

Enter an Enchanted Wood with Shakespeare

Grade Level or Special Area: Fifth Grade Language Arts

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Length of Unit: Six lessons (50-60 minutes each class period, 17-22 class periods)

I. ABSTRACT

This unit explores the wonderful world of William Shakespeare and his comedy, *A Midsummer Night's Dream*. Students will study the life and accomplishments of William Shakespeare, as well as the Elizabethan time period. Along the way students will develop an appreciation for the theatre by learning and applying various literary terms, studying the Globe Theater, and acting out *A Midsummer Night's Dream*, where nothing is as it seems.

II. OVERVIEW

A. Concept Objectives

1. The student will develop an appreciation for William Shakespeare and his literary works.
2. The student will understand a variety of literary terms and the elements of a story.
3. The student will develop an awareness and appreciation for the theatre.

B. Content from the *Core Knowledge Sequence*

1. *A Midsummer Night's Dream* (William Shakespeare pg. 111)
2. Terms: tragedy and comedy, act, scene, Globe Theater (pg. 111)

C. Skill Objectives

1. Students will demonstrate prior knowledge of Shakespeare sayings and phrases that are still used today in order to recognize and understand the author's point of view. (adapted from Colorado Lang. Arts Standard 5.4A)
2. Student will draw inferences using contextual clues in order to understand the meaning of Shakespearean sayings and phrases still used today. (adapted from Colorado Lang. Arts Standard 5.1C)
3. Students will orally and artistically respond to historical sayings and phrases that they might or might not be familiar with. (adapted from Colorado Lang. Arts Standard 5.6B)
4. Student will find information from *Rats, Bulls, and Flying Machines* to support ideas about the life and times of William Shakespeare. (adapted from Colorado Lang. Arts Standard 5.5E)
5. Student will write in complete sentences and use correct grammar and usage to answer questions about William Shakespeare's life. (adapted from Colorado Lang. Arts Standard 5.3B)
6. Student will read and respond to a non-fiction excerpt regarding the life and work of William Shakespeare. (adapted from Colorado Lang. Arts Standard 5.6A)
7. Student will paraphrase key non-fiction information gathered from *Rats, Bulls, and Flying Machines*. (adapted from Colorado Lang. Arts Standard 5.1J)
8. Student will write two-column notes from an overhead transparency about the Elizabethan stage and the Globe theater. (adapted from Colorado Lang. Arts Standard 5.5C)
9. Student will compare and contrast the Elizabethan time period and today using a Venn diagram. (adapted from Colorado Lang. Arts Standard 5.5B)
10. Student will use knowledge of literary terms to determine the meaning of a variety of short stories and *A Midsummer Night's Dream*. (adapted from Colorado Lang. Arts Standard 5.6F)

11. The student will publish a newspaper article about a character from *A Midsummer Night's Dream*. (adapted from Colorado Lang. Arts Standard 5.2A)
12. The student will organize his or her newspaper article so that there is an introduction, logical arrangement of ideas, and a conclusion. (adapted from Colorado Lang. Arts Standard 5.2B)
13. Students will be creating and producing a play and speaking for a variety of audiences when they act out *A Midsummer Night's Dream*, by William Shakespeare. (adapted from Colorado Lang. Arts Standard 5.2A)
14. Students will effectively demonstrate their ability to identify and analyze elements of plot and characterization by performing in the play *A Midsummer Night's Dream*, by William Shakespeare. (adapted from Colorado Lang. Arts Standard 5.6C)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Chirinian, A., *A Midsummer Night's Dream A Practical Guide for Teaching Shakespeare in the Middle Grade Classroom*. Good Apple, 1997. ISBN 1-56417-991-5
 2. Aagesen, C. and Blumberg, M. *Shakespeare for Kids His Life and Times*. Chicago: Chicago Review Press, 1999. ISBN 1-55652-347-5.
 3. Chrisp, P. *Eyewitness Books Shakespeare*. New York: Dorling Kindersley, 2002. ISBN 0-7894-8337-8.
- B. For Students
 1. The Black Death sweeps across Europe (pg. 92, 4th Grade, *Core Knowledge Sequence*)
 2. A "rebirth of ideas from ancient Greece and Rome (pg. 114, 5th Grade, *Core Knowledge Sequence*)
 3. Renaissance ideals and values (pg. 114, 5th Grade, *Core Knowledge Sequence*)
 4. Elizabeth I (pg. 114, 5th Grade, *Core Knowledge Sequence*)
 5. Puritans (pg. 115, 5th Grade, *Core Knowledge Sequence*)

IV. RESOURCES

- A. Chirinian, A. *A Midsummer Night's Dream a Practical Guide for Teaching Shakespeare in the Middle Grade Classroom* (Lesson Six)
- B. Coville, B. *William Shakespeare's A Midsummer Night's Dream* (Lessons Four and Five)
- C. Mazzotta Prum, D. *Rats, Bulls, and Flying Machines* (Lesson Two)

V. LESSONS

Lesson One: Say What? (50 – 60 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. The student will develop an appreciation for William Shakespeare and his literary works.
 2. Lesson Content
 - a. William Shakespeare
 3. Skill Objective(s)
 - a. Students will recognize prior knowledge of Shakespeare sayings and phrases that are still used today in order to recognize and understand Shakespeare's point of view. (adapted from Colorado Lang. Arts Standard 5.4A)

- b. Student will draw inferences using contextual clues in order to understand the meaning of Shakespearean sayings and phrases still used today. (adapted from Colorado Lang. Arts Standard 5.1C)
- c. Students will orally and artistically respond to historical sayings and phrases that they might or might not be familiar with. (adapted from Colorado Lang. Arts Standard 5.6B)

B. *Materials*

- 1. Appendix A: Sayings and Phrases (one copy per student and transparency for teacher)
- 2. Appendix B: Rubric for Sayings and Phrases Poster (one per student)
- 3. White construction paper for each pair of students
- 4. Crayons, markers, or colored pencils for each pair of students

