

A MIDSUMMER NIGHT'S DREAM UNIT PLAN



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LLED 314
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A MIDSUMMER NIGHT'S DREAM UNIT PLAN

Grade level: Grade 9

Duration: aprox 4 weeks (12 – 75 minute lessons plus final test)

Global Rationale:

Shakespeare is one of the greatest literary genius' of recent history. His works carry global themes, images, problems, and symbols making it applicable to youth (and adults) today. Through appreciation for a different type of language, I have made this unit student friendly. I have allowed for students to play with the language, the characters even the plot and given them a medium to which they can really engage into the text. I want Shakespeare to appear less and less intimidating to the students by incorporating the overall reasoning that 'Shakespeare is relevant today' and by breaking down the text into manageable chunks as well as creating activities that are engaging and fun to aid in the students understanding.

Teaching/ Learning and Assessment Tools & Assessment / Evaluation:

SCALES

Homework Scale

- 5 ~ Homework complete, neat, detailed and well organized
- 4 ~ Homework complete but may be disorganized
- 3 ~ Homework satisfactory, mostly done
- 2 ~ Homework attempted, may be disorganized
- 1 ~ Homework started, disorganized, messy
- 0 ~ Homework not done

Participation Scale

- 5 ~ Active Participation, lots of thoughtful contributions, exhibits proper behaviour, good enthusiasm
- 4 ~ Active Participation, contributions may not be thoughtful or demonstrates slightly disruptive behaviour
- 3 ~ Participates Somewhat, but good quality
- 2 ~ Participates Somewhat, but lack of quality, enthusiasm or initiative
- 1 ~ Only Participates when forced, no effort
- 0 ~ Will not participate

MARK BREAKDOWN

- 20 % exam
- 25 % final project
- 20 % assignments (including portfolio)
- 15% group work
- 10 % participation
- 5 % homework
- 5 % self/peer evaluations
- *see appendix for self and peer evaluation sheets
- *see appendix final project questions
- *see appendix portfolio requirements

ASSIGNMENTS/ACTIVITIES

- Green Eggs and Ham (see appendix for full details)
- Plot Line Chart – consists of a large piece of poster paper to line the width of the side wall. After each act there will be a recap of all the characters, themes, plots, important lines and main events (as well as anything they would like to add). Because of the confusing nature of the overlapping plot lines, each plot line will have its own colour felt and connections will be made between the plot lines.
- Insult Exercise and Speaking Elizabethan (see appendix for lists), this is designed as a hook to Shakespeare while teaching them a little bit about the language that was used. See lesson # 1 for details.
- Portfolio – is designed to help them study as well as work on their final project, it will serve as a reference point as well as an organizational tool. (see appendix for full list of portfolio requirements)
- Webquest is designed to be a fun way of looking up information of Shakespeare as well as A Midsummer Night's Dream. (see appendix for examples of 2 different webquests). This also aids in having the kids use different resources to find information.
- Journal Entry's are to go into the portfolio and are designed as pre-reading activities to 1. the play as a whole and 2. specific acts or plot points. These also serve as a way for students to reflect on what they know or what they are learning. Appear periodically throughout unit.
- Character Map Activity (see lesson 6) this is a way to get students thinking about the characters and how they relate to one another. Each group will have 2 major and 1 minor character and will have to make 3 different mind maps, spider maps ect. to indicate how all of the other characters (events) relate to the one central character they are focusing on. Also serves as a review up to that point.
- Performance Summaries, are where the students read an act or a portion of an act and choose one major topic, character, theme, event, or the scene as a whole and must present a 5 min interpretation, summary of what just happened. Each group will have a different take/lead on their summary (i.e. one group will work on a theme, one on a certain character ect.) to make for different understanding, these will then be presented to the class.
- Dream Activity – see lesson 9.
- Various ACT questions – these are questions taken out of their text (it has some great questions and idea's) and it is for plot analysis and comprehension to see if they are understanding what is going on.

