

A Midsummer Night's Dream



UNIT RESOURCES

***Develop background knowledge about drama**

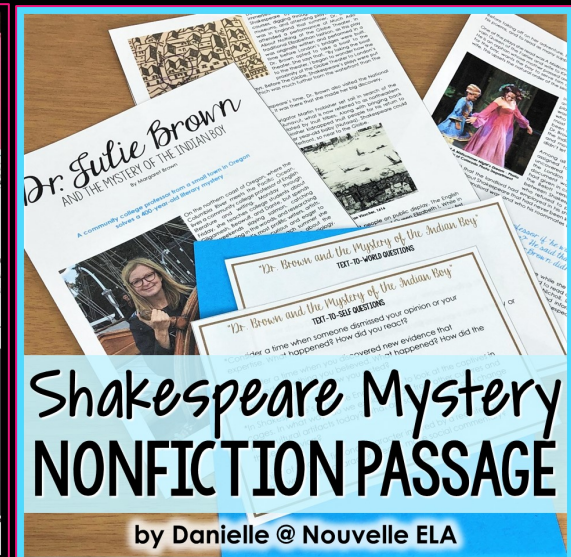
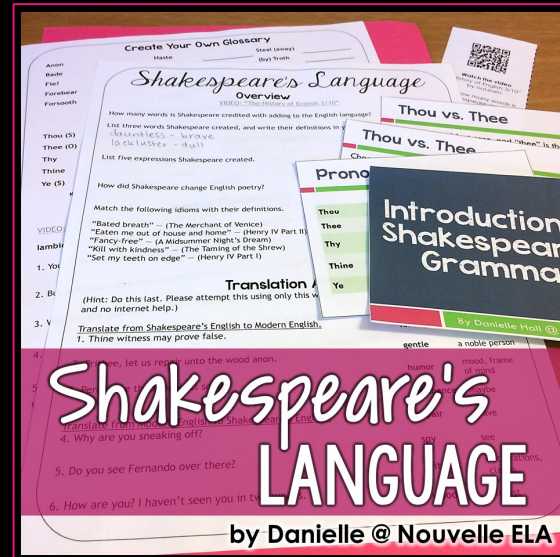
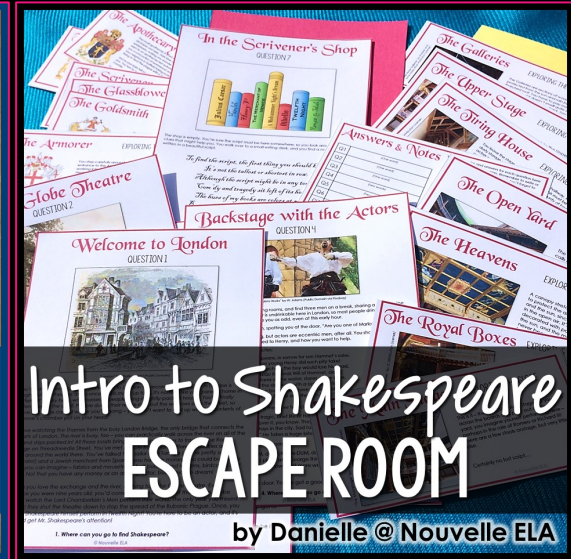
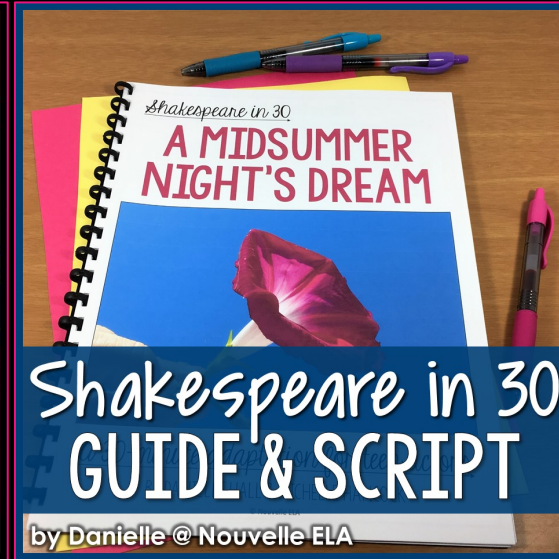
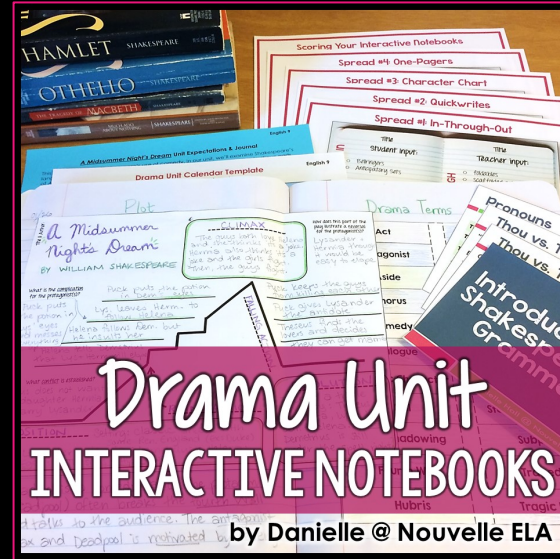
***Introduce Shakespeare's life and Elizabethan London**

