



English Mastery

Year 7 Unit of Work

Literature Unit 2: 'A Midsummer Night's Dream', Traditional 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 Egeus's complaint (Part 1 & 2)	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' appeal to Theseus about Hermia's disobedience.	
Week 3	Theseus's Athens Hermia and Lysander Helena	Theseus is a strict leader of Athens; punishments in Ancient Athens were severe; Hermia and Lysander plan to run away; in Helena's soliloquy, she shares that she will tell Demetrius about this plan in order to win his love.	
Week 4	Entering the forest Puck and Oberon's plan Demetrius and Helena	The forest is a place of magic and chaos; Oberon and Titania argue over a servant boy; Oberon wants to blackmail Titania by misusing the love potion; the love potion can be a powerful force, either something positive or a weapon; Helena's love for Demetrius is unrequited; Demetrius is cruel to Helena.	
Week 5	Lysander and Helena 1 Lysander and Helena 2 Bottom and Titania	Oberon wants to help Helena by using the love potion on Demetrius; the love potion is used on the wrong person; Lysander is in love with Helena; selecting appropriate evidence from a text; Titania falls in love with Bottom, a local actor with a donkey's head.	
Week 6	Demetrius and Helena 1 Hermia and Helena Oberon restores order	The love potion is used on the right person; Demetrius is now in love with Helena; Hermia and Helena have a vicious fight because Hermia believes Helena has stolen Lysander; Oberon restores order to all relationships.	
Week 7	Demetrius and Helena 2 Revising the plot The love potion	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	Assessment preparation	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
Introduction of the love potion Act 2, Scene 1, lines 165–187 (page 21).	'Purple with love's wound. The juice of it on sleeping eye-lids laid Will make or man or woman madly dote Upon the next live creature that it sees'	11
Demetrius hates Helena Act 2, Scene 1, lines 188–217 (page 22).	'For I am sick when I do look on thee'	12
Lysander falls in love with Helena Act 2, Scene 2, lines 109–130 (page 28).	'And run through fire I will for thy sweet sake'	13
Titania falls in love with Bottom Act 3, Scene 1, lines 121–131 (page 36).	'Thou art as wise as thou art beautiful'	15
Demetrius falls in love with Helena and Helena gets cross Act 3, Scene 2, line 137 - 167 (page 45).	'Helen, goddess, nymph, perfect, divine' 'I see you all are bent To set against me for your merriment.'	16
Hermia and Helena fight Act 3, Scene 2, lines 282–288 (page 49 and 50).	'You thief of love!'	17
The couples are given permission to marry Act 4, Scene 1, lines 140–185 (page 63).	'My love to Hermia, melted as the snow'	19

Week 1

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

Lesson 1

Mastery Content

- Shakespeare lived in the Elizabethan era
- Shakespeare was born in 1564
- He was born in Stratford-upon-Avon
- His family were affluent and sent him to a good school
- Shakespeare had to work very hard at school and studied about twice as much as students do today.

Lesson guide

Do Now

Explain to students that we are now starting a new unit on *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.

Context

Teacher explains that Shakespeare was writing in the Elizabethan Era. Students then put the historical periods in the correct order on the timeline.

Comprehension: Shakespeare's Early Life

Read the information sheet that details Shakespeare's birth and early life.

Alert students to vocabulary **before** reading, and recap as words are encountered.

Discussion: Shakespeare's Early Life

Students discuss the comprehension questions regarding Shakespeare's Early Life. Check for understanding of key facts and information.

Comprehension: Shakespeare's Early Life

Following on from the discussion topics, students write a paragraph about who Shakespeare was.

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

Resource:
Shakespeare's Early Life

Lesson 2

Mastery Content

- Mastery Content:
- 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 cultural and ordered but could also be severe.

Lesson guide

Do Now

What do we know about Shakespeare's early life?

Context

Which of these images do you recognise? What do they have in common?

Comprehension: Shakespeare's Education

Read the information about Shakespeare's schooling and how this influenced his writing.

Vocabulary

Explicit teaching of the word **severe**. Students then discuss ways in which ancient Athens was severe.

Comprehension

Students relate the images to what they have read about the setting for '*A Midsummer Night's Dream*'.

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 – they are based on fantastical and magical events; fictional tales.

