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# Module Summary

“The course of true love never did run smooth” (1.1.136).

–William Shakespeare, *A Midsummer Night’s Dream*, 1600

In this module, students examine a question that has vexed humans—and the world’s most renowned literary authors—for generations: what is love? Deceptively simple, this question requires students to examine ideas about the roles of individual choice, fate, power, and social status in the development of seemingly personal relations. Their primary testing ground will be Shakespeare’s eternally popular comedy *A Midsummer Night’s Dream*, in which love transforms characters in unexpected ways.

This module challenges the idea that love is a strictly emotional and personal experience, removed from social attitudes, scientific definition, and forces beyond an individual’s control. This study doesn’t negate the personal importance of falling in love or being crushed from heartache; rather, it situates those experiences in larger contexts to ask about the motivations for love and whether we have the freedom to choose whom we love or even understand what love is. The module’s questions compel students to combine intellectual and creative thinking, as they gain a deeper appreciation for the complexities of love. They come to discover that love has never been simple or static but nonetheless remains a powerful force in our lives. The meaning of love is the perfect topic to introduce students to argument writing and claim-making, which they practice in written and oral formats.

Shakespeare’s *A Midsummer Night’s Dream* offers a compelling and humorous way for students to think about love. Shakespeare’s characters introduce multiple, conflicting perspectives about love and about its purpose, place, and power, and students see love wax and wane through the action and inaction of those at love’s mercy in the play. Through this work, students discover the comedy and conflict that erupts when love takes unexpected turns. Magic and confusion abound as the fairies interfere with the human activities in the play. In addition to mirth, *A Midsummer Night’s Dream* offers opportunities for deep rereading and commenting on the roles of social norms, agency, and fate in the relationships between men and women. Numerous instances of figurative language and wordplay contribute to the density and complexity of this Shakespearean comedy, and they prompt an investigation of the power of figurative language and symbols to communicate humans’ experiences of love.

The human experience of love is considered from a dramatically different perspective in a neuroscientific argument that provides provocative and groundbreaking information on the state of being in love. This is a challenging article, but the scientific point of view provides an excellent counterpart to Shakespeare’s canonical comedy that, in some ways, seems to support similar claims about the power of love to overtake the individual. Furthermore, the article offers an outstanding example of an argument, as it clearly states a claim, counterclaim, and reasoning. Students also read the modern short story “EPICAC,” by Kurt Vonnegut, which, although comedic, raises ethical questions about the actions undertaken in the name of love. Finally, students examine two compelling paintings, *The Arnolfini Portrait*, painted in 1434 by Jan Van Eyck, and *Birthday*, painted

in 1915 by Marc Chagall, and analyze how elements such as line and color create very specific and stylized understandings of love.

For their End-of-Module (EOM) Task, students write an argument essay that asserts whether one character from *A Midsummer Night's Dream* chose whom they loved at the end of the drama, thus attributing the nature of love to either agency or fate.

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## Essential Question

What is love?

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## Suggested Student Understandings

- Love may be a personal and emotional experience, but it is also a physical, mental, and social experience.
- Love can be complicated, manipulated, or shaped by factors beyond an individual's control.
- Arguments require logical reasoning.

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## Texts

### CORE TEXTS

#### Drama (Literary)

- *A Midsummer Night's Dream*, William Shakespeare

### SUPPLEMENTARY TEXTS

#### Opinion Piece

- "What Is love? Five Theories on the Greatest Emotion of All," Jim Al-Khalili, Philippa Perry, Julian Baggini, Jojo Moyes, and Catherine Wybourne (<http://witeng.link/0259>)

## Paintings

- *Birthday*, Marc Chagall (<http://witeng.link/0258>)
- *The Arnolfini Portrait*, Jan Van Eyck (<http://witeng.link/0255>)
- *The Starry Night*, Vincent van Gogh (<http://witeng.link/0274>)

## Scientific Account

- “In the Brain, Romantic Love Is Basically an Addiction,” Helen Fisher (<http://witeng.link/0256>)

## Short Story

- “EPICAC,” Kurt Vonnegut

## Illustration

- “March of Progress,” Rudolph Zallinger (<http://witeng.link/0260>)

## Song

- “All I Want is You,” Barry Louis Polisar (<http://witeng.link/0275>)

## Video

- “Globe On Screen 2014: A Midsummer Night’s Dream,” Shakespeare’s Globe (<http://witeng.link/0273>)

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# Module Learning Goals

## KNOWLEDGE GOALS

- Identify how drama, fiction, and informational texts define love and its impact.
- Understand why love is a complex idea and experience.
- Analyze how love is affected by social norms, human agency, and matters beyond one’s control.

