

LLED 314 Unit Plan
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Unit Title: William Shakespeare's *A Midsummer Night's Dream*
 Grade 9 (12 Lessons of 80 Minutes Each)

Unit Goals: By the end of the unit students will be able to:

1. Work cooperatively in groups to present an act of the play
2. Understand the plotlines and themes of the play
3. Discuss and demonstrate an understanding of the characters and their relationships in the play
4. Gain familiarity of inter-textuality in the play

Lesson Title	Specific Objectives/Outcomes	Activities	Resources	Assessment Strategies & Criteria
Lesson # 1: Introduction to Shakespeare and <i>A Midsummer Night's Dream</i>	<p>SWBAT: Recognize that Shakespeare can be found in popular culture</p> <p>Describe what "midsummer night" was in Elizabethan times</p> <p>Put Shakespeare into a historical context</p>	<p>Watch short clips of different adaptations of Shakespeare's works</p> <p>Mini-lecture on Shakespeare, the Globe Theatre and midsummer night</p> <p>Discuss the unit project</p>	<p>Videos: <i>10 Things I Hate About You</i> (1999) <i>The Lion King</i> (1994) <i>O</i> (2001) <i>Romeo & Juliet</i> (1996)</p> <p>Pictures of the New Globe Theatre</p>	Assess based on participation
Lesson# 2: The Language of Shakespeare and <i>A Midsummer Night's Dream</i>	<p>SWBAT: Gain familiarity with Shakespearean language</p> <p>Interpret Shakespearean language by putting</p>	<p>Translation exercise: re-write a selection of the play in modern English</p>	<p>Copies of <i>A Midsummer Night's Dream</i></p> <p>Shakespearean insult game</p>	Assess the Translation Exercise for understanding/comprehension of language (5 marks)

	it into a modern context	Work on upcoming group presentations	Character & Scene handout	
Lesson # 3: The Stories of <i>Theseus</i> and <i>Pyramus & Thisby</i>	SWBAT: Gain familiarity of inter-textuality in Shakespeare's play Develop writing and critical thinking skills	Read <i>Theseus</i> and <i>Pyramus & Thisby</i> Write a four-column response to one of the myths	Myth of <i>Theseus</i> Myth of <i>Pyramus & Thisby</i>	Assess the four-column response for understanding/completion (5 marks) Assess the Character & Scene handout for completion
Lesson # 4: A <i>Midsummer Night's Dream</i> , Act I	SWBAT: Identify the main characters of the play that are introduced in Act 1	Start Character Journal of the play Read Act 1 of MSND	Copies of MSND	Assess based on participation
Lesson # 5: A <i>Midsummer Night's Dream</i> , Act 2, Scene 1	SWBAT: (for all group presentations) Develop listening skills by watching group presentations Discuss significant events/issues in the play Interpret and analyze the play by performing a dramatic reading Examine the plot and themes of the play Compare students'	First Group presentation Discussion of the scene	Copies of MSND	Assess group presentation using rubric for unit project Assess homework for work habit marks

	<p>interpretations of the play</p> <p>Use props/costumes effectively in a dramatic performance</p> <p>Develop interpersonal & group skills</p> <p>Discover the play through performance</p> <p>Role-play based on characters from the play</p>			
<p>Lesson # 6: A <i>Midsummer Night's Dream</i>, Act 2, Scene 2</p>	As above Lesson # 5	<p>Second group presentation</p> <p>Discussion of the scene</p>	<p>Copies of MSND</p>	<p>Assess group presentation using rubric for unit project</p> <p>Assess homework for work habit marks</p>
<p>Lesson # 7: A <i>Midsummer Night's Dream</i>, Act 3, Scene 1</p>	As above Lesson # 5	<p>Third group presentation</p> <p>Discussion of the scene</p>	<p>Copies of MSND</p>	<p>Assess group presentation using rubric for unit project</p>
<p>Lesson # 8: A <i>Midsummer Night's Dream</i>, Act 3, Scene 2</p>	As above Lesson # 5	<p>Fourth group presentation</p> <p>Discussion of the scene</p>	<p>Copies of MSND</p>	<p>Assess group presentation using rubric for unit project</p>
<p>Lesson # 9: A <i>Midsummer Night's Dream</i>, Act</p>	<p>As above Lesson # 5</p> <p>SWBAT: Recognize how difference in tone</p>	<p>Fifth group presentation</p> <p>Discussion of the scene</p>	<p>Copies of MSND</p> <p>Video: A <i>Midsummer</i></p>	<p>Assess group presentation using rubric for unit project</p>

