
Shakespeare Activity Guide

A collection of activities inspired by Shakespeare at The Huntington

School Programs and Partnerships



THE HUNTINGTON
Library, Art Museum, and Botanical Gardens

Welcome to The Huntington!

This activity guide is based on objects in The Huntington's collections that were influenced by the works of William Shakespeare (ca. 1564–1616). The activities connect to the following:

- *Meeting of Lear and Cordelia* by Benjamin West in the Virginia Steele Scott Galleries of American Art
- *Puck* by Harriet Goodhue Hosmer in the Virginia Steele Scott Galleries of American Art
- *The Grand Canal: Scene – a Street in Venice* by Joseph Mallord William Turner in the Huntington Art Gallery
- *The Three Witches* by Henry Fuseli in the Huntington Art Gallery
- *Sarah (Kemble) Siddons as the Tragic Muse* by Joshua Reynolds in the Huntington Art Gallery
- Shakespeare's First Folio in the Library Exhibition Hall
- The Shakespeare Garden

Discover these objects and garden spaces by visiting The Huntington in person or by exploring online through The Huntington's website, the online art catalog, and the Huntington Digital Library. Resources and links are provided at the end.

Essential Questions:

1. How is Shakespeare's writing evident in the collections at The Huntington?
2. How do the ideas from Shakespeare's plays have relevance today, more than 400 years after his death?

The following resources explore the ways in which Shakespeare's writing has influenced various art forms and how it remains relevant today in numerous contexts.

The activities and writing tasks in this guide are appropriate for a range of K–12 students. The activities tend to skew toward a younger audience, and the writing tasks may be more appropriate for older students. All content is easily modified to meet the needs of any grade level.

All activities align with:

The Huntington Framework

Observe and Describe – What do you see?

Explain and Interpret – What does it mean to you?

Reason with Evidence – What makes you think that?

Wonder and Question – What questions do you still have?

The Four Cs of 21st-Century Learning

<http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

- Critical thinking and problem solving
- Communication
- Collaboration
- Creativity and innovation

ELA Anchor Standards

<http://www.corestandards.org/ELA-Literacy/CCRA/W/>

CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Visual and Performing Arts Standards

<https://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>

1.o ARTISTIC PERCEPTION

Processing, analyzing, and responding to sensory information through the language and skills unique to the visual arts

2.o CREATIVE EXPRESSION

Creating, performing, and participating in the visual arts

3.o HISTORICAL AND CULTURAL CONTEXT

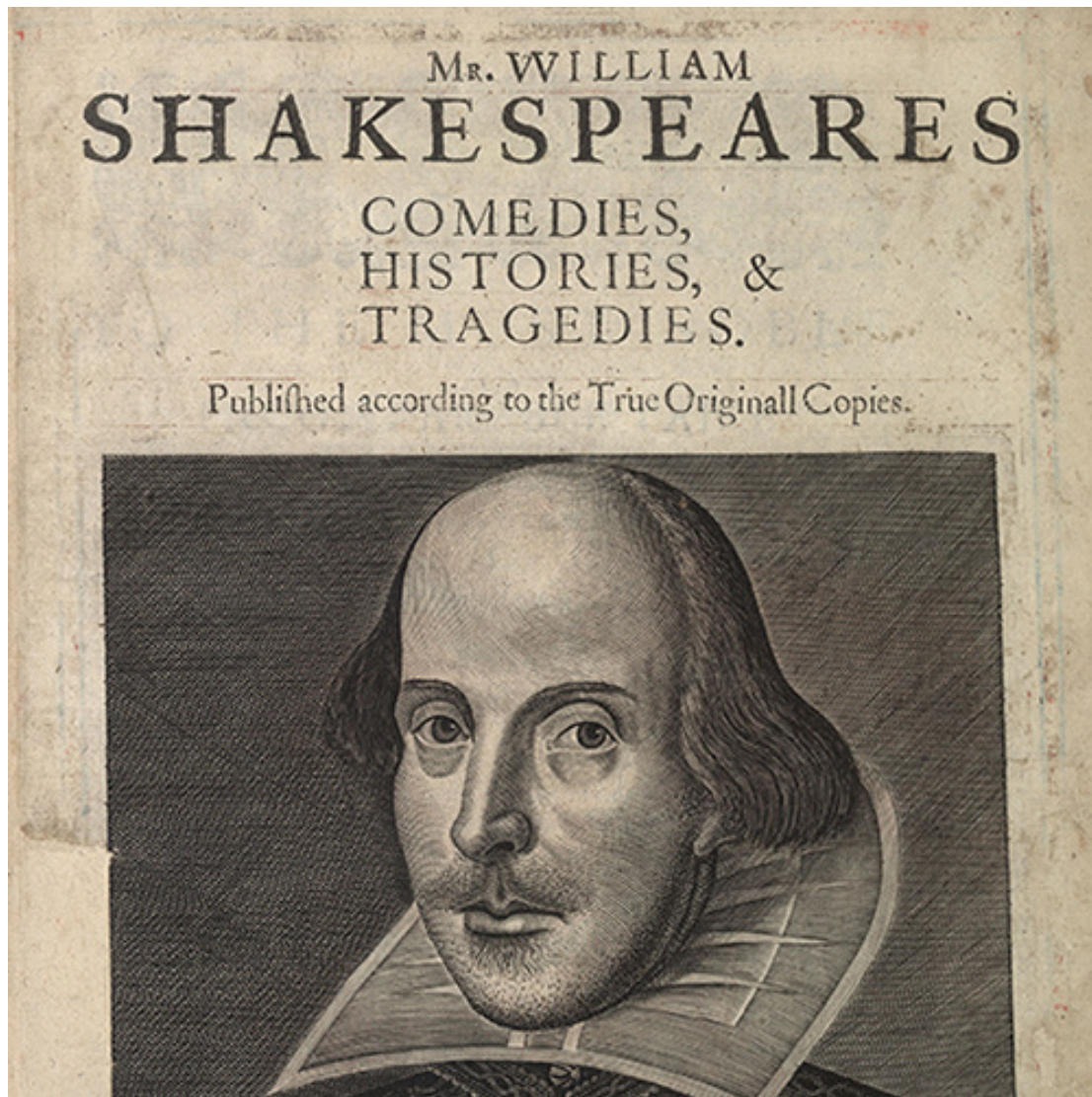
Understanding the historical contributions and cultural dimensions of the visual arts

4.o AESTHETIC VALUING

Responding to, analyzing, and making judgments about works in the visual arts

5.o CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and applying what is learned in dance to learning in other art forms and subject areas and to careers



William Shakespeare
Comedies, Histories, and Tragedies (known as the First Folio)
Published in London in 1623
The Huntington Library, Art Museum, and Botanical Gardens

Practice the Huntington Framework

When you visit The Huntington, spend 1–2 minutes quietly looking at each artwork or object.

