



Folio 400



# A MIDSUMMER NIGHT'S DREAM

## - THE BIG QUESTION

A Key Stage 2 PSHE and Citizenship Resource



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# ACKNOWLEDGEMENTS

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**theBigGive.org.uk**

We have been kindly supported by The Big Give, who profile the work of thousands of charities and their projects, providing a platform to promote causes and inspire people to give. We are very grateful to everyone who supported our work through The Big Give.

The logo for 'What you WILL'. It features a bright yellow circle with a teal feather graphic. The words 'What you' are written in a teal, sans-serif font, and 'WILL' is written in a large, bold, black, sans-serif font. The feather is positioned between 'you' and 'WILL'. There are some black ink splatters at the base of the feather.

## Curriculum Links

This KS2 Citizenship and English teaching sequence provides lessons to teach pupils about forming and talking about their opinions. It uses Shakespeare's **A Midsummer Night's Dream** to look at whether it is ever ok steal from others.

There are various opportunities to meet **KS2 National Curriculum English** requirements, including study of a significant author, fiction from our literary heritage, drama, writing, and spoken language opportunities.

**In addition, the lesson sequence includes opportunities to meet KS2 Citizenship curriculum requirements, giving children opportunities to:**

- Talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- Prepare to play an active role as citizens by researching, discussing and debating issues.
- Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
- Resolve differences by looking at alternatives, making decisions and explaining choices.
- Understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- Understand that actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

**Examples of actions schools can take to promote Fundamental British values, include:**

- Ensuring all pupils within the school have a voice that is listened to, and demonstrating how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.



**Before you start this lesson and delve into the Big Question in the play, you might want to familiarise yourself with the story first.**

- There are lots of different approaches you could take, including using the 10 point summary.
- If you or your students don't know the play, the following process is a great introduction to the story and its main characters.
- As with any lesson, do adapt this to suit the needs of your students.
- This is a great way to get the story on its feet quickly and help your students to understand the story arc.

**Firstly, divide your students into groups and give them copies of the 10 point summary to explore the story order.**

- Cut up and remove the numbers from the 10 point summary.
- Give each group a few minutes to rearrange them into the correct order.
- You could print a large copy of the 10 point summary so that each one is on an A3 page and when you go through the order with the whole class you can stick them up in the correct order around the room.
- Correct any misconceptions as you go through the points and ask your students to justify and clarify the decisions they made.
- This will support with comprehension work across English as there are some key indicators of the story structure (E.g. Romeo and Juliet can only get married once they have met, Macbeth can only become King once he has killed the King).

**Once the correct order has been established, give each group two consecutive story points and ask them to create freeze frames to show this moment. Provide them with the following two rules:**

1. Everyone must be involved.
2. Someone/some people must read out the story point.
  - Give them a strict time limit to create the freeze frame, before moving onto their second one.
  - Ask them to consider what else they could be if there are only a small amount of named characters in the scene - could they create the architecture or double up on characters?
  - After the time limit is up, give them a further two minutes to consider how they would adjust their positions so that the rest of the class can see the whole image – ask them to consider their audience.
  - With the rest of the class watching, move from one group to another, seeing each freeze frame in order and hearing the story point. Then jump into the image to 'Thought tap' some (or all ideally) of the characters.
  - It's really encouraging for students if they can share their ideas regardless of their character E.g. Macbeth or one of his soldiers.



- Ask them open questions about who they are, what they are doing and how they feel about it. Facilitate this in a light-hearted way to avoid the students feeling under pressure.
- If they struggle with an answer, throw the question out to the rest of the group and the audience.
- This is a great opportunity to get some interpretations of characters' thoughts and actions, but do use it to clarify facts about the story and the characters too.
- It is also a great time to show that you don't have all of the answers either and that you will all find out more as you delve further into the play and rehearsals.
- You could do this 'Thought Tapping' as a 'Roving Reporter', using a prop as a microphone to interview the characters as if live in that moment.