***Strengthen student skill & confidence with Shakespeare's language**

***Deepen academic writing skills**


***Produce a play!**

Resources for Reader's Theatre, a Staged Reading, or a full show



Great for native speakers and English Language Learners!

The Missing Script



SHAKESPEAREAN BREAKOUT

Digital Version

Breakouts & Escape Rooms

Teacher's Guide

Breakout Box PRINT CHECKLIST

Start each group off with a Student Notes Sheet and the first text. They will verbally confirm the next level's password with you to receive the subsequent text. You can also read the first text together as a group and then pass out the second text and release students.

To Print	Considerations
Poster (pg. 9)	Print on cardstock and hang on your door to build anticipation.
Student Notes Sheet (pg. 10)	I recommend 1 copy per student for any mode of game play (digital, paper, blended). PAPER SAVING: You can write the important info on the board and have students take notes on scratch paper. Have each group turn in 1 final copy with all nine passwords.
Core Texts #1-6, 8-9 (pg. 11-16 & 18-19)	Print copies of texts 1-4 and 8-9 for each group. These can be printed in black & white or in color. OPTIONAL PREP: Place these in plastic sheet covers to protect them throughout the day.
Core Text #7 (The Solvener's Shop) (pg. 17 or pg. 25)	Print this in color, since the puzzle relies on color for the solution. You can also print the black version (pg. 25) and hand-color the number of copies you need for each class.
Explore the Globe Cards (pg. 20-22)	Print these in black & white or in color. You'll need enough for the maximum number of groups that you have (example: 8 in a class of 32 with 8 groups of 4). You can reuse these throughout the day.
Explore the Shop Cards (pg. 23-24)	Print these in black & white or in color. You'll need enough for the maximum number of groups that you have (example: 8 in a class of 32 with 8 groups of 4). You can reuse these throughout the day.

Sources & Questions

FOR FURTHER RESEARCH

You can learn even more about William Shakespeare and the things you learned in this breakout game at these websites:

- "William Shakespeare" at [Shakespeare Library](#)
- "Shakespeare" at [Shakespeare Library](#)

costs, food, clothing, superstitions, and medicine

ry & traditions

online

ringCity.com

rch - you can always come up with your own!

e plague in England? What did people

ethan times?

and see during this era?

he did not write his plays?

ore in his plays?

Swivener's Shop

At the Royal Exchange


At the Bridge

Backstage with the Actors

At the Globe Theatre

Welcome to London

QUESTION 1



Answers & Notes

Write your notes and answers for each question here as you go through the game. Remember to write or type every answer in all caps, and don't forget to include spaces between words. Good luck!