4, Scene 1 & 2	changes the interpretation of the play Contrast different interpretations of the play	Watch video: <i>A Midsummer Night's Dream</i> (1999)	<i>Night's Dream</i> (1999)	
Lesson # 10: <i>A Midsummer Night's Dream</i> , Act 5	SWBAT: Describe the relationships between characters Create a sociogram based on the play Develop oral reading and listening skills	Watch video: <i>A Midsummer Night's Dream</i> Read Act 5 MSND Discussion of the Act Assign and work on sociogram assignment	Copies of MSND Video: <i>A Midsummer Night's Dream</i> Blank paper for sociograms	Assess based on participation Assess the sociogram for understanding/comprehension of relationships between the characters and for creativity (10 marks)
Lesson # 11: Review of the Themes/Plot of <i>A Midsummer Night's Dream</i>	SWBAT: Identify the main themes of the play Describe the four main plotlines of the play	Mini-lecture on the themes of the play Discussion of themes and plot Review for unit quiz Write a response to one of the relationships in the play	Copies of MSND	Assess the written response for understanding/comprehension of the play (5 marks)
Lesson # 12: The Conclusion of <i>A Midsummer Night's</i>	SWBAT: Match characters to lines in the play Describe plot points from the play	Unit quiz Present a "freeze frame" of a scene from	Copies of MSND Unit quiz Episode of	Assessment is based on the Unit quiz (20 marks) Assess the

<i>Dream</i>	Identify and examine the themes of the play	the play Watch <i>Malcolm in the Middle</i>	<i>Malcolm in the Middle</i> "High School Play"	character journals for completeness (10 marks)
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Rationale

This unit will be students' first introduction to Shakespeare and his works and is meant to engage students in the play *A Midsummer Night's Dream* as well as introduce students to Shakespearean dramatic devices and language. The primary focus will be on characterization, plot and theme, and tone, setting and atmosphere will also be addressed. Students will also gain understanding of inter-textuality in Shakespeare's plays. Students will take ownership of the play by interpreting and acting out portions of it. This unit is meant develop students' understanding of and enthusiasm for Shakespeare and his plays.

Assessment/Evaluation

As this is students' first experience with Shakespeare the unit is meant to introduce them to Shakespeare's plays and language. The unit also focuses on theme, character and plot. Students will be evaluated on these topics through differing assignments. The translation exercise is meant to de-mystify Shakespearean language and will assess understanding. The four-column response and written response to theme will assess writing ability. The written response, character journal, and sociogram assignment will assess understanding of character, theme and plot; as will the unit quiz. The group performance is meant to challenge students to work cooperatively in groups, and can be assessed on the basis of understanding and interpretation of the text. Students will also be assessed for work habits by checking for participation and homework completion.

Assessment and evaluation will be based on eight assignments throughout the unit:

Translation exercise	/5
Four-column response	/5
Written response to theme	/5
Work Habits (homework & participation)	/5
Character Journal	/10
Sociogram	/10
Unit Quiz	/20
Group Performance	/40
Total Marks:	<hr/> /100

Desired Learning Outcomes (IRPs)

The following is taken from the B.C. Ministry of Education IRP for English Language Arts 9:

It is expected that students will:

- describe what they already know about, and previous experiences they have had with, specific topics
- use a wide range of resources as aids to comprehension
- demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, other print material, and electronic media
- organize details and information about material they have read, heard, or viewed using a variety of written or graphic forms
- interpret and report on information from selections they have read, heard, or viewed
- use information that they have read, heard, or viewed to develop research questions or creative works or to complete response activities
- analyze the audience and purpose of their writing to make decisions about content and format
- use a variety of planning tools and strategies to focus and organize communications for various purposes and audiences
- adjust form, style, and use of language to suit audiences and purposes
- create a variety of communications designed to persuade, inform, and entertain classroom and other audiences
- evaluate and modify their own roles in group interactions in a variety of contexts
- interact purposefully, confidently, and appropriately in a variety of situations

Lesson # 1: Introduction to Shakespeare and *A Midsummer Night's Dream*

Objectives (SWBAT):

- Recognize that Shakespeare can be found in popular culture
- Describe what "midsummer night" was in Elizabethan times
- Put Shakespeare into a historical context

Materials:

- Videos: *Romeo & Juliet*, *O*, *The Lion King*, and *10 Things I Hate About You*
- Class copies of *A Midsummer Night's Dream*
- Pictures of the New Globe Theatre

Introduction (10 minutes):

On the board/overhead create a mind map of "Shakespeare". Ask students to call out all words/phrases that they associate with Shakespeare (an example mind map is provided in the appendices.) Discuss what the class has come up with.

