Unit 3 Overview Worksheet Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_period\_\_\_

**Drama: All that Drama- Falling in Love**

**Overview**

*“[A]nd yet, to say the truth, reason and love keep little company together now-a-days.”*

*~Bottom, William Shakespeare, A Midsummer Night’s Dream*

The world around us is full of drama, especially when it involves relationships and the big L-O-V-E. So it is no surprise to find that same kind of drama in magazines, on TV, or on the big screens. However, many of us are not aware that stories about love drama have been around for ages, and that time doesn’t hinder their relevancy. One such example of this is the works of Shakespeare. His works transcend across time and space to connect with modern day audiences. There’s only one problem: it’s SHAKESPEARE. For some students, this word is equal to that of Harry Potter’s Volder…err.. “He Who Must Not Be Named”. But seriously, many students are immediately opposed to Shakespeare’s work for several different reasons: A) they don’t understand it, B) they don’t know how to understand it, C) they have trouble imagining the story based on dialogue.

With this Unit, students will be given an arsenal of skills to be able to tackle Shakespeare’s text, so that they may have tools to know how to “demystify” the text, understand the meaning, and begin to imagine the plotline. These tools will enable them to create their own modern translations of the text, and create their own drama: as in, students will get out of their desks and interact with the play in a way that reflects its true nature. Reading Shakespeare will allow students to analyze dramaturgy and generate discussion on universal themes that are already present in many adolescents’ lives: attraction, love, friendship, magic, and parent/child relationships.

We will be specifically looking at A Midsummer Night’s Dream and examining what Shakespeare is saying about love. We will uncover Shakespeare’s beliefs on love by looking at the characters, events, themes, allusions, and figures of speech present in his plays and poetry. We will also dig deep into the background behind Shakespeare, The Globe, and how he has transformed other source materials into his own work. We will look at source material for the play and thoroughly discuss why works like this are transformed over time and how this transformation demonstrates the different views on Love. The unit will culminate with a project in which we will examine themes and how the author creates tensions and suspense in the story.

*In one sentence of your own words, state what this unit is about:*

**RL. 9-10.9**

Analyze how an author adopts or adapts source material in a specific work.

*What is source material?*

*Predict: Why would Shakespeare, or any writer, take someone’s work and adopt or adapt it? (Think about our last unit!)*

**L.9-10.5**

Demonstrate understanding of figurative language and nuances in word meanings.

*What does nuance mean?*

**RL.9-10.5**

Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.

*Write the standard in your own words.*

*Highlight or circle items from this page that you already know and understand.*

*Highlight in another color, or box items from this page that you are most interested in learning.*

*Review at the end of the unit and CHECK off the items you now know.*

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| **ESSENTIAL QUESTIONS:**   * What factors create and influence our perceptions? * How do the writings of Shakespeare provide us with a glimpse into the past but still connect us to the present?​How do the conventions of the theater reinforce the meaning of the play? |

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| **CORE VOCABULARY:**  Monologue Soliloquy aside meter iamb sonnet foot iambic pentameter The Globe Dramatic Irony Verbal Irony Situational Irony pun allusion blank verse rhyme connotation denotation couplet drama figure of speech scansion |

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| **FOCUS QUESTIONS:**   * Who is Shakespeare and why are his work relevant to me? * How can I understand Shakespeare’s language? * How do we analyze plays? * What is the difference between standard syntax and nonstandard syntax? * What is a sonnet? * How does understanding meter impact my understanding of a text? * what is the difference between dreams and reality? * What happens to people when they are in love? * How can I keep track of a play with lots of characters? |

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| **STUDENT OUTCOMES:** What will students know, understand and be able to do by the end of this unit?  I can…   * appreciate and understand Shakespearean language * Paraphrase Shakespearean language into contemporary restatements of the same ideas * make connections between fictional stories and real-life scenarios * understand how authors create suspense, tension, and mystery in the story * write analytically using the text to cite any inferences |

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| **ENDURING UNDERSTANDINGS:** What are the big ideas?   * Emotions have the power to “blind” or persuade people to do things they were otherwise not do. * The boundary line between dreams and reality might not be as wide as we think. * Texts can have universal themes which once understood, will transcend time and space. * Love can be a tricky thing to define, to protect, and hold on to. |