- What do you see?
- Share what you see (either with the group or to a partner). If you are completing this independently, write down what you see.
- What else do you notice? Look for additional details.
- Write down three questions you have about what you see. If possible, share these questions with your group or a partner.

Images of Shakespeare-related artworks or objects accompany each activity in this guide. If you are unable to visit The Huntington in person, you can explore Shakespeare at The Huntington through the online art collections catalog at <http://emuseum.huntington.org>, through the Huntington Digital Library at <https://hdl.huntington.org>, or on The Huntington's website at <https://www.huntington.org>.

Vocabulary Flash Cards: Shakespeare at The Huntington

<https://quizlet.com/509281586/shakespeare-at-the-huntington-flash-cards/>

Art Vocabulary

Diadem – A jeweled crown or headband worn as a symbol of sovereignty

Composition – A work of art; the way in which a whole is made up

Backdrop – A painted cloth hung at the back of a theater stage as part of the scenery

Foreground – The part of a view that is nearest to the observer (the front)

Austere – Severe or strict in manner, attitude, or appearance

Catharsis – The process of releasing, and thereby providing relief from, strong or repressed emotions

Color scheme – A systematic plan or arrangement of colors

Luminosity – A luminous quality; full of or shedding light; bright or shining

Medium – The material or form used by an artist, composer, or writer

Dreamscape – A dreamlike and usually surrealistic scene

Surreal – A mix of fact and fantasy

Grand Manner portrait – A style of portraiture from the 17th century; characteristics include a full-length figure (head to toe), with the subject often dressed in a costume and posed in an outdoor environment

Chalice – A large cup or goblet

Garden Vocabulary

Cultivate – To prepare and use; to acquire and develop

Bust – A sculpture of a person's head, shoulders, and chest

Library/Literary Vocabulary

Folio – An individual leaf of paper or parchment, numbered on the front side only, occurring either loose as one of a series or forming part of a bound volume

Sonnet – A poem of 14 lines using any of a number of formal rhyme schemes; English sonnets typically have 10 syllables per line

Renaissance – The revival of art and literature under the influence of classical models in the 14th through 17th centuries

Quarto – A size of book page resulting from folding each printed sheet into four leaves (eight pages)

A Bard – A poet, traditionally one reciting epics and associated with a particular oral tradition; "The Bard" typically refers to William Shakespeare

Activity

Coffee Filter Collar (Ruff)

A popular collar worn during Shakespeare's time was called a ruff. It was worn during the mid-1600s to the mid-1700s by both men and women. It is a large, white, frilly, pleated, or ruffled collar. In the bust of Shakespeare pictured to the right, he's shown wearing a plain collar. In this activity, you'll learn how to make the fancier pleated style. Here is an example: <https://www.raptisrarebooks.com/product/the-works-of-shakespeare-shakespeare-in-six-volumes-william-shakespeare-1723-1725/>

Materials

- Coffee filters
- Scissors
- Hole punch
- Ribbon
- Stapler (optional)

Steps

1. Fold a coffee filter in half, then in half again, and then again (the first fold is like a taco, the second fold is like a piece of pizza)
2. Use the hole punch to make a hole near the tip of the folded coffee filter
3. Optional: staple horizontally just above the hole
4. Use the scissors to cut the point off the folded coffee filter
5. String the ribbon through the hole
6. Repeat with as many coffee filters as needed to fill the ribbon
7. When the filters have created a full collar, tie the ribbon loosely around your neck to create a ruff

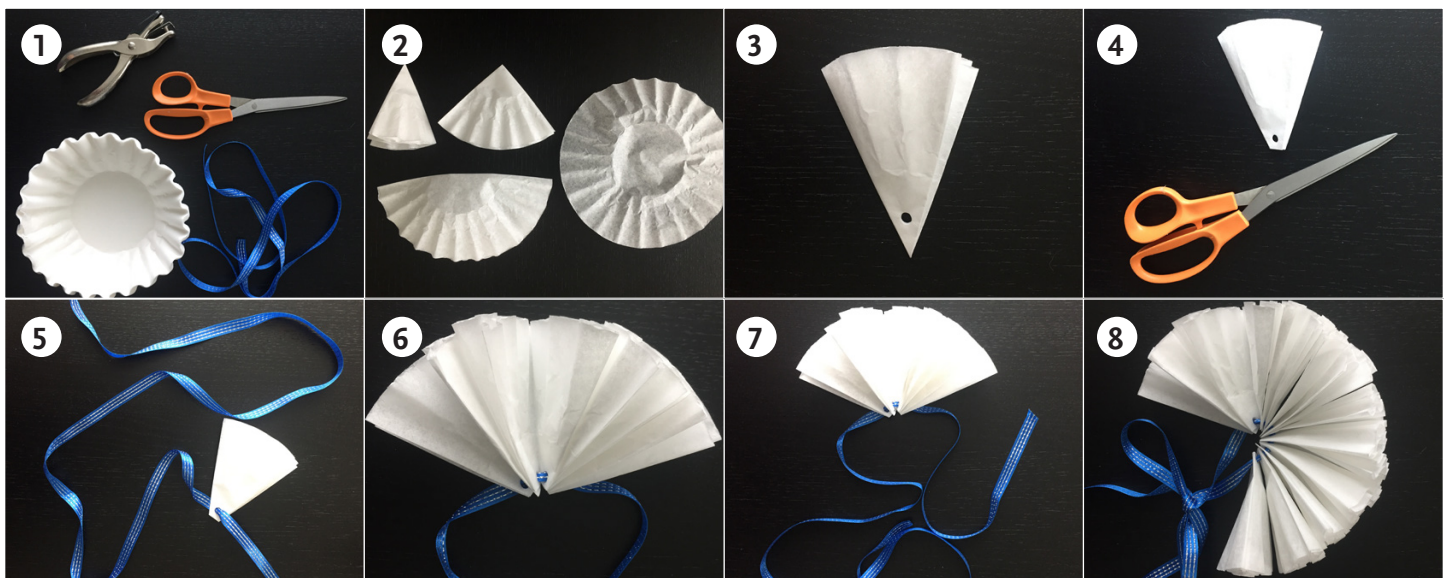
<https://redtri.com/diy-shakespeare-coffee-filter-collar>

Questions

1. When you wear your ruff, how do you feel?
2. What type of attire would you wear during the Renaissance?
3. Do you wear anything similar to a ruff today? If you were a clothing designer, how would you make a modern ruff?



William Shakespeare, R.C. de Boer. After bust cast by Ferdinand Barbedienne (French, 1810–1892). n.d. Marble. The Huntington Library, Art Museum, and Botanical Gardens



Standards

Pre-Kindergarten

2.0 CREATIVE EXPRESSION

Creating, performing, and participating in the visual arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Create patterns and three-dimensional arrangements (using manipulatives or blocks)
- 2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, or clay) to create works of art.
- 2.3 Experiment with colors through the use of a variety of drawing materials and paints

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the historical contributions and cultural dimensions of the visual arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and to artists.

