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Grade 5

Unit 7

William Shakespeare's A Midsummer Night's Dream

Activity Book

FolgerSHAKESPEARE
LIBRARY EDUCATION
Advancing knowledge & the arts

Amplify Core Knowledge Language Arts



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William Shakespeare's *A Midsummer Night's Dream* Activity Book

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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 main 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:**





4. **monologue:**

5. **soliloquy:**





Love Tracker

Scene: _____

Location: _____

Diagram the love:

Scene: _____

Location: _____

Diagram the love:



Name: _____ Date: _____

Scene: _____

Location: _____

Diagram the love:

Scene: _____

Location: _____

Diagram the love:



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, type 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. _____

“O me! What news, my love!”

Some sentences can mean many things. Using the projected picture as inspiration and support, decide what the sentence above means. Then type a conversation between two of the characters in the picture beginning with the sentence “O me! What news, my love!” In the conversation, be sure to reveal what the news is and what relationship these two characters have.

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: _____

3. Conversation:

Character 1: Oh me! What news, my love!

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		



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



A Lovers' Quarrel

Lover 1: Thou art as wise as thou art beautiful.

Lover 2: You thief of love!

Lover 1: O, how ripe in show thy lips, those kissing cherries, tempting grow!

Lover 2: I am sick when I do look on thee.

Lover 1: And I am sick when I look not on you.

Lover 2: Your eyes are lodestars.

Lover 1: O, let me kiss this princess, this seal of bliss!

Lover 2: Thou shalt not from this grove till I torment thee for this injury.

Lover 1: You do me wrong, good sooth, you do.

Lover 2: I love thee not; therefore pursue me not.

Lover 1: I say I love thee more than he can do.

Lover 2: Hence, get thee gone, and follow me no more.

Lover 1: Thy fair virtue doth move me to say, to swear, I love thee.

Lover 2: Do I not in plainest truth tell you I do not, nor I cannot love you?

Lover 1: I evermore did love you.

Lover 2: Wake when some vile thing is near.

Lover 1: Come, sit thee down upon this flow'ry bed, while I kiss thy fair large ears.

Lover 2: I'll run from thee and leave thee to the mercy of wild beasts.

Lover 1: My love! Thou art my love.

Name: _____ Date: _____

Lover 2: The hate I bear thee made me leave thee so.

Lover 1: I charge thee, hence, do not haunt me thus.

Lover 2: If thou follow me, I shall do thee mischief in the wood.

Lover 1: Methinks you should have little reason for that.

Lover 2: Thou painted maypole.

Lover 1: What, can you do me greater harm than hate?

Lover 2: Out, dog! Out, cur!

Lover 1: Spurn me, strike me, neglect me, lose me!

Lover 2: Get you gone, you dwarf!

Lover 1: You bead, you acorn.

Lover 2: You juggler, you canker-blossom.

EVERYONE: This is the silliest stuff that ever I heard.



Writing: Dear Course Smoother

Read this letter and respond with a one-to-two-paragraph letter to Hermia. What clues from the text help you think about how Egeus might react if Hermia runs away? Use these details to support your advice.

