

Fairy Tales and Shakespeare's Fairies: From Snow White to Titania

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INTRODUCTION

When I arrived for the first time in a Shakespeare lecture in the University of Valencia in Spain, I thought it was a big mistake to study English literature being a Spanish speaker. It was the hardest subject I have ever taken in my whole life because I had never before been exposed to English literature. The complex double-entendre vocabulary drove me crazy for years. However by the time I graduated, I experienced a big catharsis. I ended up loving Shakespeare's plays as if I were a native English speaker. I could understand almost every pun and Shakespeare's jest. How happy I was! Here I am, three years later, as a bilingual second grade teacher in the United States, trying to develop a Shakespeare unit for second graders who haven't even heard about Shakespeare in their short lives. I wish I could have this same luck to be taught Shakespeare in early childhood.

First of all, I have to describe the students and environment of E.M. Carrillo Elementary School in order to explain the foundation and the organization of my unit topic. My school is located in the East District, on South Wayside Street, so as you can guess, this is not a rich neighborhood. More than ninety per cent of the students are Hispanic with a low socio-economic background. We have from pre-kindergarten to fifth grade. So according to this background and the LEP (Limited English Proficiency) classification of my students, I have to teach them a beginner's level of literature, using visual techniques to make them understand concepts and ideas.

My teaching adventure began just three years ago when I challenged myself by leaving everything in my country, Spain, to come here to become a bilingual teacher. And I have to say it was a huge change in my life. Not only was the educational system divergent, but also the most important part of the education, children, were totally different from the children I knew in Spain. My class here in the USA was a mixture of cultures, nationalities, and religions; but we all had one thing in common, our Spanish language, with all the geographical varieties you can imagine (from Honduras to El Salvador and Mexico). Since the beginning, I had to learn to respect diversity, and I made my students respect it through my method of teaching. I had to teach the traditional values together with the high technology of the twenty-first century.

American children are more interested in the technology than in other aspects of the education, such as literature in English. Through the development of my unit topic I would like to provide a free and new approach between fairy tales – a topic well-known by my students – and *A Midsummer Night's Dream*.

Besides the complexity of Shakespearean works, I have chosen *A Midsummer Night's Dream* because it is one of his plays with a more magical world. This could be a

fascinating topic for eight- to nine-years-old children because my students live in a cold technological society, which tends to discourage the fantasy and the imagination that every child is supposed to develop at that age. Fairies, Puck and lovers together with the donkey-headed character, Bottom, have all the ingredients for a funny and unique ESL performance.

BACKGROUND

A Midsummer Night's Dream Summary

On the one hand, in Athens, the Duke Theseus is about to get married with Hippolyta, and at the same time Hermia loves Lysander but according to the law in Athens, she has to marry Demetrius. Hermia and Lysander escape to the forest, followed by Demetrius, who is pursued by Helena, who loves him. At the same time, in the adjacent fairy world, Oberon has an argument with his wife, Titania, and orders his servant, Puck, to squeeze a magic juice in her eyes. This juice will make her to fall in love with the first person she sees. Also he pours this juice in the other lovers' eyes to fix all the problems they have. But everything goes wrong and both Demetrius and Lysander fall in love with Helena. Titania sees Bottom, the actor who gets a donkey head because of a magic spell, and she falls in love with him. Finally, Oberon and Titania resolve their problem and Oberon sorts out the lovers with his magic juice. Bottom recovers his human head. The weddings take place: Theseus and Hippolyta, Demetrius and Helena, Lysander and Hermia. Bottom and a company of actors perform an entertaining play.

The Globe

From 1599, William Shakespeare's plays were performed at a famous theater called the "Globe," also known as the "Wooden O," a hexagonal wooden theater on the Southwark in London. The only lighting was sunlight, so performances took place during the afternoons. The Globe could hold 3,000 people and there were two performances a day. Depending on the performance they raised different colored flags outside: black for tragedy, white for comedy and red for history. For a penny the people could stand in the open yard surrounding three sides of the stage and watch a play. Sometimes, the people were rude and noisy and even threw food when they didn't like the play. If they paid one more penny they could sit in one of the three roofed galleries and for another extra penny they could have a cushion to sit on. They did not have any restrooms, props, intermission, director, or scenery; in fact, the stagecraft was very poor in Elizabethan theaters. Musicians provided noises and actors wore really extravagant outfits.

