

## A Midsummer Night's Dream

### Comparing *A Midsummer Night's Dream* and *Romeo and Juliet*

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This task allows you to write about two plays. You could write at great length but this is not necessary, or even sensible. Do not try to retell the plot of either play as a narrative (story). Do look at how the play works on stage: use of props, costume and physical actions - either as suggested in the text, or as these appeared in any versions you have seen in performance. You should consider effects of language and imagery, in context. Below are some ideas, which could form the outline of a response to the plays. You may find these helpful; ignore those that aren't.

When you write (or speak) about the play, you must refer to evidence: either quote dialogue, or explain what is happening in terms of action. Ideally, you should give Act and Scene (Roman [e.g. III, ii] or Arabic [e.g. 3.2] numbers) and line numbers (not page numbers - do you know why?). Always comment on, or explain the point of, what you quote. Do not write the verb quote at any point in your work, unless it is to explain that one character in the play quotes another! In formal written English, quote is a verb and quotation is the corresponding noun. Quote as a noun is fine in speech, especially when referring to an estimate for work to be done ('builder's quote').

The two plays were first performed at around the same time in the 1590s. They have obvious similarities of plot and theme, but clearly different structure and outcome. Briefly (no more than half a page) summarise these similarities and differences.

#### 'The course of true love never did run smooth'

How far are Lysander's words proved true by the (total) events in either play? Are they a more suitable motto for one than the other? Why?

#### Puck and Oberon versus Friar Laurence and the Nurse

In *A Midsummer Night's Dream* Puck and Oberon watch over the young lovers (and Bottom) and save them from coming to any harm. Explain how they are able to do this, through their magical powers. In *Romeo and Juliet* the Friar and the Nurse try to help the tragic lovers but fail to save them. Compare their efforts to help Romeo and Juliet with the efforts of Puck and Oberon. How and why are the fairies successful where human helpers fail? Compare the Friar's use of magical or seeming magical herbs with Oberon's use of magical plants (Cupid's flower and Dian's bud).

#### 'Tis almost fairy time'

In both plays characters refer to fairies. The longest speech of *Romeo and Juliet* (spoken by Mercutio) is a description of Queen Mab, the 'fairies' midwife', but he admits to making it up. In *A Midsummer Night's Dream* Theseus refers jokingly to 'fairy time', but may well not believe in fairies any more than Romeo and

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**The Folger Guide to Teaching A Midsummer Night's Dream** Peggy O'Brien, 2025-03-11 The authoritative guide to teaching Shakespeare's A Midsummer Night's Dream The Folger Guide to Teaching A Midsummer Night's Dream is an invaluable resource for teachers students and Shakespeare fans alike In A Midsummer Night's Dream Shakespeare stages the workings of love Theseus and Hippolyta about to marry are figures from mythology In the woods outside Theseus's Athens two young men and two young women sort themselves out into couples but not before they form first one love triangle and then another Also in the woods the king and queen of fairyland Oberon and Titania battle over custody of an orphan boy Oberon uses magic to make Titania fall in love with a weaver named Bottom whose head is temporarily transformed into that of a donkey by a hobgoblin or puck Robin Goodfellow Finally Bottom and his companions ineptly stage the tragedy of Pyramus and Thisbe The Folger Guide to Teaching A Midsummer Night's Dream Includes An explanation of the Folger methodology for teaching Shakespeare Scholarly essays from experts in the field A five week breakdown of digestible lesson plans Resource links for a deeper dive into the world of Shakespeare This guide is an essential part of any teacher's toolkit [Teaching A Midsummer Night's Dream, Romeo and Juliet, and Macbeth](#) Peggy O'Brien, 2006-08 An innovative performance based approach to teaching Shakespeare *Active Learning Across the Content Areas* Wendy Conklin, Andi Stix, 2014-01-01 This professional resource provides educators with research based strategies to engage students in a meaningful and effective learning environment Included are step by step instructions to involve learners ideas for assessment and application activities These strategies will help students to create their own knowledge and develop higher order thinking decision making skills and more Presented in a multi modal approach this resource provides opportunities to develop the skills needed to be successful across the content areas in all four domains The ultimate goal is to create college and career ready young adults The fun and purposeful strategies presented in this book will get students on their feet creating an active learning environment in the classroom [Shakespeare Amazes in the Classroom](#) Jennifer Szwaja, 2023-12-20 Shakespeare Amazes in the Classroom supports the instruction of learners needing to be challenged with content that is complex rich and of high interest to students whether they are gifted high achieving or just curious about Shakespeare Also a model of instructional design Shakespeare Amazes is an exemplar of how comprehensive standards based instruction can be developed to meet the needs of gifted and talented learners Chapters consist of a collection of lessons that address specific learning goals related to point of view character development theme comparing and contrasting as well as multimedia interpretations and other topics relevant to students studying fiction within grades four through eight Chapters offer assessment suggestions as well as strategies to support the social and emotional needs of students the needs of multilingual learners and tips for supporting twice exceptional students as they work through the lessons The final chapter outlines in detail how the planning and implementation of a Shakespeare festival might be directed by students to maintain

motivation develop student agency and allow for real world learning experiences to occur naturally alongside students study of the Bard s words Online resources including editable critical thinking exercises printable student texts synopsis of the stories comprehensive teaching notes and example student teacher conversations as well as other bits of wisdom delivered with humor and supported by experience are provided Developed taught and revised over the past ten years using the Understanding by Design framework this practical resource is sure to be a dog eared teacher favorite for new and veteran educators

