



EXPEDITIONARY
LEARNING

Grade 10: Module 2B: Unit 1: Lesson 14

Analyzing Language, Character, and Theme:

World Café Discussion



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Supporting Learning Targets

- I can analyze the poetic language or verse in *A Midsummer Night's Dream*.
- I can analyze how characters' words and actions reveal aspects of their character.
- I can analyze the theme of control in *A Midsummer Night's Dream*.

Ongoing Assessment

- *A Midsummer Night's Dream* structured notes, 2.1.195–276; 2.2.33–89 (from homework)
- *Midsummer Night's Dream* 2.2.90–163 note-catcher
- Evidence of Control note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Adding to the Evidence of Control Note-catcher and Reviewing Learning Targets (10 minutes)Work Time<ol style="list-style-type: none">Drama Circle: 2.2.90–163 (10 minutes)World Café (20 minutes)Closing and Assessment<ol style="list-style-type: none">Adding to the Evidence of Control Note-catcher (5 minutes)Homework<ol style="list-style-type: none">Reread 2.2.90–163 and complete the structured notes.	<ul style="list-style-type: none">In this lesson, students begin with the Drama Circle, as usual. Then discuss the scene that is read aloud independently. This time, they follow the World Café protocol in which they move from group to group to discuss key questions about the read-aloud.In this Drama Circle, students read the selected lines twice: the first as a pure read-aloud without interruptions, and the second with guided teacher questions.Time in the Drama Circle is shorter than in most lessons; students will discuss the material during the World Café protocol instead of during and after the read-aloud. The bulk of the time in the lessons is devoted to this protocol to ensure students’ comprehension of the text. Students still read the scene twice to bolster comprehension.World Café protocol promotes discussion and leadership in students. The first round and the first transition need very clear direction. After that, students tend to pick up the protocol quickly.Students use their discussions from the World Café activity to inform their writing on the Evidence of Control note-catcher during the Closing and Assessment. The scene read in this lesson deals mostly with the results of Oberon’s attempts to control Titania and Lysander. After the read-aloud, students will know the results of Oberon’s attempt to control Demetrius, but will still wait for the results of his attempt to control Titania. Consider circulating to clarify this for students.Note that students add to the Evidence of Control note-catcher both during the Opening and the Work Time. This is because examples of control occur simultaneously during this part of the play. It’s important that students capture these examples, as they happen in order to reinforce their understanding of the play and their sense of chronology and consequences.In advance: Review the World Café protocol (see Appendix 1).Post: Learning targets; instructions for World Café.



Lesson Vocabulary	Materials
perish (2.2.113), tedious (2.2.119), mockery (2.2.130), scorn (2.2.131), disdainful (2.2.137)	<ul style="list-style-type: none">• Evidence of Control note-catcher (from Lesson 10)• <i>A Midsummer Night's Dream</i> (book; one per student)• Midsummer Night's Dream 2.2.90–163 note-catcher (one per student)• Midsummer Night's Dream 2.2.90–163 note-catcher (sample, for teacher reference)• <i>A Midsummer Night's Dream</i> structured notes, 2.2.90–163 (one per student)• <i>A Midsummer Night's Dream</i> supported structured notes, 2.2.90–163 (optional; for students who need additional support)• <i>A Midsummer Night's Dream</i> structured notes teacher's guide, 2.2.90–163 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Adding to the Evidence of Control Note-catcher and Reviewing Learning Targets (10 minutes)</p> <ul style="list-style-type: none"> Ask students to take out the Evidence of Control note-catcher. Invite students to join their New York City discussion partner to share their responses to the focus question. Remind students that they launched the section of the play they read in class yesterday by discussing Demetrius and Helena's relationship. Tell students to discuss how Helena and Demetrius try to control one another and add the information to their note-catchers. Remind students that in Act 1, Helena shared Hermia and Lysander's secret plan to run away together to win Demetrius's attention. Demetrius goes to the forest, with Helena following him. Tell students to turn and talk: <ul style="list-style-type: none"> * "Why does Demetrius want to control Helena once they get to the forest?" Cold call a student to share what he or she discussed with a partner. Emphasize that in this case, Demetrius wants to control Helena because he wants to search for Hermia and wants Helena to leave him alone as he does so. Invite students to fill out their Evidence of Control note-catchers accordingly, continuing to discuss the remaining questions with their partners. After students have discussed their responses, cold call one or two students to share what they discussed with their partners. Invite students to read the first learning target aloud with you: <ul style="list-style-type: none"> * "I can analyze to the theme of control in <i>A Midsummer Night's Dream</i>." Remind students that they have been working with this particular target for two lessons now. They will continue to add to the Evidence of Control note-catcher later in the lesson today, which will prepare them for an essay in which they analyze how a character attempts to control others in <i>A Midsummer Night's Dream</i>. Ask students to show Fist to Five depending on their confidence with this learning target. Clarify as needed and remind them there is still time to work on the target before Unit 2, when they will begin writing about control. Read the remaining targets aloud to students or invite a volunteer to do so: <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." Remind students that they have also been practicing these targets, and they will combine these skills as they continue to discuss control today. 	