**Once you have done this for each of the 10 images, bring the class back together for a plenary.**

This is a good time to recap on what they have learnt about the characters and/or the story. This could be done in a number of ways:

- 1. Tell the story in a circle.** Everyone sits in a circle and adds a bit more information on the previous person's ideas. This means that those that have a good grasp will be able to share their knowledge and those who are still working towards it, will be able to add whatever they can – such as a character name or a setting for the play.
- 2. Provide them with plenary cards.** Use the following examples and ask them to share their response with someone else.
  - Something they have learnt today; a new word or phrase that they have used today; something that they would like to know more about; something that they are looking forward to in the play; a question that they now have about the play.
- 3. Learnt and enjoyed.** Simply ask for them to tell a partner something that they have learnt and something that they have enjoyed in this lesson



## The Big Question – A Midsummer Night's Dream

<p><b>Learning Objective</b></p> <p>Pupils use a range of balanced and persuasive argument techniques, across a range of drama activities to formulate a viewpoint and argument related to the Big Question.</p> <p>Pupils analyse the actions of Oberon and whether he was right to take the changeling boy from Titania.</p> <p><b>Success Criteria (including differentiation)</b></p> <p><b>All children</b> can express an initial opinion on the 'Big Question' and justify their viewpoint.</p> <p><b>Most children</b> can develop their opinion over the course of the lesson sequence by listening and responding to others.</p> <p><b>Some children</b> can articulate a clear balanced argument on the 'Big Question' using sophisticated argument techniques.</p>	<p><b>Big Question: Is it ever acceptable to take something that doesn't belong to you?</b></p> <p><b>Vocabulary:</b> possession, jealousy, changeling, manipulation, justification, conscience, hot-seating, role on the wall</p> <p><b>Starter:</b> Exploring possession – Prompt a discussion with the class to lead into the Big Question.</p> <ul style="list-style-type: none"> <li>• Ask the students to consider their response to the Big Question by placing themselves on a Value Continuum.</li> <li>• Through discussion, ask pupils for their reaction to the behaviour of Oberon with regard to him taking something of Titania's.</li> <li>• They feed back to the rest of the class regarding the relationship between Oberon and his Fairy Queen using key facts from the play.</li> <li>• Pupils explore the character of Oberon, thinking about everything he has gone through using roles on the wall and two text extracts from the play. They feed back to the rest of the class regarding the difference between the Oberon presented to the world and the one he keeps to himself.</li> <li>• Pupils hot-seat Oberon to find out more about his motivations regarding the theft of the changeling boy.</li> <li>• Pupils take part in a conscience alley to advise Oberon what he should do about the changeling boy now that Titania has refused his company.</li> <li>• <i>Optional written activity. Pupils write either a balanced argument or a persuasive argument, taking a stance on the behaviour of Oberon based on what he was hoping to achieve and how this impacted Titania and the wider community.</i></li> </ul> <p><b>See Teaching and Learning Activities for full details</b></p>	<p><b>Assessment Opportunities</b></p> <ul style="list-style-type: none"> <li>• Value continuum</li> <li>• Role on the wall</li> <li>• Hot-seating and conscience alley</li> <li>• Follow up written work (persuasive or balanced argument)</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>10 point summary</b></li> <li>• <b>Five Facts about Oberon and Titania relationship</b></li> <li>• <b>Two Text Extracts</b></li> <li>• <b>Role on the Wall Templates</b></li> <li>• <b>Question stems for hot-seating</b></li> <li>• <b>Sentence starters (balanced and persuasive arguments)</b></li> </ul> <p><b>KS2 English Curriculum Links (Y5/6 Programme of Study) Pupils:</b></p> <ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books including fiction from our literary heritage</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• provide reasoned justifications for their views</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• participate in discussions, performances, role play/improvisations and debates</li> <li>• Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> </ul>
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## Teaching and Learning Activities

### Starter – Exploring Possession and theft

- Prepare your class to bring one of their favourite toys (or a photograph of it) into class for this lesson.
- Ask them to work in pairs to talk about their toy; providing information on where it is from, when they got it, a funny fact about it and what they love about it,
- As they have these conversations, note some of the things that you hear a lot in the room – such as ‘I’ve had it since I was really little’, or it brings me ‘comfort’ makes me feel ‘happy’
- Ask the class to reflect on these words and what they have in common.
- Pupils to use their own mini-whiteboards to write down words that they would feel or associate with losing their favourite item. Ask them then to add words that they would feel if someone they are very close to, stole that item and refused to give it back to them as they wanted it now. Are there any new words/new themes to their feelings?
- Ask pupils to think about circumstances where people take things from others. Ask them to be honest and raise their hands if they’ve ever done that? Why is this? Do they think that the reasons change according to the age, gender or circumstances of the person?

