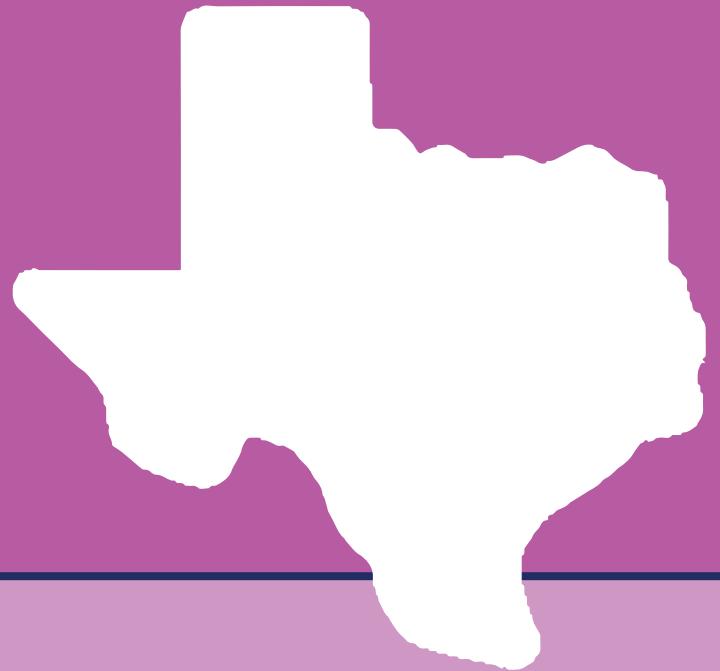




**Bluebonnet
Learning**
K-5 Reading Language Arts

ENGLISH

INTRODUCTION TO SHAKESPEARE: *A MIDSUMMER NIGHT'S DREAM*



GRADE 5 UNIT 6 | ACTIVITY BOOK

EDITION 1

Grade 5

Unit 6

Introduction to Shakespeare
A Midsummer Night's Dream

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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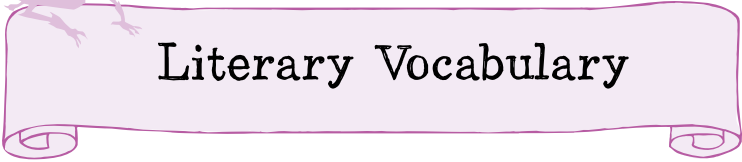
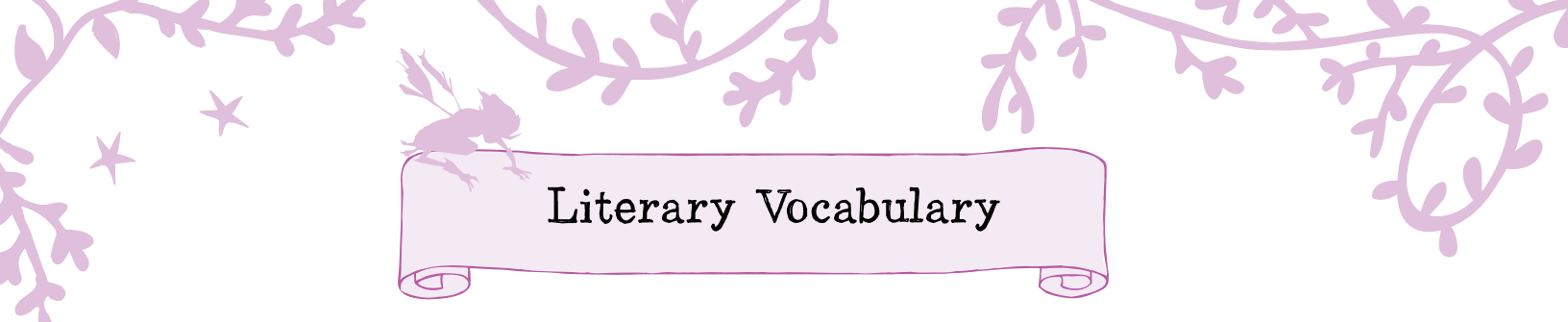
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Key Questions for

Understanding Shakespeare's Language

1. Who is speaking?
2. To whom is the character speaking?
3. Who or what is the character speaking about?
4. What words or phrases do you not understand? Can you define them in context?
5. What extra details can you eliminate to get to the key idea?
6. Where does switching word order or adding a word make the selection easier to understand?
7. What lines or words suggest action?
8. Explain the section in your own words.





Literary Vocabulary

1. iambic pentameter:

2. prose:

3. dialogue:

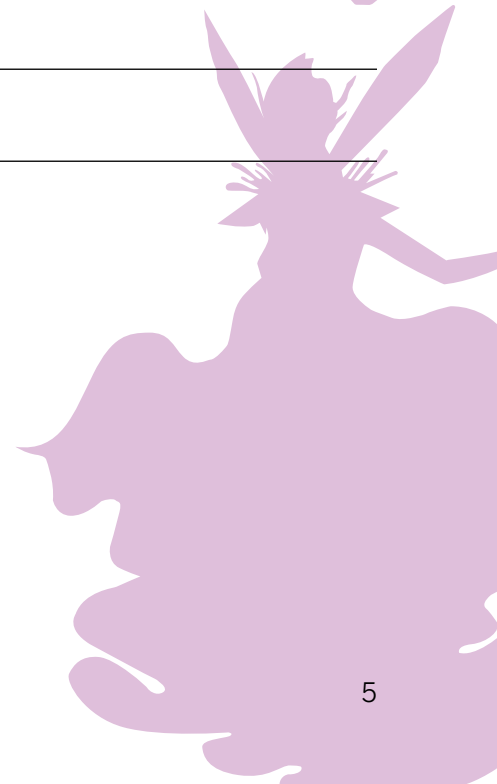
★ Name: _____ Date: _____ ★



4. **monologue:**

5. **soliloquy:**

6. **onomatopoeia:**



Activity 1.1

Name: _____ Date: _____

Shakespeare's Life and Times

Imagine you need to explain who Shakespeare is to someone who has never heard of him. Record three key facts that are important to understanding the material you read. If you have extra time, write down any additional interesting facts from the reading.

1. Reader Selection:

2. Key Facts from the Selection:

1. _____

2. _____

3. _____

3. Additional Facts:

1. _____

2. _____

3. _____

Name: _____ Date: _____

Activity 1.2

“O brave touch!”

Some sentences can mean many things. Using the pictures that you have seen of Shakespeare's productions as inspiration and support, decide what the title of this worksheet means. Then write a conversation between two of the characters in the picture beginning with the sentence “Oh brave touch!” In the conversation, be sure to explain why the character might have said “O brave touch!”

1. **Description of the scene:** Explain what the scene looks like and where it takes place. Give a reason for your choices.

2. **Description of the characters:** Describe what they look like and who they are. Give a reason for your choices.

Character 1: _____

Character 2: _____

Activity 1.2

Name: _____ Date: _____

3. Conversation:

Character 1: O brave touch!

Character 2: _____

Character 1: _____

Character 2: _____

Character 1: _____

Character 2: _____

Name: _____ Date: _____

Character 1: _____

Character 2: _____

Character 1: _____

Character 2: _____

Character 1: _____

Activity 1.2

Name: _____ Date: _____

Character 2: _____

Character 1: _____

Character 2: _____



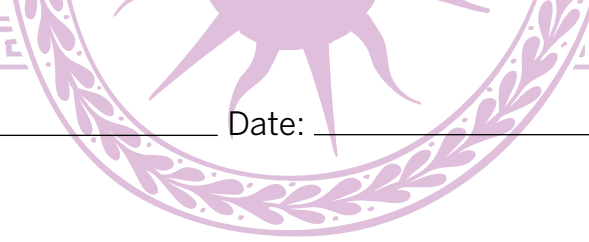
Activity 2.1

Name: _____ Date: _____

Character Organizer

Character	What does the character want?	What is preventing the character from getting it?
Hermia		
Lysander		
Egeus		
Demetrius		
Helena		
Theseus		

Name: _____ Date: _____



What will the character do to get what he or she wants?	Adjectives that describe this character

A Customers' Quarrel

A merchant has a simple purple flower in a box. It is labeled love-in-idleness and is very expensive. A Customer approaches his table and they begin to talk about this flower. Before the first Customer buys the flower, a second Customer comes to the table. Both Customers want the flower. The merchant eventually decides Customer Two is worthy of the flower.