Role and Development of the Visual Arts

- 3.1 Identify art observed in daily life
- 3.2 Describe pictorial objects that appear in works of art

Diversity of the Visual Arts

- 3.3 Discuss art objects from various places and times

Writing Activity

Write a sonnet in the style of Shakespeare

To learn about what a sonnet is, follow this link:

<https://www.poetryfoundation.org/learn/glossary-terms/shakespearean-sonnet>

For more information on how to write a sonnet, check out this resource:

<https://teachingshakespeareblog.folger.edu/2015/06/23/5-ways-to-teach-shakespeares-sonnets/>

Extension Activities

The Huntington has a rare early edition of Shakespeare's play *A Midsummer Night's Dream* that was published in 1600. See if you can find a sonnet, quatrain, couplet, or rhyme in the play's dialogue. Images of the play's text can be found in the Huntington Digital Library: <https://hdl.huntington.org/digital/collection/p15150coll3/id/3552/rec/30>.

You might have noticed that the bust of Shakespeare is located outside. The elements in nature, like sun and rain, all affect the material of a sculpture. To make sure sculptures stay intact and aesthetically pleasing, conservators and restorers assess the quality of the sculptures using a very specific process. You can practice your sculpture assessment skills in the Shakespeare Garden at The Huntington. Here is a helpful tool to use for your assessment:

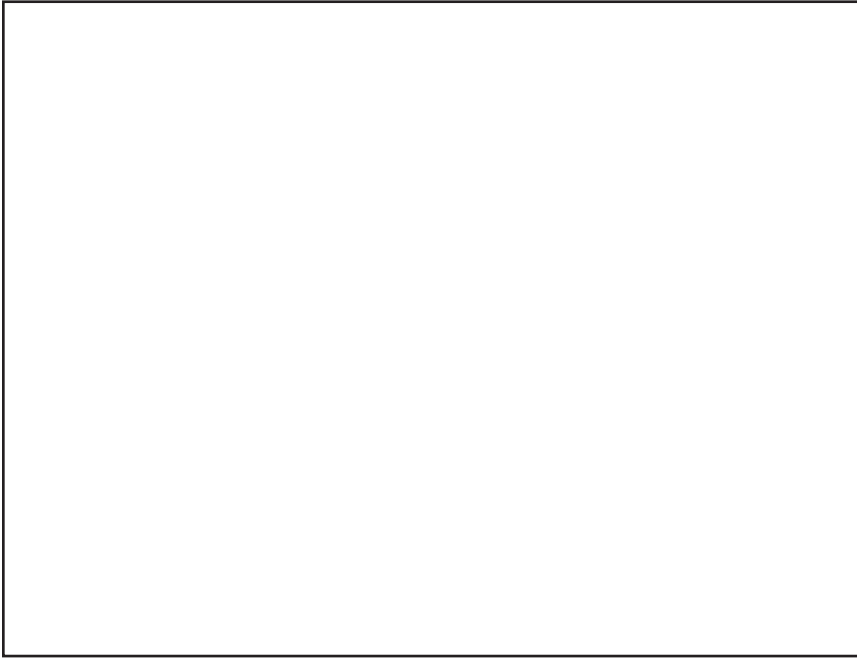
Sculpture Condition Assessment

Date: _____

Location: _____

Inspector: _____

Draw a detailed image of the sculpture.



Title of work:

Artist:

Sculpture age:

Sculpture height:

Sculpture material:

☐ ceramic ☐ concrete ☐ glass

☐ metal ☐ plastic ☐ stone ☐ water

☐ wood ☐ other

Describe the condition of the material:

Does there appear to be a coating? ☐ Yes ☐ No ☐ Can't determine

Describe the coating:

Does the coating appear to be in good condition? ☐ Yes ☐ No ☐ Can't determine

Explore the base of the sculpture:

Does the base have any of the following?

☐ collapsed foundation

☐ exposed armature (frame)

☐ leaning or structural damage

☐ broken/missing parts

☐ foundation damage

☐ cracks, splits, breaks, holes

☐ standing water

☐ graffiti/vandalism

What percent of the sculpture do you estimate is damaged? _____ %

What do you recommend for conservation?

☐ urgent treatment

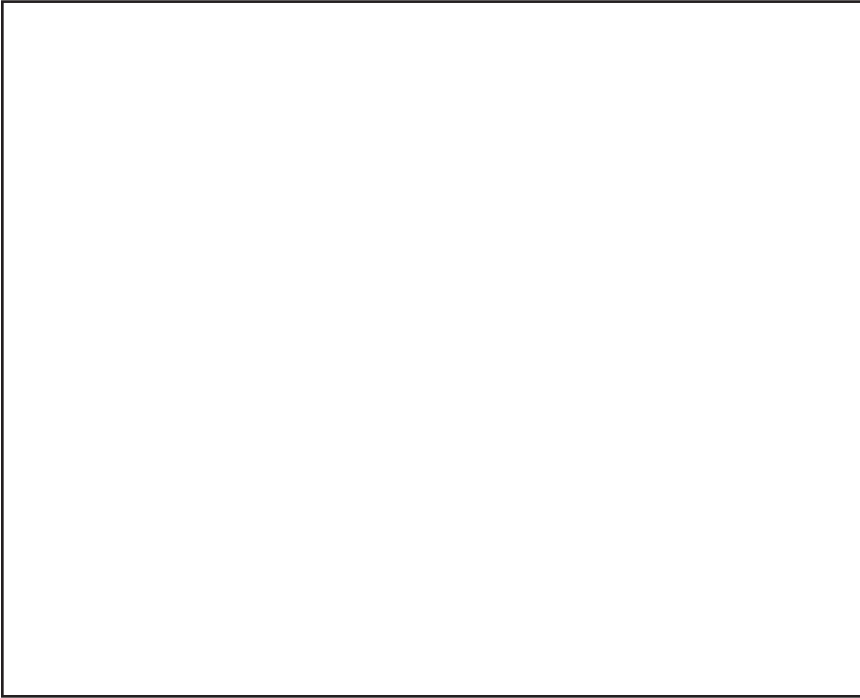
☐ temporary structural support

☐ barricades as needed

☐ detailed assessment

☐ none

Draw a picture of the part of the sculpture that needs conservation treatment.

A large, empty rectangular box with a thin black border, intended for drawing a picture of the part of the sculpture that needs conservation treatment.

This form was based on the Save Outdoor Sculpture! (SOS!) form for rapid condition assessment used by the Heritage Emergency National Task Force.

