



Read and Respond

As You Like It By William Shakespeare

In this extract from Act 1, Scene 3, Duke Frederick has just banished his niece Rosalind and told her that she must leave the court. When Duke Frederick leaves the scene, his daughter Celia promises Rosalind that she will go with her. Together they formulate a plan to turn their banishment into a liberating adventure.

CELIA

O my poor Rosalind, whither wilt thou go?
Wilt thou change fathers? I will give thee mine.
I charge thee, be not thou more grieved than I am.

ROSALIND

I have more cause.

CELIA

Thou hast not, cousin;
Prithee be cheerful: know'st thou not, the duke
Hath banish'd me, his daughter?

ROSALIND

That he hath not.

CELIA

No, hath not? Rosalind lacks then the love
Which teacheth thee that thou and I am one:
Shall we be sunder'd? shall we part, sweet girl?
No: let my father seek another heir.
Therefore devise with me how we may fly,
Whither to go and what to bear with us;
And do not seek to take your change upon you,
To bear your griefs yourself and leave me out;
For, by this heaven, now at our sorrows pale,
Say what thou canst, I'll go along with thee.



**ROSALIND**

Why, whither shall we go?

CELIA

To seek my uncle in the forest of Arden.

ROSALIND

Alas, what danger will it be to us,
Maids as we are, to travel forth so far!
Beauty provoketh thieves sooner than gold.

CELIA

I'll put myself in poor and mean attire
And with a kind of umber smirch my face;
The like do you: so shall we pass along
And never stir assailants.

ROSALIND

Were it not better,
Because that I am more than common tall,
That I did suit me all points like a man?
A gallant curtle-axe upon my thigh,
A boar-spear in my hand; and--in my heart
Lie there what hidden woman's fear there will--
We'll have a swashing and a martial outside,
As many other mannish cowards have
That do outface it with their semblances.

CELIA

What shall I call thee when thou art a man?

ROSALIND

I'll have no worse a name than Jove's own page;
And therefore look you call me Ganymede.
But what will you be call'd?

CELIA

Something that hath a reference to my state
No longer Celia, but Aliena.





Step 1. Identify the learning

'Learning Outcomes provide the building blocks for teachers to plan their teaching. Teachers can then use Learning Intentions and Success Criteria to take forward their planning and enable the Learning Outcomes to come alive in practice with their students.'

(NCCA - Focus on Learning 5: Learning Outcomes)

Aspects of Learning Outcomes in Focus

Oral Language 8	Listen actively to interpret meaning, compare, evaluate the effectiveness of, and respond to drama....
Reading 4	Use an appropriate critical vocabulary while responding to literary texts
Writing 12	Demonstrate an understanding of how... text structure and word choice may vary with context and purpose

Links to L2LP Learning Outcomes

Personal Care	3.44 Identify the choices and consequences involved in an imminent short-term decision
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Step 2. Create a variety of assessments

"Knowledge about a variety of assessment types allows teachers to select the most appropriate and effective instruments to meet their learning objectives."

(Preparing for the Plunge: Preservice Teachers' Assessment Literacy Author(s): M. A. Siegel and C. Wissehr)

Possible activities:

- Find examples of the following in the extract:
 - Evidence to suggest that Celia is a loyal friend to Rosalind
 - Rosalind and Celia's reasons for disguising themselves
- Write a series of social media posts (on a social media platform of your choice) from Rosalind's perspective based on the events of this extract. You might consider using one of the images above as a prompt for the conversation.



3. Based on your reading of this extract, how would you describe the relationship between Celia and Rosalind? What language in the text supports your opinion?
4. In pairs, write the script, for a modern audience, that features a conversation between Ganymede (Rosalind) and Aliena (Celia) as they set off to find Celia's uncle in the forest of Arden.
5. Rosalind has been banished by her uncle and Celia claims she has also been banished by his actions, use the Frayer Model to explore what **banishment** means.

Definition	Characteristics
Examples	Non-examples

The diagram is a Frayer Model, a tool for exploring a concept. It consists of a large rectangle divided into four quadrants by a horizontal and a vertical line. In the center of the rectangle is a horizontal oval. The four quadrants are labeled as follows: top-left is 'Definition', top-right is 'Characteristics', bottom-left is 'Examples', and bottom-right is 'Non-examples'. The central oval is currently empty, intended for the student to write the concept being explored, which in this case is 'banishment'.



Some considerations when creating written assessments



Steps to consider:

Step 1. Identify the intended learning

Oral Language	
Reading	
Writing	
L2LP links	

Step 2. Link the assessment formats to the learning intentions/learning outcomes

The following types of assessments can provide a broad range from which to identify and assess student learning. Consider accessibility for all students including lower-order and higher-order questions.

Selected response items

- Matching exercise
- Multiple choice
- True or false etc.

Constructed response items

- Fill in the blanks
- Short answer
- Essay, Storyboard, Reflective piece etc.

Step 3. Consider a stimulus piece / trailer / extract / image / text etc...

Step 4. Share what students need to know in order to achieve – co-create and share success criteria with students



The following reflection guide might be useful to consider when creating written assessments.

Take a moment to reflect

What do you consider when creating written assessments?

	When Designing Assessments	Always	Sometimes	Never
1.	I use multiple choice or 'select the answer' questions.			
2.	Students are aware of the marking scheme – e.g., features of quality for CBAs			
3.	I co-create success criteria with students.			
4.	I give a variety of assessments to cover a wide breadth of learning.			
5.	I link the intended learning with the assessment created.			
6.	I ask the students to work in groups/pairs to contribute to the assessment.			
7.	I use paragraph or essay-type questions.			
8.	I ensure assessment questions are expressed using student-friendly language.			
9.	I take into account the cultural and linguistic diversity of the students.			
10.	Students work in pairs/groups when completing assessments.			
11.	I use 'open book' assessment.			
12.	I talk to my colleagues about assessment and share examples and templates.			
13.	I include a question or two beyond what has been taught, to challenge students.			
14.	I give students time to respond to the assessment feedback.			