### Teaching and Learning Activity One - Value Continuum

- Introduce the concept of a Value Continuum by asking pupils to imagine that the room is bisected diagonally, with one corner of the room representing “Strongly Agree or YES” and the other corner of the room representing “Strongly Disagree or NO”.
- Explain to the pupils that you will ask them a question, and that they must stand somewhere on the imaginary line. They don’t have to stand in the corners. Demonstrate where they might stand if they agree quite strongly or think ‘yes’, or if they disagreed slightly more than they agreed with a question.
- Now give them an example question so they can see how it works. E.g. ‘Is breakfast the most important meal of the day?’ or ‘Are cats better than dogs?’ Take views from different places on the line, encouraging pupils to articulate their feelings.
- Once they are used to how it works, ask them the ‘Big Question’ **Is it ever acceptable to take something that doesn’t belong to you?** and to move to where they think they should be. Ask for responses and for the reasoning for their thoughts.





## Teaching and Learning Activity Two - Exploring Oberon and Titania

- Next, give each group one of the **Five Facts** to share with the class. These facts contextualise the relationship between the two characters up until Oberon has tricked Titania and made her fall in love with Bottom, who has been turned into a donkey.
- What do we know for sure? What can we deduce from what we know? How does the relationship change or develop between the two of them? What are the strengths and weaknesses of it? How do they think it will end between them? Why has Oberon decided to trick Titania?
- Ask pupils for their reaction to the behaviour of Oberon and his plan to revenge his fairy wife. Show the following statement: **“Oberon is angry that Titania won’t give him what he wants. Titania deserves to be tricked”** and record their thoughts on the whiteboard.

## Teaching and Learning Activity Three – Role on the Wall

- First create a shared **Role on the Wall** for Titania, exploring what the character is like on the inside (inner thoughts and feelings) and the outside (what he shows to the world)
- E.g. Titania– *Inside the figure* – Loves her Oberon, scared that they will not make up and worried about the long term effect on the forest and nature if they continue to fight, determined to protect the changeling boy in a maternal way.
- *Outside the figure* – Wants to appear in control, so that her fairies will continue to respect and look up to her, adamant that she will not be persuaded or manipulated by Oberon, strong and fierce so that Oberon stops trying to change her mind.
- Hand out the **Two Text Extracts** – one showing some of Oberon’s angry thoughts to Titania at the beginning of the play when he meets her in the wood for the first time and the other from after he has lifted the spell.
- Lead pupils in a discussion about the difference between the two different Oberons.
- Now, divide pupils into groups – with one set of groups creating a role on the Wall for Oberon from the beginning and one set of groups creating a role on the Wall for Oberon after he lifts the spell. Use the **Role on the Wall Template**.
- Ask children to create their own role on the wall for whichever Oberon they have been allocated, with the characteristics, hopes, fears and personal desires of Oberon written on the inside of the figure. On the outside of the figure, children provide details of how the character wishes to appear to others.
- Once the roles on the wall are done, share them with the entire class and discuss the different ‘Oberons’ that have been created. What similarities and differences are there?





## Teaching and Learning Activity Four – Hot-seating

This exercise allows pupils to get to know characters by asking questions and hearing them speak outside of the parameters of the story.

- The teacher should initially play the role of Oberon.
- Ask pupils to think about what they already know about Oberon up to this point in the story, using their existing knowledge, the five facts and their completed Role on the Wall. What would they like to know about what he wants and how he feels at this point in the story, especially with regard to his relationship with his Fairy Queen?
- Provide open ended **question stems for hot-seating** to ensure that pupils use high order questions and not simply questions that can be answered yes or no.
- Have pupils work in groups to create their questions. Aim for 4 or 5 questions from each group.
- Pupils vote for the ‘juiciest’ questions in their groups - the ones likely to generate the most interesting answers. These are likely to be about character motivation/ feelings/hopes and wishes, rather than factual questions such as “What did you have for lunch today?”
- Teacher in role to answer questions.
- After the teacher has answered a few questions in role, invite pupils to hot seat each other, first on their tables, in pairs, with one child asking and the other answering questions in role. Then, invite students to the front of the class to show their hotseating discussions if they feel confident.

## Teaching and Learning Activity Five - Conscience Alley

- Pupils take part in a ‘conscience alley’, advising Oberon on what to do about the changeling boy once the spell has been lifted.
- Explain that Oberon faces a decision – either to keep the boy that Titania gave him when she was under the spell or to return the boy to Titania, realising that she did not know what she was doing.
- Ask children to work in pairs to provide advice to Oberon. Either he should give the boy back or he should keep him.
- They must justify their decision with reference to the text or with reference to their own moral viewpoint.
- Justification is essential so therefore ask the children to practise doing this with their viewpoint, with their partner.
- The teacher should then play the part of Oberon.
- Pupils who think that he should keep the boy that Titania gave him when she was under the spell should stand on one side.
- Pupils who think that he should not should, stand on the other side.
- As the teacher moves along the tunnel, he or she should pause at every point and listen to the justifications from their left and right.
- It is vital that this is done slowly so that every point and justification is heard (otherwise this can be a very noisy and unproductive exercise!)