Merchant: What simple home-spuns have we swaggering here?

Merchant (to Customer One): Hail!

Customer One: Hail!

Customer One: a little western flower, Before milk-white, now purple with love's wound?

Merchant: A very good piece of work, I assure you,

Customer One: Through the forest have I gone. But... found I none,

Merchant: The juice of it on sleeping eyelids laid. Will make or man or woman madly dote

Customer One: I must confess that I have heard so much,

Merchant (to Customer One): But hark, a voice! Stay thou but here awhile,

Merchant (to Customer Two): But who comes here?

Customer Two: I am that merry wanderer of the night.

Merchant (showing both Customers the flower): Masters, here are your parts: maidens call it love-in-idleness.

Customer Two: Fetch me that flower, the herb I showed thee once.

Customer One (angrily to the Merchant): I do entreat your grace to pardon me.

Merchant: I must know who is a worthy gentleman?

Name: _____ Date: _____

Customer Two (flattering the Merchant): Thou art as wise as thou art beautiful.

Customer One: Full of vexation come I, with complaint

Customer Two (to Customer One): Perforce I must confess, I thought you lord of more true gentleness.

Merchant: The other must be held worthier.

Customer Two: I know not by what power I am made bold, But I beseech your grace that I may know

Customer One (glaring at Customer Two): We shall chide downright if I longer stay.

Merchant (to Customer Two): How long within this wood intend you stay?

Customer Two (to Customer One): Well, go thy way; thou shalt not from this grove

Customer One: When at your hands did I deserve this scorn?

Merchant (to Customer Two): Thou speak'st aright: Upon this wicked and disloyal man.

Customer One: this is to make a fool of me,

Customer One: I go, I go, look how I go.

Customer One exits

Merchant (to Customer Two): Well, proceed. a most lovely gentleman-like man.

Customer Two: Fetch me this herb, and be thou here again

Merchant: Well, I will undertake it.

Customer Two: A merrier hour was never wasted.



Writing: Letters to Shakespeare

Throughout this unit you will write letters of correspondence to Shakespeare.

Letters of Correspondence:

- begin with a formal greeting or salutation.
- clearly state the purpose for writing.
- provide the necessary details to frame the purpose.
- end with a polite closing.
- employ correct spelling, grammar, and punctuation.

The purpose of your letters is to request information about the specific choices Shakespeare made when writing *A Midsummer Night's Dream*.

BRAINSTORMING

What is one question you would like to ask Shakespeare regarding *A Midsummer Night's Dream*?

Prior to asking Shakespeare this question, what details might be necessary to share?

If you finish early, use the space below to brainstorm another question you could ask Shakespeare, along with the necessary details to frame the question.



WRITING

Use the space below to draft your first letter to Shakespeare.

Formal greeting

State the purpose
for writing

Frame the
question/request
for information

Polite closing and
signature

Activity 3.1

Name: _____ Date: _____

Character Warm-Up: What Do We Know?

Character name: _____

From the perspective of your character, what happens in Act 1, Scene 1? How does your character feel about what was happening? Who has made your character happy or angry?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Understanding Shakespeare's Language

Shakespeare tells a story, but he does it through characters speaking and doing things rather than by using a narrator. His characters speak modern English—but because it was written in verse in the sixteenth century, it looks a bit different from writing today. Let's look at the scene in small segments, using a series of key questions.

1

Full of vexation come I, with complaint
Against my child, my daughter Hermia.

- a. Who is speaking? _____
- b. To whom is the character speaking? _____
- c. Who or what is the character speaking about? _____

- d. What words or phrases do you not understand? Can you define them in context?

- e. Explain the section in your own words. _____

Activity 3.2

Name: _____ Date: _____

2

But I beseech your grace that I may know
The worst that may befall me in this case

a. Who is speaking? _____

b. To whom is the character speaking? _____

c. Who or what is the character speaking about? _____

d. What words or phrases do you not understand? Can you define them in context?

e. Explain the section in your own words. _____

Name: _____ Date: _____

3

What say you, Hermia? Be advised fair maid:
To you your father should be as a god.

a. Who is speaking? _____

b. To whom is the character speaking? _____

c. Who or what is the character speaking about? _____

d. What words or phrases do you not understand? Can you define them in context?

e. Explain the section in your own words. _____



Director's Staging Questions: Act 1, Scene 1

1. Where in Athens should this scene be set? _____

2. Where should Egeus, Hermia, Lysander, and Demetrius enter?

3. Who should come in first? Who last? _____

4. What should Egeus be doing when he enters? _____

5. What should Hermia be doing when she asks the Duke for pardon?



Activity 4.1

Name: _____ Date: _____

Character Organizer

Character	What does the character want?	What is preventing the character from getting it?
<i>Bottom</i>		
<i>Quince</i>		

Name: _____ Date: _____

What will the character do to get what he or she wants?	Adjectives that describe this character

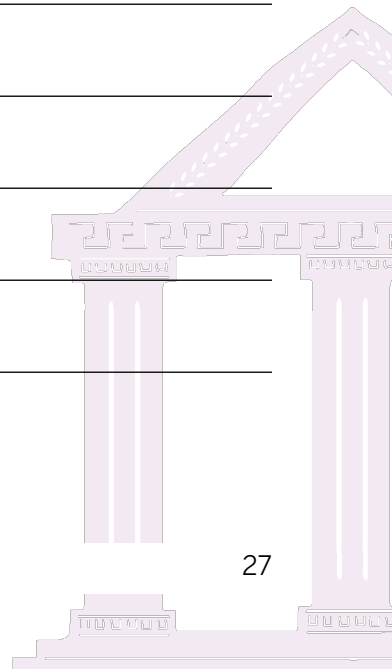
Writing: Letters to Shakespeare

Revise the letter you drafted in Activity Page 2.3 by either:

- asking a different question, or
- adding more details from the text you have read since Act 1, Scene 1.

Use the space below to write your revised letter. Remember that letters begin with a salutation and end with a polite closing and signature. Be sure to use correct spelling, grammar, and punctuation when writing your letter legibly in cursive.

[illegible]

[illegible]

Understanding Shakespeare's Language

1

BOTTOM.

What is Pyramus, a suitor, or a **tyrant**?

QUINCE.

A suitor ...

BOTTOM.

That will ask some tears in the true performing of it.

If I do it, let the audience look to their eyes; I will
move storms. To the rest: yet my chief humor is for
a tyrant: I could play a part to **tear a cat in**.

a. Who is speaking? _____

b. To whom is the character speaking? _____

c. Who or what is the character speaking about? _____

d. What is the most likely reason Shakespeare characterizes Bottom and Quince as stereotypical figures?

Name: _____ Date: _____

e. Explain the section in your own words. _____

2

FLUTE.

What is Thisbe, a wandering knight?

QUINCE.

It is the lady that Pyramus must love.

FLUTE.

Nay, faith, let not me play a woman. I have a beard coming.

