



EXPEDITIONARY
LEARNING

Grade 8: Module 2B: Unit 1: Overview



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Unit 1: Building Background Knowledge: Understanding Shakespeare and Launching *A Midsummer Night's Dream*

In this first unit, students will begin by studying the universal appeal of Shakespeare's works along with the intriguing question of the authorship of Shakespeare. Students will read informational texts and analyze them for the author's craft of forming and supporting an argument, as well as how the author structured the text. For the mid-unit assessment, students will read and analyze a complex informational text about the authorship controversy. Students will then begin reading the central text of the module, Shakespeare's *A Midsummer Night's Dream*. As they dive into the text, they will begin to build background knowledge

about Shakespeare's craft and unique use of language. As they read Acts 1, 2, and some of 3 of the play, students will begin to address this module's overarching thematic concept of "control" by exploring various characters' motives for trying to manipulate others. In addition, students will support and enhance their reading of the play by analyzing several film clips of the play. For the end of unit assessment, students will analyze differences between a film version of the play and the play itself.

Guiding Questions and Big Ideas

- **Why do Shakespeare's works hold a universal appeal?**
- **What motivates people to try to control one another's actions?**
- **Is it possible for people to control one another's actions?**



Mid-Unit 1 Assessment	<p>Analyzing an Author's Argument and Text Structure</p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.2, RI.8.5, and RI.8.6. Students will read and summarize the article “Top Ten Reasons Why Shakespeare Did Not Write Shakespeare,” determine its central idea, analyze the development of the central idea throughout the text, and examine how text structure develops this central idea. Students will identify the main supporting idea of each part of the text, cite evidence from the text that supports their answer, and explain how the textual evidence helped them decide on the supporting idea.</p>
End of Unit 1 Assessment	<p>Text to Film Comparison</p> <p>This assessment centers on NYSP12 ELA CCLS RL.8.1, RL.8.6, and RL.8.7. Students will analyze the differences between Shakespeare's original text of <i>A Midsummer Night's Dream</i> and a 1999 film version of the play directed by Michael Hoffman. They will begin by writing an objective summary of a selected passage from the play, then answering a series of short questions assessing their ability to cite the strongest textual evidence to support their ideas and inferences about the theme of control. Finally, students will analyze the extent to which the film version of a selected scene from <i>A Midsummer Night's Dream</i> stays faithful to Shakespeare's script, evaluating whether the director and/or actors' choices effectively convey the central message of the text.</p>



Content Connections

This module is designed to address English Language Arts standards as students read literature and informational texts about the universal appeal of Shakespeare's works and the question surrounding the authorship of Shakespeare. However, the module also touches on Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content.

These intentional connections are described below.

1. Time, Continuity, and Change
 - Considering competing interpretations of events

Texts

1. William Shakespeare, *A Midsummer Night's Dream*. Folger Shakespeare Library (ISBN: 978-0743477116).
2. "Top Ten Reasons Shakespeare Did Not Write Shakespeare" from the ebook, "The Shakespeare Authorship Question" by Keir Cutler, Ph.D.
3. Simon Schama, "The Shakespeare Shakedown," in *Newsweek* (Vol. 158, Issue 17), Oct. 24, 2011, 24.
4. Robert W. Butler, "The Lure of Shakespeare," in *Calliope* (Vol. 15, Issue 8), April 2005, 37.
5. Jonathan Bate, "Shakespeare's Universal Appeal Examined," in *DNA*, April 24, 2012.
6. *A Midsummer Night's Dream*, film directed by Michael Hoffman, 1999.
7. Peggy O'Brien, ed., *Shakespeare Set Free: Teaching Romeo & Juliet, Macbeth & A Midsummer Night's Dream* (New York: Washington Square Press, 1993), ISBN: 978-0-671-76046-5 (one copy for the teacher as a resource).