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

Resource:
Shakespeare's Education

Mastery Content

- Groundlings were poor people that 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
- Conditions were unsanitary in large towns and cities

Lesson guide

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 Oliver Dickens and William Shakespeare – they were both in the past, but certainly not contemporaries!

Listening Activity: Life as a Groundling

Listen to the audio clip of a groundling in Elizabethan London. Students need to make notes on four topics: jobs, food, health, entertainment.

Repeat if necessary – students may have questions about some of the words and definitions. Hopefully, many of the words are in a directive context: there are clues to help students work out their meanings. Students then decide which statement shows that life for groundlings could be **severe**.

Discussion: Groundling

Piecing together the information from the listening resource, help to define what a groundling is, and compare it to the definition provided.

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).

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

Resource: Life as a Groundling – Worksheet

Resource: Life as a Groundling - Transcript

Resource: Audio clip

Week 2

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 4</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> Shakespeare's plays were held at the Globe Theatre in London Women weren't allowed to act so the female roles were played by men. Shakespeare used trap doors and other effects to make the plays dramatic. Plays are different to prose and novels The plot of 'A Midsummer Night's Dream' 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>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.</p> <p>Video Students watch a short video (up to 6.15) and then answer questions about it.</p> <p>Venn Diagram: Differences Between Plays and Novels There are a number of differences between novels – such as Oliver Twist – and plays – like <i>A Midsummer Night's Dream</i>. Students need to think of the differences between plays and novels, placing them on the correct location on the Venn diagram.</p> <p>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</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>Resource: Plays and Novels Venn Diagram</p> <p>Resource: Whoosh</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 5</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> 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 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now What do you know about Theseus and Hippolyta? Extension: how is a play different to a novel?</p> <p>Recap Teacher recaps what students know already about Shakespeare.</p> <p>Reading a play Teacher recaps the definition of a play.</p> <p>Introducing Egeus Introduce the character of Egeus. Discuss students' own examples of parents stopping them/making them do something. Introduce content of his speech.</p> <p>Reading: Egeus' Complaint Read Egeus' 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!</p> <p>Introduce Demetrius, Lysander and Hermia Introduce and consolidate the three characters Egeus speaks of. Ensure students are confident with their relationships with each other.</p> <p>Vocabulary Students consider whether Egeus is a severe father or not.</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> <p>Resource: Egeus' Complaint</p>

Mastery Content

- Hermia loves Lysander and is determined to be with him
- Lysander is in love with Hermia and is determined to be with her
- Demetrius feels entitled to marry Hermia
- Theseus will use the force of the law against Hermia if she does not follow her father's wishes

Lesson guide

Do Now

Recap plot from previous lesson. Consolidate characters and their names.

Recap

Explicit teaching to recap. who Theseus and Hippolyta are. Students to recap. what they can remember about Egeus, Demetrius, Hermia and Lysander.

Reading

Students read from lines 46-82.

Comprehension

Students discuss the questions and look in the text for the answers.

Reading

Students read from lines 83-127.

Comprehension

Students discuss the questions and look in the text for the answers.

Review

Students summarise what each character is thinking in this scene.

Recapping prior vocabulary learning

Students write down what makes Hermia vulnerable in this scene and whether or not it is fair to call Egeus malicious.

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 3

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

Lesson 7

Mastery Content

- Theseus is a strict leader
- Athens is a traditional, severe, ordered and brutal place

Lesson guide

Do Now
 Recap plot from previous lesson. Students fill in the gaps with the correct names.

Recap
 Teacher reminds students of what each character thought about Egeus's complaint.

Quotation Annotation
 Explicit instruction of what Theseus's quotation means via teacher annotation.

Vocabulary
 Students select the words that best apply to Athens.

Recap
 Teacher recaps work done on points from last term.

Analytical paragraphs
 Students create points to answer the question 'How does Shakespeare present Athens in the first scene of the play?' and then construct analytical paragraphs about Theseus's quotation. There is a check and modal paragraph provided.

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

Lesson 8

Mastery Content

- There is a love triangle involving Hermia, Lysander and Demetrius
- Lysander and Hermia plan to elope to his aunt's house
- Lysander's quotation: 'The course of true love never did run smooth'
- Hermia and Lysander's love faces a number of challenges
- The law of Athens is severe

Lesson guide

Do Now
 Answer the questions about Hermia.