The most important part was the imagination of the audience. They were supposed to imagine different locations, times, and backgrounds. But one thing is without any doubt true: everybody came to the theatre for fun. Shakespeare was the biggest entertainer of his age and going to Shakespeare's plays was as popular at that time as watching TV shows, going to the cinema or seeing baseball or soccer games are for us.

Elizabethan times

In 1534, King Henry VIII denounced Roman Catholic religion after the Pope denied his request for divorce. Henry VIII installed a new religion in England, Anglicanism. The King had two daughters by two different wives: Mary, “Bloody Mary,” the daughter of Henry and his first wife, Catherine of Aragon, restored Catholicism for a short time. When Mary died in 1558, Henry’s second daughter, Elizabeth, whose mother was Anne Bolyn, became queen. She restored the Anglican Church. This was the time for a lot of changes not only in religious matters, but also geographical. This was the time for the Conquerors and the expansion of the frontiers to the New World. Spanish sailors were taking the richness from America while English pirates often stole it for themselves. Queen Elizabeth I loved the theatre so William Shakespeare could not have been in London at a better time.

PURPOSE

With this unit I intend to teach what Shakespeare’s theatre was like: the settings (The Globe theatre of London), the actors (males impersonating female characters), the audience (from the lowest English class to the King and the Queen) together with a brief review of historical and cultural background.

STRATEGY

I would use *A Midsummer Night’s Dream* to study the components and parts of an Elizabethan play. For this purpose I would use double-sided flash cards, on one side I place the names in Spanish and on the other side in English. Words like: acts-actos, scenes-escenas, actors-actores, stage-esenario, theatre-teatro, play-obra teatral, comedy-comedia, audience-publico, playwright-ñautor teatral, and characters-personajes.

I will read several adaptations of *A Midsummer Night’s Dream* for children, such as *Tales from Shakespeare* or *Seven Plays* presented by Marcia Williams, in order to help children visualize this play and learn more English vocabulary, an important aspect of ESL instruction in my bilingual second grade class. I like this book because it has three parts: the words that Shakespeare actually wrote which are those spoken by the actors; the story, or the plot of the play, is told underneath the picture; and the spectators – who are rude and noisy – can be seen and heard around the stage.

I will concentrate on vocabulary so I will divide this ESL vocabulary in two groups: a) unknown words they could read in the text, and b) new words they have to use in order to accomplish some activities.

Shakespearean Words

These are some words I have chosen from *A Midsummer Night's Dream* version by Marcia Williams:

vexation	fetch	weeds	juggler
farewell (bye)	spaniel	doth	canker-blossom
thou (you)	hath (to have)	wilt	methought
playfellow	garment	mockery	slumbered
thee (you)	thy (you)	swoon	
thus (that, those)	seest	thine	

New words Used in Activities and Worksheets

New words, such as some adjective list, they have to use to describe every character in the play, for instance:

witty	lovely	strong-willed	obedient
easygoing,	nice	fickle	humble
bossy	smart	positive	submissive
dumb	shy	negative	
funny	foolish	magical	

Students must write these words together with the picture of the character in *A Midsummer Night's Dream* they believe they match with. For example: Bottom is funny, foolish and positive; Titania is lovely, smart and strong-willed; Helena is nice and lovely.

After doing some research I have discovered a lot of adaptations of Shakespeare for children and for elementary levels that could fit my ESL class needs. The best way to teach *A Midsummer Night's Dream* is:

Preparation/pre-reading activities: such as asking them what they know a priori about Shakespeare, then make them predict what they think the plot is going to be about and draw what they predict the characters will look like.

Step One

Read aloud three books adapted to the elementary level: a) *The Globe* by Alik; *Bard of Avon: The Story of William Shakespeare* by D. Stanley and P. Vennema; *The Usborne Word of Shakespeare* by Claybourn and Treays, to explain about Shakespeare's times and theater; b) For basic English level you can use *Tales From Shakespeare* by Marcia Williams (the chapter dedicated to *A Midsummer Night's Dream*), and for advanced English level, I recommend *A Midsummer Night's Dream: for Kids* by Lois Burdett.

Step Two

We can do some quick questions to check comprehension and analyze main idea, problem, solution, setting, title, and to which parts of the play that various fragments belonged (see Appendix).

Step Three

After reading *A Midsummer Night's Dream*, either the beginners or the advanced version, we can write a summary, as a group activity, making children retell the story with their own words and draw a picture of the characters as they now really think they look like. They can compare the after and before picture. Also we can use the book titled *The Best-Loved Plays of Shakespeare* by Starbright books, in this book there is wonderful analysis and study of the characters (pages 22-24). Students can read it and compare their own pictures to the ones in this book.

