EXPEDITIONARY
LEARNING

# Grade 8: Module 2B: Unit 2:
## Overview

**Unit 2: Case Studies: "What Fools These Mortals Be"**

In this second unit, students will read and finish the play while they continue to follow the theme of control in *A Midsummer Night's Dream*. They continue to trace which characters wish to control or manipulate others, how they attempt to exercise this control, and whether or not they are successful. Students will study how Shakespeare drew upon Greek mythology for the play within the play as they study "Pyramus and Thisbe." They will study how Shakespeare rendered the story new, and how the texts relate to the theme of control. In the two-part mid-unit assessment, students will first read another myth similar to "Pyramus and Thisbe"; they will then summarize the myth and analyze the narrative structure.

In the second part of the assessment, students will read a passage from *A Midsummer Night's Dream* and analyze Shakespeare's craft as an author in terms of word choice and structure. They will then compare this excerpt from the play with the story "Pyramus and Thisbe" as they engage in a deeper analysis of how the structure of each contributes to the meaning. For the end of unit assessment, students will write an argument essay in which they use the strongest evidence from the play to make a claim about whether Shakespeare makes the case that it is possible to control another person's actions or not.

| Guiding Questions And Big Ideas |
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| • **What motivates people to try to control one another's actions?** |
| • **How do people try to control one another's actions?** |
| • **What happens when people try to control one another's actions?** |
| • **Is it possible for people to control one another's actions?** |
| • *Authors use the structure of texts to create style and convey meaning.* |
| • *Authors use allusions to layer deeper meaning in the text.* |

| Mid-Unit 2 Assessment | **Analyzing Narrative Structure and Author's Craft**<br>This two-part assessment centers on NYSP12 ELA CCLS RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.9, and L8.5a. In Part 1, students will first read a Swedish myth similar to "Pyramus and Thisbe" and summarize the myth. They will then analyze the narrative structure of the myth. In Part 2, students will read Egeus's speech from the beginning of *A Midsummer Night's Dream* and analyze Shakespeare's word choice by using context clues to determine the meaning of specific words in the speech, as well as inferring figurative and connotative meanings. They will then compare this excerpt from the play with the story "Pyramus and Thisbe" as they engage in a deeper analysis of the ways in which Shakespeare may have drawn on patterns of events, character types, and themes in this myth, how he rendered this material new, and how the structure of each text differs and contributes to the meaning of both. |
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| End of Unit 2 Assessment | **Argument Essay: Controlling Others in *A Midsummer Night's Dream***<br>This assessment centers on NYSP12 ELA CCLS RI.8.2, W.8.1, W.8.1b, W.8.1c, W8.1d, W.8.1e, W.9a, L.8.2, L.8.2a, and L.8.2b. Students will cite the strongest evidence from the play as they write an argument essay in which they use the strongest evidence from two characters in *A Midsummer Night's Dream* to answer the following prompt: "In *A Midsummer Night's Dream*, does Shakespeare make the case that it is possible to control another person's actions, or not?" In addition, students will strengthen their arguments by acknowledging and distinguishing their claim from alternate or opposing claims. |

| Texts |
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| 1.   William Shakespeare, *A Midsummer Night's Dream*. Folger Shakespeare Library (ISBN: 978-0743482813). |
| 2.   Bulfinch, Thomas. "Pyramus and Thisbe." Age of Fable: Vols. I & II: Stories of Gods and Heroes. N.p.: n.p., n.d. 22-24. Kundalini Awakening Systems 1. Web. <http://www.kundaliniawakeningsystems1.com/downloads/thomas-bulfinchs-mythology-age-of-fable-vols1&2.pdf>. |
| 3.   Shepard, Aaron. "The Harvest That Never Came." Cricket Jan. 1993 |

**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 |
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| **Lesson 1** | Characters and Consequences | • I can analyze the development of a theme or central theme idea throughout the text (including its relationship to the characters, setting, and plot).  (RL.8.2)<br>• 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 how specific events create consequences that propel the action of the play.<br>• I can analyze how specific dialogue reveals aspects of a character.<br>• I can determine the meaning of words and phrases in a text. | • *A Midsummer Night's Dream* structured notes, 3.2.90-123 (Unit 1, Lesson 17 homework)<br>• Consequences flow chart | • Consequences Flow Chart anchor chart<br>• Written Conversation protocol |
| **Lesson 2** | Analyzing Character and Theme: Tracking Control in *A Midsummer Night's Dream* | • 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 how characters try to control one another in *A Midsummer Night's Dream* | • *A Midsummer Night's Dream* structured notes, 3.2.124-365 (from homework)<br>• Three Threes in a Row note-catcher<br>• Evidence of Control note-catcher | • Three Threes in a Row protocol |
| **Lesson 3** | Analyzing the Resolution of the Play:  World Café Discussion | • I can determine a theme or the central ideas of a literary text. (RL.8.2)<br>• 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)<br>• I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4) | • I can analyze how characters try to control one another in *A Midsummer Night's Dream*.<br>• I can analyze the poetic language or verse in *A Midsummer Night's Dream.*<br>• I can analyze how characters' words and actions reveal aspects of their character. | • *A Midsummer Night's Dream* structured notes, 3.2.366-493 (from homework)<br>• *A Midsummer Night's Dream* note-catcher: 2.2.90-163<br>• Consequences flow chart | • World Café protocol |