Body of lesson (50 minutes):

- As this is the first time students will have studied Shakespeare, show a variety of video clips to introduce Shakespeare's works. Show clips of Baz Luhrmann's *Romeo & Juliet*, *O* (short for Othello) with Julia Stiles and Josh Harnett, *The Lion King* (as inspired by *Hamlet* and *The Winter's Tale*), and *10 Things I Hate About You*, a modern adaptation of *Taming of the Shrew*. Discuss how much Shakespeare is found in our popular culture.
- Briefly discuss the Elizabethan Era, Shakespeare and the Globe Theatre. Show pictures of the New Globe theatre on overhead.
- Discuss *A Midsummer Night's Dream*. What was "midsummer night" in Elizabethan times? What were people celebrating?
- Hand out class copies of *A Midsummer Night's Dream*. Briefly mention the main themes of the play (love, friendship/loyalty and illusion vs. reality).

Closure (10 minutes):

Discuss the Unit Project. In groups, students will be presenting dramatic readings of scenes from the play. See appendices for project details. The performances will be during lessons #5, 6, 7, 8, and 9. Divide students into groups of five or six depending on the scene for the group presentations (see appendices). Students will have some class time to work on their performances but expect them to meet outside of class. Each group must sign up for a performance day before leaving class today.

Assessment:

Assessment can be based on participation during the mind map activity.

Extension:

There is no in-class extension needed for this lesson. There is no homework but students should meet and start working on group presentations outside of class.

Lesson # 2: The Language of Shakespeare and *A Midsummer Night's Dream*

Objectives (SWBAT):

- Gain familiarity with Shakespeare's language
- Interpret Shakespearean language by putting it into a modern context

Materials:

- Class copies of *A Midsummer Night's Dream*
- Handout for the Shakespearean Insult Game (see appendices)
- Character and Scene handout (see appendices)

Introduction (10 minutes):

Play the Shakespearean Insult Game. Ask each student to come up with three insults and then roam around the classroom delivering them. Afterwards, once students are seated, ask them to share their favorites.

Body of lesson (60 minutes):

- Divide students into pairs and ask them to re-write a selection from *A Midsummer Night's Dream* Act 1 (at least 15 lines) by "translating" it into colloquial English. The re-writes are to be handed in at the end of class.
- Have the pairs read their versions aloud and discuss the interpretations with the class.
- Students will be given thirty minutes this class to meet with their groups for the class presentations beginning during lesson #5. This will be the longest block of time given in-class. Students will finalize which characters they will play and brainstorm costume/prop ideas and specifics regarding the presentation. The character and scene handout for the presentation is due next day.

Closure (10 minutes):

Discuss with class the relevance of Shakespeare's language and how it connects to modern language (i.e. it is easy to understand once you are aware of the context), and ask students if they think putting Shakespeare's language into modern English detracts from the language or from the play.

Assessment:

Students will hand in their selections completed in pairs to be evaluated for comprehension of the language. This will be marked out of five.

Extension:

Each group must hand in their character and scene handout next day; to be completed for homework if not finished in class.

Lesson # 3: The Stories of *Theseus* and *Pyramus & Thisby*

Objectives (SWBAT):

- Gain familiarity of inter-textuality in Shakespeare's play
- Develop writing and critical thinking skills

Materials:

- Copy of the myth of *Theseus*
- Copy of the myth of *Pyramus & Thisby*

Introduction (10 minutes):

Groups should hand in the Character and Scene handout for their group presentations beginning two classes from today. Explain that Shakespeare used a hero from Greek mythology as one of the characters in the play *A Midsummer Night's Dream (MSND)*. Remind students that last year they most likely studied mythology in English 8. Ask students if any of them have heard of Theseus, or of any other Greek hero from mythology.

Body of lesson (65 minutes):

- As a class read the myth of *Theseus* aloud. A possible source for the text is *Greek Myths: Gods, Heroes, and Monsters* by Ellen Switzer.
- Discuss the myth. Make sure to discuss the Amazons and Hippolyta. Read the first 20 lines of *MSND* Act 1, Scene 1. What are the differences in tone, setting, and atmosphere between the myth and the play? What can students deduce about the tone, setting and atmosphere of *MSND* just from that short passage?
- As a class read the myth of *Pyramus & Thisby (P&T)* aloud. Discuss the theme of love in the myth and how it relates to *MSND*. Also mention the "play within a play." Ask the students if any of them have seen a production of *Romeo & Juliet (R&J)*, and point out the similarities between *R&J* and *P&T*.
- In pairs students should complete a four-columned response to either *Theseus* or *Pyramus & Thisby*, by dividing a loose-leaf piece of paper into two columns on both sides. In the first column students should make some notes from the text while the class reads the two stories. In the second column, students will then write a response to one of the texts. Students will then switch papers with their partner who will comment on the response, bringing up any additional points the first student may have overlooked or commenting on what the first student has chosen to focus on. The pairs will then switch back to write a final reply to the comment, either to elaborate on the original

response or respond directly to the comment. Both names of the students should be on the paper and handed in to check for understanding.

