

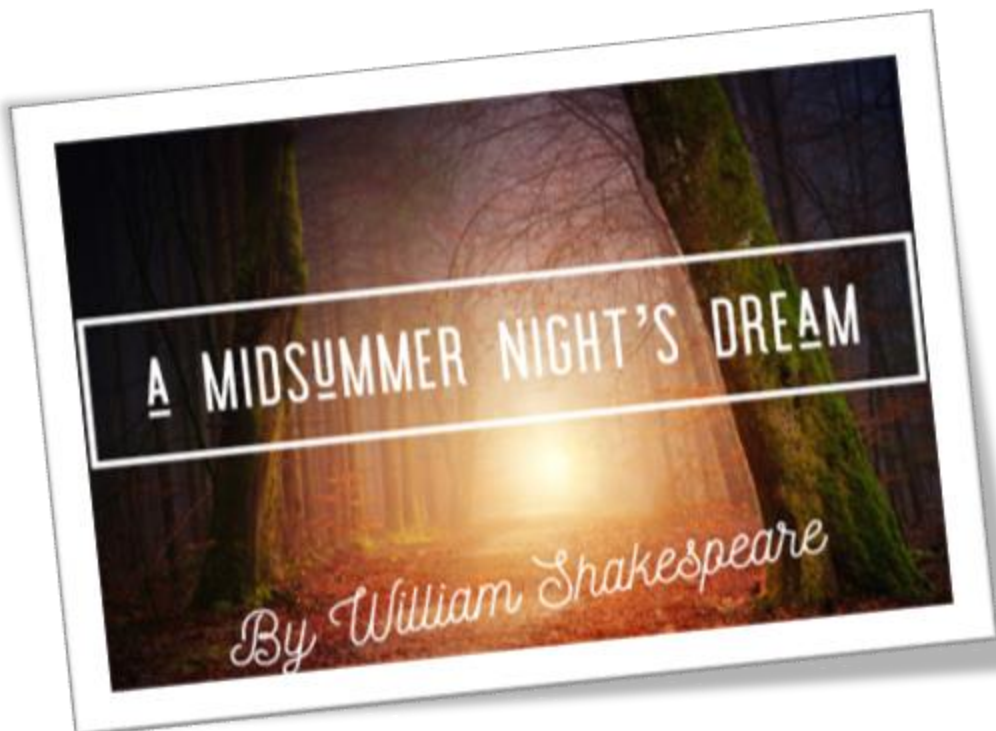


A Midsummer Night's Dream

By William Shakespeare

Student Workbook

Name: _____



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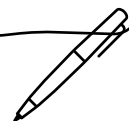
Progress Tracker



| Date | Homework or classwork | Task title | Target | Next steps |
|------|-----------------------|------------|--------|------------|
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Assessment Objectives

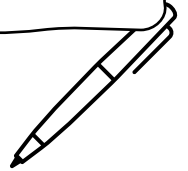
Before you begin looking at the play in detail, it is useful to know what the requirements of the exam are. Make sure you understand the assessment objectives and how to address them.



| Assessment Objective | What this means | My Notes |
|--|---|----------|
| AO1 Show detailed knowledge of the content of literary texts, supported by reference to the text | <ul style="list-style-type: none">○ Demonstrate a good knowledge of the what the play is about; the characters; action; the ideas expressed; and the themes.○ Select and use a range of relevant and well-chosen references from the play. These must not only support your point but must also be the best quotations you can find to support your ideas. | |
| AO2 Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes | <ul style="list-style-type: none">○ You must have a detailed knowledge of the play and the meaning or message behind it.○ Good understanding of any contextual references that are relevant. Think about how they help you to develop your own interpretation and analysis of the play.○ Think beyond the literal meaning. What are the 'big ideas' that are being explored? What is being represented in the play? What does the play reflect on a wider level?○ Think about why Shakespeare wrote the play. What was his intention? What does he want the audience to understand? What is he trying to present or express? | |

