



English Mastery

Year 7 Unit of Work

Literature Unit 2: 'A Midsummer Night's Dream'

Foundation Pathway

End of unit Essay title:

Is the love potion in 'A Midsummer Night's Dream' good or bad?

	Lesson title	Key knowledge	Teacher notes
Week 1	Shakespeare's early life Shakespeare's education Life as a groundling	Key facts about Shakespeare's childhood and upbringing; the impact of Shakespeare's education on the topics in his plays; life as a groundling in Elizabethan London.	
Week 2	Shakespearean drama Theseus and Hippolyta Egeus's complaint 1	Whoosh through the plot of the whole play; knowing the difference between a novel and a play; Theseus and Hippolyta's role as leaders of Athens; Egeus's appeal to Theseus about Hermia's disobedience.	
Week 3	Egeus's complaint 2 Hermia and Lysander 'The course of true love never did run smooth'	Analysing quotations from the original Shakespearean text; empathising with Hermia and Lysander's love through letter writing; Hermia and Lysander's plan to run away.	
Week 4	Helena and Demetrius 1, 2 and 3	Helena's love for Demetrius is unrequited; Demetrius is cruel to Helena; composing an analytical paragraph on the relationship.	
Week 5	Oberon and Titania meet Puck and the love potion The love potion	Oberon and Titania argue over a servant boy; Oberon wants to blackmail Titania by misusing the love potion; Oberon wants to help Helena by using the love potion on Demetrius; the love potion can be a powerful force, either something positive or a weapon.	
Week 6	Hermia and Helena 1 Hermia and Helena 2 Oberon restores order	The love potion is used on the wrong person; Lysander is in love with Helena; Hermia and Helena have a vicious fight; Oberon restores order to all relationships.	
Week 7	Helena and Demetrius 4 Demetrius 1 Demetrius 2	Demetrius is under the spell of the love potion and in love with Helena; Lysander is back in love with Hermia as the love potion's power is removed; there are two happy couples; Demetrius has become a less cruel person.	
Week 8	Introductions and the love potion Planning and conclusions	Evaluating the different sides to the love potion; composing an introduction and conclusion; selecting the best quotations for an essay.	

Key scenes, quotations, and lessons:

Key scene covered 'A Midsummer Night's Dream' – Oxford School Shakespeare text	Key quotation studied in depth	Lesson number in unit
Lysander and Hermia flee Athens	'The course of true love never did run smooth'	9
Helena and Demetrius fight in the forest	'I am sick when I do look on thee'	10 – 12
Helena confesses her love for Demetrius	'Use me but as your spaniel, / Spurn me, strike me, neglect me'	10 – 12
Hermia and Helena fight	'You thief of love'	16 – 17
Demetrius declares his love for Helena	'Now I love her, long for her, / And will be true to her forever'	19 – 21

Important plot change

The Foundation pathway has been heavily abridged from the original play to help simplify the complicated plot of 'A Midsummer Night's Dream'. Some scenes and characters – such as the Mechanicals and Titania falling in love with Bottom – have been completely removed.

However, there is one particular change that alters the plot of the play from the original (and the Traditional pathway).

In the Foundation pathway, Demetrius is only put under the love potion at the end of the play to create a happy ending. He does not love Helena in the forest, and Lysander and Demetrius do not fight for Helena's love when they are both under the influence of the love potion.

This change makes a minor impact to the unit of work (Lessons 20 and 21), but teachers who are very familiar with the play or are teaching both pathways need to be aware of this change to the plot.