C. *Key Vocabulary*

- 1. William Shakespeare – an English playwright and poet of the late sixteenth and early seventeenth centuries, generally considered the greatest of writers in English (pg. 135, *The Dictionary of Cultural Literacy*)
- 2. Literal meaning – you say exactly what you mean (pg. 69, *What Your 5th Grader Needs to Know*)
- 3. Figurative meaning – a more colorful and imaginative way of expressing yourself in which you don't say exactly what you mean (pg. 69, *What Your 5th Grader Needs to Know*)

D. *Procedures/Activities*

- 1. Begin this lesson by writing the name, William Shakespeare, on the board or overhead projector.
- 2. Ask students what they know or have heard about William Shakespeare.
- 3. Make a list of students' responses on the board or overhead projector.
- 4. At the end of the above discussion, write the given definition of William Shakespeare on the board or overhead projector.
- 5. Explain to the students that we often quote from Shakespeare without even realizing it. For example, "Melted into thin air," "As white as driven snow," "Elbow room," "Sharper than a serpent's tooth," "Foul Play," and "Not a mouse stirring." Also, explain the impact that Shakespeare has made in the world of literary works. Shakespeare has written 37 plays, 154 sonnets, and two narrative poems. Many modern books, movies, and plays have been adapted from Shakespeare's work. Some examples are the movies *O* and *Romeo and Juliet*, starring Leonardo DiCaprio and Claire Danes.
- 6. Hand out Appendix A: Sayings and Phrases, to each student.
- 7. Have the students discuss the handout in groups and instruct the groups to mark whether they have heard of each saying or phrase.
- 8. Come back together as a full group and discuss the handout. Encourage the students to use context clues (using words around unknown words) to figure out the meaning of unknown sayings and phrases. Explain the difference between literal meaning and figurative meaning.
- 9. Ahead of time cut the sayings and phrases into strips, and put them into a hat or bowl.
- 10. In pairs have the students draw a saying or phrase; they are to make a poster depicting what could be the literal meaning of each saying or phrase. For example, if the phrase is "green-eyed monster," the pair could draw a picture of an actual green-eyed monster on the construction poster. Do not forget to have the students clearly write the phrase or saying on the poster. Hand out Appendix

- B: Rubric for Sayings and Phrases Poster to each student and explain your expectations for this project.
- 11. Create a William Shakespeare sayings and phrases bulletin board to show off the creative posters.
- E. *Assessment/Evaluation*
 - 1. Appendix B: Rubric for Sayings and Phrases Poster

Lesson Two: The Life and Times of William Shakespeare (50 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The student will develop an appreciation for William Shakespeare and his literary work.
 - 2. Lesson Content
 - a. William Shakespeare
 - 3. Skill Objective(s)
 - a. Student will find information from *Rats, Bulls, and Flying Machines* to support ideas about the life and times of William Shakespeare. (adapted from Colorado Lang. Arts Standard 5.5E)
 - b. Student will write in complete sentences and use correct grammar and usage to answer questions about William Shakespeare’s life. (adapted from Colorado Lang. Arts Standard 5.3B)
 - c. Student will read and respond to a non-fiction excerpt regarding the life and work of William Shakespeare. (adapted from Colorado Lang. Arts Standard 5.6A)
 - d. Student will paraphrase key non-fiction information gathered from *Rats, Bulls, and Flying Machines*. (adapted from Colorado Lang. Arts Standard 5.1J)
- B. *Materials*
 - 1. Each student will need a copy of *Rats, Bulls, and Flying Machines*
 - 2. Appendix C: The Life and Times of William Shakespeare Key
 - 3. Appendix D: The Life and Times of William Shakespeare (one per student)
- C. *Key Vocabulary*
 - 1. Playwright – someone who writes plays
 - 2. Bard – another word for a poet, or someone who writes poetry
 - 3. Apprentice – someone who is learning a job or trade
 - 4. Patron – someone who is paying for a service or product
- D. *Procedures/Activities*
 - 1. Review Lesson One. Have the students brainstorm what information they remember from Lesson One. Write all ideas mentioned on the board or overhead projector. Ask students to explain why Shakespeare is remembered, and why his work is still important today. Some ideas would be the many plays and poems that he has written. His sayings and phrases that are still remembered today. Modern movies, plays, and books have been influenced by his work. Most schools include Shakespeare’s works in their curriculum.
 - 2. Hand out *Rats, Bulls, and Flying Machines* to each student. Explain that the students will be reading a short passage about William Shakespeare and his life.
 - 3. Write “pages 70-73” on the board or overhead projector. Have the students turn to these pages in their books. Ask the students to flip through the passage and look at the pictures and captions. Ask them to predict what type of information they think they will learn about William Shakespeare. Ask the students what type of information they learned from studying the pictures and captions.

4. Write the key vocabulary on the board or overhead projector. Ask the students if they have ever seen any of the words. Ask for possible meanings.
 5. Write the definitions of each word and let the students know that they will be encountering the above vocabulary in the short passage.
 6. Pass out Appendix D: The Life and Times of William Shakespeare.
 7. Read the questions together. Let the students know that they will be looking for information from the passage to answer the questions on Appendix D.
 8. Give the students time to answer the questions independently.
 9. Allow time at the end of the lesson for students to share a few facts that they learned from the lesson that they found to be very interesting.
- E. *Assessment/Evaluation*
1. Accuracy of Appendix D: The Life and Times of William Shakespeare by checking answers with Appendix C: The Life and Times of William Shakespeare Key
 2. Participation in sharing facts learned from the passage