Q1	(One word)
Q2	(One word)
Q3	(One word)
Q4	(Two words)
Q5	(Two words)
Q6	(One word)
Q7	(No hints on the number of words... good luck!)
Q8	(Four words)

When you get to wiping his tears to go watch. B.

"What's wrong?"

"I've ruined ev

"What did you

"I lost the scate actors, but I'll rest myself!"

you, but quic

"I'm certain Shakespearean last having!"

ask of wine le and

"spies?"

our head


left a twin

re. Anne stays re can only mouth full.

it's how all of needs the though. I

The Open Yard

EXPLORING THE GLOBE



"Swan the Globe" by Marcus Meissner (attribution license)

The Yard, or the Pit as your father calls it, is where you've seen here. It only costs a penny to watch the show from here, since you have to watch the whole show standing. The audience members, called groundlings, are packed in tight and look up at the actors onstage. Sometimes, the actors encourage them to join in the action, heckling and jeering villains and cheering on young lovers.

The Yard is nearly empty now. You look under a pile of rags, but you don't find the script.

The Armorer

EXPLORING THE SHOPS



You step carefully around an ornate suit of armor at the entrance to the Armorer's shop. A man sits at a small table, working intently at a piece of chain mail. A man sits at a small table, Henry and ask him if he's seen the boy, but he merely grunts in response.

You glance around the floor, making a note of the script here, and you

Shakespeare's London

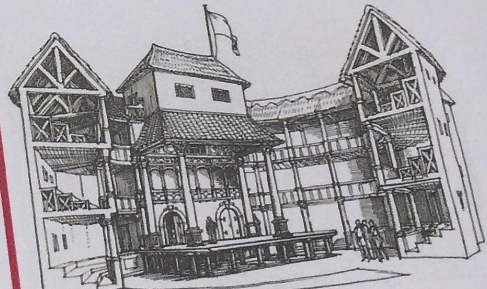
FACT SHEET

- Shakespeare was born in 1564 in Stratford-upon-Avon,** a market town on the River Avon in England. He married at 18 to Anne Hathaway, a yeoman's daughter who was 26. Scholars debate the reasons for their marriage and the type of relationship the two had, but we do know that Shakespeare spent most of his time in London.
- London was a huge city during Shakespeare's life, home to about 200,000 people by 1600.** Outbreaks of the plague were common at that time due to the large population and unsanitary conditions, which led to the temporary closure of the Globe in 1603.
- People in the Elizabethan era were extremely superstitious,** believing in astrology, and magical charms. People would consult astrologists to discover wedding dates and royal coronations. Queen Elizabeth's coronation date was astrologist, John Dee.
- It was common to see gambling and bear-baiting on London streets,** a popular sport of the time that involved tying a bear to a post and "baiting" were closed on Thursdays to accommodate this sport.
- Women were not allowed to be actors under Elizabethan law,** an by young men, ages 13-19. Acting was not seen as a "proper" profession and were widely enjoyed by all.
- The London Bridge was the only bridge connecting the two parts of Shakespeare's lifetime.** Wealthy people would pay ferryman to cross the bridge, but poorer people had to walk. Royals would display themselves, warning to all who walked the bridge.
- Handsmen were organized into Guilds,** a group of these companies if you could make or break

Shakespeare's London

QUIZ

Based on what you learned in the breakout, briefly define 10 terms and your answers



"Conjectural Reconstruction of the Globe" C. Walter Hodges

© Nouvelle ELA

Tiring Hou

Bear-bai

Tail

Roy

He

Ap

Introductory Escape Room, Quiz, and Fact Sheet

Create Your Own Glossary

Steal (away) _____
(by) Troth _____

Anon
Bade
Fie!
Forebear
Forsooth

Shakespeare's Language

Overview

VIDEO: "The History of English 3/10"

How many words is Shakespeare credited with adding to the English language?