Plot Explanation
 Students consider what they would do if they were in Hermia and Lysander's situation. The teacher explains that Hermia and Lysander decide to run away from Athens.

Reading
 Students read **Act 1, Scene 1, Lines 156-168, 'A good persuasion ... There will I stay for thee.'**

Comprehension
 Students answer questions about what they have read.

Pair Work
 Decide on the advantages and disadvantages of running away from Athens.
 Whole class feedback.

Quotation annotation
 Teacher annotates quotation for the students and then students think about what the quotation means (model response given).

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.

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

Resource: Quotation Hunter

Lesson 9

Mastery Content

- Helena is in love with Demetrius
- A soliloquy is where a character speaks to himself or herself or to the audience rather than to the other characters
- Helena will tell Demetrius about Lysander and Hermia's plan to leave Athens

Lesson guide

Do Now
 Give three reasons why Lysander and Hermia have decided to flee from Athens.

Plot Explanation
 Teacher explains the introduction of a new character called Helena who is in love with Demetrius.

Vocabulary
 Explicit teaching of the phrase 'unrequited love' and how this relates to Helena and Demetrius.

Reading Part 1
 Read **Act 1, Scene 1, Lines 181-207, 'Call you me fair ... That he hath turn'd a heaven unto a hell?'**
 Students imagine they are Helena as comprehension activity.

Reading Part 2
 Before reading, teacher introduces term soliloquy.
 Whole class read **Act 1, Scene 1, Lines 226-251, 'How happy some o'er other some can be! ... To have his sight thither, and back again.'**

Focus on this question as reading: What does Helena reveal that she is planning to do?

Comprehension
 Answer the questions in full sentences – line references are there to help, quotations are in the notes part of the slide.

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 4

Key terms:
Oberon, Titania, Puck, melodrama, conflict

Lesson 10

Mastery Content

- The action of the play moves from Athens to a fairy forest
- The forest is ruled by Oberon and Titania
- They both have magical powers
- Titania and Oberon are arguing
- They are arguing over a small boy that they both want to adopt

Lesson guide

Do Now

Sort out the statements into the correct column – whether they apply to Hermia or Helena.

Plot Explanation

Sort words about Athens and the forest into two columns. Dangerous could go in both columns – Athens is dangerous for Hermia, as the law there could see her killed. However, the forest at night is dangerous too as there are no laws there.

Vocabulary

Explicit teaching of the word **conflict**. Oberon and Titania are currently in conflict. What other conflicts have we seen in the play so far?

Character Explanation

Teacher introduces the characters of Oberon and Titania and the students discuss how they might behave.

Reading

Read **Act 2, Scene 1, extract from folder**

The reading has been edited and adapted from the original text. Whole class read through once. Then students act out the scene in pairs.

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

Resource: Oberon and Titania Meet – Parallel Script

Lesson 11

Mastery Content

- Puck is Oberon's assistant and is naughty and mischievous
- Oberon asks Puck to fetch a magic flower
- The magic flower is used to create a powerful love potion which makes people fall in love with the first thing they see

Lesson guide

Do Now

What is Oberon and Titania's conflict about?

Recap

Recap who Titania and Oberon are, and why they are fighting.

Plot Explanation

Introduce Puck, and explain his role and his relationship with Oberon.

Together, they will play a trick on Titania. Explain that the trick involves a magic plant which became magic after Cupid fired an arrow at it.

Reading

Read **Act 2, Scene 1, Lines 177-185, 'Having once this juice ... I'll make her render up her page to me.'**

Comprehension

Students discuss and write down their answers to the questions.

Quotation annotation

Students annotate the quotation which describes how the love potion originated. They then decide whether the points made about it are accurate or not.

Quotation Hunter

Model filling in 'Quotation Hunter' for 'purple with love's wound'.

Then pupils fill in 'Quotation Hunter' for 'The juice of it on sleeping eyelids laid/will make a man or woman madly dote/upon the next live creature that it sees.'

