

# The Bard, The Globe, The Midsummer Night's Dream

Grade Level: 5<sup>th</sup>

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Length of Unit: Approximately 3 weeks

## I. ABSTRACT

This unit is a journey through the life of William Shakespeare. You will learn the significant impact our society has experienced. You will explore the Globe Theater and an appreciation of Shakespeare's writing is gained through a study of one of Shakespeare's plays, "A Midsummer Night's Dream".

## II. OVERVIEW

- A. Concept Objective: Students will develop an appreciation of William Shakespeare and his impact on the American culture in literature, entertainment and the arts.
- B. Content from Core Knowledge Sequence:
  - 1. LANGUAGE ARTS – 5
    - a. "A Midsummer Night's Dream" (p. 111)
    - b. Terms (p. 111)
      - (1) tragedy and comedy
      - (2) act, scene
      - (3) The Globe Theater
      - (4) Identify subject and verb in a sentence and understand that they must agree. (p. 109)
  - 2. HISTORY AND GEOGRAPHY – 5
    - a. The Renaissance and the Reformation (p. 115)
- C. Skill Objectives:
  - 1. The students will activate prior knowledge to find out if they know any famous Shakespearean quotes.
  - 2. The students will collect, organize and interpret information.
  - 3. The students will communicate information in an organized/comprehensible way.
  - 4. The students will label the parts of the Globe Theater.
  - 5. The students will describe important elements of the Globe Theater.
  - 6. The students will compare omissions in Early Modern English to present day contractions.
  - 7. The students will label poetic devices used in "A Midsummer Night's Dream."
  - 8. The students will use comprehension strategies during reading to analyze characters' traits, feelings, and physical attributes.
  - 9. The students will learn and use acting techniques such as memorization, voice, enunciation and stage movement.

## III. BACKGROUND KNOWLEDGE

- A. For Teachers:
  - 1. Chirinian, Alain. A Midsummer Night's Dream – A Practical Guide for Teaching Shakespeare in the Middle Grade Classroom. Good Apple: Torrance, CA, 1997. ISBN 1-56417-991-5
  - 2. Hopping Egan, Lorraine. Teaching Shakespeare – Yes You Can! Scholastic: New York, 1998. ISBN 0-590-37401-X
  - 3. Robbins, Mari Lu. Shakespeare. Teacher Created Materials, Inc.: Huntington Beach, CA, 1995. ISBN 1-55734-614-3

B. For Students:

1. Deary, Terry. Top Ten Shakespeare Stories. Scholastic: New York, 1998. ISBN 0-439-08387-7
2. Williams, Marcia. Tales from Shakespeare. Scholastic Inc.: New York, 1998. ISBN 0-590-99279-1

**IV. RESOURCES**

The Globe Theater Conjectural Drawing (from Perfection Learning Company #95134)  
Tales from Shakespeare by Charles and Mary Lamb

**V. LESSONS**

**Lesson One: Introduction to Shakespeare**

A. *Daily Objectives:*

1. Lesson Content: Sayings from Shakespeare's play
2. Concept Objective: The students will develop an appreciation of William Shakespeare and his impact on the American culture in literature, entertainment and the arts.
3. Skill Objective: The students will activate prior knowledge to see if they know any famous Shakespearean quotes.

B. *Materials:*

1. Shakespearean Sayings - Appendix A
2. 12 x18 inch paper
3. Crayons, markers, or colored pencils

C. *Background Information:* none

D. *Key Vocabulary:* none

E. *Procedures/Activities:*

1. Distribute copies of Shakespearean Sayings – Appendix A.
2. Have students read each quote and mark if they've heard it before, know what it means, or have no idea what it means.
3. When everyone has finished, review the quotes.
  - a. Who has heard the first one?
  - b. Where did you hear it?
  - c. How could that quote be used today?
4. Continue with the rest or just a few key quotes that the students know.

F. *Evaluation/Assessment:*

1. Students give examples of current experiences to show the relevance of the sayings. Working in small groups, students will write a short skit (2 minutes) and use the saying properly.