Lesson Three: The Elizabethan Stage (two class periods, 50 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student will develop an appreciation for William Shakespeare and his literary work.
 - b. The student will develop an awareness and appreciation for the theatre.
 2. Lesson Content
 - a. William Shakespeare
 - b. Globe Theater
 3. Skill Objective(s)
 - a. Student will write notes from an overhead transparency about the Elizabethan stage and the Globe Theater. (adapted from Colorado Lang. Arts Standard 5.5C)
 - b. Student will compare and contrast Elizabethan theater and today's theater using a Venn Diagram. (adapted from Colorado Lang. Arts Standard 5.5B)
- B. *Materials*
1. Appendix E : Elizabethan Notes for Teacher (transparency)
 2. Appendix F: Elizabethan Notes
 3. Appendix G: Compare and Contrast the Elizabethan Stage and Today's Stage
 4. Variety of books from the library dealing with the Elizabethan time period, such as:
 - a. *The World of Shakespeare*, by Anna Claybourne and Rebecca Treays
 - b. *Shakespeare for Kids His Life and Times*, by Colleen Aagesen and Margie Blumberg
 - c. *Eyewitness Books Shakespeare*, by Peter Chrisp
 5. Appendix C: Answer key (for review)
- C. *Key Vocabulary*
1. Plague – a widespread disease
 2. Soliloquies –the act of speaking to oneself
 3. Aside – dialogue supposedly not heard by the other actors in a play
 4. Suburb –residential area near a city
 5. Vendor –a person who sells
 6. Pulley –a simple machine which is made up of a wheel with a groove in which a pulled rope can change to lift or lower a load

7. Puritans –members of a group of English Protestants who in the 16th and 17th centuries demanded strict religious discipline
- D. *Procedures/Activities*
1. Review concepts from Lesson Two. Use Appendix C: Answer Key to quiz students about what they learned from their reading. Also, use this time to have students do more sharing if they would like about some interesting facts that they learned from *Rats, Bulls, and Flying Machines*.
 2. Copy Appendix E: Elizabethan Notes for Teacher as an overhead transparency.
 3. Hand out Appendix F: Elizabethan Notes to each student.
 4. Explain to each student that they are to fill in the blanks on Appendix F: Elizabethan Notes from your notes on the overhead projector.
 5. Encourage discussion as you go over the notes, and go over key vocabulary as needed.
 6. Encourage students to follow along and take accurate notes, because they will be using these notes on a worksheet.
 7. Lay out any resources that you may have dealing with Shakespeare or the Elizabethan time period. Have these resources accessible around the room.
 8. Hand out Appendix G: Compare and Contrast the Elizabethan Stage and Today's Stage.
 9. Have the students use their Elizabethan Notes to fill out Appendix G. They may also use the resources from the library.
- E. *Assessment/Evaluation*
1. Appendix G: Compare and Contrast the Elizabethan Stage and Today's Stage.

Lesson Four: Literary Terms (50-60 minutes, two class period if needed)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student will develop an appreciation for William Shakespeare and his literary work.
 - b. The student will understand a variety of literary terms.
 - c. The student will develop an awareness and appreciation for the theatre.
 2. Lesson Content
 - a. *A Midsummer Night's Dream* (Shakespeare)
 - b. Terms: tragedy and comedy, act, scene
 3. Skill Objective(s)
 - a. Student will use knowledge of literary terms to determine the meaning of a variety of short stories and *A Midsummer Night's Dream*. (adapted from Colorado Lang. Arts Standard 5.6F)
- B. *Materials*
1. Appendix H: Literary Terms (one for each student and one transparency for overhead projector)
 2. Appendix I: Literary Terms Chart (three to four copies for each student and one transparency for overhead projector)
 3. Appendix O: Literary Terms Chart Key (one for teacher)
 4. Variety of short stories; some examples would include *The Three Little Pigs*, *Snow White*, etc. (choose stories with a definite antagonist and protagonist)
 5. A copy of *William Shakespeare's A Midsummer Night's Dream*, by Bruce Coville or a similar version of the play in story form
- C. *Key Vocabulary*
- See Appendix H: Literary Terms

D. *Procedures/Activities*

1. Review from Lesson Three. Ask the students what surprised them the most about the Elizabethan Stage. Ask the students which time period would be the most interesting to act in, the Elizabethan Period or modern day.
2. Explain to the students that you will now be shifting gears to some literary terms. By knowing these terms the students will better understand William Shakespeare's *A Midsummer Night's Dream*. Explain to the students that they will need to fully understand the play before they can put on a performance.
3. Hand out Appendix H: Literary Terms, and go over the terms with the students. Ask the students if they can come up with examples from books they have read or movies they have seen. If they cannot come up with examples, give them some examples from your experiences. An excellent example could come from the story of Superman. For example, Superman would be the protagonist, and Lex Luther would be the antagonist.
4. Hand out Appendix I: Literary Terms Chart. Explain to the students that they are to listen quietly to the short story that you are about to read. If it is a familiar story, explain that they may have heard the story before, but they are going to be listening to the story to pick out examples of the literary terms from the chart.
5. After reading the story give the students the opportunity to fill out the literary chart independently.
6. Come back together as a class and discuss the various responses. Give feedback as the discussion continues. Let the students know if the examples given are accurate or not. If the students are struggling with examples, give some examples of your own from the story.
7. As a class come up with the sequence of the story. Write the class sequence on the board or overhead projector.
8. If you feel confident that the students understand the literary terms, move on to reading *William Shakespeare's A Midsummer Night's Dream*, by Bruce Coville or another story that depicts the play in story form. If you feel that the students need more practice, do the activity again with another simple story.
9. Show the students the cover of the book and ask for comments. Ask them what they think the story is going to be about.
10. Read the inside cover of the book to the students so that they have a better idea of what the story is going to be about. Again, encourage discussion.
11. Explain to the students that they will be listening to the story carefully.
12. Read the story to the students.
13. Hand out Appendix I: Literary Terms Chart again. Explain to the students that they will be listening to the story again, but this time, they will be picking out the literary terms like they did with the previous activity where they used the chart.
14. Read the story again. When the story is over, give the students time to fill in their charts.
15. Go over the chart together, and come up with a class sequence of events.
16. Encourage discussion about the story. What do they like and dislike about the story. Who is their favorite character? If they were to be a character in the story, who would they want to be?