Activity

Make a Diadem (a crown)

A diadem is a jeweled crown or headband worn as a symbol of power or authority. In the image shown at right, King Lear's daughter Cordelia is wearing a diadem on her forehead. This activity will show you how to make your own diadem.

Materials

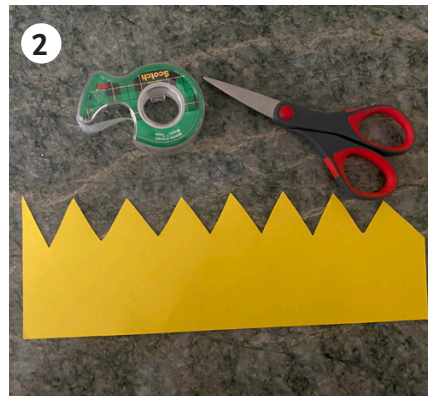
- Pencil
- Piece of paper
- Scissors
- Glue or tape
- Decorating materials (markers, colored pencils, ribbon, pom poms, glitter, stickers, etc.)
- Optional: Measuring tape or piece of yarn: use this if you want to measure the size of your head to ensure your crown will fit

Steps

1. Use a pencil to draw the shape of the crown you want on a piece of paper
2. With scissors, carefully cut out your crown
3. Decorate with whatever materials you like
4. On the back of your crown, put glue or tape on one end and roll the edge to meet the other edge; press the ends together to secure
5. You now have a crown!



Meeting of Lear and Cordelia, Benjamin West (American, 1738–1820). 1784. Oil on canvas. The Huntington Library, Art Museum, and Botanical Gardens.



Questions

1. What type of diadem (crown) did you design? A large one? A small one? A tiara?
2. What does your crown say about you?
3. Since a diadem is a symbol of power and authority, what role does your diadem represent? A king? A queen? Another kind of leader? How will you use your power and authority?

Standards

Pre-Kindergarten

2.0 CREATIVE EXPRESSION

Creating, performing, and participating in the visual arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Create patterns and three-dimensional arrangements (using manipulatives or blocks)
- 2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, or clay) to create works of art
- 2.3 Experiment with colors through the use of a variety of drawing materials and paints

Writing Activity

Make a list of everything you see in the painting. Write the list as single words and short phrases. For example: father, drape, cloth, blue, yellow. Take your time and make the list as extensive as possible. Then, enter your words into a word cloud generator like this one: <https://www.wordclouds.com>. Does the word cloud represent the painting? Do the words you chose reflect the images, tone, mood, or scene that you see? What words or phrases would you add to make the word cloud more accurate?

ELA Anchor Standards

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Extension Activity

Review what is happening in this scene with Cordelia and her father, King Lear. Here is a link to the text:

<https://shakespeare.folger.edu/shakespeares-works/king-lear/act-4-scene-7/>

Use emojis to tell the story. Have someone read the emojis and guess what is happening in the scene.

Activity

Make Fairy Wings Inspired by *Puck*

Puck (also called Robin) is a mischievous fairy in Shakespeare's play *A Midsummer Night's Dream*. This activity provides instructions for making fairy wings.

Materials

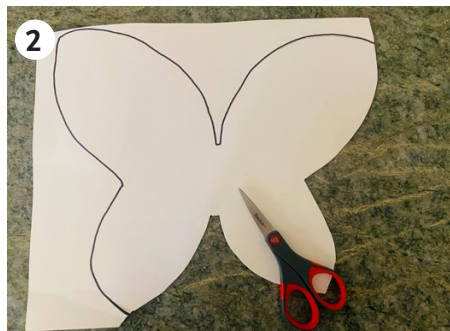
- Cardboard or poster board
- Scissors
- Ribbon or yarn
- Pencil or pen
- Hole punch
- Decorating materials (markers, colored pencils, paint, construction paper, stickers, glue, etc.)

Steps

1. On your cardboard or poster board, use a pencil or pen to create an outline of your fairy wings
2. With your scissors, carefully cut out the wings
3. It's time to decorate: be creative and use a variety of materials
4. In the middle of your wing, punch a hole at the top and bottom
5. String a length of ribbon or yarn through each hole, leaving two long ends at the top and bottom
6. When you are ready to wear your wings, just wrap the ribbons around your shoulders and tie the ends together



Puck, Harriet Goodhue Hosmer (American, 1830–1908). Carved after 1854, Marble. The Huntington Library, Art Museum, and Botanical Gardens



Questions

1. How do your wings look similar to, or different from, the ones in the statue of Puck?
2. What design did you create for your wings? What materials did you use for your creation?
3. If you could use your fairy wings to flutter anywhere, where would you go? Why?

Standards

Pre-Kindergarten

2.0 CREATIVE EXPRESSION

Creating, performing, and participating in the visual arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Create patterns and three-dimensional arrangements (using manipulatives or blocks)
- 2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, or clay) to create works of art
- 2.3 Experiment with colors through the use of a variety of drawing materials and paints

Kindergarten

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and applying what is learned in the visual arts to other art forms and subject areas and to careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in, and related to, the visual arts.

Connections and Applications

- 5.1 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences
- 5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used

Visual Literacy

- 5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons

Careers and Career-Related Skills

- 5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used

Grade Six

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and applying what is learned in the visual arts to other art forms and subject areas and to careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Research how art was used in theatrical productions in the past and in the present
- 5.2 Research how traditional characters (such as the trickster) found in a variety of cultures past and present are represented in illustrations
- 5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures

Writing Activity

Put on your fairy wings and read Puck's final monologue in the play *A Midsummer Night's Dream*. Scroll to the bottom of this link <https://shakespeare.folger.edu/shakespeares-works/a-midsummer-nights-dream/act-5-scene-1/> and begin reading at the line: ROBIN: "If we shadows have offended...."

Once you have read through the speech, use the information on the link to figure out what Puck (Robin) is saying. The language Shakespeare used is very different from how we speak today. Can you re-write the speech in modern language? How would you say the speech today?

Added challenge: Notice the rhyme scheme in the speech. It is composed of rhyming couplets. In your modern version, can you maintain the rhyming couplet structure?

Here are resources on the play *A Midsummer Night's Dream*: <https://www.folger.edu/midsummer-nights-dream>

Extension Activity

There are hidden fairies at The Huntington. Can you find them?

Fairy Hunting at The Huntington
<https://www.huntington.org/verso/2018/08/fairy-hunting-huntington>

Activity

Collage Your Dreamscape

The images in *The Grand Canal: Scene – a Street in Venice* could be considered a dreamscape. They have a dreamlike, surreal quality: they are a mix of fact and fantasy. This activity is an opportunity for you to create your own dreamscape.