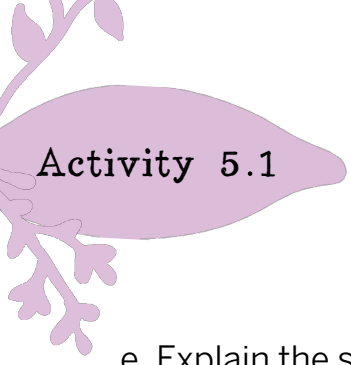
a. Who is speaking? _____

b. To whom is the character speaking? _____

c. Who or what is the character speaking about? _____

d. What word or phrases do you not understand? Can you define them in context?

Hint: Remember that this is a time in history when women were not allowed to act on stage.



Activity 5.1

Name: _____ Date: _____

e. Explain the section in your own words. _____

3

QUINCE.

Snug, the **joiner**, you must play the lion's part.
And, I hope, here is a play fitted.

SNUG.

Have you the lion's part written? Pray you, if it be,
give it me, for I am slow of study.

QUINCE.

It is nothing but roaring.

BOTTOM.

Let me play the lion, too: I will roar, that I will
make the Duke say 'Let him roar again, let him
roar again!'

a. Who is speaking? _____

b. To whom is the character speaking? _____

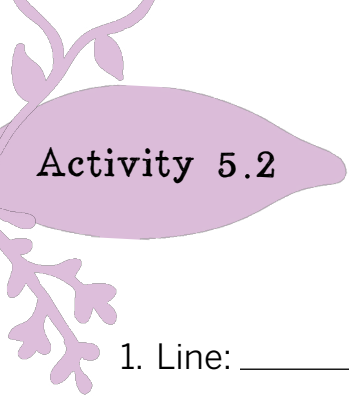
c. Who or what is the character speaking about? _____

Name: _____ Date: _____

d. What words or phrases do you not understand? Can you define them in context?

e. Explain the section in your own words. _____





Activity 5.2

Name: _____ Date: _____

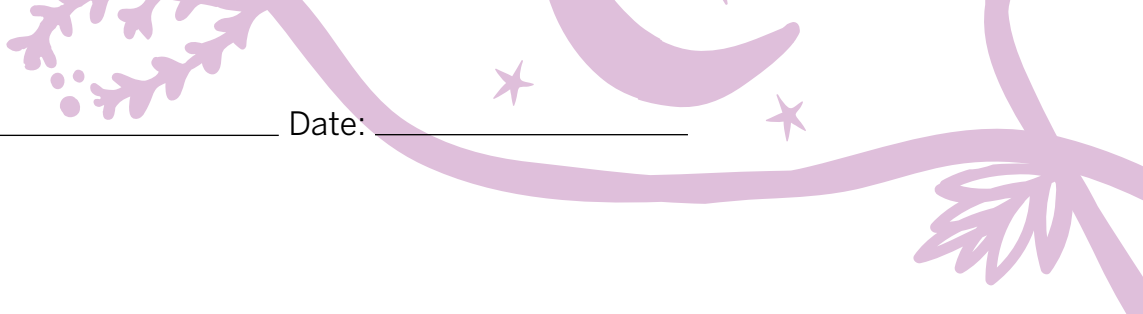
Actor Prepares: Freeze Frame

1. Line: _____

2. Character: _____

3. Is there anyone your character wants to stand near? Why?

4. Is there anyone your character does not want to stand near? Why?



Name: _____ Date: _____

5. What pose does your character take? For example, it might be hands on hips, kneeling, head in hands, a dramatic actor pose, or something else entirely. Why would your character use the pose you picked?

6. What is the expression on your character's face?

7. If your character is speaking, what is he trying to achieve or show?

8. If your character is listening, what is his reaction to what he hears?

Activity 6.1

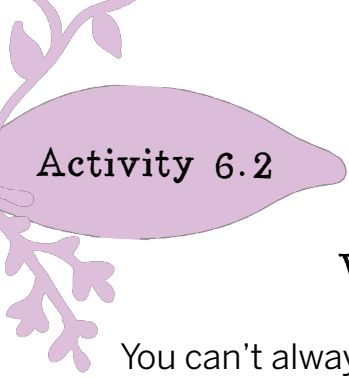
Name: _____ Date: _____

Character Organizer

Character	What does the character want?	What is preventing the character from getting it?
Oberon		
Titania		

Name: _____ Date: _____

What will the character do to try to get what he or she wants?	Adjectives that describe this character



Activity 6.2

Name: _____ Date: _____

Writing: What Does a Fairy Look Like?

You can't always judge a book by its cover, but theatrical directors and designers do rely on what people see—clothes, make-up, and hair—to help the audience understand the characters on stage quickly. In *A Midsummer Night's Dream*, Shakespeare's text doesn't include much information about what the characters look like, so there are many ways to interpret the characters visually.

Today, ask yourself: What does a fairy look like?

Write a paragraph describing the physical appearance of Oberon, Titania, or one of their fairy followers. Think about the adjectives you have used to describe them and what you know about them from the summary.

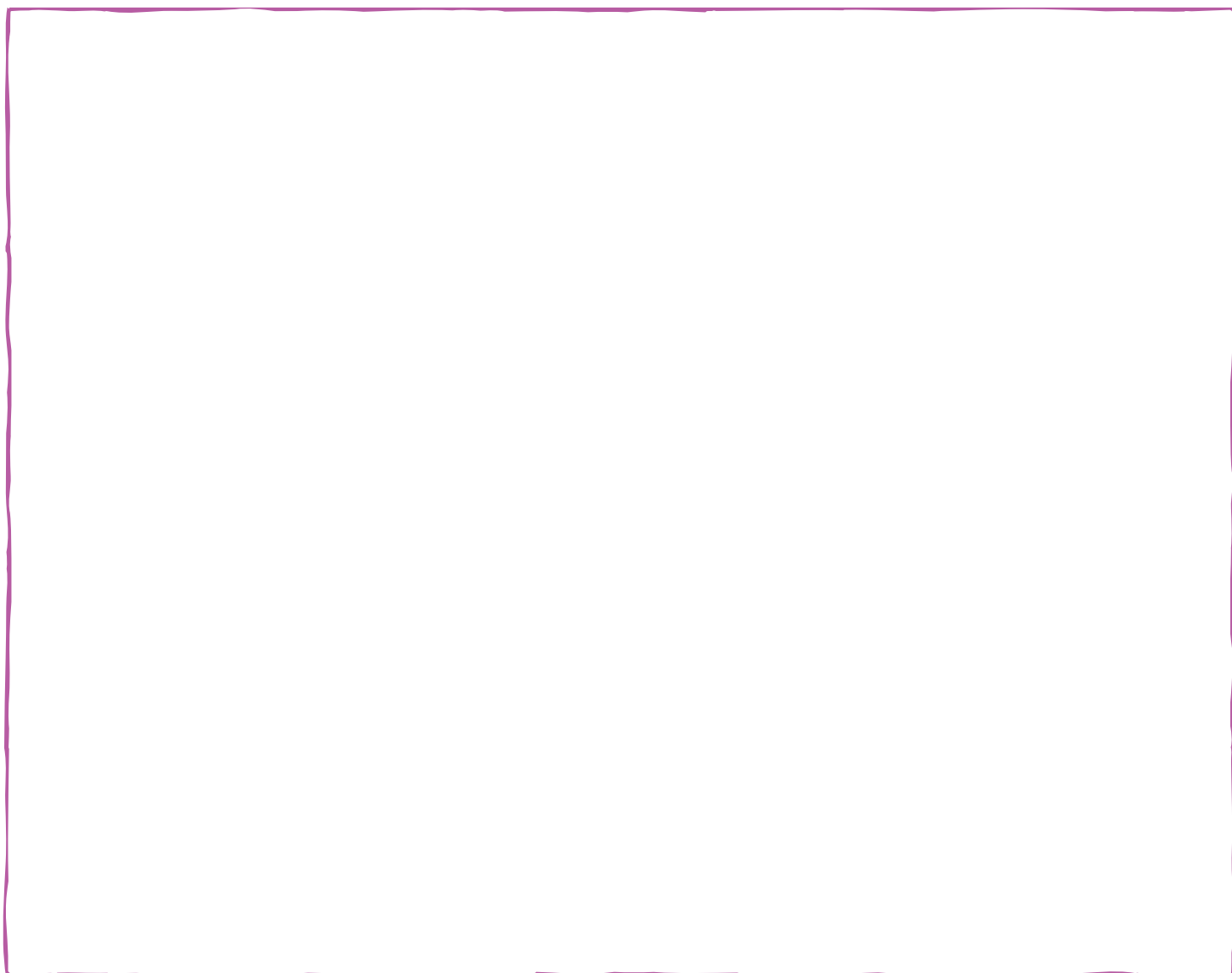
With that character knowledge as your inspiration, think about how you would represent those traits physically. Things to think about:

- What is your character wearing?
- What color are the clothes?
- What about hair?
- Make-up?
- Do your fairies have wings, fur, or pointy ears?
- Is your character carrying anything?