- Give students any remaining time in class to work in their groups on the upcoming presentations.

Closure (5 minutes):

Close by telling students that we will read Act 1 of *MSND* next day. Review today's lesson by discussing the inter-textuality of *MSND*, the myth of *Theseus* and the myth of *Pyramus & Thisby*. State that these stories bring up one of the themes of *MSND*, the theme of love.

Assessment:

Assessment is based on the Character and Scene handout that was handed in by each group but it is not to be marked except for completion. It is meant to be used as a guide for the teacher during the upcoming presentations. The four-columned response is to be handed in to check for understanding/completion and marked out of five.

Extension:

There is no homework assigned for next day. Any extra time in class is spent working in groups on the presentations, so no in-class extension is required.

Lesson # 4: A Midsummer Night's Dream, Act I

Objectives (SWBAT):

- Identify the main characters of the play that are introduced in Act 1

Materials:

- Class copies of *A Midsummer Night's Dream*

Introduction (10 minutes):

Have students start a "character journal", to be handed in at the end of the unit, by writing the names of Theseus, Hippolyta, Egeus, Hermia, Lysander, Demetrius and Helena in it, leaving room for comments about the characters.

Body of lesson (55 minutes):

- Read all of *A Midsummer Night's Dream* Act 1 aloud in class. Students should all have an opportunity to read parts throughout the unit. Assign roles each day that the play is read aloud.
- At the end of Act 1, Scene 1, ask students to fill in their character journals for the characters listed above. Students should write down facts as well as impressions of the characters as they complete the character journal. Also, students should make sure to note any interconnections between the characters.
- Read all of Act 1, Scene 2. Add the names of the additional characters (Quince, Snug, Bottom, Flute, Snout and Starveling) in the second scene to the character journal. Filling in the information about the characters in Scene 2 should be completed as homework.
- Any remaining time in class will be spent working on group presentations which begin next day.

Closure (10 minutes):

Remind students that next day will be the first presentation. They will be introduced to three new major characters; Oberon, Titania and Puck. Tell students that Puck is also known as Robin Goodfellow and explain the origins of the name. (A good website to use as a resource for this is listed under "Resources" at the end of this unit.)

Assessment:

Assessment is based on participation during class reading but all students will have an opportunity to read parts of the play aloud by the end of the unit. Assessment will also be made on the character journal at the end of the unit and will be marked out of ten.

Extension:

Students may work on their character journals as an in-class extension as it will be checked next day for information from Act 1. This is also for homework.

Lesson # 5: *A Midsummer Night's Dream*, Act 2, Scene 1

Objectives (SWBAT): (the same objectives apply to all group performance days)

- Develop listening skills by watching group presentations
- Discuss significant events/issues in the play
- Interpret and analyze the play by performing a dramatic reading
- Examine the plot and themes of the play
- Compare students' interpretations of the play
- Use props/costumes effectively in a dramatic performance
- Develop interpersonal & group skills
- Discover the play through performance
- Role-play based on characters from the play

Materials:

- Class copies of *A Midsummer Night's Dream*

Introduction (5 minutes):

Homework check: check that the character journal for the characters in Act 1 is complete. The first group to present will be checked first so they may use the time to prepare.

Body of lesson (65 minutes):

- First group presentation on Act 2, Scene 1. Students should watch the performance and not follow along in their texts.
- Allow the class to ask the presenters questions about their scene. Ask them why they chose to act it out this way? Why they cast students in certain parts etc.
- Lead a class discussion on the scene. Use guiding questions: What is Oberon and Titania's relationship? How are they connected with Theseus and Hippolyta? What or who are Oberon and Titania fighting about? What does Oberon ask Puck to do? What happens when Helena and Demetrius enter the forest? What are they fighting about?

Closure (10 minutes):

Ask students to add Oberon, Titania and Puck to their character journals, and to note down information on them for homework.

Assessment:

Assessment will be made of the group presentation using the rubric for the unit assignment (see appendices). Can also assess on participation during the question session and the following discussion on the scene. Students are also being assessed for work-habit marks through completion of homework.

Extension:

For homework students should work on their character journals, filling in sections for Oberon, Titania and Puck and adding information on Helena and Demetrius.