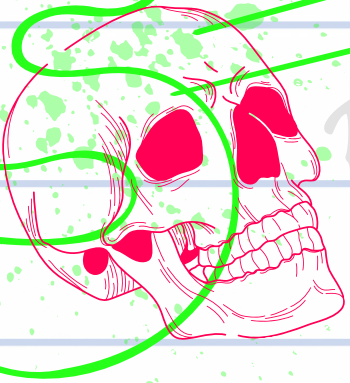


**Written Follow up** Children write a balanced argument giving both viewpoints to Oberon. The Resources section contains a **vocabulary and features guide to writing of balanced argument**.

## Plenary

- Return to the Big Question and the Value Continuum. **'Is it ever acceptable to take something that doesn't belong to you?'** Has anyone changed their minds? Interrogate how their understanding of Oberon's behaviour has influenced their decision.





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To be OR  
NOT TO BE

Appendix 1

# A MIDSUMMER NIGHT'S DREAM

**THE BIG QUESTION:** Resources Pack

What **YOU**  
**WILL**

# A Midsummer Night's Dream

## 10 Events

1. Hermia is being forced by Egeus, her father, and Theseus, the Duke of Athens, to marry Demetrius against her will, so she flees to the forest with Lysander, her lover.
2. Helena loves Demetrius but he does not feel the same. She tells him about Hermia and Lysander's flight to gain his favour and he pursues them, followed by Helena.
3. Titania, Queen of the Fairies, refuses to give her Changeling Boy to Oberon, the King of the Fairies. In revenge, Oberon sends his servant Puck to fetch a magic potion to make her fall in love with something vile.
4. Oberon sees Demetrius trying to get rid of the besotted Helena and orders Puck to give the potion to Demetrius so that he falls in love with her. Puck mistakenly gives it to Lysander who falls in love with Helena and deserts Hermia.
5. Some craftsmen are in the wood rehearsing a play for Theseus and Hippolyta's (the Queen of the Amazons) wedding. Puck mischievously transforms one of the players, Bottom, into a donkey, which terrifies the others and they flee.
6. Titania has been bewitched and wakes to see Bottom whom she falls in love with. She and her fairies convince him to stay with them.
7. Oberon discovers Puck's mistake with the fleeing lovers and, with Puck's help, puts things right. Demetrius now loves Helena, and Lysander once more loves Hermia.
8. Oberon releases Titania from her spell and Bottom is returned to human form.
9. The four lovers wake and return to Athens and the wedding of Theseus and Hippolyta where the craftsmen perform their bad play.
10. Oberon and Titania are reconciled and go to bless the wedding of the mortals.



## Five Facts about Oberon and Titania's relationship

1. Oberon and Titania are the Fairy King and Queen. They are jealous characters and accuse one another of being attracted to the mortal men and women in the play.
2. Titania tells the audience that the quarrel between her and Oberon, which has been going on for some time, is changing the patterns of the seasons and affecting nature.
3. They have fallen out over a *changeling boy*. This child was born of a mortal woman who worshipped Titania. She died and Titania is raising the little boy. Oberon wants the boy to work for him.
4. Titania tells Oberon that she will not part with the boy, even if it means giving up her kingdom.
5. Oberon vows to get revenge on Titania by tricking her to fall in love with whatever she looks upon after waking up (even if it is an animal). He tells the audience that he plans to use a magic plant to do this so that he can get the boy from her.



## Two Text Extracts

### **Extract 1 – Oberon’s plan to trick Titania. Not in the SSF abridgement (Act 2 Scene 1)**

**OBERON**

*[After Titania has left]*

Well, go thy way. Thou shalt not from this grove  
Till I torment thee for this injury

*[Later, after Puck has gone to find the flower]*

I’ll watch Titania when she is asleep  
And drop the liquor of it in her eyes.  
The next thing then she waking looks upon—  
Be it on lion, bear, or wolf, or bull,  
On meddling monkey or on busy ape—  
She shall pursue it with the soul of love.  
And ere I take this charm from of her sight—  
As I can take it with another herb—  
I’ll make her render up her page to me.