Week 1

Key terms:
affluent, Elizabethan, influence, myth, groundling, severe

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 1</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> Shakespeare was born in 1564 Shakespeare lived in the Elizabethan era He was born in Stratford-upon-Avon His family were well respected in Stratford-upon-Avon School life in Shakespeare's time was very different to today 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Explain to students that we are now starting a new unit on 'A Midsummer Night's Dream'. Before we begin to look at the play, we are going to learn a bit about Shakespeare's life and what he studied at school. Collate students' previous knowledge of Shakespeare – his plays, their plots, when he lived, where he worked, the Globe Theatre.</p> <p>Context Explicit teaching of when the Elizabethan Era was and timeline activity in which students put the Elizabethan Era in context.</p> <p>Comprehension: Shakespeare's Early Life Read the information sheet that details Shakespeare's birth and early life. Alert students to read key vocabulary before reading, and recap as words are encountered.</p> <p>Discussion: Shakespeare's Early Life Students discuss the comprehension questions regarding Shakespeare's Early Life. Check for understanding of key facts and information.</p> <p>Comprehension: Shakespeare's Early Life Following on from the discussion topics, students write down the answer to the comprehension questions.</p> <p>Mastery assessment plenary Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Booklet: Shakespeare's Early Life</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> Shakespeare studied ancient Greek and Roman myths and history at school The ancient Greeks and Romans lived about 2,500 years ago 'A Midsummer Night's Dream' is set in ancient Athens Shakespeare set 'A Midsummer Night's Dream' hundreds of years before the time he was writing Ancient Athens was severe 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now What do we know about Shakespeare's early life?</p> <p>Context Which of these images do you recognise? What do they have in common?</p> <p>Comprehension: Shakespeare's Education Read the information about Shakespeare's schooling and how this influenced his writing.</p> <p>Vocabulary Explicit teaching of the word severe. Students then discuss ways in which ancient Athens was severe.</p> <p>Comprehension Students relate the images to what they have read about the setting for 'A Midsummer Night's Dream'.</p> <p>Myth or History? Students need to sort out the statements into myths or historical events. This may be a good opportunity to explore some of the more supernatural elements of myths.</p> <p>Mastery Assessment Plenary Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Booklet: Shakespeare's Education</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 3</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> Groundlings were poor people who watched plays in Elizabethan England Groundlings would have horrible jobs, including shifting waste across the city The poor enjoyed bear baiting, gambling and the theatre for entertainment There was a large difference between the rich and poor in Elizabethan England Life could be severe for groundlings 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Place the historic times in the correct order. Students should be able to use some of their knowledge from the Oliver Twist unit of work. Explain 200+ years difference between Charles Dickens and William Shakespeare – they were both in the past, but certainly not contemporaries!</p> <p>Listening Activity: Life as a groundling Listen to the audio clip of a groundling in Elizabethan London. Students need to match the correct image with the relevant section of the story in order to show they understand what is taking place.</p> <p>Discussion: Groundling Piecing together the information from the listening resource, help to define what a groundling is, and compare it to the definition provided.</p> <p>Writing: Life as a groundling Students need to write two factual paragraphs about what life was like as a groundling. It should be written in the third person, past tense, in a factual manner (i.e. not like the listening activity). There is an opportunity for students to check the accuracy of their writing.</p> <p>Mastery assessment plenary Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Separate Resource: A Day in the Life of a Groundling</p> <p>Resource: Life as a Groundling (recording, for teacher)</p>

Week 2

Key terms:
Globe theatre, betrothed, Theseus, Hippolyta, Egeus

Lesson 4

Mastery Content

- Shakespeare's plays were held at the Globe Theatre in London
- Plays are different to prose and novels
- Theseus and Hippolyta are King and Queen of Athens in 'A Midsummer Night's Dream'
- An overview of the plot of A Midsummer Night's Dream

Lesson guide

Do Now

Students are asked to respond to someone who claims that only rich people went to the theatre in Shakespeare's day and that it would have been boring for poor people because the language was hard to understand.

Venn Diagram: differences between plays and novels

There are a number of differences between novels – such as Oliver Twist – and plays – like 'A Midsummer Night's Dream'. Students need to think of the differences between plays and novels, placing them on the correct location on the Venn diagram.

'A Midsummer Night's Dream': Whoosh!

A whoosh is a group performance activity where students take it in turns to perform different parts of a story. It is fast moving and involves the whole group – to find out more about how to conduct a whoosh, take a look at these resources:

[Written explanation](#)

[YouTube guide](#)

The students need to form a circle. The teacher reads the whoosh but selects students to carry out the action.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Booklet: Plays and Novels Venn Diagram

Resource: Whoosh (for teacher)

Lesson 5

Mastery Content

- Theseus is the King of Athens
- Theseus is a strong and heroic leader
- Theseus is going to marry Hippolyta in four days

Lesson guide

Do Now

Recap prior learning

Ask students to write a summary of the play.

Explanation: Historical Writing

Outline examples of films that are set in a different time to when they were written. Ask students to think of their own examples.

Explain that Shakespeare often set his plays in the past, sometimes many hundreds of years in the past.

This is true of 'A Midsummer Night's Dream'.

Introducing Theseus

Show different images of Theseus and collect ideas on how he could be described.

