

THE UNIT PLAN
A Midsummer Night's Dream
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LLED 314 – 302
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LLED 314 -302 – Unit Plan

Topic: A Midsummer Night's Dream

Grade and Course: English 9

Duration of Unit: 19 days (almost 4 weeks)

Global Rationale:

The purpose of the unit is to expose students to the world of Shakespeare, in particularly, A Midsummer Night's Dream. My hope is that students gain an appreciation for Shakespeare by enjoying the aesthetic experience, as well as finding the story's themes relevant to their own lives. The unit also introduces the students to drama techniques and public speaking. In this way, they can identify the difference between a story and a play—a story is just a story, whereas a play must be brought to life by actors.

I tried my best to ensure that students have the opportunity to explore Shakespeare as a class, in small groups, as well as individually. I chose to do a portfolio in the hopes that it creates in them a sense of ownership and pride for their work. The plot charting is useful for students to sort out the myriad of events that occur throughout the play, as well as providing them with an invaluable tool for studying. The unit test at the end of the unit will test for comprehension and interpretation of the play.

Most importantly, I tried to include a variety of activities (e.g. written, oral, artistic, visual, and audio) to accommodate all types of learners. Many of the activities in the unit allow students to demonstrate their creative capabilities and connect personally with the play.

Goals:

- Read and understand Shakespeare's A Midsummer Night's Dream.
- Identify poetic devices within the play.
- Identify the main themes within the play (e.g. Love and Friendship).
- Appreciate the aesthetic experience of the play.
- Connect with the play and identify its relevance to modern day issues concerning youth.
- Watch a film version of the play and compare it to the reading experience.
- Understand the difference between a play and a story.
- Complete a portfolio that includes all of the work they have done on Shakespeare.

THE UNIT PLAN:

Lesson #	Topics	PLOs and Objectives	Student Activities	Materials	Assessment
1	<p>-INTRO: KWL -Shakespeare's Life and Times</p>	<ul style="list-style-type: none"> •Think about what they already know about Shakespeare. •Compare and Contrast the Elizabethan period to modern day. •Have fun with Shakespearean Language in the form of the Insult walk about 	<p>Hook: -put up a portrait of Shakespeare on overhead. Ask students who they think it is. -Probe: What do students already know about Shakespeare?</p> <p>Activity: -Shakespeare Insult Walk-about + Debrief of activity. -Lecture about Life and Times of Shakespeare. Highlight with video clips from "Shakespeare in Love." Close: -Talk about Shakespeare is alive and well. Introduce the term: allusion. -Students will be asked to pay attention to media (TV, Radio, Magazines etc.) to see if they can spot allusions to Shakespeare!</p>	<p>-Hand-out: Shakespearean Insult Chart (see Appendix A) -VCR + TV -Video: Shakespeare in Love -Overhead images, books, portraits etc of Shakespeare's Life and the Elizabethan period.</p>	<p>-introduce students to the idea of a portfolio. Tell them that all of their work on Shakespeare will be compiled in their "portfolio" and handed in at the end of the unit. -Anyone who can bring in an original example of an allusion to Shakespeare in the next 4 weeks gets a bonus mark!</p>
2	<p>-Shakespeare's Language -Poetic Rhyme and meter</p>	<ul style="list-style-type: none"> •Understand the poetic devices of meter and rhyme. •Identify the poetic meter and rhyme of a poem. •Practice using iambic tetrameter to create a poem. 	<p>Hook: -Teacher reading of Dr.Seuss' "Green Eggs and Ham" ◊ how is this related to Shakespeare? -Sing the fairy song (Act II scene 2 lines 9-32) while standing in a circle. Activity: -Teacher-led discussion about poetic meter and rhyme. -Students get to play with poetic structure and create their own limericks using the iambic tetrameter structure.</p>	<ul style="list-style-type: none"> •Hand-out: Information on Poetic Meter and Rhyme. •Dr.Seuss' "Green Eggs and Ham" 	<p>Participation: -Sings fairy song. -creates a limerick.</p>

Lesson #	Topics	PLOs and Objectives	Student Activities	Materials	Assessment
3	-Shakespeare's Language. -Translating and Understanding. - Intro to AMND	<ul style="list-style-type: none"> •Learn how to use clues from the text around a word to understand the meaning. (I.e. appreciate the importance of context.) •Translate Shakespeare into modern English. •Think about how the English language has evolved from Shakespeare's time. •Understand the history behind A Midsummer Night's Dream, in particular, the story of Theseus and Hippolyta. •Become familiar with the Dramatis Personae. 	<p>Hook: -Give students an unknown word and ask them to guess what it means. Put up the lines around the word. Guess again.</p> <p>Activity: -Translating Shakespeare Worksheet. -Talk about the evolution of the language. -Intro to the Dramatis Personae of AMND -Talk about the story of Theseus and Hippolyta.</p>	<ul style="list-style-type: none"> •Hand-out: Translating Shakespeare. (see Appendix A) •Hand-out: Shakespearean Vocabulary Chart. (see Appendix A) •Overhead + Overhead Pens •Teacher notes: the story of Theseus and Hippolyta and on Dramatis Personae. (see Appendix A) 	-Translating worksheet to be handed in for marks, and then included with portfolio.
4	- AMND - Act 1, Scene 1 - Shakespeare's Vocabulary - Prediction	<ul style="list-style-type: none"> •Practice the skill of reading aloud by working on articulation of tongue twisters. •Become familiar with tricks that actors/singers use to "warm-up." •Read Act I scene 1 aloud in class. •Predict what will happen next in the play. 	<p>Hook: -Articulation activity. (tongue twisters).</p> <p>Activity: -Provide photocopies of the first scene. Read aloud as a class. During the reading, have students underline/highlight the words that they did not understand. -In groups of 3-4, have them make up a master vocab list (each person) and discuss what they think it means. Were</p>	<ul style="list-style-type: none"> •Teacher Notes: Intro to Drama (see Appendix A) •Chart paper for Plot charts 	-Participation mark will be given. (Vocab sheet must be filled out) -Students are to add words to the vocab list as we go along. This will be compiled into their own

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			<p>they able to understand what was going on regardless of not knowing what the word meant? Encourage students to discuss with each other when they don't understand something.</p> <p>Close:</p> <ul style="list-style-type: none"> -Discuss what happened in the first scene. -Start a "plot chart" as a class that will eventually map out all 4 plots that occur within the play. -Exit Slip: have students predict what will happen next. 		<p>mini Shakespeare dictionary.</p> <ul style="list-style-type: none"> -Exit slips must be handed in before leaving class.
5	<ul style="list-style-type: none"> - AMND - Act 1, Scene 2 -Scene Blocking 	<ul style="list-style-type: none"> •Students will read aloud in small groups. •Learn about blocking a scene •Block the scene in their groups •Present their work to the class 	<p>Hook:</p> <ul style="list-style-type: none"> -sample of a blocked scene. <p>Activity:</p> <ul style="list-style-type: none"> -Read aloud in small groups. -Discuss what is happening -Block the scene in small groups. -With the help of the students, add to plot chart 	<ul style="list-style-type: none"> •Sample of a blocked scene. •Hand-out: How to Block a Scene (see Appendix A) •Poster paper •Various Shakespeare and drama-related books. 	<ul style="list-style-type: none"> •Their blocking activity will be handed in for marks. •Participation marks will also be given for students who practice proper group work etiquette and who participate in the discussions.
6	<ul style="list-style-type: none"> -AMND - Act 2, scene 1 -Setting 	<ul style="list-style-type: none"> • Listen to an audio recorded version of the scene. Note the way actors can portray emotion/action merely via their voices. •Imagine what the forest setting should look like 	<p>Hook:</p> <ul style="list-style-type: none"> -Listen to audio recording of the scene. <p>Activity:</p> <ul style="list-style-type: none"> -Create an image of the forest setting and write a one page rationale explaining the choice of scenery. 	<ul style="list-style-type: none"> •CD/Tape player •Audio version of the play. •Art supplies: poster paper, paint, crayons, pencil crayons, construction paper, 	<ul style="list-style-type: none"> -The "Setting" assignment is due next class.

