



Prestwick House
Teaching Unit™

Sample

Prestwick House
Literature
Teaching Unit
Chapter-by-Chapter Study Guide



A Midsummer Night's Dream

by William Shakespeare

- Learning objectives
- Study Guide with short-answer questions
- Background information
- Vocabulary in context
- Multiple-choice test
- Essay questions
- Literary terms



Click here
to learn more
about this
Teaching Unit!



Click here
to find more
Classroom Resources
for this title!



 **Prestwick House**

More from Prestwick House

Literature

Literary Touchstone Classics
Literature Teaching Units

Grammar and Writing

College and Career Readiness: Writing
Grammar for Writing

Vocabulary

Vocabulary Power Plus
Vocabulary from Latin and Greek Roots

Reading

Reading Informational Texts
Reading Literature

Literature Teaching Unit

Chapter-by-Chapter Study Guide



A Midsummer Night's Dream

by William Shakespeare

- Learning objectives
- Study Guide with short-answer questions
- Background information
- Vocabulary in context
- Multiple-choice test
- Essay questions
- Literary terms

 **Prestwick House**

P.O. Box 658, Clayton, DE 19938
www.prestwickhouse.com
800.932.4593

ISBN: 978-1-58049-066-5

Copyright ©2017 by Prestwick House Inc.

All rights reserved. No portion may be reproduced without permission in writing from the publisher.

Item No: 300691

A Midsummer Night's Dream

Objectives

By the end of this Unit, the students will be able to:

1. define, identify, and explain the various literary devices that Shakespeare utilizes in *A Midsummer Night's Dream*.
2. Develop a character profile for each of the following:
 - Bottom
 - Demetrius
 - Helena
 - Hermia
 - Lysander
 - Oberon
 - Puck
 - Titania.
3. analyze the examples of irony within the play and explain the role that irony plays in comedy.
4. analyze and explain Shakespeare's uses of allusion to enhance the storyline.
5. identify, trace, and explain the following motifs throughout the play:
 - eyes and seeing
 - moonlight
 - dreams
 - flowers.
6. identify the two geographical locations within the play and explain the effect each has on the various characters.
7. summarize the storyline for:
 - the four lovers
 - Oberon and Titania
 - the rehearsal and production of *Pyramus and Thisbe*
 - Theseus and Hippolyta.
8. identify which characters speak in prose, poetry, or blank verse and explain the rationale for having them do so.

A Midsummer Night's Dream

Questions for Essay and Discussion

1. Explain the significance of the play's title.
2. Analyze the characteristics and elements of modern day romantic comedies and soap operas. In term of these characteristics, point out instances that make *A Midsummer Night's Dream* timeless.
3. Compare and contrast the characterization of all the lovers. In what ways can they be viewed as universal figures?
4. One of the play's universal themes deals with how the various aspects of romantic love affect the characters. Analyze the different manifestations of love throughout the play. What commentaries about love does each seem to make?
5. Critics note that Shakespeare always embedded some stock characters and comedic elements in his plays to appeal to the masses, which were not always familiar with his rich intellectual, cultural elements. How does he do so in this play?
6. Find and analyze some of Shakespeare's allusions in this play. How do they enhance the characterization and storyline?
7. Compare and contrast the settings of Athens and the woods. In doing so, consider the effect each has on various characters.
8. Analyze each character's speech patterns. Which characters speak in blank verse, poetry, or prose and when? Why do you think Shakespeare makes this distinction?
9. Examine the compliments characters issue when their relationships are in harmony and then analyze the insults they issue when they are in discord.
10. Trace and analyze the motifs of eyes and sight. What role do they play in developing the themes of love and reality?
11. Identify and analyze Shakespeare's varied uses of irony in this play. Why is it a vital element in comedy?
12. Analyze the treatment of moonlight throughout the play. What role does it play in the plot?
13. Consider Shakespeare's use of flowers within the play. With what characters are they utilized and why? How do they function symbolically?

1. In conversing with Hippolyta, what emotion does Theseus admit he is experiencing while awaiting their wedding?

2. Hippolyta's response to Theseus is one of the first to deal with the motifs of sleeping and dreaming. What does she explain to him?

3. How did Theseus and Hippolyta's relationship originate?

4. What command does Theseus issue to Philostrate?

5. Why has Egeus come before Theseus?

6. What does Egeus request of Theseus?

Act I, Scene II (Athens, a laborer's home)

Vocabulary

bellows – a flexible chamber used for producing a current of air, as for drafting a fire
condole – to lament
devices – plans
interlude – short play or period of entertainment between main shows

1. Why does Bottom command our attention and what effect does he have on the audience?

2. What is humorous about Snug's reaction to playing the lion?

3. Why do the actors not want Bottom playing the part of the lion and what literary device do they use to emphasize why this would be disastrous? What does this suggest about their after of reality versus illusion in the theatre?

Act II, Scene II (The same woods)

Vocabulary

- aloof – distant physically or emotionally
- beshrew – to curse
- cankers – worms; grubs
- churl – a villain
- dissembling – deceitful
- glass – a mirror
- keen – sharp
- marshal – a person who directs or ushers guests at an event or ceremony
- offices – duties; purposes
- sentinel – a guard
- surfeit – an overabundance
- swoon – to faint
- tarry – to wait
- troth – truth

1. Of what is Lysander slyly trying to convince Hermia? What is her response to this?

2. Why does Puck err and put the potion on Lysander?
