

Grade 5 Reading & Writing

Unit 5: A Midsummer Night's Dream

16 lessons (the last is the Pausing Point review) and a words quiz. Use this pack with the unit's **Teacher Guide** and **Activity Book** and **Reader** (download them once from the course) to teach the whole unit without the internet.

What is in this pack

- A plan for each lesson: the Teacher Guide pages to follow, words to know, what to read, questions to talk over and the Activity Book pages to print.
- The words quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

One lesson a school day, about 60–90 minutes; split long lessons over two days. Tick each one off as you go.

	Lesson	Reader pages	Activity Book
☐	Lesson 1: “Introduction”	PDF pages 7–10	AP 1.1, AP 1.2
☐	Lesson 2: Shakespeare and the Globe	PDF pages 12–16	—
☐	Lesson 3: A Midsummer Night’s Dream, Section 1	PDF pages 19–23	AP 3.1, AP 3.2
☐	Lesson 4: A Midsummer Night’s Dream, Section 2	PDF pages 23–25	—
☐	Lesson 5: A Midsummer Night’s Dream, Section 3	PDF pages 26–31	AP 5.1, AP 5.2
☐	Lesson 6: A Midsummer Night’s Dream, Sections 4–5	PDF pages 31–35	AP 6.1, AP 6.2
☐	Lesson 7: A Midsummer Night’s Dream, Section 6	PDF pages 35–40	—
☐	Lesson 8: A Midsummer Night’s Dream, Section 7	PDF pages 40–45	AP 8.1, AP 8.3
☐	Lesson 9: A Midsummer Night’s Dream, pages 28–33	PDF pages 46–51	AP 9.1, AP 9.2
☐	Lesson 10: A Midsummer Night’s Dream, Acts 1 and 2	PDF pages 52–119	—
☐	Lesson 11: A Midsummer Night’s Dream, Acts 3, 4 and 5	PDF pages 120–210	—
☐	Lesson 12: A Midsummer Night’s Dream, Acts 1 and 2	PDF pages 52–119	—
☐	Lesson 13: A Midsummer Night’s Dream, Acts 3 and 4	PDF pages 120–179	—
☐	Lesson 14: Reading, Writing and Speaking & Listening	—	AP 14.1
☐	Lesson 15: Writing	—	AP 15.1
☐	Pausing Point: Review, extra practice and answer keys	—	—
☐	Words quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Lesson 1: “Introduction”

Words to know

- **express** — to convey a thought or feeling in words or actions (expressed) (I)
- **playwright** — a person who writes plays (I)
- **scholar** — a person who is an expert in a subject (scholars) (II)
- **script** — the written text of a play or movie (scripts) (II)
- **perform** — to present to an audience (II)
- **theater** — a building where plays and other performances are watched (II)
- **heed** — to pay attention or take notice (IV) Begin by telling students that the first vocabulary word they will encounter in this selection is expressed.

Teacher’s lesson plan

Follow the Teacher Guide, PDF pages 31–38: the steps, materials and timing for this lesson.

Read

Read *A Midsummer Night’s Dream: “Introduction”* (pages I–IV): PDF pages 7–10. Look at the pictures and maps together.

Talk it over

1. Not all books have introductions. Why might this book have an introduction?
2. Approximately how many plays did Shakespeare write?
3. Why don’t we know how many plays William Shakespeare wrote?
4. What are some of the skills that Shakespeare had that helped him be a good playwright?
5. What do you think is the most important skill for a playwright to possess? Why?
6. Why might some of the words in *A Midsummer Night’s Dream* be unfamiliar to you?
7. Why do you think languages change over time?
8. Who was William Shakespeare?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 1.1: Vocabulary for Lesson 1 — Activity Book, PDF pages 5–6
- Activity Page 1.2: 6. “Wild-geese chase” — (*Romeo and Juliet*) — Activity Book, PDF pages 7–8
- Activity Page 1.1: STUDENT — Activity Book, PDF pages 39–41

Check for understanding

- Use one of today’s words in a sentence of your own.