Assessment Objectives

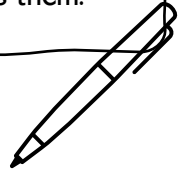
Before you begin looking at the play in detail, it is useful to know what the requirements of the exam are. Make sure you understand the assessment objectives and how to address them.



| Assessment Objective | What this means | My Notes |
|---|---|----------|
| AO3 recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects | <ul style="list-style-type: none">○ Good understanding of different aspects of form, language and structure.○ You should be able to identify a range of different techniques/devices and discuss them in your answer.○ Ensure you are able to analyse all of these in your response.○ How does Shakespeare utilise these as a way of presenting his ideas?○ What is the effect of these different elements of the play? How do they add meaning?○ How can you analyse them as a way of developing your own personal response?○ Can you link ideas back to context or Shakespeare's intention?○ Why have these choices been made? How do they work within the text? How do they create meaning? | |


Assessment Objectives

Before you begin looking at the play in detail, it is useful to know what the requirements of the exam are. Make sure you understand the assessment objectives and how to address them.




| Assessment Objective | What this means | My Notes |
|--|--|----------|
| AO4 Communicate a sensitive and informed personal response to literary texts. | <ul style="list-style-type: none">○ You must be able to develop a personal response to the question.○ Your response should aim to be perceptive, sophisticated and insightful. Interpret the question in your own, personal way.○ Make clear points that show how you are responding to the question. You need a range of points that show you are answering the question.○ Each point must be supported by relevant and well-chosen references.○ You must refer back to your point and the question. This will ensure you remain focused.○ Express your ideas in a clear and coherent way.○ Group similar ideas together and explore these logically. | |

Marking Criteria

| Level | Descriptor | Notes  |
|------------------|--|---|
| Level 8 23-25 | A01: demonstrates knowledge by incorporating well-selected reference to the text skilfully and with flair | |
| | A02: sustains a critical understanding of the text showing individuality and insight | |
| | A03: responds sensitively and in considerable detail to the way the writer achieves her/his effects | |
| | A04: sustains personal and evaluative engagement with task and text | |
| Level 7 20-22 | A01: demonstrates knowledge by integrating much well-selected reference to the text | |
| | A02: shows a clear critical understanding of the text | |
| | A03: responds sensitively and in detail to the way the writer achieves her/his effects | |
| | A04: sustains a perceptive, convincing and relevant personal response | |
| Level 6 17-19 | A01: demonstrates knowledge by supporting with careful and relevant reference to the text | |
| | A02: shows a clear understanding of the text and some of its deeper implications | |
| | A03: makes a developed response to the way the writer achieves her/his effects | |
| | A04: makes a well-developed, detailed and relevant personal response | |
| Level 5 14-16 | A01: demonstrates knowledge by showing some thoroughness in the use of supporting evidence from the text | |
| | A02: shows understanding of the text and some of its deeper implications | |
| | A03: makes some response to the way the writer uses language | |
| | A04: makes a reasonably developed relevant personal response | |

Marking Criteria

| Level | Descriptor | Notes  |
|------------------|---|---|
| Level 4 11-13 | A01: demonstrates knowledge by using some supporting textual detail | |
| | A02: shows some understanding of meaning | |
| | A03: makes a little reference to the language of the text | |
| | A04: begins to develop a relevant personal response | |
| Level 3 8-10 | A01: demonstrates knowledge by making a little supporting reference to the text | |
| | A02: makes some relevant comments | |
| | A03: shows a basic understanding of surface meaning of the text and language | |
| | A04: attempts to communicate a basic personal response | |
| Level 2 5-7 | A01: demonstrates knowledge by making a little reference to the text | |
| | A02: makes a few straightforward comments | |
| | A03: shows a few signs of understanding the surface meaning of the text and language | |
| | A04: some evidence of simple personal response | |
| Level 1 1-4 | A01: demonstrates knowledge by limited textual reference | |
| | A02: shows some limited understanding of simple/literal meaning | |
| | A03: a little awareness of surface meaning of text and language | |
| | A04: limited attempt to respond | |

How to respond to a play



Understanding

☐ Context

- When was the play written?
- Where is it set?
- What do you know about society at the time it was written?
- Who were the intended audience? What were they like? How would they have reacted to the play? Is this different to how a modern audience would react?
- Who is the playwright? What do you know about them? Why did they write this play?