## READING GOALS

- Determine one or more themes of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot (RL.8.2).
- Analyze the impact of word choices on meaning and tone, including analogies or allusions to other texts (RL.8.4, RI.8.4).

- Analyze how differences in the points of view of the characters and the audience (e.g., created through the use of dramatic irony) create effects such as suspense or humor (RL.8.6).
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, explaining how the material is rendered new (RL.8.9).
- Delineate and evaluate the argument and specific claims in a text, assessing the reasoning and evidence, and recognizing when irrelevant evidence is introduced (RI.8.8).

## WRITING GOALS

- Assert clear and logical evidence-based claims in response to debatable questions (W.8.1.a).
- Write an argument essay that supports well-distinguished claims with clear reasons that are developed logically with relevant evidence and demonstrate understanding of the text (W.8.1).
- Try a new approach to argument sequencing, by purposefully reordering pieces of an argument to create different effects (W.8.5).
- Distinguish claims from alternate or opposing claims, using appropriate transitions (W.8.1.a, W.8.1.c).
- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (W.8.1.d).

## SPEAKING AND LISTENING GOALS

- Focus on purpose of discussion through preparation and posing of questions that connect ideas of several speakers using relevant evidence (SL.8.1.c).
- Listen to assess the logic of a speaker's assertions (SL.8.3).

## LANGUAGE GOALS

- Use grade-appropriate morphemes to infer the meaning of words and verify the preliminary definitions using a dictionary (L.8.4.b, L.8.4.d).
- Consult a glossary to find the pronunciation of words and to determine the precise meanings of words (L.8.4.c).
- Distinguish among the connotations of words with similar denotations to analyze a text (L.8.5.c).
- Accurately use grade-appropriate, general academic, and domain-specific vocabulary (L.8.6).
- Form and use verbs in the conditional and subjunctive moods to express uncertainty and hypothetical situations (L.8.1.c, L.8.3.a).
- Recognize and correct inappropriate shifts in verb moods (L.8.1.d).
- Spell correctly (L.8.2.c).

# Module in Context

- **Knowledge:** Students continue their work grappling with big ideas by focusing intently on the concept of agency, or individual choice, in relation to fate, contemplating questions such as: How much do we dictate what happens to us? What defines agency, and can that definition change depending upon circumstances? Are we truly agents in the pursuit of personal experiences like love, or do external or biological drivers dictate them? In a more implicit way, students extend their understanding of sense of self by exploring how love can undermine or empower one's sense of self. This also gets at the idea that one cannot always control or act on their love because of factors outside their control. Students continue to develop their understanding of the value of the humanities by understanding how literary and artistic texts do not present unilateral and didactic commentary but instead raise important questions about humanity that offer rich opportunities for exploration and spirited debate.
- **Reading:** Students extend their analytical and close reading skills by working with a Shakespearean play with its dense language and sophisticated themes, as well as with a complex scientific article and a contemporary short story that build deep knowledge about love. While reading *A Midsummer Night's Dream*, students examine how the central ideas about love are developed in increasingly complex ways through the play's events and Shakespeare's use of figurative language and dramatic irony. With the play and short story, students examine the role of fate and agency in love and apply that understanding in their EOM Task through an analysis of the outcome of the romantic relationships in *A Midsummer Night's Dream*. Students expand their analysis of the claims the play makes about love to explain and evaluate the arguments made in informational texts. Building on their extensive reading of informational texts in previous modules, students hone their analytical skills by discerning the effectiveness of an author's reasoning and evidence.
- **Writing:** This module features argument writing. Students practice in discrete and manageable steps, focusing on aspects such as evidence-based claims, argument structure, and alternate and opposing claims. With published texts and their peers' works, students explain and evaluate the claims, logic, and validity of arguments. In formal writing assessments, students demonstrate their ability to construct arguments that include clear and persuasive claims, logical reasoning, relevant evidence, elaboration, an effective sequence with transitional language, and a conclusion.
- **Speaking and Listening:** Students build their speaking and listening skills and develop their work with argument writing by listening for a speaker's logic and posing questions that connect ideas from multiple speakers.

# Standards

## FOCUS STANDARDS

Reading Literature	
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.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.9	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.
Reading Informational Text	
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Writing	
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 8 here.)
Language	
L.8.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.2.c	Spell correctly.