Prescribed Learning Outcomes; (as set out by the BC Ministry's IRP – grade 9 English Language Arts)

- Demonstrate an understanding of the main ideas, events, or themes in print material and electronic media
- Organize details and information about material they have read, heard, or view using a variety of written or graphic forms
- Interpret and report on information from selections they have read, heard or viewed
- Cite specific information from stories, articles, novels or mass media to support their inferences and to respond to tasks related to the works
- Interpret details and draw conclusions about the information presented in a variety of illustrations, maps, charts, graphs, and other graphic forms
- Paraphrase and summarize information from a variety of print and non-print sources
- Relate idea's an information in works of communication to universal themes
- Use grammatically correct language when writing and speaking
- Use an increasing repertoire of specialized terminology and subject-specific words with accuracy and precision
- Apply various strategies to generate and shape idea's
- Appraise their own and others' work to determine the appropriateness of resource choices, language use, and organizational and communication forms
- Use language that is appropriate to their purpose and audience within the framework of a specific guideline

- Demonstrate pride and satisfaction in using language to create and express thoughts, ideas and feelings in a variety of forms
- Create a variety of personal, literary, technical and academic communications including poem, stories, and personal essays; oral and visual presentations; writing explanations, summaries, and arguments; letters
- Evaluate and modify their own roles in group interactions in a variety of contexts

Annotated Resources:

- Books/ Written Resources
 - Shakespeare – A Midsummer Night’s Dream – Newly Revised Signet Edition w/ Essays
 - Shakespeare – A Midsummer Night’s Dream – Harcourt Brace Jovanovich – Edited by Harriet Law (class edition)
 - Coles Notes and Text
 - Shakespeare, The Invention of the Human – Harold Bloom
 - Engl 348 (UBC Shakespeare) Lecture Notes
 - LLED 314 Handout – Ideas For Teaching Shakespeare
 - Fifty Nifty Ideas for Teaching Shakespeare
- Videos
 - Shakespeare In Love – Miramax, a John Madden film
 - A Midsummer Night’s Dream – 20th Century Fox, director Michael Hoffman
- Websites
 - www.sparknotes.com Spark Notes – A Midsummer Night’s Dream
 - Pictures: <http://elfwood.lysator.liu.se>
 - www.Absouteshakespeare.com
 - www.pathguy.com/mnd.htm
 - insults.net (Shakespeare Insults – A Midsummer Night’s Dream)
 - renaissance-faire.com/Language.htm – Speaking Elizabethan

LESSONS

RESOURCES REQUIRED

Shakespeare Insult sheet
 Speaking Elizabethan
 Text of Play (Harcourt Brace Jovanovich ed.)

OBJECTIVES

- 1). To introduce the students to Shakespeare and the language of Shakespeare.
- 2). To introduce the students to expectations and portfolio assignment for the unit.
- 3). To get the students thinking about some of the main issues thoughts, and/or recurrent themes throughout the play before they start reading.

CONTENT & SEQUENCE	INSTRUCTIONAL TECHNIQUES	TIME
Journal Entry # 1 - What do you know about Shakespeare? What are your impressions of Shakespeare?	working quietly, individually discuss with a partner discussion & brainstorm as a class	8-10min 2-5 min 5-10 min
Fun with Shakespeare - Language - insult exercise modify - incorporate thee, thou, thy ect. "Speaking Elizabethan"	handout "insult sheet" discuss.. Walk around and choose one word from each column and recite to each other now must use thee, thou, thy to address insults handout "Elizabethan" sheet, use overhead - intro to basic words	5 min 5-8 min 10-15 min
Comedy vs Tragedy Portfolio Introduction	intro to Shakespeare's Comedies (vs. Tragedies) intro to Shakespeare's plays intro to "blocking characters" what needs to be included (handout and overhead) what is expected and marks any questions?	15 min 5-8 min
Pre-Reading Activity	read AMND intro pg 1 and 2 homework answer any 2 of the following; 1,2,3,4,5,9 or 11 pg 2-3 text	5 min
	evaluation based on participation 1-5 participation scale	

LESSON FORM**RESOURCES REQUIRED****OBJECTIVES**

NAME: A. Rabb
 UNIT: SHAKESPEARE
 ACTIVITY: A MND
 GRADE & BLOCK:
 9 & F
 LESSON #: 2

AMND text
 Copy of Green Eggs and Ham
 (and activity sheet)
 webquest # 1

1). For students to learn iambic pentameter and how to recognize it
 2). To introduce the characters and to engage students in a reading of the text
 3). For students to be able to look inside the play and be able to recognize conflict, plot movement and complications