Explanation: Theseus and Hippolyta

Remind students the play takes place in Classical Athens. Theseus is the king of Athens. In a few days time, he is going to get married to Hippolyta.

Practise pronouncing the characters' names.

Awaiting the wedding in four days' time

Recap that Theseus and Hippolyta are getting married in four days.

Students need to write what he will say to Hippolyta. There are suggested words for them to use – some of them are from the text.

Repeat with Hippolyta – emphasise that she is responding to what Theseus said. She must be listening to what he's said!

Speaking as Theseus and Hippolyta

Students can practise saying their dialogues aloud – trying to imitate the voice and tone of Theseus and Hippolyta.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Week 2

Key terms:
Globe theatre, betrothed, Theseus, Hippolyta, Egeus

Lesson 6

Mastery Content

- Shakespeare wrote plays which are pieces of writing performed in the theatre
- The play starts in ancient Athens
- Egeus wants his daughter Hermia to marry Demetrius
- He is angered by her love for another man, Lysander
- Egeus will have Hermia killed for disobeying him
- Lysander and Hermia are in love

Lesson guide

Do Now:

What do you know about Theseus and Hippolyta?
Extension: how is a play different to a novel?

Recap

Teacher recaps what students know already about Shakespeare.

Reading a play

Teacher recaps the definition of a play.

Introducing Egeus

Introduce the character of Egeus. Discuss students' own examples of parents stopping them/making them do something. Introduce content of his speech.

Reading: Egeus's Complaint

Read Egeus's complaint – either in the text book copy of the play or on the separate resource in the lesson folder (this has the comprehension questions on)

Could relate the text to the pre-reading tasks – including severe punishments like the bronze bull.

After reading, discuss questions on sheet. Then students write down the answers in full sentences.

This is the first time students will encounter a longer passage of original text – so celebrate reading accurately!

Summary

Teacher to summarise what is happening in the scene to ensure all students have understood.

Introduce Demetrius, Lysander and Hermia

Introduce and consolidate the three characters Egeus speaks of. Ensure students are confident with their relationships with each other.

Vocabulary

Students consider whether Egeus is a severe father or not.

Fortnightly Quiz

Students complete fortnightly quiz.

Can take feedback and address misconceptions.

Resources

Booklet: Egeus's Complaint

Week 3

Key terms:
Hermia, Demetrius, Lysander, Helena, soliloquy

Lesson 7	Mastery Content	<ul style="list-style-type: none"> How Egeus is a severe father who thinks he owns Hermia The law of Athens means that Egeus can have Hermia executed How to annotate a quotation (recapped from last term) How to write a quotation up in the quotation hunter (recapped from last term) 	<p>Lesson guide</p> <p>Do Now Which of the statements are true?</p> <p>Recap Remind students of the characters and their relationships to each other</p> <p>Quotation Annotation Teacher and class annotate the quotation together.</p> <p>Discussion: Egeus's character What does the quotation tell us about Egeus? This discussion feeds into a writing task</p> <p>Recapping prior vocabulary We could say that the law of Athens makes girls like Hermia vulnerable. How does the law of Athens do this?</p> <p>Mastery assessment plenary Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.</p>	Resources	Booklet: Egeus's Complaint
Lesson 8	Mastery Content	<ul style="list-style-type: none"> Hermia and Lysander are in a difficult situation They face death for their love There is no easy escape for them 	<p>Lesson guide</p> <p>Do Now Use the key words to explain the relationship between Lysander and Hermia.</p> <p>Recap Remind students of the characters and their relationship, and the current situation they are in.</p> <p>Hermia and Lysander: Discussion Ask students to place themselves into Hermia and Lysander's position. What are they thinking and feeling after Egeus' complaint? What emotions are they going through?</p> <p>Hermia's letter to her father Students read the model letter from Lysander to Demetrius and pick out the key points. They then think about what the key points of Hermia's letter would be and write a letter to Egeus from her point of view. There are sentence stems and a check to support.</p> <p>Mastery assessment plenary Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.</p>	Resources	Booklet: Lysander's Letter
Lesson 9	Mastery Content	<ul style="list-style-type: none"> Hermia and Lysander plan to flee Athens They plan to wed in secret in a wood near Athens The quotation 'The course of true love never did run smooth' shows that love can face challenges 	<p>Lesson guide</p> <p>Do Now Answer the questions about Hermia.</p> <p>Plot Explanation The teacher explains that Hermia and Lysander decide to run away from Athens.</p> <p>Reading Students read from page 5 in the booklet.</p> <p>Comprehension Students answer questions about what they have read.</p> <p>Quotation annotation Teacher annotates quotation for the students and then students think about what the quotation means (model response given).</p> <p>Quotation Hunter This is the first 'Quotation Hunter' lesson where pupils make in-depth notes on a quotation. As this is the first one, model it carefully. The quotation is 'The course of true love never did run smooth'. Discuss the quotation first, then fill in the Quotation Hunter worksheet.</p> <p>Mastery Assessment Plenary Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.</p>	Resources	Booklet: Quotation Hunter