<b>L.8.4.b</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
<b>L.8.4.c</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
<b>L.8.4.d</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>L.8.5.a</b>	Interpret figures of speech (e.g. verbal irony, puns) in context.
<b>L.8.5.c</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
<b>Speaking and Listening</b>	
<b>SL.8.1.a</b>	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>SL.8.1.c</b>	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
<b>SL.8.3</b>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

## CONTINUING STANDARDS

<b>Reading Literature</b>	
<b>RL.8.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text-complexity band independently and proficiently.
<b>Reading Informational Text</b>	
<b>RI.8.10</b>	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text-complexity band independently and proficiently.
<b>Language</b>	
<b>L.8.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Write four informative/explanatory paragraphs that identify and explain one character's understanding of love from <i>A Midsummer Night's Dream</i> .	<ul style="list-style-type: none"> <li>Summarize events from <i>A Midsummer Night's Dream</i>.</li> <li>Demonstrate an understanding of how a character from <i>A Midsummer Night's Dream</i> experiences love.</li> </ul>	RL.8.1, 8.2, 8.4; W.8.2.b, 8.4, 8.9.a; L.8.2.a, 8.5.a
2. Write two informative/explanatory paragraphs that explain and evaluate Helen Fisher's argument in "In the Brain, Romantic Love Is Basically an Addiction."	<ul style="list-style-type: none"> <li>Delineate and evaluate an argument about love.</li> <li>Recognize strong evidence and various parts of an argument.</li> </ul>	RI.8.1, 8.8; W.8.2.a, b, c, d, e, 8.9.b; L.8.1.c, 8.1.d
3. Write two informative/explanatory paragraphs that explain how the love triangle in Kurt Vonnegut's "EPICAC" draws on the complexities of love in <i>A Midsummer Night's Dream</i> and makes this pattern of events new.	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the complexities of love.</li> <li>Organize evidence clearly and appropriately to demonstrate reasons.</li> </ul>	RL.8.1, RL.8.2, RL.8.9; W.8.2.a, W.8.2.b, W.8.2.c, W.8.2.d, W.8.9.a; L.8.1.c, L.8.1.d
4. Write a one-paragraph argument about whether love is strange or true that is supported with reason, evidence, and elaboration.	<ul style="list-style-type: none"> <li>Establish a claim and acknowledge an alternate or opposing claim.</li> <li>Elaborate and expand on evidence to support a claim.</li> </ul>	RL.8.1, RL.8.2; W.8.1.a, W.8.1.b, W.8.1.c, W.8.1.d, W.8.1.e; L.8.1.d, L.8.2.c

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Read an excerpt from Act 2, Scene 2, of <i>A Midsummer Night's Dream</i> . Respond to multiple-choice questions, and then write two paragraphs, the first translating Shakespeare, the second explaining the final incident in Scene 2.	<ul style="list-style-type: none"> <li>Analyze a specific incident in <i>A Midsummer Night's Dream</i>.</li> <li>Demonstrate an understanding of Shakespearean language and the action of the play.</li> </ul>	RL.8.1, RL.8.2, RL.8.3, RL.8.4; W.8.10; L.8.4.d, L.8.5.a, L.8.5.c
2. Read a new informational article, "What Is love? Five Theories on the Greatest Emotion of All." Respond to multiple-choice questions, and then write two short-answer responses that explain aspects of arguments in the article.	<ul style="list-style-type: none"> <li>Identify a claim, including the strongest evidence to support a claim.</li> <li>Analyze different qualities of love.</li> </ul>	RI.8.1, RI.8.3, RI.8.4, RI.8.8; W.8.10; L.8.4.a, L.8.5.c
3. Read an excerpt from Act 3, Scene 2, of <i>A Midsummer Night's Dream</i> . Respond to multiple-choice questions, and then write two paragraphs analyzing dramatic irony and Robin Goodfellow's actions in the whole portion of Act 3, Scene 2.	<ul style="list-style-type: none"> <li>Apply an understanding of a particular character's experience in the play.</li> <li>Summarize an understanding of a large portion of <i>A Midsummer Night's Dream</i>.</li> </ul>	RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6; W.8.10; L.8.4.a, L.8.4.c, L.8.5.a

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
1. Analyze whether the characters in <i>A Midsummer Night's Dream</i> and "EPICAC" should be held responsible for their situation or actions.	<ul style="list-style-type: none"> <li>▪ Synthesize an understanding of the actions and perspectives of different characters in <i>A Midsummer Night's Dream</i>.</li> <li>▪ Apply an understanding of ideas of fate and agency to characters in <i>A Midsummer Night's Dream</i>.</li> </ul>	RL.8.1, RL.8.2, RL.8.9; SL.8.1, SL.8.6
2. Debate connections between love, imagination, and reality in all module texts, and consider whether love is something that can be defined as "real."	<ul style="list-style-type: none"> <li>▪ Analyze love as an abstract idea through collaborative conversation with peers.</li> </ul>	RL.8.1, RL.8.2; SL.8.1, SL.8.3, SL.8.6

