



EXPEDITIONARY
LEARNING

Grade 8~~10~~: Module 2B: Unit 1: Lesson 18

End of Unit Assessment: Text to Film Comparison



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

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.~~I can analyze how differences in points of view between characters and audience create effects in writing. (RL.8.6)~~

CCSS.ELA-LITERACY.RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).~~I can analyze the extent to which a filmed or live production follows the text or script of the same literary text. (RL.8.7)~~

CCSS.ELA-LITERACY.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment~~I can evaluate the choices made by the director or actors in presenting an interpretation of a script. (RL.8.7)~~

Supporting Learning Targets

- I can analyze how the reader's perspective is different from Titania's in a key scene of *A Midsummer Night's Dream* and how this affects the reader.
- I can compare the similarities and differences between a key scene in the play and how that scene is portrayed in the film.
- I can evaluate the choices the director or actors made in the film.

Ongoing Assessment

- End of Unit 1 Assessment: Text to Film Comparison



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Previewing Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 1 Assessment (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reviewing Learning Targets (2 minutes)4. Homework<ol style="list-style-type: none">A. None	<ul style="list-style-type: none">• This assessment provides an opportunity for students to independently complete a text to film comparison. Consider giving students 15 minutes for Parts A and B of the assessment. Then begin Part C (text to film) of the assessment as a whole group. Watch the scene twice. Students may return to Parts A and B after completing Part C, if necessary. Since this assessment addresses students' ability to analyze the play, students may have access to the play during the assessment.• This is a reading assessment. Students do extended writing about the play at the end of Unit 2.• For this assessment, show only the following portion of the film: 00:28:14–00:33:04. Please preview the video in advance. Note that based on the director's interpretation of the text, and keeping with the time period the film depicts, some scenes include people wearing revealing clothing. Be prepared to remind students that the actors are dressed in clothing based on the director's decisions (align this clearly to your discussion of R.7) and that they should handle themselves maturely as they consider the film adaptation. Or, if you prefer, choose another version; but realize you may need to revise the specific questions about the film that are written in the lesson.• Consider having other independent activities students can work on if they finish the assessment early.• In Unit 2, students continue to read the play. Consider giving them a pep talk after the assessment, noticing and naming ways in which their skill and stamina have increased across Unit 1.



Lesson Vocabulary	Materials
Do not preview vocabulary in this lesson.	<ul style="list-style-type: none">• <i>A Midsummer Night's Dream</i> (book; one per student)• <i>A Midsummer Night's Dream</i> film (00:28:14–00:33:04)• End of Unit 1 Assessment: Text to Film Comparison (one per student)• End of Unit 1 Assessment: Text to Film Comparison (for teacher reference)

Opening	Meeting Students' Needs
<p>A. Previewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Read aloud the first learning target and tell students that in today's assessment they will also be able to show what they know about perspective.• Finally, read aloud the last two learning targets and tell students that this assessment will have them view another portion of the film and complete a comparison. They will have 15 minutes to begin the assessment, then you will ask them to view the scene together to complete that portion of the assessment. Tell them they may then return to any unanswered questions from the first portion of the assessment.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment (40 minutes)</p> <ul style="list-style-type: none">• Arrange student seating to allow for an assessment-conducive arrangement in which students independently think, read, and write.• Remind students that they have been comparing scenes from the play with how these scenes are depicted in the film. Remind them that they should also pay attention to choices the director or actors make and how they affect the scene or the viewer. The impact can be positive, negative, or neutral. They have also studied the reader's point of view versus the characters and the effect that has on the reader. Share with students that this assessment will give them an opportunity to apply these skills independently and show what they know.• Distribute the End of Unit 1 Assessment: Text to Film Comparison. Read the directions aloud. Address any clarifying questions.• Invite students to begin. Circulate to observe but not support; this is students' opportunity to independently apply the skills they have been learning.• Collect the assessment.• If students finish early, encourage them to complete independent activities you have set up beforehand.	<ul style="list-style-type: none">• For some students, this assessment may require more than the 40 minutes allotted. Consider providing students time over multiple days if necessary.
Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Cold call on a different student to read aloud each of the three learning targets. After each target, have students respond with a fist to five as a self-assessment.	
Homework	Meeting Students' Needs
<p>None</p> <p><i>Note: Be prepared to return the End of Unit 1 Assessments in Unit 2, Lesson 3.</i></p>	



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Grade **810**: Module 2B: Unit 1: Lesson 18

Supporting Materials



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End of Unit 1 Assessment:
Text to Film Comparison

Name: _____

Date: _____

Learning Targets Assessed

I can analyze how differences in points of view between characters and audience create effects in writing. (RL.8.6)

I can analyze the extent to which a filmed or live production follows the text or script of the same literary text. (RL.8.7)

I can evaluate the choices made by the director or actors in presenting an interpretation of a script. (RL.8.7)

Part A—Directions: Reread 2.1.62–194 and write the gist in the space below.