Week 4

Key terms:
Oberon, Titania, henchman, Puck, genre, melodrama, unrequited love

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 10</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p>	<ul style="list-style-type: none"> The four lovers have left Athens Helena is in love with Demetrius Helena's love for Demetrius is unrequited Demetrius is cruel to Helena 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now What do you think the main differences between Athens and a forest will be?</p> <p>Recap Remind students of what has driven Hermia and Lysander away from Athens.</p> <p>Helena and Demetrius Introduce Helena (Hermia's best friend) and Demetrius (Egeus's choice for Hermia). Explain their relationship to Lysander and Hermia, and Hermia's unrequited love for Demetrius. Show students the love diagram.</p> <p>Reading: Demetrius and Helena Read through the exchange between Helena and Demetrius, emphasising the parts where Helena begs Demetrius to love her, and where Demetrius shows his loathing for Helena.</p> <p>Vocabulary Teach the phrase 'unrequited love'. Students then decide which other character is experiencing unrequited love (aside from Helena). They then discuss how we can tell that Helena's love is unrequited in this passage and match quotations to points.</p> <p>Demetrius and Helena Students summarise each character's speech into one sentence. This is to consolidate and confirm their relationship. The second task is to think of 3 words to describe each character. This will help to form an analytical paragraph in the next lessons.</p> <p>Mastery assessment plenary Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Booklet: Demetrius and Helena (translation)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 11</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p>	<ul style="list-style-type: none"> There are some differences between the version of Shakespeare we have been reading and the original How to use quotations accurately 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Students need to consider which words apply to which character and why.</p> <p>Recap Students form points to answer the questions using the stems and words in the boxes.</p> <p>Recap Teacher recaps the Athenians and their relationships.</p> <p>Shakespearean English After forming a statement on Helena and Demetrius, students need to read the exchange in the original version. Outline the differences between Shakespeare's English and modern English. There are examples provided.</p> <p>Helena and Demetrius: Original extract Read through the original extract. There are four comprehension questions for students to answer as they are reading. They may be able to answer these just using the translation – but encourage them to find the answers in the original. The discussion of these questions is an opportunity to check for understanding, and to ensure students are selecting information accurately.</p> <p>Using quotations Recap of how to use quotations correctly (from last term).</p> <p>Mastery assessment plenary Students complete quiz. If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p> <p>Booklet: Demetrius and Helena (original)</p> <p>Booklet: Using Quotations</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 12</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p>	<ul style="list-style-type: none"> Structuring an analytical paragraph on Helena Structuring an analytical paragraph on Demetrius 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now: Students match quotations to points.</p> <p>Analytical paragraphs Explicit teaching about how to construct analytical paragraphs. Students decide which option is the best start to an analytical paragraph to answer the question, 'What effect does unrequited love have on Helena?'</p> <p>Quotation annotation Teacher models how to annotate a quotation with a view to discussing it in detail in the students' analytical paragraphs.</p> <p>Writing a paragraph on Helena A paragraph is modelled piece by piece.</p> <p>Independent analytical paragraphs Students annotate a quotation from Demetrius in pairs and then decide on points to answer the question about him. They then have a go at writing their own analytical paragraph.</p> <p>Fortnightly Quiz Students complete fortnightly quiz. Can take feedback and address misconceptions.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources</p>

Week 5

Key terms:
Oberon, Titania, Puck, conflict

Lesson 13

Mastery Content

- Oberon is the king of the forest
- Titania is the queen of the forest
- Titania and Oberon have magical powers
- Titania and Oberon are strong characters
- Titania and Oberon are in conflict over who gets to keep a small boy

Lesson guide

Do Now

Students decide whether the statements apply to Hermia or Helena.