An extra activity that combines the use of multimedia would be the silent version of the movie *A Midsummer Night's Dream* to visualize the plot and to develop a writing activity having the kids to write a script in English for the silent movie. Children can invent new names for the characters beginning with the same initial, such as:

Hermia: Hillary, Hanna, Helena...
Lysander: Luis, Leoncio, Lorenzo...
Demetrio: Dario, Daniel, Dionisio...
Oberon: Osiel, Oscar, Osbaldo...
Titania: Teodora, Tina, Tiburcia...

Step Four

Children describe the characters in *A Midsummer Night's Dream* using the list of adjectives listed above and then coloring the pictures of them using the book *A Shakespeare Coloring Book* by Bellenrophon. Also, we can start the preparation of our puppet show choosing the marionettes (multicultural puppets) and dressing them according to the characteristics we have pulled out from the books studied above. Children can decide which object they consider to be essential for each character, for instance, Oberon and Titania should have a crown; Puck should have a pair of wings; Theseus and Hippolita should have some jewelry or something to make them luxurious; the fairies should have wings and some flowers in the hair. One can check a web page with some information about Elizabethan dress and tips how to create it: www.dnaco.net/~aleed/corsets.

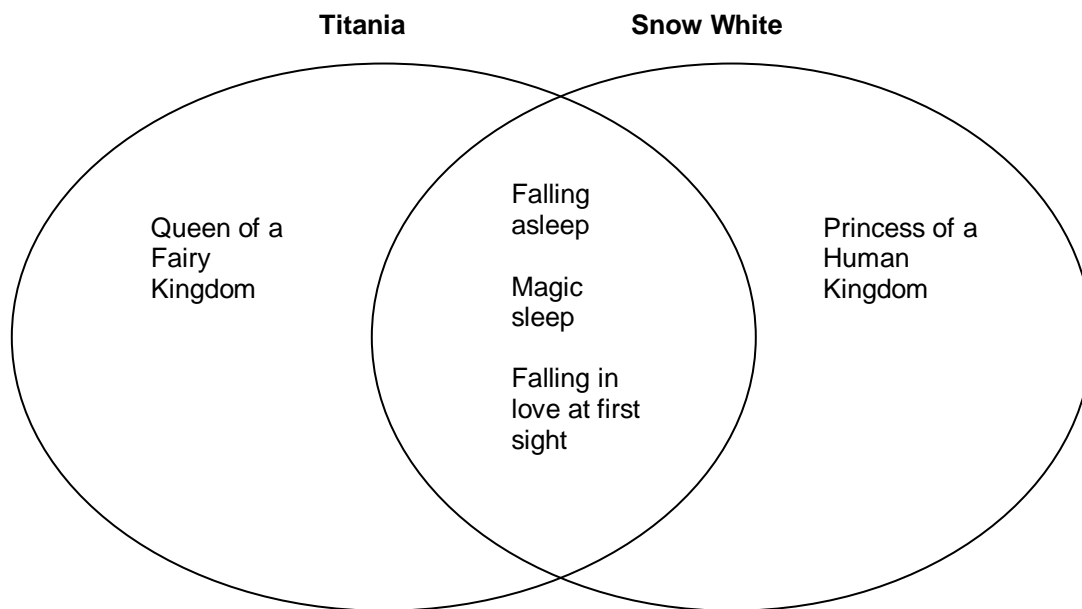
The wax museum with the characters from *A Midsummer Night's Dream* is a great activity to make the students memorize a paragraph in English about their favorite one