Use this guide sheet to help you develop your own personal response to any play.

☐ What is the play about?

- Where is it set? Time, place, era.
- What kind of setting or staging is utilised?
- What happens?
- What is the main plot? Is there a subplot?
- How does the play begin and end?
- What are the **themes**?
- How does the action progress?
- What are the conflicts?

☐ What is the genre?

- Is this a tragedy, comedy, romance? How do you know?
- To what extent is this genre adhered to?
- Is there a subgenre?

☐ Characters

- Who are the characters? What are their roles?
- How do they act / speak?
- What do they add to the play?
- Do you like/dislike them? Why?
- How do they change or develop? Why?
- How do they interact with others?
- What do they represent?
- How do they link to the themes?



☐ What methods are used by the playwright?

- Symbolism
- Dramatic devices
- Language
- Imagery
- Circular structure
- What is the effect of each?

☐ What is the **message**?

- What are the '**big ideas**' that are presented?
- What does the playwright want you to understand?
- Is their message still relevant today?
- Why did they write the play?
- What are their concerns/ideas?
- Is there a moral/religious/philosophical lesson?
- Is this a universal message? A personal message? A societal message?
- Why does the playwright want to leave you with this message?
- Are they highlighting, critiquing, emphasising, revealing etc.



What are 'big ideas'?

These are the bigger issues that are being presented in the play. These can be *social, political, environmental, moral, existential or religious*. These are often ideas that go beyond what is merely written on the page e.g. a play about a family may actually be about wider societal issues. Try and think about what is being suggested in the play and see if you can spot any *wider issues* that the playwright may be alluding to.

How to respond to a play: methods



Analysing: consider the methods used and analyse their effect. The methods are like the writer's toolbox.

You will need to be able to identify the methods used by the writer and comment on their effect. You should not merely technique spot, but should instead consider why these methods have been used, how they reinforce the message and what effect they have on the audience.

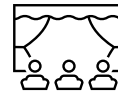
□ Language

- What kinds of words have been used?
- Try and identify word classes. What are the connotations of these words? Why have they been used? What do they suggest about the characters/action/relationships? How do these words enhance a technique or vice versa?
- Has imagery been used? Why? What does it reveal? How does it enhance the meaning?



□ Dramatic Devices

- Identify the different dramatic devices used.
- Why have they been used? What is the effect?
- How do they reinforce the message/meaning?
- How do they help to create a tone/mood?
- How can you interpret meaning?
- What do these devices reveal about character/action/events/setting/ relationships?
- How do the devices reflect the themes?



□ Structure and Form

- What can you say about the structure of the play?
- How do events develop and progress?
- How are characters introduced? When? Why at this point? How do they develop throughout the play?
- When do characters enter and exit? Why?
- How do characters interact with and speak to each other?
- Does the tone change or is it consistent?
- How is the stage utilised? What are characters doing? How? Why?
- Does the setting change? Why?
- Is there a shift in the direction of the action? At what point?
- How does the play begin and end?
- How does it look on the page? What is the effect?
- Where are the key events? How are they linked?
- Where is the climax? How does the writer prepare the audience for this?
- Is anything repeated? When? How? Why? What does this represent? How does this move the action forward and link events or characters?



Remember to consider the effect on the audience. How is this achieved? Why?