End-of-Module Task	Elements That Support Success on the EOM Task	Standards
Write an argument essay that argues whether the outcome of a romantic relationship between one of the four lovers is directed by agency or fate.	<ul style="list-style-type: none"> <li>▪ Assert and develop an evidence-based claim.</li> <li>▪ Develop an evidence-based claim with reasons and with well-chosen and well-organized evidence.</li> <li>▪ Support the overall sequence of the argument by elaborating on evidence.</li> </ul>	RL.8.1, RL.8.2; W.8.1, W.8.4, W.8.5, W.8.9.a; L.8.1.d, L.8.2.a, L.8.2.c

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> <li>▪ Acquire and use grade-appropriate academic terms.</li> <li>▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic.</li> </ul>	L.8.4.b L.8.6

\* While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

# Module Map

Focusing Question 1: How do the characters in <i>A Midsummer Night's Dream</i> understand love?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
1	<i>A Midsummer Night's Dream</i> , 1.1.1–20	Wonder What do I notice and wonder about <i>A Midsummer Night's Dream</i> ?	Examine Why are commas important?	<ul style="list-style-type: none"> <li>Make inferences about characters in <i>A Midsummer Night's Dream</i> using text features (RL.8.1).</li> <li>Identify the various functions of a comma (L.8.2.a).</li> </ul>
2	<i>A Midsummer Night's Dream</i> , 1.1.21–129	Organize What's happening in Act 1, Scene 1?		<ul style="list-style-type: none"> <li>Summarize the conflict between Egeus, Hermia, Lysander, and Demetrius (RL.8.1, RL.8.2, RL.8.4, W.8.10).</li> <li>Use context to determine multiple meanings and connotations of <i>yield</i> (L.8.4.a, L.8.5.c).</li> </ul>
3	<i>A Midsummer Night's Dream</i> , 1.1.130–182	Reveal What does a deeper exploration of character relationships reveal?	Experiment How do commas and interrupters work? Examine Why are evidence-based claims important in an argument?	<ul style="list-style-type: none"> <li>Explain how Hermia and Lysander's predicament exemplifies Lysander's description of love in <i>A Midsummer Night's Dream</i> (RL.8.2, W.8.10, L.8.5.a).</li> <li>Use commas with interrupters (L.8.2.a).</li> </ul>
4	<i>A Midsummer Night's Dream</i> , 1.1.183–257	Reveal What does a deeper exploration of figurative language in <i>A Midsummer Night's Dream</i> reveal?	Examine Why is focusing on the purpose of a discussion important? Experiment How does making evidence-based claims in an argument work?	<ul style="list-style-type: none"> <li>Analyze how figurative language reveals an idea about love (RL.8.1, RL.8.2, RL.8.4, L.8.5.a).</li> <li>Identify an evidence-based claim about a character (W.8.1.a, W.8.1.b).</li> <li>Interpret puns and determine their significance in context of the play (RL.8.1, RL.8.2, RL.8.4, L.8.5.a).</li> </ul>

Focusing Question 1: How do the characters in <i>A Midsummer Night's Dream</i> understand love?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
5 ✓ FQT	<i>A Midsummer Night's Dream</i> , 1.1	Distill  What are the central ideas about love in Act 1, Scene 1, of <i>A Midsummer Night's Dream</i> ?	Execute  How do I use commas with interrupters in FQT 1?	<ul style="list-style-type: none"> <li>Summarize the plot in Act 1, Scene 1, and explain a particular character's point of view on the central ideas of love and marriage in a style that is appropriate to a talk show (RL.8.1, RL.8.2, RL.8.4, W.8.2.b, W.8.4, W.8.9.a, L.8.2.a, L.8.5.a).</li> <li>Use commas with interrupters to demonstrate understanding of the play (L.8.2.a).</li> </ul>