List three words Shakespeare created, and write their definitions in your own words.

dauntless - brave
lackluster - dull

List five expressions Shakespeare created.

How did Shakespeare change English poetry?

Match the following idioms with their definitions.

"Bated breath" — (The Merchant of Venice)
"Eaten me out of house and home" — (Henry IV Part II)
"Fancy-free" — (A Midsummer Night's Dream)
"Kill with kindness" — (The Taming of the Shrew)
"Set my teeth on edge" — (Henry IV Part I)

Translation A

(Hint: Do this last. Please attempt this using only this worksheet and no internet help.)

Translate from Shakespeare's English to Modern English.

- Thine witness may prove false.
- Prithee, let us repair unto the wood anon.
- Perchance thou speakest sooth.

Translate from Modern English to Shakespeare's English.

- Why are you sneaking off?
- Do you see Fernando over there?
- How are you? I haven't seen you in two weeks.

gentle a noble person
humor mood, frame of mind
perchance maybe
repair leave
spy see
witness declarations, claims
wood forest

Thou vs. Thee
Thou vs. Thee

Pronouns

Thou
Thee
Thy
Thine
Ye

Introduction to Shakespearean Grammar

By Danielle Hall @

Watch the video history of English 3/10 by outlearn how many words is Shakespeare credited with adding to the English language?

Shakespeare's Language

ANTICIPATION (5-7 min):

Students watch a short video about Shakespeare and the History of English (1:16... I show it twice)

PAIR OR GROUP WORK (30-40 min):

Students use suggested translators and dictionaries to make their own glossaries for Shakespeare's words. Then, they watch Akala's TED talk and analyze iambic pentameter. Optional: Students view the included Grammar PPT.

INDEPENDENT PRACTICE (5-10 min):

Students use their glossaries to translate practice sentences.

Shakespeare's Language

IAMBIC PENTAMETER

VIDEO: "Hip-Hop & Shakespeare" by Akala

(Watch until 8:00)

Iambic Pentameter – Mark a **U** over the unstressed syllables and a **/** over the stressed syllables.

1. You come to fetch me from my work to-night (Robert Frost)
2. But soft! What light through yonder window breaks? (*Romeo and Juliet*)
3. Was this the face that launch'd a thousand ships (Marlowe, *Dr. Faustus*)
4. Once upon a midnight dreary, while I pondered weak and weary (Poe, "The Raven")
5. Oops! I did it again! I played with your heart. (Britney Spears, "Oops I Did it Again")

Write your own:

Drag + Drop

U	U	U	U	U
U	U	U	U	U
U	U	U	U	U
U	U	U	U	U
U	U	U	U	U
/	/	/	/	/
/	/	/	/	/
/	/	/	/	/
/	/	/	/	/
/	/	/	/	/

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Shakespeare's Language

OVERVIEW

VIDEO: "The History of English 3/10"

How many words is Shakespeare credited with adding to the English language?

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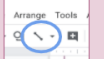
List five expressions

Shakespeare's Language

OVERVIEW

How did Shakespeare change English poetry?

Hint: Use the **line** tool in the toolbar to connect your choices.



Match the following idioms with their definitions.

- "Bated breath"
(*The Merchant of Venice*)
- "Eaten me out of house and home"
(*Henry IV Part II*)
- "Fancy-free"
(*A Midsummer Night's Dream*)
- "Kill with kindness"
(*The Taming of the Shrew*)
- "Set my teeth on edge"
(*Henry IV Part I*)

1. be overly nice to someone
2. cause intense discomfort
3. without a commitment
4. waiting eagerly
5. abused someone's hospitality