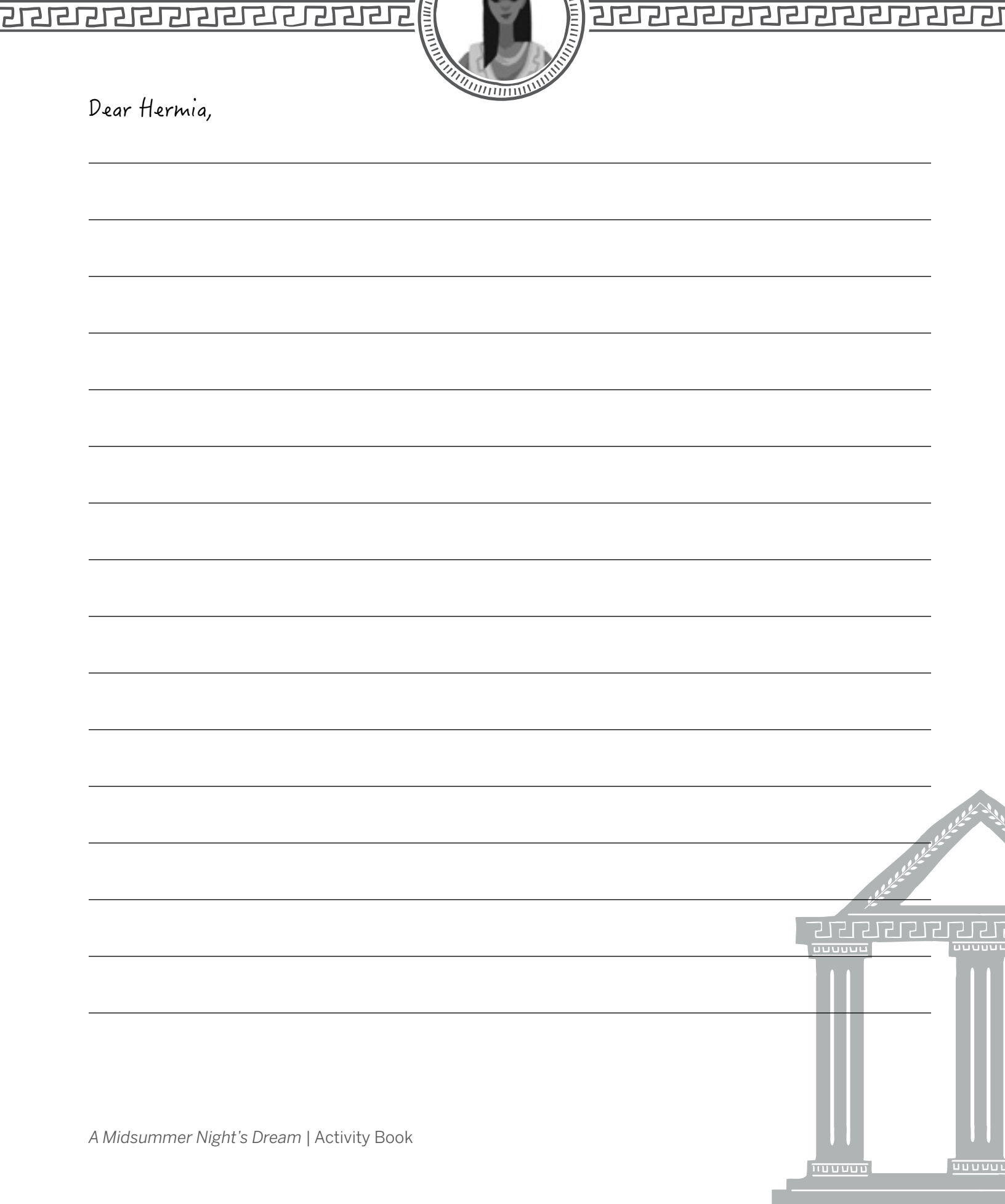
Dear Course Smoother,

My father is driving me crazy! I'm in love with a really nice, good guy, Lysander. We're ready to get married. But my father has decided I should marry another guy, Demetrius. There's nothing wrong with Demetrius, but I don't love him and he won't leave me alone. And then if I don't do what my father wants, he'll kill me. Literally! That's the law! I don't want that.

Lysander thinks we should run away together and get married far away, where the law does not apply. Should I take the risk and run away with Lysander or stay and make my father happy?

Longing for Lysander and Fearing Father,

Hermia



Dear Hermia,

This image shows a full page of white paper with horizontal grey ruling lines. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a stylized, light grey illustration of a classical architectural element, possibly a column capital or a decorative base, featuring a fluted shaft and a decorative top with a laurel wreath-like motif.

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?

[illegible]

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. _____

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. _____

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?



Character Organizer

Character	What does the character want?	What is preventing the character from getting it?
Bottom		
Quince		

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

Writing: Dear Course Smoother

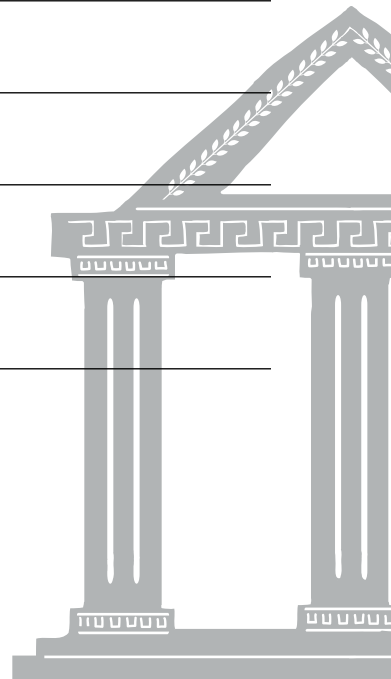
Duke Theseus is busy selecting the entertainment for his post-wedding reception. One applicant is the Workmen of Athens Theatrical Club. Based on your reading of Act 1, Scene 2, do you think he should hire the club? Respond to the Duke's letter explaining why or why not. Questions to think about include: Do you think they'll put on a good play? What about the characters makes you think that?