E. *Assessment/Evaluation*

1. Class discussion about examples of literary terms.
2. Appendix I: Literary Terms Chart

Lesson Five: Extra! Extra! Read all About It! (50 – 60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student will develop an appreciation for William Shakespeare and his literary work.
 - b. The students will develop an awareness and appreciation for the theatre.
2. Lesson Content
 - a. *A Midsummer Night's Dream*
 - b. Literary Terms
3. Skill Objective(s)
 - a. The student will publish a newspaper article about a character from *A Midsummer Night's Dream*. (adapted from Colorado Lang. Arts Standard 5.2A)
 - b. The student will organize his or her newspaper article so that there is an introduction, logical arrangement of ideas, and a conclusion. (adapted from Colorado Lang. Arts Standard 5.2B)

B. *Materials*

1. *William Shakespeare's A Midsummer Night's Dream*, by Bruce Coville (or whatever story you had read to the students in Lesson Four)
2. Variety of local newspapers
3. Appendix J: Extra! Extra! Read All About It! (one per student and one transparency for overhead projector)
4. Appendix K: Characters from *A Midsummer Night's Dream* (one per student)
5. Appendix L: Planning Guide for Newspaper Article (one per student)
6. Appendix M: Rubric for Newspaper Article (one per student and one transparency for overhead projector)
7. Make a transparency of a simple newspaper article

C. *Key Vocabulary*

See Appendix H: Literary Terms

D. *Procedures/Activities*

1. Have students get out Appendix H: Literary Terms. Review the terms in reference to *A Midsummer Night's Dream*. For example, ask the students who some of the main characters are. What is the plot? What is the climax of the story? What is the resolution? Etc.
2. Describe today's project to the students. Let them know that they will be writing a newspaper article about a particular scene from *A Midsummer Night's Dream*. They have just been hired as reporters for *The Enchanted Wood Daily* newspaper. They will have to pay attention to detail and make sure they write their articles in a sequential manner so that the article is clear to the reader.
3. Put the transparency of the newspaper article on the overhead. Point out the structure of the article and how the article is based on fact. Let the students know that it is okay to add details to the article to make it more interesting, but the article must still be based on facts from the story.
4. Hand out Appendix J: Extra! Extra! Read All About It! Go over the guidelines with the students using the transparency.
5. Hand out Appendix K: Characters from *A Midsummer Night's Dream*. Go over each of the characters to remind the students of what happened in the story. It is very easy to get the characters confused, so it would be a good idea to briefly review the sequential order of the story again. Have the story that you had read to the students in Lesson Four available if they need to use it as a reference.

6. Hand out Appendix L: Planning Guide for Newspaper Article. Go over the handout and remind students of the importance of organization. You may want the students to get this sheet approved by you before beginning the first draft of their article.
 7. Finally, hand out Appendix M: Rubric for Newspaper Article. Have newspapers accessible in the room for the students to use as a reference for the structure of a newspaper article.
 8. Create an *Enchanted Wood Daily* bulletin board where you can display all of the creative articles that your students have created.
- E. *Assessment/Evaluation*
1. Appendix M: Rubric for Newspaper Article

Lesson Six: *A Midsummer Night's Dream*, by William Shakespeare (50 – 60 minutes, 10 – 15 class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student will develop an appreciation for William Shakespeare and his literary works.
 - b. The student will understand a variety of literary terms and the elements of a story.
 - c. The students will develop an awareness and appreciation for the theatre.
 2. Lesson Content
 - a. *A Midsummer Night's Dream*
 - b. Terms: tragedy and comedy, act, scene
 3. Skill Objective(s)
 - a. Students will be creating and producing a play and speaking for a variety of audiences when they act out *A Midsummer Night's Dream*, by William Shakespeare. (adapted from Colorado Lang. Arts Standard 5.2A)
 - b. Students will effectively demonstrate their ability to identify and analyze elements of plot and characterization by performing in the play *A Midsummer Night's Dream*, by William Shakespeare. (adapted from Colorado Lang. Arts Standard 5.6C)
- B. *Materials*
1. Child friendly script of *A Midsummer Night's Dream*, by William Shakespeare (*Shakespeare Plays in the Classroom A Midsummer Night's Dream*, by Alain Chirinian is an excellent source) – one script per student
 2. Appendix H: Literary Terms – transparency for overhead projector
 3. Appendix N: Sequence of Events (five per student and one transparency for overhead projector)
 4. Appendix P: *Enter an Enchanted Wood* Assessment (one per student)
 5. Appendix Q: *Enter an Enchanted Wood* Assessment Key
- C. *Key Vocabulary*
See Appendix H: Literary Terms
- D. *Procedures/Activities*
1. Begin the class by reviewing any terms from Appendix H: Literary terms. Make sure you go over any terms that apply to working with a script, such as dialogue, scene, act, etc.
 2. Hand out a copy of the script to each student.
 3. Have the students volunteer to read different characters. Trade off often so that each student gets the opportunity to read. Discuss vocabulary or important

aspects of the plot as they come up. For example, make sure that the students understand the twists and turns in the plot when Puck is putting love juice on many of the character's eyelids. It is a good idea to read the play an act at a time. Do not go on to the next act until students feel comfortable with and understand the sequence of events for that act. Check for understanding by frequently asking the students to explain the characters involved and what is going on.

4. Hand out Appendix N: Sequence of Events after you have read the first act. As the class comes up with a sequence that sums up the main events of that act.
 5. Continue in the same manner for each act of the play. Fill out Appendix N: Sequence of Events for each act. Have the students keep each sequence, because these can be used for reference when it comes time to act out the play.
 6. As the class reads through the play the first time, switch the student characters often so that you get a feel for the students that would be the best fit to play each character.
 7. When you feel confident that the class has a good understanding of the play, it is time to assign parts. You may have students try out, or you may assign parts to students based on how they read during the first read through.
 8. Make sure that every student in the class has the opportunity to participate in some way. Students can play a character in the play, create scenery, act as producers or directors, make costumes, etc.
 9. If you run out of parts for students, you can always create more fairy parts. This is especially a good idea for those students who want to participate but do not feel comfortable having a large speaking part.
 10. You can have the students make posters and invitations inviting parents, other teachers, and other students to the performance.
 11. After performing the play, have the students take the final assessment, Appendix P.
- E. *Assessment/Evaluation*
1. All students participating in the production of *A Midsummer Night's Dream*, by William Shakespeare
 2. Appendix N: Sequence of Events
 3. Appendix P: *Enter an Enchanted Wood* Assessment