Use details from the play to help think about how these magical creatures might look.

Name: _____ Date: _____

After you have finished writing, draw a picture to illustrate your vision.





Activity 6.3

Name: _____ Date: _____

Visual Characterization

Upper-Class Athenians

1. Character:

2. Describe costume

3. Why this look?

a. _____

b. _____



Name: _____ Date: _____

Attach or draw pictures:





Activity 6.3

Name: _____ Date: _____

Workmen

1. Character:

2. Describe costume

3. Why this look?

a. _____

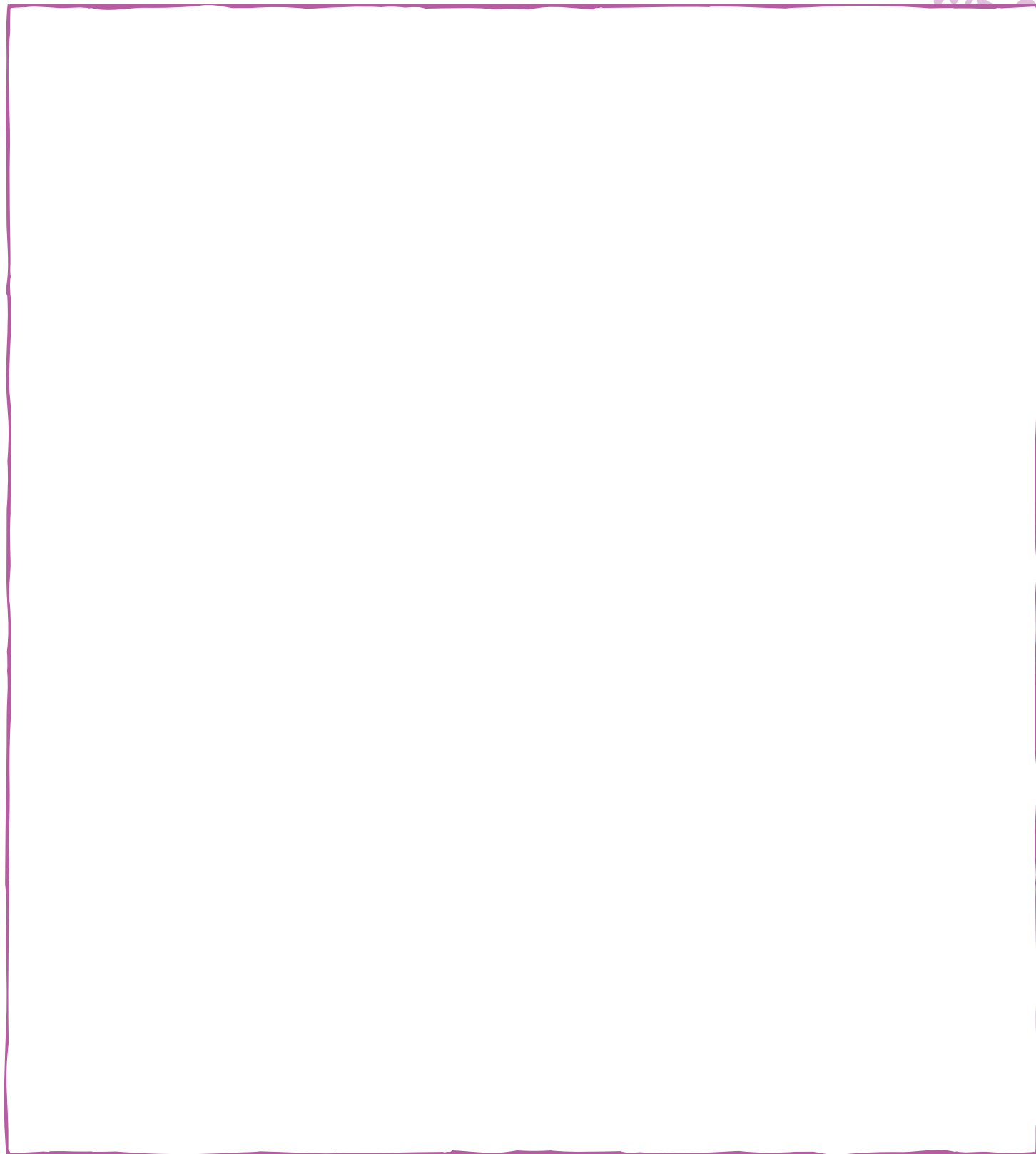
b. _____





Name: _____ Date: _____

Attach or draw pictures:



Name: _____ Date: _____

Tossing Lines: Act 2, Scene 1

1. What was your line?

2. List as many other lines as you can remember. Write the character you think might say them next to the line.

[illegible]

Understanding Shakespeare's Language

1

His mother was a priestess of my order;
And, in the spiced Indian air, by night,
Full often hath she gossip'd by my side.
But she, being mortal, of that boy did die;
And for her sake do I rear up her boy,
And for her sake I will not part with him.

a. Who is speaking? _____

b. To whom is the character speaking? _____

c. Who or what is the character speaking about? _____

d. What words or phrases do you not understand? Can you define them in context?

e. What details can you eliminate to get to the key idea? Lightly cross out any information that you don't need to understand the main point of the speech.

f. Explain the section in your own words. _____

Activity 7.2

Name: _____ Date: _____

2

The juice of it on sleeping eye-lids laid
Will make or man or woman madly dote
Upon the next live creature that it sees.
Fetch me this herb, and be thou here again
Ere the leviathan can swim a league.

a. Who is speaking? _____

b. To whom is the character speaking? _____

c. Who or what is the character speaking about? _____

d. What words or phrases do you not understand? Can you define them in context?

e. What details can you eliminate to get to the key idea? Lightly cross out any information that you don't need to understand the main point of the speech.

f. Explain the section in your own words. _____

Name: _____ Date: _____

3

Having once this juice,
I'll watch Titania when she is asleep,
And drop... it in her eyes.
The next thing then she waking looks upon,
Be it on lion, bear, or wolf, or bull,
On meddling monkey, or on busy ape,
She shall pursue it with the soul of love.

a. Who is speaking? _____

b. To whom is the character speaking? _____

c. Who or what is the character speaking about? _____

d. What words or phrases do you not understand? Can you define them in context?

e. What details can you eliminate to get to the key idea? Lightly cross out any information that you don't need to understand the main point of the speech.

f. Explain the section in your own words. _____



Activity 7.3

Name: _____ Date: _____

Writing: Letters to Shakespeare

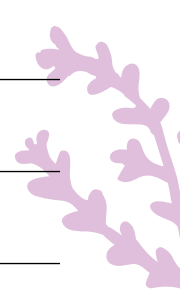
Finalize your letter of correspondence by either:

- asking a different question, or
- revising for correct spelling, grammar, and punctuation, or
- adding more details from the text you have read since Act 1, Scene 2

Use the space below to write your finalized letter. Be sure to write your letter legibly in cursive.