Work Time	Meeting Students' Needs
<p>A. Drama Circle: 2.2.90–163 (10 minutes)</p> <ul style="list-style-type: none"> • Invite students to gather in the Drama Circle. Be sure students have their text, <i>A Midsummer Night's Dream</i>. Ask students to turn to Act 2, Scene 2, lines 90–163. • Remind students that they've already read the preceding part of this scene both in class during the previous lesson and for homework. In the preceding part, Oberon goes into the woods and places the flower nectar on Titania's eyes. Meanwhile, Hermia insists that she and Lysander sleep separately in the woods, to make sure they remain innocent. Robin finds Lysander, sleeping alone, and assumes he is Demetrius. He places the flower nectar on his eyes, believing he is following Oberon's orders. • Invite students to turn and talk to refresh their memories: <ul style="list-style-type: none"> * "Why did Puck make the mistake of placing the nectar on Lysander's eyes?" • Listen for students to describe how Oberon's orders were too vague. Since Oberon didn't know there was more than one Athenian man in the forest, he told Puck to identify him by his clothing. Since Lysander was probably wearing a similar outfit; Puck thought he had the right man, when in fact it was the wrong one. Circulate and probe/clarify as needed. • Remind students that they have been thinking about the idea of control in the play. Tell students you would like them to think about the results of the characters' attempts to control each other in this scene. More specifically, students should look for the consequences of Oberon's attempt to control Demetrius. • Launch the scene by prompting students to make predictions. Say: <ul style="list-style-type: none"> * "Turn and talk about you predictions about what you think will happen in the remainder of this scene." • Call on one or two volunteers. Students should be prepared for Oberon to anoint Titania with the magical flower nectar, but will likely not predict Puck's blunder when he uses the nectar on Lysander instead of Demetrius. • Invite students to volunteer for roles (Helena, Demetrius, Lysander, Hermia). Remind students to read loudly and clearly, with appropriate expression. Begin the read-aloud of 2.2.90–163. • After this first read, have students read the scene again. Consider switching roles for this second read. Pause to clarify or discuss as necessary, keeping in mind the discussion activity to follow will also aid students' comprehension of the reading. 	<ul style="list-style-type: none"> • This read-aloud builds comprehension of this particular scene. Consider having stronger readers complete the read-aloud while others listen and follow along. • Note that there is no discussion guide for this lesson since students will discuss and answer key questions on their own during Work Time Part B. Gauge your students' understanding of the text as you read aloud and consider pausing to discuss important elements, especially vocabulary and language. This will bolster students' comprehension so they can dig deeper during the World Café activity in Work Time Part B.



