



EXPEDITIONARY
LEARNING

Grade 10: Module 2B: Unit 2: Lesson 7

Analyzing How Shakespeare's Play Draws upon Greek Mythology: Part 3



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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

Supporting Learning Targets

- I can analyze how the structures of the narrative and the play versions of "Pyramus and Thisbe" affect meaning.
- I can make connections between a theme in *A Midsummer Night's Dream* with a theme of the myth "Pyramus and Thisbe."

Ongoing Assessment

- QuickWrite: The Thirst of the Lioness (from homework)
- Chalk Talk charts



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Homework Focus Question (3 minutes)Reviewing Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Whole Group Discussion: Comparing and Contrasting Narrative Structures (20 minutes)Chalk Talk and Gallery Walk: The Theme of Parental Control (15 minutes)Closing and Assessment<ol style="list-style-type: none">Whole Group Share (5 minutes)Homework<ol style="list-style-type: none">QuickWrite: Write a paragraph to answer the question: How is the theme of parental control similar and different in each text?	<ul style="list-style-type: none">To address standard RL.8.5, in this lesson students compare the structure of the narrative as mapped out on the “Pyramus and Thisbe” Narrative Structure note-catcher from the previous lesson. Students reread Act 5, Scene 1 of <i>A Midsummer Night's Dream</i> in parts, and as a whole group compare the similarities and differences in structure; whole group thinking is captured on an anchor chart.To address standard RL.8.9, in this lesson students compare and contrast the same theme in <i>A Midsummer Night's Dream</i> to “Pyramus and Thisbe.” They do this in a Chalk Talk and use a T-chart to make this comparison. Later on in the module, students use a different T-chart as they think about similarities and differences in a piece they have written and the play itself. Using a T-chart instead of a Venn Diagram allows students more time to practice with a different structure that helps them look for similarities and differences between texts.Review: Chalk Talk and Gallery Walk protocols (see Appendix).Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• <i>A Midsummer Night's Dream</i> (book; one per student)• Comparing and Contrasting the Narrative Structures of Two Versions of "Pyramus and Thisbe" anchor chart (new; teacher-created)• Chart paper (one piece per team)• Markers (four per group, each one a different color; plus one for you that is a different color from those used by students)• "Pyramus and Thisbe" by Thomas Bulfinch (from Lesson 4)• Homework QuickWrite: How is the theme of parental control similar and different in each text? (one per student)• Homework QuickWrite: How is the theme of parental control similar and different in each text? (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Homework Focus Question(3 minutes)</p> <ul style="list-style-type: none"> • Invite students to sit with their Buffalo discussion partners. • Have students discuss their answers to the homework focus question: <ul style="list-style-type: none"> * “How did the thirst of the lioness propel the action in the story ‘Pyramus and Thisbe’?” • After a minute, cold call a pair to share their responses to the focus question. Listen for students to explain that the thirst of the lioness caused the rest of the events in the story because it caused her to be in the same place as Thisbe. The presence of the lioness caused Thisbe to run away, dropping her veil, which the lion chewed and then Pyramus found; thinking Thisbe dead, he killed himself. Had the lioness not been thirsty, Thisbe would have been at the meeting place waiting for Pyramus as planned. 	<ul style="list-style-type: none"> • Opening the lesson by asking students to share their homework makes them accountable for completing it. It also gives you the opportunity to monitor which students are not doing their homework.
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Read the learning targets aloud as students follow along silently: <ul style="list-style-type: none"> * “I can analyze how the structures of the narrative and the play versions of ‘Pyramus and Thisbe’ affect meaning.” * “I can make connections between a theme in <i>A Midsummer Night's Dream</i> with a theme of the myth ‘Pyramus and Thisbe.’” • Ask students: <ul style="list-style-type: none"> * “Based on these learning targets, what do you think you will be doing in this lesson? Why?” • Select volunteers to share their responses. Listen for students to explain that they will compare the structure of the narrative to the structure of the play “Pyramus and Thisbe” and describe how this affects the meaning, and they are going to analyze a theme that is evident in both <i>A Midsummer Night's Dream</i> and “Pyramus and Thisbe.” 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Whole Group Discussion: Comparing and Contrasting the Narrative Structures (20 minutes)</p> <ul style="list-style-type: none"> • Invite students to reread their “Pyramus and Thisbe” Narrative Structure note-catcher (from Lesson 6) to remember the structure of the story “Pyramus and Thisbe.” • Tell students that today they are going to compare and contrast the structure of the story “Pyramus and Thisbe” with the structure of the story as it is presented in the play. • Invite students to set their chairs up in a Drama Circle as they have done in previous lessons; they should have their copy of <i>A Midsummer Night's Dream</i> and their “Pyramus and Thisbe” Narrative Structure note-catcher. Remind students that in a Drama Circle, a different person reads each role. Assign parts for 5.1.114–160, starting at the top of page 151 (5.1.114) and ending on page 153 (5.1.160): Prologue (Quince), Theseus, Lysander, Hippolyta. • Have students reread this part of the scene aloud. • Ask students to refer to their “Pyramus and Thisbe” Narrative Structure note-catcher and discuss with an elbow partner: <ul style="list-style-type: none"> * “What similarities and differences do you notice in the structure of the play and the story? Look at the Exposition on your note-catcher and compare it to what is revealed in the prologue of the play.” • Cold call students to share their responses. Listen for them to explain that one similarity is that both the story and the play begin by introducing Pyramus, Thisbe, and the wall. One difference is that the play reveals the plot of “Pyramus and Thisbe” in brief at the beginning, before the