

A Midsummer Night's Dream

CURRICULUM CONNECTIONS



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A Midsummer Night's Dream **How to use Curriculum Connections:**

Dear Teacher,

We appreciate you!

This guide can help in your classroom, whether before or after coming to see a play or musical it can be used to highlight important concepts. The curriculum connections introduced by the Broward Center for the Performing Arts are always aligned to the Florida Standards with the idea that they introduce another tool to effectively implement engaging methods to bring the page to the stage.

Curriculum Connections improve comprehension, help students organize information, and assist students' metacognition by enabling students to check for understanding. It is designed to be used before or after coming to the theater unless otherwise stated and may contain activities for certain grade levels (this will be clearly labeled).

Curriculum Connections will always contain a reminder of theater etiquette as well as a social emotional learning activity, and a Student-Family Cooperative Activity. The activities may be re-printed for individual use, used on smart boards as class activities, or in groups. It is suggested to discuss the play or musical as a class before your field trip.

Remember to follow us on Facebook and Instagram @Broward Center Education and use the QR code (below) for our Teacher's Lounge to receive insight about discounted tickets and information for you and your students!





Theater etiquette

It is often helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music—all of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) at the end. This shows the performers that you respect and appreciate their work.

A Midsummer Night's Dream Synopsis:

A Midsummer Night's Dream is a ballet about the transforming power of love. This ballet is based on William Shakespeare's comedy about the romantic adventures and misadventures, of two pairs of mortal lovers and the King and Queen of the Fairies. It is one of the most original conceptions in literature.

As a ballet, certain liberties are taken to simplify the complexities of the story, without losing the content. Through its themes of reality versus illusion, change versus constancy, the ballet displays love in all its guises.

In the first act there are dances of unrequited love and love that is reconciled. There is a pas de deux for the Fairy Queen Titania and Bottom, who has been turned into a donkey—a perfect illustration in dance of the old proverb, "love is blind".

In the second act, which opens with Mendelssohn's familiar "Wedding March", there is a pas de deux representing ideal untroubled love.

Midsummer Night, which is June 23rd (St. John's Eve) has long been associated with love and magic. In European folklore it is the one night of the year when supernatural beings such as fairies can interact with the real world. It is also a date that falls near the summer solstice which in earlier civilizations was traditionally a time for fertility rites and festivals devoted to love.

Shakespeare's 1595 play, A Midsummer Night's Dream, has been the source for films, an opera by Benjamin Britten (1960), and a one-act ballet by Frederick Ashton, called "the Dream" (1964).

George Balanchine's version, which premiered in 1962, was the first wholly original evening-length ballet he choreographed in America. On April 24, 1964, A Midsummer Night's Dream opened New York City Ballet's first repertory season at the NY State Theater.

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CAST OF CHARACTERS:

Theseus, Duke of Athens: Represents authority.

Egeus, Father to Hermia: Insists his daughter marry who he has chosen for her.

Lysander, Beloved of Hermia: Egeus believes that Lysander can't be trusted. However, he really does love Hermia deeply. He is both a romantic and a realist.

Demetrius, Suitor to Hermia: Egeus approves of this suitor. A fanciful man, her really loves Helena.

Hippolyta, Queen of Amazons, betrothed to Theseus: Once a war-like creature, she now abides by Theseus' every word.

Hermia, Daughter of Egeus, in love with Lysander: A vixen with spirited and independent temper. She has a deep love for Lysander and a soft teasing side.

Helena, in love with Demetrius: Has a fierce and fiery love for Demetrius and knows their love is not hopeless.

Nick Bottom, A weaver: An impromptu master of wit who carries his talents to extreme.

Peter Quince, a carpenter: A patient friend to Bottom

Oberon, King of the Fairies: This King has mortal feelings. He will stop at nothing to get what he wants ... in this case a changling boy who is one of Titania's attendants.

Titania, Queen of the Fairies: Titania is most concerned with beauty and sweetness. She adores lovely things and is devoted to her subjects. Oberon is a constant test of her good nature.

Puck, or Robin Goodfellow: Puck is Oberon's jester and never still. He is the spirit of mischief and irresponsibility—and loves to play practical jokes.

Peaseblossom: a fairy

Cobweb: A fairy

Moth: a fairy

Mustardseed: a fairy

Changling Boy: a member of Titania's court.

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BOTTOM

Nick Bottom, the weaver, is one of the funniest characters in the play *A Midsummer Night's Dream*. But why?

