

Jasmine Neville

Subject: English-Writing	Grade: 11	Date: Oct. 12	Duration: 60 minutes
Class Composition:	<ul style="list-style-type: none"> Class in the Metro-Vancouver area, about 50% of the class are ELLs from various backgrounds and varying competencies in English language 		

Big Ideas	<ul style="list-style-type: none"> Language shapes ideas and influences others Texts are socially, culturally, geographically, and historically constructed People understand text differently depending on their worldviews and perspectives
Curricular Competencies	<ul style="list-style-type: none"> Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts; guide inquiry; and extend thinking Respond to text in personal, creative, and critical ways Transform ideas and information to create original texts, using new or unfamiliar genres, forms, structures, and styles

Content Objectives:	<ul style="list-style-type: none"> Have students playfully engage in Shakespearean language in order to build a connection to the text Students to understand the playfulness behind A Midsummer Night's Dream
Language Objectives:	<ul style="list-style-type: none"> Have students generate a fight using Shakespearean language. Given the difficulty of producing this language, a word bank will be provided to keep the activity fun Have students come up with an example from outside the play for one of their insults to connect the writing to their lives See how changing certain words in a sentence has the potential to change meaning Increase students ability to read Shakespeare aloud

Materials and Equipment Needed	
<ul style="list-style-type: none"> Word-bank of insult words https://owlcation.com/academia/How-to-Teach- 	

Shakespeare-to-Reluctant-Learners

- Worksheet with Hermia and Helena's conversation (Act 3 Scene 2) to fill in the blanks

	Lesson Components	Learning Activities	Time Allotted
1.	Warm-up	<ul style="list-style-type: none">• Show video of Midsummer Nights Dream Act 3 Scene 2 (students will have read act 3 for homework) https://www.youtube.com/watch?v=JE9vCqoeO4g	20-25 minutes
2.	Presentation	<ul style="list-style-type: none">• Ask students what has just happened in this scene (write all brainstorming activities on the board)• Ask students what the tone of this scene is (explain that although Shakespeare may seem very serious, he actually wrote many comedies and his plays are often light-hearted in nature)• Introduce writing prompt and constraints	5-10 minutes
3.	Practice and Production	<ul style="list-style-type: none">• Writing Prompt: On the handout (see attached) fill in the blanks to create new insults that Hermia and Helena will throw at one another. There is a time constraint of 10 minutes• Extension activity: Add stage direction to this scene• Students may use the words from the word-bank projected on the screen or come up with your own, but they must sound Shakespeare-esque	10-12 minutes
4.	Closure	<ul style="list-style-type: none">• Have students quickly practice (everyone) and perform (voluntary) their new scripts with a partner	10-15 minutes (5 for practice, 10 for performance)

Adaptations for English Language Learners	<ul style="list-style-type: none"> • All instructions will be written on the board as well as verbally repeated • ELLs may use an ‘English to Shakespearian’ translator: http://www.shmoop.com/shakespeare-translator/ to help understand the text and the words in the word bank
--------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Feedback/Assessment of Students’ Learning	<ul style="list-style-type: none"> • Collect writing samples for participation marks • Students who perform their or their partner’s scene will get participation marks
--------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Reflection	<p>By grade 11 many students already have a preconceived idea of studying Shakespeare and it is usually negative. I wanted to create a lesson focused on Shakespeare, but that students will enjoy. Hopefully this will set the tone for future Shakespeare lessons.</p> <p>The hardest part about writing this lesson plan was assuming what the background knowledge and classroom makeup of my students would be. Without knowing the students in the class, it was hard to know whether or not this lesson would be appropriate or not. Additionally, it was difficult to assume that certain lessons had happened before this one to create some sort of context for the students.</p>
-------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

HERMIA

O me, you **artless lout**, you **bawdy bum-bailey**,
You **half-faced rascal**! What, have you come by night
And stol'n my love's heart from him?

HELENA

Fine, i' faith!
Have you no modesty, no maiden shame,
No touch of bashfulness? What, will you tear
Impatient answers from my gentle tongue?
Fie, fie, you **pribbling hedge-born pignut**, you **fusty idle-headed minnow**, you!

HERMIA

“**minnow**”? Why so? Ay, that way goes the game.
Now I perceive that she hath made compare
Between our statures: she hath urg'd her height,
And with her personage, her tall personage,
Her height, forsooth, she hath prevail'd with him.
And are you grown so high in his esteem,
Because I am so dwarfish and so low?
How low am I, **vain tickle-brained scut**? Speak!
How low am I? I am not yet so low
But that my nails can reach unto thine eyes.