Lesson # 6: A Midsummer Night's Dream, Act 2, Scene 2

Objectives (SWBAT):

- Same as lesson # 5

Materials:

- Class copies of *A Midsummer Night's Dream*

Introduction (5 minutes):

Check homework for work done on the character journals. Review the play so far; what happened in Act 1 and so far in Act 2.

Body of lesson (65 minutes):

- Group presentation on Act 2, Scene 2. Students should watch the performance and not follow along in their texts.
- Allow the class to ask the presenters questions about their scene. Ask them why they chose to act it out this way? Why they cast students in certain parts etc.
- Lead a class discussion on the scene. Use guiding questions: What is Oberon trying to accomplish by placing the juice on Titania's eyelids? Why would Oberon want Titania to fall in love with someone else, even some "vile thing"? Why does Hermia ask Lysander to sleep away from her? Why does Puck put the juice in Lysander's eyes? How does Helena react when Lysander professes his love for her? How is Hermia's dream connected to what is really happening to her?

Closure (10 minutes):

Briefly discuss the themes of illusion vs. reality (Hermia's dream) and love (between all the couples) that have come up in the play.

Assessment:

Assessment will be made of the group presentation using the rubric for the unit assignment (see appendices). Can also assess on participation during the question session and the following discussion on the scene. Students are also being assessed for work-habit marks through completion of homework.

Extension:

There is no in-class extension needed. Students should note down the change in Lysander in their character journals for homework. This will not be checked next day.

Lesson # 7: A Midsummer Night's Dream, Act 3, Scene 1

Objectives (SWBAT):

- Same as Lesson # 5

Materials:

- Class copies of *A Midsummer Night's Dream*

Introduction (10 minutes):

Review the play so far; what happened in Act 2.

Body of lesson (65 minutes):

- Group presentation on Act 3, Scene 1. Students should watch the performance and not follow along in their texts.
- Allow the class to ask the presenters questions about their scene. Ask them why they chose to act it out this way? Why they cast students in certain parts etc.
- Lead a class discussion on the scene. Use guiding questions: How are the actors planning to act out the story of *Pyramus & Thisby*? How do they plan to stage it? How do they cast the parts? Who among the six stands out? What does Puck do to Bottom? Why? What does Puck plan to do to the other players? How does Titania react to Bottom? How does Bottom react to Titania?

Closure (5 minutes):

Ask how the story of *Pyramus & Thisby* that the six players intend to act out seems to differ from the one we covered in class (focus on the comic element).

Assessment:

Assessment will be made of the group presentation using the rubric for the unit assignment (see appendices). Can also assess on participation during the question session and the following discussion on the scene.

Extension:

Students should note down the change in Titania and Bottom in their character journals, and add information regarding all the players for homework.

Lesson # 8: A Midsummer Night's Dream, Act 3, Scene 2

Objectives (SWBAT):

- Same as Lesson # 5

Materials:

- Class copies of *A Midsummer Night's Dream*

Introduction (10 minutes):

Review the play to date as the group presenters get ready; what happened in Act 3, Scene 1.

Body of lesson (65 minutes):

- Group presentation on Act 3, Scene 2. Students should watch the performance and not follow along in their texts.
- Allow the class to ask the presenters questions about their scene. Ask them why they chose to act it out this way? Why they cast students in certain parts etc.
- Lead a class discussion on the scene. Use guiding questions: What has happened between Helena, Demetrius, Hermia and Lysander? What does Hermia accuse Demetrius of? Why is Helena upset that Demetrius is saying he loves her? What is Helena and Hermia's relationship like now? What do Lysander and Demetrius decide to do? How are Puck and Oberon going to fix the situation?

Closure (5 minutes):

Review the themes of love and illusion vs. reality. Mention a third theme; that of friendship/loyalty. How are the events of the play affecting the friendships of the characters?

Assessment:

Assessment will be made of the group presentation using the rubric for the unit assignment (see appendices). Can also assess on participation during the question session and the following discussion on the scene.

Extension:

Students should note down any changes in their character journals for homework.

Lesson # 9: *A Midsummer Night's Dream*, Act 4, Scene 1 & 2

Objectives (SWBAT):

- Same as Lesson # 5
- Recognize how difference in tone changes the interpretation of the play
- Contrast different interpretations of the play

Materials:

- Class copies of *A Midsummer Night's Dream*
- Video: *A Midsummer Night's Dream* with Kevin Kline and Michelle Pfeiffer

Introduction (5 minutes):

Review what happened in Act 3, Scene 2.