CONCEPT	CONTENT & SEQUENCE	INSTRUCTIONAL TECHNIQUES	TIME
Intro / Hook Homework	homework check	turn to a neighbour and discuss one of the two questions that you did for homework	3-5 min
	turn in homework	put in homework bin	2-3 min
New Material	iambic pentameter	using "Green Eggs and Ham" activity demonstrate iambic pentameter	15-20 min
	character introduction	why men are listed first characters in play setting Athens vs. Woods	10 min
	how to write/ cite lines properly	ie. Act 1 Scene 1 lines 1-15 is l.i.1-15	5 min
	start reading play Act 1 Scene i	student volunteers highlight Hermia's choices by Thesus (3) line 134 "the course of true love...." dates May 1 -magical day June 21 Midsummer (magic)	20 min
	"complications" group exercise	in groups start finding/labeling all complications	10 min
Assignments/ Homework	webquest given out finish off any complications	explanation of webquest due next class	3 min
Evaluation	homework questions	/10 5 marks per questions answered in full sentences, thoughtful, gramatically coherent	

LESSON FORM

NAME: A. Rabb
 UNIT: SHAKESPEARE
 ACTIVITY: A MND
 GRADE & BLOCK:
 9 & F
 LESSON #: 3

RESOURCES REQUIRED

Text of Play
 Final Project handout
 Complication handout

OBJECTIVES

- 1). To inform students of further activities to come (plot line and project)
- 2). To provide students with understanding regarding plot points throughout the play (play within a play)
- 3). To enable students to start analyzing characters

CONCEPT	CONTENT & SEQUENCE	INSTRUCTIONAL TECHNIQUES	TIME
Intro / Hook Homework	Journal Entry # 2 - What do you think of the line "The course of true love never did run smooth" I.i.134	write alone discuss key points with a partner	10 min
	"Complication" in I.i review hand in webquest # 1	handout and review hand in to assignment box	10 min
New Material	Final Project handout	handout Final Project sheet and discuss any questions?	5-10 min
	Plot Line Intro	explain what it is and how it will work (a large sheet of paper that we will fill in after each Act)	10 min
	Play within a play intro	characters involved purpose Bottom's character	10 min
Activity	Read I.ii	in class with volunteers	15-20 min
Assignments/ Homework	homework questions	choose any 1 questions pg 33-36 due lesson 5 (full week to do) /15	3 min
Evaluation	homework check hand in webquest	during journal writing 1-5 homework scale /15 marks	

LESSON FORM**RESOURCES REQUIRED****OBJECTIVES**

NAME: A. Rabb

UNIT: SHAKESPEARE

ACTIVITY: A MND

GRADE & BLOCK:

9 & F

LESSON #: 4

Text of Play

Felts (4 colours) and paper up on board
video and vcr

1). To introduce students to importance of setting

2). For students to be aware of major theme of love in
the play and how it relates the characters to one another

3).

CONCEPT	CONTENT & SEQUENCE	INSTRUCTIONAL TECHNIQUES	TIME
Intro / Hook Homework	no homework		
	introduction to settings	talk about woods vs. athens *real time - cause and effect don't exist *like a dream (things happen w/out cause and effect) *fantasy (woods) athens is reality - human	10 min
New Material Activity	plot line chart (Act 1)	different colours for different plots show how they overlap	15 min
	Read II.i	class read, act out while reading - volunteers then random choice complication - Oberon and Titania (baby - accusations of unfaithfulness) thought that fairies could change babies "changelings" theme of love - romantic fairies affect on nature?? Titania lines 81 Oberon - potion Oberon - lines 248+ usually set to music (why?), importance?	40-45 min
	Video Act 1		
Assignments/ Homework	remind of Act 1 assignment due next class	/ 15 marks any questions?	5 min
Evaluation	participation	participation scale 1-5 one plot line chart/readings/questions	

LESSON FORM

NAME: A. Rabb
 UNIT: SHAKESPEARE
 ACTIVITY: A MND
 GRADE & BLOCK:
 9 & F
 LESSON #: 5

RESOURCES REQUIRED

AMND text

OBJECTIVES

- 1). The students should exhibit proper behaviour when working
in group situations
- 2). The students should be able to demonstrate the ability
to summarize information from a literary source
- 3).