VI. CULMINATING ACTIVITY

- A. All students participate in a production of *A Midsummer Night's Dream*, William Shakespeare
- B. All student take final assessment, Appendix P: *Enter an Enchanted Wood* Assessment

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Sayings and Phrases
- B. Appendix B: Rubric for Sayings and Phrases Poster
- C. Appendix C: The Life and Times of William Shakespeare Key
- D. Appendix D: The Life and Times of William Shakespeare
- E. Appendix E: Elizabethan Notes for Teacher
- F. Appendix F: Elizabethan Notes
- G. Appendix G: Compare and Contrast the Elizabethan Stage to Today's Stage
- H. Appendix H: Literary Terms
- I. Appendix I: Literary Terms Chart
- J. Appendix J: Extra! Extra! Read All About It!
- K. Appendix K: Characters from *A Midsummer Night's Dream*
- L. Appendix L: Planning Guide for Newspaper Article

- M. Appendix M: Rubric for Newspaper Article
- N. Appendix N: Sequence of Events
- O. Appendix O: Literary Terms Chart Key
- P. Appendix P: *Enter an Enchanted Wood* Assessment
- Q. Appendix Q: *Enter an Enchanted Wood* Assessment Key

VIII. BIBLIOGRAPHY

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Appendix A Sayings and Phrases

Name: _____ Date: _____

Read the following sayings and phrases carefully. Mark whether you have or have not heard of the saying or phrase.

	Yes	No
Apple of her eye		
Budge an inch		
Dead as a door nail		
Eating me out of house and home		
Eyesore		
For goodness' sake		
The game is up		
Good riddance		
Green-eyed monster		
Knock, knock, who's there?		
Laughingstock		
The naked truth		
Neither rhyme nor reason		
One fell swoop		
Such stuff as dreams are made on		
Sweets to the sweet		
To thine own self be true		
Too much of a good thing		
Tower of strength		
Wear my heart on my sleeve		
What's done is done		
In a pickle		
Tongue-tied		
Laugh yourself into stitches		

Appendix B

Rubric for Sayings and Phrases Poster

	Unsatisfactory	Partially Proficient	Proficient	Advanced
Appearance	<p>Saying or phrase is not present on the poster. The poster is not neatly drawn, and it is not colored.</p> <p style="text-align: center;">(1 Point)</p>	<p>Saying or phrase is present but difficult to see and read. The picture is colored but messy with few details.</p> <p style="text-align: center;">(2 Points)</p>	<p>Saying or phrase is neatly written on the poster. The picture is colored and neatly drawn.</p> <p style="text-align: center;">(3 Points)</p>	<p>Saying or phrase is neatly written and presented boldly on the poster. The picture is neatly drawn and colored and includes attractive details.</p> <p style="text-align: center;">(4 Points)</p>
Oral Presentation	<p>Students did not evenly share responsibilities of presentation. Students were not able to explain poster using literal and figurative language. Poster did not reflect literal meaning of saying or phrase.</p> <p style="text-align: center;">(1 Point)</p>	<p>Students somewhat share responsibilities of presentation. Students were limited in explaining poster using literal and figurative language. Poster somewhat reflects meaning of saying or phrase.</p> <p style="text-align: center;">(2 Points)</p>	<p>Students shared responsibilities of presentation. Students explained poster using literal and figurative language. Poster reflects meaning of saying or phrase.</p> <p style="text-align: center;">(3 Points)</p>	<p>Students equally shared responsibilities of presentation. Students clearly explained poster using literal and figurative language. Poster clearly reflects meaning of saying or phrase.</p> <p style="text-align: center;">(4 Points)</p>

Appendix C, page 1
The Life and Times of William Shakespeare Key

Name: _____ Date: _____

Read pages 70-73 in *Rats, Bulls, and Flying Machines*. Use the information from the passage to answer the following questions. Remember to answer the questions using complete sentences.

1. Name at least five plays that William Shakespeare has written.

Possible answers: Much Ado About Nothing, Hamlet, Romeo and Juliet, A Midsummer Night's Dream, Julius Caesar, Macbeth, and Henry VIII.

2. Explain what the passage, “the whining schoolboy, with his satchel...creeping like a snail unwillingly to school” says about Shakespeare’s feelings toward going to school.

Possible answers: Shakespeare did not enjoy school. Because he did not like school, he would walk very slowly on his way to school. He would complain and dread going to school.

3. Compare Elizabethan actors to actors of today.

Possible answers: Wealthy patrons sponsored Elizabethan actors, whereas actors of today make their money from production companies. Actors today can act in movies or plays. Actors today make a lot more money than Elizabethan actors did. Actors today do not have the audience yelling out to them or throwing food at them.

4. Explain the interior and exterior of the Globe Theater. How was the seating set up?

Possible answers: The Globe was a wooden, circular building with an open courtyard in the middle. The Globe did not have a roof in the middle, so performances were only given during the day. There were no curtains and hardly any scenery. The theater could hold up to 2,500 people. People with little money could pay a penny and stand in the yard; these people were called groundlings. People with more money

Appendix C, page 2
The Life and Times of William Shakespeare Key

could sit in galleries, which were along the sides of the theater and were covered by a roof. The little bit of roof that the Globe did have was made of straw, and the outer walls were made of a mixture of plaster and goat hair.