Lesson 2: Shakespeare and the Globe

Words to know

- **bustling** — full of lively activity (VII)
- **evidence** — collection of facts or information often used to prove or support an idea (VII)
- **linger** — to be slow in leaving (VIII)
- **reputation** — general belief or opinion that people have about someone or something (VIII)
- **thrive** — to grow or be successful (thrived) (VIII)

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 39–45: the steps, materials and timing for this lesson.

Read

Read A Midsummer Night's Dream: Shakespeare and the Globe (pages VI–X): PDF pages 12–16. Look at the pictures and maps together.

Talk it over

1. Why do you think only well-off boys attended school?
2. What does this paragraph tell us about William Shakespeare's family?
3. What type of figurative language is used in the line creeping like a snail unwillingly to school?
4. Why does the phrase creeping like a snail make you feel that Shakespeare did not like school?
5. What do you think are some reasons why London was a good place for Shakespeare to live?
6. Do you think Globe is a good name for this theater?
7. Why were performances at the Globe Theatre only given during good weather and daylight?
8. Who performed the female parts in plays during this time?

Answers are at the back of this pack.

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 3: A Midsummer Night's Dream, Section 1

Words to know

- **cruel** — wanting to cause pain and suffering
- **enforce** — to demand obedience
- **vexation** — a state of being worried or annoyed
- **affection** — a feeling of fondness or liking
- **jealous** — resentful of someone because of that person's rivalry, success, or advantages (5) Begin by telling students the first vocabulary word they will encounter in this selection is cruel.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 46–51: the steps, materials and timing for this lesson.

Read

Read A Midsummer Night's Dream: Section 1 (pages 1–5): PDF pages 19–23. Look at the pictures and maps together.

Talk it over

1. Where does this story take place?
2. Why does Egeus come to Duke Theseus?
3. Is this law cruel? Why or why not?
4. How does the reader know that Egeus is upset?
5. What does Hermia mean when she says, "Alas, I must choose love by another's eyes"?
6. What does Lysander mean when he says, "The course of true love never did run smooth"?
7. What is Lysander's plan so he can marry Hermia?
8. Do you think this is a good plan? Why or why not?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 3.1: Vocabulary for Lesson 3 — Activity Book, PDF pages 9–10
- Activity Page 3.2: Characters in A Midsummer Night's Dream — Activity Book, PDF pages 11–12

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 4: A Midsummer Night's Dream, Section 2

Words to know

- **restrain** — to keep under control
- **coax** — to talk into something through flattery
- **hesitation** — the action of pausing or hesitating
- **eagerness** — enthusiasm to do something (7) Begin by telling students the first vocabulary word they will encounter in this selection is proceeded.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 52–56: the steps, materials and timing for this lesson.

Read

Read A Midsummer Night's Dream: Section 2 (pages 5–7): PDF pages 23–25. Look at the pictures and maps together.

Talk it over

1. Why are the workmen putting on a play?
2. In what way is the name of the workmen's play funny?
3. What is the role of the director for this play?
4. Why would it be hard for Nick Bottom to play both Pyramus and Thisbe?
5. How does Peter Quince get Nick Bottom to play the part he picks for him?

Answers are at the back of this pack.

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 5: A Midsummer Night's Dream, Section 3

Words to know

- **quarrel** — an argument or disagreement between people
- **mischievous** — showing a fondness for causing trouble
- **scheme** — a plan of action, especially a crafty or secret one
- **pursue** — to follow someone in order to catch them
- **disdainful** — disrespectful, full of dislike (12) 52

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 57–62: the steps, materials and timing for this lesson.

Read

Read A Midsummer Night's Dream: Section 3 (pages 8–13): PDF pages 26–31. Look at the pictures and maps together.