CONCEPT	CONTENT & SEQUENCE	INSTRUCTIONAL TECHNIQUES	TIME
Intro / Hook Homework	hand in Act 1 homework	into homework box	3 min
	Journal # 3 - what is your definition of magic and how is it working in AMND?	work individually	10 min
Activity	II.ii	in groups of 4 or 5 read Act II Scene ii prepare a 5-10 minutes interpretation/summary of the scene to perform think about plot, characters, major themes... may focus on one topic	35-40 min
Activity	Performances	each group presents their summary	20-25 min
Assignments/ Homework	no homework	BRING PENCIL CRAYONS/ FELT FOR NEXT CLASS	
Evaluation	evaluation on group work evaluation on summary	1-5 group work scale / 10 marks - do they understand what is going on participation quality of summary	

LESSON FORM

NAME: A. Rabb
 UNIT: SHAKESPEARE
 ACTIVITY: A MND
 GRADE & BLOCK:
 9 & F
 LESSON #: 6

RESOURCES REQUIRED

AMND text
 character chart overheads
 plot line and felts
 video and vcr

OBJECTIVES

1). For students to demonstrate the ability to analyze characters
 and character relationships.

CONCEPT	CONTENT & SEQUENCE	INSTRUCTIONAL TECHNIQUES	TIME
Intro / Hook Homework	no homework		
New Material	Plot Line Act 2	fill in Act 2 Plotline	15-20 min
	Video up to end of Act 2		15 min
	Character activity	do a character chart in groups of 4 randomly choose 3 characters (2 major 1 minor) must map all of the other characters in relation to central character detailed relationships and how plot fits in may use mind map, spider map, character map ect. (go over types) use colours (if finish may start homework)	35-40 min
Assignments/ Homework	Read Act III Scene 1	do questions # 7 pg 87 (first part only) summary of scene	
Evaluation	group work	evaluation on assignment charts well organized, worked well in group /25 (10 for each major character 5 for minor)	

<u>LESSON FORM</u>	<u>RESOURCES REQUIRED</u>	<u>OBJECTIVES</u>
NAME: A. Rabb	Text of Play	1).To allow students to gain a better understanding of plot points
UNIT: SHAKESPEARE		and how themes relate
ACTIVITY: A MND		2). To introduce students to changing characters
GRADE & BLOCK:		
9 & F		
LESSON #: 7		

CONCEPT	CONTENT & SEQUENCE	INSTRUCTIONAL TECHNIQUES	TIME
Intro / Hook Homework	Review summary of homework	brainstorm type format note character, plot changes, themes Bottom's transformation, sensibilities lines 130 134 romantic love "reason and love keeps little company...."	15-20 min
	hand in question # 7	into homework box	2 min
New Material	read III.ii	read as a class why does Puck review? 137 - Demetrius talking in "typical" romantic love.. Shak. Mocking him Lys & Dem falling for Helena (not Hermia) and Helena's detest and confusion "friend fight" line 285+ Pucks line 252/3 showing again it is a comedy	45 min
Assignments/ Homework	Act 3 questions	# 2 and # 4 (modified)	3 min
Evaluation	participation	1-5 participation scale	

LESSON FORM**RESOURCES REQUIRED****OBJECTIVES**

NAME: A. Rabb
 UNIT: SHAKESPEARE
 ACTIVITY: A MND
 GRADE & BLOCK:
 9 & F
 LESSON #: 8

Text of Play
 Felts (4 colours) and paper up on board

1). To have students relate and draw comparasons between
 Act's, plots and characters
 2). For students to use different techniques for comparason
 charts, graphs, maps ect.

CONCEPT	CONTENT & SEQUENCE	INSTRUCTIONAL TECHNIQUES	TIME
Intro / Hook Homework	hand in homework assignment	to homework bin	3 min
	Journal Entry # 4 - have you ever had a dream so real.... Pg 121 in text	work alone discuss as a class	10 min 5 min
New Material	plot line chart (Act 3)	different colours for different plots show how they overlap	15 min
	read Act 4 Scene 1	Oberon's guilt 45+ dance btwn Oberon and Titania symbolize harmony Thesus entering (represents order) Demet. Realization (in love w. Helena) 145+ importance of Bottom's revelation 199+	30 min
Assignments/ Homework	homework read Act 4 Scene 2	answer Act 4 questions - pg 146 # 1 or 147 # 1	5 min
Evaluation	homework questions	act 3 questions /15	

LESSON FORM

NAME: A. Rabb

UNIT: SHAKESPEARE

ACTIVITY: A MND

GRADE & BLOCK:

9 & F

LESSON #: 9

RESOURCES REQUIRED

AMND text

OBJECTIVES

- 1). To bring Shakespearian themes into everyday life of the students
by focusing on a topic that they experience
- 2). Students should display proper group behaviour and work together
as one unit.