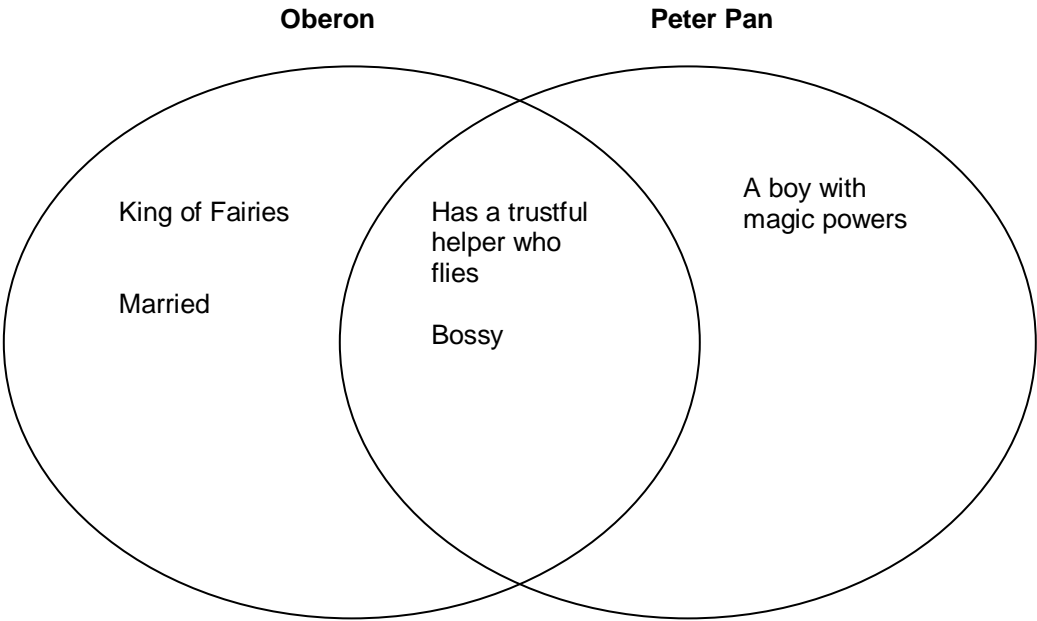
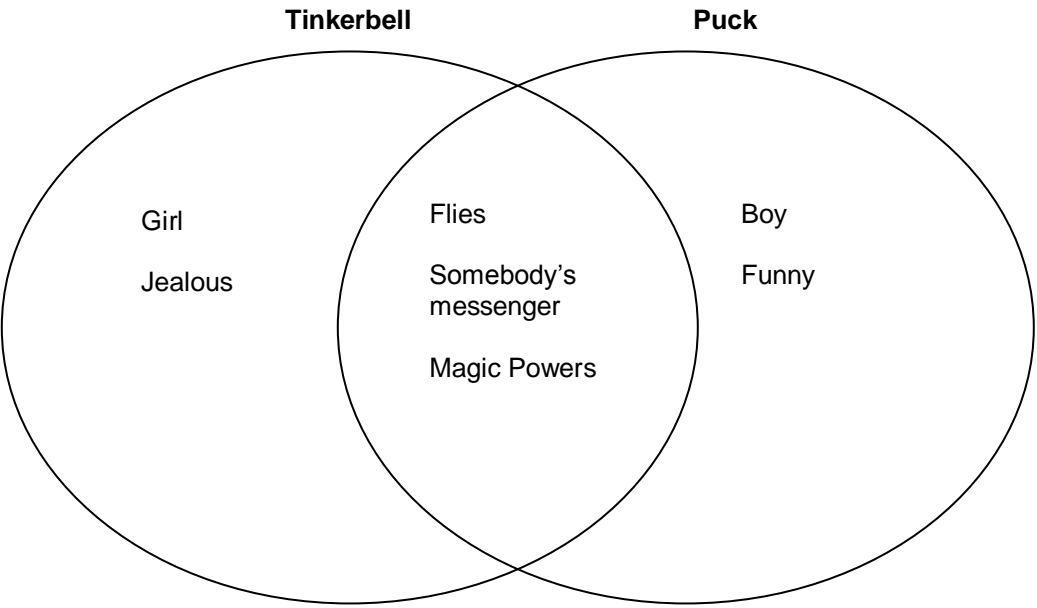
and get them to dress as this character. They can choose Puck, for example, and make two donkey ears out of construction paper and write a paragraph like this:

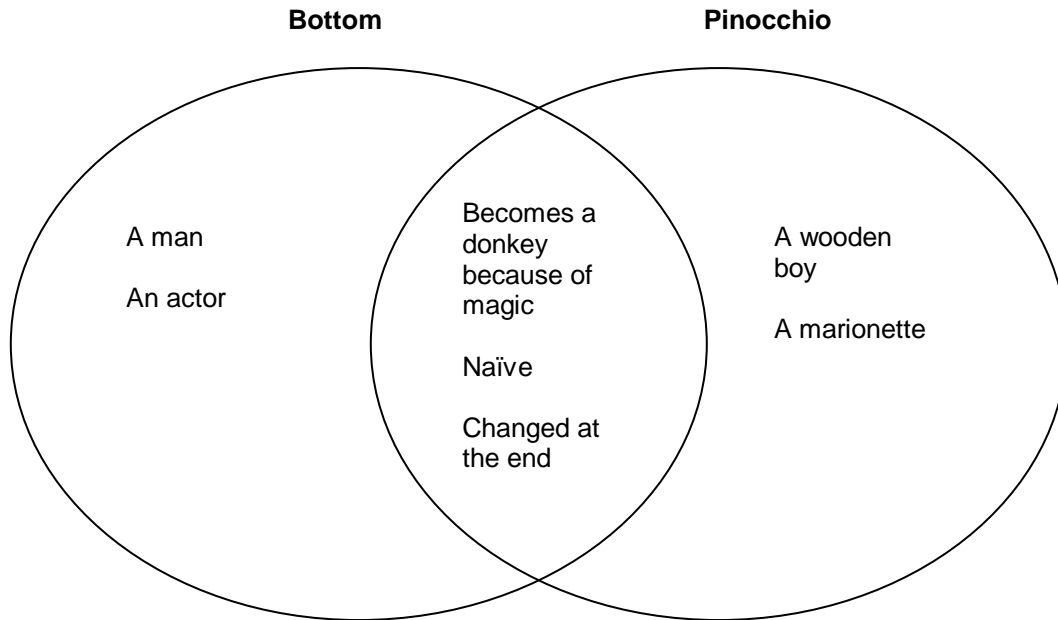
“Bottom is a funny character in *A Midsummer Night’s Dream* because he became a donkey and a beautiful lady fell in love with him.”

Step Five

I would like them to compare and contrast in a Venn Diagram the main features of *A Midsummer Night’s Dream*’s characters and other characters of fairy tales, such as, Snow White-Helena-Hermia-Titania, Sleeping Beauty-Hermia-Helena-Titania, Pinocchio-Bottom, Tinkerbelle-Puck, Peter Pan-Oberon.







Other comparisons are made at the topic level such as: “dream as a moment of freedom and change for characters,” “how magical can dream be?”; “the woods and the nights as magic settings in most of the fairy tales and in *A Midsummer Night’s Dream*” are some topics to write about in children’s journals and discuss after listening to different opinions. They can write a list of tales and movies they know about “magical dreams,” such as: *Neverending Story*.

Step Six

It would be interesting to listen to several audio books, such as *King of Shadows* by S. Cooper. This is the story of a young American boy, Nat Field, in the present time who is an actor in a theatre company. He has been selected to go to London to perform *A Midsummer Night’s Dream* in the new replica of the famous Globe theatre. All these events are a big challenge for him. After his arrival in London new adventures take place when the young protagonist goes to bed sick and awakes in Shakespeare’s times, four hundred years ago in another London and another production of *A Midsummer Night’s Dream*. He meets William Shakespeare, which changes his life. The audio book is included in *Young Person’s Guide to Shakespeare*, with a performance on CD by Royal Shakespeare Company. This is a great listening and comprehension activity for ESL, which involves different English accents (British and American).

Step Seven

I suggest conducting a performance of the play using a puppet show. Puppets would be dressed and arranged by the children who will play the roles of the characters. Setting and

stagecraft will be minimal like in Shakespeare’s time – only words and puppets together with the audience’s imagination. If you want to show different productions of Shakespearean plays have a look at the following website:
www.siue.edu/Projekt2000/indexes/sceneplayw/william.Shakespeare.html

The reason to teach this play and these components, reading different books adapted to children, a puppet show together with a technology component (web pages related to Shakespeare) is that second grade students do not have enough exposure to real literature. Although Shakespeare’s plays are more than four hundred years old, they are just as relevant today as they were many centuries ago. Nowadays, classic literature is forgotten in our elementary schools. We need to recover this treasure of international literature and help young readers love and appreciate them as we do. This will lead them to further enjoy the original plays when they study Shakespeare in high school.

LESSON PLANS

Lesson Plan One: Characters in *A Midsummer Night’s Dream*

Overview

This lesson is useful to introduce *A Midsummer Night’s Dream* as English literature for ESL curriculum, writing and reading skills.

The teacher should model academic language in English. When presenting and explaining new information, teachers should use appropriate technical vocabulary and grammatical structures and, if necessary, provide paraphrases, definitions and examples to clarify meanings.