5. State in your own word what you think the following quote means: “All’s well that ends well.”

Accept all reasonable answers

Appendix E, page 1

Elizabethan Notes for Teacher

I. The Elizabethan Time Period

- The second half of the 16th century is known as the Elizabethan Period
- When Shakespeare began his career, Elizabeth I was queen
- The Elizabethan Period was named for Elizabeth I
- English ships ruled the sea
- English explorers were exploring and claiming land as far away as America

II. Elizabethan Theatre

- The stage was round and the audience sat around the stage
- The audience was highly involved in the performance
 - ◆ Often the actors would speak to the audience through **soliloquies** and **asides**
 - ◆ The audience would often answer back
 - ◆ The audience would yell, laugh, taunt, talk, and eat throughout the performance
- Playhouses were often banned within the city of London
 - ◆ Puritan leaders felt theatre pulled people from the church
 - ◆ Playhouses were forced out of the city and into the **suburbs**
 - ◆ In the 1590s playhouses were forced to close for a few years due to the **Plague** in London
- When a play was about to begin, it was announced by a raised flag and a blow of a trumpet
 - ◆ The flag indicated the theme of that day's play
 - ♠ black for tragedy, white for comedy, and red for history
 - ◆ When the patrons entered, they put their money in a box
 - ◆ They could sit in the galleries, which were cushioned, wooden benches in front of the stage
 - ◆ They could sit on the stage itself for more money
 - ◆ They could stand in the back
 - ♠ Called groundlings or penny stinkards due to poor hygiene
 - ◆ **Vendors** sold beer, fruit, and nuts
 - ♠ Often the food would be thrown at the actors on stage

Appendix E, page 2

Elizabethan Notes for Teacher

III. The Globe Theater

- The Globe Theater was located in the theater district of London
- It was built in a circular fashion
- It was often referred to as a “wooden O”
- It did not have a roof and could seat close to 3,000 people
- Some say that the roof was missing so that the theater would have fresh air to air out the body odor
- The stage consisted of three levels: “heaven,” “earth,” and “hell”
 - ◆ A trapdoor in the main stage, or “earth,” was used to raise and lower actors and props into and out of lower level, “hell”
 - ◆ **Pulleys** and ropes took people from and to “heaven”
 - ◆ A hut at the top of the theater housed props for sound effects such as thunder and cannon fire
- Scenery and props were limited – to let the audience know the time of day, it was described by the actors
- Actors wore elaborate costumes and makeup – the church considered this to be sinful
- Women were not allowed to act on a public stage, so young boys played the female parts
 - ◆ This is why Shakespeare’s plays have few female parts
 - ◆ Shakespeare made his female characters intelligent and witty since he couldn’t count on beauty
- After every play a jig or dance was performed, because the actors did not want the audience to go home unhappy
- The Globe burned down in 1613 during a performance of Henry VIII
 - ◆ A prop cannon exploded
 - ◆ The theater was eventually rebuilt but shut down in 1642 by Puritans
 - ◆ The Globe was destroyed in 1644

Appendix F, page 1 Elizabethan Notes

Name: _____ Date: _____

I. The Elizabethan Time Period

-
-
-
-
-

II. Elizabethan Theatre

- The stage was round and the audience sat around the stage
- The audience was highly involved in the performance
- ◆
- ◆
- ◆

Appendix F, page 2

Elizabethan Notes

- Playhouses were often banned within the city of London
 - ◆
 - ◆
 - ◆
- When a play was about to begin, it was announced by a raised flag and a blow of a trumpet
 - ◆



Appendix F, page 3

Elizabethan Notes

- ◆ **Vendors** sold beer, fruit, and nuts
- ♠ Often the food would be thrown at the actors on stage

III. The Globe Theater

- The Globe Theater was located in the theater district of London
- It was built in a circular fashion
- It was often referred to as a “wooden O”
- It did not have a roof and could seat close to 3,000 people
- Some say that the roof was missing so that the theater would have fresh to air out the body odor
-

◆

◆

◆

- Scenery and props were limited – to let the audience know the time of day, it was described by the actors
- Actors wore elaborate costumes and makeup – the church considered this to be sinful
-