CONCEPT	CONTENT & SEQUENCE	INSTRUCTIONAL TECHNIQUES	TIME
Intro / Hook Homework	hand in Act 4 homework	into homework box	3 min
Activity	Plot Line Act 4 Dream Activity 4 lovers and Titania pg 147 # 2 - modified	5 groups each group has a character (Titania, Lysander, Demetrius, Helena, Hermia) what did they think they dreamt? their reactions? how do you think they felt? was is your interpretation of what they "dreamt" was is plasuable for them to believe it was a dream? who are they in love with? How can you tell? present your findings to the class (given overheads)	15 min 35 min 20 min
Assignments/ Homework	read line 1-110 Act 5 Scene i	write a brief summary	3 min
Evaluation	homework questions dream activity	act 3 questions /15 group work- presentation /5 handed in assignment /15	

LESSON FORM

NAME: A. Rabb
 UNIT: SHAKESPEARE
 ACTIVITY: A MND
 GRADE & BLOCK:
 9 & F
 LESSON #: 10

RESOURCES REQUIRED

AMND text
 character chart overheads
 plot line and felts
 video and vcr

OBJECTIVES

1).For students to look at different aspects of the play and bring them together and make connections
 2). Students will peer evaluate to in order to show them the importance of working co-operativley.
 3). Students will self evaluate as a way to reflect on what they have contributed.

CONCEPT	CONTENT & SEQUENCE	INSTRUCTIONAL TECHNIQUES	TIME
Intro / Hook Homework	go over summary of Act 5 Scene ii	quick review (not handed in)	10 min
Activity	Play within a Play	in groups 4 read lines 110-167 summarize how does the play within a play parellel AMND? how is it different? what is your reaction to the character? do you think it was sucessful? what was the audience in Athen's reaction to the play?	40 min
	peer evaluation sheet self evaluation sheet	/5 hand out sheet /5 hand out sheet	5 min
	video to end of Act 4		15 min
Assignments/ Homework	questions	pg 178 # 8	3 min
Evaluation	group work	evaluation on assignment summary well organized /15 (summary and questions) peer evaluation /5	

LESSON FORM

NAME: A. Rabb
 UNIT: SHAKESPEARE
 ACTIVITY: A MND
 GRADE & BLOCK:
 9 & F
 LESSON #: 11

RESOURCES REQUIRED

Text of Play
 plot line chart and felts

OBJECTIVES

1). For students to gain an understanding of Shakespeare's
 "comedy"
 2). To give students productive time to work on their projects

CONCEPT	CONTENT & SEQUENCE	INSTRUCTIONAL TECHNIQUES	TIME
Intro / Hook Homework	homework check (during journal writing)	1-5 scale (in portfolio)	2 min
	Journal # 5 - write about your favorite character who? Why?		10 min
New Material	read rest of Act 5	read as a class line 82 "for never anything can be amiss..." celebration and blessing from Oberon how is this a comedy?	15 min
	Act 5 plot line		10 min
	PROJECT TIME		45 min
Assignments/ Homework	Major Project Due Next Class		
Evaluation	homework check	1-5 homework scale	

LESSON FORM**RESOURCES REQUIRED****OBJECTIVES**

NAME: A. Rabb
 UNIT: SHAKESPEARE
 ACTIVITY: A MND
 GRADE & BLOCK:
 9 & F
 LESSON #: 12

video and vcr
 text of the play

1). To see if the students have grasped the understanding of the play
 as a whole and in parts

CONCEPT	CONTENT & SEQUENCE	INSTRUCTIONAL TECHNIQUES	TIME
Intro / Hook Homework			
Assignments	MAJOR PROJECTS DUE finish video Wrap up and Questions Exam Review	presentations????	
Assignments/ Homework	Exam next class		
Evaluation	Major Project Evaluation	/ 50	

APPENDIX

The Elizabethan language is flirtatious, joyous, filled with risqué double entendre and political gossip. Elizabethans loved their language and their words were well chosen. Have fun with it. When in doubt make up a word by adding " 'st" to a conventional word such as "fill'st my cup".