Talk it over

1. Who are Oberon and Titania?
2. What do the fairies do during the midnight revels in the woods?
3. Why are Oberon and Titania arguing?
4. What words does Shakespeare use that show that Oberon is unhappy to see Titania?
5. What words does Shakespeare use that show that Titania is unhappy to see Oberon?
6. What is the scheme that Oberon is planning?
7. Why does Oberon decide to use the juice of the flower on Demetrius?
8. What are other examples of words or phrases that demonstrate the interesting and descriptive language that Shakespeare uses in Section 3?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 5.1: Vocabulary for Lesson 5 — Activity Book, PDF pages 13–14
- Activity Page 5.2: Student Book Page 9 — Activity Book, PDF pages 15–16

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 6: A Midsummer Night's Dream, Sections 4-5

Words to know

- **persuade** — to convince someone to do something
- **scornful** — full of feelings of dislike or disrespect
- **urgency** — requiring quick action
- **mock** — to tease, laugh at, make fun of

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 63–69: the steps, materials and timing for this lesson.

Read

Read A Midsummer Night's Dream: Sections 4-5 (pages 13–17): PDF pages 31–35. Look at the pictures and maps together.

Talk it over

1. Which literary element does the wood represent in this section of the story?
2. Why are Hermia and Lysander in the wood?
3. Why do Hermia and Lysander lie down?
4. Does Puck use the charm on the correct young man?
5. Why does Helena shake Lysander?
6. Why does Helena think Lysander is making fun of her?
7. What are some of the reasons that Puck gives Bottom the head of a donkey?
8. Why does Puck pinch the workmen?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 6.1: Vocabulary for Lesson 6 — Activity Book, PDF pages 17–18
- Activity Page 6.2: 2. Identify three main characters for your narrative. Name and describe features of — Activity Book, PDF pages 19–20

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 7: A Midsummer Night's Dream, Section 6

Words to know

- **conclude** — to decide; arrive at a judgment

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 70–75: the steps, materials and timing for this lesson.

Read

Read A Midsummer Night's Dream: Section 6 (pages 17–22): PDF pages 35–40. Look at the pictures and maps together.

Talk it over

1. How does Oberon feel when Puck tells him about Bottom and Titania?
2. How does Puck discover that he used the charm on the wrong young man?
3. Why is Hermia mad at Demetrius?
4. Why does Oberon want Puck to get Helena?
5. Do you think putting the love juice in Demetrius's eyes will solve the problem?
6. What does Helena's assumption that Lysander and Demetrius are making fun of her tell us about her personality?
7. What would it look like if someone is walking wearily?
8. Do you think Puck was careless?

Answers are at the back of this pack.

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 8: A Midsummer Night's Dream, Section 7

Words to know

- **appetite** — a strong desire or liking for something
- **pity** — the feeling of sorrow and compassion caused by the suffering and misfortunes of others
- **affirm** — to state that something is true-usually strongly
- **eternally** — forever
- **mortal** — human beings (mortals) (27) Tell students the first vocabulary term they will encounter is appetite.

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 76–80: the steps, materials and timing for this lesson.

Read

Read A Midsummer Night's Dream: Section 7 (pages 22–27): PDF pages 40–45. Look at the pictures and maps together.

Talk it over

1. Why are Peaseblossom and the other fairies performing duties for Bottom?
2. Why does Bottom want to eat oats?
3. In this situation, the word appetite means to have a craving or desire for a certain food. What is another meaning for the word appetite?
4. Why does Oberon feel pity for Titania?
5. Why is Titania alarmed when she sees Bottom?
6. What happens when Hermia, Lysander, Helena, and Demetrius wake up?
7. What happens when Egeus and Theseus see the four young people in the wood?
8. Do you think the phrase “eternally be knit” is an effective way to say “forever be bound together”?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 8.1: Vocabulary for Lesson 8 — Activity Book, PDF pages 21–22
- Activity Page 8.3: Mid Unit Assessment — Activity Book, PDF pages 23–26

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 9: A Midsummer Night's Dream, pages 28-33

Words to know

- **abridged** — shortened
- **interpretation** — showing an individual's perspective
- **dialogue** — conversation between two or more people in a book, play, or movie
- **condense** — to make shorter or more concise (condensed) (28) Begin by telling students the first vocabulary word they will encounter in this selection is abridged. 76

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 81-86: the steps, materials and timing for this lesson.