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		and create an artistic representation of their imagined scene. •Provide a rationale to explain their created setting using evidence from the play.		magazines, etc.)	
7	-AMND -Act 2, scene 2 -Role Reversal -Translation Activity	•Read aloud in class •Reflect on how men used to play the female roles in Shakespeare's time because women were not allowed to act. •Summarize the main events of the scene and translate the scene in a creative way. (e.g. media or sports event, cartoon, children's story, silent mime, modernization) •Present their translation to the class.	Hook: -show clip of "Shakespeare in Love" where Gwyneth Paltrow has to dress like a guy in order to be a part of the theatre company. Activity: -Read the scene aloud in class (Act II scene 2 line 89-162). Have the students reverse roles in their reading to see how it felt for guys to have to play female roles back in Shakespeare's time. -Translation Activity and Presentations -Add to plot chart	•TV/VCR •Video of Gwyneth Paltrow in "Shakespeare in Love" having to disguise herself as a guy in order to be allowed to act in the play. •Various props for translation activity.	-participation marks for those who show enthusiasm and good group work etiquette. -5 marks per group for the presentation and translation activity. See assessment rubric.
8	- AMND - Act 3, scene 1	•Present their translation to the class. •Read aloud. •Predict what will happen next.	Hook: -Bring in Shakespeare-related books -Let students re-group (those who have yet to present) Activity: -Complete presentations -Read aloud Act III scene 1 -Predict what will happen next.	•Various props for translation activity. •Various interesting Shakespeare-related books for students to peruse if they have completed their presentation.	•Presentation assessment as in previous lesson. •Participation in reading and discussion.
9	- AMND - Act 3, scene 2 -Puck Advice Column: "what"	•Read aloud. •Respond to Puck's line "What fools these mortals be"	Hook: -Bring in magazine article about foolish love drama.	• Magazine article/story of foolish things people will do for love. (see	•Their advice column will be handed in next day for marks

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	Column: "what fools these mortals be"	mortals be" •Write an advice column that Puck might write for us foolish mortals.	Activity: -Read the play aloud -Puck says "What fools these mortals be" What do you think he means? What is he referring to in the play? -Write an advice column by Puck to humans, advising them on how to be not so foolish.	will do for love. (see Appendix A)	day for marks. •Once it is marked and returned, they should include it in their portfolio.
10	- AMND - Act 3, scene 2 cont'd -Prompt Copy	•Read the scene in small groups keeping in mind expressions, gestures, movement, stage directions. •Creating a prompt copy	Hook: -Bring in a sample Prompt Copy that actors/directors use. Activity: -Read the scene in small groups. -In groups, create a prompt copy -re-read with prompts. -Discuss the scene and the use of prompt copy. -Add to plot chart.	•Photocopy of Act III scene 2 lines 121-464. One copy per group for the Prompt Activity. •Sample of a prompt copy. •Images of the Globe theater layout.	•Students will be given a participation mark for proper group work etiquette. •Prompt Copies are to be handed back to teacher at the end of class for evaluation. They will be given a mark out of 5.
11	- AMND - Act 4, scene 1 & 2	•Relate their own personal dream experience to the dream experiences of the characters in the play. •Interpret dreams the way they did during the Renaissance. •Explore the role dreams play in AMND.	Hook: -Dream free-write. Activity: -Read play -Discuss Dreams in the play. -Interpret Dream scenarios -Interpret using Renaissance Interpretations.	•Hand-out: Dream Scenarios (see Appendix A) •Hand-out: Renaissance Dream Interpretations (see website below)	•Student's free write of their dream should be included in portfolio. •Dream interpretations (students' and Renaissance) also to be included in portfolio.

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12	- AMND - Act 5, scene 1	<ul style="list-style-type: none"> •Read aloud. •Listen to Mendelssohn's AMND •Complete the plot chart. •Reflect on the play. Develop an opinion. Ask any lingering questions. 	<p>Hook:</p> <p>Activity:</p> <ul style="list-style-type: none"> -Read the Act aloud. -Discuss the role of Puck in the play. -Complete the plot chart as a class. -Introduce Children's Story/Comic Book Project. 	<ul style="list-style-type: none"> •Sample children's books and comic books. •CD/Tape player •CD/Tape of Mendelssohn's A Midsummer Night's Dream. •Hand-out: Children's Story/Comic Book Project 	<ul style="list-style-type: none"> •The teacher should condense the plot chart into a hand-out •Exit slips •The major project will be due a week from today.
13	-AMND -Character Box. -Character relationship charts	<ul style="list-style-type: none"> -Examine the characters in the play. -Examine the relationship between the characters. 	<p>Hook:</p> <ul style="list-style-type: none"> -Bring in a memory box (Teacher's character/memory box) that includes things that are important to the teacher (that are symbols of teacher's character, beliefs, values). <p>Activity:</p> <ul style="list-style-type: none"> -Have students (in groups of 3) choose a character from the play, and create a 'Character Box' for that character. What items would someone find in that box? <p>Sample Characters: Puck, Nick Bottom, Helena.</p> <ul style="list-style-type: none"> -Students will also chart that character's relationship to other characters in the play. 	<ul style="list-style-type: none"> -Teacher's character box. -shoebox for each group of students. -sample character relationship chart. 	<ul style="list-style-type: none"> -Students should hand in their character box next class.
14	-AMND -Theme: Love and Friendship	<ul style="list-style-type: none"> -Identify the theme of Love and Friendship in the play. -relate to the characters. 	<p>Hook:</p> <ul style="list-style-type: none"> -Put up some images on overhead of what we consider related to or symbols of Love and Friendship. <p>Activity:</p>	<ul style="list-style-type: none"> -images or symbols of what we consider love/friendship. 	<ul style="list-style-type: none"> -essay on love/friendship to be handed in for marks and handed in with

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			<ul style="list-style-type: none"> - Discuss what Love and Friendship mean to the students. -Ask each student to create a list of: <ul style="list-style-type: none"> a) Different kinds of Love. b) Characteristics of a good friend c) Characteristics of a bad friend -Compare their list to the play. What kinds of Love are expressed in the play? -Discuss these with the class -Write a short essay: Choose a character and explain why he/she would be a good friend to have. 		portfolio.
15	<ul style="list-style-type: none"> -AMND -work on project 	-Work on project	Hook: -Read part of a children's version of AMND Activity: -Work on Childen's Story/Comic Book Project. First draft due by end of class.	-children's version of AMND	-participation mark for being on task.
16	-AMND movie class!	<ul style="list-style-type: none"> -Watch the movie -Compare movie to the play. Does it meet/exceed expectations? 	Hook: -Bring Popcorn for the class Activity: -Watch the movie -Exit slip: How has the movie compared to the play thus far? Was it like what you expected? How does the setting compare to your "setting" assignment?	<ul style="list-style-type: none"> -TV + VCR -AMND movie -popcorn 	-Exit slips demonstrate the student's engagement with the film and shows whether or not they are following the story.
17	<ul style="list-style-type: none"> -AMND movie cont'd... -Compare film to reading of play. -talk about how acting out the 	<ul style="list-style-type: none"> -watch the movie -critique the movie -write a movie review 	Hook: -Overview: what happened in the movie thus far? Activity: -Continue watching the movie. -Discussion: How did the movie differ	<ul style="list-style-type: none"> -TV + VCR -AMND movie 	-movie review marked out of 5. Due next day, and should be part of portfolio.

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	movie		from the play? -Write a movie review, due next class.		
18	- AMND Review for unit test	-review	Hook: -Have some students share some of their movie reviews. Activity: -Review for unit test.	-overhead -overhead pens	-Movie review also due.
19	Unit test	-unit test	Testing for students' comprehension of Shakespeare and AMND.	-unit test	-unit test

THE LESSONS
1-12

LESSON #1

Topic: Shakespeare

Subtopics: Introduction to Shakespeare's Life and Times

Student Learning Objectives:

- Think about what they already know about Shakespeare.
- Compare and Contrast the Elizabethan period to modern day.
- Have fun with Shakespearean Language in the form of the Insult walk about.

Materials:

- Hand-out: Shakespearean Insult Chart (see Appendix A)
- VCR + TV
- Video: Shakespeare in Love
- Overhead images, books, portraits etc of Shakespeare's Life and the Elizabethan period.