_____ Date: _____



[illegible]

Activity 8.1

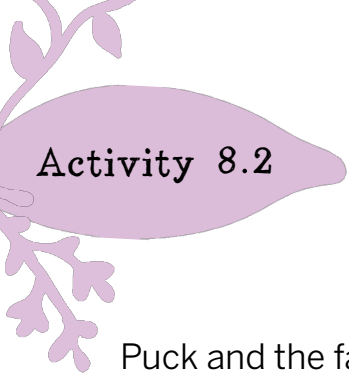
Name: _____ Date: _____

Character Organizer

Character	What does the character want?	What is preventing the character from getting it?
Puck		
Oberon		

Name: _____ Date: _____

What will the character do to try to get what he or she wants?	Adjectives that describe this character



Activity 8.2

Name: _____ Date: _____

Writing: Twenty-First-Century Puck

Puck and the fairy include quite a list of mischievous pranks attributed to Puck in Shakespeare's time. When people in Shakespeare's time noticed little events that they could not explain, they blamed these on mischievous fairies. Yet, they end with the words "Those that Hobgoblin call you, and sweet Puck, you do their work, and they shall have good luck." How could Puck use his power today to help instead of play tricks? It might be finding an item that you thought was lost for good, or it might be that your drinking cup suddenly holds your favorite drink instead of plain water.

Imagine Puck lived today.

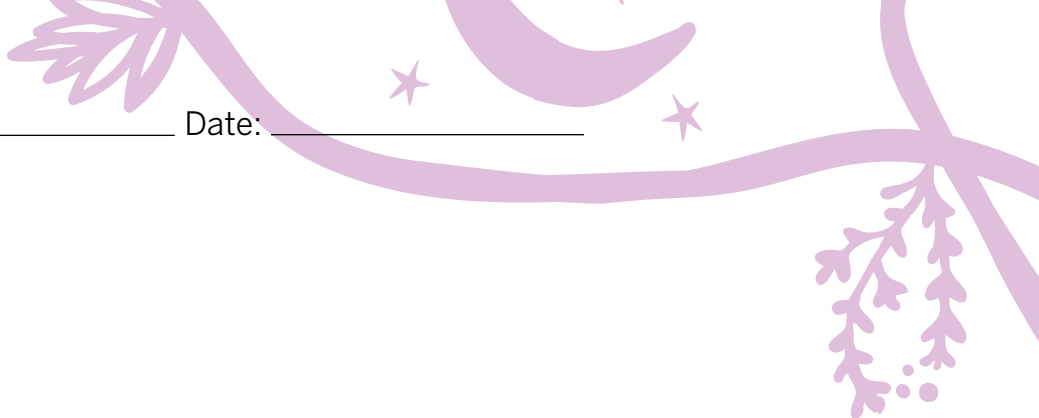
- Who would he choose to help?
- What sort of help would he provide?
- What sort of trouble might he cause?

Write a speech in which Puck explains some help he's given in modern life.

The speech should be eight lines long and describe two to four events in which he helped. It does not have to rhyme or use a particular rhythm, but it may do these things if you like. Here is an example:

*If searching for a pencil far and near,
I will make a new one appear.*

1. List your ideas for small acts of aid that Puck could give in modern time:



Date: _____

2. Puck's speech:

[illegible]



Activity 9.1

Name: _____ Date: _____

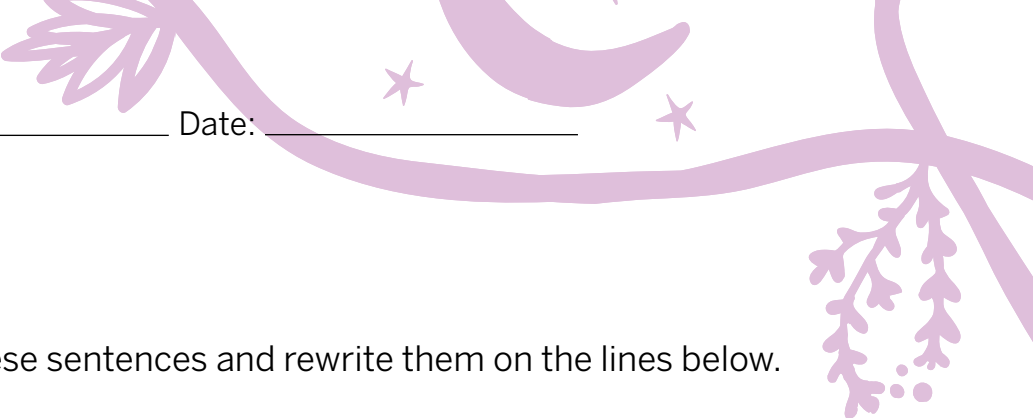
Shakespeare's Sentences

Rewrite these sentences so that the subjects precede the verbs.

1. *Through the forest have I gone. / But Athenian found I none.*

2. *Dress of Athens he doth wear.*

3. *Happy is Hermia.*



Name: _____ Date: _____

Add the missing words to these sentences and rewrite them on the lines below.

4. *I thought you lord of more true gentleness.*

5. *So awake when I am gone; For I must now to Oberon.*

Understanding Shakespeare's Language

Demetrius and Helena enter, running.

Helena.

Stay,...sweet Demetrius.

Demetrius.

I charge thee, hence, and do not haunt me thus.

Helena.

O, wilt thou darkling leave me? Do not so.

Demetrius.

Stay, on thy peril: I alone will go.

Puck exits

Helena.

...Happy is Hermia, wheresoe'er she lies;
For she hath blessèd and attractive eyes.
How came her eyes so bright? Not with salt tears.
If so, my eyes are oftener wash'd than hers.

...No, no, I am as ugly as a bear;
For beasts that meet me run away for fear.

...Lysander, if you live, good sir, awake.

Lysander.

And run through fire I will for thy sweet sake.

Name: _____ Date: _____

Helena.

...Yet Hermia still loves you: then be content.

Lysander.

Content with Hermia! No, I do repent
The tedious minutes I with her have spent.
Not Hermia but Helena I love:
Who will not change a raven for a dove?...

Helena.

...Wherefore was I to this keen mockery born?
When at your hands did I deserve this scorn?

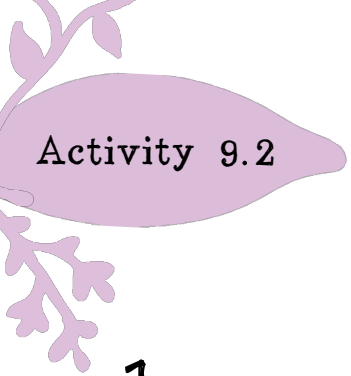
...O, that a lady of one man refused
Should of another therefore be abused!

Helena exits.

Lysander.

She sees not Hermia. Hermia, sleep thou there:
And never mayst thou come Lysander near!
For all my powers, address your love and might
To honor Helen and to be her knight!

Lysander exits.



Activity 9.2

Name: _____ Date: _____

1

Happy is Hermia, wheresoe'er she lies;
For she hath blessèd and attractive eyes.
How came her eyes so bright? Not with salt tears.
If so, my eyes are oftener wash'd than hers.

a. Who is speaking? _____

b. To whom is the character speaking? _____

c. Who or what is the character speaking about? _____

d. What words or phrases do you not understand? Can you define them in context?

e. Where does switching word order or adding a word make the selection easier to understand? _____



Name: _____ Date: _____

f. Explain the section in your own words. _____

2

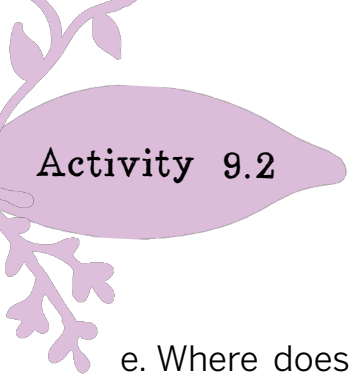
Wherefore was I to this keen mockery born?
When at your hands did I deserve this scorn?

a. Who is speaking? _____

b. To whom is the character speaking? _____

c. Who or what is the character speaking about? _____

d. What words or phrases do you not understand? Can you define them in context?



