Translating Shakespeare's Language into the Modern Classroom

Kathleen Ellison
Illinois Wesleyan University

Jeanne Koehler, Facutly Advisor
Illinois Wesleyan University

Follow this and additional works at: https://digitalcommons.iwu.edu/jwprc

Part of the Education Commons


This Event is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself. This material has been accepted for inclusion by faculty at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.
©Copyright is owned by the author of this document.
Shakespeare has been taught in classrooms for generations, yet I was motivated by the desire to give students a more comprehensive and modern understanding of *Romeo and Juliet*. This study was completed using a qualitative self-study approach and included varying data collection methods, such as gathering student work, conducting discussions, and recording videos and photographs. Because I was able to teach the course twice and consecutively, I was able to reflect on my methods and change them accordingly the second time around. The findings of this study examine effective methods for teaching Shakespeare in the classroom from a wide variety of angles. This information is not only helpful for teaching Shakespeare, but it gives teachers a wide range of ideas that they can incorporate into other works of literature as well.