Resources Used:

- Shakespearean Insults from Bill Davison's Lecture. LLED 314A. Fall 2003.
- Idea for having students look for allusions from Folger's website:
<http://www.folger.edu/education/lesson.cfm?lessonid=46>
- Language tips on thou, thee, thy:
http://www.english.ucsb.edu/teaching/resources/unlocked/coursematerials/english_117E/lessonplan1.asp

TIME	Teacher Activity	Student Activity
5 mins	<p>Hook:</p> <ul style="list-style-type: none"> -Put up a portrait of Shakespeare. -Ask Students: <i>Q: Who do you think this is?</i> <i>Q: What do you know about Shakespeare?</i> -Write a list on board or chart paper. <i>Q: What would you like to know about Shakespeare?</i> 	<ul style="list-style-type: none"> -brainstorm, and think about what they know and what they'd like to know about Shakespeare.
Shakespearean Insult Walk-About:		
15 mins	<ul style="list-style-type: none"> -Hand out Shakespeare Insult chart (see Appendix A) <i>Q: What is the difference between a play and the short stories you have been reading?</i> -Talk about the difference between a play versus a story for example 	<ul style="list-style-type: none"> -Make up insults. Practice on their peers. Write down their favourite insult. -Discuss the difference between a play and a story.

	<p>a play versus a story for example. Talk about the importance of visualizing how an actor might act/look throughout the play.</p> <p>-Explain rules of the “Walk-about”</p> <p>-Demonstrate “NEUTRAL” and the importance of stopping as soon as you make eye contact with someone.</p> <p>-Debrief activity with students. <i>Q: What are some of the characteristics of the facial expressions as we went from neutral to happy, to sad etc.?</i></p>	<p>-For the “Walk About” students will memorize their insult, then walk around the room. When they come face to face with someone, they have to stop and say their insult to the person. Start with a “NEUTRAL” face, then do “HAPPY”, “SAD”, “ANGRY”, “JOKING”, “IN LOVE”, etc...</p> <p>-Reflect on activity.</p>
	Lecture/Video: Shakespeare’s Life and Times	
30 mins	<p>-Talk about the Elizabethan period. Show images on the overhead. Pass around books.</p> <p>-Talk about Shakespeare’s life.</p> <p>-Show clip from the movie “Shakespeare in Love” to show a portrayal of Shakespeare.</p> <p>-Show images of The Globe Theater.</p>	<p>-Compare and Contrast today and the Elizabethan period.</p>
	Close:	
5 mins	<p>-show how Shakespeare is alive and well and USED even today.</p> <p>-Introduce the idea of an allusion.</p> <p>-Talk about ongoing bonus assignment. Students who can find, document, and bring in an example of an allusion to Shakespeare will receive a bonus mark. (this must be done in the next 4 weeks for a mark. Only one mark per student)</p>	<p>-brainstorm places where one might find allusions to Shakespeare.</p> <p>-keep eyes and ears open for allusions to Shakespeare.</p>

Assessment:

- Participation in discussion.
- In the next 4 weeks, students may bring in and present an allusion to Shakespeare that they have encountered. This is for 1 bonus mark. Only one per student.

LESSON #2

Topic: Shakespeare

Subtopics: Introduction to Shakespeare's Style and Poetry.

Student Learning Objectives:

- Understand the poetic devices of meter and rhyme.
- Identify the poetic meter and rhyme of a poem.
- Practice using iambic tetrameter to create a poem.

Materials:

- Hand-out: Information on Poetic Meter and Rhyme.
- Dr.Seuss' "Green Eggs and Ham"

Resources Used:

- Idea for using Dr.Seuss from the Folger's website:
<http://www.folger.edu/education/lesson.cfm?lessonid=140>

TIME	Teacher Activity	Student Activity
15 mins	<p>Hook:</p> <p>-Read Dr.Seuss' "Green Eggs and Ham"</p> <p><i>Q: How is this related to Shakespeare?</i></p> <p>-“Sing” or “Chant” the fairy song from <u>AMND</u>. (Act II, Sc. 2, ln 9-32)</p>	<p>-think about the relationship between Dr.Seuss and Shakespeare.</p> <p>-“Sing” or “Chant” the fairy song from <u>A Midsummer Night's Dream</u></p>
Lecture: Poetic Meter and Rhyme		
30 mins	<p>-Hand out Info Sheet on Poetic meter and rhyme.</p> <p>-Put up examples of different meters and rhymes on the board.</p>	<p>-Copy down examples and identify the meter and the rhyme scheme of each of the lines.</p>
Activity: Make your own Poem		
15 mins	<p>-Pair up the students.</p> <p>-Give each group some time to create their own poem using Iambic Tetrameter.</p>	<p>- In pairs, create your own poem using Iambic tetrameter.</p>
10 mins	<p>-Invite students to share with the class.</p>	<p>- share with the class.</p>
Close:		

5 mins	-Introduce the "Portfolio" -Tell students that it will be a collection of their work for the next 4 weeks and should be handed in after the unit test. -Hand out folders and have each student label theirs.	-Start "Shakespeare Portfolio" -Put copy of the poem they wrote in their portfolio.
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Assessment:

- The poem they created (using Iambic Tetrameter) should be included in their portfolio.

LESSON #3

Topic: Shakespeare

Subtopics: Shakespeare's Language.

Student Learning Objectives:

- Learn how to use clues from the text around a word to understand the meaning. (I.e. appreciate the importance of context.)
- Translate Shakespeare into modern English.
- Think about how the English language has evolved from Shakespeare's time.
- Understand the history behind A Midsummer Night's Dream, in particular, the story of Theseus and Hippolyta.
- Become familiar with the Dramatis Personae.

Materials:

- Hand-out: Translating Shakespeare. (see Appendix A)
- Hand-out: Shakespearean Vocabulary Chart. (see Appendix A)
- Overhead + Overhead Pens
- Teacher notes: the story of Theseus and Hippolyta and on Dramatis Personae. (see Appendix A)

Resources Used:

- Info on Hippolyta from: <http://www.pantheon.org/articles/h/hippolyta.html>
- Info on Theseus from:
<http://www.pantheon.org/articles/t/theseus.html>
<http://www.online-mythology.com/theseus/>

TIME	Teacher Activity	Student Activity
5 mins	Hook: -Write an unfamiliar Shakespearean word on overhead. Write students' guesses on overhead. -Re-write that word in its line. -Discuss the importance of looking at the context of the word to get clues about what it means.	-guess what that word is. Share the class. -guess again if the original guesses were wrong.
Translating Shakespeare Activity		
30 mins	-Hand out Translating Shakespearean worksheet. -Do the first example for them. -Encourage students to find the line	-Think, pair share -Work on the translating activity.

	<p>in the AMND text and translate into English, or even rap!</p> <p>-Hand-out Shakespearean Vocabulary Chart. Encourage students to fill it out as they go along and as they encounter words they are unfamiliar with.</p> <p>-Encourage students to share their translations.</p>	<p>-Fill out vocabulary sheet as they encounter new words. Will be compiled into their own personal Shakespeare Dictionary. This will be included in portfolio.</p> <p>-share translations. The worksheet is to be included in the portfolio.</p>
Discussion: Language Evolution		
15 mins	<p>-Talk about how the language has evolved from Shakespeare's time.</p> <p>-Talk about today's slang.</p>	<p>-Brainstorm new words that are used today that were not used in Shakespeare's time.</p>
Discussion: Dramatis Personae of AMND		
20 mins	<p>-Introduce the players in AMND</p> <p>-Give a brief history of the overview of Theseus and Hippolyta. (for detailed teacher notes ◊ see Appendix A)</p>	
Close:		
5 mins	<p><i>Q: What do you think the story will be about based on the title (A Midsummer Night's Dream) and what you know about the Dramatis Personae?</i></p>	<p>-Discuss, brainstorm, predict.</p>

Assessment:

- Their translating worksheet will be handed in next day for marking.
- Once it is returned it should be kept in portfolio.
- Their vocabulary charts should be compiled at the end of the term and put together to form a mini-Shakespearean dictionary. This should be included in their portfolio.

LESSON #4

Topic: Shakespeare

Subtopics: A Midsummer Night's Dream (Act I, scene 1), Introduction to Drama

Student Learning Objectives:

- Practice the skill of reading aloud by working on articulation of tongue twisters.
- Become familiar with tricks that actors/singers use to “warm-up.”
- Read Act I scene 1 aloud in class.
- Predict what will happen next in the play.

