

Essential Questions for the Unit
 What do I see of myself in Shakespeare?
Standard/Objective/Assessment Alignment

<u>Objective</u>	<u>Utah State Core Standards</u>	<u>Assessments</u>
<p>1. Students will learn to comprehend complex language using context clues of unknown words in passages of the play. Students will be able to identify and define vocabulary words in their reading through context and independent searching.</p> <p>2. Students will be able to connect and interpret the three separate story lines in the one complex plot. Students will be able to identify key characters of each story line and track what events they influence in the storyline.</p> <p>3. Students will be able to compare and contrast the themes of <i>A Mid Summer Night's Dream</i> to other important works with similar elements of complex plot, multiple stories, and significant characters.</p> <p>4. Students will be able to identify characters from the plot that reflect their own beliefs and actions. Students will craft a writing piece using specific examples from the text that show their personal connections.</p>	<p>1) 9. L. 4. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>2) 9. R. 2. 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3) 9. R. 6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>4) 9. W. 2. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<ol style="list-style-type: none"> 1. Students will demonstrate their understanding through writing a translation of specific passages into modern phrases. 2. Students will draw a plot map with details of characters and events, summarizing each act in groups of 3 or 4. 3. Students will be introduced to basic summaries of other plays through film and short stories and discuss the different ways characters influence plot. Using a venn diagram, students will show their findings. 4. The culminating assessment will allow students to show their knowledge of the main characters, using evidence from the play to identify their own similar and different characteristics.

Culminating Assessment

After looking at the different relationships in *Midsummer*, the students will select one character that they can identify with personally. Using specific examples from the play, the students will present several characteristics that are either similar or different from their own experiences. In this assessment, students will be given three categories to discuss the character's actions and their own.

First, students will write one paragraph on the opinions or thoughts of their chosen character. What is their reasoning for their choices? (i.e. Why does Hermia run away from her father?) On the corresponding side of the project, the students will write about how this character is similar or different from themselves. If Hermia did not like being told what to do, for example, they could write about how they also do not like to follow the advice of other people.

Second, the students will write one paragraph about who their character loves. In our class discussion, we will talk about why characters love others, whether it be material, potion, beauty or other reasons. Students will show what they have learned about the different kinds of love and identify someone in their life that they love. Students will identify why they love that person, comparing their reasoning to that of the character.

Thirdly, students will write one paragraph about the actions of the same character. Is this character mischievous or honest? Using a specific example from the play, students will write about what the actions of their character show about who they are. Finally, comparing their own lives, they will write one paragraph about a similar or opposite action in their own lives.

At the conclusion of this exercise, students will write on final paragraph about their findings of themselves and whether or not they like to be associated with their character of choice.

Rationale

Learning how Shakespeare fits into everyday life is an important step to a student's greater literary understanding for texts that they will continue to read. There are many cultural inferences to his works and wording, and a major goal of this unit is to help students recognize how they fit into this larger scheme. The central question of the unit asks students to question how they can see themselves in the characters and storylines of *A Midsummer Night's Dream*, with the culminating assessment requiring them to compare and contrast a character to their inner selves. There are many skills that can be developed while reading a complex play, this play specifically was selected because of the many layers of plot. Part of this unit is to have students keep track of the three plot lines separately while maintaining the bigger picture of the story line. This is a skill that is important for complex texts with multiple characters, especially in series books where rich plots can be developed with rich detail.

The ninth grade year is a great year to continue with complex vocabulary. Shakespeare is responsible for hundreds of words in our modern day language, the goal of this unit is to expose students to some of this rich language. Using context clues and newly introduced vocabulary at the introduction of the unit, students will be able to translate key passages of the play into modern language. The complexity of the language in this play is accessible to students at this age, and with work they can understand the context of everything they read.

Reading a play affords us to find film versions that are true to the plot, something that is not available with all novels read in class. Students will view two film versions in increments, using both comparison and contrast skills and learning with a multi-media approach. Because our time covering this play is brief, using the films built into the text set can afford us to watch some scenes that are important to understand. Watching two versions allows students to review key concepts twice, without boring repetition. Combining their translations of key scenes with film can further cement ideas and themes that are important for them to know for the final assessment.

