Unit Plan – English Language Arts 1201

*A Midsummer Night’s Dream* by William Shakespeare
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Curriculum Outcomes

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

3.3 analyze the positions of others

3.4 use a variety of communication styles appropriately

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

7.1 evaluate the different stylistic techniques of texts that contribute to meaning and effect

7.2 respond critically with support to content, form and structure of texts

7.3 analyze the impact of literary and media devices on the understanding of a text

7.4 justify how texts reveal ideologies and identities

GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.

9.3 evaluate their use of strategies used to engage the audience
## Evaluation Plan

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Outcomes</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| Multimedia Project  | 7.4  
9.3       | The multimedia project assesses the students’ knowledge of the events of the play, the characters and setting, and allows them to represent these elements in a way that appeals and reaches their audience (their peers). |
| Quiz 1 – Act I      | 3.3  
7.4       | Assesses the students’ comprehension and recollection of Act I. |
| Quiz 2 – Act II     | 3.3  
7.4       | Assesses the students’ comprehension and recollection of Act I. |
| Quiz 3 – Act III    | 3.3  
7.4       | Assesses the students’ comprehension and recollection of Act I. |
<table>
<thead>
<tr>
<th>Test</th>
<th>Domain</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Quiz 4 – Act IV</td>
<td>3.3</td>
<td>Assesses the students’ comprehension and recollection of Act I.</td>
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<td>7.4</td>
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<tr>
<td>Quiz 5 – Act V</td>
<td>3.3</td>
<td>Assesses the students’ comprehension and recollection of Act I.</td>
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<td>7.4</td>
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<tr>
<td>Unit Test</td>
<td>7.1</td>
<td>The test presents an approachable overview of all of the elements discussed</td>
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<tr>
<td></td>
<td>7.2</td>
<td>during the unit. It will test students’ ability to reflect and critically</td>
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<td></td>
<td>7.3</td>
<td>analyze A Midsummer Night’s Dream, and apply that understanding in an</td>
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<tr>
<td></td>
<td>7.4</td>
<td>evaluative assessment.</td>
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# Table of Specification – Test