**The Whirlwind of Passion** Petar Penda,2016-04-26 The Whirlwind of Passion New Critical Perspectives on William Shakespeare is a combination of critical linguistic stylistic translation and performance interpretations providing a fresh insight into Shakespearean studies It encompasses many different aspects of the Bard s oeuvre and thus explores various interpretative possibilities of the texts under scrutiny The freshness of this book also lies in the fact that it deals with comparative analyses of both Shakespeare and his contemporaries as well as in the fact that it emphasises the playwright s relevance today All the contributors to this volume are distinguished scholars and academicians with extensive experience of teaching and writing on Shakespeare

**Teaching Hamlet and Henry IV, Part 1** Peggy O'Brien,2006-08 This third volume of the Shakespeare Set Free series is written by institute faculty and participants The volume sparkles with fine recent scholarship and the wisdom and wit of real classroom teachers in all kinds of schools all over the United States In this book you ll find Clear and provocative essays written by leading scholars to refresh the teacher and challenge older students Successful and plainly understandable techniques for teaching through performance Ways to teach Shakespeare that successfully engage students of every grade and ability level in exploring Shakespeare s language and the magical worlds of the plays Day by day teaching strategies for Twelfth Night and Othello created taught written and edited by teachers with real voices in real classrooms

**The Chautauquan** Theodore L. Flood, Frank Chapin Bray,1888 *Graduate Study for the Twenty-First Century* G. Semenza,2010-03-01 In a straightforward manner Semenza identifies the obstacles along the path of the academic career and offers tangible advice Fully revised and updated this edition s new material on advising electronic publishing and the post financial crisis humanities job market will help students negotiate the changing landscape of academia

*York Notes AS/A2: A Midsummer Night's Dream Kindle edition* Michael Sherborne, William Shakespeare,2013-11-18 THE ULTIMATE GUIDES TO EXAM SUCCESS from York Notes the UK s favourite English Literature Study Guides York Notes for AS A2 are specifically designed for AS A2 students to help you get the very best grade you can

**The Scottish Educational Journal** ,1923 *School Improvement Through Drama* Patrice Baldwin,2009-11-30 Patrice Baldwin gives an overview of the way drama links to learning teaching and the curriculum It will help those who need to connect with the rationale for drama in and across the curriculum and who need to plan for it and explain it to others in terms of its necessity and impact The book offers guidance that will facilitate schools work on self evaluation preparing for Ofsted drawing up school development plans and drama policies With exemplar lessons for each of

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Eleanor in the Village Jan Jarboe Russell,2022-04-05 A vivid account of a critical chapter in the life of Eleanor Roosevelt when she moved to New York s Greenwich Village shed her high born conformity and became the progressive leader who pushed for change as America s First Lady Hundreds of books have been written about Eleanor Roosevelt yet as America s longest serving first lady she remains a compelling and elusive figure Perhaps the most mysterious period of her life began with her decision in 1920 to step away from her duties as the mother of five young children and move downtown to Greenwich Village in New York City then the epicenter of all forms of transgressive freedom and subversive political activity in America When Eleanor moved there the Village was a neighborhood of rogues and outcasts a zone of bohemians artists anarchists and misfits In the Village s narrow meandering tree lined streets and tiny alleys she discovered a miniature society where personal idiosyncrasy could flourish Eleanor joined the cohort of what then was called the New Women in Greenwich Village Unlike the flappers the New Women had a much more serious agenda organizing for social change and insisting on their own sexual freedom In this fascinating in depth portrait of a woman and a place historian Jan Russell pulls back the curtain on Eleanor s life to reveal the motivations and desires that drew her to the Village a world away from the Victorian propriety debutante balls and New York society gatherings in which she grew up and how her time there transformed her sense of self and influenced her political outlook for the rest of her life Educational Times ,1880 **Common Core CPR** ReLeah Cossett Lent,Barry Gilmore,2013-09-19 How to revive your most resistant learners Common Core CPR is needed Urgently Because if we continue to insist that all students meet expectations that are well beyond their abilities these kids will only decline faster We must cast aside what we know harms students and apply the teaching methods we know work Embracing what is best about the standards Lent and Gilmore explicitly connect ideal outcomes to practical classroom strategies including how to Consider choice and relevance in every assignment Plan and spot opportunities for success Scaffold students comprehension of fiction and nonfiction Model close reading Teach students to use evidence **Wellesley Magazine** ,1892 **The English Catalogue of Books ...** Sampson Low,1919 Vols for 1898 1968 include a directory of

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