1. Look at the list of adjectives below and decide which words you think best describe Bottom's personality, from what you have learned so far.

big-headed	likeable	uneducated
rude	unpleasant	practical
threatening	foolish	bossy
selfish	lazy	careless
passive	organized	mischievous
insecure	talkative	confident

2. Reread Act 1, scene 2 of the play and find evidence to support your choice of words. Complete the table below, explaining your decision

ADJECTIVE	EVIDENCE	EXPLANATION
uneducated	'there we may rehearse most obscenely and courageously'	Bottom uses the wrong words - he really means they will rehearse well.

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Shakespearean Insults

Directions: Combine one word or phrase from each of the columns below and add "Thou" to the beginning. Make certain thou knowest the meaning of thy strong words, and thou shalt have the perfect insult to fling at the wretched fools of the opposing family. Hint: Check a Shakespearean Dictionary Website for the definitions. Let thyself go. Mix and match to find that perfect barb from the bard!

Column A

1. bawdy
2. brazen
3. churlish
4. distempered
5. fitful
6. gnarling
7. greasy
8. grizzled
9. haughty
10. hideous
11. jaded
12. knavish
13. lewd
14. peevish
15. pernicious
16. prating
17. purpled
18. queasy
19. rank
20. reeky
21. roynish
22. saucy
23. sottish
24. unmuzzled
25. vacant
26. waggish
27. wanton
28. wenching
29. yeasty

Column B

1. bunch-backed
2. clay-brained
3. dog-hearted
4. empty-hearted
5. evil-eyed
6. eye-offending
7. fat-kidneyed
8. heavy-headed
9. horn-mad
10. ill-breeding
11. ill-composed
12. ill-nurtured
13. iron-witted
14. lean-witted
15. lily-livered
16. mad-bread
17. motley-minded
18. muddy-mettled
19. onion-eyed
20. pale-hearted
21. paper-faced
22. pinch-spotted
23. raw-boned
24. rug-headed
25. rump-fed
26. shag-eared
27. shrill-gorged
28. sour-faced
29. white-livered

Column C

1. canker-blossom
2. clotpole
3. crutch
4. cutpurse
5. dogfish
6. egg-shell
7. gull-catcher
8. hedge-pig
9. hempseed
10. jack-a-nape
11. malkin
12. malignancy
13. malt-worm
14. manikin
15. minimus
16. miscreant
17. moldwarp
18. nut-hook
19. pantaloons
20. rabbit-sucker
21. rampallion
22. remnant
23. rudesby
24. ruffian
25. scantling
26. scullion
27. snipe
28. waterfly
29. younker



Insult: Thou _____

Definition: You _____

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After reading or seeing A Midsummer Night's Dream, use the following questions to guide classroom discussions:

1. Why do you think Shakespeare concerned himself with the affairs of the common man rather than royal personages in writing this play?
2. Compare and contrast two women and two men in A Midsummer Night's Dream.
3. What do you think was Shakespeare's intent in writing A Midsummer Night's Dream?
4. Why is Shakespeare considered one of our greatest playwrights?
5. Why do you think Shakespeare selected a long-ago mythical era in ancient Greece for the setting?
6. Why is Shakespeare considered a genius?
7. How are Titania and Oberon bound together? Discuss needs as related to character.
8. Describe the relationship between Puck and Oberon.
9. How does Titania differ from other women in A Midsummer Night's Dream?
10. What is the cause of the quarrel between Titania and Oberon?
11. Why do you think this play was written for entertainment?
12. Discuss the comical complications of love shown in A Midsummer Night's Dream.
13. Shakespeare's audiences believed that on the eve of May 1st, all sorts of supernatural happenings might occur. Why is it essential for our imaginations must believe as "midsummer madness"?
14. How are Puck and Bottom alike? How Different? Describe.
15. The theme of A Midsummer Night's Dream is that "love hath no law but his own" and "all's fair in love and war". Provide examples.
16. What part does Bottom want to play?
17. What does Puck give Bottom?
18. Who plots revenge on Titania?