Focusing Question 2: What defines the experience of love?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
6	<i>A Midsummer Night's Dream</i> , 1.2 and 2.1.1–150	Organize  What's happening with the fairies in Act 2, Scene 1?	Examine  Why is the structure of an argument important?  Examine  Why is listening for a speaker's logic important?	<ul style="list-style-type: none"> <li>Summarize key details about Titania and Oberon, and make inferences to explain each one's perception of the couple's problem (RL.8.1, RL.8.2, RL.8.3, W.8.10).</li> <li>Use context to predict the meaning of a word, consult a glossary to clarify its precise meaning, and determine the intended word's meaning by using a dictionary (L.8.4.a, L.8.4.c, L.8.4.d).</li> </ul>
7	<i>A Midsummer Night's Dream</i> , 2.1.62–194	Reveal  What does a deeper exploration of Oberon and Titania's conflict reveal?	Experiment  How does structuring an argument work?	<ul style="list-style-type: none"> <li>Apply an understanding of Shakespearean language to explain the impact of Titania and Oberon's conflict around love (RL.8.1, RL.8.2, RL.8.3, RL.8.4, W.8.10, L.8.5.a).</li> <li>Delineate the aspects of an argument structure (W.8.1.a, W.8.1.b).</li> <li>Distinguish among the connotations of <i>argument</i>, <i>debate</i>, <i>dissension</i> and <i>feud</i> (L.8.5.c).</li> </ul>
8	<i>A Midsummer Night's Dream</i> , 2.1.195–276	Distill  What are the central ideas about the experience of love in Act 1 and Act 2?	Execute  How do I write an evidence-based claim?  Experiment  How does focusing on the purpose of discussion work?	<ul style="list-style-type: none"> <li>Using effective evidence, analyze how a central idea about love in Act 1 is developed in Act 2 (RL.8.1, RL.8.3, RL.8.4, W.8.10, L.8.5.a).</li> <li>Make an evidence-based claim that is supported by strong evidence and logical reasoning (W.8.1.a, W.8.1.b).</li> </ul>

Focusing Question 2: What defines the experience of love?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
9	<i>A Midsummer Night's Dream</i> , 2.2.1–93	Reveal What does a deeper exploration of character conflict reveal in Act 2, Scene 2, of <i>A Midsummer Night's Dream</i> ?	Execute How do I structure an argument? Experiment How does listening for a speaker's logic work?	<ul style="list-style-type: none"> <li>Analyze Hermia and Lysander's conflict in the woods, explaining the rationale for their different perspectives (RL.8.1, RL.8.3, W.8.1.c, W.8.10).</li> <li>Execute a CREE outline to support an evidence-based claim (W.8.1.a, W.8.1.b).</li> <li>Determine how the connotation of a word develops meaning in a passage, using a glossary to support general understanding of the passage (L.8.4.c, L.8.5.c).</li> </ul>
10 ✓ NR	<i>A Midsummer Night's Dream</i> , 2.2.94–163	Organize What's happening in Act 2, Scene 2, of <i>A Midsummer Night's Dream</i> ?	Excel How do I improve argument structure?	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the meaning and impact of incidents and language in a new portion of Act 2, Scene 2, of <i>A Midsummer Night's Dream</i> (RL.8.1, RL.8.3, RL.8.4, W.8.10, L.8.4.d, L.8.5.a, L.8.5.c).</li> <li>Revise an argument outline based on feedback from a peer (W.8.1.a, W.8.1.b, W.8.5).</li> <li>Use context, knowledge of the root <i>ceiv</i>, and various prefixes as clues to the meaning of words and verify preliminary definitions in dictionaries (L.8.4.a, L.8.4.b, L.8.4.d).</li> </ul>
11	<i>A Midsummer Night's Dream</i> <i>The Arnolfini Portrait</i>	Distill What are the themes about love in <i>A Midsummer Night's Dream</i> ?	Execute How do I listen for a speaker's logic? Execute How do I focus on the purpose of discussion? Examine Why is the conditional verb mood important?	<ul style="list-style-type: none"> <li>Synthesize evidence to identify a theme about the experience of love in <i>A Midsummer Night's Dream</i> (RL.8.1, RL.8.2, W.8.10).</li> <li>Analyze peers' claims about what defines the experience of love in <i>A Midsummer Night's Dream</i> (RL.8.1, RL.8.2, SL.8.1.a, SL.8.1.c, SL.8.3).</li> <li>Identify the traits of the conditional verb mood and recognize verbs in the conditional mood (L.8.1.c).</li> </ul>

