

A Midsummer Night's Dream

Final Project



To conclude our study of Shakespeare's *A Midsummer Night's Dream*, choose one of the following projects to complete. You can choose to do either an individual or a group project, if you choose to do a group project, you will be selecting your own groups that can consist of no more than four students. You will also submit a reflection explaining why you made the choices you did and how these helped deepen your knowledge and/or understand of the play. If you are completing a group project, each member must write their own reflection which will also include a reflection on the group work i.e. everyone's roles and how well group members worked together.

Group Project Options:

Option 1: NEWS BROADCAST

Create a script for a broadcast reporting the events in *A Midsummer Night's Dream*. The following must be included in your news broadcast: a missing persons report, a high-intensity news story, one bizarre but true news story, and a human-interest story. All members of the group must have a role in the performance. Extra credit will be offered if you present the video in class, otherwise you will submit your video online.

Option 2: SONG OR RAP

Write a song or rap about either a major character in *A Midsummer Night's Dream* or a major theme from the play. If you choose a character, look into his or her actions and motivations and how this affected the outcome of the story. If you choose a theme, look into how this is present throughout the play and how different characters influenced this theme. Extra

credit will be offered if you perform your song/rap to the class. Otherwise take a recording and submit the song and lyrics online. *This can be done in a group or individually.*

Individual Project Options:

Option 1: CHILDREN'S BOOK

Adapt *A Midsummer Night's Dream* into a children's book. Keep in mind that you will need to alter the story so that it is engaging and appropriate for children. Include all five acts of the play and illustrations in your story. Put your story together and give it a unique cover and short synopsis on the back that would peak a child's interest.

Option 2: PAPER

Throughout *A Midsummer Night's Dream*, the theme of love plays a major role throughout. In the story, love is presented in numerous ways. In a well-developed essay (4-6 pages), analyze three characters and how they are influenced by the different types of love. Discuss how these influences impact the characters' actions and the result of the play. Cite evidence from the play to support your thesis.

News Broadcast Rubric

http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2728957&no_return=1&

CATEGORY	5	4	3	1
Point of View - Purpose	Newscast establishes a purpose at the beginning and maintains that focus throughout! Cohesive newscast.	Establishes a purpose at the beginning, but occasionally wanders from that focus.	The purpose is somewhat clear but many aspects of the newscast seem only slightly related.	It was difficult to figure out the purpose of the newscast.
Group Work	The group functioned exceptionally well. All members were equally included in the newscast.	The group functioned pretty well. Most members were included in the newscast.	The group functioned fairly well but was dominated by one or two members. Not all group members were present in the newscast	The group did not function well together. It was dominated by one or two members. Only a couple of the group members were present in the newscast.
Enthusiasm	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is not overdone.	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is somewhat overdone.	Facial expression and body language show some interest and enthusiasm about the topic throughout the newscast.	Facial expression and body language depict apathy or boredom with the topic.
Duration of presentation	The newscast was between 5 and 12 minutes and did not seem hurried or too slow.	The newscast was between 5 and 12 minutes but seemed SLIGHTLY hurried or too slow.	The newscast was between 5 and 12 minutes but seemed VERY hurried or too slow.	The newscast was too long or too short.
Accuracy of Facts	Each news segment was rooted in the text. The newscast showed that the group had a well-developed understanding of the text	Most segments were rooted in the text. The newscast showed a general understanding of the text.	The segments were minimally rooted in the text. The students did not show much understanding of the text.	The segments were not rooted in the text. The students showed that they do not understand the text.