◆

◆

Appendix F, page 4

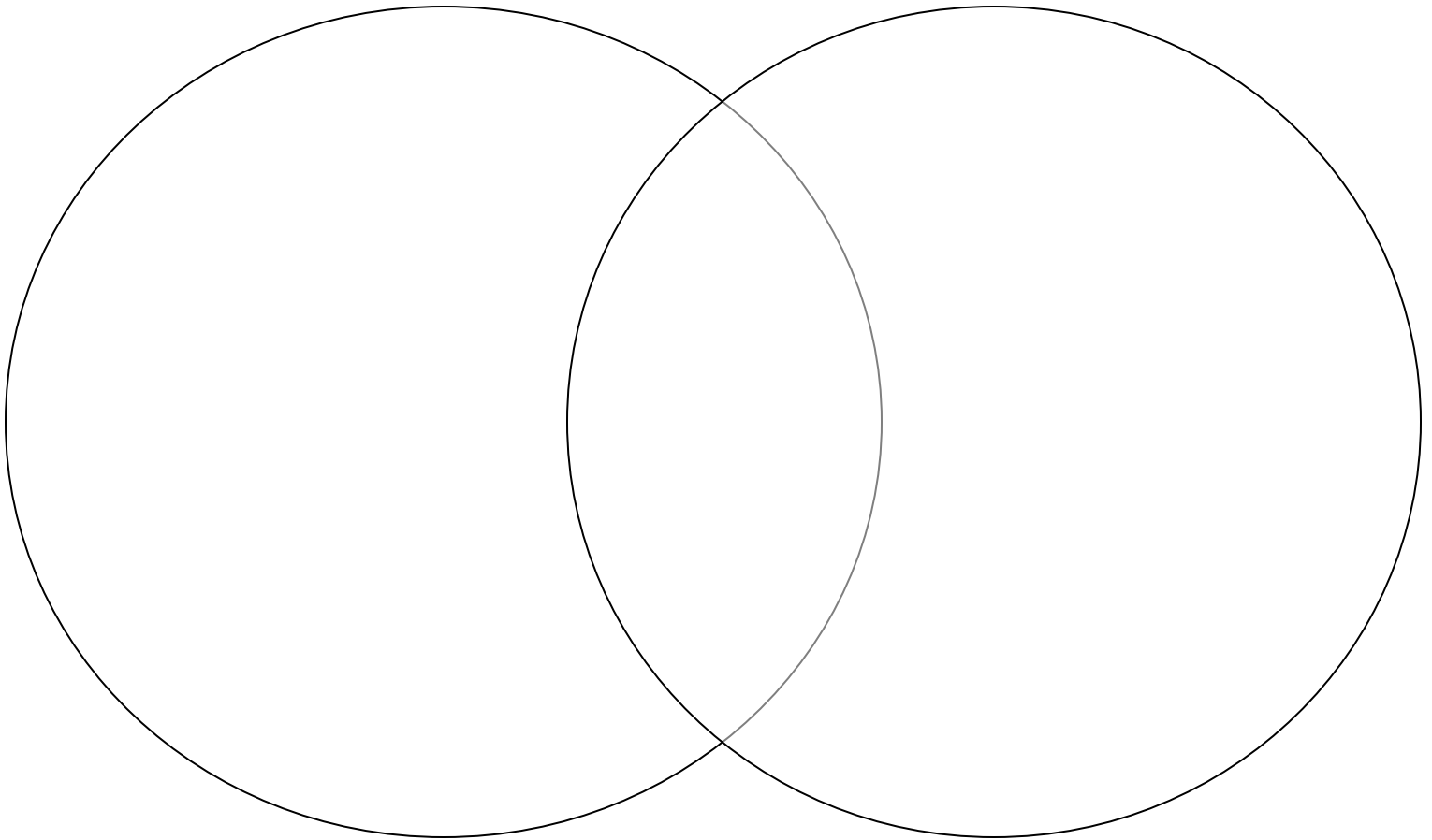
Elizabethan Notes

- After every play a jig or dance was performed, because the actors did not want the audience to go home unhappy
- - ◆
 - ◆
 - ◆

Appendix G
Compare and Contrast the Elizabethan Stage to Today's Stage

Name: _____ **Date:** _____

Using your Elizabethan Notes put what is unique to the Elizabethan Stage in the circle on the left; put what is unique to Today's Stage in the circle on the right; put what the two time periods have in common in the middle where the two circles overlap.



Answer the following question using complete sentences on the back.

1. If you could be an actor or actress in a play, would you rather be on the Elizabethan Stage or Today's Stage? Explain your answer.

Appendix H Literary Terms

Name: _____ Date: _____

Setting – where and when the story takes place

Character – one of the persons of a novel or story

Rising Action – the unfolding of the events of a novel or story

Climax – the point of highest dramatic tension or a major turning point in the action

Falling Action – the point at which the dramatic tension begins to decrease

Resolution – the point in a literary work at which the chief dramatic complication is worked out

Act – one of the principal or main divisions of a theatrical work such as a play or opera

Scene – a division of an act presenting continuous action in one place

Protagonist – the hero of the story

Antagonist – the character that could be perceived as the villain of the story

Sequence – the order in which the events occur in a story

Suspense – the tension and excitement created by not knowing a story's outcome

Plot – the plan or main story line of a story

Dialogue – a conversation between two or more characters

Mood – the plot and characters determine the mood of a play or story; examples of mood: comedic, tragic, dramatic, etc.

Appendix I, page 1
Literary Terms Chart

Name: _____ **Date:** _____

Name of book or story read:

Literary Term	Brief example from story or book
Setting	
Main characters	
Antagonist	
Protagonist	
Mood of story	
Rising action	
Climax	
Falling action	
Resolution	

Appendix I, page 2
Literary Terms Chart

Literary Term	Brief example from story or book
Plot of story	
Suspense	
Sequence of the main events of the story (use as many blanks as you need)	<ol style="list-style-type: none"> <li data-bbox="662 846 695 877">1. <li data-bbox="662 972 695 1003">2. <li data-bbox="662 1098 695 1129">3. <li data-bbox="662 1224 695 1255">4. <li data-bbox="662 1350 695 1381">5. <li data-bbox="662 1476 695 1507">6. <li data-bbox="662 1602 695 1633">7. <li data-bbox="662 1728 695 1759">8. <li data-bbox="662 1854 695 1885">9.

Appendix J: Extra! Extra! Read all About It!

Name: _____ **Date:** _____

Congratulations! You have just been hired as a newspaper reporter for *The Enchanted Wood Daily*. *The Enchanted Wood Daily* keeps the entire fairy world informed of the latest events. Word has it that the Wood has seen a lot of “mortals” lately. You will be going into the Wood undercover. Keep your eyes and ears open for a great story. Once you have come across a great storyline, take some notes, and tell us all about it!

Article Guidelines:

1. Write a brief description of what your newspaper article is going to be about on the planning sheet provided.
2. Write down the sequence of events of your storyline on the planning sheet provided.
3. Write down the main characters that will be featured in your article on the planning sheet provided.
4. Come up with a catchy title for your newspaper article (you may have to wait until the end of writing your article to come up with a good title). Remember, your title should make someone want to read your article.
5. In your first paragraph, write one or two sentences describing the setting (when and where) your article is taking place and a brief description of the main point of your story. Look at some articles in the newspapers provided as a guide.
6. The rest of your article should explain the details of the story. Remember to stick to the facts. You may add some of your own “facts” to the story if you would like to make it more interesting.
7. Keep in mind who your audience is. You are writing an article will be featured in a newspaper in the fairy world, so your audience is fairies.
8. Proof read your work for errors.
9. When you are done with your final copy, we will be displaying your wonderful article on the *Enchanted Wood Daily* bulletin board.
10. Use the attached list of character descriptions as a guide if needed.

Appendix K

Characters from *A Midsummer Night's Dream*

Theseus – Duke of Athens

Hippolyta – Queen of the Amazons, engaged to Theseus

Egeus – Father of Hermia

Demetrius – In love with Hermia

Lysander – In love with Hermia

Philostrate – Theseus' entertainment advisor

Hermia – Daughter of Egeus, in love with Lysander

Helena – In love with Demetrius

Quince, Snug, Bottom, Flute, Snout, and Starveling – The acting troupe putting on a performance for the Duke of Athens (Bottom is the character that ends up having Puck put a spell on him, so his head is that of a donkey)

Oberon – King of the fairies

Titania – Queen of the fairies

Puck – A hobgoblin, also known as Robin Goodfellow

Peaseblossom, Cobweb, Moth, and Mustardseed – Fairies who are attendants to Queen Titania

*adapted from *Shakespeare Plays in the Classroom A Midsummer Night's Dream*, by Alain Chirinian.