"Hello", best said as "Good Day!", "Good morrow!", "Well met"

"Good Bye" spoken as "Fare thee well!", "God save thee", "I shall see thee anon".

"Yes" be "Aye"

"No" be "Nay"

"You" are certainly "Thou"

"You would" or "You should" rolls best off the pecking tongue as "Thou would'st" or "Thou should'st".

"Listen" takes power as "Hark" or "Hark now"

"Ignore that" best be whispered as "Shun that"

"Come here" moves more feet as "Come hither"

"A Salesperson" barks louder as a "Hawker"

"Beer" slides down thy gullet easier as "Ale"

"A Serving Woman" is a "Wench" unless you've met a "Maiden" who demonstrates a desire to serve.

"Until later" - "Anon"

"Days"- "Morrow"

"Evening"- "E'em"

"Never"- "Ne'r"

"Often"- "Oft"

"Why"- "Wherefore"

"Maybe"- "Perchance"

"Away"- "Aroint"

"Truly"- "Verily"

"Thank you" - "Grammercy"

EXAMPLES OF FAIRE BANTER

"He lies through his teeth!" translation "He be a prattler indeed!"

"He killed himself" - "He's stuffed a red stocking"

"They're having an affair" - "They've mixed sugar and sand".

"What an idiot!" - "Thou dried meat's wag!"

"You perfect son of a donkey's tail" - "Thou great and mighty clumperton"

CREATE YOUR OWN SHAKESPEAREAN INSULTS

Combine one word from each of the three columns below, prefaced with "Thou" and thus shalt thou have the perfect insult. Let thyself go - mix and match to find a barb worthy of the Bard!

Column 1

artless
bawdy
beslubbering
bootless
churlish
cockered
clouted
craven
currish
dankish
dissembling
droning
errant
fawning
fobbing
froward
frothy
gleeking
goatish
gorbellied
impertinent
infectious
jarring
loggerheaded
lumpish
mammering
mangled
mewling
paunchy
pribbling
puking
puny
quailing
rank
reeky
roguish
ruttish
saucy
spleeny
spongy
surly
tottering
unmuzzled
vain

Column 2

base-court
bat-fowling
beef-witted
beetle-headed
boil-brained
clapper-clawed
clay-brained
common-kissing
crook-pated
dismal-dreaming
dizzy-eyed
doghearted
dread-bolted
earth-vexing
elf-skinned
fat-kidneyed
fen-sucked
flap-mouthed
fly-bitten
folly-fallen
fool-born
full-gorged
guts-gripping
half-faced
hasty-witted
hedge-born
hell-hated
idle-headed
ill-breeding
ill-nurtured
knotty-pated
milk-livered
motley-minded
onion-eyed
plume-plucked
pottle-deep
pox-marked
reeling-ripe
rough-hewn
rude-growing
rump-fed
shard-borne
sheep-biting
spur-galled

Column 3

apple-john
baggage
barnacle
bladder
boar-pig
bugbear
bum-bailey
canker-blossom
clack-dish
clotpole
coxcomb
codpiece
death-token
dewberry
flap-dragon
flax-wench
flirt-gill
foot-licker
fustilarian
giglet
gudgeon
haggard
harpy
hedge-pig
horn-beast
hugger-mugger
jolthead
lewdster
lout
maggot-pie
malt-worm
mammet
measle
minnow
miscreant
moldwarp
mumble-news
nut-hook
pigeon-egg
pignut
puttock
pumpion
ratsbane
scut

venomed
villainous
warped
wayward
weedy
yeasty

swag-bellied
tardy-gaited
tickle-brained
toad-spotted
unchin-snouted
weather-bitten

skainsmate
strumpet
varlot
vassal
whey-face
wagtail

Green Eggs and Ham

- Ask students to write down some lyrics from a song that they remember
- Ask why they remember them
- Teach Green Eggs and Ham
 - tap rhythm on desks
- Talk about the speech in the video they just saw
 - have them tap to some Shakespeare
- Ask what they noticed (beat falls on every other syllable, strong vs. weak beats, how many beats per line)
- Write TETRAMETER on the board – have students write it in memory logs ask students what they think it means
- Break the word down and explain that it means 4 beats/line
- In pairs, ask students to read and tap text from 2.1.18-32
 - Is this Tetrameter? NO...Why? Pentameter
 - After last journal entry ... 5 beats per line
 - feet, stressed, unstressed* on board and give def. And ex. For each
- ask a student to read out loud Bottom's line "I grant you friends" 1.2.76-80
- ask what they observed about this passage...no rhythm
- write word PROSE and explain what it means
- ask students why Bottom speaks in prose
- In partners write down one sentence that has a tetrametric rhythm
- demonstrate PENTAMETER from first lines of play
- how is it different from tetrameter
- find another line in the play that is PENTAMETER
- read aloud, discuss
- write a PENTAMETER line down with a partner