Materials

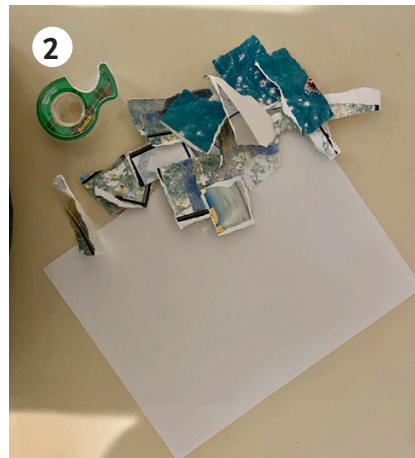
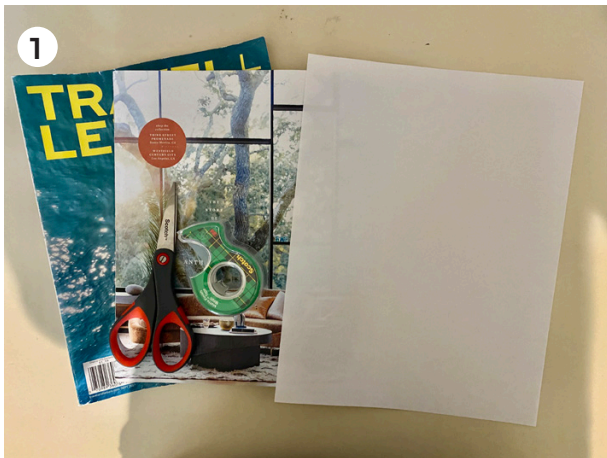
- Newspapers, magazines, or other types of paper
- Glue or tape
- 1 piece of blank paper
- Optional: scissors

Steps

1. Decide what your dreamscape will look like
2. Tear or cut out pieces from the newspapers and magazines
3. Glue or tape the pieces onto the blank sheet of paper to make a dreamscape collage



The Grand Canal: Scene – a Street in Venice, Joseph Mallord William Turner (British, 1775–1851). ca. 1837, Oil on canvas. The Huntington Library, Art Museum, and Botanical Gardens



Questions

1. What scene did you pick for your dreamscape? Is it a real place or imaginary?
2. How did you decide on what scene to collage?
3. Is your scene similar to the one painted by Turner? Or is it very different? Explain.

Standards

Kindergarten

2.0 CREATIVE EXPRESSION

Creating, performing, and participating in the visual arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Use lines, shapes/forms, and colors to make patterns
- 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction
- 2.3 Make a collage with cut or torn paper shapes/forms

4.0 AESTHETIC VALUING

Responding to, analyzing, and making judgments about works in the visual arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture)
- 4.2 Describe what is seen (including both literal and expressive content) in selected works of art
- Make Informed Judgments
- 4.3 Discuss how and why they made a specific work of art
- 4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary

Writing Activity

In the painting *The Grand Canal*, Turner includes three important objects mentioned in a speech by the character Shylock in Shakespeare's play *The Merchant of Venice*.

Read Shylock's speech here: <https://shakespeare.folger.edu/shakespeares-works/the-merchant-of-venice/act-4-scene-1/>

Can you find the lines that reference a document, a set of scales, and a knife?

Based on your dreamscape, write a speech that explains several objects in your artwork. Provide background on why the objects are important, what the objects are, and how the viewer might interpret them.

ELA Anchor Standards

CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Added challenge: Can you write your speech using language similar to the language of Shakespeare? Here is a link that may help:
<https://shakespeare.folger.edu/shakespeares-works/the-merchant-of-venice/reading-shakespeares-language-the-merchant-of-venice/>

Extension Activity

Light is an important feature of this painting. For more information on light, explore the “Beautiful Science” exhibition at The Huntington.

<https://www.huntington.org/beautiful-science-light>

Activity

Fold a Fortune Teller

The witches in Shakespeare's play *Macbeth* offered prophecies—or told fortunes—to the main character about his future. This activity provides steps to create a fortune-telling device of your own.