While this play is a comedy, there is content that will need to be covered sensitively. Shakespeare plays have adult connotations in some scenes, and students will need to synthesize these just as they will other scenes in the play. Understanding Shakespeare's influence in modern day English requires us to cover themes that are appropriate for ninth grade, but need to be dealt with sensitively. Part of this coverage will come as students read other snippets of other Shakespeare plays on their own time and compare and contrast how the author handles the same theme in different plot lines. Students will be given several other Shakespeare plays and films in the text set and they will choose one to study on their own

in a condensed manner. Coming together in class, students will share with their peers some similarities and differences that they have discovered. Understanding a wider range of Shakespeare's storylines will further help them understand cultural implications.

Most importantly, this unit will help students be able to connect with characters from a different time period in their personal lives. By asking them to respond with specific examples from the text, students will show their knowledge of the plot while making connections that will help them understand the text in a more interesting manner.

Text Set

Novels

The King of Shadows – Elizabeth Cooper *Based in Elizabethan England, this novel would help students connect to the time period for a better understanding that time period does not need to inhibit personal connection.*

Once Upon a Marigold – Jean Ferris *Talking about finding royal love, this could provide a deeper understanding of why love was such a motivator for the characters of the play.*

Romeo and Juliet – *Honors students are required to read an additional Shakespeare play outside of class, and Romeo and Juliet is readily available in the classroom. We will be discussing how Shakespeare uses similar and different kinds of characters in each of his plays.*

Movies

Into the Woods (1990) *This play adaptation tracks multiple commonly known fairytales in one storyline. For students to master the skill of tracking characters and plots throughout a larger picture, this film provides great practice.*

A Midsummer Night's Dream (1932) and (1999) *As mentioned in the rationale, students will watch portions of the film to supplement the reading of the text in class.*

Much Ado About Nothing (1993) *In smaller groups, students will be examining another Shakespeare play. This film will be an option for them to study before discussion about the importance of characteristics of a person in the plot.*

Other Documents

The Five Love Languages -- Gary Chapman (1995) *Possible discussion in class about what motivated the characters to pursue their loves in the play. Also provides a great opportunity for personal reflection as to whom and what is important to them and why.*

The Twelfth Night – Bruce Coleville *Using a picture book to introduce another Shakespeare play will be useful as a teacher to exemplify how to lead a discussion about comparing and contrasting different plays.*

<http://www.william-shakespeare.info/william-shakespeare-dictionary.htm> - *We will be defining new words using context clues, but having a reliable source for direct definitions will help us clarify any confusion as we go along.*

<http://www.americanliterature.com/short-stories> - *This is a large collection of short stories. Students will be able to use smaller plots that aren't Shakespeare related to find similar characters and self connections.*