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An animated summary:

<https://youtu.be/nG8j4OOD0UI>

My favorite character is _____ and here is why:

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FELIX MENDELSSOHN WORD SEARCH

J E N N Y L I N D E R U T R E V O F I E P C
T H E O V E R T U R E T H E H E B R I D E S
G A H K I F B Q C H A M B E R M U S I C I Y
D C I S U M O N A I P G Y C S Z I J B P N N
Y O E X W H B Y D X J U S Z Z S R W B M S O
F A I V H C A J G K N T R S G W R B I K W H
M A E R D S T H G I N R E M M U S D I N A P
W N T H E I T A L I A N S Y M P H O N Y C H
R I G Y Q P V C C S S J G M S J S R N G I Y
O A T J D G C O O Y E I Q O L T T G M O S S
T T K H M L N I M M D N I D S W R A W K U H
C I S O O C O P T O P R N I H C I N U C H S
U R Z I E U H H R N O O O B I R N I Z Z L I
D B S R N O T P T T A L S D A B G S I X A T
N C T D N A L W A R O M L E V W O T K I T T
O I N I X A I R O S A C O C R Z C R K S N O
C R E W C C O P I R G B E R J G T A A P E C
E S X I G E R M A N D R F C Y X E A R G D S
Y W S P R O S D U A T S U T I L T L W P I E
C U L E C T L M O J Y F Q N J L R K B S C H
H S Z Q B U P M R R D R A G Z V E A Q C N T
N A I T S I R H C D E M R O F E R H E I I D



A MIDSUMMER NIGHTS DREAM
CHAMBER MUSIC
INCIDENTAL MUSIC
MUSICAL PRODIGY
ORGANIST
PIANIST
COMPOSER
GERMAN

BRITIAN
JENNY LIND
PIANO MUSIC
SOLOIST
STRING OCTET
WITHOUT WORDS
SYMPHONIES
OVERTURE

A Midsummer Night's Dream: SEL

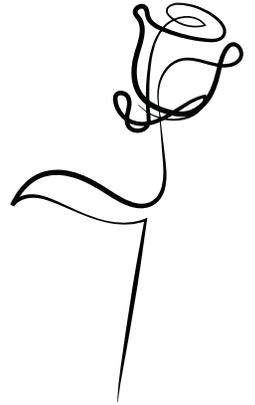
ROSE, THORN AND BUD

Rose means something positive that happened.

Thorn is something you need help with, a challenge for you.

Bud is a new idea or something to look forward to.

Reflect in writing about your school experience so far this year.



Write about your rose, thorn, and bud.

M/H Student to Family Cooperative Activity Ideas:

- Cook a themed meal: If the play had cultural or culinary references, consider cooking a themed meal together as a family. Research recipes from that culture or recreate dishes mentioned in the play. This culinary exploration can add a delicious dimension to your theater experience and allow you to immerse yourselves further in the production.
- Watch a related film or documentary: If there are any film adaptations or documentaries related to the play or its subject matter, plan a family movie night to watch them together. This can provide additional context, offer a different perspective, or deepen your understanding of the themes explored in the theater production.
- Share impressions and discuss the play: Sit down with your kids and have a conversation about the play you all watched. Share your impressions, thoughts, and emotions. Discuss the elements that stood out to each of you, such as the performances, the set design, or the storytelling. This exchange of perspectives can deepen your understanding and appreciation of the production.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:

- Attend workshops or classes: Look for theater workshops or classes that interest you and your child. Participating in these educational opportunities can help your kids develop their skills, gain confidence, and connect with others who share their interest in the performing arts.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Volunteer or participate in theater activities: If your kids have developed a keen interest in theater, encourage them to get involved in local theater groups or school productions. Volunteer backstage, audition for roles, or assist with set design and costumes. This hands-on experience allows us to gain practical knowledge and further nurture a passion for the performing arts, and the whole family can volunteer with the show!



Standards Alignment: A Midsummer Night's Dream

Standards Alignment: The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) and NGSSS	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
ELA.68.R.2.1	Explain how individual text sections and/or features convey meaning in texts.
ELA.9.R.3.3	Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.
ELA.10.R.1.2	Analyze and compare universal themes and their development throughout a literary text.
Music	
MU.68.H.1.2	Identify the works of representative composers within a specific style or <u>time period</u> .
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

New:

Each time you submit student work,
your name is entered in a drawing
for tickets to a show
at the Broward Center:

Fall Show: **HADESTOWN**

Spring Show: **MRS. DOUBTFIRE**

Dear Teachers,

Thank you for your continued support of the SEAS Program. We value the preparation you make before the show to attend the Broward Center for the Performing Arts, and the introduction you forge for the students when the show has concluded to continue making connections long after the buses have returned to school!

If you'd like to share any of the work from the study guides, please use this link:

Click Here to Upload Student Work Samples:

<https://tinyurl.com/SEAS2324-samples>



Should you have any questions, please contact
Lauri Foster at: <mailto:lauri.foster@browardschools.com>