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

Resource: Quotation Hunter

- There is a love triangle between Hermia, Lysander and Demetrius
- Helena's love for Demetrius is unrequited
- Demetrius despises Helena
- Helena is desperately in love with Demetrius

Do Now

Who is telling the truth and who is lying out of the three lovers?

Recap

The lovers' relationships to each other. The diagram may help to clarify misconceptions, and can also highlight the unrequited love and the love contest.

Plot Explanation

The teacher explains relationship between Helena and Demetrius, and what will happen in the next scene.

Reading and Acting

Read **Act 2, Scene 1, Lines 188-213, 'I love thee not, therefore pursue me not ... And I am sick when I look not on you.'** Read this scene together.

In pairs, students act the scene out.

Close Reading

In pairs, students find all the lines which show Demetrius hates Helena. Then they pick the line which they think is the nastiest. Students come up with points about what Demetrius's quotation tells us about unrequited love.

Quotation Hunter

'For I am sick when I do look on thee'. Whole class discussion followed by 'Quotation Hunter'. Then students can fill in another 'Quotation Hunter' sheet with their own quotation selection.

Fortnightly Quiz

Students complete fortnightly quiz.

Can take feedback and address misconceptions.

Week 5

Key terms:
Mechanicals, Quince, Bottom, Flute, to mock

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 13</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> • Oberon commands Puck to use the love potion on Demetrius • Puck uses the love potion on Lysander • Lysander has fallen out of love with Hermia • Lysander is now in love with Helena • Lysander is under the influence of the love potion • Each of the lovers suffer unrequited love • That Helena assumes that Lysander is mocking her 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Explain the conversation between Demetrius and Helena.</p> <p>Recap Recap the relationship between Demetrius and Helena.</p> <p>Plot Explanation The teacher explains Oberon's plan to help Helena. Students try to work out the flaw in the plan. The teacher summarises the plot of the next section and students answer questions on the impact this will have. The love diagram is revisited to illustrate the situation 'before' and 'after' this scene.</p> <p>Reading Read Act 2, Scene 2, Lines 119-130, 'And run through fire I will for thy sweet sake ... When at your hands did I deserve this scorn?' Read this scene together.</p> <p>Comprehension Students answer comprehension questions on the passage</p> <p>Vocabulary Explicit teaching of to mock followed by 'why does Helena assume that Lysander is mocking her?'</p> <p>Quotation Hunter 'And run through fire I will for thy sweet sake'.</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>Resource: Quotation hunter</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 14</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> • That good quotations should: • Show that the point is accurate • Avoid repeating the point • Last no more than two lines of your writing 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Complete the diagram to show the person each character loves (or doesn't love) after Puck has used the love potion.</p> <p>Recap Explicit teaching of how to use a quotation successfully.</p> <p>Quotation selection Students complete the worksheet.</p> <p>Improving quotation selection Students are guided through how to improve bad use of quotations.</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 – Using Quotations</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 15</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> • Titania falls under the influence of the love potion • Puck transforms Bottom's head into a donkey's head • Titania falls in love with Bottom • Oberon has used the love potion to make Titania look absurd 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Link the images – use them to recount the relationship between Oberon, Titania, Puck and the love potion</p> <p>Recap Recap the relationship between Oberon and Titania, and the trick he was planning to play on her.</p> <p>Plot Explanation Students look at a series of images and use them to try and predict what happens to Titania. Then the teacher explains what happens in the next section of the plot.</p> <p>Reading and Watching Read Act 3, Scene 1, Lines 121–131, 'I pray thee, gentle moral, sing again ... Thou art as wise as thou art beautiful.' Read this scene together, then watch the Globe version.</p> <p>Comprehension Students write down their answers to the questions and feedback.</p> <p>Quotation exploration Students discuss what they think is meant by Titania's like 'Thou art as wise as thou art beautiful' and why this is comical.</p> <p>Quotation Hunter 'Thou art as wise as thou art beautiful.'</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>

Week 6

Key terms:
Hermia, Demetrius, Lysander, Helena, unrequited, chaos, to resolve

Lesson 16

Mastery Content

- Oberon discovers the mistake Puck has made with the love potion
- Oberon makes Demetrius fall in love with Helena
- Both Demetrius and Lysander are in love with Helena
- Helena feels she is being mocked by Demetrius and Lysander
- Demetrius falls out of love with Hermia and in love with Helena

Lesson guide

Do Now
 Can you explain this diagram?
 Why would each character be unsatisfied with this situation?