Materials:

- Teacher Notes: Intro to Drama (see Appendix A)
- Chart paper for Plot charts

Resources Used:

- Tongue twisters from:
<http://www.geocities.com/Athens/8136/tonguetwisters.html>
- Intro to Drama info from:
http://www.sasked.gov.sk.ca/curr_content/drama30/student/1voice.html

TIME	Teacher Activity	Student Activity
15 mins	Hook: Intro to Drama -put up some tongue twisters on the board. (see Appendix A – Intro to Drama Teacher Notes)	-practice articulating words. -warm-up for the in class reading.
	Reading Aloud: Act I scene 1	
25 mins	-Provide photocopies of the first scene. -Allocate student readers to various parts. -Stop and discuss what is happening as we go along.	-Read aloud in class (one student at a time. Each student will have to read aloud once in the class. Teacher should take care to mention which parts are smaller for those who are uncomfortable) -Underline words they don't understand as we go along with reading.
	Group work: Vocabulary + Plot Charting	
15 mins	-divide students into groups of 3-4	-in groups compile a list of all the words that were not understood. -try to decipher them as a group

		-include on vocabulary chart. -Next, discuss what happened in the first scene. On chart paper, write out a point form description of what happened.
	Debrief:	
10 mins	-Discuss the words as a class (in case some groups were still stuck) -Discuss what happened in the scene. -Start a class "Plot Chart" that will eventually map out the 4 plots that occur within the play.	-Discuss plot charts -share what they talked about in their groups.
	Close: Exit Slip	
10mins	-Hand-out small pieces of paper -Ask students to answer the following questions on the paper. -Ask them to put their names on it. <i>Q: What do you think will happen next?</i> <i>Q: If you could ask one of the characters a question, which character would it be, and what would you ask?</i> -Hand out AMND texts while they are completing the exit slip and collect photocopies.	-Answer the questions on the small piece of paper. -must be handed in as a ticket to leave the classroom.

Assessment:

- Participation will also be noted – group work etiquette will be observed, as well as use of the vocabulary chart.
- Each student must read aloud in class at least once.
- Exit slips will allow teacher to see if students are having difficulty. Also encourages students to look forward to the next scene.
- Exit slips to be included in portfolio once they are handed back.

LESSON #5

Topic: Shakespeare

Subtopics: A Midsummer Night's Dream (Act I scene 2), Blocking.

Student Learning Objectives:

- Students will read aloud in small groups.
- Learn about blocking a scene
- Block the scene in their groups
- Present their work to the class

Materials:

- Sample of a blocked scene.
- Hand-out: How to Block a Scene (see Appendix A)
- Poster paper
- Various Shakespeare and drama-related books on hand for those who would like resources to use or who finish early.

Resources Used:

- Tips on how to block a scene from:
http://ntsrv2000.educ.ualberta.ca/nethowto/examples/c_whidden/normalblocking.html

TIME	Teacher Activity	Student Activity
5 mins	Hook: -Review of what has happened thus far. -Show sample of a “blocked” scene. -Talk about what blocking is all about.	
Reading in small groups		
25 mins	-Explain the task (read first then discuss and block). -Hand out: How to Block a Scene (see Appendix A) -Divide students into groups of 4 -Have them dispersed through the room.	-Divide up the roles within the small group and read it aloud to one another.
Discussion: Language Evolution		
20-30 mins	-Once students are finished reading the scene in their group, they may discuss what happened in the scene.	-Discuss what happens in the scene. -Plan how you would act it out. -Block the scene using the poster

	-Then they may pick up a poster paper and begin to block the scene.	paper provided and resources that may be on hand.
	Close: Presenting to the class	
10-15 mins	-if students are finished, a couple groups may want to share their work to the rest of the class. -Remind students to bring art supplies for tomorrow.	-Once they are finished they can read silently (a number of Shakespeare-related books should be on hand) -in the last 15 minutes some groups may wish to share what they have.

Assessment:

- Their blocking activity will be handed in for marks either today or tomorrow depending on how long it takes them to complete.
- Participation marks will also be given for students who practice proper group work etiquette and who participate in the discussions.

LESSON #6

Topic: Shakespeare

Subtopics: A Midsummer Night's Dream (Act II scene 1), Setting

Student Learning Objectives:

- Listen to an audio recorded version of the scene. Note the way actors can portray emotion/action merely via their voices.
- Imagine what the forest setting should look like and create an artistic representation of their imagined scene.
- Provide a rationale to explain their created setting using evidence from the play.

Materials:

- CD/Tape player
- Audio version of the play.
- Art supplies: poster paper, paint, crayons, pencil crayons, construction paper, magazines, etc.)

Resources Used:

- Any Audio version of the play available at library, e.g. Cambridge version.

TIME	Teacher Activity	Student Activity
20 mins	<p>Hook:</p> <ul style="list-style-type: none">-Play an audio version of this scene and read along.-Ask students to IMAGINE what the scene should look like as the scene plays out. <p><i>Q: what kinds of things did the actors do to portray what was going on with their voices alone?</i></p> <p><i>Q: What other effects were there?</i></p> <ul style="list-style-type: none">-Discuss what happened in that scene.	<ul style="list-style-type: none">-listen and read along.-note the changes they might have made to the text.-Imagine what the setting looks like.
	Creating the Setting	
40 mins	<p><i>"I know a bank where the wild thyme blows..." –Oberon (Act II, scene 1, line 249)</i></p> <ul style="list-style-type: none">-provide students with materials to create an artistic representation of	<ul style="list-style-type: none">-Draw what you think the setting should look like. You may use any of the materials present. You can choose to do a traditional setting, or a more contemporary one. If you are going to do

	<p>what they think the setting of the forest should look like. (e.g. poster paper, paint, pencil crayons, crayons, markers, construction paper, magazines)</p> <p>-To be handed in next day for marks.</p>	<p>contemporary make sure support your choices by lines from text.</p> <p>-Write a one page rationale for your setting. Be sure to refer to specific lines in the play to explain how you created your setting.</p>
	Close:	
15 mins	<p>-Discuss what happened in the scene and add to the plot chart. Notice how we now have 4 different plots playing out all within the same play.</p> <ol style="list-style-type: none"> 1. Theseus and Hippolyta 2. Hermia, Lysander, Demetrius, Helena 3. the 6 players (Quince, Snug, Bottom, Flute, Snout and Starveling) 4. Oberon and Titania <p>-Mention that the “Setting” and the rationale are due next day.</p>	<p>-Discuss.</p> <p>-Add to the class “Plot Chart”</p>

Assessment:

- Their “setting” must be handed in next class for marks.
- “setting” assignment also to be included in portfolio.

LESSON #7

Topic: Shakespeare

Subtopics: A Midsummer Night's Dream (Act II scene 2), Role Reversal

Student Learning Objectives:

- Read aloud in class
- Reflect on how men used to play the female roles in Shakespeare's time because women were not allowed to act.
- Summarize the main events of the scene and translate the scene in a creative way. (e.g. media or sports event, cartoon, children's story, silent mime, modernization)
- Present their translation to the class.

Materials:

- TV/VCR
- Video of Gwyneth Paltrow in "Shakespeare in Love" having to disguise herself as a guy in order to be allowed to act in the play.
- Various props for translation activity.

Resources Used:

- Idea for translation activity from Joanne Melville's SCED 316 (SISO) lecture. November 2003.

TIME	Teacher Activity	Student Activity
5 mins	Hook: -Show a clip of Gwyneth Paltrow dressed as a man in "Shakespeare in Love" -Talk about how confusing it would have been in a play like <u>As you like it</u> , in which there is a guy playing a girl who had to disguise as a guy! Phew! -That's why in the last scene we looked at, Flute doesn't want to play the part of Thisbe. " <i>Nay, faith, let me not play a woman. I have a beard coming.</i> " (Act I scene 2 ln 47-48) -Collect "Setting" assignment.	-Watch clip -Hand in "Setting" Assignment from last day.
	Role Reversal Reading:	
30 mins	-allocate roles. Except girls will play the male roles and the guys	-read aloud in the class, except the roles are reversed gender-

	<p>will play the female roles. <i>Q: What was it like to play the part of a girl or guy?</i></p>	<p>wise. -reflect on what it was like to play the opposite sex.</p>
	Translation Activity:	
20 mins	<p>- Divide into groups of 3-4, Give them a choice on how they want to translate the scene. e.g. Write and perform a shortened modern day version of the scene e.g. perform a sports cast “play by play” report, or a news report. e.g. Silent Mime. e.g. Draw a cartoon poster. e.g. Do a rap or song version of the scene. e.g. Turn it into a dance/musical.</p>	-Students will have 20 minutes to prepare.
20 mins	<p>Each presentation should be no more than 5 minutes—so cut the scene down to the most important parts!</p> <p>-Present Translations to the class. -Remaining groups can present tomorrow.</p>	-Presentations!
	Close:	
2 mins	<p>-Congratulate everyone on their amazing performances. -Hand out treats?</p>	

Assessment:

- The presentation allows the teacher to see how well the scene was understood. Each group is graded out of 5 marks. Take the average of the following 3 categories (Accuracy, Creativity, and Presentation). Each member of the group receives the same mark.