1. In the space below, what's the gist of this reading?

End of Unit 1 Assessment:
Text to Film Comparison

Part B—Based on your reading of the text, answer the questions below.

1. Reread lines 151–152 from this scene:

*Well, go thy way. Thou shalt not from this grove
Till I torment thee for this injury.*

In these lines, Oberon is:

- a. Ordering Puck to fetch the flower
- b. Plotting to get back at Titania for not doing what he wants
- c. Planning his escape from the forest
- d. Pleading with Titania to give him the Indian boy

2. Read Oberon’s statements below. Select the one that best captures his intention for using “love-in-idleness,” the magic flower:

- a. “My gentle Puck, come hither”
- b. “Fetch me that flower, the herb I showed thee once”
- c. “I’ll watch Titania when she is asleep”
- d. “I’ll make her render up her page to me”

3. How does Titania react to Oberon’s request for the boy? Support your answer with details from the text.

4. What does her reaction tell the reader about her personality?



End of Unit 1 Assessment:
Text to Film Comparison

5. In this scene, what is one thing that the reader or audience knows that Titania does not know?

6a. What is the effect of letting the audience know something that Titania does not know?

- a. It makes this scene more suspenseful.
- b. It makes this scene funnier.
- c. It makes Oberon seem cruel.
- d. It makes Shakespeare seem more in control of the scene.

6b. Explain your answer:

End of Unit 1 Assessment:
Text to Film Comparison

Part C. Text to Film Comparison

1. After viewing the scene when Oberon confronts Titania about the boy, then tells Puck to fetch the flower, analyze the extent to which the film stays faithful to the text:

2.1.62–194	What’s the same? How does the film version stay faithful to the play?	What’s different? How does the film version depart from the play?	Evaluation: Do the choices of the director or actors(s) effectively convey the central message of control in the text? Why or why not?
<p><i>Enter Oberon the King of Fairies at one door, with his train, and Titania the Queen at another, with hers.... Titania and her fairies exit.</i> (stage directions just before 2.1.62 and 2.1.151)</p>			
<p>OBERON: Yet marked I where the bolt of Cupid fell. / It fell upon a little western flower, / Before, milk-white, now purple with love’s wound, / And maidens call it “love-in-idleness.” (2.1.171–174)</p>			



End of Unit 1 Assessment:
Text to Film Comparison

2.1.62–194	What’s the same? How does the film version stay faithful to the play?	What’s different? How does the film version depart from the play?	Evaluation: Do the choices of the director or actors(s) effectively convey the central message of control in the text? Why or why not?
OBERON: Fetch me this herb, and be thou here again / Ere the leviathan can swim a league. ROBIN: I’ll put a girdle round about the earth / In forty minutes. <i>He exits.</i> (2.1.179–182)			

2. Pick one choice of the director or actors in this scene. Does it effectively convey the central message of the text? Why or why not?

3. Describe how the director’s choice of music or lighting during this scene helped convey the central message of the text:



End of Unit 1 Assessment:
Text to Film Comparison

4. Describe how the actors' tone of voice during this scene helped you to understand the following characters better:

Oberon:

Titania:

End of Unit Assessment: Text to Film Comparison
(Answers, for Teacher Reference)

Part A—Directions: Reread 2.1.62–194 and write the gist in the space below.

1. In the space below, what's the gist of this reading?

In this excerpt of Act 2 Scene 1, Oberon confronts Titania about possession of the Indian boy. We learn how Titania came to care for the boy after his mother's death. Since the boy's mother was one of Titania's followers, and they were quite close, Titania is committed to caring for the boy and is not willing to give him up. Titania and Oberon argue. Oberon is angry with Titania because she is holding true to her promise and not giving him what he wants. Then Oberon makes a final attempt at a deal and says he will go with her and her fairies if she gives him the boy. Titania refuses and leaves. Oberon vows revenge and tells Puck to go find the magic flower. In this conversation, he describes the power of this flower and his plan to trick Titania into doing what he wants. The scene resolves with Puck running off to find the flower.

Part B—Based on your reading of the text, answer the questions below.

1. Reread lines 151–152 from this scene:

*Well, go thy way. Thou shalt not from this grove
Till I torment thee for this injury.*

In these lines, Oberon is:

- a. Ordering Puck to fetch the flower
- b. Plotting to get back at Titania for not doing what he wants**
- c. Planning his escape from the forest
- d. Pleading with Titania to give him the Indian boy

End of Unit Assessment: Text to Film Comparison
(Answers, for Teacher Reference)

2. Read Oberon's statements below. Select the one that best captures his intention for using "love-in-idleness," the magic flower:
- a. "My gentle Puck, come hither"
 - b. "Fetch me that flower, the herb I showed thee once"
 - c. "I'll watch Titania when she is asleep"
 - d. "I'll make her render up her page to me"**

3. How does Titania react to Oberon's request for the boy? Support your answer with details from the text.

Titania refuses to give in to Oberon's request and ends up leaving the scene to avoid more fighting.