Objectives

Students should be able to:

- Read, in English, *A Midsummer Night’s Dream* version by Marcia Williams. According to the HISD Domain: *Reading and comprehension*, there are six objectives for reading in ESL. The most important ones in this lesson are: obj. 2 (3.9) Reading/comprehension; obj. 2 (3.11) Reading/text structures/literary concepts
- Answer questions to check the comprehension. Objectives: 4 Reading to perceive relationships and recognize outcomes in a variety of written texts.
- Write in English to develop ideas in order to describe Shakespeare characters using new adjectives such as the following:

witty	lovely	strong-willed	obedient
easygoing	nice	fickle	humble
bossy	smart	positive	submissive
dumb	shy	negative	
funny	foolish	magical	

This is according to objectives: Objective 2 (3.7) Reading/variety of texts; obj. 1 (3.8) Reading/Vocabulary development; obj.1 (3.24) Second language acquisition/ reading.

Materials

- Overhead projector or chalkboard
- Writing paper for second graders
- Pencil
- Construction paper (assorted colors)
- Markers or crayons
- Sticky notes (small size)

Books recommended:

Frost, A. *The Best-Loved Plays of Shakespeare*. Star Bright Books, 1999

Williams, M. *Tales from Shakespeare*. Candlewick Press, 1995.

Bellenrophon Books. *A Shakespeare Coloring Book*. Bellenrophon Books, 1978.

Worksheets #1, #2, #3

Procedures

Pre-lesson: The students need to have a previous knowledge about Shakespeare and Elizabethan theatre. They should have read *William Shakespeare and the Globe* by Aliko and *Bard of Avon: The Story of William Shakespeare* by D. Stanley. Also, they should know vocabulary such as:

- *Setting*
- *Problem*
- *Solution*
- *Characters*

Lesson

Read *A Midsummer Night's Dream* by Marcia Williams aloud to the class. The teacher starts reading the first page and then the students take turns reading aloud.

After reading every page, I ask some WH questions (*what?, who?, when?, where?, which?*) to check comprehension, such as:

- What is happening here?
- Who are the characters in this part of the story?

Once the reading is finished, we go back to the story and make a list of the characters on the chalkboard or on the overhead. One of the students makes an oral summary of the plot and tells the rest of the class who is his/her favorite character.

Then, I distribute worksheet #1: The Story Theatre. This worksheet is designed to check comprehension as well as to develop writing skills in the English language.

Worksheet #2: Character Chart. Students should fill out the page, placing under each character's names, some adjectives that are written on sticky notes.

The adjective list is the following:

witty	lovely	strong-willed	obedient
easygoing	nice	fickle-minded	humble
bossy	smart	positive	submissive
dumb	shy	negative	
funny	foolish	magical	

The chart is to be made on construction paper and the adjectives are to be written on yellow small sticky notes, so students can move the adjectives around the chart until they make up their minds.

Worksheet # 3: *A Midsummer Night's Dream* Characters. Students should choose one character and fill out the four sections:

- Describe him or her using five adjectives already taught.
- They should write three things they *like* and *don't like* about him or her.
- They draw a picture of the chosen character.

This final work is to be pasted onto colored construction paper and decorate the corridor or any bulletin board in the class.

Finally, as a relaxing activity to close this lesson, students color pictures related to *A Midsummer Night's Dream* from illustrations by W. Heath Robinson (1914) and A. Rackham (1908) and a drawing by Inigo Jones for the Masque Oberon (1611). All are found in *A Shakespeare Coloring Book* by Bellenrophon Books.

Evaluation

Students who have read aloud get an extra grade in this lesson. Also the students' worksheets should be evaluated according to their accuracy. They should be written using new vocabulary in complete sentences. Students must pay attention to the use of correct grammar, i.e. punctuation and capitalization.

Lesson Plan Two: Comparing Characters from *A Midsummer Night's Dream*

Overview

Students should have read *A Midsummer Night's Dream* version by Marcia Williams and they should know the plot and the main characters' features to proceed to compare and contrast these to the Fairy Tale characters.

Objectives

Comparing and contrasting characters in *A Midsummer Night's Dream* to characters in a classic fairy tale, such as Snow White, Sleepy Beauty, Peter Pan, or Pinocchio.

Goals: Develop written and oral English skills.

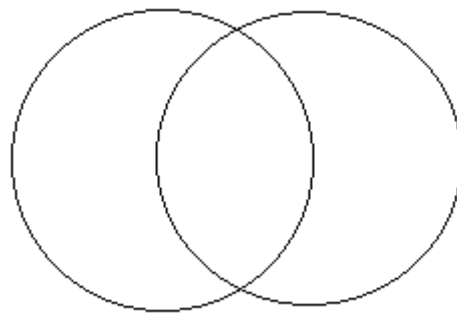
Materials

- Pencil and markers or crayons
- Big poster board
- 2 paper bags
- Flash cards: green and yellow

Procedures

The class should be split into groups of three or four students. Each group can give themselves a name related to Shakespeare's life; for instance, Queen Elizabeth, the Globe, Avon, London, comedy, tragedy.