	1	2	3	4	5
Accuracy	completely inaccurate representation of the scene. No understanding of the play is portrayed.	innaccurate representation. But some understanding of the scene is portrayed.	representation is somewhat inaccurate, but the main parts of the scene are portrayed.	an accurate representation of the scene. One or two events missing.	an accurate representation of the scene. All important events included.
Creativity	no effort put into the presentation.	average, "done before." Not very enthusiastic.	not very creative, but the effort is there.	Somewhat creative. Effort put in.	Creative, lots of effort put in. Enthusiastic.
Presentation	Poor volume, articulation, eye contact. Presentation problematic and did not flow.	Less than satisfactory volume, articulation, eye contact. Presentation somewhat problematic.	Satisfactory volume, articulation, eye contact. Presentation somewhat problematic.	Good volume, articulation, eye contact. Presentation had flow.	Excellent volume, articulation, eye contact. Presentation flowed flawlessly.

LESSON #8

Topic: Shakespeare

Subtopics: A Midsummer Night's Dream (Act III scene 1)

Student Learning Objectives:

- Present their translation to the class.
- Read aloud.
- Predict what will happen next.

Materials:

- Various props for translation activity.
- Various interesting Shakespeare-related books for students to peruse if they have completed their presentation.

Resources Used:

- Idea for translation activity from Joanne Melville's SCED 316 (SISO) lecture. November 2003.

TIME	Teacher Activity	Student Activity
5 mins	Hook: -Give students 5 minutes to recollect what they are doing for their presentations. -Have some interesting Shakespeare-related books on hand for students who are done their presentations.	-students who haven't presented may have 5 mins to prepare for presentation. -students who are finished their presentations may read silently.
	Translation Activity Continued:	
30 mins	-Finish presentations from last day.	-Present
	Read aloud:	
20 mins	-allocate roles. -point out what is going on.	-read Act III scene 1 aloud.
	Discussion:	
15 mins	-Discuss the events of the scene. -Predict: <i>What do you think will happen next?</i>	-discuss
	Close:	
5mins	-Add to plot chart	-Add to plot chart.

Assessment:

- Presentation assessment as in previous lesson.
- Participation in reading and discussion.

LESSON #9

Topic: Shakespeare

Subtopics: A Midsummer Night's Dream (Act III scene 2 lines 1-120)

Student Learning Objectives:

- Read aloud.
- Respond to Puck's line "What fools these mortals be"
- Write an advice column that Puck might write for us foolish mortals.

Materials:

- Magazine article/story of foolish things people will do for love.

Resources Used:

- Magazine article from Seventeen Magazine's website, "real life" section. (see Appendix A) <http://www.seventeen.com/reallife/re.soa.dontback.html>

TIME	Teacher Activity	Student Activity
5 mins	<p>Hook:</p> <p>-bring in and read a magazine article "real life" story. Tell them about how silly the people are and how they make such awful decisions and worry about such trivial things. (see Appendix A for sample of love story)</p> <p>-It kind of reminded me of Midsummer Night's Dream.</p> <p>-Invite class to share any love dramas that they have.</p>	
	Reading aloud	
20 mins	<p>-allocate students for the roles</p> <p>-point out what is going on.</p>	-read aloud Act III scene 2, lines 1-120
	Discussion: "What fools these mortals be"	
15 mins	<p>Discuss with students:</p> <p><i>Q: What does puck mean when he says "What fools these mortals be" (Act III scene 2 line 115)</i></p> <p><i>Q: Is that still true today? Why or why not?</i></p>	<p>-Discuss the scene and the Puck's famous line.</p> <p>-relate the line to modern day, and to experiences they may have had or heard of.</p>
	In class writing activity	

30 mins	- Write an advice column that Puck might write for humans today (or back then) so they wouldn't be such fools.	-start writing in class, hand in next day. -advice column should be put into portfolio when handed back.
Close:		
5 mins	<i>Q: Can you think of any times you or your friends have been foolish—particularly when it comes to love?</i> Add to plot chart.	

Assessment:

- Their advice column will be handed in next day for marks.
- Once it is marked and returned, they should include it in their portfolio.

LESSON #10

Topic: Shakespeare

Subtopics: A Midsummer Night's Dream (Act III scene 2 lines 121- 464)

Student Learning Objectives:

- Read the scene in small groups keeping in mind expressions, gestures, movement, stage directions.
- Creating a prompt copy

Materials:

- Photocopy of Act III scene 2 lines 121-464. One copy per group for the Prompt Activity.
- Sample of a prompt copy.
- Images of the Globe Theater layout.

Resources Used:

- Idea for Prompt Copy activity from "Ideas for Teaching Shakespeare" hand-out. Bill Davison's LLED 314 Lecture. Fall 2003.

TIME	Teacher Activity	Student Activity
5 mins	Hook: -Show a sample of a Prompt copy that an actual actor might use. -talk about how actors and directors have to constantly decide how they are going to act out and interpret the scene. -Collect Puck's Advice column	-Observe -Hand in Puck's Advice column
Read the Scene in small groups		
25 mins	-provide each group with a single photocopy of the scene (that has lots of space around the words) -Introduce the activity: Prompt Copy: give instructions to the actors regarding tone, gesture, movement, and instructions to the stage manager about lighting effects, music etc. -Divide students into groups of 4	-Listen to instructions. -Divide into groups and spread out. -read through the scene in small groups. -think about what kind of facial expression, actions are going on.

Create a Prompt Copy		
20 mins	-circulate and answer any student questions. -observe students' participation in activity.	-Still in groups... -Students should go through and note down facial expressions, emotions, actions that the characters are experiencing (the actor should be portraying)◇ thus creating a Prompt Copy
Re-read the scene		
15 mins	-observe students' participation in activity.	-once finished their prompt copy, students should re-read the scene using the prompts that they have written out.
Close: Add to plot chart		
10mins	Debrief the activity. -Discuss what happened in the scene. <i>Q: Did it help you understand what was going on in the scene when you had to think about the characters' actions/facial expressions?</i> -Add to plot chart	-Discuss -Reflect on prompt activity. -Add to plot chart.

Assessment:

- Students will be given a participation mark for today. They are expected to demonstrate proper group work etiquette.
- Prompt Copies are to be handed back to teacher at the end of class for evaluation. They will be given a mark out of 5.
 - 5 – complete, accurate, creative
 - 4 – complete but partially inaccurate
 - 3 – partially complete, partially inaccurate
 - 2 – partially complete, inaccurate
 - 1 – incomplete, inaccurate

LESSON #11

Topic: Shakespeare

Subtopics: A Midsummer Night's Dream (Act IV scene 1,2) Awakening from the Dream.

Student Learning Objectives:

- Relate their own personal dream experience to the dream experiences of the characters in the play.
- Interpret dreams the way they did during the Renaissance.
- Explore the role dreams play in AMND.

Materials:

- Hand-out: Dream Scenarios (see Appendix A)
- Hand-out: Renaissance Dream Interpretations (see website below)

Resources Used:

- Dream activity ideas from:
<http://www.folger.edu/education/lesson.cfm?lessonid=167>
- Dream Scenarios from: <http://www.folger.edu/education/pdfs/idreamt.pdf>
- Renaissance Dream Interpretations:
<http://www.folger.edu/education/pdfs/idreamt2.pdf>

TIME	Teacher Activity	Student Activity
10-15 mins	Hook: Free writing activity: write about a bizarre dream that you have had. -Discuss how it felt to wake up from the dream. <i>Did you still want to stay in the dream?</i>	-write out the dream -include your dream as part of the portfolio.
Read Aloud in class		
25 mins	-Allocate roles to students	-read out loud (Act IV scenes 1, 2.
Dreams		
15 mins	<i>How do you think it would feel to have awoken from a dream like that?</i> -Hand out dream scenarios. -Explain activity. -Divide class into groups of 3-4	-In groups of 3-4 interpret the dream scenarios. -Now get a copy of the Renaissance dream interpretations. And interpret the dreams the way people in

	-Once groups show that they have interpreted all the dreams for themselves, give them Renaissance interpretations.	Shakespeare's time would have interpreted them. -if you have extra time, look at the interpretation of your own dream.
	Discussion: The Role of Dreams in AMND	
10-15 mins	<p><i>Q: Where is there mention of dreams in the play?</i></p> <p><i>Q: What is the role of dreams in the play?</i></p> <p><i>Q: What kind of symbols / metaphors are used to represent dreams?</i></p> <p><i>Q: What kinds of images suggest dreams?</i></p>	-Discuss the role of dreams in the play -In small groups first, then share as a class.
	Close:	
5mins	-Recap what has happened thus far in the play. -Add to plot chart	-add to plot chart.