<table>
<thead>
<tr>
<th>Topics</th>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Total</th>
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<tbody>
<tr>
<td>Characters And Motive</td>
<td>4</td>
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<tr>
<td>Language</td>
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<td>Setting</td>
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<td>Themes and Ideas</td>
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<td>30</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>23%</strong></td>
<td><strong>5%</strong></td>
<td><strong>25%</strong></td>
<td><strong>46%</strong></td>
<td><strong>100%</strong></td>
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<td>Item #</td>
<td>Item</td>
<td>Cognitive Level</td>
<td>Outcome(s)</td>
<td>Explanation</td>
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<tr>
<td>1</td>
<td>True/False</td>
<td>Remember</td>
<td>7-1</td>
<td>Character decision helps plot progression and character development.</td>
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<tr>
<td>2</td>
<td>True/False</td>
<td>Remember</td>
<td>7-1</td>
<td>Creating irony and comedy furthers the plot and action.</td>
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<td>3</td>
<td>True/False</td>
<td>Understand</td>
<td>7-3</td>
<td>Understanding and use of pathetic fallacy creates mood in the text.</td>
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<tr>
<td>1</td>
<td>Multiple Choice</td>
<td>Understand</td>
<td>7-3</td>
<td>Understanding irony makes the comedy and text more comprehensive.</td>
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<td>Analyze</td>
<td>7-3</td>
<td>The importance of theme in a play and its far-reaching borders.</td>
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<td>3</td>
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<td>7-1</td>
<td>The role of the characters in the progression of the plot.</td>
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<tr>
<td>1</td>
<td>Matching</td>
<td>Remember</td>
<td>7-1</td>
<td>Understanding the language used in the text improves understanding of the text itself.</td>
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<tr>
<td>2</td>
<td>Matching</td>
<td>Remember</td>
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<td>Understanding the language used in the text improves understanding of the text itself.</td>
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<td>6</td>
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<td>Remember</td>
<td>7-1</td>
<td>Understanding the text improves understanding of the text itself.</td>
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<td>7</td>
<td>Matching</td>
<td>Remember</td>
<td>7-1</td>
<td>Understanding the language used in the text improves understanding of the text itself.</td>
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<td>8</td>
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<td>Remember</td>
<td>7-1</td>
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<td>Matching</td>
<td>Remember</td>
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<td>Understanding the language used in the text improves understanding of the text itself.</td>
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<td>Matching</td>
<td>Remember</td>
<td>7-1</td>
<td>Understanding the language used in the text improves understanding of the text itself.</td>
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<tr>
<td>1</td>
<td>Fill in the Blanks</td>
<td>Remember</td>
<td>7-1</td>
<td>The understanding of character background and how it influences motive.</td>
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<td>2</td>
<td>Fill in the Blanks</td>
<td>Understand</td>
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<td>Understand</td>
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<td>Understanding the language used in the text improves understanding of the text itself.</td>
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<tr>
<td>4</td>
<td>Fill in the Blanks</td>
<td>Remember</td>
<td>7-3</td>
<td>Stylistic techniques add to the tone and atmosphere of the play.</td>
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<tr>
<td>1a.</td>
<td>Short Answer</td>
<td>Analyze</td>
<td>7-2, 7-3</td>
<td>Analyzing as aspect of the text and discussing how it helps the progression of the plot.</td>
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<td>1b.</td>
<td>Short Answer</td>
<td>Analyze</td>
<td>7-2, 7-3</td>
<td>Analyzing as aspect of the text and discussing how it helps the progression of the plot.</td>
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<td>1c.</td>
<td>Short Answer</td>
<td>Analyze</td>
<td>7-2, 7-3</td>
<td>Comparing aspects of the play and evaluating how they...</td>
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<td>Long Essay</td>
<td>Evaluate</td>
<td>7-2, 7-3</td>
<td>Exploring themes and considering how they contribute to plot progression.</td>
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<td>2</td>
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<td></td>
<td>7-2, 7-3</td>
<td>Exploring themes and considering how they contribute to plot progression.</td>
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<tr>
<td>3</td>
<td></td>
<td></td>
<td>7-4, 7-2, 7-3</td>
<td>Exploring the ideologies of the time and how they are presented in the play, and serve to further plot.</td>
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</tbody>
</table>
Unit Test – A Midsummer Night’s Dream

A) True or False /3
Identify whether the statement is true or false. Insert a T or an F in the blank space provided.

1. _________ In Act I, Egeus selects Lysander as a groom for his daughter Hermia.

2. _________ The first person that Queen Titania sees when she wakes up from the spell is Nick Bottom.

3. _________ Thunder and lightning coinciding with a tragic event is an example of a metaphor.

B) Multiple Choice /3
Circle the letter that best answers the given question.

1. When Puck turns Nick Bottom’s head into that of a Donkey’s, what literary device is Shakespeare employing?
   a) Irony
   b) Hyperbole
   c) Personification
   d) Symbolism

2. The forest in which the majority of the play takes place embodies what important theme throughout the play?
   a) Chaos
   b) Confusion
   c) Love
   d) Magic

3. Which character is responsible for administering the love potion upon the 4 lovers?
   a) Egeus
   b) Oberon
   c) Puck
   d) Theseus
C) **Matching** /10

Draw lines between corresponding word (left column) and definition (right column).

1. Chink  
   A) A narrow opening  
2. Perjure  
   B) Guilty of swearing falsely  
3. Amorous  
   C) Showing or expressing love  
4. Tarrying  
   D) To remain or stay  
5. Lamenting  
   E) To feel or express regret  
6. Spurn  
   F) To reject with disdain  
7. Flout  
   G) A contemptuous remark  
8. Mirth  
   H) Gaiety or jollity  
9. Shroud  
   I) A cloth used to wrap a body for burial  
10. Kindred  
    J) A person’s relatives collectively

D) **Fill in the Blanks** /4

Insert the correct missing word in the blank space provided to complete the statement.

1. _________________ Duke of Athens is preparing to get ready to ________________ the queen of the Amazons. (Theseus) (Hippolyta)

2. Puck ends the play with an apologetic note hoping they have not offended anybody. He apologizes and offers to make ________________ if they did. (Amends)

3. Once the conflicts have resolved, the lovers are ready for ________________, a party-like atmosphere. (Frolic)

4. ________________ is the metre that makes up the majority of *A Midsummer Night’s Dream*.