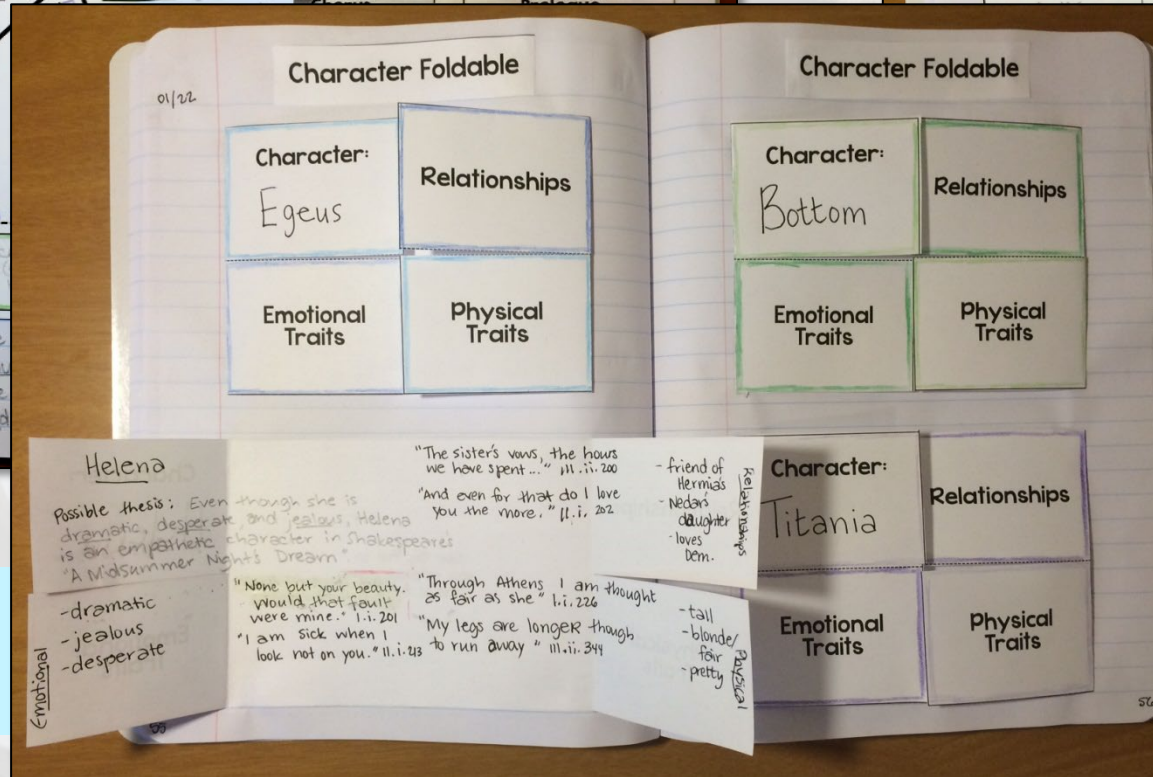
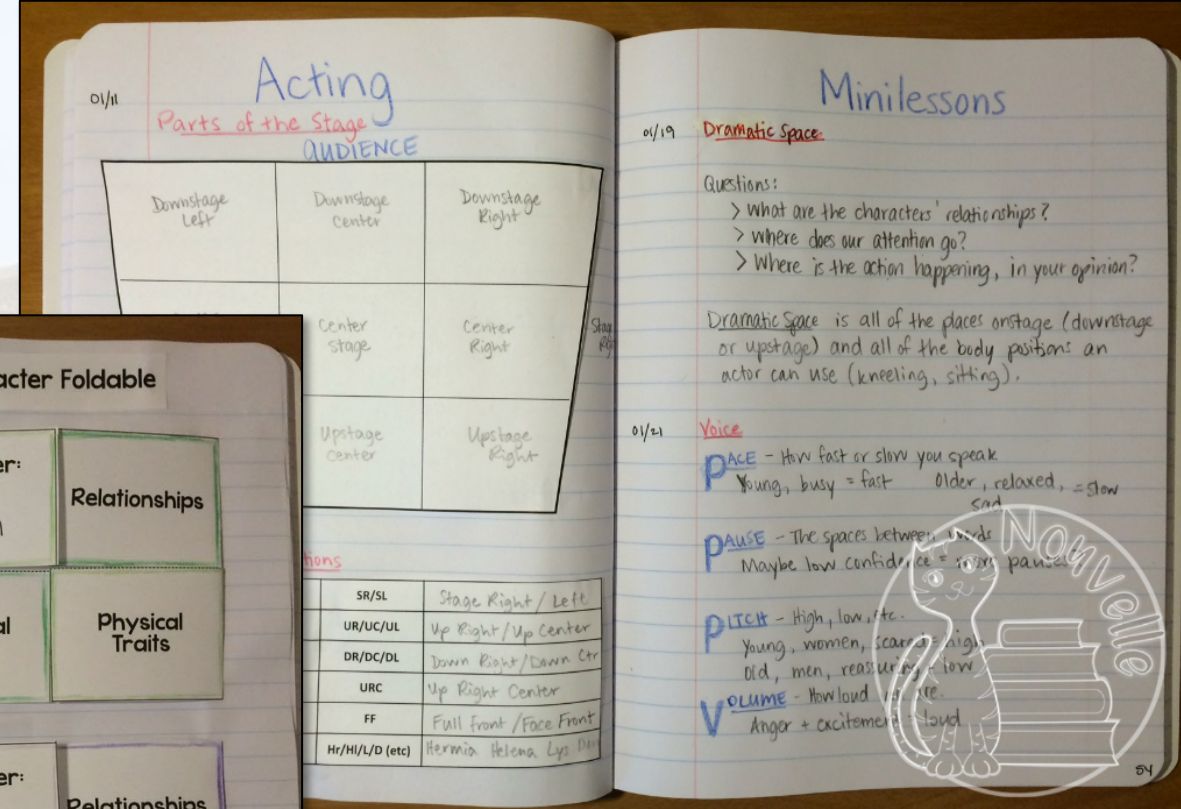
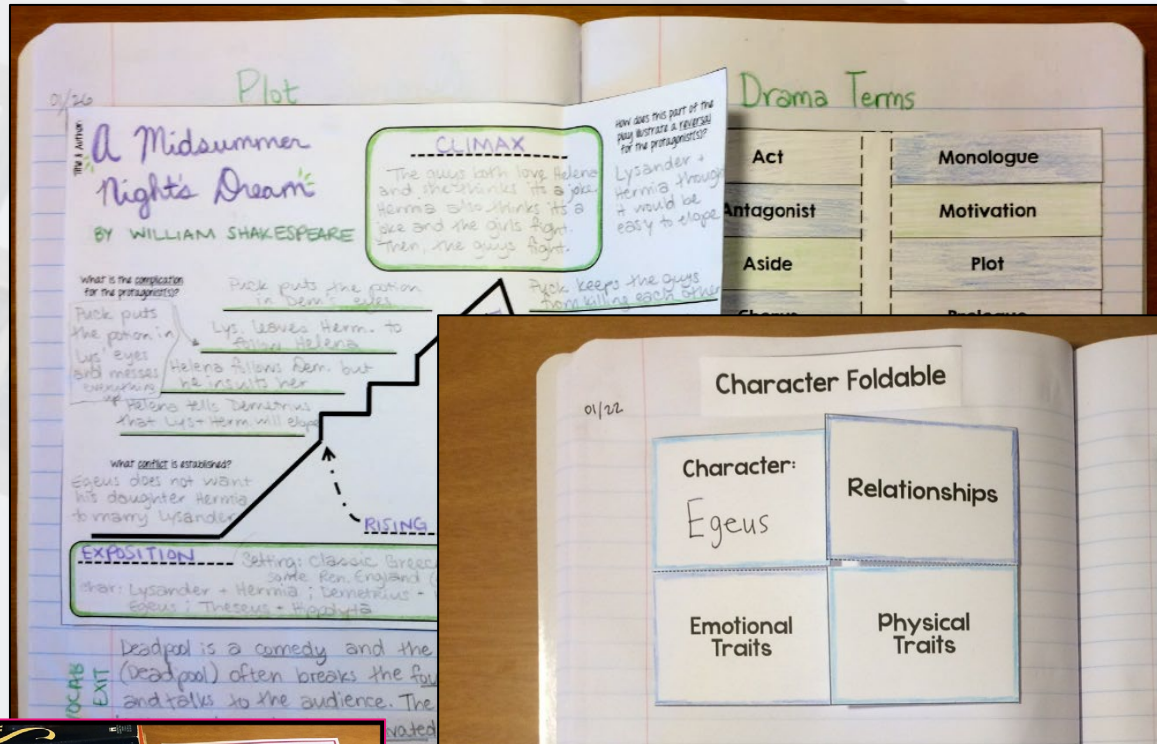
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INCLUDES DIGITAL VERSION
Presented in fillable Google Slides