Read

Read A Midsummer Night's Dream: (pages 28-33): PDF pages 46-51. Look at the pictures and maps together.

Talk it over

1. Why is this version of A Midsummer Night's Dream shortened?
2. When reading the play, what will you find in brackets?
3. Why have three Speakers been added to this version of the play?
4. One of the vocabulary words from Lesson 1 is script. What does a script look like?
5. Who are the characters on this page?
6. What is prose? Which characters speak in prose?
7. Which characters speak in poetry?
8. What is found on pages 32 and 33?

Answers are at the back of this pack.

Activity Book pages

- Activity Page 9.1: Vocabulary for Lesson 9 — Activity Book, PDF pages 27-28
- Activity Page 9.2: The events in my narrative will occur in this order: — Activity Book, PDF pages 29-30

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 10: A Midsummer Night's Dream, Acts 1 and 2

Words to know

- **affection** — a feeling of fondness or liking
- **assure** — to tell someone something to dispel any doubts they may have
- **cruel** — wanting to cause pain and suffering
- **disdainful** — disrespectful, full of dislike
- **heed** — to pay attention or take notice (IV) Unit 5 | Activity Book Grade 5 |
- **jealous** — resentful of someone because of that person's rivalry, success, or advantages
- **mischievous** — showing a fondness for causing trouble
- **mortal** — human being
- **pity** — the feeling of sorrow and compassion caused by the suffering and misfortunes of others
- **pursue** — to follow someone in order to catch them

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 87–90: the steps, materials and timing for this lesson.

Read

Read A Midsummer Night's Dream: Acts 1 and 2: PDF pages 52–119. Look at the pictures and maps together.

Talk it over

1. How do you think Speaker 1 feels when they read the line “Ladies and gentlemen, welcome to our play!”? How do you know?

Answers are at the back of this pack.

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 11: A Midsummer Night's Dream, Acts 3, 4 and 5

Words to know

- **abridged** — shortened
- **affection** — a feeling of fondness or liking
- **convenient** — fitting in well with a person's needs, activities, and plans
- **eternally** — Forever
- **express** — to convey a thought or feeling in words or actions expressed (I)
- **mischievous** — showing a fondness for causing trouble
- **mock** — to tease, laugh at, make fun of
- **mortal** — human being
- **negligence** — carelessness
- **pity** — the feeling of sorrow and compassion caused by the suffering and misfortunes of others

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 91–94: the steps, materials and timing for this lesson.

Read

Read A Midsummer Night's Dream: Acts 3, 4 and 5: PDF pages 120–210. Look at the pictures and maps together.

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 12: A Midsummer Night's Dream, Acts 1 and 2

Words to know

- **affection** — a feeling of fondness or liking
- **assure** — to tell someone something to dispel any doubts they may have
- **cruel** — wanting to cause pain and suffering
- **disdainful** — disrespectful, full of dislike
- **heed** — to pay attention or take notice (IV) Unit 5 | Activity Book Grade 5 |
- **jealous** — resentful of someone because of that person's rivalry, success, or advantages
- **mischievous** — showing a fondness for causing trouble
- **mortal** — human being
- **pity** — the feeling of sorrow and compassion caused by the suffering and misfortunes of others
- **pursue** — to follow someone in order to catch them

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 95–97: the steps, materials and timing for this lesson.

Read

Read A Midsummer Night's Dream: Acts 1 and 2: PDF pages 52–119. Look at the pictures and maps together.

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 13: A Midsummer Night's Dream, Acts 3 and 4

Words to know

- **affection** — a feeling of fondness or liking
- **convenient** — fitting in well with a person's needs, activities, and plans
- **eternally** — Forever
- **express** — to convey a thought or feeling in words or actions expressed (I)
- **mischievous** — showing a fondness for causing trouble
- **mock** — to tease, laugh at, make fun of
- **mortal** — human being
- **negligence** — carelessness
- **pity** — the feeling of sorrow and compassion caused by the suffering and misfortunes of others
- **rival** — competitor

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 98–100: the steps, materials and timing for this lesson.