Assessment:

- Student's free write of their dream should be included in portfolio.
- Dream interpretations (students' and Renaissance) also to be included in portfolio.

LESSON #12

Topic: Shakespeare

Subtopics: A Midsummer Night's Dream (Act V scene 1)

Student Learning Objectives:

- Read aloud.
- Listen to Mendelssohn's AMND
- Complete the plot chart.
- Reflect on the play. Develop an opinion. Ask any lingering questions.

Materials:

- Sample children's books and comic books.
- CD/Tape player
- CD/Tape of Mendelssohn's A Midsummer Night's Dream.
- Hand-out: Children's Story/Comic Book Project Guideline and Rubric. (see Appendix A)

TIME	Teacher Activity	Student Activity
5 mins	Hook: -play Mendelssohn's A Midsummer Night's Dream (Wedding March) as students enter the classroom. -Talk about how Shakespeare does not even describe the weddings as they happen off-stage.	
Reading Aloud		
40 mins	-allocate students to roles -point out important passages. Point out what is going on.	-Read aloud
Plot Chart		
15 mins	-Complete the plot chart as a class.	-plot chart.
Major Project: Children's Story or Cartoon Strip.		
10 mins	-Introduce Students to the major individual project. -They will have to turn Shakespeare's AMND into a fully illustrated children's story or comic book. -can play Mendelssohn's music softly in the background as the work.	-Read over the project guidelines. -Brainstorm ideas. -Ask any questions they might have about the project. -Choose either Children's Story or Comic Book and let the teacher know. -Work on their project (if there is time).

Close: Exit Slip		
5 mins	<p><i>Q: What did you think of the play?</i></p> <p><i>Q: Do you think it relates to your life? Why or why not?</i></p> <p><i>Q: Write down at least one question you have about the play.</i></p>	-Students must complete and hand in Exit Slips before they can leave the class.

Assessment:

- The teacher should condense the plot chart into a hand-out so that students can take that and include in portfolio (and use to study for unit test!)
- Exit slips allow teacher to see students' reaction to the entire play, as well as it allows students to ask any questions that might be bothering them.
- The major project will be due a week from today.

THE APPENDIX A:

Student Hand-outs and Teacher Notes

Name: _____ Date: _____

Block: _____

SHAKESPEAREAN INSULTS:

- Combine one word from each column, prefaced by "Thou..."
- Practice on your friends.
- Write down your favourite insult here:
• _____
- Memorize it.

Column 1

artless
bawdy
beslubbering
bootless
churlish
clouded
craven
currish
dankish
dissembling
droning
errant
fawning
fobbing
frothy
gleeking
goatish
gorbellied
impertinent
infectious
jarring
loggerheaded
lumpish
mammering
mangled
mewling
paunchy
pribbling

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
flap-mouthed
fly-bitten
folly-fallen
fool-born
full-gorged
guts-gripping
half-faced
hasty-witted
hedge-born
idle-headed
ill-breeding
ill-nurtured
knotty-pated

Column 3

apple-john
baggage
barnacle
bladder
boar-pig
bugbear
bum-bailey
canker-blossom
clack-dish
clotpole
coxcomb
codpiece
death-token
dewberry
flap-dragon
flirt-gill
foot-licker
fustilarian
giglet
gudgeon
haggard
harpy
hedge-pig
horn-beast
hugger-mugger
joithead
lewdster
lout

puking	milk-livered	maggot-pie
qualling	motley-minded	malt-worm
rank	onion-eyed	mammet
reeky	plume-plucked	measle
roguish	pottle-deep	minnow
ruttish	pox-marked	miscreant
saucy	reeling-ripe	moldwarp
spleeny	rough-hewn	mumble-news
spongy	rump-fed	nut-hook
surly	shard-borne	pigeon-egg
tottering	sheep-biting	pumpion
unmuzzled	spur-galled	ratsbane
venomed	swag-bellied	skainsmate
villainous	tardy-gaited	strumpet
warped	tickle-brained	varlot
wayward	toad-spotted	vassal
weedy	unchin-snouted	whey-face
yeasty	weather-bitten	wagtail

Rules for the Shakespearean Insult Walkabout:

1. Thou shall stop whenever thou makest eye contact with someone.
2. Thou shall speak thy insult with the appropriate tone and facial expression. For example, "Neutral," "Happy," "Sad," "Angry," "In love" etc...
3. Thou shall freeze when the teacher says "freeze."

ð A note about thee, thou and thy:

Thee - Object "I love thee"

Thou - Subject "Thou art a scurvy beast"

Thy and Thine (same rules as an) - Possessive "I cherish thy smile" "Thou hast a lovely look in thine eyes"

ð Difference between thou and you

Thou - spoken to an inferior in age or rank, as an endearment between lovers

You - spoken to one's elders or social betters, symbol of respect, also spoken to horses

Thou art a scurvy bastard.

These roses are for thee.

Thy smile is lovely, as are thine eyes.

Name: _____ Date DUE: _____

Block: _____

TRANSLATING SHAKESPEAREAN

- Translate the following Shakespearean lines from A Midsummer Night's Dream into regular English. Make sure you put any new words into the vocabulary chart.

1. "Full of vexation come I, with complaint." (Act 1, Scene 1, Line 22)

2. "I do entreat your grace to pardon me." (Act 1, Scene 1, Line 58)

3. "I would my father look'd but with my eyes." (Act 1, Scene 1, Line 56)

4. "Know of your youth, examine well your blood." (Act 1, Scene 1, Line 67)

5. "Look you arm yourself / To fit your fancies to your father's will." (Act 1, Scene 1, Line 118)

6. "With cunning hast thou filch'd my daughter's heart." (Act 1, Scene 1, Line 36)

"In that same place thou hast appointed me / To-morrow truly will I meet with thee." (Act 1, Scene 1, Line 177-178)

8. "Love looks not with the eyes, but with the mind." (Act 1, Scene 1, Line 234)

HOMEPLAY: finish the worksheet and for each line, note down how you would say the line (what kind of tone, inflection, body language?)

Name: _____ Date: _____

Block: _____

SHAKESPEAREAN VOCABULARY SHEET

The Vocabulary Word:	The Definition:	An Example:
Vexation	Anger	"Full of vexation come I , with complaint" (Act 1, Scene 1, line 22)

Shakespeare Vocabulary Continued...

The Vocabulary Word:	The Definition:	An Example:

Teacher Notes:

Hippolyta

by Melissa Lee

This woman of many names was one of the queens of the Amazons. The Amazons were a warrior race of women who were descended of Ares, the god of war. They would sometimes meet with men of other nations to create future generations, but they would raise only the girls, killing the boys.

Hippolyta first appears in myth when she is kidnapped by Theseus, who was either accompanying Heracles on his quest against the Amazons, or he was just bored and looking for something to do. (It is generally accepted that Theseus acted on his own.) When Theseus first arrived at the land of the Amazons they expected no malice, and so Hippolyta came to his ship bearing gifts. Once she was aboard Theseus set sail for Athens, claiming the queen as his bride.

¶I think this is where A Midsummer Night's Dream takes place....

Theseus' brazen act sparked an Amazonomachy, a great battle between the Athenians and Amazons. Most of the great heroes in ancient Greece fought in an Amazonomachy, and Theseus could not be left out. The Amazons made camp in Attica on a hill that has been described as "bare and rocky", the Areios Pagos 1. It would become the most famous court of law of ancient times. The apostle Paul gave one of his best known speeches on the Areios Pagos.

Even though Hippolyta bore a son to Theseus, who was called Hippolytus, she was cast off when Theseus had eyes for Phaedra. Scorned, Hippolyta went back to the Amazons, while Hippolytus had problems of his own with his new stepmother. (Some sources paint Theseus in a more favorable light, saying that Hippolyta was dead before he and Phaedra were wed.)

