on the stage, what time of day the plays were usually performed, and a general sense of the atmosphere of the theater (including music played and seating rich vs. poor) by the end of the project. These ideas are crucial to gaining a greater understanding and appreciation of the text. All discussion should be guided to answer these questions. This KWHL introduction and discussion should take 15-20 mintutes.
-List what they want to learn

This topic is unfamiliar to the students, therefore this KWHL strategy needs more teacher guidance than normal. Help generate students questions about the Elizabethan stage by helping students relate to the modern stage that they are familiar with. Help students think about all the different aspects of the stage such as costumes, sets, actors, special effects, the design of the stage, etc., and ask students if they think it was different in Shakespeare’s day. (Ex discussion questions: What do you think the stage was built of in 1600?, How did actors create special sound effects like thunder and gun shots? What was the lighting like if they didn’t have electricity?)

-Students generate their own questions

Create a few questions as a class and then divide students up into small groups to generate more questions (see possible questions listed above in the KWHL chart). All of these questions should be listed in the second column of the KWHL chart. Have the students return back to classroom discussion in order to share good ideas to the entire class.

-Discuss how to find answers to questions

After the class has created a sufficient amount of questions, explain to the students that now they can find the answers to their questions through research. There are several great resources listed above in the KWHL chart. Explain that there are several valuable resources that will help them find the answers to these questions. Review certain books that available in the classroom as well as certain web sites that could possibly be useful.

-Student Research and Sharing Answers

Divide the students into pairs and have each pair pick a question they wish to research. (Try to have each pair select a different question.) Take the class to the library or computer lab to do a little investigation. Require that each pair find one online source and one book source to answer their question. Have students create a poster to display the answers they found through their research. The poster should include graphics. Students can draw or print out graphics to use on their poster. Each pair will then present their poster and research to the class. As students listen to the other presentations, have them complete the final column of the chart listing what they learned. The posters can then be used to decorate the class throughout the unit.

This activity might be able to fit within the time constraints on one class period, but probably will extend into two class periods. This activity can then be used as a springboard into further discussion of the Elizabethan Age or as an introduction to any Shakespeare play.
The K-W-H-L strategy allows the teacher to preassess what students already know about a given topic. This preassessment directs subsequent instruction during a unit. At the conclusion of the K-W-H-L activity, a teacher can assess what was learned and what may still need to be taught. The chart should be posted in the classroom so that information can be added to it in following weeks. As learning is ongoing, students need to see that as we find out more or come up with additional questions, we can add this to our chart.