

# Advanced - Midsummer Night's Dream

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **3 weeks**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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Students will examine the play *Midsummer Night's Dream* by William Shakespeare as a comedic piece of literature. Students will relate the novel's themes to current day experiences and partake in a variety of speaking and listening and dramatic acting activities.

Students will read and analyze *Midsummer Night's Dream* for literary devices and elements. Student will evaluate the effects that the characters' actions have on plot.

## Transfer

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Students will be able to independently use their learning to...

- Identify the elements of literature
- Demonstrate how a playwright can convey meaning through writing.

## Meaning

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## Understandings

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Students will understand...

- Events in author's lives influence literary works
- Influence and outcome of choices
- How/Why characters develop throughout a work of literature
- Underlining themes throughout the play

## **Essential Questions**

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Students will consider...

1. What makes effective dialogue?
2. What is the benefit of reading and performing a literary work?
3. How can an author use words to convey various emotions?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- Dialogue
- Monologue
- Plot Development
- Character Development
- Themes
- Motifs and symbols

### **Students will be skilled at...**

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Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements
- Responding to reading through writing prompts and class discussion

## **Academic Vocabulary**

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- Literary response

- Motif
- Dialogue
- Monologue
- Symbol
- Theme

## Learning Goals

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Students will be able to analyze the development of a theme or central idea over the course of *Midsummer Night's Dream*, including how it emerges and is shaped and refined by specific details.

Students will be able to demonstrate understanding of *A Midsummer Night's Dream* through analyzing and performing various scenes. Students will analyze specific choices made when directing a performance.

## Objective 1 - Level 4

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SWBAT:

- Analyze and gain a better understanding of the themes of desire/love, melancholy/depression, madness, deception/disguise, gender/sexual identity, and social class.

## Objective 2 - Level 4

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SWBAT:

- Analyze various film adaptations of *A Midsummer Night's Dream* and discuss how directorial decisions affect each version.

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.8.6	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.

### Objective 3 - Level 4

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#### SWBAT:

- Read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills

### Summative Assessment

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- Comprehension Quizzes
- End of novel test
- Essay
- Open-ended questions
- Performance

### 21st Century Life and Careers

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
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.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## **Formative Assessment and Performance Opportunities**

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- Class Discussion
- Comprehension Questions
- Exit Slips
- Journal Entries
- Peer and self assessments
- Presentations
- Reading Quizzes
- Small Group Discussion
- Teacher Observation
- Think-pair-share

## **Differentiation/Enrichment**

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- Graphic Organizers

- Guided notes
- Modify length of work
- Study Guides
- Supplemental Materials
- Video Interviews

## **Interdisciplinary Connections**

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## **Unit Resources**

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- Novel
- Study guides (*Shakespeare Set Free*)
- Articles
- Journal Entry Topics
- Quizzes
- Tests
- Various film adaptations of *A Midsummer Night's Dream*