Make sure to use at least two details from the text to support your response.

Dear Course Smoother,

This question is a bit unusual. My love is on course, but I need help with my wedding reception. In my city, after the wedding we have performers entertain our guests. I am getting married in three days, and we're trying to select our entertainers. One option is the Workmen of Athens Theatrical Club, which proposes to perform a version of the story of Pyramus and Thisbe starring Nick Bottom and directed by Peter Quince. Honestly, I'm busy running my city-state and don't have time to watch auditions. Should I hire them?

Theseus, Duke of Athens

[illegible]

Understanding Shakespeare's Language

1

BOTTOM.What is Pyramus, a lover, or a **tyrant**?**QUINCE.**A lover, that kills himself most **gallant** for love.**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 words or phrases do you not understand? Can you define them in context?

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

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?



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?

Character Organizer

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

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

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.

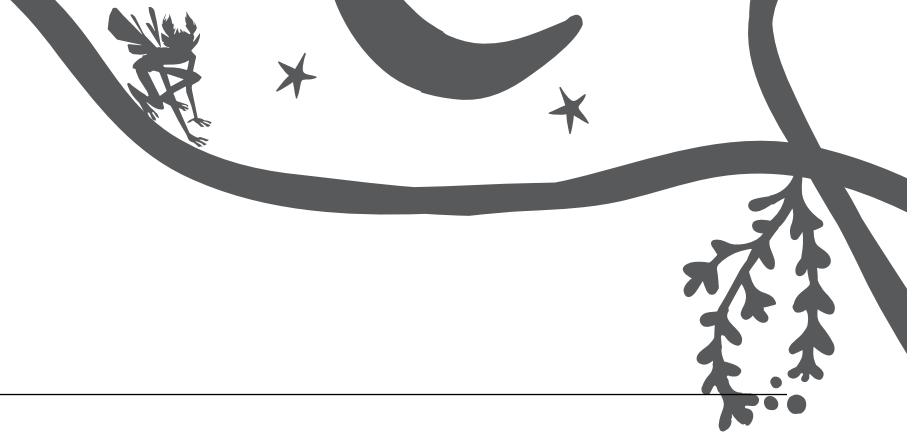
Today, ask yourself: What does a fairy look like?

Type 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.



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

A large empty rectangular box for drawing.

Visual Characterization

Upper-Class Athenians

1. Character:

2. Describe costume

3. Why this look?

a. _____

b. _____



Attach or draw pictures:

A large, empty rectangular box with a thin black border, occupying the majority of the page. It is intended for a child to draw a picture or attach a photograph related to the story.



Activity 6.3

Name: _____ Date: _____

Workmen

1. Character:

2. Describe costume

3. Why this look?

a. _____

b. _____





Attach or draw pictures:

A large, empty rectangular box with a thin black border, occupying the majority of the page. It is intended for the user to draw or attach pictures related to the theme of the activity book.

Name: _____ Date: _____

Tossing Lines: Act 2, Scene 1

1. What was your line?

2. List as many other lines as you can remember. Type 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 main idea? Put curly braces to mark any information that you don't need to understand the main point of the speech.

f. Explain the section in your own words. _____

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 main idea? Put curly braces to mark 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 the liquor of 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 main idea? Put curly braces to mark any information that you don't need to understand the main point of the speech.

f. Explain the section in your own words. _____

Writing: Dear Course Smoother

Read Titania's letter to the Course Smoother, then compose a one-to-two-paragraph answer. Use one to two details from the play to help you think about your answer. Type vertical lines to mark any parts of your answer that relate to those details from the play.

