Unit 5: Power, Conflict, Justice, and Change

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts - Grade 8

Unit 5: Power, Conflict, Justice, and Change

Belleville Board of Education

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Unit Overview

In this unit, students will familiarize themselves with William Shakespeare (his life and works of literature), so that they can read, understand, analyze, and act out the drama, A Midsummer's Night Dream. This unit will end with students writing various short constructed responses and essay prompts when applicable.

Enduring Understanding

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should "revisit" over the course of their lifetimes in relationship to the content area.

- Understanding is shaped by perspective and the media can skew that perception.
- Communication is an important aspect of life.
- The media is a powerful tool.
- All decisions have consequences.
- All races and gender matter.
- We are responsible for our actions.
- Knowledge of literary techniques can enhance understanding.
- The trouble that rumors can cause within society/our own lives
- How plays were used as entertainment:
    - "The course of true love ne'er did run smooth" -- love is difficult, particularly when parents don't approve.
    - Literature is a comment on the human condition.
    - Our morals and values are reflected in our literature.
    - Our morals and values are influenced by those we have relationships with.
    - Shakepeare's fairyland is a metaphor for things we can't explain.

Essential Questions

Essential Questions are questions that lies at the heart of a subject or a curriculum and one that promotes inquiry and the discovery of a subject.

Essential Questions for this unit are:

- How do obstacles make an individual preserve in hardship?
- How can love be difficult? What forces impede love?
- How do fantasy and imagination influence how we see the world and behave toward each other?
- How can a play can be used as entertainment?
- What is iambic pentameter? How should an actor read and perform it?
- Does love at first sight truly exist?
- What aspects of the play are fantasy and which aspects of the play are believable?

Exit Skills

What are the skills that the students should have obtained by the end of this unit?

By the end of Grade 8, ELA Unit 5, the student should be able to:

- Continue to expand and apply knowledge of vocabulary - synonyms, antonyms, root words, etc.
- Continue to expand and retell multiple of words including figurative and connotative meanings
- Continue to expand and apply dictionary, thesaurus, and research skills
- Expand and apply knowledge of specialized vocabulary used in various literary genres
- Read various genres such as novels, plays, essays, short stories, personal narratives - to identify elements, characteristics, and point of view in each
- Identify and use literary terminology
- Determine theme or central idea of a text and analyze its development over the course of the text
- Develop and utilize reading strategies to improve comprehension on grade level text
- Cite textual evidence that supports analysis of the text
- Compare and contrast the structure of two or more texts and to analyze how their differing structures contribute to meaning and style
- Use formal and informal language appropriately
- Employ all phases of process writing
- Select appropriate audience and purpose for all writing
- Demonstrate proficiency within writing
- Recognize and use proper sentence structure; vary sentence structure
- Use transitions in essay writing with logical sequence
- Use supporting details to support the main idea in essays
- Listen and contribute appropriately during whole class discussion, small group discussion, and partnered pair discussion
- Analyze and evaluate the purpose of information presented in diverse media and formats
- Paraphrase and comprehend Shakespeare's language.
- Plan and perform a scene from *A Midsummer Night's Dream*.
- Analyze language, characters, and plot of *A Midsummer Night's Dream*.
- Analyze and evaluate choices made by actors and directors.
- Analyze and evaluate choices they make themselves for a performance.

New Jersey Student Learning Standards (NJSLS-S)

The *My Perspectives* text lists all the Reading and Writing Standards for every text, essay prompt, and video component on pages T48-T59 in the teacher's manual.

