-Youth’s class

Warm-up:

1. What does dialogue mean?
2. What does dialect mean?
3. What character did we read about yesterday who so far best represents our theme of control? Explain your answer.

--Read Act I, Scene I (pages 9-15)

Act I, Scene 1 Comprehension Questions

1. What is the main conflict of the play so far?
2. Is Egeus a good father? Why or why not?
3. Is Theseus a fair ruler? Why or why not?
4. If you were Demetrius, what would you do? Why?
5. If you were Lysander, what would you do? Why?
6. If you were Hermia, what would you do? Why?
7. What do you think might happen next? Why?

HW: Complete the structured notes on page 33 of your WB and vocabulary on page 34.

Monday, 11/18/19

Nay

HW: Complete workbook pages 41-42…..Assessment Thursday

Warm-up:

1. What is a theme?
2. How do readers determine theme?
3. How do readers determine a character’s true personality?
4. Which character from Friday’s reading best represented our theme of “control?”

DLT/I Can……

--I can analyze how specific lines of dialogue help move the play forward.

--I can analyze Shakespeare’s use of language.

--I can determine the theme of a play.

--I can analyze how a character’s words reveal their character.

**Inquiry questions:**

**Factual:**

1. Who is Shakespeare?

**Conceptual:**

1. What determines a character’s motivation?
2. What happens when someone tries to control another person’s actions?

**Debatable:**

1. Is it possible to control someone else’s actions?

**Statement of Inquiry:**

1. Characters’ motivation and purpose determines the quality of their connections.

Started reading on page 15 with Lysander and Hermia in the book…..Act I. Scene I. Lines 28-251

--completed chart on page 35 & 36 of WB: Lesson 10, Evidence of Control Note-Catcher (Egeus, Hermia, & Lysander)