This unit is approximately 3.5 weeks or 18 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Launching the Module: The Universal Appeal of Shakespeare, Part 1	<ul style="list-style-type: none"> I can evaluate the advantages and disadvantages of using different media to present an idea, (RI.8.7) 	<ul style="list-style-type: none"> I can describe information from images about the universal appeal of Shakespeare. I can explain the advantages and disadvantages of gathering information from images. 	<ul style="list-style-type: none"> Notice/Wonder note-catcher 	<ul style="list-style-type: none"> Gallery Walk protocol
Lesson 2	The Authorship of Shakespeare: "The Shakespeare Shakedown"	<ul style="list-style-type: none"> I can cite the evidence that provides the strongest support for an analysis of literary text. (RI.8.1) 	<ul style="list-style-type: none"> I can cite the evidence that Simon Schama uses to support his claims in "The Shakespeare Shakedown." 	<ul style="list-style-type: none"> Advantages/Disadvantage T-Chart (from homework) "The Shakespeare Shakedown": Lesson 2-Text-Dependent Questions 	
Lesson 3	Analyzing the Author's Perspective: "The Shakespeare Shakedown"	<ul style="list-style-type: none"> I can determine an author's point of view or purpose in informational text. (RI.8.6) I can analyze how the author acknowledges and respond to conflicting evidence or viewpoints. (RI.8.6) 	<ul style="list-style-type: none"> I can analyze Simon Schama's perspective in "The Shakespeare Shakedown." I can analyze how Simon Schama acknowledges and responds to conflicting viewpoints. 	<ul style="list-style-type: none"> Quick Write 1 (from homework) Highlighting in student copies of "The Shakespeare Shakedown" "The Shakespeare Shakedown": Lesson 3-Text-Dependent Questions 	<ul style="list-style-type: none"> Discussion Appointment protocol Chalk Talk protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Analyzing the Central Claim and Supporting Claims: “The Shakespeare Shakedown”	<ul style="list-style-type: none"> I can analyze the development of a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) I can objectively summarize informational text. (RI.8.2) I can identify the argument and specific claims in a text. (RI 8.8) I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI 8.8) 	<ul style="list-style-type: none"> I can identify Simon Schama’s argument in “The Shakespeare Shakedown.” I can identify specific supporting claims that Simon Schama makes in “The Shakespeare Shakedown.” I can evaluate evidence that backs a supporting claim in “The Shakespeare Shakedown.” I can objectively summarize “The Shakespeare Shakedown.” 	<ul style="list-style-type: none"> Lesson 3 Homework: Vocabulary in “The Shakespeare Shakedown” (one per student) Highlighting in student copies of “The Shakespeare Shakedown” Evaluating Evidence note-catcher 	<ul style="list-style-type: none"> Quiz-Quiz-Trade protocol
Lesson 5	Analyzing Text Structure: “The Shakespeare Shakedown”	<ul style="list-style-type: none"> I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5) I can identify the argument and specific claims in a text. (RI.8.8) 	<ul style="list-style-type: none"> I can analyze the structure of a specific paragraph in “The Shakespeare Shakedown”, including the role of a particular sentence in developing a supporting claim. I can analyze the development of the argument in “The Shakespeare Shakedown.” I can identify specific supporting claims that Simon Schama makes in “The Shakespeare Shakedown.” 	<ul style="list-style-type: none"> Summary Writing graphic organizer (from homework) Students’ annotated copies of “The Shakespeare Shakedown” Fist to Five 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Mid-Unit Assessment: Analyzing an Author's Argument and Text Structure	<ul style="list-style-type: none"> • I can objectively summarize informational text. (RI.8.2) • I can determine the central ideas of an informational text. (RI.8.2) • I can analyze the development of a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2) • I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5) • I can determine an author's point of view or purpose in informational text. (RI.8.6) • I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6) 	<ul style="list-style-type: none"> • I can analyze the development of the argument in "Top Ten Reasons Shakespeare Did Not Write Shakespeare." • I can analyze the structure of a paragraph in "Top Ten Reasons Shakespeare Did Not Write Shakespeare", including the role of particular sentences in developing a supporting claim. • I can objectively summarize "Top Ten Reasons Did Not Write Shakespeare." • I can analyze the author's perspective in "Top Ten Reasons Shakespeare Did Not Write Shakespeare." 	