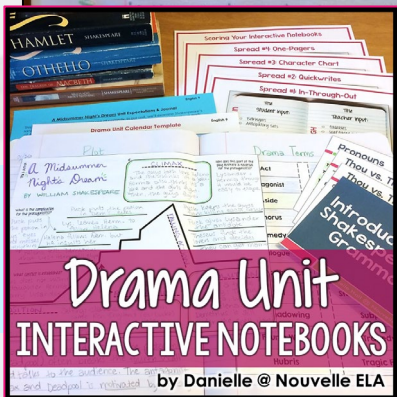
DRAMA UNIT

for Interactive Notebooks

Compatible with any play



Ideal for grades 6-10



What are the different spaces the actors are occupying here?



Nic McPhee "2008 MAHS Once Upon a Mattress"

2012/in/photostream

Dramatic Space Minilesson

by Danielle @ Nouvelle ELA

Volume

We always want the audience to be able to hear us. This is why it's important to learn to be able to control our volume.

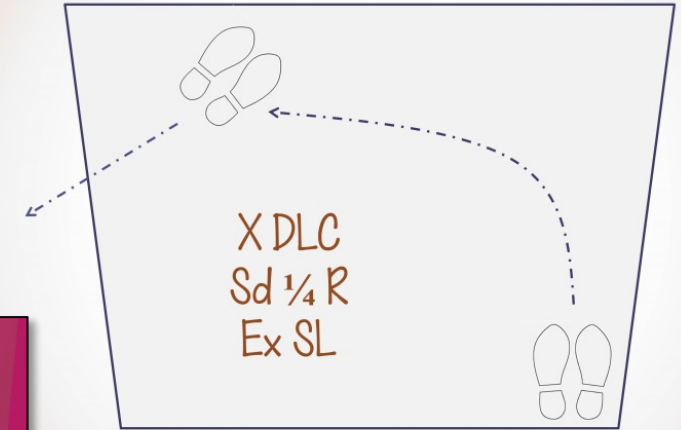
Volume can also reveal information about a character.

Consider:

Why would a character be loud?
Why would a character be quiet?
Which are you in everyday life?

By Danielle Hall @ Nouvelle ELA - A TeachersPayTeachers author

Audience



Parts of the Stage

Upstage

Downstage

Audience

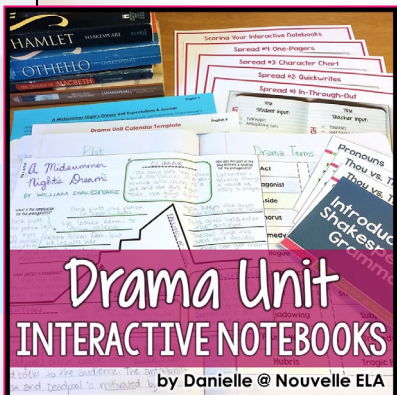


Voice Minilesson

by Danielle @ Nouvelle ELA

Blocking Notation

Includes four acting minilessons (presentations and exercises)