Please find below a list of 2016 New Jersey Student Learning Standards for English Language Arts (as most current) required by the required benchmark, Unit #5:

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Interdisciplinary Connections

- Social Studies
- Current Events

LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Learning Objectives

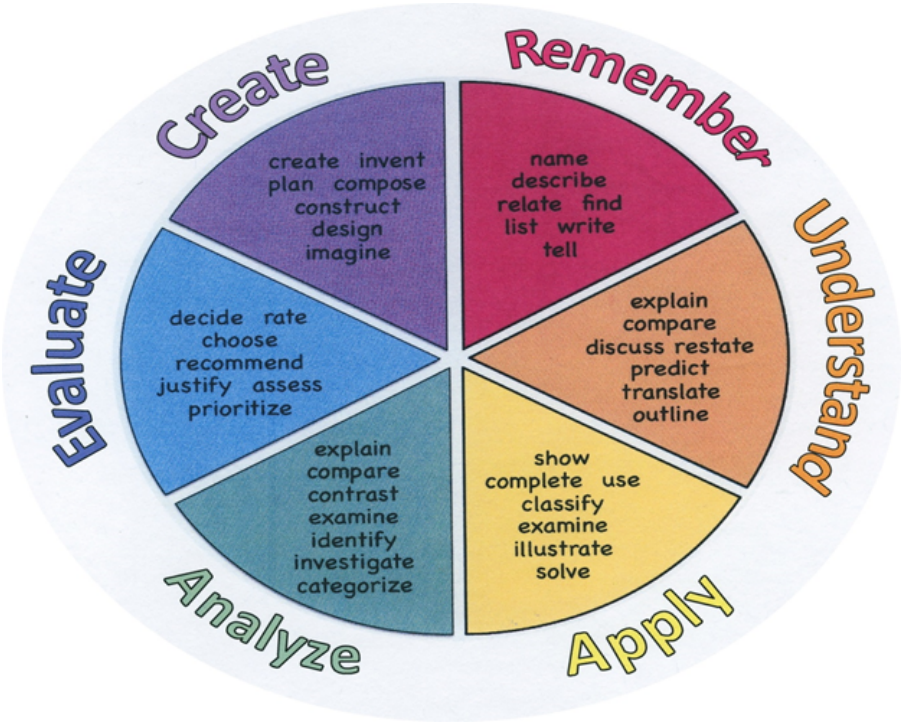
Students will be able to:

- Paraphrase and comprehend Shakespeare's language.
- Plan and perform a scene from *A Midsummer Night's Dream*.
- Analyze language, characters, and plot of *A Midsummer Night's Dream*.
- Analyze and evaluate choices made by actors and directors.
- Analyze and evaluate choices they make themselves for a performance.
- Identify, trace and explain the following motifs throughout the play:
    - eyes and seeing
    - moonlight
    - dreams
    - flowers
- Develop character profiles for the characters below to determine the motive behind their actions and dialogue:
    - Bottom
    - Demetrius
    - Helena
    - Hermia
    - Lysander
    - Obereon

- Puck
- Titania

- Analyze the examples of irony within the play and explain the role that irony plays

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

The main focal points of this unit is the whole class novel, *A Midsummer Night's Dream* by William Shakespeare, with an introduction to Shakespearian writing in the form of Early Modern English. It is a pre-requisite to high school studies of Shakespeare.

Whole Class Learning:

- *A Midsummer Night's Dream, by William Shakespeare*
    - Read novel aloud assigning parts during class
    - Role playing, chart characters and connect their relationships to one another - relationships will drive the plot of this play
    - Discussing, reviewing and analyzing various points of view and perspective

Anchor Texts for Shakespeare:

- *The Shakespeare Stealer* by Gary Blackwood
- *Once Upon a Marigold* by Jean Ferris
- *The Lure of Shakespeare* by Robert W. Butler

Suggested activity:

Divide your students into groups of three or four. Present each group with one of the scenes below. (It is not necessary that each group has a unique prompt. The improvisational format will enable different interpretations.)

Improvisation 1

- Scene: A father and daughter argue over whom she has chosen for marriage. Characters: Father, daughter, boyfriend 1, and boyfriend 2.
- Improv: A daughter returns home from summer vacation and announces she is going to marry her new boyfriend. The father, however, has made elaborate arrangements for her to marry a man the family has known for years. They argue about who is the better choice, why, and who should decide. The boyfriend and other man both try to defend their worthiness

Improvisation 2

- Scene: An elopement. Characters: A bride-to-be, a groom-to-be, a female best friend, and a jilted boyfriend.
- Improv: Two young lovers decide to go against the girl's family wishes and elope. The bride-to-be does not realize that her best friend is in love with her fiancé. She tells the best friend her plans to elope. The best friend tells the other man, who is also in love with the bride. What happens?