G. *Gifted extension:* Students will draw a 6-pane comic strip using a quote appropriately for our time.

**Lesson Two: The Life and Times of William Shakespeare - Lifelines**

A. *Daily Objectives:*

1. Lesson Content: Life of William Shakespeare
2. Concept Objective: The students will develop an appreciation of William Shakespeare and his impact on the American culture in literature, entertainment and the arts.
3. Skill Objective: The students will collect, organize and interpret information, and they will communicate information in an organized/comprehensible way.

B. *Materials:*

1. Information about Shakespeare
2. Computer paper or butcher paper

3. Markers
  4. Resource books
  5. Tales from Shakespeare by Charles and Mary Lamb
- C. *Background Knowledge:* Recall sayings from lesson one
- D. *Procedures/Activities:*
1. Distribute materials.
  2. Discuss the reasons for creating lifelines. (To learn about a person's life through research.)
  3. Model a sample lifeline of yourself. Ask students for what kind of dates should be included. Most important dates would be birth, marriages or children's births, important parts of career, and death. Give the students detailed expectations of the completed project.  
Shakespeare's lifeline should:    be neat and colorful  
  include pictures  
  have time increments evenly spaced
  4. Form students into small groups and allow them to do some research and choose the items to be included in their lifeline.
  5. Students should then decide how they should put the information on the lifeline.
  6. Discuss with the students the deadline for the completed projects.
  7. As the students are working in class read to them from Charles and Mary Lamb's Tales from Shakespeare. This could also be done as a read-aloud. Discuss the difference between the histories, comedies, tragedies and his poems.
- F. *Evaluation/Assessment:*
1. Did the students complete the requirements of the activity?
  2. Were the lifelines accurate?
  3. Did they exceed the standards?
- G. *Gifted Extension:* Have a small group also make a lifeline for a bulletin board or hallway. The class will be putting up dates as they come across them in their reading or research. This will be an on-going activity for the duration of the unit.

### **Lesson Three: The Globe Theater**

- A. *Daily Objectives:*
1. Lesson Content: The Globe Theater
  2. Concept Objective: The students will develop an appreciation of William Shakespeare and his impact on the American culture in literature, entertainment and the arts.
  3. Skill Objective: The students will label the parts of the Globe Theater. The students will describe important elements of the Globe Theater.
- B. *Materials:*
1. Overhead of Globe Theater (from Perfection Learning Company) or pictures of the theater
  2. Globe Theater Test – Appendix B (Gifted Extension)
- C. *Background Knowledge:* recall information from lessons 1 & 2
- D. *Key Vocabulary:*
1. Pit – where the lower people watched the play for one penny
  2. Lord's Room – private galleries for six pennies
  3. Middle Gallery – called 'two-penny rooms'
  4. Hut – storage area that also held equipment to lower actors to the stage
  5. Heavens – area above the stage painted with zodiac signs
  6. Tiring House – a backstage area for storage and business dealings
  7. Trap Door – in the stage, for the entrance to Hell of many plays, held equipment to raise or lower characters or props

- E. *Procedures/Activities:*
1. Distribute blank drawing of the Globe Theater.
  2. Display overhead overlay that has the parts of the theater labeled.
  3. Have students label the theater as the teacher reviews the importance of each part.
- F. *Evaluation/Assessment:*
1. Completion of the labeled theater.
- G. *Gifted Extension:*
1. Globe Theater Test – students should be able to label the parts of the theater while including one fact about that area of the theater.  
Short answer questions:  
How did the audience know that a play would be shown?  
How did the Globe Theater burn down?  
What is the name of Shakespeare’s acting company?  
Name at least 3 of Shakespeare’s plays and define what type they are.  
William Shakespeare was born on what day? Why is that date important to another aspect of his life?  
Shakespeare is recognized for what four types of writing?