Song or Rap Rubric

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2728958&

CATEGORY	5	4	3	1	Score
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.	
Flow & Rhythm (Sentence Fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. The sentences fit the rhythm of the song extremely well. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. The sentences fit the rhythm of the song fairly well.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. The sentences do not fit the rhythm of the song well.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. The sentences do not fit the rhythm of song at all.	
Accuracy of Facts	The song was rooted in the text. The song shows the group/individual has a well-developed understanding of the text.	Most of the song was rooted in the text. The song shows the group/individual has a general understanding of the text.	The song was somewhat rooted in the text. The song shows the group/individual does not have much understanding of the text.	The song was not rooted in the text. The song shows the group/individual does not understand the text.	
Song Choice	Writer uses vivid songs that linger or draw pictures in the reader's mind, and the choice and placement of the songs seems accurate, natural and not forced.	Writer uses vivid songs and that linger or draw pictures in the reader's mind, but occasionally the words to the songs are used inaccurately or seem overdone.	Writer uses songs that communicate clearly, but the songs lack variety, punch or flair.	Writer uses songs that do not communicate strongly or capture the reader's interest. The songs do not fit in as dialogue.	

Children's Book Rubric

http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2728962&no_return=1&

CATEGORY	5	4	3	1
Cover	Title and illustration on cover clearly relate to the story and entice readers to pick up the book.	Title and illustration clearly relate to the story but may not entice readers to pick up the book.	Title and illustration entice readers to pick up the book, but do not relate to the story.	Title and illustration are poorly done or do not relate to the story.
Spelling and Grammar	There are no spelling or grammar mistakes in the book.	There are 1-2 spelling or grammar mistakes in the book.	There are 3-4 spelling or grammar mistakes in the book.	There are several spelling and grammar mistakes in the book.
Text	The text remains true to the story and presented in a way that is suitable for children.	The text remains true to the story, but is not suitable for children.	The text does not always stick to the story and may not be suitable for children.	The text does not remain true to the story nor is it suitable for children.
Illustrations	The illustrations help present the plot throughout all areas in the work. Illustrations are neat and visually pleasing throughout the entire work.	The illustrations help present the plot in a majority of areas throughout the work. Illustrations are neat and visually pleasing throughout a majority of the work.	The illustrations help present the plot in only a minority of areas throughout the work. Illustrations need more details and attention to visual appearance.	The illustrations have no connections with the plot and are messy and not visually pleasing.
Plot Development	All five acts of the play are represented in the story.	Only four acts are represented in the story.	Only three acts are represented in the story.	Two or less acts are represented in the story.

Paper Rubric

http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2728965&no_return=1&

CATEGORY	5	4	3	1	Score
Thesis and Content	The essay has a clear thesis which is developed in the essay through well-chosen, appropriate, concrete details. The writer shows rather than tells.	The essay has a clear thesis which is developed in the essay through details, which are not always clear. The writer tells rather than shows.	The essay has an unclear thesis and seems to not have clear supports.	The essay has no thesis.	
Organization	The essay is organized and well structured, containing an introduction, several body paragraphs, and a conclusion. The paragraphs are arranged coherently. Each paragraph stays on topic and adds new, quality information.	The essay is organized and structured, containing an introduction, several body paragraphs, and a conclusion. The paragraphs are not totally arranged coherently. The paragraphs get minority off topic, presenting some irrelevant information.	The essay is organized and structured, containing an introduction, several body paragraphs, and a conclusion. The paragraphs are randomly arranged. The paragraphs get off topic and do not present relevant information.	The essay lacks structure and organization. The essay is lacking an introduction, correct amount of body paragraphs, and/or a conclusion. The essay is randomly put together and the paragraphs are not clear nor do they present relevant information.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
Sources	Works cited page is included. Entries are in alphabetical order, contain all the necessary information, and are formatted correctly. In-text citations are used when necessary and are formatted correctly.	Works cited page is included. Entries are in alphabetical order, contain all the necessary information, and are formatted mostly correctly. In-text citations are used too frequently or infrequently and have a few formatting errors.	Works cited page is included. Entries are not in alphabetical order and are missing some information, and are formatted incorrectly. In-text citations are not used when necessary and are formatted incorrectly.	Works cited page is not included. No in-text citations are used.	
Audience	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.	