Recap

Remind students the play is now in the forest. Clarify the relationships between characters and who loves whom. The play is taking place in a forest and we are now going to meet Titania and Oberon.

Titania and Oberon

Introduce Titania and Oberon, outlining who they are and their relationship to one another. Practise saying their names as a class.

Just as with Theseus and Hippolyta, ask students to discuss how these important characters would be likely to speak and act toward each other. Would they be meek, confident, funny, serious, loud, stern....

Vocabulary

Introduce the word 'conflict' and that Oberon and Titania are in conflict. Discuss what other conflicts we've seen in the play so far.

Oberon and Titania's argument

Students to act out their argument in pairs.

Oberon's plan

Oberon says that he will repay Titania for her rudeness. Students need to come up with a plan as Oberon, remembering that he has magical powers.

Students need to check their writing for accuracy.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Booklet: Oberon and Titania meet in the magical forest

Lesson 14

Mastery Content

- Puck is Oberon's servant
- Puck is mischievous
- Oberon sends Puck to fetch a love potion
- Oberon wants to make Titania fall in love with an animal
- The love potion may have undesired side effects

Lesson guide

Do Now

What is Titania and Oberon's conflict about?

Recap

Remind students that the play is in the fairy forest. Oberon and Titania are magical characters – we are in a world where strange thing can (and will) happen.

Puck

Introduce Puck – he is Oberon's servant and revels in mischief. Discuss how he might speak, act, and move.

Explanation: Oberon and Puck's plan

Introduce context of Oberon and Puck's discussion. Oberon is mad with Titania and wants to play a trick on her. He devises a plan with Puck to make her pay for her rudeness to him earlier.

Reading: Oberon and Puck's plan

Comprehension

Students write down their answers to the comprehension questions.

Quotation Annotation

Students annotate the quotation that describes the love potion.

Quotation Hunter

Students write the quotation up in their Quotation Hunter.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Booklet: Oberon and Puck's Plan

Week 5

Key terms:
Oberon, Titania, Puck, conflict

Lesson 15

Mastery Content

- Oberon wants to help Helena and Demetrius
- Oberon asks Puck to put the love potion on Demetrius
- Puck puts the love potion on Lysander
- Lysander falls in love with Helena

Lesson guide

Do Now

Students need to explain how the love potion could benefit Helena and her love for Demetrius.

Recap

Remind students of Helena and Demetrius's relationship – he cannot stand her and she is desperately in love with him.

Explain

Explain that Oberon wants to help Helena by giving Demetrius the love potion. But there is a problem – Puck puts it on Lysander instead. The love diagrams can be used to explain how things have changed.

Reading: Lysander falls in love with Helena

Read through Lysander's declaration of love for Helena. There are four questions to help students comprehend the passage, as well as illustrations in the booklet to aid their understanding.

You may want students to complete the questions on the passage in their exercise books.

Is the love potion good or bad?

Students discuss the question and then write a paragraph to capture their ideas. At this stage, it is having a negative impact on the characters.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Booklet: Lysander falls in love with Helena

Week 6

Key terms:
chaos, facial expression, conflict, resolve

Lesson 16

Mastery Content

- Lysander has fallen out of love with Hermia
- Hermia is jealous of Helena
- Helena and Hermia are fighting
- Hermia is cruel and malicious to Helena
- The love potion causes chaos

Lesson guide

Do Now:

Place yourself in Hermia and Helena's position – why might there be a conflict between them at this point in the play?

Recap

Recap plot and characters' relationships at this point.

Insult bogey tennis:

Bogies is a stupid game played by Dick and Dom in the bungalow, where they had to say 'bogies' louder than the previous person.

This is a more sophisticated version, as Hermia and Helena are fighting over Lysander.

Build up rounds:

- Insults
- Facial expressions
- Body language
- The whole package – using all together.

Reading

Read through the whole fight between the two women.

Comprehension

There are a number of statements that students need to find evidence for in the text. They need to use the quotations exactly as they find them. **Teachers may wish to print out the statements so that students can write the quotations next to them, or ask students to highlight and number the quotes.**

Vocabulary

Explicit teaching of the word 'chaos'. Students then reflect on all the chaos that the love potion has caused and return to the question of whether it is a good thing or not to add further evidence to last lesson's paragraph.

Writing

Why is the love potion a bad thing?