Dramatic Devices & Form

| | | | |
|--------------------------------|---|--------------------------------|------------------------------|
| Long pauses and silences | Stage directions | Sound | Props |
| Entrances and exits | Monologue | The introduction of characters | Foreshadowing |
| Hesitations and interruptions | Soliloquy | Setting | Asides |
| Length of sentences and speech | Beginning and ending of acts and scenes | Time | Dialogue vs stage directions |
| Dramatic irony & verbal irony | Symbols and motifs | Song and music | Dialogue |

Using 'what, how, why' to develop your response

What – this indicates when you are providing a personal response (What do you see? What is presented? What do you learn?)

How – this often refers to method and techniques (How is this shown?)

Why – this often refers to writer's intention or message (Why has this been used? Why are you being shown this? Why is it presented in this way?)

What



- What do you see?
- What do you think?
- What is your impression?
- What is your view?
- What do you learn?
- What do you understand?
- What is being presented?
- What is the writer showing you?
- What can you say about character/action/themes/relationships/events?

How



- How do you know this?
- How is it shown to you?
- How is it presented?
- How are you affected?

Why



- Why does the writer do this?
- Why does the writer present it in this way?
- Why does the writer want you to feel this way?
- Why has this word / technique been used?

Dramatic Devices & Form

| Long pauses and silences | Stage directions | Sound | Props |
|--------------------------------|---|--------------------------------|------------------------------|
| Entrances and exits | Monologue | The introduction of characters | Foreshadowing |
| Hesitations and interruptions | Soliloquy | Setting | Asides |
| Length of sentences and speech | Beginning and ending of acts and scenes | Time | Dialogue vs stage directions |
| Dramatic irony & verbal irony | Symbols and motifs | Song and music | Dialogue |

Language, Structure & Form

| Foil | Religious imagery | Juxtaposition | Imagery |
|---------------|---------------------|---------------|------------|
| Metaphor | Alliteration | Blank verse | Prose |
| Rhyming verse | Mood | Oxymoron | Syntax |
| Monosyllabic | Repetition | Contrasts | Allusions |
| Paradox | Rhetorical question | Pun | Consonance |
| Hyperbole | Symbolism | Foreshadowing | Assonance |

How to analyse a quotation



1. Ensure the quotation you have chosen is **interesting** and **relevant**.
2. Highlight anything **significant** in this quotation. This could be a technique or interesting word choice.
3. **Identify** the technique or word class.
4. Go through the steps in the boxes below. Try and say as much as you can and layer your analysis.



How to analyse a technique or device:

- **What** technique or device is used?
- **Why** is it used?
- **What** is the effect?
- **How** does it reinforce the message?
- **How** does it reinforce or reflect the themes?



How to analyse language:

- **What** word stands out?
- **Why** has it been used?
- **What** is the effect?
- **How** does it reinforce the message?
- **How** does it reinforce or reflect the themes?
- **How** does it reinforce the effect of the overall technique?



Why did Shakespeare make these choices?
How is he crafting the scene?
How is he presenting characters, action or relationships? Why?
How is Shakespeare controlling the audience's reactions?
What is the impact on the audience?

Using 'what, how, why' to develop your response



What – this indicates when you are providing a personal response (What do you see? What is presented? What do you learn?)

How – this often refers to method and devices (How is this shown?)

Why – this often refers to writer's intention or message (Why has this been used? Why are you being shown this? Why is it presented in this way?)

What

- What do you see?
- What do you think?
- What is your impression?
- What is your view?
- What do you learn?
- What do you understand?
- What is being presented?
- What is the writer showing you?
- What can you say about character/action/themes/relationships/events?



How

- How do you know this?
- How is it shown to you?
- How is it presented?
- How are you affected?



Why

- Why does the writer do this?
- Why does the writer present it in this way?
- Why does the writer want you to feel this way?
- Why has this word / technique been used?