A Midsummer Night's Dream

30-minute adaptation

Use for Reader's Theatre,
Staged Readings, or a full production

Scene of A Midsummer Night's Dream - Photo by **Los Angeles Photo Department**

A production of A Midsummer Night's Dream
the University of Colorado Photo Department

Frenchman (being)
kinds of information about
home address, who his landlord was

Dr. Brown, despite having read quite a bit of Shol
never learned about Wallace's findings until she w
collection of research: The Lodger Shakespeare
expands on Wallace's findings: using Shakespea
people he spent time with, Nichol was able to d
including what church he attended: St. Olave's (

Dr. Julie Brown
AND THE MYSTERY OF THE INDIAN BOY

By Margaret Brown

A community college professor from a small town in Oregon solves a 400-year-old literary mystery



Dr. Julie Brown

(c) Nouvelle EU

On the northern coast of Oregon, where the Columbia River meets the Pacific Ocean, lives a community college professor of English literature and writing. Monday through Friday, she teaches college students about *Gilgamesh*, *Beowulf*, and *Dante*, but spends her weekends slaying salmon, catching crab, foraging in the woods, and researching about the world's most prolific writers, artists, and thinkers! Always curious and eager to explore the world over, each summer she travels overseas to learn more about the humanities: history, geography, sociology, religion, politics, and art.

Dr. Julie Brown grew up in Portland, Oregon. She is a first-generation college student and a fifth-generation Oregonian. She has been teaching at Clatsop Community College, Astoria, Oregon for 25 years and has a PhD in English literature.

In the summer of 2019, Brown embarked on a 6-week, intensive Shakespeare's abroad program at globally-renowned, incredibly prestigious Cambridge University in Cambridge, England. It is uncommon for Community College professors to be admitted into the program, but Brown's devotion to teaching and dedication to be a lifelong learner prevailed in her application and she was accepted into the program.

"Dr. Brown and the Mystery of the Indian Boy"
COMPREHENSION QUESTIONS

What central question did Dr. Brown seek to answer?

Use the following questions with your partner. Support your answers.

se textual evidence to support

		TEXTUAL EVIDENCE
<p>Discuss the following questions with your partner. Use textual evidence to support your answers.</p>		
DR. BROWN'S INQUIRY	<ul style="list-style-type: none"> What sparked Dr. Brown's interest in this question? What opposition did she face? In Dr. Brown's opinion, why did she face this opposition? 	
THE SOURCES	<ul style="list-style-type: none"> Why did Dr. Brown think the Globe Theater's proximity to the Thames River was important? What did Dr. Brown learn about William Shakespeare from the documents from the court case? 	
MARTIN FROBISHER	<ul style="list-style-type: none"> What do you learn about Martin Frobisher in this article? Why did Frobisher kidnap Inuit people? 	
TEAM	<ul style="list-style-type: none"> What role does Titania play in A Midsummer Night's Dream? 	

Dr Brown asked her professor if 'he was an Indian boy or a boy from India? He said that it doesn't matter. But Dr Brown...

"Dr. Brown and the Mystery of the Indian Boy"
TEXT-TO-SELF QUESTIONS

*Consider a time when someone dismissed your opinion or your expertise. What happened? How did you react?

*Consider a time when you discovered new evidence that disproved something you believed. What happened? How did the new evidence impact how you acted?

*In Shakespeare's time, the English came to look at the captives in cages. In what ways do we exploit people from other cultures and their cultural artifacts today? What are some ways we can change these behaviors?

*Think of another fictional character inspired by a real-life figure. In what ways is this character used to make social commentary?

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"Dr. Brown and the Mystery of the Indian Boy"
TEXT-TO-WORLD QUESTIONS

How does Dr. Brown's finding change our understanding of Shakespeare?

Do you think studying Shakespeare is still important today? Why or why not?

Shakespeare Mystery

NONFICTION PASSAGE

by Danielle @ Nouvelle ELA

Nonfiction reading about one scholar's study of AMND