Body of lesson (70 minutes):

- Group presentation on Act 4, Scene 1. The group will not present the final part spoken by Bottom. Students should watch the performance and not follow along in their texts.
- Allow the class to ask the presenters questions about their scene. Ask them why they chose to act it out this way? Why they cast students in certain parts etc.
- Lead a class discussion on the scene. Use guiding questions: How is Bottom handling Titania's attentions? What is Oberon's reaction to seeing Titania and Bottom together? Will Oberon tell Titania the truth of what happened that night? Who is out looking for the four lovers? What happens when they find them? Why can't the two couples figure out whether they are in a dream?
- Discuss the final part of Scene 1 and read out all of Scene 2. Read out Bottom's lines at the end of Scene 1 in two different tones; funny/silly and melancholy to show students how much tone can change the interpretation of a scene in a play. Show the scene in the video version where Kevin Kline performs it.

Closure (5 minutes):

After seeing a video production of MSND for the first time, ask students for their initial reactions to that particular interpretation. Mention that we will be covering the final act next day.

Assessment:

Assessment will be made of the group presentation using the rubric for the unit assignment (see appendices). Can also assess on participation during the question session and the following discussion on the scene.

Extension:

Students should note down any changes in their character journals for homework.

Lesson # 10: *A Midsummer Night's Dream*, Act 5

Objectives (SWBAT):

- Describe the relationships between characters
- Create a sociogram based on the play
- Develop oral reading and listening skills

Materials:

- Class copies of *A Midsummer Night's Dream*
- Blank paper for sociograms

Introduction (20 minutes):

Show the final scene of *A Midsummer Night's Dream* on video (choose one version; the 1968, 1996 and 1999 versions are possible). Ask for student reactions to the portrayal.

Body of lesson (55 minutes):

- Read all of *A Midsummer Night's Dream* Act 5 aloud in class. Students should all have an opportunity to read parts throughout the unit. Assign roles each day that the play is read aloud.
- Lead a class discussion on Act 5. Use guiding questions: What is Theseus' reaction to the stories of Lysander, Hermia, Demetrius and Helena? Why does Theseus choose to watch the players perform *Pyramus & Thisby*? What does Shakespeare accomplish by interjecting comments from the audience during the "play within a play"? How does the audience react to the play? Why does Puck make the final speech of the play? What is the purpose?
- Discuss what a sociogram is while giving out an 8x10 sheet of blank paper to each student. In order to explore the relationships between characters, events and ideas within the play, students will chart them graphically. After drawing the main characters use arrows to show the interconnections. Students are encouraged to think creatively while designing their sociograms.

Closure (5 minutes):

Tell students that there will be a quiz two classes from now to finish off the unit. Ask them to make sure they have finished their character journals to the end of the play, and to use them to study. We will also review the themes of the play right before the quiz. The character journals will also be handed in that day.

Assessment:

Assessment can be based on participation during class discussion. The sociograms will be due one week from today, and will be marked out of ten.

Extension:

For in-class extension students may work on their sociograms or character journals. For homework, students should be completing their character journals (to be handed in two classes from now), and continue working on their sociograms (due in one week). They also should be studying for the unit quiz by reviewing their character journals and class notes.

Lesson # 11: Review of the Themes/Plot of *A Midsummer Night's Dream*

Objectives (SWBAT):

- Identify the main themes of the play
- Describe the four main plotlines of the play

Materials:

- Class copies of *A Midsummer Night's Dream*

Introduction (10 minutes):

Discuss the issue of dreams. Ask students whether they remember their dreams from last night. What did they dream about?

Body of lesson (55 minutes):

- Review the theme of illusion vs. reality by recalling several mentions of dreams/dreaming within the play. Why do the characters seem to repeatedly not know whether what they are experiencing is a dream or reality?
- Review the theme of love that has already been discussed by getting students to call out all examples of love within the play (Theseus and Hippolyta, Hermia and Egeus etc.) and writing them on the overhead.
- Discuss the issue of friendship and loyalty. What does friendship mean to the students? What examples of friendship/loyalty are found in the play? Have students write a response to one of the friendships/non-romantic love relationships in the play.

Closure (15 minutes):

To close review the four main plots of the play: the marriage of Theseus and Hippolyta; the relationships between Lysander, Hermia, Demetrius and Helena; the rehearsal and performance of *Pyramus & Thisby* by the six tradesmen; and the quarrel between Titania and Oberon. Discuss how these plots overlap.

Assessment:

Assessment will be based on the written response to the theme of friendship/loyalty that students completed in class; this will be marked out of five.

Extension:

If students finish early in class they can work on their sociograms or review their material for the quiz next day. For homework, students should study their completed character journal and other notes in preparation for the quiz. The character journals are to be handed in next day as well (to be marked out of ten).