Activity 9.2

Name: _____ Date: _____

e. Where does switching word order or adding a word make the selection easier to understand? _____

f. Explain the section in your own words. _____

3

Content with Hermia! No, I do repent
The tedious minutes I with her have spent.
Not Hermia but Helena I love:
Who will not change a raven for a dove?

a. Who is speaking? _____

b. To whom is the character speaking? _____

Name: _____ Date: _____

c. Who or what is the character speaking about? _____

d. What words or phrases do you not understand? Can you define them in context?

e. Where does switching word order or adding a word make the selection easier to understand? _____

f. Explain the section in your own words. _____

Activity 10.1

Name: _____ Date: _____

Character Organizer

Character	Adjectives that describe this character
Oberon	
Titania	
Bottom	

Performance: Act 3, Scene 1

Mini-Scene 1

PUCK. What simple home-spuns have we swaggering here,
So near the cradle of the fairy queen?
What, a play now! I'll be an auditor;
An actor, too, perhaps, if I see cause.

QUINCE. Speak, Pyramus. Thisbe, stand forth.

BOTTOM, Thisbe, the flowers of odious savors sweet—
as Pyramus.

QUINCE. Odors, odors.

BOTTOM. —odors savors sweet:
So hath thy breath, my dearest Thisbe dear.
But hark, a voice! Stay thou but here awhile,
And by and by I will to thee appear.

BOTTOM *exits.*

PUCK. A stranger Pyramus than e'er played here.



Mini-Scene 2

FLUTE. Must I speak now?

QUINCE. Ay, marry, must you; for you must understand he goes but to see a noise that
he heard, and is to come again.

FLUTE, Most radiant Pyramus, most lily-white of hue—
as Thisbe.

Re-enter PUCK and BOTTOM, transformed.

BOTTOM. If I were fair, Thisbe, I were only thine.

QUINCE. O monstrous! O strange! We are haunted. Pray, masters! Fly, masters! Help!

PUCK. I'll follow you.

BOTTOM. Why do they run away? This is a knavery of them to make me afeard.

SNOUT re-enters.

SNOUT. O Bottom, thou art changed! What do I see on thee?

SNOUT exits.

QUINCE re-enters.

QUINCE. Bless thee, Bottom! Bless thee! Thou art translated.



Mini-Scene 3

BOTTOM. I see their knavery: this is to make a fool of me, to fright me, if they could.
But I will not stir from this place, do what they can: I will walk up and
down here, and I will sing, that they shall hear I am not afraid.

BOTTOM sings.

Name: _____ Date: _____

TITANIA. What angel wakes me from my flowery bed?

BOTTOM *sings.*

TITANIA. I pray thee, gentle mortal, sing again:
Mine ear is much enamor'd of thy note;
So is mine eye enthralled to thy shape;
And thy fair virtue's force by force doth move me
On the first view to say, to swear, I love thee.



Mini-Scene 4

BOTTOM. Methinks, lady, you should have little reason for that: and yet, to say the truth, reason and love keep little company together now-a-days; the more the pity that some honest neighbors will not make them friends. Nay, I can joke upon occasion.

TITANIA. Thou art as wise as thou art beautiful.

BOTTOM. Not so, neither: but if I had wit enough to get out of this wood, I have enough to serve mine own turn.

Mini-Scene 5

TITANIA. Out of this wood do not desire to go:
Thou shalt remain here, whether thou wilt or no.
I am a spirit of no common rate.
The summer still doth tend upon my state,
And I do love thee: therefore, go with me.
I'll give thee fairies to attend on thee,
And I will purge thy mortal grossness so
That thou shalt like an airy spirit go.
Peaseblossom! Cobweb! Moth! And Mustardseed!

PEASEBLOSSOM. Ready.

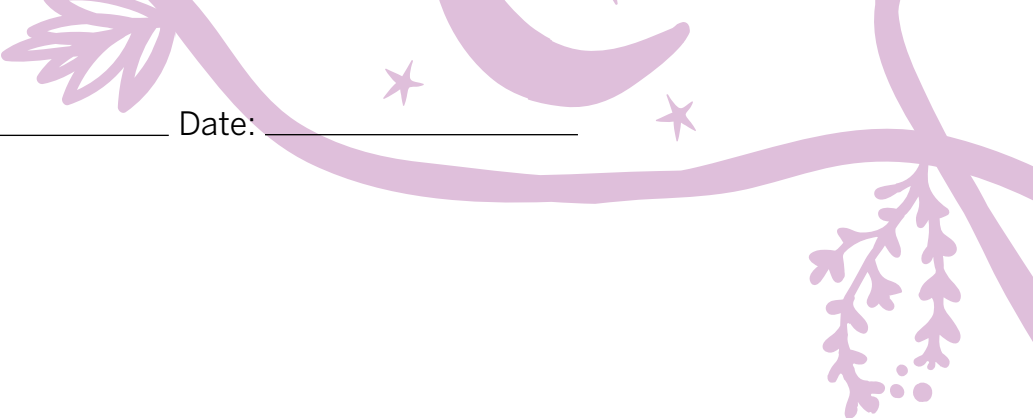
COBWEB. And I.

MOTH. And I.

MUSTARDSEED. And I.

ALL. Where shall we go?

TITANIA. Be kind and courteous to this gentleman.
Feed him with apricots and dewberries,
With purple grapes, green figs, and mulberries;
The honey-bags steal from the humble-bees,
And pluck the wings from painted butterflies
To fan the moonbeams from his sleeping eyes.
Nod to him, elves, and do him courtesies.



Name: _____ Date: _____

PEASEBLOSSOM. Hail, mortal!

COBWEB. Hail!

MOTH. Hail!

MUSTARDSEED. Hail!

TITANIA. Come, wait upon him; lead him to my household.

The Woods Outside Athens: A Visitor's Guide

1. An Athenian is considering going on a vacation to the forest. Based on the experiences the characters have, what kind of a vacation do you think they might have if they traveled in the woods? Think about the adjectives you might use to describe the woods and the adjectives you might use to describe a trip there. Would it be relaxing, adventurous, scary, exciting, luxurious, exotic or something else?

Think of a character and a moment from the play that illustrate the adjectives you chose. On the lines below write the name of the character and describe the moment.

Adjectives:

Character:

Moment:

2. Write a two-paragraph visitor's guide to the woods outside Athens that includes your adjectives.

In the first paragraph, imagine what the woods outside Athens might look like. Use descriptions in the text as guidelines, but add details. Your forest does not have to be realistic—after all, this is the home of the fairies. What might you see there? What kinds of plants and flowers grow there?

Name: _____ Date: _____

Paragraph 1:

In the second paragraph, offer a visitor some suggestions for activities and things to look out for. What are the attractions of the woods outside Athens? Why should you go there? What should you be careful of?