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Booklet: Insult Bogey Tennis

Booklet: Hermia and Helena fight

Lesson 17

Mastery Content

- Lysander has fallen in love with Helena
- Hermia is cruel and malicious to Helena
- Lysander is cruel and malicious to Hermia
- How to explain quotations

Lesson guide

Do Now:

Explain the relationships between each character and the conflicts and tensions this is creating at this point in the play.

Analytical paragraphs

Teacher recaps what students have learnt about writing analytical paragraphs so far. Teacher then shows students the question they will be answering in the lesson and some quotations they can use to answer it.

Annotating quotations

Teacher models annotation of first quotation. Students then work in pairs to annotate the other two quotations. Answers are provided so that students can add anything they missed.

Independent paragraph

Students come up with points to answer the question and then write their own analytical paragraph. A check and model are provided so that students can edit and improve their work.

Quotation Hunter

Students add the quotation 'thief of love' to their Quotation Hunter

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Week 6

Key terms:
chaos, facial expression, conflict, resolve

Lesson 18

Mastery Content

- Oberon is aware of the confusion and chaos the love potion has caused
- Oberon wants to resolve the conflicts caused by the love potion
- He sends Puck to remove the love potion from Lysander
- He wants the characters to return to Athens and fall in love
- Oberon will lift the love potion from Titania

Lesson guide

Do Now:

How does 'The course of true love never did run smooth' apply to Helena and Hermia?

Recap

Recap plot and characters' relationships at this point.

Make sure students are comfortable with their past and present relationships, and the role the love potion is currently having.

Vocabulary

Teaching of the word 'to resolve' and question about how Oberon could resolve the conflicts caused by the love potion.

Oberon restores order

Students read the passage and then answer the comprehension questions.

Understanding the plot: Cloze activity

At this point, there has been a lot of confusion between the characters in the play. This activity will help to iron out characters' relationships throughout the play.

Fortnightly Quiz

Students complete fortnightly quiz.

Can take feedback and address misconceptions.

Resources

Booklet: Oberon Restores Order

Week 7

Key terms:
Resolution, apology, conclusion

Lesson 19

Mastery Content

- Lysander is back in love with Hermia
- Lysander and Hermia are a happy couple
- Demetrius is now in love with Helena
- Demetrius and Helena are a happy couple
- Demetrius declares his love for Helena in front of Egeus and Hippolyta
- The love potion is causing Demetrius to behave differently

Lesson guide

Do Now

Students need to explain the link between Lysander, Puck, the love potion, and the love potion remedy.

Recap

Oberon has restored order to the four lovers:
Lysander is back in love with Hermia
Demetrius is now in love with Helena
There are now two happy couples.
Theseus finds the lovers and Demetrius tells him how much he is in love with Helena.

Demetrius declares his love for Helena

Explain that Demetrius is declaring his love to Theseus and Helena, Hermia, and Lysander.

He speaks of two main things:

- His love for Helena
- His lost love for Hermia.

Students need to highlight the extract to distinguish between these two topics – where is he talking about Helena and where is he talking about Hermia?

Demetrius: Building an analytical paragraph

Students annotate a quotation which sums up how Demetrius now feels and then recap points they had about Demetrius earlier.

Students then work in pairs to decide on points to answer the question

'How has the love potion changed the way Demetrius behaves?'. These are then used to write an analytical paragraph. A check and model is provided.

Writing: Is the love potion good or bad?

Students revisit this question and consider whether their opinion has changed.

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Booklet: Demetrius declares his love for Helena (translation)

Lesson 20

Mastery Content

- Demetrius is now in love with Helena
- Demetrius and Helena are a happy couple
- Demetrius declares his love for Helena in front of Egeus and Hippolyta
- Reading Demetrius's declaration of love in the original version
- Selecting relevant quotations
- Selecting relevant quotations in the original version

Lesson guide

Do Now

Students need to consider which words apply to Demetrius now that he has the love potion on him.

Recap

Remind students that Demetrius is now in love with Helena. He is declaring his love for her to Theseus.

Demetrius declares his love for Helena: Original extract

Last lesson, students created a number of points about Demetrius. This lesson, they are reading the original extract. Read through the original extract. There are five comprehension questions for students to answer as they are reading. They may be able to answer these just using the translation – but encourage them to find the answers in the original.

The discussion of these questions is an opportunity to check for understanding, and to ensure students are selecting information accurately.