players actually perform it, whereas the story introduces each part of the plot as it happens. Record students' ideas in the Similarities and Differences columns of the Comparing and Contrasting the Narrative Structures of Two Versions of “Pyramus and Thisbe” anchor chart. • Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> * “Why do you think the play does this but the story doesn't?” • Select volunteers to share their responses. Listen for students to explain that if the story revealed the whole plot in brief immediately, we wouldn't want to read the rest of it, but the story is told in brief at the beginning of the play so that the audience understands what is happening. Students may also suggest that the plot is revealed at the beginning of the play because the performance is not very good—Bottom and his group of players are not very skilled. • Assign parts for 5.1.164–217, starting at the bottom of page 153 (5.1.164) and ending on page 157 (5.1.217): Wall (Snout), Theseus, Demetrius, Pyramus (Bottom), and Thisbe (Flute). • Have students reread this part of the scene aloud. 	<ul style="list-style-type: none"> • Consider creating a nametag for each character to wear during the Drama Circle. • Capturing whole class thinking on an anchor chart ensures quick reference to that thinking in later lessons. It also lets students see all the similarities and differences at a glance.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask students to refer to their “Pyramus and Thisbe” Narrative Structure note-catcher and to discuss with an elbow partner: <ul style="list-style-type: none"> * “Look at the Rising Action on your note-catcher. How does this part of the play compare to those details? How is it similar? How is it different?” • Select volunteers to share their responses with the whole group. Listen for students to explain that it is similar in that this part of the scene mirrors the first detail in the Rising Action box. Listen also for them to explain that in the play, another plot interrupts “Pyramus and Thisbe,” the plot involving the audience (Theseus, Hippolyta, and the lovers). Record students’ ideas in the appropriate column of the Comparing and Contrasting the Narrative Structures of Two Versions of “Pyramus and Thisbe” anchor chart. • Assign parts for 5.1.218–284, starting at the bottom of page 157 (5.1.218) and ending on page 157 (5.1.161): Wall (Snout), Theseus, Demetrius, Hippolyta, Snug (Lion), Lysander, Moonshine (Starveling), and Thisbe (Flute). • Have students reread this part of the scene aloud. • Ask students to refer to their “Pyramus and Thisbe” Narrative Structure note-catcher and discuss with an elbow partner: <ul style="list-style-type: none"> * “Continue to look at the Rising Action on your note-catcher. How does this part of the play compare to those details? How is it similar? How is it different?” • Cold call students to share their responses. Listen for students to explain that it is similar in that this part of the play mirrors the second detail in the Rising Action box; as in the previous part of the scene, it is different in that it is interrupted by the plot of <i>A Midsummer Night's Dream</i>. Record students’ ideas in the appropriate column of the Comparing and Contrasting the Narrative Structures of Two Versions of “Pyramus and Thisbe” anchor chart. Explain that this adds to the humor of the play and shows how Shakespeare used this story differently in the play. • Assign parts for 5.1.285–379, starting at the top of page 163 (5.1.285) and ending on page 167 (5.1.379): Demetrius, Lysander, Pyramus (Bottom), Theseus, Hippolyta, Thisbe (Flute). • Have students reread this part of the scene aloud. • Ask students to refer to their “Pyramus and Thisbe” Narrative Structure note-catcher and discuss with an elbow partner: <ul style="list-style-type: none"> * “Compare this part of the scene to the structure mapped out on the rest of your note-catcher. How are they similar? How are they different?” 	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> Select volunteers to share their responses. Listen for students to explain that they are similar in that the final Rising Action detail occurs next in the play and the climax is the same; however, it is different in that in the story “Pyramus and Thisbe,” there is a resolution—Pyramus and Thisbe are buried together and a sad lesson is learned, whereas in the play, there is no resolution. Both characters die and that is the end. Record students’ ideas in the appropriate column of the Comparing and Contrasting the Narrative Structures of Two Versions of “Pyramus and Thisbe” anchor chart. 	
<p>B. Chalk Talk and Gallery Walk: The Theme of Parental Control (15 minutes)</p> <ul style="list-style-type: none"> Put together discussion pairs into groups of four and give them a piece of chart paper and markers. Post the following questions and explain that in the Chalk Talk, students will answer the question about the theme of parental control: <ul style="list-style-type: none"> * “Where do we see the theme of parental control in the story “Pyramus and Thisbe”? How about in <i>A Midsummer Night’s Dream</i>? How do the parents try to control their children? How do the children react?” Tell students that they must use evidence from the texts as they record their ideas. Remind students that in Chalk Talks, they are to “talk” by writing questions and ideas on their group’s chart paper. They are not to actually talk to each other. Remind students to both ask questions and to respond to the questions and ideas posted by others in their group. Remind students to also refer to both of their texts, <i>A Midsummer Night’s Dream</i> and “Pyramus and Thisbe” by Thomas Bulfinch, during this protocol. As students work in their Chalk Talk groups, circulate with your own marker (a different color than those used by the students) and add questions/ideas to each Chalk Talk chart to deepen the silent discussion of each group. After 10 minutes, invite students to stop and post their Chalk Talk charts around the room. Invite students to spend 5 minutes doing a Gallery Walk, looking at the ideas of other groups to deepen their understanding of how the theme of parental control is evident in both the story and the play. 	<ul style="list-style-type: none"> The Chalk Talk protocol ensures participation of all students. Consider working with students who may have difficulties communicating their questions and responses in writing. Encourage those students to say their ideas aloud to you before you ask them to write.