Read

Read A Midsummer Night's Dream: Acts 3 and 4: PDF pages 120–179. Look at the pictures and maps together.

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 14: Reading, Writing and Speaking & Listening

Words to know

- **perform** — to present to an audience (II)

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 101–102: the steps, materials and timing for this lesson.

Activity Book pages

- Activity Page 14.1: Editing Checklist — Activity Book, PDF pages 31–32

Check for understanding

- Use one of today's words in a sentence of your own.

Lesson 15: Writing

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 103–104: the steps, materials and timing for this lesson.

Activity Book pages

- Activity Page 15.1: 5. Can a play have more than one setting? Explain your answer. — Activity Book, PDF pages 33–38

Check for understanding

Pausing Point: Review, extra practice and answer keys

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 105–114: the steps, materials and timing for this lesson.

Check for understanding

WORDS QUIZ

A Midsummer Night's Dream

Name: _____ Date: _____

Circle the letter of the best answer.

1. Which word means “to give something and get something in return exchanged”?

- a) script
- b) exchange
- c) affection
- d) pity

2. Which word means “the feeling of sorrow and compassion caused by the suffering and misfortunes of others”?

- a) pity
- b) express
- c) playwright
- d) heed

3. Which word means “to state that something is true-usually strongly”?

- a) evidence
- b) persuade
- c) reputation
- d) affirm

4. Which word means “the written text of a play or movie (II)”?

- a) affirm
- b) script
- c) cruel
- d) emerge

5. Which word means “an argument or disagreement between people”?

- a) express
- b) emerge
- c) scornful
- d) quarrel

6. Which word means “collection of facts or information often used to prove or support an idea (VII)”?

- a) eagerness
- b) evidence
- c) appetite
- d) rival

- 7.** Which word means “carelessness”?
- a) mortal
 - b) negligence
 - c) linger
 - d) eternally
- 8.** Which word means “to keep under control”?
- a) appetite
 - b) rival
 - c) restrain
 - d) mock
- 9.** Which word means “to talk into something through flattery”?
- a) interpretation
 - b) coax
 - c) assure
 - d) linger
- 10.** Which word means “resentful of someone because of that person’s rivalry, success, or advantages”?
- a) disdainful
 - b) bustling
 - c) jealous
 - d) cruel
- 11.** Which word means “to follow someone in order to catch them”?
- a) pursue
 - b) linger
 - c) theater
 - d) coax
- 12.** Which word means “general belief or opinion that people have about someone or something (VIII)”?
- a) eagerness
 - b) reputation
 - c) enforce
 - d) exchange

Answers

Lesson 1: “Introduction”

1. **Not all books have introductions. Why might this book have an introduction?**

The reader needs some background information to make the book more interesting or easier to understand. The reader needs some tips about how the book is written. This may be the first time the students have read something by Shakespeare.

2. **Approximately how many plays did Shakespeare write?**

He wrote at least thirty-seven plays.

3. **Why don't we know how many plays William Shakespeare wrote?**

Few of Shakespeare's plays were in published books. Shakespeare wrote his plays down. His friends and fellow actors collected these writings after his death. They may not have saved all of the plays he wrote.

4. **What are some of the skills that Shakespeare had that helped him be a good playwright?**

Answers may vary. He had a way with words. He was able to make his stories come to life. He was able to write plays that all kinds of people enjoyed. He could act in his plays himself.

5. **What do you think is the most important skill for a playwright to possess? Why?**

Accept reasonable answers. Creativity, understanding people, good use of language
SUPPORT: The word script is a variant of the Latin root word scrib which means write.