Lesson # 12: The Conclusion of *A Midsummer Night's Dream*

Objectives (SWBAT):

- Match characters to lines in the play
- Describe plot points from the play
- Identify and examine the themes of the play

Materials:

- Class copies of *A Midsummer Night's Dream*
- Unit Quiz
- Episode of *Malcolm in the Middle*, Season 2, "High School Play"

Introduction (5 minutes):

Have students hand in their character journals. Hand out the unit quiz and go over test rules. Tell students not to worry!

Body of lesson (65 minutes):

- Students have thirty minutes to complete the quiz.
- To get students moving about after the quiz, divide them into groups of five/six and ask each group to present a "freeze frame" of a scene within the play. The other students in the class will have to guess what moment the group is enacting.
- Play the episode of *Malcolm in the Middle* called "High School Play" (Season 2) in which Malcolm is cast as Puck in the high school play and suffers from stage-fright. Play the end scene where he forgets his lines.

Closure (10 minutes):

Mention that the sociograms are due next day. Give an overview of what students will be doing in the next unit.

Assessment:

Assessment is based on the character journals (marked out of ten) and the unit quiz (marked out of twenty).

Extension:

Students who complete their quiz early may work on their sociograms that are due next class.

Resources:

For information regarding Shakespeare and the Globe Theatre:

Shakespeare's Globe Research Database: <http://www.rdg.ac.uk/globe/home.htm>

Official Site of Shakespeare's Globe (the New Globe Theatre):
<http://www.shakespeares-globe.org/>

For questions and focuses of study for *A Midsummer Night's Dream*:

Online Teacher's Guide to the Signet Classic Edition of *A Midsummer Night's Dream*:
<http://www.penguinputnam.com/static/packages/us/academic/resources/guides/shakamid/frame.htm>

Miscellaneous Helpful Websites:

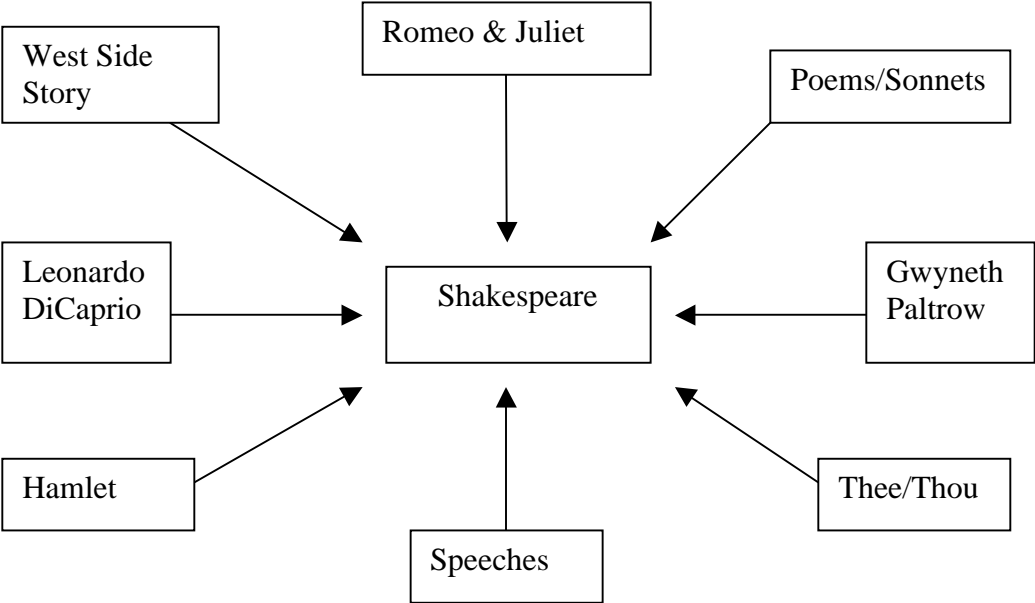
The Story/Origins of Puck:
<http://www.geocities.com/Athens/Acropolis/4198/puckages.html>

Links to paintings online that were inspired by the play:
http://www.emory.edu/ENGLISH/classes/Shakespeare_Illustrated/MidsummerPaintings.html

Some movies based on Shakespeare's plays:

10 Things I Hate About You (1999)
The Lion King (1994)
A Midsummer Night's Dream (1968, 1996, 1999)
O (2001)
Romeo & Juliet (1996)

Example of Shakespeare Mind Map:



Unit Project Description and Rubric:

Part 1 - Each group will present a scene from the play *A Midsummer Night's Dream*. This will be presented as a dramatic reading; not memorized. The groups should use some kind of costume or prop to differentiate characters, and may use music if they wish.