Closing and Assessment	Meeting Students' Needs
<p>A. Whole Group Share (5 minutes)</p> <ul style="list-style-type: none"> • Refocus the students whole group. Ask: <ul style="list-style-type: none"> * “What are the similarities in both texts around the theme of parental control?” • Select volunteers to share their responses. Listen for students to explain that in both texts, young lovers are forbidden from being together, so they run away to be together. • Ask students: <ul style="list-style-type: none"> * “What are the differences between the two texts around the theme of parental control?” • Cold call students to share their responses. Listen for them to explain that in “Pyramus and Thisbe,” it ends in tragedy—both young lovers kill themselves partly by mistake, but <i>A Midsummer Night's Dream</i> ends happily—the young lovers who have been forbidden from being together end up happily married. Ask: <ul style="list-style-type: none"> * “Why did Shakespeare choose to make this scene funny and have the four lovers from the previous acts watch this scene together and laugh?” • Cold call students to share their responses. Listen for them to say Shakespeare takes the tragedy of “Pyramus and Thisbe” and makes it funny to highlight the foolishness of love, the lovers, and the mechanicals. It’s no longer a serious tragedy, but a “lamentable comedy” in its pitiful and awkward performance making tragedy into a comedy. • Distribute Homework QuickWrite: How is the theme of parental control similar and different in each text? 	<ul style="list-style-type: none"> • A whole group share after a Gallery Walk encourages students to synthesize their thinking and to learn from the syntheses of others.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • QuickWrite: Write a paragraph to answer the question: How is the theme of parental control similar and different in each text? 	



EXPEDITIONARY
LEARNING

Grade 10: Module 2B: Unit 2: Lesson 7

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Comparing and Contrasting the Narrative Structures of Two Versions of
“Pyramus and Thisbe” Anchor Chart

Similarities	Differences



**Homework QuickWrite: How Is the Theme of Parental Control
Similar and Different in Each Text?**

.....
Name:

.....
Date:

Focus question: How is the theme of parental control similar and different in each text?



Homework QuickWrite: How Is the Theme of Parental Control Similar and Different in Each Text? (Answers, for Teacher Reference)

Name:

Date:

Focus question: How is the theme of parental control similar and different in each text?

The main similarity is that in both texts, young lovers are forbidden from being together, so they run away in order to be together. The main difference is that “Pyramus and Thisbe” ends in tragedy—both young lovers kill themselves after a series of mistakes, but A Midsummer Night’s Dream ends happily—the young lovers who have been forbidden from being together end up happily married.