Paragraph 2:



Activity 10.3

Name: _____ Date: _____

3. Illustrate your guide or draw a map of the forest.



Name: _____ Date: _____

Activity 11.1

Understanding Shakespeare's Language

Mini-Scene # _____

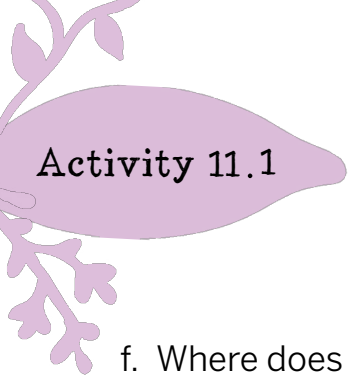
a. Who is speaking? _____

b. To whom is the character speaking? _____

c. Who or what is the character speaking about?

d. What words or phrases do you not understand? Can you define them in context?

e. What extra details can you eliminate to get to the key idea? Lightly cross out any information that you don't need to understand the main point of the speech.



Activity 11.1

Name: _____ Date: _____

f. Where does switching word order or adding a word make the selection easier

to understand? _____

g. What lines or words suggest action? _____

h. Explain the section in your own words. _____

Name: _____ Date: _____

Activity 11.2

Character Profile

Character Name: _____

1. What does this character want in this scene? _____

2. What is the most important moment in the scene for this character?

3. Why? How does he or she show this? Your example may be from the text or from your staging choices.

4. How does this character feel about the other characters in the scene?

5. How does he or she show this? Your example may be from the text or from your staging choices.

Name: _____ Date: _____

Writing: Tragedy or Comedy?

Put yourself in the place of one of the four young Athenians: Hermia, Helena, Demetrius, or Lysander. Imagine that before you fall asleep, you stop to write a diary entry. Write one to two paragraphs answering the questions below.

1. Does your life feel like a comedy or a tragedy? Why? What do you think is going to happen to you next? Do you have any hope?

Remember, you are writing from the point of view of characters who don't know they are in play and who don't know about the fairies or the workmen. The only information the character has is what's been happening to him or her in the past twenty-four hours.

[illegible]

Activity 12.1

explain why

73

[illegible]

Tips for Learning by Heart

1. Who is speaking?
2. Read the speech aloud at least ten times.
3. Recite the speech in front of a mirror.
4. Write or type out the speech.
5. Cover the speech with your hand and try to recite it aloud. If you get stuck, uncover it, read it, then cover it and try again.
6. Ask a family member to look at the lines while you try to recite them by heart. If you get stuck, ask for help by saying, "Line, please."
7. Remember to have eye contact and to pay attention to your speaking rate, volume, enunciation. Use gestures and convention of language when presenting your speech.

Name: _____ Date: _____

Activity 13.1

Understanding Shakespeare's Language

Write your four-line section here:

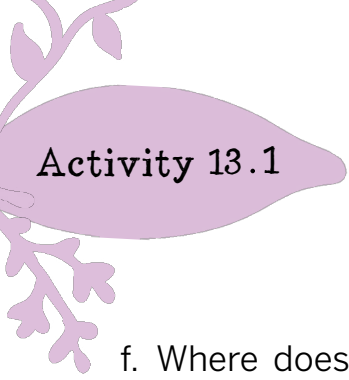
a. Who is speaking? _____

b. To whom is the character speaking? _____

c. Who or what is the character speaking about? _____

d. What words or phrases do you not understand? Can you define them in context?

e. What extra details can you eliminate to get to the key idea? Lightly cross out any information that you don't need to understand the main point of the speech.



Activity 13.1

Name: _____ Date: _____

f. Where does switching word order or adding a word make the selection easier to understand?_____

g. What lines or words suggest action?_____

h. Explain the section in your own words._____



Storyboard: Act 3, Scene 2

Draw a storyboard panel for each of the four moments you selected.

1

Line or lines you are storyboarding:

Characters: _____



Name: _____ Date: _____

a. Who wants to be close to each character, and who wants to be far away from him or her? Is anyone touching? Are they interacting nicely or not?

b. Where does the character who is speaking look while he or she is speaking?

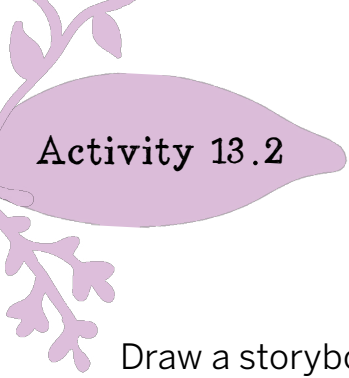
c. What is his or her expression, and what is he or she doing?

d. Describe how the character talks. Use strong verbs.

e. What is the listener thinking as the character talks?

f. What is he or she doing? Use strong verbs.

g. Is anyone making a gesture or moving while this speech is happening? Explain.



Activity 13.2

Name: _____ Date: _____

Draw a storyboard panel for each of the four moments you selected.

2

Line or lines you are storyboarding:

Characters: _____



Name: _____ Date: _____

a. Who wants to be close to each character, and who wants to be far away from him or her? Is anyone touching? Are they interacting nicely or not?

b. Where does the character who is speaking look while he or she is speaking?

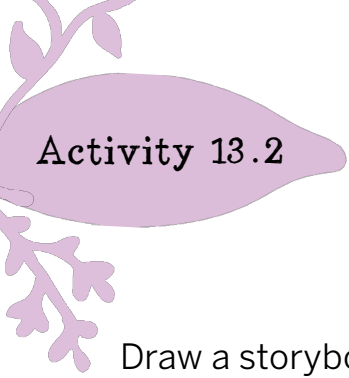
c. What is his or her expression, and what is he or she doing?

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e. What is the listener thinking as the character talks?

f. What is he or she doing? Use strong verbs.

g. Is anyone making a gesture or moving while this speech is happening? Explain.



Activity 13.2

Name: _____ Date: _____

Draw a storyboard panel for each of the four moments you selected.

3

Line or lines you are storyboarding:

Characters: _____



Name: _____ Date: _____

a. Who wants to be close to each character, and who wants to be far away from him or her? Is anyone touching? Are they interacting nicely or not?

b. Where does the character who is speaking look while he or she is speaking?

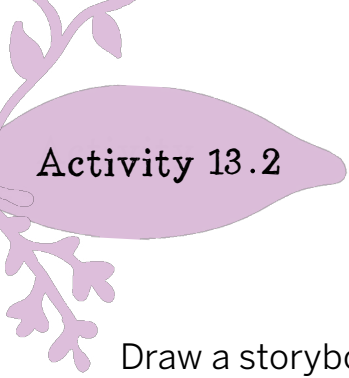
c. What is his or her expression, and what is he or she doing?

d. Describe how the character talks. Use strong verbs.

e. What is the listener thinking as the character talks?

f. What is he or she doing? Use strong verbs.

g. Is anyone making a gesture or moving while this speech is happening? Explain.



Activity 13.2

Name: _____ Date: _____

Draw a storyboard panel for each of the four moments you selected.

4

Line or lines you are storyboarding:

Characters: _____



Name: _____ Date: _____

a. Who wants to be close to each character, and who wants to be far away from him or her? Is anyone touching? Are they interacting nicely or not?

b. Where does the character who is speaking look while he or she is speaking?

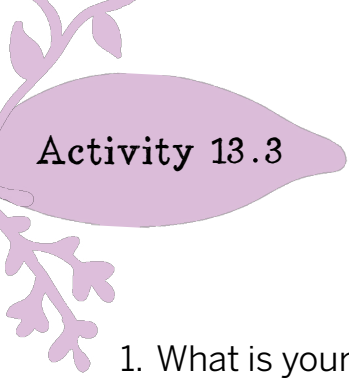
c. What is his or her expression, and what is he or she doing?

d. Describe how the character talks. Use strong verbs.

e. What is the listener thinking as the character talks?

f. What is he or she doing? Use strong verbs.

g. Is anyone making a gesture or moving while this speech is happening? Explain.