6. **Why might some of the words in *A Midsummer Night's Dream* be unfamiliar to you?**

Some of the English that is used in the play are words that were used over four hundred years ago. SUPPORT: Languages change over time. Ask students if they are familiar with the word groovy. Explain that this is a word that was used in the 1960s and 1970s that meant excellent. It was often used when people liked something. Ask students if they are familiar with the word cool. Cool is also used to mean that something is excellent. Ask students if they can think of other words that have been used to mean excellent. Answers may vary but might include words like hot, amazing, and awesome.

7. **Why do you think languages change over time?**

Answers may vary but could include that people are always looking for a way to make what they say and write more interesting. The world around us changes constantly and, as new technology is developed, we add words to the language or remove words that are no longer relevant. If the language doesn't adapt, then we can't communicate as well.

8. **Who was William Shakespeare?**

He was a playwright in England who lived four hundred years ago. He is thought of as

the greatest poet and playwright that ever lived. More theaters in the United States put on plays written by Shakespeare today than any other playwright. His plays have been translated to other languages. He acted in as well as wrote his plays.

Lesson 2: Shakespeare and the Globe

1. Why do you think only well-off boys attended school?

Well-off or wealthy boys were not needed at home to work. Their families probably had servants. Boys from families with less money would need to work to help their families. Girls stayed at home because it was thought they didn't need an education but would get married, work around the home, and raise children.

2. What does this paragraph tell us about William Shakespeare's family?

William Shakespeare must have come from a well-off family because he was allowed to go to school.

3. What type of figurative language is used in the line creeping like a snail unwillingly to school?

It is a simile, which is a comparison of two things, using the words like or as.

4. Why does the phrase creeping like a snail make you feel that Shakespeare did not like school?

A snail moves very slowly. The word creep means to move slowly. Someone who does not like school would move slowly on the way to school.

5. What do you think are some reasons why London was a good place for Shakespeare to live?

It was a large city with lots of people who might want to see plays. Queen Elizabeth lived in London and she supported the arts by having poets, playwrights, and musicians in her court. The Globe Theatre, which could hold 2,500 people, was in London. SUPPORT: Explain to students that the word court in line 12 does not mean a court of law, but instead means the people who serve the queen. SUPPORT: Point out to students the spelling used for the word Theatre. Explain that in the United States, we spell the word theater but that in other countries that speak English, the same word

6. Do you think Globe is a good name for this theater?

Accept reasonable answers. Answers should include that the theater is round like a globe. Also, a globe represents the world which is made up of countries. The setting of a play could be different countries. Watching a play might be like traveling to a different country.

7. Why were performances at the Globe Theatre only given during good weather and daylight?

There was only a roof over a part of the theatre. It would have been difficult to light the theatre at night because electricity was not used in the 1600's.

8. Who performed the female parts in plays during this time?

Young boys who had high voices and no beards.

Lesson 3: A Midsummer Night's Dream, Section 1

1. **Where does this story take place?**

Athens is the setting for this story. SUPPORT: Athens is a city in Greece.

2. **Why does Egeus come to Duke Theseus?**

He wants the Duke to enforce the law stating that a father has the power to choose his daughter's husband.

3. **Is this law cruel? Why or why not?**

Accept reasonable answers. Because the daughter cannot choose her own husband. Because the daughter cannot marry for love. Because if the daughter does not do what her father says she will be put to death.

4. **How does the reader know that Egeus is upset?**

Answers should include that Egeus uses the word vexation to describe himself, he is

5. **What does Hermia mean when she says, "Alas, I must choose love by another's eyes"?**

Hermia is sad that her father is picking her husband. "Another's eyes" means her father's view of who the best husband will be.

6. **What does Lysander mean when he says, "The course of true love never did run smooth"?**

True love often is difficult and encounters obstacles.

7. **What is Lysander's plan so he can marry Hermia?**

He plans for them to run away to his aunt's house where they can be married.

8. **Do you think this is a good plan? Why or why not?**

Accept reasonable answers.

Lesson 4: A Midsummer Night's Dream, Section 2

1. **Why are the workmen putting on a play?**

The play is part of the festivities to celebrate the wedding of Theseus to Hippolyta.

