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| **Teacher(s)** | Erica | **Subject group and discipline** | Language and Literature | | |
| **Unit title** | Shakespeare: A Midsummer Night’s Dream | **MYP year** | 4 | **Unit duration (hrs)** | 20 |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | | **Related concept(s)** | **Global context** |
| Connections | | Theme context | Personal and Cultural expression |
| **Statement of inquiry** | | | |
| Shakespearian plays are best understood by understanding the context in which they were made, but also in how the themes in them are universal examples of personal and cultural expression | | | |
| **Inquiry questions** | | | |
| **Factual—**Who is Shakespeare? What was the Elizabethan times?  **Conceptual**- What are similarities between cultures creation stories? How have myths and legends influenced our stories, themes and characters? What can we learn about human nature from legends and myths?  **Debatable-** Do myths and Legends show what is important to a culture? Do myths make cultures? Or to cultures make myths? | | | |
| **Objectives** | **Summative assessment** | | |
| **Using Language**:  Use correct grammar, syntax and punctuation  **Organizing**  Organize opinions and ideas in a sustained, coherent and logical manner  Employ Organizational structures that serve context and intention | **Outline of summative assessment task(s) including assessment criteria:**  G- You create a movie review of the film Get Over it  R-You are a movie reviewer  A- a film blog  S- After watching the movie Get Over It you want to advise viewers if it captures the essence of the play A Midsummer Night’s Dream  P- movie review  Standards: Organizing II Using Language | | **Relationship between summative assessment task(s) and statement of inquiry:**  After studying the play and discussing a few themes, we want to see if modern films can capture the universal themes portrayed in a Midsummer Night’s Dream by watching a modern interpretation of the play. |
| **Approaches to learning (ATL)** | | | |
| Read critically and comprehend: summary activities, decoding unfamiliar language | | | |

##### Action: Teaching and learning through inquiry

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| **Content** | **Learning Experience** | **Formative** | **Differentiation** |
| -Introduction to Shakespeare | -People Search.  -familiar expressions  -Shakespeare Life and Times Jigsaw  -Reading in the Round  -Picture predictions | -exit slip: one prediction of what the play is about |  |
| -Read Act 1 | -Take roles and read orally  -practice reading with expression with a line  -watch movie  -act 1 summary activity | -present scene summaries to make sure that they understand the plot | **-read**  **-watch video** |
| -Read Act 2 | -Slang game and then discuss how to decode unfamiliar words. Practice with some Shakespearian words  -Read Act orally  -Headlines summary activity  -Watch movie | -Present and explain purpose of headlines to make sure that they understand the scene | Read  Watch video |
| -Act 3 | -act out scene 1  -Learn Stage fighting and insults for scene 2  -watch movie | -perform scenes | -Can act out scene, do puppets or choral reading |
| -Act 4 | -watch video and fill in video viewing sheet | -go over sheet together |  |
| -Act 5 | -watch video  -Renaissance fear Factor  -discuss themes |  |  |
| Watch Get Over It | -fill in video viewing sheet for movie review | -collect and read over video viewing sheet |  |
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| **Resources** | | | |
| * A midsummer Night’s Dream Play * MSND movie * Get Over it | | | |

##### Reflection: Considering the planning, process and impact of the inquiry

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| **Prior to teaching the unit** | **During teaching** | **After teaching the unit** |
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