

The Midnight Shakespeare Club - First Impressions

Pre-Show Activity for Grades 6-12

Goals

- Students will analyze character descriptions from *The Midnight Shakespeare Club*.
- Students will identify personal connections and points of interest within these characters.
- Students will engage in [Artful Thinking](#) routines to deepen perspective-taking.
- Students will demonstrate their understanding through multiple means of expression.

NOTE: This activity has been aligned with TEKS and [Universal Design for Learning](#). TEKS can be found at the end of this document.

Materials Needed

- Character descriptions from Alley Re-Sourced (printable handout included).
- Pencils or pens.
- Optional: digital tools for audio-visual presentation options.

Introduction- Meet the Characters

- Using Alley Re-Sourced, begin with a brief overview of *The Midnight Shakespeare Club*, including the time period and setting.
- Review the cast of characters and what information students can find in the “Who’s Who” section.
 - On the “Who’s Who” section of the Re-Sourced guide, we can see a picture of the actor, the character(s) they play, basic traits of that character, and a summary of what’s going on with them in world of the play.
- Offer multiple ways to access this information: review the material digitally, provide printed copies, read aloud descriptions or have students review the information in pairs.
- Encourage students to choose one character to focus on.

Same, Different, Connect, Engage

- This activity allows students to explore the characters in the show. Using the character descriptions and inferences students make, have students answer the following questions.
- Read the character description and discuss the traits and circumstances connected to the character.
 - **Same-** What traits, experiences, or qualities do you and this person share?
 - **Different-** What important differences do you notice between you and this person?
 - **Connect-** How do the values or tensions in this character’s life connect to how you think about your own life?

- **Engage-** What would like to ask, say, or do with the person if you had the chance?

Creating a Response

- Students may respond in a way that matches their strengths and preferences:
 - **Write:** A journal entry, poem, or short script excerpt.
 - **Visualize:** A sketch, storyboard, collage, or symbolic representation.
 - **Perform:** A pose, tableau, mime, or short scene.
 - **Record/Produce:** An audio podcast reflection, video response, or digital graphic.
- Encourage students to capture how they see themselves in relation to the character through similarities, differences, and points of connection.

Sharing and Feedback

- Offer varied ways for students to share:
 - Pair-share or small group discussion.
 - Gallery walk (physical or digital wall of responses).
 - Anonymous posting (teacher reads aloud or shares highlights).
 - Whole-class presentations (optional, not required).
- Conclude with a reflection using **Connect–Extend–Challenge:**
 - How did you connect with this character?
 - How did this activity extend your thinking about them or about yourself?
 - What challenged or surprised you?
- Students can reflect through a quick-write, sketch-note, pair-share, or digital submission.

TEKS

Fine Arts- Theatre, Middle School 6-8

- Level 1- 2(B) imagine and clearly describe characters, their relationships, and their surroundings
- Level 2- 2(B) define characters by what they do, what they say, and what others say about them
- Level 3- 1(A) evaluate characterization using emotional and sensory recall

High School Levels I-IV

- Levels III-IV- 2(C) analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions;

English Language Arts and Reading, Middle School 6-8

- 5(E): make connections to personal experiences, ideas in other texts, and society;

English Language Arts and Reading, High School- English I-IV

- English I- 6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils

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Who's Who: The Cast and Characters of the Play



Emily Buesing
Weaver

Weaver – The Shakespeare-obsessed junior with a flair for the dramatic.

She lives half in the real world and half in the world of Shakespeare's darkest tragedies. Fiercely loyal to Robin and always armed (emotionally and literally) with a stage dagger, she hides something behind theatrics and quotes.

Key Traits:

- Intense
- Loyal
- Accidentally hilarious



Mayra Monsivais
Robin

Robin – The big-hearted senior who believes Shakespeare is a love language.

She adores the romance, the poetry, the possibility that life can be as magical as the plays she loves. Hopeful and impulsive, Robin is always trying to conjure a fairytale—even if it means dragging Weaver into the woods at midnight.

Key Traits:

- Romantic
- Optimistic
- A little chaotic



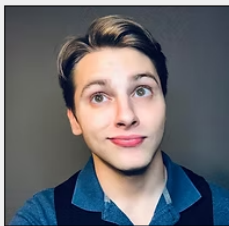
Camryn Nunley
Demetri

Demetri – The anime-loving “golden retriever” who stumbles into Shakespeare by accident.

He wants to help, wants to impress, and wants everything to be epic—preferably with swords. Enthusiastic but absolutely clueless about Shakespeare, he barrels into the club with wide-eyed excitement and zero context.

Key Traits:

- Earnest
- Excitable
- Lovably oblivious



Austin Brady
Berry

Berry – The exhausted forest spirit with Puck energy and burnout vibes.

Tasked with protecting the woods, Berry is part-guide, part-chaos gremlin, and part-existential narrator. He uses the teens' Shakespeare recitations to literally revive the forest, even though he is far too tired to be doing any of this.

Key Traits:

- Mischievous
- Weary
- Soft-hearted beneath the snark