4. What does her reaction tell the reader about her personality?

This reaction shows she is strong-willed and stubborn. Although Oberon is trying to control what she does with the boy, she does not give in to him. She's willing to stand up against him; but when she sees that they're not coming to any agreement, she leaves.

5. In this scene, what is one thing that the reader or audience knows that Titania does not know?

Titania does not know that Oberon has plans to use a magic flower to make her fall in love with the first thing she lays eyes on.

- 6a. What is the effect of letting the audience know something that Titania does not know?
- a. It makes this scene more suspenseful.
 - b. It makes this scene funnier.**
 - c. It makes Oberon seem cruel.
 - d. It makes Shakespeare seem more in control of the scene.



End of Unit Assessment: Text to Film Comparison
(Answers, for Teacher Reference)

6b. Explain your answer:

Because the audience knows that Oberon plans to use a magic flower to make Titania fall in love, it makes the scene funnier because Titania is a strong-willed and stubborn character who is about to have her will taken away from her. Titania likes to be in control, and she is about to lose control.

End of Unit Assessment: Text to Film Comparison
(Answers, for Teacher Reference)

Part C. Text to Film Comparison

1. After viewing the scene when Oberon confronts Titania about the boy, then tells Puck to fetch the flower, analyze the extent to which the film stays faithful to the text:

2.1.62–194	What’s the same? How does the film version stay faithful to the play?	What’s different? How does the film version depart from the play?	Evaluation: Do the choices of the director or actors(s) effectively convey the central message of control in the text? Why or why not?
<p><i>Enter Oberon the King of Fairies at one door, with his train, and Titania the Queen at another, with hers....</i></p> <p><i>Titania and her fairies exit.</i></p> <p>(stage directions just before 2.1.62 and 2.1.151)</p>	<p><i>Oberon and Titania argue about the Indian boy.</i></p>	<p><i>The boy is in this scene. He comes in on a horse, and Titania leaves with him in her arms.</i></p>	<p><i>Titania has the boy and leaves with him in her arms. This shows that she still has control, upsetting Oberon.</i></p>
<p>OBERON: Yet marked I where the bolt of Cupid fell. / It fell upon a little western flower, / Before, milk-white, now purple with love’s wound, / And maidens call it “love-in-idleness.”</p> <p>(2.1.171–174)</p>	<p><i>Oberon tells Puck to get the flower. During this conversation, Puck mimics all of Oberon’s actions.</i></p>		<p><i>The fact that Puck copies all of Oberon’s moves demonstrates that Oberon is controlling Puck. Puck looks up to Oberon and wants to act just like him.</i></p>

End of Unit Assessment: Text to Film Comparison
(Answers, for Teacher Reference)

2.1.62–194	What’s the same? How does the film version stay faithful to the play?	What’s different? How does the film version depart from the play?	Evaluation: Do the choices of the director or actors(s) effectively convey the central message of control in the text? Why or why not?
<p>OBERON: Fetch me this herb, and be thou here again / Ere the leviathan can swim a league. ROBIN: I’ll put a girdle round about the earth / In forty minutes. <i>He exits.</i> (2.1.179–182)</p>	<p><i>Oberon describes Cupid’s arrow as missing the girl and landing in a meadow, turning all the white flowers a different color.</i></p> <p><i>Puck follows Oberon’s order and leaves to get the flower once Oberon is done talking.</i></p>	<p><i>In the film, we see an image of Cupid and then we see his arrow land in a field of white flowers. The arrow turns the flowers all red.</i></p> <p><i>Puck doesn’t leave immediately. Oberon has to give him a hand signal to indicate he wants him to go right away.</i></p>	<p><i>While Oberon is controlling Puck by making him get the flower, the fact that Puck doesn’t leave right away shows Puck’s attempt at independence.</i></p>

2. Pick one choice of the director or actors in this scene. Does it effectively convey the central message of the text? Why or why not?

During this scene, Puck mimics all of Oberon’s actions. Every time Oberon changes position, Puck changes position too. This effectively conveys the central message of the text because it shows that Oberon is in control of Puck, and Puck looks up to Oberon and is willing to do whatever he asks.

End of Unit Assessment: Text to Film Comparison
(Answers, for Teacher Reference)

3. Describe how the director's choice of music or lighting during this scene helped convey the central message of the text.

Oberon: The stormy music when Oberon appears is dark and serious. This shows that he is the guy in charge and that the fairies should take him seriously.

Titania: When Titania commands attention, she quiets everything down. This shows that she, too, can control things and it indicates the beginning of their power struggle. When she begins to speak, the music is more melodious with birds chirping in the background.

4. Describe how the actor's tone of voice during this scene helped you to understand the following characters better.

Oberon: When Oberon asks Titania to give him the boy, his tone is soft and gentle. This shows that he is manipulative.

Titania: As Titania describes how she came to have the boy as well as her commitment to the boy's deceased mother, her tone is soft as she smiles and laughs. But when Oberon tries to offer a deal, she gets angry and her tone is loud and forced. This helps me understand the character better and shows me that she is dedicated, loyal, headstrong, and independent.