Dear Course Smoother,

I have a very busy life as the fairy queen, dancing in the forest in the moonlight with my people. My biggest problem is my relationship with the fairy king, Oberon. He is also good at dancing in the forest, but he is rather bossy and likes to have his own way all the time.

Right now we are in a big fight because he really wants one of my pages to be his follower, but the little boy is the child of a dear friend of mine who died, and I feel responsible for him. This is causing a lot of problems in the forest, and our fairy subjects are being forced to choose sides.

I'm also a little nervous that Oberon might try to take revenge.

Should I budge from my principles and give over the little boy, or should I be firm and refuse?

Signed:

Terribly Troubled Titania

Character Organizer

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

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

Writing: Twenty-First-Century Puck

Puck and the fairy include quite a list of mischievous pranks attributed to Puck in Shakespeare's time: he keeps the butter from forming, turns the ale sour, knocks over stools. These are all problems that people in Shakespeare's time noticed and blamed on mischievous fairies.

Imagine Puck lived today.

- Where might you see him in contemporary life?
- What sort of trouble might he cause?

Type a speech in which Puck explains some trouble he's caused in modern life.

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

*When someone's about to kick a soccer ball
I quickly snatch it away to make him fall.*

1. List your ideas for Puck's modern mischief here:



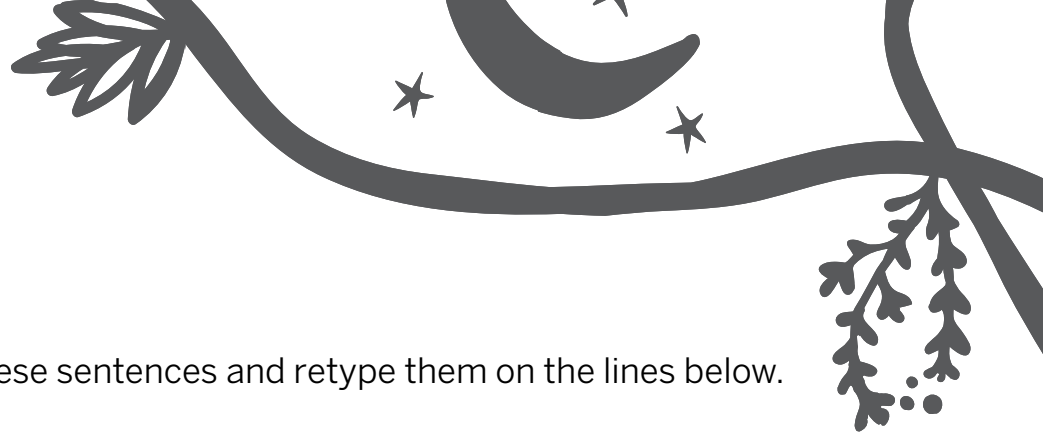
Shakespeare's Sentences

Retype 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.*



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

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

5. *The more my prayer, the lesser is my grace.*



Understanding Shakespeare's Language

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? _____



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. _____

Writing: Dear Course Smoother

Read this letter and respond with a one-to-two-paragraph letter to Helena. What clues from the text help you think about her questions? Use these details to support your advice. Type vertical lines to mark the places in your response that use evidence from the play.

Dear Course Smoother,

My friends and I are having some love problems. I love a man, Demetrius, who doesn't love me. I'm working on that, but in the meantime, he and I are wandering around in the woods while he chases my good friend Hermia, who has run away here with her true love, Lysander.

To make things more complicated, when I ran into Lysander in the woods, he claimed that he was in love with me! I really don't know why he would say that. I'm afraid he's making fun of me, or maybe the moonlight just makes everyone crazy. Why is he being so mean to me? Or could he be sincere? If he does love me, what should I do? He loves my good friend, who I just betrayed.

I mean, it's a mess—I need a map to keep track of it. What should I do? Should I give up on love and go join a theatrical troupe or a chess club to help me forget men completely? Or turn to some other powerful person for help? Should I stay in this forest where strange things happen, or turn right around and go home to Athens?

Please advise.

Horried Helena

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?

BOTTOM. What do you see? You see an asshead of your own, do you?

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 an ass 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.



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, mistress, 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.



PEASEBLOSSOM. Hail, mortal!

COBWEB. Hail!

MOTH. Hail!

MUSTARDSEED. Hail!

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

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 type the name of the character and describe the moment.

