

3-D Shakespeare

Teacher Notes

Photocopy the group scene (10 or so parts—split roles if appropriate)

Reading 1

Choose readers (not volunteers –avoid drama types, confident readers for “good parts”)
Students are to read for sense rather than acting the part; we’re not casting a play but involving students in the text and its meanings

Parts:

Bottom 1		
Bottom 2		
Bottom 3		
Quince 1		
Quince 2		
Quince 3		
Flute		
Starveling		
Snout		
Snug		

New Bottom, Quince for each page; Starveling and Snout have one line each

No real “discussion” here – answer any spontaneous questions, but don’t ask for any

Reading 2

to encourage familiarity

Watch for (1)-differences and (2)-new information

Sample Questions

1. Who are these guys? How do you know?
2. What’s going on?
3. Do these guys know each other? (hand vote; majority rules)
4. Who’s the boss? How do you know?
5. Who wants to be the boss? How do you know? [*tension*]
6. Why are they putting on the play? etc., etc., etc...

Reading 3

(watch for differences and new information)

Circle any words or phrases you don’t understand. (or those “used in a new and unusual way”)

Questions

Now questions that will require some imagination; some "directing"

1. Who wrote this play? One character? Committee? Adapted? from...?
2. Is Bottom a bully? loudmouth? egomaniac? good actor? a leader?
about the "minor" characters
3. What do Snug, Snout, Starveling, and Flute think of the play? of the tension between Bottom and Quince?
Have they seen the Quince and Bottom show before and so have little reaction? Are they stunned into quiet?
4. Why might they be so quiet during the scene?
5. Do they want to be in the play?
6. Is Snug ill? nervous? slow? new to town/the group? very shy?
7. Snout... Starveling... Flute...
8. How old are these guys?
9. Are any of them related?
10. Are any of them doing anything during the scene? (reading? Sharpening a knife?....)
11. Other comments or questions
12. What words do you have circled?

Up on its Feet

New cast; the class will direct the scene.

"Actors"	"Directors" [class]
Read and rehearse lines	Decide on: <ol style="list-style-type: none">1. setting (place/time of year/age) scenery? [what does it look like?]2. Entrances and exits3. Focus ("MVP"? most 'important'?)4. Character (for audience to understand)
Perform	Interruption? (limited or none might be best)

New class discussion of what worked, what to change

REVIEW

Students have:

- ❖ Come to understand a scene
- ❖ Acquired some Shakespearean language
- ❖ Engaged in some literary analysis
- ❖ Established a relationship with the playwright
- ❖ Come to see that the text directs some of the action and reading
- ❖ Come to see that the director has many decisions to make

based on: Michael Tolaydo, "Three-Dimensional Shakespeare" in Peggy O'Brien, *Shakespeare Set Free: Teaching Romeo & Juliet, Macbeth & Midsummer Night's Dream*, New York: Simon & Schuster, 2006. Print.