Use the phrases on the next page to help you build your response

How to turn this into a written response:

WHAT: Writer's name + adverb + analytical verb + your idea

HOW 1: Embed quotation

HOW 2: Method + analysis + interpretation of meaning + connective to double up analysis

WHY: Non-definitive statement + Writer's name + critical verb + interpretation (context / reader)

Developing your analysis: guiding questions



| Points - Development and analysis | Development by linking – take ideas further |
|---|--|
| <p>What kind of mood/tone/atmosphere is created? How? Why?</p> <p>What do you learn about the characters/action/relationships/themes? How are these presented? Why?</p> <p>What is the intended effect of...? How is this achieved?</p> <p>What technique/dramatic device has been used?</p> <ul style="list-style-type: none"> • Why has it been used? • What is the effect? • How does it reinforce the message? • How does it reinforce your point? • How does it reinforce or reflect the themes? • Can you <u>double up</u> on the techniques used? • What is the effect? • Why was it chosen? <p>What kind of language has been used? Diction/word choice/imagery?</p> <ul style="list-style-type: none"> • What are the connotations? • How does it affect the audience? • Why has it been used? Why this particular word? • Where is it? Why? • How does it reinforce the message/playwright intention? • How does it reinforce your point? <p>How is the audience supposed to feel/react? How do you know?</p> <p>What ideas are expressed/presented? How? Why?</p> | <p>Link to context as a way of developing interpretation of meaning: What do you know about the time period? What do you know about the playwright? Why was the play written? Issues that the playwright is commenting on.</p> <p>Link to the genre: What is the genre? What do you know about the features of this genre? To what extent does the play adhere to the features of the genre? Why?</p> <p>Link to playwright's intention: What is their message? How does your example show this? What do they want you to understand? How do you know? What do they want you to do? How do you know?</p> <p>Key phrases: This suggests This implies This reinforces This reveals This shows</p> <p>The writer is: Critiquing Highlighting Subverting Presenting Emphasising</p> |

QUOTATION DEEP DIVE

1. Ensure the quotation you have chosen is **interesting** and **relevant**.
2. Highlight anything **significant** in this quotation. This could be a technique or interesting word choice.
3. **Identify** the technique or word class.
4. Go through the steps in the boxes below. Try and say as much as you can and layer your analysis and interpretation.

Explanation:

What is being presented?

What do you see?

What do you understand?

Dive in and analyse a technique :

What technique or device has been used?

Why has it been used?

What is the effect?

How does it reinforce the message?

How does it reinforce or reflect the themes?

How can you use context as a way of developing your interpretation?



Dive further and analyse language:

What word stands out?

What are the connotations?

Why has it been used?

What is the effect?

How does it reinforce the message?

How does it reinforce or reflect the themes?

How does it reinforce the effect of the technique?

How can you use context as a way of developing your interpretation?



Dive further and layer your interpretation and analysis:

What else can you say?

It could also be argued___

In addition ____

It is possible that____

It may____

Perhaps____

It seems that____

This might suggest____

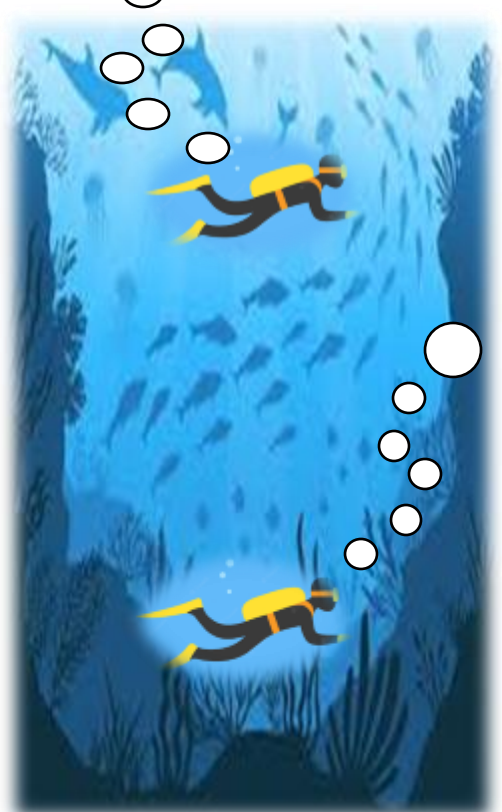
The use of a ____ could also



SURFACE LEVEL



DIVE IN



Contextual Information



By studying the context, you are able to understand why Shakespeare wrote this play and which issues he was trying to address. Context also helps us to understand what was happening at the time Shakespeare wrote this play and how this may have affected him.