Portfolio Requirements

Your Shakespeare Portfolio should include all of the written assignments, activities and rough work done throughout the unit.

Your Final Portfolio is due on the day of your exam and will aid in studying for your test and completion of your major project. It should include;

- 1.) Portfolio Cover Page
- 2.) Journal Entry # 1, # 2, # 3, and # 4
- 3.) Shakespeare questions
- 4.) Complications Exercise
- 5.) Act 1, 3 and 4 Questions
- 6.) Webquest
- 7.) Self - Evaluation
- 8.) Scene Summaries
- 9.) Your Plot Outline
- 10.) Rough Work for final Project

Your Portfolio will be marked out of 25

10 marks for the completion of each requirement (2 marks each)

12 marks for journal entries (3 marks each)

3 marks for effort, neatness, and grammar

Journal Entries /12
Overall Portfolio /10
Effort /3

A MIDSUMMER NIGHT'S DREAM

FINAL PROJECT

Your final project may be done in groups of 2-4 and may take any form. You are encouraged to use several different forms in combination with one another including performances, posters, drawings, essays, paragraphs, pictures, media and/or models – be creative.

This project is due on _____, late assignments will not be accepted, if you foresee a problem please speak to me ASAP. It is expected that all written work will be grammatically correct and concise and all projects neat, tidy and done to the best of your ability.

Your topics include, but are not limited to the following; (if you have an alternative idea please speak directly with me).

1. Draw or sketch an image, symbol or metaphor, by taking a) a single line from the play or b) a short passage. The drawing should include the line(s) from the play, properly cited as well as a short write up as to why you chose the line(s) and how your drawing is related to the line(s) that you chose as well as possible alternatives. The drawing(s) should be detailed and well-thought out, they may be abstract or concrete. A collage may also be used.
2. 15 minute play. Summarize the entire play into a 15 minute, 1 Act dramatization. You need to decide on the most important plot lines and which characters you choose to include. You can choose to make it a farce, soap opera, slapstick comedy, melodrama ect. The mini-play should be scripted and performed.
3. Write a newspaper article or create a newscast on the characters of the play. Conduct several interviews of different characters in a dramatization. Include such questions as “What is your view of _____”, “How do you feel about _____”, “What are you thinking?”. Keep in mind the 5 W’s of reporting, Who, What, Where, When, Why, and How.
4. Design an essay or create a poster (with explicit explanations) about *why* “A Midsummer Night’s Dream” is relevant in today’s society. Include analysis of themes, symbols, character references, plot lines and situations.
5. As a set designer, you are having a problem designing a set for the forest that creates the impression of the forest being both “enchanted” and a real one the

- human characters can visit. How would you create the combination of real with unreal in a forest set design? Write and/or draw a description of your forest and the impression you want it to give to the audience.
6. Love is a central theme in “A Midsummer Night’s Dream”, create a project focusing on the different types of love that are portrayed in the play. Think about, young love, parental/child love, fantasy love, lust, friend love, unrequited love, false love and the love triangle.
 7. “A Midsummer Night’s Dream” has many facets, characters and or objects drawn from legend and/or mythological sources. Complete a research project which looks into one of the “mythological” aspects found in the play.
 8. As Peter Quince, write a letter or report to a friend about amateur dramatics and how the “Pyramus and Thisbe” play is coming along. Describe the cast, characters, set, roles, storyline and assess the chances of having a successful performance.
 9. The play interweaves four plots. In a well-written, grammatically correct assignment discuss how these four plots reflect upon one another and how the characters interact. Use evidence from the text to support your answer.
 10. In the 19th Century the fairies became tiny, diaphanous sprites, but fairies in the Elizabethan imagination were usually far more threatening. How does this play understand and portray the fairy world. Use evidence from the text to support your answer.

FINAL MARK /50

DATE DUE: _____