Improvisation 3

- Scene: Magic and revenge. Characters: A magical king, a magical queen, a magical servant, and an animal character.
- Improv: A magical king and queen argue over a child. The king decides to make his wife fall in love with the first thing she sees, in hopes of humiliating her.

Small Group Learning:

- Informational Text Literature Circle (see resources below)

Suggested activity: With homogeneous or heterogenous small groups, brainstorm and consider the following:

What do you think Shakespeare meant to convey to the audience though the title A Midsummer Night's Dream? What do you associate with summer?

Independent Learning:

- Character analysis of a Midsummer Night's Dream
- Choice independent reading

Suggested activity: Using information from class discussion, as well as details from the selections, write an explanatory compare and contrast essay in which you identify the unique characteristics of a short story and a script and explain how those characteristics influence the ways in which a writer tells a story. Also, consider characteristics of each genre form.

Assessment Evidence - Checking for Understanding (CFU)

Suggested activities and best practices related to this unit:

Formative Assessment:

- Rename and re-title each Scene, within each Act.
- Exit tickets after reading to assess understanding of the readings, from Early Modern English text, to Modern English text translation.
- Act out and discuss the events taking place in each scene

Summative Assessment:

- Quizzes for A Mid Summer Night's Dream, per Act
- Formal summaries of each act
- Essay

Alternative Assessment:

- Create a graphic depiction of the play
- Act out and record a selected scene to share with teacher and/or class
- Take home tests/quizzes using Google Forms and/or Quizizz

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Written Reports

Primary Resources & Materials

The following resources are located within the district in either textbook or work text. Additional themed resources are listed, but not available in the district.

- Textbook: *My Perspectives English Language Arts*, Grade 8 - Pearson

Novels:

A Midsummer Night's Dream, by William Shakespeare

Ancillary Resources

There are various resources within the district for this play. Students may use the Spark Notes version or abridged version to further assist them with the translation. Some sample text may provide parallel translations from Early Modern English text to modern/ everyday text to assist the students' comprehension.

- Scholastic SCOPE Magazine - monthly subscription
- NEWSELA
- Commonlit

Additional resources include, but not limited to the following:

- Ransom of Red Chief, by O. Henry (Language of Literature textbook) - You Tube video
- Novel Study/ Literature Circles using the selections listed below:
    - Change maker
    - Breakthrough [Blue Babies] (Science - medical inventions, racial injustice, survival)- There is a Scope paired text article for this selection
    - Trapped (Chilean mine underground - survival)
    - Malala
    - Positive (This novel does have mature content and adult language. It is advised to send permission slip home prior to reading it.

Career Exploration project - digital research project (if time allows)

Technology Infusion

What technology can be used in this unit to enhance learning? Some sites, apps., and programs are listed below, but not limited to:

Suggested activities and best practices:

- Use of Pearson Realize online for writing tool with feedback (Explanatory writing, Re-write scenes, and Open-ended writing)
- Use of Google Classroom for Formative Assessment with all readings (Beta Quiz using Google Forms)
- Use of Peardeck for CFUs for Shakespeare and all short stories in this unit

Understand:

- Google Classroom - Google Suite for Education
- Word Processing/ Typing essays
- Microsoft Office Suite where applicable
- Apple iWorks Suite where applicable
- Edmodo - Education social networking
- Blog Journaling

Apply:

- Story telling - Comic Life
- Movie Making
- GarageBand

Analyze:

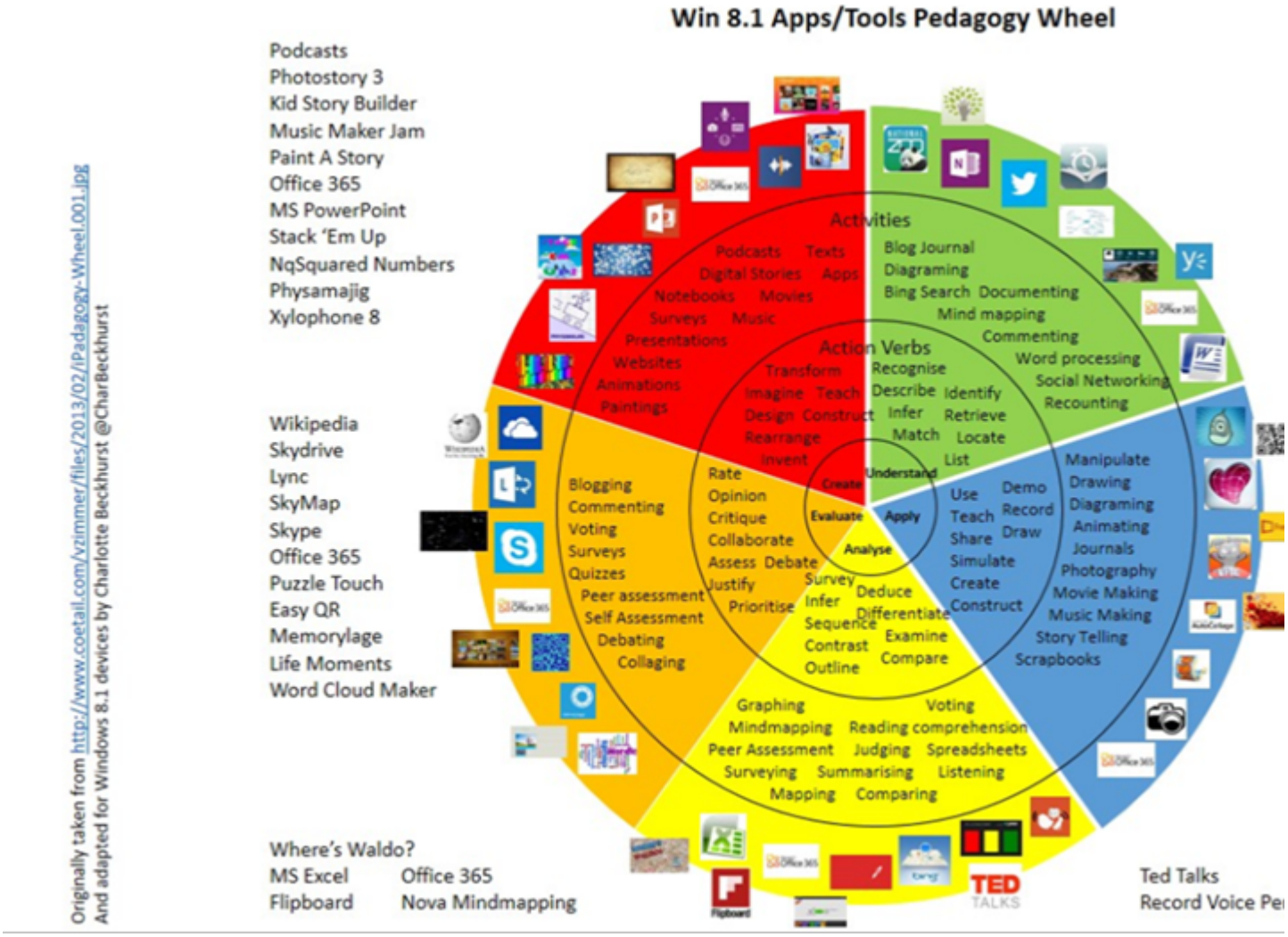
- Google Forms
- Survey Monkey
- PollEverywhere.com
- Use of listening stations

Evaluate:

- Self-Assessment with online Rubric - use of Google Docs
- PearDeck
- Pic Collage
- Online quizzes in Google Forms
- Online quizzes in EdModo
- Twitter for Educators - commenting
- Backchanneling - Today's Meet - commenting
- Plickers (CFUs)
- Kahoot!