A02:

- ✓ Deeper meanings of ideas and attitudes: inference and interpretation.
- ✓ Writer's intention
- ✓ Relevant contextual information

Your task:

- ✓ Read through the contextual information and highlight anything that is significant.
- ✓ Make your own notes. You are aiming to condense the information into memorable chunks that you can refer to as we read and analyse the play.



Context

Theseus

Theseus, a legendary hero of Athens, had many adventures throughout his life. His father, King Aegeus, was initially unaware of Theseus' existence. When Theseus reached adulthood, he embarked on a journey to Athens, facing challenges like the monstrous Sinis and the Crommyonian sow along the way.

Upon arrival, Theseus encountered his father, who was married to the sorceress Medea. Medea recognized Theseus and attempted to poison him, but Aegeus eventually recognized his son and declared him heir. Theseus then overcame a conspiracy and defeated the fire-breathing bull of Marathon.

His most famous adventure involved the Minotaur, a half-man, half-bull creature trapped in the labyrinth on Crete. Theseus, aided by the Cretan princess Ariadne (not Hippolyta in this version), navigated the labyrinth, slew the Minotaur, and escaped. However, Theseus tragically forgot to switch the black sail (signifying mourning) for a white sail (signifying victory) upon his return. Witnessing the black sail, King Aegeus believed his son dead and took his own life.

Theseus became king and united various Athenian communities. He also captured the Amazon princess Hippolyta (sometimes this is Antiope). Hippolyta later fought alongside Theseus against the Amazons and died in battle. They had a son named Hippolytus. Theseus participated in other legendary events, including the Argonautic expedition and the Calydonian boar hunt.

He formed a close friendship with Pirithous, and together they even attempted to abduct Persephone, the queen of the underworld. This audacious act resulted in their imprisonment by Hades until Heracles eventually freed Theseus.

Theseus faced an uprising upon returning to Athens and eventually fled to the island of Scyros. There, King Lycomedes killed him by throwing him off a cliff. Later, Theseus' remains were brought back to Athens and buried with honour.

Source: adapted from Britannica.com



Context

Hippolyta

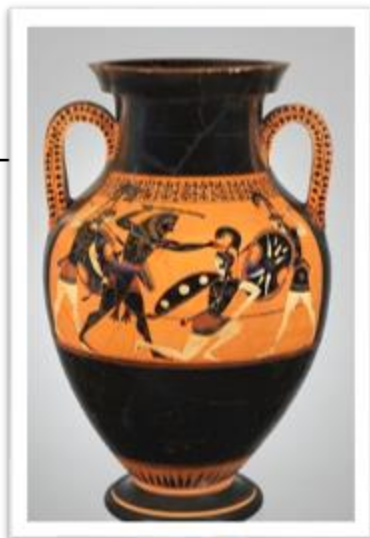
The race of female warriors known as Amazons was said to have descended from Ares and the **nymph** Harmonia. Living on the Black Sea, which to the Greeks was at the edge of the known world, the Amazons were known for their fierce independence, as well as for their incredible abilities in the fields of hunting, riding, archery, and **warfare**. According to some sources, the Amazons lived close to the all-male Gargarean tribe, and the two groups would meet annually in order to procreate.