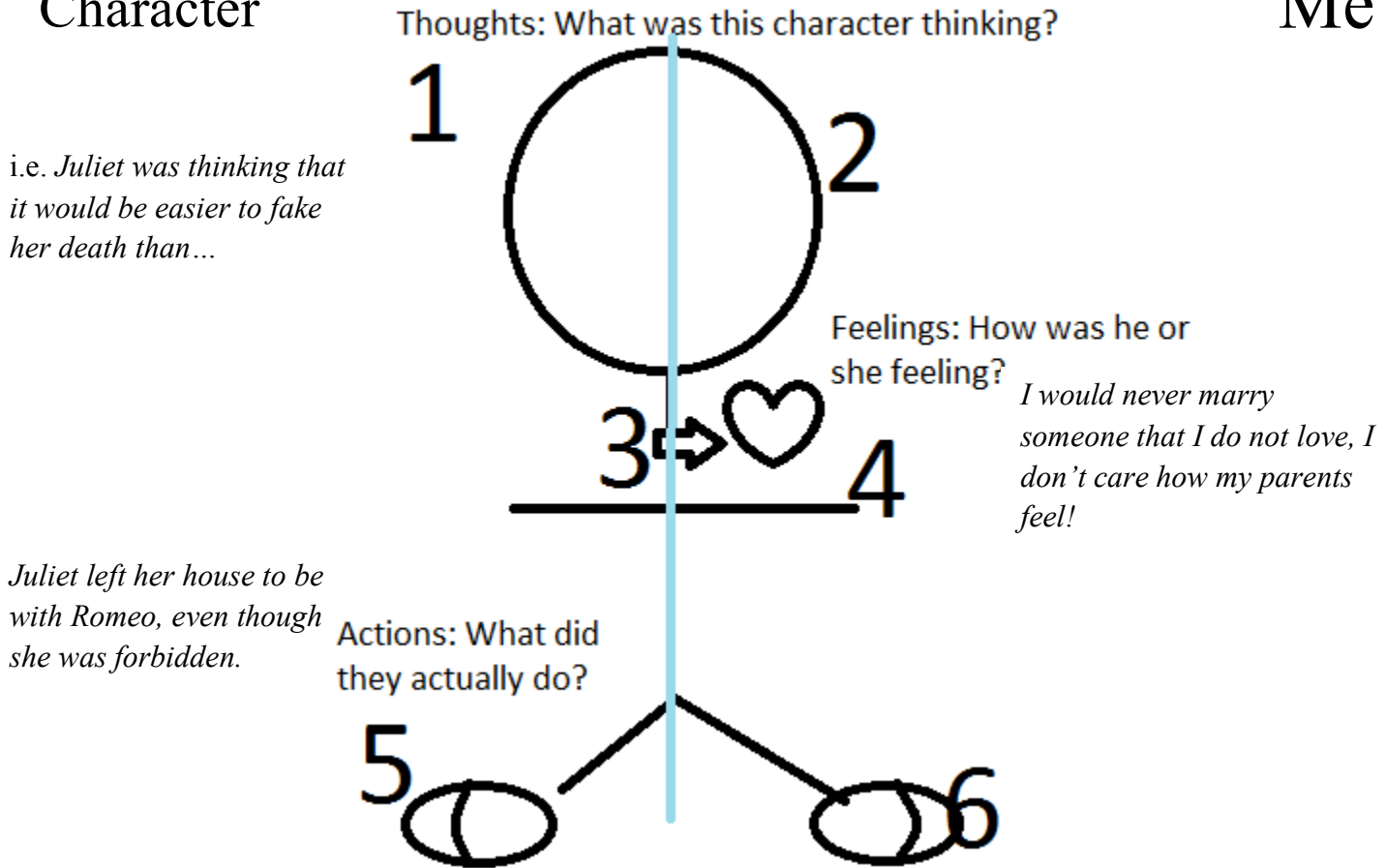
Him, Her, Them, and Me – Assessment Handout

What character in *A Midsummer Night's Dream* can you relate to the most? It could be that you aren't similar, but exactly opposite. For this assessment, you will take one character and compare them to yourself in several ways.

On the left side of this diagram, you will write about one character. You may only select one character for the entire assignment; do not switch characters for each paragraph. On the right side of the diagram, you will write about yourself. How do you compare with this character's actions? Would you act or think the same way? Do you completely disagree with how they felt or acted?

Character

Me



1. You will write one full paragraph for each of the six numbers in the picture (on your own sheet of paper). A full paragraph is at least 3 to 4 complete sentences. These examples are shorter than your paragraphs will be.

2. You will need to share specific examples from the play in each paragraph. For each number, you should be able to write about what they were doing, feeling, or thinking throughout the play.

3. Finally, You will write a seventh paragraph about whether you think that this character is a window or a mirror for you. Did you see a new perspective from someone that is not like you? Did you think that this character reflected what you would do in his or her position? Write about what you think it means to be a window or a mirror for the reader of a text. Do you like being associated with this character? Could you see yourself acting out this role easily?

Him, Her, Them, and Me – Assessment Rubric

___/ 25 Specific Details in paragraphs

- Use examples to illustrate what the character doing, feeling, or thinking.
- Describe relationships with other characters of the text.
- Discuss outcomes of their actions. Were there positive or negative consequences?
- Personal paragraphs should also include examples of your thoughts, actions, and feelings.

___/35 Quality of paragraphs

- Paragraphs are at least 3-4 sentences long.
- Each paragraph should have a clear topic sentence.
- Concluding sentence should tie examples and topic sentences together.

___/ 20 Final paragraph

- Synthesizes previous six paragraphs into one concluding argument.
- Includes topic sentence, specific character's names, and personal qualities.
- Answers all of the questions in the prompt.

___/10 Neatness

- Typed in 12 pt font.
- Free of most spelling, grammar, and organizational errors.
- Paragraphs are in numerical order of diagram shown.

___/90 points