Create:

- Google Suite for Education, Google Slides or Sites
- Flipgrid
- Prezi presentations or Excel
- Listening to Podcasts and/or audio
- Remind 101 App - Text updates
- Use of Webquests
- Photostory
- Newsela



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts including reading
- Social Studies, including American History, World History, Geography, Government and Civics
- Technology

- Visual and Performing Arts

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

21st Century Skills/Interdisciplinary Themes

Please find a list only the **21st Century Skills** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Please find a list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please find a list below of the ones that are suggested to be employed in this unit.

Specific activities related to Unit 5 are:

- Guided reading for *A Midsummer Night's Dream*, reading both in Early Modern English and Modern English to best understand Shakespearian writing
- Study guides for all formative assessments for all readings
- Pairing oral instruction with visuals. (Do this after each Scene and Act, to show comprehension and understanding).

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments

- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please find a list of **Special Education Learning** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 5 are:

- Extended time on all Google Form formative assessments (*A Midsummer Night's Dream* and all related texts).
- Use of highlighted text tool while using Newsela - color code for what you understand and what you would like further clarification on
- Use of open-book resources when taking formative assessments on readings
- Provide all modifications and follow all IEP/ 405 plans for each of the units of study in this unit

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please find a list of the **English Language Learning** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 5 are:

- Provide study guides and/ or note cards and open-book assessments for all texts (*A Midsummer Night's Dream* all text and others, etc.)
- Using "Grammarly" or other techology program to help correct spelling and/ or mechanics while writing all types for this unit
- Create project-based-learning for a visual connection to all readings (Example: poster board or one-pager for any reading)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please find a list of **Intervention Strategies** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 5 are:

- Review objectives and construct a learning contract discussing consequences for all readings, in all marking periods. Continue to monitor and allow choice of text to keep high interest.
- Tutoring or paired with peers who can assist in keeping focus on all studies - applies to all readings and work in Unit 5
- Create problem-based-learning for a real-life authentic connection to all readings

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please find a list of **Talented and Gifted** adaptations that may be employed in the unit, using the ones identified below.

- Higher level thinking and problem solving questions, created by students for students (all readings)
- Partnered by skill for essay writing - all applicable readings in this Unit
- Flexible skill grouping for those who can attempt to read Early Modern English vs. Modern English

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor

- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Narrative: A Midsummer Night's Dream, Shakespeare - Unit 5

NJSLS: RL 8.1, 8.2, 8.3, 8.10

Interdisciplinary Connection:

Social studies/ history, Shakespearian studies

Statement of Objective:

Students will be able to analyze characters and plot elements by actively reading Act 1, Scene 1, of *A Midsummer Night's Dream*, and completing a scene guide graphic organizer as they read.

Anticipatory Set/Do Now:

This comedy takes place in midsummer. What three words would you use to describe the middle of the summer?

or

The action of the play *A Midsummer Night's Dream* takes place in four days. Consider some books and movies where the story unfolds quickly. What elements do you think might be necessary for such a compressed tale to succeed?

Learning Activity:

Classwork: Students will begin actively reading Act 1, Scene 1, of the play. As they read, students will complete a scene guide graphic organizer (pg. 23 of packet) which will help them keep track of the characters and events of the play.

Closure: CFU

Student Assessment/CFU's:

Teacher Observation
Exit Ticket - What are your thoughts/reactions to Act 1, Scene 1, so far? Elaborate with evidence from the text.
Debriefing
Oral Questioning

Rate Understanding

Materials:

A Midsummer Night's Dream

Handouts

Writing Utensils

21st Century Themes and Skills:

see link

Differentiation:

Comic strip version/ visual aid to assist
Plot/character map to help with characters and relationships
Directions are read aloud

Extra time if needed

Allow students to highlight key points

Integration of Technology:
Smartboard
Visual representation to be projected
Chromebooks

Peardeck for CFU