After choosing the groups, each one should have a poster board with a Venn diagram drawn.



First, the teacher should write in yellow flash cards the names of the characters in *A Midsummer Night's Dream*: Titania, Oberon, Bottom, Hermia, Helena, Lysander, Puck, or Demetrio.

Second, place these yellow cards in a paper bag and write on the outside *A Midsummer Night's Dream*.

Third, the teacher writes the following names of fairy tale characters on green flash cards. For example: Snow White, Sleeping Beauty, Tinkerbell, Pinocchio, and Peter Pan. Place these in another paper bag, writing outside “Fairy Tales.”

Taking turns, a speaker or representative from every group pulls out one flash card from the paper bag called “*A Midsummer Night’s Dream*” and another one from the “Fairy Tales.” After pulling out one yellow and one green card the group of the students should think about similarities and dissimilarities between these two characters and write. Students can re-read worksheets #2 and #3 to review the adjectives they use again in this activity. The teacher supervises every group to check if they know what and how to write on the Venn diagrams.

Once the Venn diagrams are ready, every group has to stick theirs on the wall and explain to the rest of the class what they have written and why they have done it in that way. They have to talk in English and write in correct and complete sentences, using appropriate punctuation and capitalization rules.

Evaluation

Since it is a group activity, the final grade on the poster will be shared by all members of the group. The teacher should evaluate creativity and correctness: complete sentence, capitalization, and punctuation. Also students earn extra points if the students use new adjectives. Fluent oral English would be extra points in the final exposition.

Lesson Plan Three: “King of Shadows”

Overview

This lesson would be useful after reading *A Midsummer Night’s Dream* by Marcia Williams. Students should demonstrate mastery in *A Midsummer Night’s Dream*’s plot and its characters.

Objectives

Listening and comprehension. Produce information based on receptive language. Listen attentively to an English fiction audio book with same purposes: story retelling and writing a summary (RPTE objective 3)

Materials

- Audio book: Cooper, Susan. *King of Shadows*. Read by Jim Dale. Unabridged production. Random House, 2000. Tape.

I have listened to this audio book, specifically the fragment when the American boy saw the Globe theatre for the first time. It is a wonderful sample of a British accent in order to teach the listening skill for ESL. RPTE objective 5: The students will analyze information in a variety of texts in order to make inferences and generalizations.

- Writing supplies and art supplies (markers, crayons...).

Procedures

The teacher plays cassette number one of *King of Shadows* by S. Coopers. Every five minutes the teacher should stop the cassette and check if the students are following the story. WH questions are recommended for comprehension purposes. Some examples:

- What** is happening now?
- Where?**
- Who** were there?
- Who** is the protagonist?
- What** is the protagonist's name?

The teacher can create a chart on the chalkboard like this:

What?	Who?	When?	Where?	Why?

After listening to the fragment of the tape the teacher considers appropriate according to the class level of English, students can move on to a writing activity.

Writing activity: Students should be able to write a summary of the story they have listened to. Under the summary they draw a picture of the part of the story they like most. Then the teacher chooses three or four samples to be read aloud to share ideas with the students who are still struggling. The rest of the class can give a vote for the best summary in the class, the criteria they have to evaluate is briefness, details and accuracy.

Final drawing activity: Teacher asks the students to draw a picture of Nat Field, the protagonist in *King of Shadows*. Probably every single picture would be different depending upon the student's interpretation. Students would enjoy the experiment since they all have heard the same information in the cassette and they would realize the complexity of processing information and how their imagination works in different ways.

Evaluation

- Students should be able to listen to the audio book without any problem and answer the WH questions correctly.
- Written summaries should have almost five sentences, capital letters and punctuation. The use of new words would be an extra point.
- If the student expresses depth of knowledge of their own summaries, this must be considered another extra point.

Pictures are subjective so I would recommend not giving any grade for those.

APPENDIX I: Flash Cards

Teatro

Theatre

Actores

Actors

Público

Audience

Obra

Play

APPENDIX II: Character Coloring



APPENDIX III: Class Puppet Show





ANNOTATED BIBLIOGRAPHY

Books to use in class for reading or activities:

Aliki. *William Shakespeare and the Globe*. Harpencollins Juvenile Books, 2000.
This is a great help. It has great explanations about Shakespeare's life and the Globe Theatre and contains wonderful pictures.