### **Extract 2– Titania and Oberon reconcile (Not in the SSF abridgement Act 4 Scene 1)**

**OBERON**

When I had at my pleasure taunted her  
And she in mild terms begged my patience,  
I then did ask of her her changeling child,  
Which straight she gave me and her fairy sent  
To bear him to my bower in Fairyland.  
45And now I have the boy, I will undo  
This hateful imperfection of her eyes.



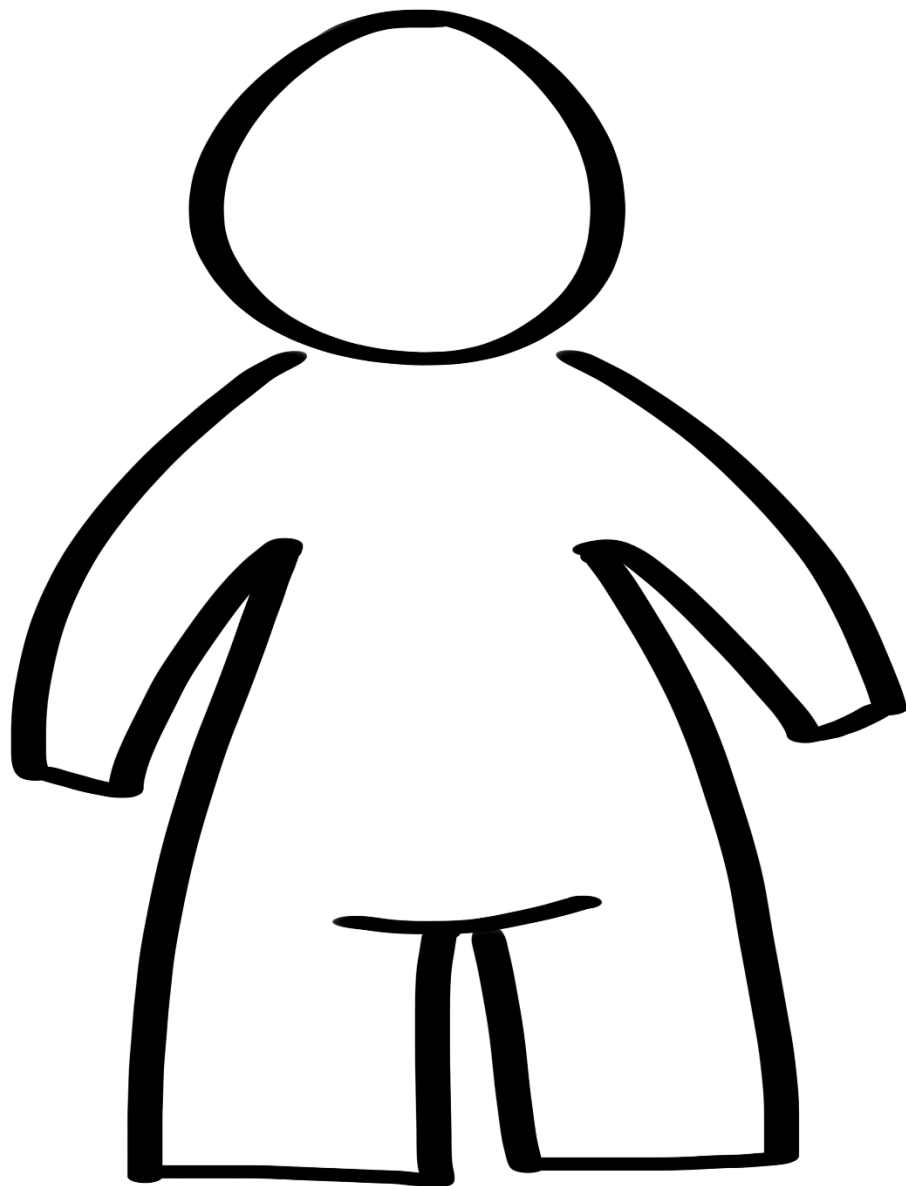
## Role on the Wall Template: (for whole class modelling)

### **INSIDE the outline:**

- How the character feels about him/herself/ other people.
- What the character thinks about his/her life and/or events.
- His or her dreams and regrets.

### **OUTSIDE the outline:**

- What other people think about the character.
- Story/plotline about the character.