Materials

- 1 square piece of paper
- Pen or marker for writing

Steps

For a video tutorial, check out this YouTube video by PPO

How To Make a Paper Fortune Teller - EASY Origami

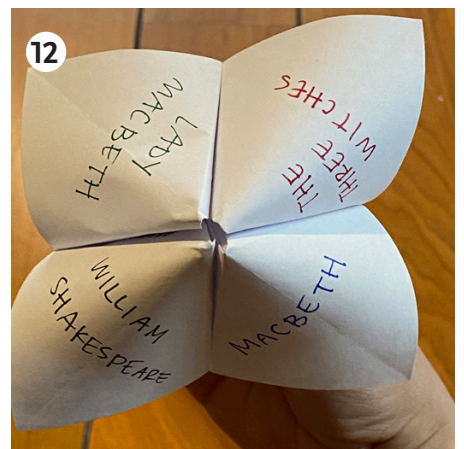
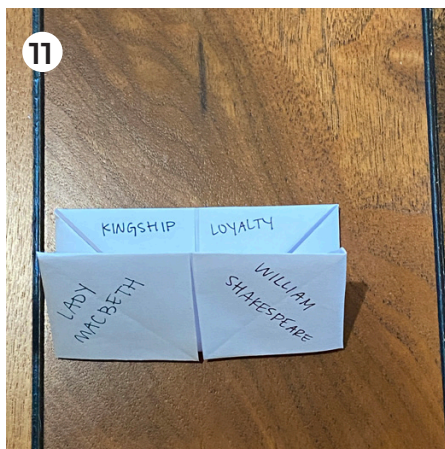
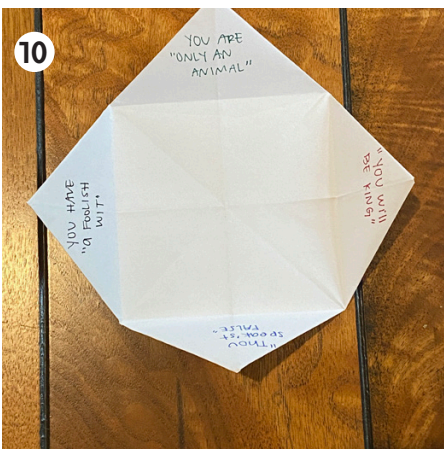
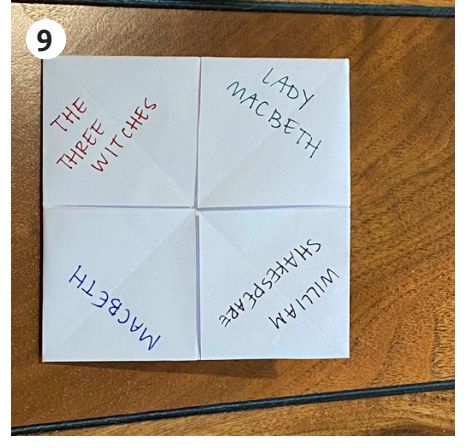
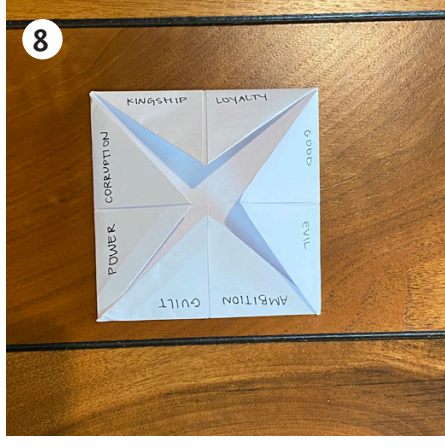
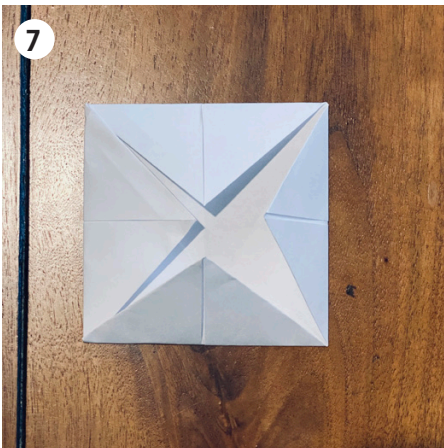
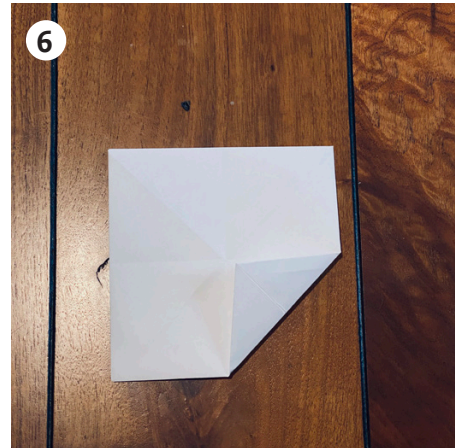
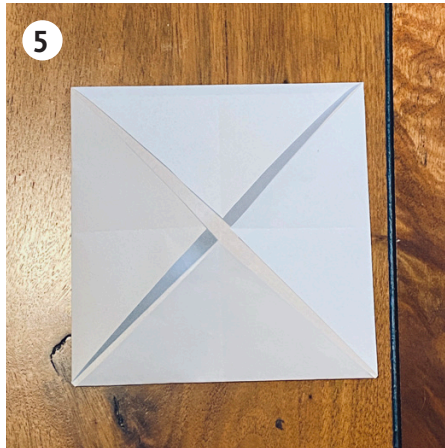
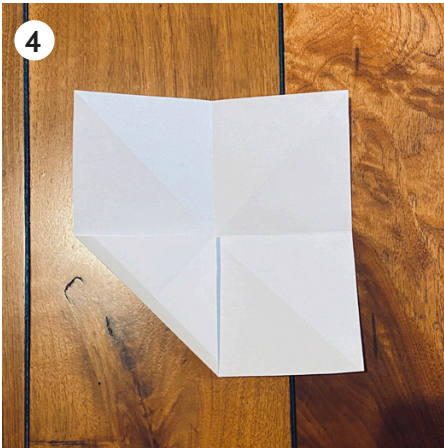
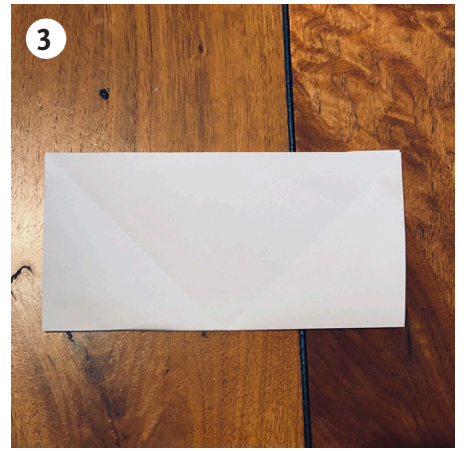
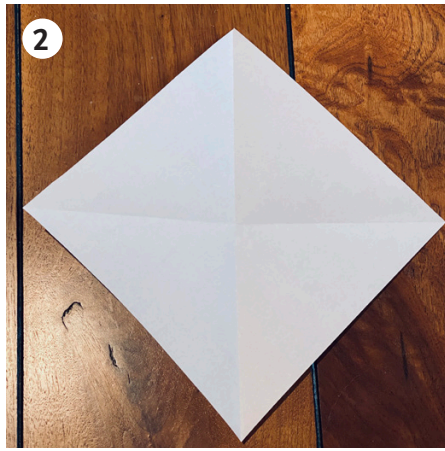
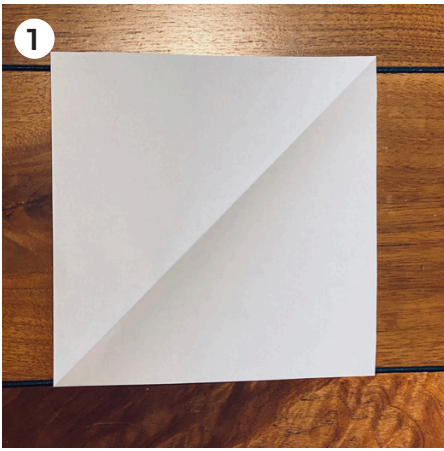
<https://www.youtube.com/watch?v=SAhillTxUYA>

1. Take a square piece of paper and fold it diagonally and crease the edge, then unfold
2. Repeat this step folding the paper the other way diagonally, creasing the edge and unfolding
3. Fold the paper in half, crease the edge, and unfold
4. Fold the paper in half the other direction, crease the edge, and unfold; you should now see eight triangles formed from the creases
5. Fold one corner up to the middle point and crease the edge; do not unfold
6. Repeat with the other three corners; you will now have a small square with four triangles
7. Flip over and fold each corner to the middle, creasing each side
8. Now it is time to make your fortunes. Below are some fortunes inspired by *Macbeth* and Shakespeare. You can add whatever phrases, characters, themes, and insults from Shakespeare you like
9. Pick four words/phrases and write them on the top four squares
10. On the back side write eight words/phrases
11. Open up the flaps and write four fortunes in the center, and then refold
12. Fold your paper in half and pop out the bottom with your thumbs



The Three Witches, Henry Fuseli (British, 1741–1825). ca. 1785. Oil on canvas. The Huntington Library, Art Museum, and Botanical Gardens.

Outside 4	Middle 8	Center 4
Lady Macbeth	Ambition	“Thou speak’st false”
Macbeth	Corruption	You are “only an animal”
The Three Witches	Evil	You have “a foolish wit”
William Shakespeare	Good	“You will be king”
	Guilt	
	Kingship	
	Loyalty	
	Power	



How to tell your fortune.