Work Time (continued)	Meeting Students' Needs
<p>B. World Café (20 minutes)</p> <ul style="list-style-type: none"> Remind students that in the past few lessons they learned to do the following: <ul style="list-style-type: none"> Analyze how characters' words and actions reveal aspects of their character Analyze the poetic language or verse in <i>A Midsummer Night's Dream</i> Analyze the themes of control in <i>A Midsummer Night's Dream</i> Tell students that to analyze the lines from Act 2, Scene 2, they will focus on the same skills—this time in a World Café protocol. Explain that in the World Café, they will work in small groups to think about and discuss different questions. There will be three rounds; after each round, the groups switch according to the protocol. Share the protocol with the class: <ol style="list-style-type: none"> Work in groups of four. Each group selects a leader. The leader's job is to facilitate the discussion and keep the group focused. The teacher says the focus question for this round. The group discusses the question for Round 1 and adds to their notes for 3 or 4 minutes. The leader stays put; the rest of the group rotates to the next table. The leader shares the major points of his or her group's discussion with the new group members. Each table selects a new leader. Repeat the process until everyone has had the chance to discuss each question. Arrange students in groups of four. Distribute the Midsummer Night's Dream 2.2.90–163 note-catcher. Tell students to ignore the bottom right-hand box for now; they will come back to this later. Ask students to point to Round 1 on the note-catcher. Read the question aloud: <ul style="list-style-type: none"> * "Round 1: What does Helena mean in lines 94–95?" Invite students to get started by taking 2 minutes to reread the lines and take notes on the question for Round 1. From here, facilitate according to the protocol. Be sure to read each question aloud before students begin a new round. 	<ul style="list-style-type: none"> Consider grouping students heterogeneously. This will help students who struggle to gain expertise on the initial questions in order to accurately share information with others. Providing models of expected work supports all learners but especially supports challenged learners.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Circulate and check for understanding as groups meet and discuss each question. Provide support to all groups as necessary. See Midsummer Night's Dream 2.2.90–163 note-catcher (for teacher reference) for sample notes.• After all three rounds, refocus students whole group. Debrief the World Café protocol by referring to the lesson's learning targets. During the debrief, continue to refer to the student responses to each learning target on the Midsummer Night's Dream 2.2.90–163 note-catcher.• Reread the first posted learning target:<ul style="list-style-type: none">* "I can analyze the poetic language or verse in <i>A Midsummer Night's Dream</i>"• Cold call on one or two students to share what they think Helena means in lines 94 and 95.• Repeat with the second learning target:<ul style="list-style-type: none">* "I can analyze how characters' words and actions reveal aspects of their character."• Cold call one or two students to share their interpretation of Helena's words in lines 130–131 and what they say about her as a character.• Read the third learning target:<ul style="list-style-type: none">* "I can analyze the themes of control in <i>A Midsummer Night's Dream</i>."• Cold call one or two students to share what they wrote about the results of Oberon's attempt to control Demetrius.• When the World Café protocol is over, refocus whole class. Recognize positive behaviors that you noticed during the World Café (showing leadership, referring often to their texts, asking each other questions to clarify ideas, etc.). Cold call students to share their responses from their note-catchers. Invite the class to continue revising or adding to the note-catchers as appropriate during this time.	



Closing and Assessment	Meeting Students' Needs
<p>A. Adding to the Evidence of Control Note-catcher (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their Evidence of Control note-catcher. Call their attention to Oberon's name on the left-hand side of page 3.• Invite students to read the final questions on the top row of the organizer aloud with you:<ul style="list-style-type: none">* "What are the results of this character's attempts to control that person?"• Reinforce that this question asks students to consider the consequences of Oberon's attempts to control others. Remind students they left this box blank because they had not yet discovered the consequences of Oberon's attempts to control others. Now, they know the results of his attempt to control Demetrius, and may add it to their note-catchers.• Invite students to record this new information on their note-catchers. Remind students that they must look back into the text to find the evidence that most strongly supports their answers. Their explanations of the evidence should be clear and succinct.• If students choose to track Oberon's attempt to control Titania, tell them they may preview their homework during this time instead of adding to the note-catcher. Encourage them to read the focus question and begin rereading.• Distribute <i>A Midsummer Night's Dream</i> structured notes, 2.2.90–163 and preview homework as needed.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread 2.2.90–163 and complete structured notes.	<ul style="list-style-type: none">• Consider providing the supported version of the structured notes to students who need help summarizing Shakespeare's dense text and defining key vocabulary words.



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Supporting Materials



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Midsummer Night's Dream 2.2.90–163 Note-catcher

<p>Round 1: Analyze the poetic language or verse in <i>A Midsummer Night's Dream</i>.</p> <p>What does Helena mean in lines 94–95 when she talks about being “out of breath” in her “chase”?</p> <p>What does Lysander mean in line 121 when he tries to convince Helena of his love for her?</p>	<p>Round 2: Analyze how characters’ words and actions reveal aspects of their character.</p> <p>When Lysander tells Helena he loves her, she says, “Wherefore was I to this keen mockery born?/When at your hands did I deserve this scorn?” (130–131) What does she mean, and what does this say about her as a character?</p>
<p>Round 3: Analyze the themes of control in <i>A Midsummer Night's Dream</i>.</p> <p>What are the results of Oberon’s attempt to control Demetrius? Cite the best evidence to support your answer.</p>	<p>Reflection and synthesis:</p> <p>Describe how the characters’ attempts to control one another so far in the play have either succeeded or failed. Hint: Think about Egeus’, Demetrius’, Helena’s, and Oberon’s attempts to control others.</p>



Midsummer Night's Dream 2.2.90–163 Note-catcher
(for Teacher Reference)

Round 1: Analyze the poetic language or verse in *A Midsummer Night's Dream*.