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.

Plot Explanation
 After seeing Puck's mistake, Oberon decides to use the love potion on Demetrius.
 Now the two men will be chasing after Helena.
 This means Hermia is completely left out.

Reading
 Read **Act 3, Scene 2, Lines 137–167, 'O Helen, goddess, nymph, perfect, divine ... Whom I do love, and will do till my death.'**

Comprehension
 Students find evidence from the scene that shows the key points.

Discussion
Students discuss what the intended effect of the love potion was, vs. the actual effect.

Quotation Hunter
 'I see you are all bent / to set upon me for your merriment.'

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

Resource: Quotation hunter

Lesson 17

Mastery Content

- Hermia and Helena are in conflict
- Hermia thinks Helena has stolen Lysander away from her
- Hermia and Helena are cruel and vicious to each other
- Their relationship has completely deteriorated
- The love potion has caused confusion, chaos and conflict

Lesson guide

Do Now
 Place yourself in Hermia's position – what would you be thinking and feeling at this point of the play?

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.
 Students predict why there could be a conflict between Hermia and Helena: because Lysander has forsaken Hermia for her best friend, Helena.

Reading
 Read **Act 3, Scene 2, Lines 282–330, 'O me, you juggler, you canker-blossom, ... You bead, you acorn.'**

Evidence selection
 Students match the evidence from the text to the correct point about the conflict.

Acting
 Students pick two or three insults and act them out, using their facial expressions and gestures to emphasise the insult.

Vocabulary
 Explicit teaching of the word 'chaos' followed by: 'list the ways in which the love potion has created chaos so far in the play'.

Quotation Hunter
 'O me! you juggler! you canker blossom! You thief of love!'

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

Resource: Quotation hunter

Week 6

Key terms:
Hermia, Demetrius, Lysander, Helena, unrequited, chaos, to resolve

Lesson 18

Mastery Content

- Oberon wants to resolve the conflicts and restore order
- Oberon wants to make amends with Titania
- Oberon wants the four lovers to be in love with the right person
- Oberon is going to make sure that the lovers forget about the events of the night

Lesson guide

Do Now

Which characters are in conflict with each other and why?

Vocabulary

Explicit teaching of 'to resolve' followed by question about how Oberon can resolve the conflicts caused by the love potion.

Reading

Read **Act 3, Scene 2, Lines 367–377, 'Whose liquor hath this virtuous property ... From monster's view, and all things shall be peace.'**

Comprehension Questions

Students discuss and write down the answers to the questions.

Cloze Activity

Fill in the gaps of a plot summary. Extension: which character is still under the influence of the love potion.

Summary

Students write a summary of what Oberon wants to do using the words in the boxes.

Following this, there is a discussion on how Demetrius will have the love potion remaining on his eyes, and the effect this will have.

Fortnightly Quiz

Students complete fortnightly quiz.

Can take feedback and address misconceptions.

Resources

How Harmful is Love without the Love Potion?

Quotation Hunter

Week 7

Key terms:
Resolution, conclusion

Lesson 19

Mastery Content

- Theseus, Egeus and Hippolyta come across the four lovers
- Egeus still wants his daughter to marry Demetrius
- Hermia and Lysander are back in love
- Demetrius is now in love with Helena
- The four lovers are now happy couples
- Demetrius' attitude to Helena is affectionate and loving
- Demetrius is still under the influence of the love potion

Lesson guide

Do Now

Recap how Oberon has resolved the conflicts caused by the love potion.

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.

Plot Explanation

Explain that Theseus, Hippolyta and Egeus find the four lovers. Egeus still wants the law of Athens to execute Lysander and Hermia.

Reading

Read **Act 4, Scene 1, Lines 140–185, 'Pardon, my lord ...Come, Hippolyta.'**

Comprehension Questions

Students write their answers to the comprehension questions.

Discussion

Students discuss which statement about whether this is a happy ending or not they agree with more.

Quotation Collection

'My love to Hermia, melted as the snow'.

