



Unit Planner: Shakespeare's Midsummer's Night's Dream

English 5

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High School > 2018-2019 > Grade 11 > English Language Arts > English 5 (C) > Week 1

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Shakespeare's Midsummer's Night's Dream

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Big Ideas / Enduring Understandings

- 1) Iambic pentameter, 1) employs the stressing of "I am" (unstressed, stressed syllables). His use of this stressing mimics the beating of a human heart, a symbol that unites all of humanity since 1) all people have a heart beat, and two, the human heart is a symbol of the driving force that is love (a theme explored in much of his poetry and works) and ones desires.
- 2) A theme can be created by connecting the relationship of a story's main conflict to a central idea as well as analyzing the climax to connect a message about the central idea.
- 3) To interpret quotes we must 1) define symbols and metaphors (figurative language) into literal terms, 2) identify the subject matter that is being explored, and 3) express the lesson or message about the subject matter in a complete sentence.
- 4) When writing a critical lens essay, students must use events in a literary story (plot) to explain how character, conflict or theme help to illustrate the lesson or message conveyed in a given quote.

Essential Questions

- 1) How does Shakespeare use Iambic pentameter to help convey meaning in his poetry?
- 2) How do we identify the theme(s) of a literary story?
- 3) How do we interpret quotes?
- 4) How do we use the plots in literature to help us write a critical lens essay?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Reading: Informational Text

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Responding to Literature

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

11b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.

Speaking & Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

Reading

a. Theme

Language

A. figurative Language / poetry/ Sonnets

Writing

a. Critical Lens

b. Evidence

c. Sonnet Writing

Skills / Strategies

Reading

a. Determine multiple themes in a work of literature

Language

a. Interpret Quotes into literal language

Writing

a. Provide valid interpretation

b. Identify and utilize specific evidence from text to support writing

b. Determine the best evidence

c. Create a theme

c. Write a sonnet

c. Interpret the sonnet written

c. Use evidence from sonnet written to explain how the lines cited help to convey the theme

Key Terms / Vocabulary

Dramatic Irony
Theme
Conflict
Inciting Incident
Central idea
Climax
Sonnet
Iambic Pentameter

Learning Plan & Activities

Please include Theatre Modalities when appropriate
Interpret quotes and Lines from Shakespeare's works

Writing Sonnets employing Iambic Pentameter

Watching / Listening to different interpretations of Shakespeare
Reading Comprehension Tests

Read and analyze Critical Essays about Shakespeare's Work- "Digging Deeper into A Midsummer Night's Dream" by Kevin Ludwig and Study how he hypothesizes a theme, cites evidence and employs analysis

Hypothesize a Thematic Statement for the play

Cite Evidence for thematic Statements created

Write explanations (Analysis) of evidence Cited

Writing Critical Lens Essay (use A Midsummer Night's dream as the text students must use as evidence to support their thesis statements)

Differentiation:

V- students will watch the video/

A- students will hear actors speak Shakespeare's words

R- Students will read the text & close captions on video-Students will use graphic organizers

K- Students will use their hands and feet to count syllables when creating Sonnets

Assessments

Depth of Knowledge (DOK) Levels

Reading Comprehension/Vocabulary Tests

Formative: DOK 1 Recall: Test: Common

2 Multiple Choice Reading Comprehension/Vocabulary Tests

Critical Lens Essay

Summative: DOK 4 Extended Thinking: Written: Essay

Critical Lens Structured Essay that Explores Themes/Conflict/ Irony and Characterization

Sonnet Assignment

Formative: DOK 3 Strategic Thinking: Written: Essay

Reading Test (For Act 2-3)

Formative: DOK 1 Recall: Test: Common

Multiple Choice Reading Test for Act 2-3 - measures that students have completed independent reading at home

Reading Test (Act 4-5)

Formative: DOK 1 Recall: Test: Common

Multiple Choice Reading Test for Act 2-3 - measures that students have completed independent reading at home.

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

No FEAR SHAKESPEARE: A Midsummer's Night's Dream (Text with modern Day Translations)
Focus

- Whole class

Text Features

- Literary

Websites and Web-tools used

TURNITIN.Com: Tool to turn in written assignment
Focus

- Whole class
- Collection

Texts Used (fiction, non-fiction, on-line, media, etc...)

NetFlix: A Midsummer Nights Dream Movie
Focus

- Whole class

Text Features

- Literary
- Language Features

Texts Used (fiction, non-fiction, on-line, media, etc...)

Teach Yout Children Shakespeare: "Digging Deeper into a Midsummernight's Dream" by Ken Ludwig
Focus

- Whole class

Text Features

- Informational