Focusing Question 2: What defines the experience of love?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
12	<p>“In the Brain, Romantic Love Is Basically an Addiction”</p> <p><i>The Arnolfini Portrait</i></p>	<p>Wonder</p> <p>What do I notice and wonder about the relationship between love and the brain?</p>	<p>Examine</p> <p>Why is formal style important?</p>	<ul style="list-style-type: none"> <li>Identify a connection between love, the brain, and addiction in “In the Brain, Romantic Love Is Basically an Addiction” (RI.8.1, RI.8.4).</li> <li>Consult a glossary to determine the pronunciation and part of speech of words, and use knowledge of the suffixes <i>-ity</i> and <i>-al</i> to determine the meaning of words (L.8.4.b, L.8.4.c).</li> </ul>
13	<p>“In the Brain, Romantic Love Is Basically an Addiction”</p> <p><i>Birthday</i></p>	<p>Organize</p> <p>What’s happening in “In the Brain, Romantic Love Is Basically an Addiction”?</p>	<p>Experiment</p> <p>How does formal style work?</p> <p>Experiment</p> <p>How does the conditional verb mood work?</p>	<ul style="list-style-type: none"> <li>Identify Helen Fisher’s claim in “In the Brain, Romantic Love Is Basically an Addiction” (RI.8.1, RI.8.8, W.8.10).</li> <li>Form verbs in the conditional verb mood (L.8.1.c).</li> </ul>
14	<p>✓ NR</p> <p>“What Is love? Five Theories on the Greatest Emotion of All”</p> <p><i>Birthday</i></p>	<p>Reveal</p> <p>What does a deeper exploration of arguments about love reveal?</p>		<ul style="list-style-type: none"> <li>Listen and explain the arguments in a new text (RI.8.1, RI.8.3, RI.8.4, RI.8.8, W.8.10, L.8.4.a, L.8.5.c).</li> <li>Use knowledge of the root <i>volv</i> and context clues to determine the meaning of <i>evolution</i> (L.8.4.a, L.8.4.b).</li> </ul>
15	<p>“In the Brain, Romantic Love Is Basically an Addiction”</p> <p><i>Birthday</i></p>	<p>Distill</p> <p>What’s the central message of “In the Brain, Romantic Love Is Basically an Addiction”?</p>		<ul style="list-style-type: none"> <li>Outline Helen Fisher’s argument, including organization and structure (RI.8.1, RI.8.2, RI.8.8).</li> <li>Use context to determine the meaning of words and distinguish between the connotations of <i>besotted</i> and <i>obsessed</i> (L.8.4.a, L.8.4.c, L.8.5.c).</li> </ul>

Focusing Question 2: What defines the experience of love?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
16 ✓ FQT	<p>“In the Brain, Romantic Love Is Basically an Addiction”</p> <p><i>The Arnolfini Portrait</i></p>	<p>Distill</p> <p>What are the central messages of “In the Brain, Romantic Love Is Basically an Addiction”?</p>	<p>Execute</p> <p>How do I use the conditional verb mood in FQT 2?</p>	<ul style="list-style-type: none"> <li>Explain and evaluate the claim, structure, and reasoning of Helen Fisher’s argument in two explanatory paragraphs (RI.8.1, RI.8.2, RI.8.8, W.8.2.a, W.8.2.b, W.8.2.c, W.8.2.d, W.8.2.e, W.8.9.b, L.8.1.c, L.8.1.d).</li> <li>Use verbs in the conditional verb mood to express a relationship between ideas (L.8.1.c, L.8.3.a).</li> </ul>
17	<p><i>A Midsummer Night’s Dream</i></p> <p>“In the Brain, Romantic Love Is Basically an Addiction”</p> <p><i>The Arnolfini Portrait</i></p> <p><i>Birthday</i></p> <p>“What Is love? Five Theories on the Greatest Emotion of All”</p>	<p>Know</p> <p>How do module texts build my knowledge of love?</p>	<p>Excel</p> <p>How do I improve the clarity and conciseness of my writing?</p>	<ul style="list-style-type: none"> <li>Make an evidence-based claim about the strongest influence on the experience of love that is supported by strong evidence and logical reasoning (RL.8.1, RI.8.1, W.8.1.a, W.8.1.b).</li> <li>Use verbs in the conditional mood to convey a developing response to the Essential Question (L.8.1.c, L.8.1.d, L.8.3.a).</li> </ul>

Focusing Question 3: What makes love complicated?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
18	<p><i>A Midsummer Night’s Dream</i>, 3.1.107–208</p> <p>“Globe On Screen 2014: <i>A Midsummer Night’s Dream</i>”</p>	<p>Organize</p> <p>What’s happening in Act 3, Scene 1?</p>	<p>Examine</p> <p>Why is distinguishing claims important?</p>	<ul style="list-style-type: none"> <li>Explain the differences between the points of view of the audience, Bottom, and Titania in this scene (RL.8.1, RL.8.6).</li> <li>Use knowledge of the prefix <i>en-</i> and context clues to determine the meanings of <i>enticed</i>, <i>enamored</i>, and <i>enthralled</i> and verify preliminary definitions in a dictionary (L.8.4.a, L.8.4.b, L.8.4.d).</li> </ul>