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment | Anchor Charts & Protocols |
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| **Lesson 4** | Analyzing How Shakespeare's Play Draws upon Greek Mythology: Part 1 | • I can determine the meaning of words and phrases in a literary text (figurative, connotative and technical meanings). (RL.8.4)<br>• I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)<br>• I can analyze the connections between modern fiction, myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9) | • I can find the gist of the story "Pyramus and Thisbe."<br>• I can use different strategies to identify the meaning of unfamiliar words and phrases in "Pyramus and Thisbe."<br>• I can analyze the word choice, tone and meaning in the story "Pyramus and Thisbe." | • *A Midsummer Night's Dream* structured notes, 4.1.1-87 and 4.1.131-193 (from homework)<br>• Word Choice, Tone and Meaning note-catcher: "Pyramus and Thisbe"<br>• "Pyramus and Thisbe" structured notes | |
| **Lesson 5** | Reading Shakespeare: The Play within the Play | • I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). (RL.8.4)<br>• I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9) | • I can analyze Shakespeare's use of tragedy within a comedy.<br>• I can explain why Shakespeare wrote the play "Pyramus and Thisbe" into *A Midsummer Night's Dream.* | • "Pyramus and Thisbe" structured notes (from homework)<br>• Venn Diagram: Comparing and Contrasting Two Plays<br>• *A Midsummer Night's Dream* structured notes, 5.1.114-379 | |
| **Lesson 6** | Analyzing How Shakespeare's Play Draws upon Greek Mythology: Part 2 | • I can objectively summarize literary text. (RL.8.2)<br>• 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 identify the narrative structure of the myth "Pyramus and Thisbe."<br>• I can use the plot structure to summarize the myth "Pyramus and Thisbe." | • *A Midsummer Night's Dream* structured notes, 5.1.114-379 (from homework)<br>• "Pyramus and Thisbe" Narrative Structure<br>• "Pyramus and Thisbe" Summary<br>• Homework QuickWrite: The Thirst of the Lioness | |

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| **Lesson 7** | Analyzing How Shakespeare's Play Draws upon Greek Mythology: Part 3 | • I can analyze how different structures impact meaning and style of a text. (RL.8.5)<br>• I can compare and contrast the structure of multiple texts. (RL.8.5)<br>• I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9) | • I can analyze how the structures of the narrative and the play versions of "Pyramus and Thisbe" affect meaning.<br>• I can make connections between a theme in *A Midsummer Night's Dream* with a theme of the myth "Pyramus and Thisbe." | • QuickWrite: The Thirst of the Lioness (from homework)<br>• Chalk Talk charts | • Comparing and Contrasting the Narrative Structures of Two Versions of "Pyramus and Thisbe" anchor chart<br>• Chalk Talk protocol<br>• Gallery Walk protocol |
| **Lesson 8** | Leaving the Play: All's Well That Ends Well | • 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)<br>• 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 development of the theme of control in *A Midsummer Night's Dream.*<br>• I can analyze how Robin's speech reveals his character. | • QuickWrite: How is the theme of parental control similar and different in each text? (from homework)<br>• Students' comments during Mix and Mingle | |

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| **Lesson 9** | Mid-Unit 2 Assessment: Analyzing Narrative Structure and Author's Craft:  Part 1 | • I can determine a theme or the central ideas of a literary text. (RL.8.2)<br>• 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)<br>• I can objectively summarize literary text. (RL.8.2)<br>• 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)<br>• I can determine the meaning of words and phrases in a literary text (figurative, connotative and technical meanings). (RL.8.4)<br>• I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)<br>• I can compare and contrast the structure of multiple texts. (RL.8.5)<br>• I can analyze how different structures affect meaning and style of a text. (RL.8.5)<br>• I can analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9)<br>• I can analyze figurative language, word relationships and nuances in word meanings. (L.8.5a) | • I can identify the narrative structure of the myth "The Harvest That Never Came."<br>• I can use the plot structure to summarize the myth "The Harvest That Never Came." | • *A Midsummer Night's Dream* structured notes, 5.1.380-455 (from homework)<br>• Mid-Unit 2 Assessment: Analyzing Narrative Structure and Author's Craft:  Part 1 | |