Part 2 – After the dramatic reading, each group will present the issues raised in the scene to the class. They should do this through an oral presentation of the material by role-playing a scene either in a psychiatrists' office, as an episode of a talk show (Oprah, Jerry Springer), through an interview session with the characters etc. Students may come up with any variation on how to discuss the issues from the scene and explore the relationships between the characters.

Rubric:

This presentation will be marked out of 40:

Part 1 – Dramatic Reading

The scene is clearly prepared; Students know the lines they must deliver	/5
Students demonstrate an understanding of the scene through interpretation	/5
Appropriate and creative use of props/costumes	/5

Part 2 – Presentation

Students demonstrate an understanding of the issues in the scene	/5
Students demonstrate an understanding of their characters	/5
The scene is imaginative and creative	/5

Overall performance	/10
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Total:	<hr/> /40
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Division of characters and scenes to determine group numbers:

Act 2, Scene 1 – Group of Five

Five main characters: Oberon, Titania, Puck, Helena and Demetrius.

Act 2, Scene 2 – Group of Five

Six main characters: Oberon, Titania, Puck, Lysander, Hermia and Helena (the student who plays Titania can play a second role).

Act 3, Scene 1 – Group of Six

Eight main characters: Quince, Snug, Bottom, Flute, Snout, Starveling, Puck and Titania. (Students can divide roles according to number of lines).

Act 3, Scene 2 – Group of Six

Six main characters: Puck, Oberon, Hermia, Demetrius, Lysander, and Helena.

Act 4, Scene 1 – Group of Five (or up to eight)

Ten main characters: Bottom, Titania, Oberon, Theseus, Hippolyta, Egeus, Lysander, Hermia, Demetrius and Helena. Helena and Hermia should be stand-in volunteers from the class, as they have limited lines. The first part of the scene involves Bottom, Titania and Oberon and assorted fairies. In the second part of the scene, Theseus, Hippolyta, Egeus, Lysander and Demetrius have the majority of lines. However, in a larger class this group could easily be expanded.

This is to accommodate a class of 27 students. The roles and groups can be reconfigured for higher or lower numbers.

Shakespearian Insult Game (Source: Ideas for Teaching Shakespeare handout)
Combine one word from each of the three columns below, prefaced with "Thou":

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
qualling
rank
reeky
roguish
ruttish
saucy
spleeny
spongy
surley
tottering
unmuzzled
vain
venomed
villainous
warped
wayward
weedy
yeasty

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

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
joithead
lewdster
lout
maggot-pie
malt-worm
mammet
measle
minnow
miscreant
moldwarp
mumble-news
nut-hook
pigeon-egg
pignut
puttock
pumpion
ratsbane
scut
skainsmate
strumpet
varlot
vassal
whey-face
wagtail

Character and Scene Handout:

Group Presentation of *A Midsummer Night's Dream*

Scene to be Presented: _____

Group Members:

Characters in the Scene:

Played by:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Costumes/Props to be used:

Requests for audio/visual equipment (including overhead projector, tape recorder, cd player etc.):

Unit Quiz:

This Quiz is worth 20 points.

Part 1 – Mix and Match (/6)

Match the character with the line from the play. (Key: 1D, 2F, 3A, 4G, 5E, 6C)

- A. Hermia
- B. Lysander
- C. Helena
- D. Demetrius
- E. Titania
- F. Oberon
- G. Theseus
- H. Hippolyta

_____1. “Tempt not too much the hatred of my spirit; For I am sick when I do look on thee.” (Act 2, Scene 1)

_____2. “But, notwithstanding, haste, make no delay; We may effect this business yet ere day.” (Act 3, Scene 2)

_____3. “I would my father look’d but with my eyes.” (Act 1, Scene 1)

_____4. “No epilogue, I pray you; for your play needs no excuse.” (Act 5, Scene 1)

_____5. “Sing me now asleep; Then to your offices, and let me rest.” (act 2, Scene 2)

_____6. “Now I perceive they have conjoin’d all three to fashion this false sport in spite of me.” (Act 3, Scene 2)

Part 2 - Short answer questions (/5)

What is Egeus’ complaint in Act 1?

Who or what are Oberon and Titania fighting about?

Who loves Helena in Act 1? Who loves her at the end of Act 3?

What does Puck do to Bottom?

What is Theseus' reaction to the story the two couples tell?

Part 3 – Paragraph (/9)

Write a paragraph on the three themes of *A Midsummer Night's Dream* we have discussed in class, and cite one example from the play for each. Prepare your rough draft on a separate sheet of paper.
