



The Shakespeare Shakedown

## Newsweek, October 24, 2011

Byline: Simon Schama

The new film 'Anonymous' says the Bard was a fraud. Don't buy it.

A-Roland Emmerich's inadvertently<sub>1</sub> comic new movie, *Anonymous*, purports to announce to the world thatthe works we deluded souls imagine to have been written by one William Shakespeare were actuallypenned by Edward de Vere, the 17th Earl of Oxford. James Shapiro's fine book *Contested Will* chroniclesthe long obsession with depriving Shakespeare of authentic authorship of his works, mostly on the groundsthat no manuscripts survive but also that his cultural provenance<sub>2</sub> was too lowly, and his education toorudimentary<sub>3</sub>, to have allowed him to penetrate the minds of kings and courtiers. Only someone from theupper crust, widely traveled and educated at the highest level, this argument runs, could have had theintellectual wherewithal to have created, say, Julius Caesar.

**B**-Alternative candidates for the "real" Shakespeare have numbered the Cambridge-schooled ChristopherMarlowe (who also happens to have been killed before the greatest of Shakespeare's plays appeared) andthe philosopher-statesman Francis Bacon. But the hottest candidate for some time has been the Earl ofOxford, himself a patron of dramatists, a courtier-poet of middling talent, and an adventurer who was atvarious times banished from the court and captured by pirates. The Oxford theory has been doing therounds since 1920, when an English scholar, Thomas Looney (pronounced Loaney), first brought it beforethe world.

**C**-None of which would matter very much were there not something repellent at the heart of the theory, andthat something is the toad, snobbery—the engine that drives the Oxfordian case against the son of theStratford glover John Shakespeare. John was indeed illiterate. But his son was not, as we know

incontrovertibly<sub>4</sub> from no fewer than six surviving signatures in Shakespeare's own flowing hand, the firstfrom 1612, when he was giving evidence in a domestic lawsuit.

**D**-The Earl of Oxford was learned and, by reports, witty. But publicity materials for *Anonymous* say that Shakespeare by comparison went to a mere "village school" and so could hardly have compared with the cultural richness imbibed by Oxford. The hell he couldn't! Stratford was no "village," and the "grammar school," which means elementary education in America, was in fact a cradle of serious classical learning in Elizabethan England. By the time he was 13 or so, Shakespeare would have read

<sup>1</sup> Inadvertently: accidentally

<sup>2</sup> Provenance: background

<sup>3</sup> rudimentary: basic or simple



(in Latin) works by Terence, Plautus, Virgil, Erasmus, Cicero, and probably Plutarch and Livy too. One of the great stories of the age was what such schooling did for boys of humble birth.

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**E-** How could Shakespeare have known all about kings and queens and courtiers? By writing for them and playing before them over and over again—nearly a hundred performances before Elizabeth and James, almost 20 times a year in the latter case. His plays were published in quarto from 1598 with his name on the page. The notion that the monarchs would have been gulled into thinking he was the true author, when in fact he wasn't, beggars belief.

**F**- The real problem is not all this idiotic misunderstanding of history and the world of the theater but a fatal lack of imagination on the subject of the imagination. The greatness of Shakespeare is precisely that he did not conform to social type—that he was, in the words of the critic William Hazlitt, "no one and everyone." He didn't need to go to Italy because Rome had come to him at school and came again in the travels of his roaming mind. His capacity for imaginative extension was socially limitless too: reaching into the speech of tavern tarts as well as archbishops and kings. It is precisely this quicksilver<sub>5</sub>, protean<sub>6</sub> quality that of course stirs the craving in our flat-footed celeb culture for some more fully fleshed-out Author.

**G**- That's what, thank heavens, the shape-shifting Shakespeare denies us. But he gives us everything and everyone else. As Hazlitt beautifully and perfectly put it, "He was just like any other man, but that he was like all other men. He was the least of an egotist that it was possible to be. He was nothing in himself, but he was all that others were, or that they could become."

By Simon Schama

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"The Shakespeare Shakedown": Lesson 2 Text-Dependent Questions

	Date:
Approaching the Text	Notes

Who is the author?	
What is the title?	
What type of text is it? Who is the audience?	

Read the text silently in your head as you hear it read aloud.

<b>Text-Dependent Questions</b>	Notes
What does the word anonymous mean?	
2. In James Shapiro's book  Contested Will, what evidence or reasons does he attribute to those who want to deprive "Shakespeare of authentic authorship of his works"?	



## "The Shakespeare Shakedown": Lesson 2 Text-Dependent Questions

<b>Text-Dependent Questions</b>	Notes
3. Look at Paragraph B.	
What credentials does the Earl of Oxford have for being the "real Shakespeare"?	
What does the term "patron of dramatists" mean?	
What does the term "courtier-poet of middling talent" mean?	
4. Look at Paragraph C. What is the first supporting claim or reason Schama gives to support the central claim about the authenticity of Shakespeare's authorship?	
5. Look at Paragraph D. What is the second supporting claim or reason Schama gives to support the authenticity of Shakespeare's authorship?	
6. Look at Paragraph E. What is the last supporting detail or reason Schama gives to support the authenticity of Shakespeare's authorship?	
7. Look at Paragraph F. According to Schama, why do some question the authenticity of Shakespeare's authorship?	



## **GRADE 8: MODULE 2B: UNIT 1: LESSON 2**

	QuickWrite 1
Name:	
Date:	

What are the three pieces of evidence Simon Schama gives to support his central claim in the article "The Shakespeare Shakedown"? Use specific evidence from the text to write a paragraph that answers this prompt.

- Answer the prompt completely.
- · Provide relevant and complete evidence.
- Your paragraph should include:
  - A focus statement explaining the author's central claim
  - At least three pieces of evidence from the text
  - For each piece of evidence, an analysis or explanation: What does this evidence mean?
  - A concluding sentence