



EXPEDITIONARY
LEARNING

Grade 8: Module 2B: Performance Task



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Note: As each unit is written, often the performance task is refined. Use this document as a general guideline. But be sure to refer to check back on EngageNY.org periodically to see if this document has been updated.

Summary of Task

After studying the thematic concept of control throughout *A Midsummer Night's Dream*, students will write a narrative as a “confessional” in which a character from the play explains his or her attempts to control or manipulate someone else in the play to get what they want. This writing piece will meet criteria for an effective narrative, including a logical introduction, event sequence, and reflective conclusion; narrative techniques; transitions; description; and correct grammar. Students’ 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, finally, “What were the results of your trying to control someone else’s actions?” Each student will read aloud his or her confessional to a small group of peers. Teachers have the option of choosing to make this a multimedia project (addressing NYSP12 ELA CCLS W.8.6) by having students record their read-alouds of these narratives in character. **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.**

Format

Narrative (2–3 pages, typed, one-sided, on 8.5" x 11" paper)



Standards Assessed Through This Task

- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 8 reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- W.8.11 Create a presentation, artwork, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.
 - b. Create poetry, stories, plays, and other literary forms (e.g., videos, artwork).



Student-Friendly Writing Invitation/Task Description

You have tracked how various characters in Shakespeare's *A Midsummer Night's Dream* attempted to control or manipulate each other's actions. Choose one character from the play and write a reflection from his or her point of view confessing or explaining his or her choices and actions throughout the play. Your confessional should answer the questions: "Why did you want to control someone else's actions?"; "How did you try to control someone else's actions?"; and, finally, "What were the results of your trying to control someone else's actions?"

Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

- Establish the context by introducing your character and their motives
- Provide a conclusion that neatly wraps up the action and reflects on what happened when "you" tried to control someone else
- Include narrative techniques such as: dialogue, description and details, pacing, transition words/phrases to link the individual scripts together, precise words and sensory language to capture the action and demonstrate emotion, and reflection.
- Adhere to the conventions of standard written English.



Options For Students

- Students might consider dressing up in character or using props during the small group reading of the narrative.

Options For Teachers

- Consider having students record themselves reading their narrative outside of class (or provide in-class time). Recordings may be shown in class.
- Teachers might consider 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.

Resources and Links

- The Folger Library: www.folger.edu
- In Search of Shakespeare: <http://www.pbs.org/shakespeare/educators/>