Appendix L
Planning Guide for Newspaper Article

Name: _____ **Date:** _____

Brief description of your article:

Sequence of events:

Main characters in your article:

Possible title for your article:

Appendix M

Rubric for Newspaper Article

	2	3	4
Content	The article includes few facts from the story. The article lacks organization and is not in sequential order. The setting is not mentioned.	The majority of the article contains actual facts from the story. The article is fairly organized and in sequential order. The setting is mentioned.	The entire article contains actual facts from the story with extra details to make the article more interesting. The article is organized and in sequential order and describes the setting in detail.
Mechanics	The mechanical errors interfere with the meaning of the article.	The article includes a few mechanical errors.	The article has no mechanical errors.
Presentation	The article is sloppily written and difficult to read.	The article is fairly neatly written.	The article is neatly written and can be easily read.
Total Points			

Appendix N Sequence of Events

Name: _____ Date: _____

Keep track of the important events and characters from *A Midsummer Night's Dream*.

Act: _____ Scene: _____

Sequence of Events:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Appendix O, page 1
Literary Terms Chart Key

Name: _____ Date: _____

The Three Little Pigs

Name of book or story read:

Literary Term	
Setting	Forest
Main characters	Wolf and Three Pigs
Antagonist	Wolf
Protagonist	The little pig who built the brick house
Mood of story	From suspense to triumph
Rising action	When the wolf is going from house to house
Climax	When the wolf is going down the brick chimney
Falling action	When pigs realize they are safe in the brick house
Resolution	The wolf is cooked in a pot

Appendix O, page 2
Literary Terms Chart Key

Literary Term	Brief example from story or book
Plot of story	A big bad wolf is trying to eat three little pigs.
Suspense	The wolf is able to blow down two houses.
Sequence of the main events of the story (use as many blanks as you need)	<ol style="list-style-type: none"> 1.Three little pigs are happy about building their three little houses. 2.The wolf huffs and puffs and blows down the straw house. 3.The wolf huffs and puffs and blows down the house made of sticks. 4.The wolf huffs and puffs and tries to blow down the house made of bricks. 5.The wolf tries to get into the brick house through the chimney. 6.The pigs have a fire going in the fireplace and wolf ends up being cooked. 7.The pigs live happily ever after in the brick house. 8. 9.

Appendix P, page 1
Enter an Enchanted Wood
Assessment

Name: _____ **Date:** _____

Matching: Match the literary terms with the correct definitions.

- | | |
|------------------------|--|
| 1. _____ rising action | A. The tension & excitement created by not knowing a story's outcome |
| 2. _____ sequence | B. One of the persons of a novel or story |
| 3. _____ resolution | C. The order in which the events occur in a story |
| 4. _____ antagonist | D. The plan or main story line of a story |
| 5. _____ protagonist | E. The hero of the story |
| 6. _____ suspense | F. The point in a literary work at which the chief dramatic complication is worked out |
| 7. _____ plot | G. The character that could be perceived as the villain of the story |
| | H. The unfolding of events of a novel or story |

Multiple Choice: Circle the letter of the correct answer.

1. Which of the following is **not** a play written by William Shakespeare?
- a. *Much Ado About Nothing*
 - b. *Romeo and Juliet*
 - c. *Annie*
 - d. *Julius Caesar*

Appendix P, page 2

2. Which of the following is **not** true about the Globe Theater?
 - a. The Globe Theater was originally built in Massachusetts.
 - b. The Globe Theater was a wooden, circular building.
 - c. Performances at the Globe Theater were only held during the day.
 - d. The outer walls of the Globe Theater were made of plaster and goat hair.

3. The Elizabethan Period was the second half of which century?
 - a. 14th
 - b. 15th
 - c. 16th
 - d. 17th

4. Which of the following would typically occur during a performance in an Elizabethan theater?
 - a. The actors would speak to the audience through soliloquies and asides.
 - b. The audience would often answer the actors .
 - c. The audience would yell, laugh, taunt, talk, and eat throughout the performance.
 - d. All of the above.

5. The stage of the Globe Theater consisted of which three levels?
 - a. “heaven,” “ground,” and “hell”
 - b. “heaven,” “earth,” and “hell”
 - c. “heaven,” “earth,” and “below”
 - d. None of the above.

Appendix P, page 3

Short Answer: Answer the following questions using complete sentences.

1. Why did Shakespeare's plays have few female parts?

2. Name three differences between the Elizabethan stage and today's stage.

Sequencing: Number the following events from *A Midsummer Night's Dream* in order as they occurred.

- _____ Hermia and Lysander run away to the Enchanted Wood.
- _____ Oberon orders Puck to find the magical purple flower.
- _____ Hermia is ordered by Theseus to marry Demetrius, become a nun, or be put to death.
- _____ The acting troupe put on a performance for the Duke of Athens after the wedding.
- _____ Hermia and Lysander are reunited, as well as Helena and Demetrius fall in love.
- _____ Oberon and Titania argue over who will keep the child.
- _____ Due to Puck's mistake, things are not what they seem in the Enchanted Wood.
- _____ Bottom returns to normal after having the head of a donkey.

Appendix Q
Enter an Enchanted Wood
Assessment Key

Matching:

1. H
2. C
3. F
4. G
5. E
6. A
7. D

Multiple Choice:

1. C
2. A
3. C
4. D
5. B

Short Answer:

1. Women were not allowed to act on a public stage, so young boys played all of the female parts.

2. **Possible Answers:**

- *most modern day stages are not round like the Elizabethan stage
- *in most modern day plays, the audience does not interact with the actors or throw food at the stage
- *modern day playhouses usually have roofs
- *modern day playhouses do not have to be built outside of city limits
- *women are allowed to act today
- *most modern day churches do not find the theater to be sinful

Sequencing:

- 2
- 4
- 1
- 8
- 6
- 3
- 5
- 7