#### **Lesson Four: Learning the Language – Regular Education**

- A. *Daily Objectives:*
1. Lesson Content: Early Modern English (contractions)
  2. Concept Objective: The students will develop an appreciation of William Shakespeare and his impact on the American culture in literature, entertainment and the arts.
  3. Skill Objective: The students will compare omissions in Early Modern English to present-day contractions.
- B. *Materials:*
1. Index cards
  2. See [www.mta.link75.org](http://www.mta.link75.org) for "A Midsummer Night's Dream" word frequency list
- C. *Background Knowledge:* The English language has evolved over hundreds of years. Currently an average person may have 3000 words in their vocabulary. William Shakespeare had a vocabulary of 30,000 words and invented many words and phrases in use today. Shakespeare also used omissions of letters and words when he wrote.
- D. *Key Vocabulary:*
- E. *Procedures/Activities:*
1. Move students into small groups.
  2. Distribute the index cards with contractions (omissions) and the index cards with the word that we currently speak.
  3. Students play a memory match game. Turn all the cards face down. Each person has a turn to flip over two cards. If they match they get to keep them. If they do not match, they student has to turn the cards back over and it is the next person’s turn. The player that has the most words matched wins.
  4. Distribute the list of often spoken words from Early Modern English in “A Midsummer Night’s Dream” that the students may not be familiar with. Students work in pairs to define the words. If time is limited, have the students find a few definitions and report to the rest of the class.
    - a. thy, thee, hath, doth, art, hast, ere, ay, hence, o’er, methinks, nay, shalt, wilt, hither, thine, adieu, anon, dost, oft
- F. *Evaluation/Assessment:*
1. Students can assess themselves to see if they have matched together all the words.
  2. Discuss modern usage of contractions.

#### **Lesson Four: Learning the Language – Gifted Resource Class**

A. *Daily Objectives:*

1. Lesson Content: Early Modern English
2. Concept Objective: The students will develop an appreciation of William Shakespeare and his impact on the American culture in literature, entertainment and the arts.
3. Skill Objective: The students will use the language of Shakespeare. The students will learn to speak Early Modern English correctly.

B. *Materials:*

1. Index cards

C. *Background Knowledge:* The English language has evolved over hundreds of years. Currently an average person may have 3000 words in their vocabulary. William Shakespeare had a vocabulary of 30,000 words and invented many words and phrases in use today. Shakespeare also used omissions of letters and words when he wrote.

Word order/Inverted language – Shakespeare arranges sentences for poetic and dramatic purposes. Typically we speak with the formula SUBJECT, VERB, OBJECT. When Shakespeare wrote with different arrangements, he was doing so to stress a certain word, create a rhythm or a specific speech pattern.

D. *Key Vocabulary:*

E. *Procedures/Activities:*

1. Write each word (listed below) out on an index card.
2. Lay the words out so that they make a sentence.
3. Practice rearranging the words to sound as if they came from Shakespeare's time, but keeping the same meaning of the sentence.
  - a. I ride the bus.
  - b. I the bus ride.
  - c. Ride I the bus.
  - d. Ride the bus I.
  - e. The bus I ride.
  - f. The bus ride I.
4. Discuss that they both say about the same thing, but in a different way. Try other simple sentences until they become familiar. Then use the actual lines from Shakespeare.
  - a. "Have you the lion's part written?" – We would say, "Have you written the lion's part?"
  - b. "What on thee do I see?" – We would say, "What do I see on thee?"
  - c. "I alone will go." – We would say, "I will go alone."
  - d. "Her dotage not I do begin to pity." – We would say, "I do begin to pity her dotage."

F. *Evaluation/Assessment:*

1. There are many more examples in the story. As the children read have them write down examples of inverted language.

#### **Lesson Five: Poetry and Prose of "A Midsummer Night's Dream" – Gifted Resource Class**

A. *Daily Objectives:*

1. Lesson Content: "A Midsummer Night's Dream"
2. Concept Objective: The students will develop an appreciation of William Shakespeare and his impact on the American culture in literature, entertainment and the arts.
3. Skill Objective: The students will label poetic devices used in "A Midsummer Night's Dream."

