



EXPEDITIONARY  
LEARNING

# Grade 8: Module 2B: Unit 3: Overview



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**Unit 3: Performance Task: Character Confessional Narrative**

In this third unit, and after studying the thematic concept of control throughout *A Midsummer Night's Dream*, students will write a narrative that will act as a “confessional,” where a character from the play explains his or her attempts to control or manipulate someone else in the play. This writing piece will meet the criteria for an effective narrative, including a logical introduction, event sequence, and reflective conclusion; narrative techniques; transitions; description; and correct grammar. Students’ character confessionals will answer three guiding questions: “Why did you want to control someone else’s actions?”, “How did you try to control someone else’s actions?”, and “What were the results of your trying to

control someone else’s actions?” For the mid-unit assessment, students will write a short justification that explains why they chose the character and scenes from the play that they did, and how the confessional develops the theme of control. For the end of unit assessment, students will write a commentary on how their narrative is a response to *A Midsummer Night's Dream*, and how it connects to and diverges from the play. Finally, students will share their narratives with a small group of peers. **This performance task centers on standards NYSP12 ELA CCLS RL.8.2, RL.8.3, W.8.3, W.8.4, W.8.9a, and W.11b.**

**Guiding Questions And Big Ideas**

- **What motivates people to try to control one another’s actions?**
- **How do people try to control one another’s actions?**
- **What happens when people try to control one another’s actions?**

**Mid-Unit 3 Assessment**

**Justification for Character and Scene Selection**

This assessment centers on NYSP12 ELA CCLS RL.8.1and W.8.11b and serves as a scaffold toward students’ character confessional narrative. For the mid-unit assessment, students will write a short justification of why they chose the character they did and explain how the incidents they selected develop the theme of control.

**End of Unit 3 Assessment**

**Commentary on Confessional**

This assessment centers on NYSP12 ELA CCLS RL.8.2, RL.8.3, W.8.11, and W.8.11b. Students will write a short commentary on how their character confessional narrative (their Performance Task) is a response to *A Midsummer Night's Dream*, and how it connects to and diverges from the play. (Note that students are not formally assessed on their individual script itself, but only on their commentary.)



**Texts**

1. William Shakespeare, *A Midsummer Night's Dream*. Folger Shakespeare Library (ISBN: 978-0743482813).



**This unit is approximately 1 week or 4 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Mid-Unit Assessment: Justification for Character and Scene Selection	<ul style="list-style-type: none"> <li>I can cite text-based evidence that provides the strongest support for my analysis of literary text. (RL.8.1)</li> <li>I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)</li> <li>I can create poetry, stories, and other literary forms. (W.8.11b)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why I chose my character and scenes from <i>A Midsummer Night's Dream</i>.</li> <li>I can explain how my narrative develops the thematic concept of control.</li> <li>I can begin to write a first draft of my character confession</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment: Justification for Character and Scene Selection</li> </ul>	
<b>Lesson 2</b>	Character Confessions: Peer Critique of Narratives	<ul style="list-style-type: none"> <li>I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)</li> <li>With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can add transitional words and phrases to connect ideas in a writing piece.</li> <li>I can use the rubric to provide feedback to my peers.</li> </ul>	<ul style="list-style-type: none"> <li>Character confessional narrative draft with revisions and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Character Confessional Narrative anchor chart</li> <li>Stars and Steps protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	End of Unit Assessment: Commentary on Confessional	<ul style="list-style-type: none"> <li>• I can determine a theme or the central ideas of literary text. (RL.8.2)</li> <li>• I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)</li> <li>• I can objectively summarize literary text. (RL.8.2)</li> <li>• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)</li> <li>• I can create a presentation, artwork or text in response to a literary work with a commentary that identifies connections and explains divergences from the original. (W.8.11)</li> <li>• I can create poetry, stories, and other literary forms. (W.8.11b)</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• End of Unit 3 Assessment: Commentary on Confessional</li> </ul>	<ul style="list-style-type: none"> <li>• Character Confessional Narrative anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Final Performance Task: Character Confessional Narrative	<ul style="list-style-type: none"> <li>• I can determine a theme or the central ideas of literary text. (RL.8.2)</li> <li>• I can analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot). (RL.8.2)</li> <li>• I can objectively summarize literary text. (RL.8.2)</li> <li>• I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision. (RL.8.3)</li> <li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.8.4)</li> <li>• I can create poetry, stories, and other literary forms. (W.8.11b)</li> </ul>	<ul style="list-style-type: none"> <li>• I can read my narrative for an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Character confessional narrative</li> <li>• Character Confessional Rubric Self-Assessment</li> </ul>	



### Optional: Experts, Fieldwork, And Service

**Experts:**

- Consider inviting actors from a local theater group to perform some of Shakespeare's works and/or work with students so that students may perform excerpts of Shakespeare's works. Local actors and directors might also provide expertise on staging, stage directions, and the choices they make when interpreting a script for a performance.

**Fieldwork:**

- Consider having students attend a live production of *A Midsummer Night's Dream* and analyze the choices made by the actor and directors.

**Service:**

- Arrange for students to perform excerpts, the entire play, or their confessionals for various audiences, including younger children, nursing homes, shelters, etc.

### Optional: Extensions

- Teachers might collaborate with the librarian to support students in writing an advanced confessional in which students study the differences in the portrayal of genders in *A Midsummer Night's Dream*. Have students study how men and women possess different motivations for controlling others and use different methods in doing so.

### Preparation and Materials

**Independent Reading**

See Unit 2 overview. This module introduces a more robust independent reading structure after students have finished reading *A Midsummer Night's Dream* (i.e., after the Mid-Unit 2 Assessment).