1. Pick one of the four outside words. For example: Macbeth
2. Macbeth has seven letters, so move the fortune with your fingers up and sideways seven times
3. Then pick a word. For example: Guilt
4. Since Guilt has five letters, move the fortune with your fingers up and sideways five times
5. Now, pick a final word. For example: Power.
6. Open the Power flap to read your fortune.

Questions

1. What fortunes did you write? How did you decide on these phrases?
2. How did Shakespeare influence your fortunes?
3. Practice your fortune teller on a few people. How were the results similar or different?

Writing Activity

In Shakespeare's play *Macbeth*, the witches provide three possible futures for Macbeth. They predict that he will move through leadership roles as Thane of Glamis, Thane of Cawdor, and eventually King of Scotland. The witches are also an interesting part of the play because of their characterization. Shakespeare describes the witches with both clear and contradictory features. Based on Fuseli's painting *The Three Witches*, how would you describe the witches? How are they the same? How is each one different? Write a story in which the three witches are central to the plot. Your story should have a beginning, a middle, and an end. It should include a variety of character, conflict, and resolution.

ELA Anchor Standards

CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Extension Activity

Read the scenes in *Macbeth* that describe the witches. Start with Act I, Scene 3. Here is a link to an online text:

<https://www.folgerdigitaltexts.org/html/Mac.html>

Compare Shakespeare's description of the witches to Fuseli's painting of the witches. How are they similar? How are they different? Based on Shakespeare's text, how would you paint the witches? Using any medium (pencil, markers, paint, pastels, collage), create your version of the three witches.

Added challenge: Write a scene in which the witches you created provide a modern take on the predictions they made for Macbeth. Describe the witches that you created within the scene.

Activity

Self Portrait with Two Figures

The Grand Manner portrait of Sarah Siddons includes two figures that reveal aspects of her life as an actress. This activity shows you how to create a self-portrait with two symbolic figures that represent you.

Materials

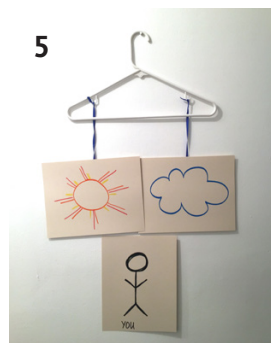
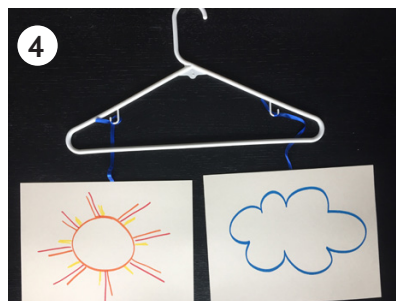
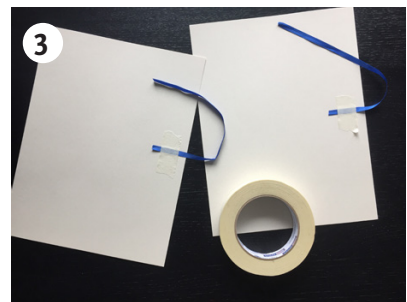
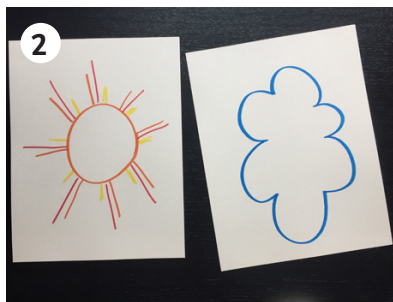
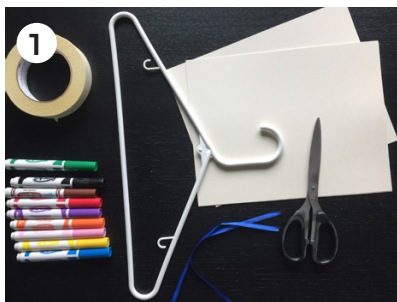
- Two pieces of paper
- Markers, colored pencils, crayons (optional: googly eyes, pom poms, or other craft materials)
- Ribbon
- Scissors
- Tape or a hole punch
- Hanger
- Camera
- Costume (find something fun in your closet that best represents who you are)

Steps

1. Decide what two figures you will have behind you; Sarah Siddons had personifications of Pity and Terror to reflect her acting career playing dramatic and tragic roles. What will you have?
2. Decorate each piece of paper as one of the figures; cutting out the figure for the picture is optional
3. Either tape the ribbon to the back of the figure or use a hole punch at the top of the figure and string the ribbon through
4. Tie each figure to one side of the hanger
5. Hang the hanger up somewhere so that you will be able to stand between the images for your picture
6. Put on your costume
7. Stand in front of the figures so that they appear to be hovering over each shoulder (like the painting of Sarah Siddons)
8. Either take a selfie or have someone take your picture



Sarah (Kemble) Siddons as the Tragic Muse, Joshua Reynolds (British, 1723–1792). 1783–1784, Oil on canvas. The Huntington Library, Art Museum, and Botanical Gardens.



Questions

1. Why did you choose each figure? How does each figure represent you?
2. What did you choose for your costume? What does your costume say about you?
3. If you were to change your picture into a Grand Manner portrait, what changes would you make? Why? Think about costume, color, background, and other objects in the painting.

Standards

Pre-Kindergarten

2.o CREATIVE EXPRESSION

Creating, performing, and participating in the visual arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Communication and Expression Through Original Works of Art

- 2.4 Create a self-portrait
- 2.5 Create a picture of a person
- 2.6 Use colors to draw or paint a picture of everyday objects
- 2.7 Create a three-dimensional form

Kindergarten

4.o AESTHETIC VALUING

Responding to, analyzing, and making judgments about works in the visual arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture)
- 4.2 Describe what is seen (including both literal and expressive content) in selected works of art

Make Informed Judgments

- 4.3 Discuss how and why they made a specific work of art
- 4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary

Writing Activity

Write a concrete poem for the painting of Sarah Siddons or for your picture. A concrete poem is a shape poem. Make a list of words and phrases to describe the image. Use those words and phrases to create a shape of the image. For example, if you were going to make a shape poem for Sarah Siddons' portrait, you might choose to make your poem into the shape of a diadem or a chalice. Here is further instruction on shape poems: <https://www.youtube.com/watch?v=oZcotBtotrM>

Extension Activity

There are several Grand Manner portraits in the Thornton Portrait Gallery at The Huntington. You can see an image of the gallery in the slideshow on this page: <https://www.huntington.org/huntington-art-gallery>.

Here is more information on Grand Manner portraits:

<https://www.nga.gov/features/slideshows/british-and-american-grand-manner-portraits-of-the-1700s.html>

If you were to commission a Grand Manner portrait, who would you choose as the artist and as the subject? What features would you want to include in the portrait (indoor furnishings, outdoor landscape, windows, columns, animals, etc.)