Focusing Question 3: What makes love complicated?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
19 ✓ VOC	<i>A Midsummer Night's Dream</i> , 3.2.43–123	Reveal  What does a deeper exploration of dramatic irony reveal?	Experiment  How does distinguishing opposing claims work?	<ul style="list-style-type: none"> <li>Analyze how dramatic irony creates humor, suspense, or surprise in <i>A Midsummer Night's Dream</i> (RL.8.1, RL.8.6, W.8.10).</li> <li>Distinguish an evidence-based claim from an opposing or opposite claim (W.8.1.a, W.8.1.c).</li> <li>Demonstrate acquisition of grade-appropriate academic and domain-specific words (L.8.4.a, L.8.6).</li> </ul>
20	<i>A Midsummer Night's Dream</i> , 3.2.124–226	Organize  What's happening in Act 3, Scene 2?	Experiment  How does distinguishing alternate claims work?	<ul style="list-style-type: none"> <li>Summarize the conflict between the four lovers (RL.8.1, RL.8.2).</li> <li>Distinguish an evidence-based claim from an alternate claim (W.8.1.a, W.8.1.c).</li> <li>Use knowledge of the prefix <i>con-</i> to determine word meanings and to infer significance of a key passage (L.8.4.b, L.8.5.a).</li> </ul>
21	<i>A Midsummer Night's Dream</i> , 3.2.227–365	Reveal  What does a deeper exploration of point of view reveal?		<ul style="list-style-type: none"> <li>Synthesize an understanding of how different points of view can complicate love (RL.8.1, RL.8.2, RL.8.6).</li> <li>Apply knowledge of roots and context clues to solve word meaning and verify definitions using a dictionary (L.8.4.b, L.8.4.d).</li> </ul>
22 ✓ NR	<i>A Midsummer Night's Dream</i> , 3.2.418–459	Distill  What are the central ideas of <i>A Midsummer Night's Dream</i> ?	Execute  How do I distinguish claims in a New-Read Assessment?	<ul style="list-style-type: none"> <li>Analyze how the conflict between the four lovers develops central ideas about love's complexities in a new portion of text in <i>A Midsummer Night's Dream</i> (RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, W.8.10, L.8.4.a, L.8.4.c, L.8.5.a).</li> <li>Distinguish an original claim from an alternate or opposing claim (W.8.1.a, W.8.1.c).</li> <li>Use knowledge of affixes and roots to help infer meanings of words (L.8.4.b).</li> </ul>

Focusing Question 3: What makes love complicated?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
23	"EPICAC"	Organize What's happening in "EPICAC"?	Examine Why is the sequence of an argument important? Examine Why is the subjunctive verb mood important?	<ul style="list-style-type: none"> <li>Summarize the relationship between the characters in "EPICAC" (RL.8.1, RL.8.2, W.8.10).</li> <li>Create a sentence using the subjunctive verb mood (L.8.1.c).</li> </ul>
24	<i>A Midsummer Night's Dream</i> "EPICAC"	Reveal What does a deeper exploration of the love triangle in "EPICAC" reveal?	Experiment How does sequencing an argument work?	<ul style="list-style-type: none"> <li>Delineate how the love triangle in "EPICAC" draws on the same pattern of events in <i>A Midsummer Night's Dream</i> (RL.8.1, RL.8.9, W.8.10).</li> <li>Use context clues to determine the meanings of <i>bluff</i> and <i>spared</i>, and determine how these words provide insight into the point of view of the narrator in "EPICAC" (L.8.4.a).</li> </ul>
25	<i>A Midsummer Night's Dream</i> "EPICAC"	Distill What are the central ideas of "EPICAC"?	Experiment How does the subjunctive verb mood work?	<ul style="list-style-type: none"> <li>Analyze fate and agency in "EPICAC," drawing on an understanding of situations from <i>A Midsummer Night's Dream</i> (RL.8.1, RL.8.2, RL.8.9, W.8.10).</li> <li>Form and use verbs in the subjunctive verb mood to express formal suggestions and ideas contrary to fact (L.8.1.c, L.8.3.a).</li> </ul>
26 ✓ ss	<i>A Midsummer Night's Dream</i> "EPICAC"	Know How do <i>A Midsummer Night's Dream</i> and "EPICAC" build my knowledge of love's complexities?	Execute How do I sequence an argument? Execute How do I use the subjunctive verb mood in my Knowledge Journal response?	<ul style="list-style-type: none"> <li>Apply an understanding of central ideas in <i>A Midsummer Night's Dream</i> and "EPICAC," considering how actions taken by characters complicate love through collaborative conversation with peers (RL.8.2, SL.8.1).</li> <li>Outline an argument, trying a new approach to the order of the sequence (W.8.1, W.8.5).</li> <li>Use the subjunctive verb mood to achieve particular effects (L.8.1.c, L.8.3.a).</li> </ul>