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment 	
Lesson 7	Launching <i>A Midsummer Night's Dream</i> : The Universal Appeal of Shakespeare, Part 2	<ul style="list-style-type: none"> • I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) • I can determine the central ideas of an informational text. (RI.8.2) 	<ul style="list-style-type: none"> • I can determine the central idea of the article "Shakespeare's Universal Appeal Examined." • I can use evidence from the article to analyze the central idea of Shakespeare's universal appeal. 	<ul style="list-style-type: none"> • Quick Write 2 (from homework) • Chalkboard Splash • Frayer Model: Control 	<ul style="list-style-type: none"> • Chalkboard Splash protocol • Gallery Walk protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Launching <i>A Midsummer Night's Dream</i> : Identifying the Characters, Settings, and Conflicts.	<ul style="list-style-type: none"> I can analyze the main characters, settings and conflicts in <i>A Midsummer Night's Dream</i>. (RL.8.3) I can cite text-based evidence that provides the strongest support for an analysis of literary text. (RI.8.1) 	<ul style="list-style-type: none"> I can analyze the main characters, settings and conflicts in <i>A Midsummer Night's Dream</i>. I can get the gist of Shakespeare's writing in a scene from <i>A Midsummer Night's Dream</i>. I can cite evidence from <i>A Midsummer Night's Dream</i> to support my ideas. 	<ul style="list-style-type: none"> Quick Write 3 (from homework) Act 1, Scene 2 summary 	
Lesson 9	Reading Shakespeare: Understanding Shakespeare's Language	<ul style="list-style-type: none"> I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) I can determine the meaning of words and phrases in literary text (figurative, connotative and technical meanings). (RL.8.4) 	<ul style="list-style-type: none"> I can analyze how specific lines of dialogue in <i>A Midsummer Night's Dream</i> help the play move forward. I can analyze Shakespeare's use of language in <i>A Midsummer Night's Dream</i>. 	<ul style="list-style-type: none"> Act 1, Scene 1-Written Conversation Note-catcher Lesson 9 –Structured notes 	<ul style="list-style-type: none"> Written Conversation protocol
Lesson 10	Reading Shakespeare: Analyzing a Theme of <i>A Midsummer Night's Dream</i>	<ul style="list-style-type: none"> I can determine a theme or the central ideas of a literary text. (RL.8.2) I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) 	<ul style="list-style-type: none"> I can determine a theme of <i>A Midsummer Night's Dream</i>. I can analyze how characters' words and actions reveal aspects of their character. 	<ul style="list-style-type: none"> <i>A Midsummer Night's Dream</i> structured notes, 1.1.21-129 (from homework) 	
Lesson 11	Text to Film Comparison: Bottom the Fool	<ul style="list-style-type: none"> I can analyze the extent to which a filmed or live production follows the text or script of the same literary text. (RL.8.7) I can evaluate the choices made by the director or actors in presenting an interpretation of a script. (RL.8.7) 	<ul style="list-style-type: none"> I can compare the similarities and differences between a key scene in the play and how that scene is portrayed in the film. I can evaluate the choices the director or actors made in the film 	<ul style="list-style-type: none"> <i>A Midsummer Night's Dream</i> structured notes- 1.1.130-257 (from homework) Text to Film Comparison note-catcher 	<ul style="list-style-type: none"> Shakespeare's Craft