Activity 13.3

Name: _____ Date: _____

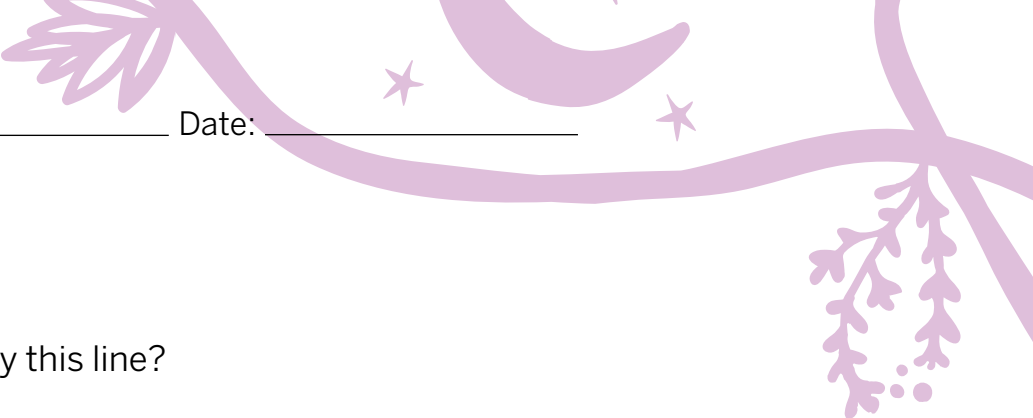
Favorite Line

1. What is your favorite line?

2. In what scene does it appear?

3. Who says the line?

4. In your opinion, how does the character say it? (Tone of voice? Volume?) Give a reason from the text that explains your choice.



Name: _____ Date: _____

5. Why does the character say this line?

6. Why is it your favorite?

Writing: Bottom's Ballad

A ballad is a poem or song that tells a story.

Here are some examples of ballads:

from "The Texas Cowboy," lyrics by Hank Snow

*For I hop on my old Pinto,
And o'er the plains we ride,
Just swingin' in the saddle,
My guitar hangs by my side*

*Old Pinto's always willing,
As for me I'm never sad,
You'll find there beats an honest heart
In this old Texas Lad.*

from "The Ballad of Davy Crockett," lyrics by Thomas Blackburn

*Born on a mountaintop in Tennessee
Greenest state in the Land of the Free
Raised in the woods so's he knew every tree
Kilt him a bear when he was only three.
Davy, Davy Crockett, king of the wild frontier...*

Bottom wants to perform a ballad of his dream, but he needs your help. First you should imagine an interview with Bottom to hear his perspective on his amazing night.

Answer the following questions from Bottom's point of view. Include examples from the text to support your answer. Then write Bottom a ballad that reflects his story.

Your ballad does not need to rhyme or be set to music, but it may do these things. It's up to you (and Bottom).

Questions for Bottom:

1. What is your greatest want in life?

Name: _____ Date: _____



2. What did you expect when you went into the forest?

3. What happened to you there?

4. If you could go back in time, would you still go into the forest?

5. Were you sorry to wake up from your dream?

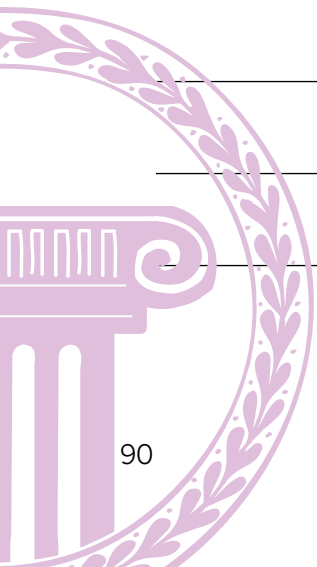
Activity 14.1

Name: _____ Date: _____

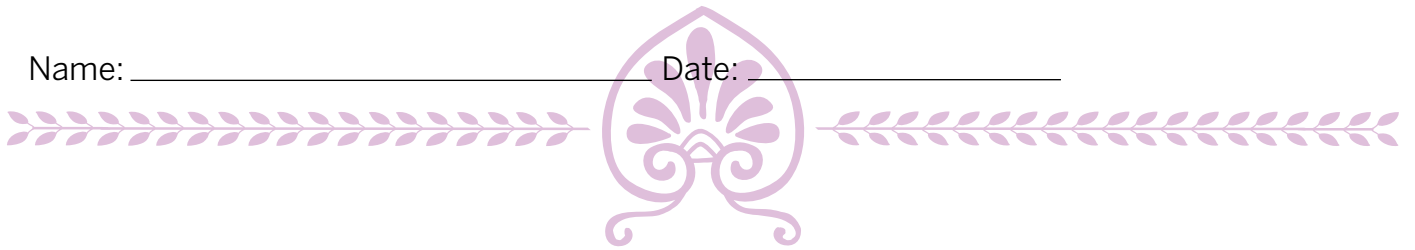
6. What has changed because of your dream? What has stayed the same?

7. What musical style best represents your dream? Is it rock and roll? A folk song? A rap? A poem without any music? Why? What adjectives apply to both your dream and the musical style?

8. Are there any puns you can think of that relate to your dream?



Name: _____ Date: _____



9. Using the information from these questions, write a ballad for Bottom. Make your ballad between fourteen and twenty lines long.

A Midsummer Night's Dream, Four Acts Reviewed

Act _____ Scene _____

Complete the spaces above by filling in the act and scene number your group is working on.

Using your own words, summarize this scene in ten sentences.

[illegible]

Name: _____ Date: _____



Copy those sentences below, then insert your group's favorite lines after the sentence that mostly closely matches where in the scene that line appears.

Example:

Summary sentence: Puck changes Bottom's head into a donkey's head.

Favorite line: "O Bottom, thou art translated!"

Summary sentence: Titania wakes up and sees the transformed Bottom.

Favorite line: "I pray thee, gentle mortal, sing again."

After you have organized your favorite lines within your original summary, develop a "freeze frame" pose for each line.

Summary sentence: _____

Favorite line: _____

Summary sentence: _____

Activity 15.1

Name: _____ Date: _____

Favorite line: _____

Summary sentence: _____

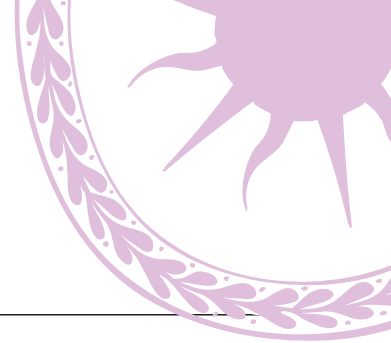
Favorite line: _____

Summary sentence: _____

Favorite line: _____

Summary sentence: _____

Name: _____ Date: _____



Favorite line: _____

Summary sentence: _____

Favorite line: _____

Summary sentence: _____

Favorite line: _____

Summary sentence: _____

Activity 15.1

Name: _____ Date: _____

Favorite line: _____

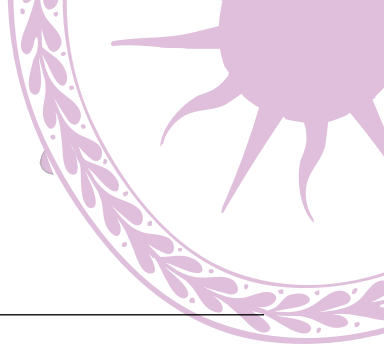
Summary sentence: _____

Favorite line: _____

Summary sentence: _____

Favorite line: _____

Name: _____ Date: _____



Favorite line: _____

Summary sentence: _____

Favorite line: _____

Summary sentence: _____

Favorite line: _____

Summary sentence: _____

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**Bluebonnet
Learning**

K-5 Reading Language Arts

ENGLISH

INTRODUCTION TO SHAKESPEARE:
A MIDSUMMER NIGHT'S DREAM
GRADE 5 UNIT 6 | ACTIVITY BOOK

EDITION 1