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

Resource: Quotation Hunter

Week 7

Key terms:
Resolution, conclusion

Lesson 20

Mastery Content

- The plot of the whole play
- Whether the potion is good or bad
- Students will consider whether they think Demetrius' love is genuine

Lesson guide

Do Now

Students recap what makes both Athens and the forest dangerous as the Athenians are returning to the city. Extension asks students which place they think is more dangerous and why.

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](#)

Students did this activity earlier in the unit. This time the quotations students need for the assessment have been added and the questions focus on the love potion.

Use the red questions to assess students' understanding on the impact of the love potion.

Discussion

Ask students, in pairs, to decide whether they think the ending of the play is happy. When taking feedback question them on whether it is morally right the Demetrius has been tricked into loving Helena and whether or not this love is genuine.

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

Resource: Whoosh

Lesson 21

Mastery Content

- That the love potion can be viewed as both negative and positive.
- That the love potion is positive because: it enables Hermia and Lysander to marry and avoid execution; the story ends happily; Helena gets to marry Demetrius; it adds to the entertainment of the story.
- That the love potion is negative because: it causes Helena and Hermia to quarrel; Demetrius only loves Helena because of the potion; it causes conflict and chaos; it is dangerous.

Lesson guide

Do Now

Students complete Cloze activity to consolidate the scene read last lesson.

Extension: Why do you think Theseus gives the couple permission to marry?

Paired Activity

Ask students, in pairs, to brainstorm ideas about why the love potion is good or bad.

Take student ideas and compile class list.

The Love Potion: Essay Planning

Give students a pre-planned list of reasons to support both sides of the argument. You will need to print these out and cut them into strips. It is essential they have these on their desks as opposed to looking at them on the PP.

Ask students to sort the strips into two categories: Good or Bad. Then ask them to choose one from each category and explain why it is good or bad.

Use the example on the PP to model your writing expectations.

Take feedback: ask students to share their ideas.

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

Quotation Hunter

Week 8

Key terms:
Introduction, conclusion, structure

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 22</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> Each paragraph of the essay should be on a separate topic Each paragraph should be well structured The best paragraphs are clear and have a lot of detail The best responses have quality and quantity <p>*Students might need two lessons to plan for their assessment.*</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Vocabulary activity. Ask students to sort the vocabulary into two categories: positive or negative (all words describe the potion). Extension: Ask students to decide on three words they will use in their response.</p> <p>Assessment Introduce the assessment task: 'Is the love potion good or bad?' Students will be preparing for the assessment over the next two lessons. Make the conditions clear: students may not bring their quotation hunter resources into the assessment, but they may refer to it during the preparation lessons. However, they will be able to access an Essay Guide and their copies of the play.</p> <p>Essay Guide Guide students through the guide, and indicate how it will be able to help them structure their assessments. The scenes referred to will help to direct them to the most relevant parts of the play.</p> <p>Structuring a Paragraph Look at the first example from the essay guide. Read the passage (which will be familiar) with the group. Identify which parts of the quotation will be most relevant to write about. Show the suggested paragraph structure. Following this, ask students to write their own paragraph on the passage they have just looked at. There is a model too for students to compare their work to. Do not provide extended feedback on paragraphs, or allow students to redraft their initial paragraphs at this point as we do not want students to merely regurgitate this model. Rather, it can be used to exemplify the standard of writing students should be aspiring to in their assessments.</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>Resource: Essay guide Traditional</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 23</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mastery Content</p> <ul style="list-style-type: none"> How to structure an introduction How to redraft and edit How to structure a conclusion <p>*The final assessment is next lesson.*</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson guide</p> <p>Do Now Students to write one general sentence that gives information about the play. Extension: Can students include when the play was written?</p> <p>Writing an Introduction Run through the four steps to writing a successful introduction. Ask students to write an introduction in eight minutes on their own. Draw their attention to the sentence starter. Now group students in groups of three, and ask them to read one another's introductions to compare. Now ask them to rewrite the introduction using the best bits from each other's. This does take time so they will need a least 15 minutes. Listen to introductions. Give formative feedback and praise the groups that have followed the suggested structure.</p> <p>Writing a Conclusion Run through the instructions on how to write a conclusion. Ask pairs to draft a conclusion. Remind students to prepare for their assessment next lesson.</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>Essay Guide Mark Scheme- Reading and Writing</p>