



level 3

LITERATURE DISCOVERY GUIDE

The Shakespeare Stealer

by Gary Blackwood



blackbird & company

EDUCATIONAL PRESS

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Great stories are invaluable and can profoundly impact our lives. Reading them teaches us to observe and evaluate the real world, empowering us to make decisions regarding our own values and behavior. Reading affects us on a level that is not overtly instructive but experiential in nature. A great story may illustrate broad values and grand ideals, inspire us to embrace heroism, fight injustice, gain wisdom, love our neighbor, or simply encourage us to revel in nature's beauty.

Blackbird & Company literature discovery guides have been developed with the fundamental belief that the emotional, intellectual, and spiritual components of a story are inseparable. Stimulating the heart, mind, and soul is essential to a full literary experience. When we recognize and embrace the truth that a great multitude of language arts standards are met while digging into literature, basing the language arts program on books makes sense.







Transforming the language arts program by establishing a tradition of literary exploration has profound results. Blackbird & Company literature discovery guides enable students to independently analyze and respond to great stories while freeing up the teacher's schedule to read and discover alongside their students. Empowering teachers to become mentors releases them from the confines of a tedious, and often frustrating, language arts schedule and affords golden opportunities to nurture the child's heart and mind.

As students embark on the adventure of studying literature, our objective is threefold:

- Teach readers to observe and **evaluate** what they read
- Give readers the opportunity to **respond** with their own ideas through the process of writing
- Encourage readers to **apply** what they learn to their life and the world around them

Great stories—whether written in prose, crafted in verse, sculpted in stone, or painted in oil—from the classic to the modern, are waiting with open arms, to instruct, inspire and enlighten.

Take flight!

ASSIGNMENT	POINTS	TEACHER COMMENTS	GRADE
Section 1			
<input type="checkbox"/> Read: Chs. 1-7	___ /4		 20
<input type="checkbox"/> Journal:			
<input type="checkbox"/> Characters	___ /2		
<input type="checkbox"/> Setting	___ /1		
<input type="checkbox"/> Plot	___ /1		
<input type="checkbox"/> Acquire	___ /2		
<input type="checkbox"/> Recollect	___ /3		
<input type="checkbox"/> Explore:			
<input type="checkbox"/> Writing	___ /4		
<input type="checkbox"/> Discussion	___ /3		
Section 2			
<input type="checkbox"/> Read: Chs. 8-14	___ /4		 20
<input type="checkbox"/> Journal:			
<input type="checkbox"/> Characters	___ /2		
<input type="checkbox"/> Setting	___ /1		
<input type="checkbox"/> Plot	___ /1		
<input type="checkbox"/> Acquire	___ /2		
<input type="checkbox"/> Recollect	___ /3		
<input type="checkbox"/> Explore:			
<input type="checkbox"/> Writing	___ /4		
<input type="checkbox"/> Discussion	___ /3		
Section 3			
<input type="checkbox"/> Read: Chs. 15-21	___ /4		 20
<input type="checkbox"/> Journal:			
<input type="checkbox"/> Characters	___ /2		
<input type="checkbox"/> Setting	___ /1		
<input type="checkbox"/> Plot	___ /1		
<input type="checkbox"/> Acquire	___ /2		
<input type="checkbox"/> Recollect	___ /3		
<input type="checkbox"/> Explore:			
<input type="checkbox"/> Writing	___ /4		
<input type="checkbox"/> Discussion	___ /3		
Section 4			
<input type="checkbox"/> Read: Chs. 21-27	___ /4		 20
<input type="checkbox"/> Journal:			
<input type="checkbox"/> Characters	___ /2		
<input type="checkbox"/> Setting	___ /1		
<input type="checkbox"/> Plot	___ /1		
<input type="checkbox"/> Acquire	___ /2		
<input type="checkbox"/> Recollect	___ /3		
<input type="checkbox"/> Explore:			
<input type="checkbox"/> Writing	___ /4		
<input type="checkbox"/> Discussion	___ /3		
Section 5			
<input type="checkbox"/> Glean	___ /20		 20
			 100

FINAL GRADE

Section 1

Read > Chapters 1-7

Vocabulary

Use a dictionary to define the following words.

adept

antagonist

apothecary

countenance

expedient

infuse

unsavory

Choose five of your vocabulary words and use each in a complete sentence that illustrates your understanding of the word's meaning.

1.

2.

3.

4.

5.

Comprehension Questions

Answer the following questions using complete sentences. You may refer to both the book and your journal notes.

1. How is Widge's adoption different from what he had expected?

2. What does Widge discover about the sermons he copies for Dr. Bright at neighboring parishes?

3. How does Widge feel more fortunate than his fellow orphans?

4. Why doesn't Widge confront the stable boy when he suspects his wallet has been stolen by him?

5. How is Widge surprised when he meets his new master, Simon Bass?

6. Why is Widge incredulous when he discovers London has a curfew?

7. What does Widge need to change in order to appear more like a Londoner?

Comprehension Questions (continued)

8. How does Widge pass the time while waiting for Hamlet to be performed?

9. Why does the house Widge sees on the way to the theater have a cross nailed to the door?

10. How does Falconer respond when Widge thanks him for saving his life when he fell into the river?

11. What is written beneath the feet of Atlas outside of the Globe Theater?

12. What is Widge's most pressing problem while attempting to copy the play?

13. Why were women forbidden to act on stage?

14. What became more important to Widge than his "petty mission"?

Discussion Questions

Think about and discuss the following questions.

1. Widge describes how he and the other orphans relied on charity. How does this make you feel about giving to charity? What are some ways that you can give to charity?
2. What had Widge discovered through reading? What is the most interesting thing you have learned from reading? What is something that reading has made you want to do?
3. As near as Widge could tell, "*Right was what benefitted you, and anything which did you harm was Wrong.*" Do you agree with his understanding of right and wrong? How do you determine what is right and wrong? If two people disagree, how can they decide what is right and wrong?
4. When he is being handed over to Falconer, Widge realizes that his familiar miseries are in some ways more comfortable than being dragged off into the unknown. If you were in his situation which would you prefer? Why?
5. Do you think it is wrong for Widge to copy either the sermons or the play? Why? What are his options and what do you think the consequences might be if he chose any of these options? What would you do if you were in his situation?
6. What does Widge mean when he says escaping into the woods would be like, "*jumping into the fire to escape the cooking pot*"? Once you understand the meaning of this phrase, think of a different metaphor and use your own words to come up with a similar phrase that means the same thing.