



EXPEDITIONARY  
LEARNING

# **Grade 10: Module 2B: Unit 3: Lesson 3**

## **End of Unit Assessment: Commentary on Confessional**



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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.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Supporting Learning Targets

- I can explain how my narrative is a response to *A Midsummer Night's Dream*.
- I can explain how my narrative connects to the play and how it diverges from it and why.
- I can use a peer critique rubric to provide kind, specific, and helpful feedback to my peers.

Ongoing Assessment

- End of Unit 3 Assessment: Commentary on Confessional



| Agenda  | Teaching Notes  |
|---|---|
| <ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>End of Unit 2 Assessment Feedback (8 minutes)</li><li>Mid-Unit 3 Assessment Feedback (5 minutes)</li><li>Reviewing Learning Targets (1 minute)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>End of Unit 3 Assessment: Commentary on Confessional (20 minutes)</li><li>Peer Critique (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Previewing Homework (1 minute)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Take home your narrative, revise it, and practice reading it, considering the feedback given in the peer critique.</li></ol></li></ol> | <ul style="list-style-type: none"><li>In this lesson, students complete an on-demand end of unit assessment. They are required to write a commentary to answer specific questions about the connections between their narrative and the play <i>A Midsummer Night's Dream</i>. Students prepared for this in Lesson 2 by completing a T-chart of the connections and embellishments they made in their narrative.</li><li>Assess student responses on the end of unit assessment using the 2-Point Rubric: Short Response.</li><li>Students will read their narratives with their New York City discussion partners.</li><li>Note that students practice reading their narrative briefly in front of a group at the end of this lesson. This is to help them get more comfortable with reading their narrative, and so they can receive peer critique to help them improve their writing pieces. To ensure that this is carried out productively without hurting anyone's feelings, set clear expectations by reviewing the peer critique guidelines beforehand.</li><li>Post: Learning targets; Character Confessional Narrative anchor chart.</li></ul> |



| Lesson Vocabulary              | Materials  |
|--------------------------------|--|
| response, diverges, commentary | <ul style="list-style-type: none"><li>• End of Unit 2 Assessment with feedback (from Unit 2, Lesson 18)</li><li>• Mid-Unit 3 Assessment with feedback (from Lesson 1)</li><li>• End of Unit 3 Assessment: Commentary on Confessional (one per student)</li><li>• End of Unit 3 Assessment: Commentary on Confessional (sample response, for teacher reference)</li><li>• Connections between the Character Confessional Narrative and <i>A Midsummer Night's Dream</i> T-chart (from Lesson 2; students' own)</li><li>• Lined paper (two pieces per student)</li><li>• Character Confessional Narrative anchor chart (from, Unit 2, Lesson 17; one to display)</li><li>• Peer Critique Guidelines (from Lesson 2; one to display)</li><li>• 2-Point Rubric: Short Response (from Lesson 1; for teacher reference; use this to score students' assessments)</li></ul> |

| Opening  | Meeting Students' Needs   |
|--|---|
| <p><b>A. End of Unit 2 Assessment Feedback (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Hand back the <b>End of Unit 2 Assessment with feedback</b> and invite students to spend time reading your feedback.</li><li>• Congratulate students on having read a play by Shakespeare and for having written an essay that analyzed a theme in the play. Tell them that these are two challenging and sophisticated tasks!</li><li>• Invite them to write their name on the board if they have questions about their essay, so that you can follow up either immediately or later on in the lesson.</li></ul> | <ul style="list-style-type: none"><li>• Giving students the opportunity to review assessment feedback helps them understand where and how they need to improve next time.</li><li>• If students are reluctant to ask for help by writing their names on the board, consider another option more suitable to your students' needs.</li></ul> |



| Opening (continued)  | Meeting Students' Needs |
|--|-------------------------|
| <p><b>B. Mid-Unit 3 Assessment Feedback (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Hand back the <b>Mid-Unit 3 Assessment with feedback</b> and invite students to spend time silently reading and digesting your feedback.</li><li>• Invite them to write their name on the board if they have questions, so that you can follow up either immediately or later on in the lesson.</li></ul>  |                         |
| <p><b>C. Reviewing Learning Targets (1 minute)</b></p> <ul style="list-style-type: none"><li>• Invite the class to read the learning targets with you:<ul style="list-style-type: none"><li>* “I can explain how my narrative is a response to <i>A Midsummer Night’s Dream</i>.”</li><li>* “I can explain how my narrative connects to the play and how it diverges from it and why.”</li><li>* “I can use a peer critique rubric to provide kind, specific, and helpful feedback to my peers.”</li></ul></li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What does the learning target mean by explaining how your narrative is a <i>response</i> to <i>A Midsummer Night’s Dream</i>?”</li></ul></li><li>• Listen for students to explain that it means how the narrative communicates how and why a specific character exerts control over others from the play.</li><li>• Ask:<ul style="list-style-type: none"><li>* “What does <i>diverges</i> mean?”</li></ul></li><li>• Listen for students to explain that it means “is separate” or “differs from,” so in this context it refers to how the narrative is different from the play and why.</li></ul> |                         |