2. **In what way is the name of the workmen's play funny?**

The title states that the play is a comedy but the word lamentable, which means sorrowful, is in the title. Also, the words cruel and death seem incompatible with a comedy.

3. **What is the role of the director for this play?**

He introduces the play to the other workmen. He assigns the parts to the workmen.

4. **Why would it be hard for Nick Bottom to play both Pyramus and Thisbe?**

Pyramus is the groom and Thisbe is the bride. Nick cannot play both characters because they will both be in the play at the same time.

5. **How does Peter Quince get Nick Bottom to play the part he picks for him?**

He flatters Nick Bottom by telling him that his character is a sweet-faced man, a most lovely gentleman-like man and implies that Nick Bottom has those characteristics as well. This inspires Bottom to play the part.

Lesson 5: A Midsummer Night's Dream, Section 3

1. **Who are Oberon and Titania?**
Oberon is the king of the fairies. Titania is the queen of the fairies.
2. **What do the fairies do during the midnight revels in the woods?**
They often dance to merry music among the flowers.
3. **Why are Oberon and Titania arguing?**
They are fighting over a young boy whose mother has died. Both of them want the boy for themselves.
4. **What words does Shakespeare use that show that Oberon is unhappy to see Titania?**
He growls when he sees Titania. He says their meeting is ill met by moonlight.
5. **What words does Shakespeare use that show that Titania is unhappy to see Oberon?**
She calls him jealous and snaps at him.
6. **What is the scheme that Oberon is planning?**
Oberon wants to put the juice on Titania's eyelids so that she will fall in love with the first thing she sees. He vows to make her give him the boy in exchange for him removing the spell.
7. **Why does Oberon decide to use the juice of the flower on Demetrius?**
Oberon hears Demetrius being mean to Helena and decides to use the flower to make Demetrius fall in love with Helena.
8. **What are other examples of words or phrases that demonstrate the interesting and descriptive language that Shakespeare uses in Section 3?**
Accept reasonable answers.

Lesson 6: A Midsummer Night's Dream, Sections 4-5

1. **Which literary element does the wood represent in this section of the story?**
This section takes place in the wood. The wood is the setting.
2. **Why are Hermia and Lysander in the wood?**
They are running away to get married.
3. **Why do Hermia and Lysander lie down?**
It is night and they become so tired that they can't go farther. They need to sleep.
4. **Does Puck use the charm on the correct young man?**
No, Oberon sent him to find and use the charm on Demetrius, but Puck found Lysander instead.
5. **Why does Helena shake Lysander?**
Helena thinks that he might be dead.
6. **Why does Helena think Lysander is making fun of her?**
Helena knows that Lysander loves Hermia. She does not know about the charm that Puck used on Lysander. She thinks he was making fun of her because she cannot think of another reason that he would say that he loves her.

7. **What are some of the reasons that Puck gives Bottom the head of a donkey?**
Accept reasonable answers. Answers could include that Puck is mischievous and he likes to play jokes. Puck is setting up the situation so that Titania falls in love with something unpleasant. He did it because he thought it was funny. A donkey is called an ass which is also the word used for a foolish or stupid person. Puck wanted to scare away the other workmen.
8. **Why does Puck pinch the workmen?**
Puck wants to chase the workmen away so that Bottom is the only person around when Titania wakes up.