- B. Materials:*  
Handouts of selected passages of the play
- C. Background Knowledge:*
- D. Key Vocabulary:*
1. Poetry – a type of writing that may have rhythm and rhyme
  2. Meter – the rhythm of accented and unaccented syllables in a line of poetry
  3. Foot – one unit of meter
  4. Verse – a line of poetry written in meter
  5. Monometer – one foot
  6. Dimeter – two feet
  7. Trimeter – three feet
  8. Tetrameter – four feet
  9. Pentameter – five feet
  10. Prose – every day writing
- E. Procedures/Activities:*
1. Review poetry terms.
  2. Discuss tetrameter. The lines will have 8 syllables of an accented and unaccented pattern.
  3. Read Puck’s passage of his last speech using the correct accents and pronunciation.
  4. Students read it together once.
  5. Students stand in a circle and walk as they are reading the passage slowly. Each student needs to begin walking, starting with their right foot. Stomp on the right foot for the accented syllables and step with the left foot for the unaccented syllables.
- F. Evaluation/Assessment:*
1. What did you notice about the rhythm?
  2. How many strong beats to each line?
  3. What is the pattern for accented and unaccented syllables?
  4. Label the passage with accent marks ˘ for accent and ˆ for unaccented beats

### **Lesson Six: Setting the Stage – Preparing for the Play**

- A. Daily Objectives:*
1. Lesson Content: "A Midsummer Night's Dream"
  2. Concept Objective: The students will develop an appreciation of William Shakespeare and his impact on the American culture in literature, entertainment and the arts.
  3. Skill Objective: The students will use comprehension strategies during reading to analyze characters’ traits, feelings, and physical attributes.
- B. Materials:*
1. Scripts
  2. Poster board
  3. Markers
- C. Background Knowledge:*
- D. Key Vocabulary:*
1. Main character – a major person in the story
  2. Minor character – a minor person in the story
  3. Setting – time and place of the story
  4. Problem/Conflict – what triggers an action in the story
  5. Resolution – how the problem/conflict is solved
- E. Procedures/Activities:*
1. Distribute scripts to the students. There are several adaptations to choose from. Find the most appropriate reading level for the students.

2. Discuss the elements of literature. Tell the students they will be looking for examples of this while reading.
  3. Explain the background information about the play. It's a love story, it's an adventure story, and there is a play within a play. It is important to keep the characters straight in order to follow the action taking place.
  4. Read the list of characters, describe them and how they relate to each other.
  5. Students may choose the parts or the teacher may assign them. Begin reading.
  6. Students create a character map of the action that is taking place in the story. This should be an ongoing activity throughout the reading of the play.
- F. Evaluation/Assessment:*
1. Have students retell the story in their own words from the perspective of their chosen character. They may do this in written format or orally. Be sure that the students can provide answers to the elements of literature listed in key vocabulary.
- G. Gifted Extension:*
1. Students will create their own character map as their retelling. They will track a main character throughout their adventures as the students follow him/her through the story. The students will work on a rough draft as they are reading, and then complete a final character map on poster board. They will need to include elements of literature, especially setting. Maps should also include the path that the character takes through the woods and a legend. These will be presented to the class following the completion of the reading. Characters they may choose to follow are:
    - a. Puck
    - b. Titania
    - c. Hermia
    - d. Helena
    - e. Lysander
    - f. Demetrius
    - g. Bottom

**Lesson Seven: "All the World's a Stage" – Presenting the Play**

- A. Daily Objectives:*
1. Lesson Content: " A Midsummer Night's Dream"
  2. Concept Objective: The students will develop an appreciation of William Shakespeare and his impact on the American culture in literature, entertainment and the arts.
  3. Skill Objective: The students will learn and use acting techniques such as memorization, voice, enunciation and stage movement.
- B. Materials:*
1. Scripts
  2. Various materials for prop making
  3. Various materials for scenery making
  4. Various materials for costume making
- C. Background Knowledge:*
- D. Key Vocabulary:*
1. Props – anything an actor uses on stage
  2. Scenery – the background that shows the setting of the play
  3. Costumes – what the actors wear
- E. Procedures/Activities:*
1. Have students choose a group to be a part of: props, scenery, or costumes.
  2. Decide on a group leader and a recorder.
  3. Brainstorm all of the things needed to put on the play.
  4. Discuss items that people might already own or could borrow for the play.