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 12	Author's Craft: The Poetry of the Play	<ul style="list-style-type: none"> I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). (RL.8.2) I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4) 	<ul style="list-style-type: none"> I can analyze the theme of control in <i>A Midsummer Night's Dream</i>. I can analyze the poetic language or verse in <i>A Midsummer Night's Dream</i>. 	<ul style="list-style-type: none"> <i>A Midsummer Night's Dream</i> structured notes-1.2.1-107 (from homework) 	
Lesson 13	Analyzing Character and Theme: Tracking Control in <i>A Midsummer Night's Dream</i>	<ul style="list-style-type: none"> I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) 	<ul style="list-style-type: none"> I can analyze the themes of control in <i>A Midsummer Night's Dream</i>. I can analyze the poetic language or verse in <i>A Midsummer Night's Dream</i>. I can analyze how characters' words and actions reveal aspects of their character. 	<ul style="list-style-type: none"> <i>A Midsummer Night's Dream</i> structured notes, 2.1.33-60, 153-194 (from homework) Three Threes in a Row note-catcher Evidence of Control note-catcher 	<ul style="list-style-type: none"> Three Three's in a Row protocol
Lesson 14	Analyzing Language, Character, and Theme: World Café Discussion	<ul style="list-style-type: none"> I can determine a theme or the central ideas of a literary text. (RL.8.2) I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4) 	<ul style="list-style-type: none"> I can analyze the poetic language or verse in <i>A Midsummer Night's Dream</i>. I can analyze how characters' words and actions reveal aspects of their character. I can analyze the theme of control in <i>A Midsummer Night's Dream</i>. 	<ul style="list-style-type: none"> <i>A Midsummer Night's Dream</i> structured notes, 2.1.195-276; 2.2/33-89 (from homework) <i>Midsummer Night's Dream</i> -2.2.90-163 note-catcher Evidence of Control note-catcher 	<ul style="list-style-type: none"> World Café protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 15	Author's Craft: Poetry and Prose	<ul style="list-style-type: none"> I can objectively summarize literary text. (RL.8.2) I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting and plot). (RL.8.2) I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4) 	<ul style="list-style-type: none"> I can analyze the theme of control in <i>A Midsummer Night's Dream</i>. I can analyze the poetry and the prose language in <i>A Midsummer Night's Dream</i> and how each contributes to meaning and tone. 	<ul style="list-style-type: none"> <i>A Midsummer Night's Dream</i> structured notes, 2.290-163 (from homework) 	
Lesson 16	Text to Film Comparison: Bottom's Transformation	<ul style="list-style-type: none"> I can analyze how differences in points of view between characters and audience create effects in writing. (RL.8.6) I can analyze the extent to which a filmed or live production follows the text or script of the same literary text. (RL.8.7) I can evaluate the choices made by the director or actors in presenting an interpretation of a script. (RL.8.7) 	<ul style="list-style-type: none"> I can analyze how the reader's perspective is different from Bottom's in a key scene in <i>A Midsummer Night's Dream</i> and how this affects the reader. I can compare the similarities and differences between a key scene in the play and how that scene is portrayed in the film. I can evaluate the choices the director or actors made in the film. 	<ul style="list-style-type: none"> Text to Film Comparison note-catcher 	<ul style="list-style-type: none"> Shakespeare's Craft How to Read Shakespeare
Lesson 17	Characters' Decisions: The Flow of Consequences in <i>Midsummer</i>	<ul style="list-style-type: none"> I can determine a theme or the central ideas of a literary text. (RL.8.2) I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3) I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4) 	<ul style="list-style-type: none"> I can analyze the themes of control in <i>A Midsummer Night's Dream</i>. I can analyze the poetic language or verse in <i>A Midsummer Night's Dream</i>. I can analyze how characters' words and actions reveal aspects of their character. 	<ul style="list-style-type: none"> <i>A Midsummer Night's Dream</i> structured notes, 3.176-208 (from homework) Evidence of Control note-catcher 	<ul style="list-style-type: none"> Shakespeare's Craft