Lesson 7: A Midsummer Night's Dream, Section 6

1. **How does Oberon feel when Puck tells him about Bottom and Titania?**
He is pleased about the outcome.
2. **How does Puck discover that he used the charm on the wrong young man?**
When Demetrius comes into the clearing, Oberon tells Puck that this is the man on
3. **Why is Hermia mad at Demetrius?**
She thinks he hurt Lysander because she can't find him. Demetrius won't leave her alone.
4. **Why does Oberon want Puck to get Helena?**
He wants Demetrius to see Helena when he wakes up so that he will fall in love with her.
5. **Do you think putting the love juice in Demetrius's eyes will solve the problem?**
Accept reasonable and supported answers.
6. **What does Helena's assumption that Lysander and Demetrius are making fun of her tell us about her personality?**
Accept reasonable answers. Helena does not seem to have a good self-image. She is jealous of Hermia. It shows that she is insecure because she thinks they are making fun of her.
7. **What would it look like if someone is walking wearily?**
Accept reasonable answers. A person who is walking wearily might walk slowly. They might be droopy or hunched. They might stumble or walk crookedly.
8. **Do you think Puck was careless?**
Accept reasonable answers. Puck was careless because he did not make sure he was using the charm on the correct person. Puck was not careless because there was no way he would know there were two young men.

Lesson 8: A Midsummer Night's Dream, Section 7

1. **Why are Peaseblossom and the other fairies performing duties for Bottom?**
Titania is their queen and she is in love with Bottom.
2. **Why does Bottom want to eat oats?**
Donkeys eat oats. Bottom has a donkey head and is hungry for the food donkeys eat.

3. **In this situation, the word appetite means to have a craving or desire for a certain food. What is another meaning for the word appetite?**

Appetite can also mean that you enjoy food in general.

4. **Why does Oberon feel pity for Titania?**

Oberon feels pity for Titania because he caused her to fall in love with an extremely unpleasant person. He feels sorry for her because she is in love with a man with a donkey-head.

5. **Why is Titania alarmed when she sees Bottom?**

Titania is alarmed because she is suddenly aware that she has a man with a donkeyhead sleeping in her arms.

6. **What happens when Hermia, Lysander, Helena, and Demetrius wake up?**

Lysander is in love with Hermia again. Demetrius is in love with Helena. The couples are happy.

7. **What happens when Egeus and Theseus see the four young people in the wood?**

Egeus still wants Theseus to force Hermia to marry Demetrius instead of Lysander. Theseus refuses to enforce the law and says that the two couples will be married in the temple.

8. **Do you think the phrase “eternally be knit” is an effective way to say “forever be bound together”?**

Accept reasonable answers. “Eternally be knit” is descriptive. It makes you think of something such as a knitted blanket. In a knitted blanket, the yarn is twisted together in such a way that the blanket does not come apart and unravel.

Lesson 9: A Midsummer Night’s Dream, pages 28-33

1. **Why is this version of A Midsummer Night’s Dream shortened?**

This version is shortened so the students can perform the play in class. It is shortened so that it is easier for elementary or middle school students to put on the play.

2. **When reading the play, what will you find in brackets?**

Stage directions are found in brackets. These directions are used to tell the actors what actions to do. Suggestions for the actors can also be found in brackets.

3. **Why have three Speakers been added to this version of the play?**

The Speakers are used to summarize parts of the play that have been cut out when the play was shortened. They also help the audience follow the play.

4. **One of the vocabulary words from Lesson 1 is script. What does a script look like?**

The script is made up of the dialogue between the characters. There are stage directions for the actors. The script will be on the left-hand pages. Definitions of some of the more difficult language will be on the right-hand pages.

5. **Who are the characters on this page?**

Speaker 1, Speaker 2, Speaker 3, Theseus, Hippolyta

6. **What is prose? Which characters speak in prose?**

Prose is everyday language. Workers and everyday people speak in prose.

7. **Which characters speak in poetry?**

Noble people, people of high social position, and special characters like the fairies speak in poetry.

8. **What is found on pages 32 and 33?**

Page 32 lists the characters in the play, how to pronounce their names, and gives a bit of information on each character. Page 33 has definitions of words that are underlined on page 32.

Lesson 10: A Midsummer Night's Dream, Acts 1 and 2

1. **How do you think Speaker 1 feels when they read the line “Ladies and gentlemen, welcome to our play!”? How do you know?**

Speaker 1 is excited or enthusiastic. The stage directions say enthusiastically and the line ends in an exclamation mark.

Unit quiz key

1. b 2. a 3. d 4. b 5. d 6. b 7. b 8. c 9. b 10. c 11. a 12. b