Adjectives:

Character:

Moment:

2. Type 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?



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 10.4

Name: _____ Date: _____

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

Name: _____ Date: _____

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 main idea? Put curly braces to mark 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: _____

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.

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. Type 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]

2. Use lines your character speaks and the things other characters say to explain why your character feels the way you describe.

[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."

Name: _____ Date: _____

Understanding Shakespeare's Language

Type 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 main idea? Put curly braces to mark 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. _____





Activity 13.2

Name: _____ Date: _____

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: _____



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: _____



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

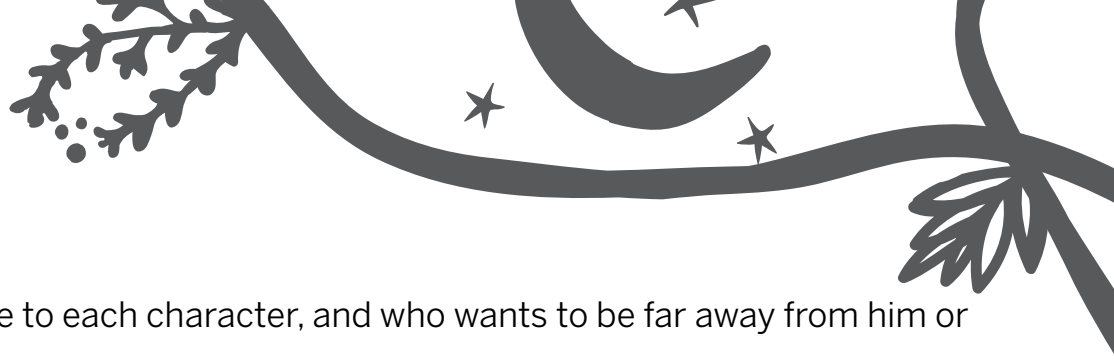
Name: _____ Date: _____

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

3

Line or lines you are storyboarding:

Characters: _____



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: _____



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.



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.



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 Ballad of Billy the Kid,” lyrics by Billy Joel

From a town known as Wheeling, West Virginia

Rode a boy with a six gun in his hands

And his daring life of crime

Made him a legend in his time

East and west of the Rio Grande

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?



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

3. What happened to you there?

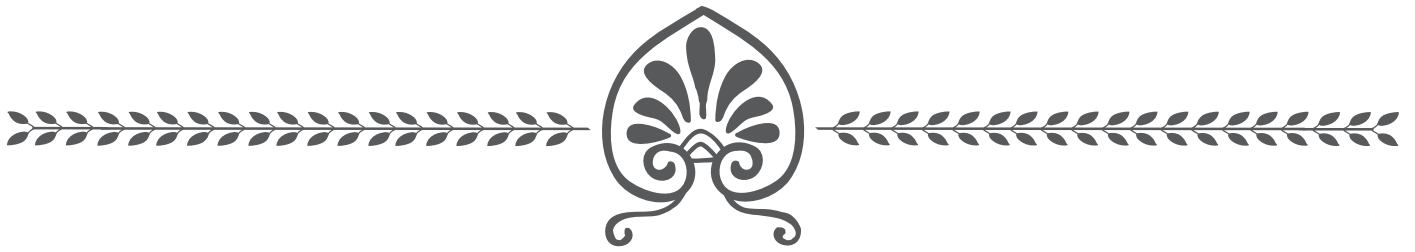
4. If you could go back in time, would you still go into the forest?

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

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. Using the information from these questions, type 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]



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 an ass'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: _____

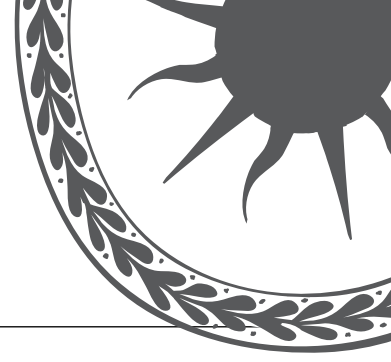
Summary sentence: _____

Favorite line: _____

Summary sentence: _____

Favorite line: _____

Summary sentence: _____



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: _____





Favorite line: _____

Summary sentence: _____

Favorite line: _____

Summary sentence: _____

Favorite line: _____

Summary sentence: _____

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