**Shakespeare dumbed down in comic strips for bored pupils**

*by* Laura Clark

1. **Craft and Structure:** What does the phrase “dumbed down” mean in the title? What words in the passage give a clue to the meaning of the phrase?

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\*Examples of context clues: “bored readers”, “reduced finely-crafted passages to snappy phrases”. Can you find another example?

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1. **Craft and Structure:** Based on the context surrounding the word *initiative* in paragraph

5, what is its meaning? What words in the paragraph help identify its meaning?

5The firm behind the **initiative**, Classical Comics, will launch its ***first comic book plays*** next term.

1. **Key Ideas and Details:** What does paragraph 8 say about how the quick text will differ from the original text?

8The first uses Shakespeare’s own words, the second translates them into plain English, and the third is a “quick text” version and uses as few words as possible.

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1. **Key Ideas and Details:** What does Dr. Bernard Lamb say in paragraph 12 about why it is **not a good idea** to use cartoon/comics to teach Shakespeare?

12Dr. Bernard Lamb, chairman of the London branch of the Queen’s English Society, said: “Pupils may just enjoy the cartoons and not connect it with Shakespeare and they won’t be much of a contribution to education.

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1. **Knowledge and Ideas:** Which evidence supports the claim that a comic book is an appropriate way to present a **classic play**?

**\*\*Read paragraphs 16 –** 22. There are 2 pieces of evidence that support it’s an appropriate way to present plays. Give 1 example.

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