E) **Short answers** /15

Reflecting upon what we discussed in class, respond to the following questions in an organized and concise manner.

1. Throughout *A Midsummer Night’s Dream* there is a contrast between the world of magic and the real world.

   a) Analyze the physical and psychological characteristics of one (1) magical character.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
b) Analyze the physical and psychological characteristics of one (1) real world character.

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c) Compare these two (2) characters.

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F) Long Answers /30

Construct critical responses to the following essay questions. Use examples from the text. Your response should be between 250-500 words.

1. Write an essay in which you analyze how the characters in this play reveal the paradoxical nature of love. Use examples from the play to support your assertion.
2. Examine the relationship between the themes of Magic and that of Dream. How are these themes essential to the progression of the plot?
3. Evaluate the representation of women in A Midsummer Night’s Dream. What does this representation say about Shakespeare and the ideologies of the time period?
Formative Assessments

1. Act Quizzes

Name: ___________________________ Date: ________________________

Act I Quiz (1/5)

1. What are Theseus and Hippolyta discussing at the beginning of the play?

2. How does Hippolyta come to be betrothed to Theseus?

3. Why is Egeus disturbed?

4. What will Hermia’s fate be if she does not marry Demetrius?

5. To what do Lysander and Hermia agree?
Act II Quiz (2/5)

1. Why does Oberon get angry with his queen?

2. Oberon sends Puck on what mission?

3. Upon overhearing Demetrius and Helena, what does Oberon command Puck to do?

4. Upon whose eyes does Puck apply the potion?

5. When he wakes up, who does Lysander see and love?
Act III Quiz (3/5)

1. What does Puck do to Bottom?

2. Who says: “Tie up my love's tongue, bring him silently.”

3. What news does Puck bring Oberon?

4. Why does Oberon send Puck to fetch Helena?

5. Why does Oberon send Puck to confuse the two young men?
Act IV Quiz (4/5)

1. Why does Titania give Oberon the child?

2. How does Oberon find Titania and Bottom?

3. Why does Oberon remove the spell he had cast over his queen?

4. Finding the two couples asleep in the wood and learning of their more balanced love, what order does Theseus give?

5. What news does Bottom bring his companions?
Act V Quiz (5/5)

1. Why do you think Shakespeare included a play within a play?

2. What do the fairies do after the palace goes to sleep?

3. Who does Puck address at the play's end?

4. What is the purpose of this last speech?
2. In-Class Scene Reading

A group of students will be assigned a scene from each of the five acts of the play. They will be given their character designation one class prior to their performance. The next class, they will do a performance of the scene they were assigned. Different sets of students will perform scenes from different acts and will only be performing once during the unit. They will not be given a grade on their performance however, they will be observed for their use of language and pronunciation and participation.

3. Term Quest

At the beginning of the class, students will be divided into 4 groups according to their seating arrangements. They will be given a sheet of paper with 6-8 different terms. While the teacher does some housekeeping at the beginning of the class, the groups will collectively make use of either their portable devices or dictionaries in the classroom and define the terms. Later on, during the reading, the group will provide the answers as the play is being read. As it is a formative assessment, the students will be assessed on how well they collaboratively worked with their group and their attentiveness and participation when sharing their answers.

4. In-Class Text Reading

The days that the students are not performing in class, they will just take on the roles of the different characters to read the story aloud for the class. It will be ensured that different students are selected for the in class readings so as to assess their language and knowledge and pronunciation of the text. As it is a formative assessment, the students will be assessed on their initiative for participation and general attentiveness in class when asked questions.

5. Five Word Summaries

Approximately three times a week, students will be given a sticky note. Very close to the end of the class, just as they are leaving the class, they will write a five-word summary on their thoughts. The teacher will provide a question that the students will be answering. This will aid the teacher in his/her planning of further lessons and whether their needs to be any changes made in terms of pace or material or otherwise. The students will be assessed only on participation and effort in answering the question. They will hand these in to the teacher as they leave the classroom.