| Work Time   | Meeting Students' Needs |
|---|-------------------------|
| <p><b>A. End of Unit 3 Assessment: Commentary on Confessional (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that the idea of this narrative is to communicate the theme of control in <i>A Midsummer Night's Dream</i>, by choosing a character and specific scenes in the play that communicate that character's perspective in light of the theme.</li><li>• Distribute the <b>End of Unit 3 Assessment: Commentary on Confessional</b>. Focus students on the title. Ask them to Think-Pair-Share:<ul style="list-style-type: none"><li>* "What is a <i>commentary</i>?"</li></ul></li><li>• Listen for students to explain that a commentary is a kind of explanation of something that provides details about the choices made and why those choices were made.</li><li>• Invite the class to read the prompt with you.</li><li>• Ask students to take out their <b>T-chart: Connections between the Character Confessional Narrative and A <i>Midsummer Night's Dream</i></b> (from Lesson 2). Tell students they may use this to help them with their end of unit assessment. Remind students that in the last lesson, they read a sample paragraph that compared the model narrative and the play.</li><li>• Also, remind students that in an assessment, they have to work independently without talking to other students. Guide students to refer to the play, to their character confessional narratives, and to their T-charts to write a commentary for their essay that answers the assessment questions.</li><li>• Distribute <b>lined paper</b> and tell students to begin writing their commentary.</li><li>• Collect the end of unit assessments at the end of the allotted time.</li></ul> |                         |



| Work Time (continued)   | Meeting Students' Needs  |
|---|--|
| <p><b>B. Peer Critique (10 minutes)</b></p> <ul style="list-style-type: none"><li>Refer students back to the Performance column on the posted <b>Character Confessional Narrative anchor chart</b>.</li><li>Invite the class to read the criteria again.</li><li>Tell students that they are going to have one more opportunity for a peer critique before sharing their narratives and turning them in for their final performance task in the next lesson.</li><li>Invite students to meet with their New York City discussion partner.</li><li>Remind students that peer critiquing must be done carefully because we want to be helpful to our peers so they can use our suggestions to improve their work. We don't want to make them feel bad. Post and review the <b>Peer Critique Guidelines</b>.</li><li>Ask students to begin. Circulate to support as needed as students take turns performing and giving feedback.</li><li>Once the first student has finished reading and his or her partner has finished writing feedback, invite them to switch so that the audience becomes the reader.</li><li>Tell students to exchange feedback and to carefully read through each of the peer critiques they have been given so that they know how to improve for their final performance task.</li></ul> | <ul style="list-style-type: none"><li>Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.</li><li>Asking students to provide feedback to a peer based on explicit criteria benefits both parties in clarifying the meaning of the learning target.</li></ul> |

| Closing and Assessment   | Meeting Students' Needs |
|--|-------------------------|
| <p><b>A. Previewing Homework (1 minute)</b></p> <ul style="list-style-type: none"><li>Preview the homework with students and address any clarifying questions.</li></ul> |                         |
| Homework   | Meeting Students' Needs |
| <ul style="list-style-type: none"><li>Take home your narrative, revise it, and practice reading it, considering the feedback given in the peer critique.</li></ul>       |                         |



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# Grade 10: Module 2B: Unit 3: Lesson 3 Supporting Materials



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### End of Unit 3 Assessment: Commentary on Confessional

Write a commentary to accompany your character confessional narrative, answering the following questions:

- “How is your character confessional narrative a response to the play *A Midsummer Night’s Dream*?”
- “How does your narrative connect with the play? Why?”
- “How does it provide embellishments to the play?”

Use evidence from the play and your essay to justify your answers. Your commentary should be no more than three paragraphs long.

End of Unit 3 Assessment: Commentary on Confessional  
(Sample Response, for Teacher Reference)

Write a commentary to accompany your character confessional narrative, answering the following questions:

- “How is your character confessional narrative a response to the play *A Midsummer Night’s Dream*?”

**My character confessional narrative is a response to the play, *A Midsummer Night’s Dream*, in that it provides a humorous depiction of one character's issue with controlling others. Puck is really a divided character within the theme of control because he likes to control people to get a good laugh, but is also a servant of Oberon. He is controlled by Oberon, but doesn't mind too much, as he can be so easily amused.**

- “How does your narrative connect with the play? Why?”

**My narrative connects with the play because the scenes I chose to create the story of my confession all happened in the play. I used passages from the text, for example, a fairy described Puck using the words I placed in the first paragraph. I accurately describe Oberon's plan for controlling Titania, as well as turning an actor's head into that of an ass and the funny consequences this had for Titania. Also, the events that led to the confusion with the Athenian lovers and how Puck was instrumental in resolving the issue were taken directly from the play.**

- “How does it provide embellishments to the play?”

**My narrative also provides embellishment to the play because I wanted to really write Puck’s voice well and with some humor, such as when I write about how much Helena complains. I tried to provide a sense of his tricky nature. My narrative diverges from the play when I use the fairy’s description of Puck as Puck’s own words to describe himself. I also gave a sense of Puck’s view of his relationship with Oberon that embellished what was said in the play. I had him say that he is angry when he is seen as Oberon’s servant.**

Use evidence from the play and your essay to justify your answers. Your commentary should be no more than three paragraphs long.