5. Stress the importance of careful record keeping and writing everything down.
6. Meet with the class and discuss the need to keep deadlines when putting on a play.
7. Give the students a written sheet of all deadlines and expectations. Have it signed by both the director and the students, to show that all are willing to meet the required expectations.
8. Rehearse and perform play.

*F. Evaluation/Assessment:*

1. Students should self-reflect on the play. Name three positive things from the play and three things that could be changed to make it better.
2. Follow-up: Students will write thank you notes to all the people that helped make the play successful, including to each other for their hard work.

## **VI. CULMINATING ACTIVITY**

Prepare a Shakespearean Feast and watch the video of the student performance of “A Midsummer Night’s Dream.” Try to have a room parent lead this activity. Ask students to provide food for the event or to charge a nominal price for a catered evening. Be sure to invite family and friends. The students may want to dress in their costumes from the play. During this events, students should discuss William Shakespeare's impact on American culture, literature, entertainment and the arts.

## **VII. HANDOUTS/WORKSHEETS**

See attached Appendices A & B

## **VIII. BIBLIOGRAPHY**

- Carey, Gary. Shakespeare’s A Midsummer Night’s Dream. Cliff’s Notes, Inc.: Lincoln, Nebraska, 1981. ISBN 0-8220-0057-1
- Chirinian, Alain. A Midsummer Night’s Dream – A Practical Guide for Teaching Shakespeare in the Middle Grade Classroom. Good Apple: Torrance, CA, 1997. ISBN 1-56417-991-5
- Deary, Terry. Top Ten Shakespeare Stories. Scholastic: New York, 1998. ISBN 0-439-08387-7
- Hirsch, Jr. E.D. What Your Fifth Grader Needs to Know. Doubleday: New York, 1993. ISBN 0-385-31464-7
- Hopping Egan, Lorraine. Teaching Shakespeare – Yes You Can! Scholastic: New York, 1998. ISBN 0-590-37401-X
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- Stewart, Diana. A Midsummer Night’s Dream. Steck-Vaughn Co.: Austin, TX, 1982. ISBN 0-8114-6833-X
- Williams, Marcia. Tales from Shakespeare. Scholastic Inc.: New York, 1998. ISBN 0-590-99279-1
- World Book Encyclopedia. S. World Book, Inc.: Chicago, 1997.

Appendix A

SAYINGS	Not heard	Have heard	Know meaning
"O, woe is me." - <i>Hamlet</i>			
"All the world is a stage." - <i>As You Like It</i>			
"He hath eaten me out of house and home." - <i>King Henry</i>			
"Dead as a doornail." - <i>Henry VI Part 2</i>			
"...green-eyed monster..." - <i>Othello</i>			
"Parting is such sweet sorrow." - <i>Romeo &amp; Juliet</i>			
"Vanished into thin air." - <i>The Tempest</i>			
"Knock! Knock! Who's there?" - <i>Macbeth</i>			
"...wild goose chase..." - <i>Romeo &amp; Juliet</i>			
"Lord, what fools these mortals be." - <i>A Midsummer Night's Dream</i>			
"To be or not to be, that is the question." - <i>Hamlet</i>			
"But I will wear my heart upon my sleeve." - <i>Othello</i>			
"All's well that ends well." - <i>All's Well That Ends Well</i>			

## *The Globe Theatre Test*

1. *Label the parts of the Globe Theatre and include one fact about that area.*

*Short Answer - be sure to answer in a complete sentence.*

2. *How did the audience know that a play would be shown that day?*

3. *How did the Globe Theatre burn down?*

4. *What is the name of Shakespeare's acting company?*

5. *Name at least 3 of Shakespeare's plays and tell what type they are.*

6. *William Shakespeare was born on what day? Why is that date important to another aspect of his life?*

7. *Shakespeare is recognized for what four types of writing?*