Demetrius declares his love for Helena: Finding evidence

Now students have read the original extract, they need to find the quotation that best demonstrates how Demetrius has changed.

Quotation collection

Students put 'the pleasure of my eye is only Helena' in their quotation hunter. Students will look at the quotation in more detail next lesson so students can complete the bottom section next lesson (or add to it based on what they look at next lesson)

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Booklet: Demetrius declares his love for Helena

Booklet: Quotation Hunter

Week 7

Key terms:
Resolution, apology, conclusion

Lesson 21

Mastery Content

- Demetrius's attitudes throughout the play
- Relevant quotations for each stage of Demetrius's attitudes throughout the play
- The impact the love potion has had on Demetrius

Lesson guide

Do Now

How does 'The course of true love never did run smooth' apply to Helena and Demetrius?

Recap

Remind students that the two couples are now happily in love. Demetrius is declaring his love for Helena in front of the king and queen.

Demetrius throughout the play

There are four statements that describe Demetrius at different parts of the play.

Students need to put the statements in the correct chronological order.

Demetrius's development throughout the play

After identifying the correct sequence of Demetrius's changes throughout the play, students need to match the correct quotation to the statement.

Quotation annotation

Students annotate one of the quotations together and then annotate another independently. Potential answers are provided but students should be annotating fairly independently by this stage.

Analytical paragraph

Students write an analytical paragraph about how the love potion has changed the way Demetrius behaves.

Quotation Hunter

Students complete the quotation hunter from last lesson,

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Booklet: Quotation Hunter

Week 8

Key terms:
Introduction, conclusion, structure

Lesson 22

Mastery Content

- How to structure an introduction
- Exploring why the love potion is good
- Matching explanations to points and quotations

Lesson guide

Do Now

Students to write one general sentence that gives information about the play.

Extension: Can students include when the play was written?

Assessment

Introduce the assessment task: Is the love potion good or bad?

Also introduce what students will be allowed to bring in with them to the assessment: the Extract Booklet with blank copies of the scenes they have studied.

Assessment

Go through the assessment and how it is structured to support students.

Writing an introduction

Outline the steps of writing an introduction to students, including the different things they could include at each stage.

After this, students can work in pairs to write their own introduction using the prompts to help them to generate content.

There is an opportunity for students to check the accuracy of their work here as well.

Why the love potion is good

Students can then continue to generate ideas why the love potion is good in the play. After a discussion, you may want to reveal some ideas and collect other suggestions from the class.

Matching points and evidence

A common mistake students make is writing a explanation that doesn't match up to the point and evidence.

Explain the top tips to the students, then look at the quiz which asks students to match the explanation to the point and evidence. Address misconceptions and underline how the writing tips apply to this example.

Mastery Assessment Plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Separate Resource:
Foundation Extract
Booklet

Lesson 23

Mastery Content

- Exploring why the love potion is bad
- Matching explanations to points and evidence
- How to structure an analytical paragraph
- How to structure a conclusion

Lesson guide

Do Now

Students to write one general sentence that gives information about the play.

Extension: Can students include when the play was written?

Writing an Introduction

Introduce the essay title to students. Explain that over the next two lessons we will be looking at how to write a well-structured final essay.

Writing an introduction

Outline the steps of writing an introduction to students, including the different things they could include at each stage.

After this, students can work in pairs to write their own introduction using the prompts to help them to generate content.

There is an opportunity for students to check the accuracy of their work here as well.

Why the love potion is good

Students can then continue to generate ideas why the love potion is good in the play. After a discussion, you may want to reveal some ideas and collect other suggestions from the class.

Making notes

After finding the reasons why the love potion is bad, students can take the opportunity to find the notes they have already made in their Quotation Hunter resources.

These can be transferred or developed in their essay plan, which they will be able to take into their assessment.

Matching points and evidence

A common mistake students make is writing a explanation that doesn't match up to the point and evidence.

Explain the top tips to the students, then look at the quiz which asks students to match the explanation to the point and evidence. Address misconceptions and underline how the writing tips apply to this example.

Essay planning

Students can then use the essay planning sheet to collate their notes from this lesson.

In the next lesson, students will look at reasons the love potion is bad, and how to write a conclusion.

Mastery Assessment Plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other student to explain correct answer.

Resources

Separate Resource:
Foundation Extract
Booklet

Separate Resource:
Assessment