Bellenrophon Books. *A Shakespeare Coloring Book*. Bellenrophon Books, 1978.
A Midsummer Night's Dream to visualize the characters.

Burdett, Lois. *A Midsummer Night's Dream: For Kids*. From the "Shakespeare Can Be Fun Series." Firefly Books, 1997.
This book is for students with a strong grasp of the English language.

Coopers, S. *King of Shadows*. Simon & Schuster Trade, 1999.
This novel is perfect to read a different version of *A Midsummer Night's Dream*.

Deary, T. *Shakespeare Stories*. Scholastic, 1999.
This book has a funny summary of *A Midsummer Night's Dream*. It is an introduction to Shakespeare in a comic style.

Frost, A. *The Best-Loved Plays of Shakespeare*. Star Bright Books, 1999.
This is an excellent book, great synopsis of plays and good materials to work in class.

Koscielniak, B. *Hear, Hear, Mr. Shakespeare: Story, Illustration and Selections from Shakespeare's Plays*. Houghton Mifflin, 1998.

Ryan, P. *Shakespeare's Story Book*. Barefoot Books, 2001.

Stanley, D. *Bard of Avon: The Story of William Shakespeare*. Vol. 1. William & Co., 1992.
This book is helpful to explain Shakespeare biography.

Williams, Marcia. *Tales from Shakespeare*. Cambridge, Mass.: Candlewick Press, 1998.
This is my favorite book. I will use this for my lesson plans; it is perfect for second graders.

Teacher Resources

Bloom, H. "A *Midsummer Night's Dream* in Shakespeare." In *The Invention of Human*. New York: Riverhead Books, 1998.

Calderwood, J. "A *Midsummer Night's Dream*: The Illusion of Drama." In *Modern Language Quarterly* 26 (1965): 506-22.

Kott, J. "Titania and the Ass' Head." In *Shakespeare Our Contemporary*. 2nd ed. Translated by Boleslaw Taborski. London: 1967.

Internet Resources

<http://www.ulen.com/Shakespeare/default.htm>

Surfing with the Bard: Your Shakespeare Classroom on the Internet

For a good summarization of every play in a simple way you have to check this web page: <http://www.ulen.com/shakespeare/teachers/lessons/>

http://www.folger.edu/home_02B.html

Folger Shakespeare Library

<http://shakespeare.palomar.edu/>

Mr. William Shakespeare and the Internet

This is one of the best web pages I have ever seen for teaching Shakespeare, is well organized, and is clear.

<http://www.shakespeares-globe.org/>

Shakespeare's Globe

Great web page to teach about the Globe theatre.

<http://www.shakespeare.eb.com/shakespeare/index2.html>

Testing online about Shakespeare's play, high school level.

[http://www.bromwell.dpsk12.org/storiesReaders\\$173](http://www.bromwell.dpsk12.org/storiesReaders$173)

An elementary school web page about Shakespeare's bibliography and source of information.

<http://www.sparknotes.com/Shakespeare/.dir>

Excellent to introduce Shakespeare's life and work. You will find a good plot summary of *A Midsummer Night's Dream*, guide to characters and scene-by-scene summary.

<http://www.siue.edu/Projekt2000/indexes/sceneplayw/william.Shakespeare.html>

If you want to show different productions of Shakespeare plays have a look at this web page.

<http://www.dnaco.net/~aleed/corsets>

You can check a web page with some information about Elizabethan dress and tips how to create it.

Filmography

Silent Shakespeare *A Midsummer Night's Dream*. BFI video, London, 1999.

A Midsummer Night's Dream. Shakespeare's the Animated Tales. Random House Video, HBO, 1992.

This version is excellent for elementary level.

Audio Resources

Cooper, Susan. *King of Shadows*. Read by Jim Dale. Unabridged production. Random House, 2000. Tape.

I have listened to this audio book, specially the fragment when the American boy saw the Globe theatre for the first time. It is a wonderful sample of the British accent in order to teach the listening skill for ESL.

Ganen, Anita. *Young's Person's Guide to Shakespeare performed by the Royal Shakespeare Company*.

Another great example of British English to improve the listening skills for ESL.

Hall, Peter. *Midsummer Night's Dream*.

Tchaikovsky and Prokiev. *Romeo and Juliet*.