Hippolyte (Hippolyta) was the queen of the Amazons, a mythic race of warrior women. Her father, Ares the war god, gave her his magical girdle, a belt that endowed the wearer with superhuman strength. A battle between the Amazons and the Athenians was launched by the Greek hero Herakles in his quest to steal the girdle, one of the twelve labours assigned by Hera. There are several versions of this myth. In one, Herakles takes the girdle and kills Hippolyte. In another, he captures the girdle while his warrior companion, Theseus, carries off Hippolyte's sister, Antiope. Yet another version has Theseus abducting Hippolyte. The Amazons then invade Athens to rescue their queen but are defeated, an event celebrated in a genre of ancient Greek art called Amazonomachy.

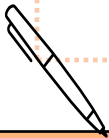
Theseus either willingly or unwillingly took to wife, most versions of the legend agree that he brought her to Athens where she bore him a son, called **Hippolytus**. Sometime after the birth of his son, Theseus set aside his Amazon wife to marry **Phaedra**, daughter of King Minos.

It was around this time that the Amazons attacked Athens in the mythical conflict known as the Attic War. The cause of their invasion also differs depending on the rendition. Some versions claim it was simply a response to the abduction of one of their own whilst others list it as an enraged reaction to Theseus setting aside Hippolyta so he could wed Phaedra instead. Whatever the case, most accounts that do not describe Hippolyta's death at the hands of Hercules, place it during the conflict between the Athenians and the Amazons.

Sources: Brooklyn Museum
World History.Org



Context



My notes – Theseus and Hippolyta

Activities

In this section of the booklet, you will complete a range of activities. These activities will help to enhance and solidify your understanding of the characters, action, themes and dramatic devices.

You will also practise some exam skills here.



Key images annotation

Make notes



Act 1 Scene 1: Theseus and Hippolyta

THESEUS

Now, fair Hippolyta, our nuptial hour
Draws on apace. Four happy days bring in
Another moon. But, O, methinks how slow
This old moon wanes! She lingers my desires
Like to a stepdame or a dowager
Long withering out a young man's revenue.

HIPPOLYTA

Four days will quickly steep themselves in night;
Four nights will quickly dream away the time;
And then the moon, like to a silver bow
New bent in heaven, shall behold the night
Of our solemnities.

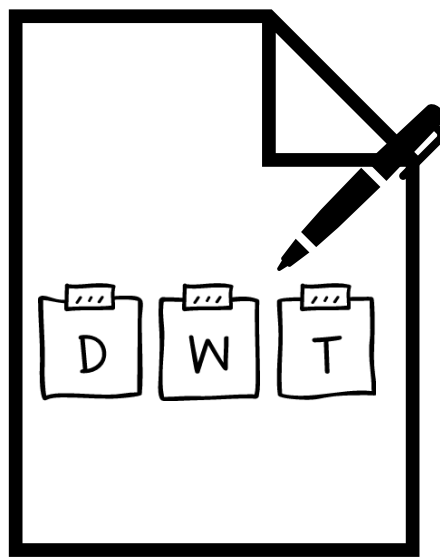
THESEUS Go, Philostrate,
Stir up the Athenian youth to merriments.
Awake the pert and nimble spirit of mirth.
Turn melancholy forth to funerals;
The pale companion is not for our pomp.

┐ Philostrate exits. ┐

Hippolyta, I wooed thee with my sword
And won thy love doing thee injuries,
But I will wed thee in another key,
With pomp, with triumph, and with revelling.

Dedicated Writing Time

Tasks



Dedicated Writing Time

Answer the questions



| Question | Answer |
|---|--------|
| Who is on stage? What is the significance? | |
| Who speaks the most? What does this reveal? | |
| What does each person say? | |
| What do we learn about their relationship? How? | |
| How is the theme of love established? | |

Dedicated Writing Time

Answer the questions



| Question | Answer |
|--|--------|
| How is symbolism used and by whom? | |
| What imagery is used and what are the connotations? | |
| What juxtapositions are used? | |
| How are paradoxical statements used? What is the effect? | |
| Which themes are reflected? | |