What does Helena mean in lines 94–95 when she talks about being “out of breath” in her “chase.”

In line 94, she means she is tired of chasing Demetrius and trying to win his love. In line 95, she says that the more she prays for Demetrius's affection, the less he likes her.

What does Lysander mean in line 121 when he tries to convince Helena of his love for her?

Lysander compares Hermia to a raven, an ordinary black bird and Helena to a dove, a beautiful white bird. He asks who would trade Helena for Hermia.

Round 2: Analyze how characters' words and actions reveal aspects of their character.

When Lysander tells Helena he loves her, she responds, “Wherefore was I to this keen mockery born?/When at your hands did I deserve this scorn?” (130–131) What does she mean, and what does this say about her as a character?

Helena wants to know why Lysander is mocking her and why she deserves such hateful behavior. This shows that Helena is not confident, probably because she has been rejected so many times by Demetrius. It also suggests she is too smart to be tricked by the spell Lysander is under.



Midsummer Night's Dream 2.2.90–163 Note-catcher
(for Teacher Reference)

**Round 3: Analyze the themes of control in A
Midsummer Night's Dream.**

What are the results of Oberon's attempt to control Demetrius?
Cite the best evidence to support your answer.

The results are that Puck ends up placing the nectar on Lysander instead of on Demetrius. Because of this, Lysander falls in love with Helena and out of love with Hermia. In line 120, he says, "Not Hermia, but Helena I love."

Reflection and synthesis:

Describe how the characters' attempts to control one another so far in the play have either succeeded or failed. Hint: Think about Egeus', Demetrius', Helena's, and Oberon's attempts to control others.

So far, Egeus has failed to control his daughter Hermia because she decided to run away with Lysander instead of marrying Demetrius. Demetrius has also failed to control Hermia because she has run away from him. Helena has failed to control Demetrius because he still does not love her, and finally, Oberon has failed to control Demetrius because Puck accidentally placed the flower nectar on Lysander instead.



A Midsummer Night's Dream Structured Notes, 2.2.90–163

.....
Name:

.....
Date:

What is the gist of 2.2.90–163?

Focus Question: 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.



A Midsummer Night's Dream Structured Notes, 2.2.90–163

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
perish (2.2.113)		
tedious (2.2.119)		
mockery (2.2.130)		
scorn (2.2.131)		
disdainful (2.2.137)		



A Midsummer Night's Dream Supported Structured Notes, 2.2.90-163

Name: _____

Date: _____

Summary

2.2.90–163—Helena, abandoned by Demetrius in the woods, stumbles upon sleeping Lysander. He wakes up, and the powerful flower immediately works; he is instantly in love with Helena. Lysander tells her he loves her, but Helena believes he is mocking her and leaves to find Demetrius. Wishing to escape Hermia, who suddenly makes him sick, and find Helena, Lysander leaves the area. Hermia wakes up to find Lysander missing.

Focus Question: 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.



A Midsummer Night's Dream Structured Notes, 2.2.90–163

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
perish (2.2.113)	To die	
tedious (2.2.119)	Long and boring	
mockery (2.2.130)	A mean imitation	
scorn (2.2.131)	Hatred	
disdainful (2.2.137)	Hateful, scornful	



A Midsummer Night's Dream Structured Notes Teacher's Guide, 2.2.90–163

Summary

2.2.90–163—Helena, abandoned by Demetrius in the woods, stumbles upon sleeping Lysander. He wakes up, and the powerful flower immediately works; he is instantly in love with Helena. Lysander tells her he loves her, but Helena believes he is mocking her and leaves to find Demetrius. Wishing to escape Hermia, who suddenly makes him sick, and find Helena, Lysander leaves the area. Hermia wakes up to find Lysander missing.

Focus Question: 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.

The consequence of Oberon's desire to control Titania is that Robin places the flower nectar on her eyes so that she will fall in love with the first being she sees. The consequence of Oberon's attempt to control Demetrius is that Robin confuses Lysander for Demetrius, and places the nectar on him instead. Then, he falls in love with Helena. This means that Hermia's heart will be broken.



A Midsummer Night's Dream Structured Notes Teacher's Guide, 2.2.90–163

Vocabulary

Word	Definition	Context clues: How did you figure out this word?
perish (2.2.113)	To die	
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mockery (2.2.130)	A mean imitation	
scorn (2.2.131)	Hatred	
disdainful (2.2.137)	Hateful, scornful	