Hippolyta also appears in the myth of Heracles. It was her girdle that Heracles was sent to retrieve for Admeta, the daughter of king Eurystheus. The girdle was a waist belt from Ares that signified her authority as queen of the Amazons.

When Heracles landed the Amazons received him warmly and Hippolyta came to his ship to greet him. Upon hearing his request, she agreed to let him take the girdle. Hera, however, was not pleased, as was often the case with Heracles. To stop him, Hera came down to the Amazons disguised as one of their own and ran through the land, crying that Heracles meant to kidnap their queen. Probably remembering all too well what Theseus had done, the Amazons charged toward the ship to save Hippolyta. Fearing that Hippolyta had betrayed him, Heracles hastily killed her, ripped the girdle from her lifeless body, and set sail, narrowly escaping the raging warriors.

An alternate story of Hippolyta's death is a direct result of Theseus' marriage to Phaedra. With an army of Amazons behind her, Hippolyta returned to Athens and stormed into the wedding of Theseus and Phaedra. She declared that anyone partaking in the festivities would perish, but in the melee that ensued she was killed, either accidentally by her companion Penthesileia or by Theseus' men.

Since Hippolyta obviously could not die twice (there are no stories of divine intervention or resurrection) there exists a strange paradox in Hippolyta. Some sources explain away this paradox by saying that Antiopê and Hippolyta are not the same woman, but, rather, are two separate queens of the Amazons, with different names and leading different lives.

RESOURCE USED:

<http://www.pantheon.org/articles/h/hippolyta.html>

Teacher Notes:

Theseus

by Justin Churchill

Theseus was a king of Athens famous for many exploits, and appearing in works by many authors and on countless vases. There is some confusion about Theseus' parentage, some say he is the son of Aegeus and Aethra, and others the son of Poseidon and Aethra. Apollodoros and Hyginus say Aethra waded out to Sphairia after sleeping with Aegeus, and lay there with Poseidon.

The next day, Aegeus, who had been visiting Aethra at Troizen, left for his home city of Athens. As he left, he left sandals and a sword under a large rock; should Aethra bear a male child, she was to send him to Athens to claim his birthright as soon as he was old enough to lift the rock and retrieve the items.

Aethra gave birth to Theseus, who came of age and set off for Athens with the sword and sandals, encountering and defeating six murderous adversaries along the way. When Theseus reached Athens, Medea, the wife of Aegeus, persuaded Aegeus to kill the as of yet unrecognized Theseus by having him attempt to capture the savage Marathonian Bull. Theseus does the unexpected and succeeds, so Medea tells Aegeus to give him poisoned wine. Aegeus recognizes Theseus' sword as he is about to drink and knocks the goblet from his lips at the last second.

According to Plutarch and Philochoros, on the way to Marathon to kill the bull, Theseus encounters a fierce storm and seeks shelter in the hut of an old woman named Hecale. She promises to make a sacrifice to Zeus if Theseus comes back successful. He comes back, finds her dead, and builds a deme in her name. Some time after Theseus return to Athens, trouble stirs and blood flows between the houses of Aegeus in Athens and Minos, his brother in Crete.

War and drought ensues and an oracle demands that recompense be made to Minos. Minos demands that seven maidens and seven youths are to be sacrificed to the Minotaur every nine years. Theseus is among the chosen victims and sails off to Crete, promising to Aegeus that his ship's black flag would be replaced with a white flag if Theseus is victorious. In Crete, Minos molests one of the maidens and Theseus becomes angry and challenges him, boasting of his parentage by Poseidon. Minos, son of Zeus is amused and asks Theseus to prove his heritage by retrieving a ring from the depths of the ocean. Theseus being a son of Poseidon succeeds.

Ariadne, a young woman in Crete already betrothed to Dionysus, falls in love with Theseus and helps him defeat the Minotaur. Ariadne then leaves Crete with Theseus, who abandons her on Dia (at Athena's behest, according to Pherekydes).

In returning to Athens Theseus forgets to switch the black sail with the white one. Aegeus, consequently, watching from afar believes his son is dead and hurls himself into the sea, named the 'Aegean' after him. After Aegeus' death, Theseus must contend against Pallas for the throne. Theseus gets wind of a planned assassination against him and spoils the ambush, killing Pallas and gaining the throne.

Theseus and a good friend of his by the name of Pirithous wanted to marry daughters of Zeus, and begin their quest by abducting Helen. Theseus wins a bet and gets Helen, but must accompany Pirithous to Hades to recover Persephone for him. There is much disagreement here about what happens in Hades, but many traditions say only Theseus makes it back out.

Theseus does two noteworthy patriotic acts to Thebes, accepting Oedipus at Kolonus, and helping Adrastus bury the Seven, fallen in the struggle for the throne of Thebes. Late in his life Theseus loses popularity in Athens and is exiled. He wanders to Scyrus where he is hurled off a cliff by Lycodemus.

Related information :Pronunciation {thee'-see-uhs}

MYTHOLOGY GUIDE: THESEUS

One of the most celebrated of the adventures of Theseus is his expedition against the Amazons. He assailed them before they had recovered from the attack of Hercules, and carried off their queen, Antiope. The Amazons in their turn invaded the country of Athens and penetrated into the city itself; and the final battle in which Theseus overcame them was fought in the very midst of the city. This battle was one of the favorite subjects of the ancient sculptors, and is commemorated in several works of art that are still extant.

The friendship between Theseus and Pirithous was of a most intimate nature, yet it originated in the midst of arms. Pirithous had made an irruption into the plain of Marathon, and carried off the herds of the king of Athens. Theseus went to repel the plunderers. The moment Pirithous beheld him, he was seized with admiration; he stretched out his hand as a token of peace, and cried, "Be judge thyself, what satisfaction dost thou require?" "Thy friendship," replied the Athenian, and they swore inviolable fidelity. Their deeds corresponded to their professions, and they ever continued true brothers in arms. Each of them aspired to espouse a daughter of Jupiter. Theseus fixed his choice on Helen, then but a child, afterwards so celebrated as the cause of the Trojan war, and with the aid of his friend he carried her off. Pirithous aspired to the wife of the monarch of Erebus; and Theseus, though aware of the danger, accompanied the ambitious lover in his descent to the underworld. But Pluto seized and set them on an enchanted rock at his palace gate, where they remained till Hercules arrived and liberated Theseus, leaving Pirithous to his fate.

After the death of Antiope, Theseus married Phaedra, daughter of Minos, king of Crete. Phaedra saw in Hippolytus, the son of Theseus, a youth endowed with all the graces and virtues of his father, and of an age corresponding to her own. She loved him, but he repulsed her advances, and her love was changed to hate. She used her influence over her infatuated husband to cause him to be jealous of his son, and he imprecated the vengeance of Neptune upon him. As Hippolytus was one day driving his chariot along the shore, a sea-monster raised himself above the waters, and frightened the horses so that they ran away and dashed the chariot to pieces. Hippolytus was killed, but by Diana's assistance Aesculapius restored him to life. Diana removed Hippolytus from the power of his deluded father and false stepmother, and placed him in Italy under the protection of the nymph Egeria.

Theseus at length lost the favor of his people, and retired to the court of Lycomedes, king of Scyros, who at first received him kindly, but afterwards treacherously slew him. In a later age the Athenian general Cimon discovered the place where his remains were laid, and caused them to be removed to Athens, where they were deposited in a temple called the Theseum, erected in honor of the hero.

The queen of the Amazons whom Theseus espoused is by some called Hippolyta. That is the name she bears in Shakespeare's *Midsummer Night's Dream*, the subject of which is the festivities attending the nuptials of Theseus and Hippolyta.

RESOURCE USED:

<http://www.pantheon.org/articles/t/theseus.html>

<http://www.online-mythology.com/theseus/>

TEACHER NOTES:

Intro to Drama: warm-up

A) Face crunches

- Students make their faces as long and wide as possible for the big face.
- Then they crunch their faces as small as possible for the tiny face.
- The teacher should call out each type of face and do the faces with the class, as watching your teacher do this activity is endlessly amusing and motivational for students. (2 min)

B) Tongue Circles and Face Stretching

- Even more popular than the crunches, the tongue work also requires teacher leadership.
- Stretch your tongue out as far as you can.
- Try to make your tongue touch you chin, and then you nose.
- Make large circles with your tongue outside your lips, smaller ones outside your teeth, and tiny ones inside your teeth.(2 min)

C) Breathing and Posture

- Correct breathing is difficult to do.
- Make sure you are breathing from the lungs not from the nose/throat.
- Sit up straight.
- Don't forget to breathe while you are reading.