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 18	End of Unit Assessment: Text to Film Comparison	<ul style="list-style-type: none"> I can analyze how differences in points of view between characters and audience create effects in writing. (RL.8.6) I can analyze the extent to which a filmed or live production follows the text or script of the same literary text. (RL.8.7) I can evaluate the choices made by the director or actors in presenting an interpretation of a script. (RL.8.7) 	<ul style="list-style-type: none"> I can analyze how the reader's perspective is different from Titania's in a key scene in <i>A Midsummer Night's Dream</i> and how this affects the reader. I can compare the similarities and differences between a key scene in the play and how that scene is portrayed in the film. I can evaluate the choices the director or actors made in the film. 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Text to Film Comparison 	



Optional: Experts, Fieldwork, and Service

Experts:

- Consider inviting actors from a local theater group to perform some of Shakespeare's works and/or work with students so that students may perform excerpts of Shakespeare's works. Local actors and directors might also provide expertise on staging, stage directions, and the choices they make when interpreting a script for a performance.

Fieldwork:

- Consider having students attend a live production of *A Midsummer Night's Dream* and analyze the choices made by the actor and directors.

Service:

- Arrange for students to perform excerpts or the entire play for various audiences, including younger children, nursing homes, shelters, etc.

Optional: Extensions

- With the library media specialist, provide opportunities for students to research other aspects of Elizabethan England, the Globe Theatre, Shakespeare's background, the authorship of Shakespeare, Shakespeare's contemporaries, etc.



Preparation and Materials

Building students' stamina and supporting students in reading a complex text

A Midsummer Night's Dream is a more complex text than the text used in Module 1, *Inside Out & Back Again*. Students move through the play fairly quickly as they read in class and complete a reread for homework. All students, even readers at grade level, will need your support in developing their stamina and independence with complex text during this unit. This directly addresses some of the shifts in the Common Core in general and CCSS RL10 in particular that call for students to proficiently make meaning of grade-level text.

The sequence of homework, lessons, and assessments in this unit has been carefully designed to improve students' stamina, provide appropriate supports, and make sure that students who are struggling with reading complex text at home will not be unduly disadvantaged on assessments. The homework routine is designed to support students in a reread of a portion of the play that was first read in class. The structured notes that students complete as they read provide structures that help students make meaning of the text, answer a focus question about the reading, and attend to important and rich vocabulary words.

Consider how your existing routines and class culture around celebrating homework completion and effort might be used to support and encourage students as they read *A Midsummer Night's Dream*. Also consider how you might collaborate with the teachers who support ELL and Special Education students—perhaps these students could work on the homework during their resource period.

In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:

- Before you begin the unit, build background knowledge about this time. *A Midsummer Night's Dream* is set in a time and place unfamiliar to many students.
- Consider giving struggling students the supported structured notes, included at the end of each lesson.
- Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework.
- If possible, give students access to an audio book version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud.



Close Reading

This module introduces a new Teacher's Guide. This guide was developed to streamline the detailed lesson plan and provide an easy "cheat sheet" for teachers to use to guide instruction of lessons that involve reading for comprehension, close reading, and text-dependent questions. The guide includes not only the questions to ask students, but how to pace, when to probe, and where to provide additional scaffolding.

This module has sometimes drawn inspiration from the lessons provided in the teacher resource *Shakespeare Set Free*. The lessons draw upon the Play Map in this text as a support to orient students to the many characters and subplots of the play. Teachers may find some additional lessons in this resource helpful in guiding students through this complex text; where appropriate, the lessons have noted places where the resource may be helpful.

This unit includes a number of routines that involve stand-alone documents:

1. Structured Notes

The structured notes provide students with a place to record their thinking as they read. Structured notes are organized by the selected in-class reading and have three parts. Part 1 asks students to write the gist of what they read. Part 2 asks students to respond to a focus question about the reading homework. This focus question is related to the overarching themes in the play or to studying the decisions or actions of characters.

The structured notes (and the supported structured notes) are provided both as a stand-alone document and at the end of each lesson. Review them before you launch the unit and decide which method of organizing these assignments and checking homework will work best for you and your students.

