

A Midsummer Night's Dream Unit Overview

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- 1) Students will begin by being given a list of literary terms pertinent to the play. These include: antagonist, antihero/antiheroine, character, climax, conflict, first-person point of view, hero/heroine, imagery, motif, narrative, narrator, plot, point of view, protagonist, setting, subplot, symbol, syntax, theme, tone, voice.
- 2) Students will be given a list of motifs that they will need to focus on throughout the reading of the play. These include: contrasts, magic, moon/moonlight, seeing/eyes (perception vs. reality) and dreams.
- 3) Reading of the play will be done in class, in a staged reading format. Emphasis will be placed on the instructor stopping to emphasize points and to answer specific questions from the class.
- 4) After the class finishes reading each act, they will view that act from the 1999 20th Century Fox version. Since plays are meant to be performed and viewed, it is important that students work through the play on their feet and then see how others have interpreted it.
- 5) After completing the play, students will conduct a full-class discussion to decide what they believe the most important scene of the play is. They will be asked to incorporate the motifs in this discussion in order to help justify their final decision.
- 6) When the specific scene has been decided upon, students will be tasked with rewriting that into a 3-4 minute scene that they will perform for other classes. This process involves students working in flexible groupings. At any given time working independently, in small groups or in large groups. Students may choose which department they would like to work in based on interests and talents. Departments include: director(s), actors, sets, props, sound, lighting, hair/makeup, costumes. If the class is large enough and there are students who are interested, students may also choose to create a playbill and a poster. It is important to note that each department is tasked with incorporating one or more of the motifs into their interpretations and designs.
- 7) When students have chosen a position that they would like to fill, they are given the worksheet / rubric for that particular task.
- 8) Students will then take several weeks to put together their production. The instructor will monitor and adjust as needed. Students will have to meet periodically with the instructor to go over the specifics of their jobs and how they are progressing.
- 9) Each student has their own rubric. They will not receive a group grade. They will be evaluated on their individual participation and support of the group's task.
- 10) Part of the worksheet / rubric is self-evaluation of how the project went and their individual participation.
- 11) The final piece is to bring the entire group together to view the tape of the final production. This will include feedback from individual students and from the instructor.
- 12) Several students will also be interviewed asking them for feedback on the project and how it benefited them.