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| **Lesson 10** | Mid-Unit 2 Assessment: Analyzing Narrative Structure and Author's Craft: Part 2 | • I can determine a theme or the central ideas of a literary text. (RL.8.2)<br>• 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)<br>• I can objectively summarize literary text. (RL.8.2)<br>• 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)<br>• I can determine the meaning of words and phrases in a literary text (figurative, connotative and technical meanings). (RL.8.4)<br>• I can analyze the impact of word choice on meaning and tone (analogies or allusions). (RL.8.4)<br>• I can compare and contrast the structure of multiple texts. (RL.8.5)<br>• I can analyze how different structures affect meaning and style of a text. (RL.8.5)<br>• I can analyze how connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types). (RL.8.9)<br>• I can analyze figurative language, word relationships and nuances in word meanings. (L.8.5a) | • I can analyze an author's word choice in an excerpt of *A Midsummer Night's Dream.*<br>• I can explain how Shakespeare has drawn upon a myth and rendered it new.<br>• I can analyze the structures of two texts and explain how they contribute to the meaning of each. | • Mid-Unit 2 Assessment: Author's Craft: Analyzing Shakespeare's Craft: Part 2 | |

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| **Lesson 11** | Analyzing the Model Essay: Studying Argument | • I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)<br>• I can identify the argument and specific claims in a text. (RI.8.8)<br>• I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6) | • I can explain what it means to write a coherent argument essay with appropriate structure and relevant evidence.<br>• I can analyze the argument in a model essay.<br>• I can analyze how the author of the model essay acknowledges and responds to a counterclaim. | • Supporting Evidence-Based Claims graphic organizer<br>• QuickWrite | |
| **Lesson 12** | Writing an Argument Essay: Evaluating the Model and Crafting a Claim | • I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)<br>• I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.8.4)<br>• I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1) | • I can craft the claim of my argument essay based on the strongest evidence.<br>• I can choose relevant and compelling reasons to support the claim I am making in my argument essay. | • QuickWrite (from homework)<br>• Exit Ticket | |

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| **Lesson 13** | Writing an Argument Essay: Peer Critique | • I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)<br>• I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.8.4)<br>• With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5)<br>• I can select evidence from literary or informational texts to support analysis, reflection and research. (W.8.9)<br>• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2) | • I can critique my partner's use of evidence using criteria from *A Midsummer Night's Dream* Argument Rubric.<br>• I can revise my work by incorporating helpful feedback from my partner.<br>• I can write an organized argument essay about *A Midsummer Night's Dream*.<br>• I can use correct punctuation in my Quote Sandwich. | • Supporting Evidence-Based Claims graphic organizer (from homework)<br>• Quote Sandwich for Peer Critique<br>• Exit Ticket | • Peer Critique protocol<br>• Praise-Question-Suggest protocol |
| **Lesson 14** | Writing an Argument Essay: Planning the Essay | • I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)<br>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4) | • I can select reasons and support them with evidence to support my claim about A *Midsummer Night's Dream*.<br>• I can explain how the details develop the reasons that support my claim.<br>• I can acknowledge and respond to a counterclaim. | • Exit Ticket | |

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| **Lesson 15** | End of Unit 2 Assessment, Part 1: Drafting the Argument Essay | • I can write arguments to support claims with clear reasons and relevant evidence. (W.9.1)<br>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)<br>• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.8.9) | • I can write an organized argument essay about *A Midsummer Night's Dream.*<br>• In my essay, I can support my claim with reasons, details, and quotes from the play.<br>• In my essay, I can explain how the details develop the reasons that support my claim.<br>• In my essay, I can acknowledge and respond to a counterclaim. | • A Midsummer Night's Dream planner (from homework)<br>• Essay draft | |
| **Lesson 16** | Launching the Performance Task: Prompt, Characters, Groups | • 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)<br>• I can effectively engage in discussions with diverse partners about eighth-grade topics, texts and issues. (SL.8.1) | • I can work effectively with a group to create group norms to make group discussion and collaborative work productive and enjoyable.<br>• I can work effectively with a group to prepare to write a character confessional narrative. | • Exit ticket | • Think-Write-Pair-Share protocol |
| **Lesson 17** | Planning the First Draft of the Character Confessional Narrative | • I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)<br>• I can write poetry, stories, and other literary forms. (W.8.11b) | • I can analyze a model narrative to generate criteria for an effective narrative of my own.<br>• I can plan for a first draft of my character confessional. | • Character Confessional Narrative Planner | • Character Confessional Narrative Criteria anchor chart |

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| **Lesson 18** | End of Unit 2 Assessment, Part 2: Revise Essay Drafts | • With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5)<br>• I can use correct grammar and usage when writing or speaking. (L.8.1)<br>• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2) | • I can use feedback from others to revise and improve my essay.<br>• I can use correct grammar and punctuation in my essay. | • Revised essay | |

## 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 myths that Shakespeare may have drawn upon in his works.

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| Independent Reading |
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| This module introduces a more robust independent reading structure after students have finished reading *A Midsummer Night's Dream* (i.e., partway through Unit 2). Consider scheduling a week after the Mid-Unit 2 assessment, or between Units 2 and 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. |