D) Sound exhalation

- As a class, practice proper breaths with good posture again. Breath should be drawn through the nose and exhaled through the mouth. Count your students slowly through each breath, for at least 5 breaths.
- Continue proper breathing, but now create consonant sounds on the exhale.
- Allow the breath to slowly escape from the mouth with sounds like "s-s-s-s" or "th-th-th-th".
- Breath should be dropping in and escaping out, not forced or pushed (2 min.).

E) Tongue twisters

Tongue twisters are common warm-ups for the voice. They improve articulation. Use a wide variety and target different sound combinations. Common choices include the following:

- "She sells sea shells"
- "Betty Botter bought some butter"
- "Red leather, yellow leather"
- Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper picked a peck of pickled peppers,
where's the peck of pickled peppers Peter Piper picked?
- Unique New York
- Toy Boat, Toy Boat, Toy Boat
- A big black bug bit a big black bear,
made the big black bear bleed blood.

Name: _____ Date: _____

Block: _____

What is Blocking?

Blocking is the term for any action on stage while singing or acting. It is the movement and portrayal of the characters that will tell the story.

How to Block a Scene:

- ∂ Look at the directions that the script gives you at the beginning of the scene. Most scripts will give you some kind of indication as to where you are, what characters are involved and from what side the characters are entering. Use that as the bases to get you started.
- ∂ Write everything down in the script - where actors are to enter, what actions they are doing, what props they should be carrying.
- ∂ Try to see the scene in your head. Visualize the characters, props and backdrops and then the character action. You want all the characters to be busy but not upstaging (distracting the audiences attention from the main action). Read the entire scene to see where the climax is and build to there.
- ∂ Don't feel like you always have to have movement on the stage. Sometimes it is nice to for the actors to just tell the story and for the audience to just listen to the story.

Tips for Blocking:

- ∂ **Soap opera pose** - lady in front of the guy with the guy's head over the ladies shoulder. This allows the audience to see both faces but gives the illusion of them interacting.
- ∂ **Use different levels of the stage** - have one person sitting and one standing, or one person walking up stairs while the other is on the main floor. This makes the scene look a little more interesting for the audience.
- ∂ **Use all areas of the stage** - don't feel you always have to have your action centre stage. Use your far left and far right to add some variety.

- ∂ **Experiment with some blocking off the stage** - for Grease, we had the car stage right on the floor so some of the scenes were not even on the main stage.
- ∂ **Spread out your actors in a large scene** - use the entire stage with some sitting, some standing, some grouped together while some could be on their own.
- ∂ **Blocking chorus scenes** - when blocking scenes with the chorus, try to keep them upstage as much as possible. These cast members don't usually have microphones on so you need to get them as close to the condenser microphones as possible (see sound for explanation of condensers)
- ∂ **Actors with no lines** - if you have actors on stage that aren't directly involved in the dialogue, you must block actions for them to do.
- ∂ **Make all motions big** - this is theatre. The actions and emotions must be seen from the back row of the audience. To depict emotion, the entire body must be used.
- ∂ **Involvement in scene** - everyone must always be involved in the scene. They must stay in character whenever they are on stage even if they are not a main actor in that scene.
- ∂ **Stage talking** - this is done by just mouthing words and not actually talking or even whispering.
- ∂ **Stretching emotions** - stretch them in their emotions. If an actor has to mad, then get mad. Slam things, shout, walk quickly... The audience will be drawn in to the emotional side of the play only if it is performed with conviction. Avoid overacting or fake emotion as the audience will detect that too.
- ∂ **Upstaging** - upstaging is when a character is not directly involved in the script or story line at that particular moment and makes motions that draw the audience's attention away from the main characters to them.
- ∂ **Gut instinct**- go with your gut instinct. If you just have a feeling about how you think the scene should be portrayed then go with it. You are probably right!

TEACHER NOTES:

A CASE FOR CALLER ID

"I had just gotten together with a guy I'd liked all year. He'd waited for school to let out before he asked me out, and then told me not to tell anyone. On top of that, he told me I needed his permission to go to the mall or the movies with friends. So I decided it was time for this to stop. I IM'd him one night and said that I'd just gotten back from my ex-boyfriend's house (which was a lie). He started yelling at me, saying he'd never really liked me and that he had been cheating on me with his ex — which turned out to be true! So later on, I called him pretending to be his ex. I told him to meet up with me at this place we all hang out, and he said he'd be there in ten minutes. When she never showed up, he wasn't very happy — and broke up with her a few days later. For a finale, I went over to pick up my stuff from his house when he wasn't home, and filled his mom in on what he really does when he 'hangs out with his buddies.'" — Shannon, 16, Richmond, VA

RESOURCE USED:

from Seventeen Magazine's website, "real life" section.

<http://www.seventeen.com/reallife/re.soa.dontback.html>

Name: _____ Date: _____

Block: _____

Midsummer Night's Dreams

"When next they wake, all this derision shall seem a dream" – Oberon (Act III, scene 2, line 370-371)

Dream Scenarios:

1. Last night I dreamed that I was talking to George Washington when, all of a sudden, a wolf came by and bit me on the leg. Before I knew what was happening, George started throwing stones at me.

2. My poor brother dreamed last night that he was going to have a baby! When it finally came, it had three heads. This disturbed him so much that he took the child to a church to find out what was wrong.

3. I dreamed last night that I was led by a figure to the beach, even though there were dark clouds in the sky. I was eventually kicked off the beach and taken to a dark jail cell, which had a small window, out of which I could see the stars.

4. I dreamed last night that I woke up and looked into the mirror to find out that I had a huge head and no nose! When I went to school, of course, I was mocked. Instead of allowing it, I took out my sword and slew everyone who laughed.

5. I dreamed last night that I was on a trip. While walking down the road, I noticed a rainbow in the sky that was to the right of the sun and in between white clouds. Right after this, I ran into an old friend who was completely dressed in black. When I asked my friend for the \$20 he owed me, his face turned bright red.

∂ Interpret the dreams yourself, then interpret using chart on Renaissance Interpretations.

∂ What role do dreams play in Shakespeare's A Midsummer Night's Dream?

Name: _____ Date: _____
Block: _____

A Midsummer Night's Dream: FINAL PROJECT

- ∂ Your task is to create a children's story or a comic book depicting the main events of the play.

You should show that you:

- ∂ Understand the main events that occur in the play
- ∂ Can interpret the play to suit a specific audience.
- ∂ Can be creative.

Your project should:

- ∂ Be fully illustrated.
- ∂ Accurately follow the play.
- ∂ Minimum 5 pages, maximum 20 pages.
- ∂ Be creative.
- ∂ Rationale: *why did you choose things the way you did?*

Evaluation:

- 5 marks – Meaning (ideas, accuracy of story, creativity)
 - 5 marks – Mechanics (spelling/punctuation)
 - 5 marks – Style (sentence structure, voice, tone)
 - 5 marks – Presentation (illustrations, neatness, organization)
- 20 marks – Total

DUE DATE:

Name: _____ Block: _____

The Portfolio - A Midsummer Night's Dream Unit

☛ The KEY to getting everything done easily is to do it along the way—and NOT leave it to the last minute!

P Check List

- ≤ Hand-out: Shakespearean Insults
- ≤ Poem you wrote using Iambic Tetrameter
- ≤ Worksheet: Translating Shakespearean
- ≤ Vocabulary Charts: staple together to create mini Shakespeare Dictionary.
- ≤ Exit Slip #1 (Lesson 4)
- ≤ Hand-out: How to block a scene
- ≤ "Setting" Activity + Rationale
- ≤ The assessment sheet for your Translation Activity
- ≤ Puck's Advice Column
- ≤ The assessment sheet for Prompt Activity
- ≤ Free-write of your dream
- ≤ Dream Interpretation (your own and the Renaissance Interpretation)
- ≤ Exit Slip #2 (Lesson 12)
- ≤ List of things in Character Box + Character Relationship Chart
- ≤ List of different types of love and characteristics of a good/bad friend
- ≤ Essay on friendship
- ≤ Exit Slip #3 (Lesson 16)
- ≤ Movie Review
- ≤ Children's Story / Comic Book Final Project (due same day as Portfolio)
- ≤ Portfolio Check List -checked off