Where would you display the portrait?

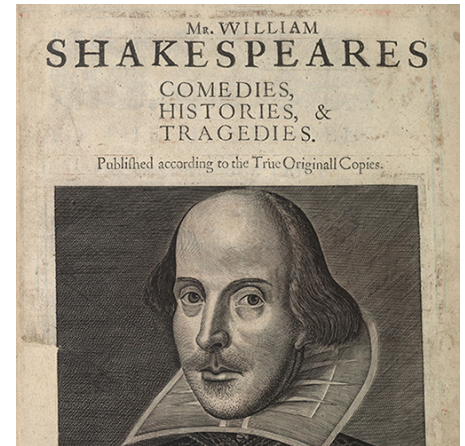
Make a Movie Poster of Shakespeare's First Folio

The First Folio is a collection of Shakespeare's plays. You can see the title page of the folio at The Huntington or online. This activity asks you to create a movie poster based on the title page of Shakespeare's First Folio.

Materials*

- Paper
- Colored pencils, markers, pens, crayons, other art materials etc.

* This can be done by hand or on the computer



Steps

1. Many of Shakespeare's plays have been turned into movies. What are your favorite movies? Make a list of your favorites. Look up the posters for those movies. What elements of the movie posters are the most striking? Here is a link to movie posters inspired by Shakespeare's plays: <https://www.imdb.com/list/ls003484861/>
2. What elements do these posters have in common? Color? Graphics? Font?
3. Now, look at the title page of Shakespeare's First Folio. Take elements that you liked from the movie posters and make a movie poster for the First Folio using paper, colored pencils, markers, or other art materials. Make sure to add the cast!

Questions

1. How did you modernize the original folio for your movie version? Did you keep some elements of the original? If so, which ones?
2. Who did you pick to star in your "Shakespeare Folio, the Movie?" Why?

Standards

Pre-Kindergarten

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the historical contributions and cultural dimensions of the visual arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Identify art observed in daily life
- 3.2 Describe pictorial objects that appear in works of art

Diversity of the Visual Arts

- 3.3 Discuss art objects from various places and times

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and applying what is learned in the visual arts to other art forms and subject areas and to careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Design an advertising campaign for a theater or dance production held at a school, creating images that represent characters and major events in the production
- 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history

Visual Literacy

- 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition

Writing Activity

Do a little research on Shakespeare's plays! See if you can find out...

- How many plays did Shakespeare write? (Does everyone agree on the same number?)
- What categories are Shakespeare's plays put into?
- Other than plays, what did Shakespeare write? How many?
- Could Shakespeare's plays actually have been authored by someone else? Who do some scholars think might have written them? Why?

Extension Activity

The Huntington has a collection of graphic arts and social history. This collection includes a variety of posters. Browse the Jay T. Last Collection in the Huntington Digital Library. What similarities and differences do you notice among the posters in the collection, the posters from your favorite movies, and the poster you designed?

<https://hdl.huntington.org/digital/collection/p16003coll4>

Find local productions of Shakespeare plays

Here is a link to The Independent Shakespeare Co. in Los Angeles, CA. <http://www.iscla.org>

Here is a link to A Noise Within in Pasadena, CA. <https://www.anoisewithin.org>

Are there any plays that you are interested in seeing?

Additional Resources

Books

Doescher, Ian. *William Shakespeare's Star Wars*. Quirk Books, 2013.

Kraft, Barry. *Shakespeare Insult Generator: Mix and Match More than 150,000 Insults in the Bard's Own Words*. Chronicle Books, 2014.

Quealy, Gerit. *Botanical Shakespeare: An Illustrated Compendium of All the Flowers, Fruits, Herbs, Trees, Seeds, and Grasses Cited by the World's Greatest Playwright*. Harper Design, 2017.

Lectures

"Gardens as Ecological Theater: An 18th-Century Story"

<https://www.huntington.org/videos-recorded-programs/gardens-ecological-theater>

"Hamlet and Other Ghost Stories"

<https://www.huntington.org/videos-recorded-programs/hamlet-and-other-ghost-stories>

"I must hold my tongue:" Shakespeare's Freedom of Speech

<https://www.huntington.org/videos-recorded-programs/shakespeares-freedom-speech>

Web Links

"A Magic Brew?" – Diana W. Thompson

<https://www.huntington.org/verso/2018/08/magic-brew>

A midsommer nights dreame

<https://hdl.huntington.org/digital/collection/p1515ocoll3/id/3619/rec/78>

"Birthday of a Genius" – Linda Chiavaroli

<https://www.huntington.org/verso/2018/08/birthday-genius>

Meeting of Lear and Cordelia – Benjamin West

<http://emuseum.huntington.org/objects/198/meeting-of-lear-and-cordelia?ctx=66e719be-7b65-44ea-9d63-c74fe642067b&idx=2>

Masons advertising production of Hamlet in Pasadena, California

<https://hdl.huntington.org/digital/collection/p1515ocoll2/id/16835/rec/10>

Much adoe about nothing

<https://hdl.huntington.org/digital/collection/p1515ocoll3/id/3700/rec/97>

Puck – Harriet Goodhue Hosmer

<http://emuseum.huntington.org/objects/12208/puck?ctx=1b4d033f-4be5-4b42-a89d-5ecf1529ba95&idx=0>

Puck – Hablot Knight Browne

<http://emuseum.huntington.org/objects/2573/puck?ctx=1b4d033f-4be5-4b42-a89d-5ecf1529ba95&idx=1>

Sarah (Kemble) Siddons as the Tragic Muse – Joshua Reynolds

<http://emuseum.huntington.org/objects/245/sarah-kemble-siddons-as-the-tragic-muse?ctx=3100413d-6838-4dcd-977e-3024d2f87ef2&idx=0>

Shakespeare Documented– the Folger Library
<https://shakespearedocumented.folger.edu>

Shakespeare Garden at The Huntington
<https://www.huntington.org/shakespeare-garden>

Shakespeare Quartos Archive – University of Oxford
<http://quartos.org/>

“The Ghostly Return of Hamlet” – Zachary Lesser
<https://www.huntington.org/frontiers/2019-fall-winter/ghostly-return-hamlet>

The tragedie of King Richard the second
<https://hdl.huntington.org/digital/collection/p15150coll3/id/3118/rec/71>

The tragedy of Hamlet Prince of Denmarke
<https://hdl.huntington.org/digital/collection/p15150coll3/id/1867/rec/22>

“The Queerness of Shakespeare’s Sonnets” – Catherine Bates
<https://www.huntington.org/verso/2018/o8/queerness-shakespeares-sonnets>

Thos. W. Keene as Richard III
<https://hdl.huntington.org/digital/collection/p16003coll4/id/2510/rec/31>

“Which Witch?” – Thea Page
<https://www.huntington.org/verso/2018/o8/which-witch>