You may need to modify this homework plan to meet the needs of your students. Your routine should allow you to look closely at student work several days into the homework routine to make sure they are on track. Your routine also needs to allow students to use these notes in class daily and to keep track of them, as they will draw heavily on them as they write their essays (End of Unit 2 Assessment).

You will find the structured notes (and supported structured notes) in two places.

- As stand-alone documents.
- At the end of each lesson (just the appropriate section that is for that night's homework), in case you prefer not to create packets.



2. Reading Calendar

- Consider providing a reading calendar to help students, teachers, and families understand what is due and when. See stand-alone document.

Multimedia

This unit includes recommendations to show students several video clips (Lessons 11, 16, and 18) from the film version of *A Midsummer Night's Dream* (Hoffman, 1999). The selected scenes have been carefully chosen to attend to specific text to film comparison. The use of film is an integral part of the module design and directly addresses RL.8.7. Do not just show the whole film to students; scenes were strategically selected and placed during particular lessons.

Independent Reading

This module introduces a more robust independent reading structure after students have finished reading *A Midsummer Night's Dream* (i.e., part way through Unit 2). Consider scheduling a week after the Mid-Unit 2 assessment, or between Unit 2 and Unit 3 to launch independent reading. Alternatively, you could lengthen the time for Unit 3 and intersperse the independent reading lessons into the first part of the unit. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about ½ class period per week, with an additional day near the end of a unit or module for students to review and share their books. Unit 3 includes time to maintain the independent reading routine (calendared into the lessons). But you may wish to review the independent reading materials now to give yourself time to gather texts and to make a launch plan that meets your students' needs.

The calendar below shows what is due on each day.

Teachers can modify this document to include dates instead of lessons.

Due at Lesson	Read from <i>A Midsummer Night's Dream</i> : Complete structured notes for these lines	Focus Question
10	1.1.21–129	In what ways do Demetreus and Egeus attempt to control Hermia? Be sure to cite specific evidence from the text to support your answer.
11	1.1.130–257	What specific dialogue or incidents in this section provoke Helena to make the decision to reveal Hermia and Lysander's plans to Demetrius? Be sure to cite specific evidence from the text to support your answer.
12	1.2.1–107	Who controls this scene? How do you know? Be sure to cite specific evidence from the text to support your answer.
13	2.1.33–60, 153–194	How do both Robin and Oberon express a desire to control others? Be sure to cite the strongest evidence from the text to support your answer.
14	2.1.195–267; 2.2.33–89	What motivates Oberon to try to control Demetrius? What motivates him to try to control Titania? Be sure to cite the strongest evidence from the text to support your answer.
15	2.2.90–163	What are the consequences of Oberon's attempts to control others using the "love-in-idleness" flower? Be sure to cite the strongest evidence from the text to support your answer.
16	3.1.1–75	How does Shakespeare show the audience that the men's play will be funny? Be sure to cite the strongest evidence from the text to support your answer.
17	3.1.76–208	In what ways does Shakespeare advance the comedy of this scene through his language and the characters' actions? Be sure to cite the strongest evidence from the text to support your answer.
18	3.2.90–123	How does Oberon's desire to control others propel the action of the play?



Due at Lesson	Read from <i>A Midsummer Night's Dream</i> : Complete structured notes for these lines	Focus Question
Unit 2		
2	3.2.124–365	Throughout the scene, Helena expresses her confusion and anger at being the subject of a mean joke. How is dialogue in the play used to propel the action of the story?
3	3.2.366–493	How is the character of Puck critical in creating the plot of the story? Be sure to use the strongest details from the text to support your answer.
4	4.1.1–87, 4.1.131–193	How are dreams used in the resolution of the events in the play?
6	5.1.114–379	What does the audience of Pyramus and Thisbe think of the play? How do you know?
9	5.1.380–455	How does Shakespeare use the fairies to provide the conclusion to the play?