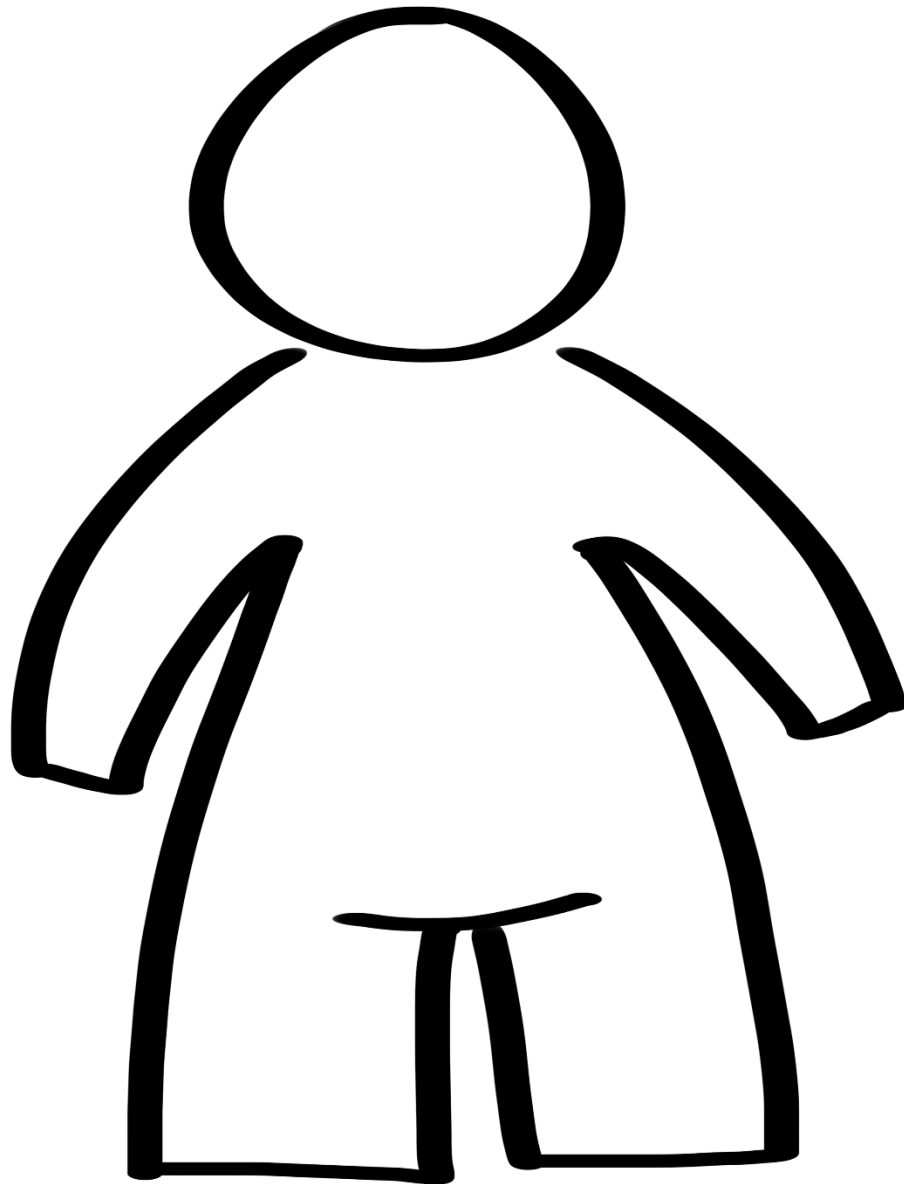
## Role on the Wall Template: (for group work)

### **INSIDE the outline:**

- How the character feels about him/herself/ other people.
- What the character thinks about his/her life and/or events.
- His or her dreams and regrets.

### **OUTSIDE the outline:**

- What other people think about the character.
- Story/plotline about the character.



## Question stems for Hot-seating

How did you feel when...?

Why did you feel...?

Why do you think.....?

Why did you.....?

In what ways does.....?

Explain how....?

What might.....?

Describe what...

If you were....

What do you think about...?

Have you ever...?

Do you agree that...?



## Sentence Starters: Balanced and persuasive arguments

<b>Some people believe that...</b>	<b>Others think that...</b>
<b>On the one hand...</b>	<b>On the other hand...</b>
<b>It is clear that...</b>	<b>On the contrary...</b>
<b>There is no doubt that...</b>	<b>Alternatively...</b>
<b>It is certain that...</b>	<b>But other facts show...</b>
<b>It could be argued that...</b>	<b>However...</b>

