Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sifting Shakespeare through Scripture

In Shakespeare’s *A Midsummer Night’s Dream*, emotions rule, boys drool, and everyone acts a fool…. all for love. The text hints at/supports/encourages/reflects many ideas about love. The majority of these are unhealthy and worldly. Some of these are the following:

True love is hard to find because love depends upon one’s feelings, which can change quickly. It is also superficial.

Love does not need a reason/is not based on reason; therefore, love also does not need a reason to end.

It’s acceptable when you feel like you have no other options or are stressed out to break the law for love, to dishonor your spouse through lies, or to emotionally or physically abuse another in order to shun his/her advances.

It’s ok to pressure your fiancé into sexual impurity – you’re going to be together soon anyhow, right?—remember love is based on feeling, so act on your feeling!

If you want someone, go and get them! Who cares about your family, your friends, your self-respect, or your past promises?

If you cannot maintain control in your relationship, manipulate your beloved in order to regain control.

We want to sift all that we read through the truth of scripture, so what does scripture say about love and relationships? Read the following verses, and, beside/ below the verse reference, explain how the particular verses challenge us to **think** and/or **act** differently than 1. Society past and present and 2.characters in *Midsummer*

Your group is in charge of coming up with three comparison points for society past and present and two for *Midsummer* for each scripture verse. Your *Midsummer* references should include direct quote from the text. Your group will create a visually-pleasing PowerPoint or Google Slides presentation outlining 1. the comparisons to those living worldly lives (think pop culture, history, etc., give specific examples) 2. the comparisons to characters in *Midsummer* after we talk about the verses as a large group. Note, also, that in a comparison is an inferred contrast, so your examples for *Midsummer* and/or the world can be either in line with the scripture verse or opposing it.

Jeremiah 17: 1-10

World

1.

2.

3.

*Midsummer*

1.

2.

Mark 10: 1-9

World

1.

2.

3.

*Midsummer*

1.

2.

1 Cor. 13: 1-13

World

1.

2.

3.

*Midsummer*

1.

2.

Grading Rubric – 40 points

1. You have at least six Google Drive slides, you use color and images on each slide as well as text. Your slides are pleasing to the eyes and you can see the text against whatever background you choose. Images are appropriate/enhance the presentation. (10 points)

2. Your text is organized with no grammatical errors and contains appropriate, engaging information for your particular topic. Text does not overwhelm the screen and presenters add to what is on the screen/fill in discussion for viewer rather than having every single detail on the screen (10 points)

3. Your information is accurate and easy to understand; all the information required is present; clear thought went into your examples; every member of your group presents. (10 points)

4. Group members make eye contact with the class and don’t just read from the screen. Everyone can be heard; filler words like “like, um, uh” are kept to a minimum. (10 points)