Focusing Question 3: What makes love complicated?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
27 ✓ FQT	<i>A Midsummer Night's Dream</i> "EPICAC" "In the Brain, Romantic Love Is Basically an Addiction"	Know  How do <i>A Midsummer Night's Dream</i> and "EPICAC" build my knowledge of love?	Excel  How do I improve the style of my writing?	<ul style="list-style-type: none"> <li>Analyze how "EPICAC" develops ideas and patterns of events about the complexities of love found in <i>A Midsummer Night's Dream</i> and makes them new (RL.8.1, RL.8.2, RL.8.9, W.8.2.a, W.8.2.b, W.8.2.c, W.8.2.d, W.8.9.a).</li> <li>Form and use verbs in the subjunctive verb mood in FQT 3 (L.8.1.c, L.8.3.a).</li> </ul>
28	<i>A Midsummer Night's Dream</i> , 3.2.250–295 and 334–365	Know  How does <i>A Midsummer Night's Dream</i> build my knowledge of dramatic performance?		<ul style="list-style-type: none"> <li>Demonstrate an understanding of Shakespearean drama by participating in a Readers' Theater and employing well-chosen oral strategies (SL.8.5).</li> </ul>

Focusing Question 4: Is love real in <i>A Midsummer Night's Dream</i> ?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
29	<i>A Midsummer Night's Dream</i> , 4.1	Reveal  What does a deeper exploration of point of view in Act 4, Scene 1, reveal?	Examine  Why are conclusions important?  Experiment  How do verb moods work?	<ul style="list-style-type: none"> <li>Analyze how the outcome of the lovers' situation in <i>A Midsummer Night's Dream</i> creates humor, suspense, or surprise (RL.8.1, RL.8.6).</li> <li>Use and form verbs to achieve particular effects and avoid inappropriate shifts in verb moods (L.8.1.c, L.8.1.d, L.8.3.a).</li> </ul>
30	<i>A Midsummer Night's Dream</i> , 5.1  "What Is love? Five Theories on the Greatest Emotion of All"	Distill  What is the central idea of <i>A Midsummer Night's Dream</i> ?	Experiment  How do conclusions work?	<ul style="list-style-type: none"> <li>Analyze how the central idea of love as a fantasy has developed over the course of <i>A Midsummer Night's Dream</i> (RL.8.1, RL.8.2).</li> <li>Write a concluding statement that follows from and supports an argument (W.8.1.d).</li> <li>Use context clues to infer word meaning and create mnemonic devices to remember spellings and meanings (L.8.2.c, L.8.4.a, L.8.4.d).</li> </ul>

Focusing Question 4: Is love real in <i>A Midsummer Night's Dream</i> ?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
31 ✓ FQT	<i>A Midsummer Night's Dream</i> , 5.1	Know  How does <i>A Midsummer Night's Dream</i> build my knowledge of love?	Execute  How do I write a concluding statement in a Focusing Question Task?  Execute  How do I spell correctly in my End-of-Module Task?	<ul style="list-style-type: none"> <li>Respond to a claim about love in <i>A Midsummer Night's Dream</i> (RL.8.1, RL.8.2, W.8.1.a, W.8.1.b, W.8.1.c, W.8.1.d, W.8.1.e).</li> <li>Correctly spell commonly misspelled homophones and words (L.8.2.c).</li> </ul>
32 ✓ SS	All module texts	Know  How do module texts build my knowledge of love?	Excel  How do I improve listening for a speaker's logic?  Excel  How do improve my spelling in my End-of-Module Task?	<ul style="list-style-type: none"> <li>Analyze love as an abstract idea through collaborative conversation with peers (RL.8.1, RL.8.2, SL.8.1, SL.8.3).</li> <li>Revise writing to correct spelling errors (L.8.2.c).</li> </ul>

Focusing Question 5: Is love in <i>A Midsummer Night's Dream</i> a result of agency or fate?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
33 ✓ EOM ✓ VOC	<i>A Midsummer Night's Dream</i>	Know  How does the experience of a character in <i>A Midsummer Night's Dream</i> build my knowledge of fate and agency?		<ul style="list-style-type: none"> <li>Identify evidence that best supports a claim about a character's pursuit of love in <i>A Midsummer Night's Dream</i> (RL.8.1, RL.8.2, W.8.5).</li> <li>Demonstrate acquisition of grade-appropriate academic and domain-specific words (L.8.4.a, L.8.6).</li> </ul>
34	<i>A Midsummer Night's Dream</i>	Know  How does the experience of a character in <i>A Midsummer Night's Dream</i> build my knowledge of fate and agency?	Excel  How do I improve listening for a speaker's logic?	<ul style="list-style-type: none"> <li>Establish an argument outline with reasons, evidence, and an opposing claim, using a new approach to sequencing the argument (RL.8.1, RL.8.2, W.8.1.a, W.8.1.b, W.8.5).</li> </ul>

Focusing Question 5: Is love in <i>A Midsummer Night's Dream</i> a result of agency or fate?				
Lesson	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
35	<i>A Midsummer Night's Dream</i>	Know How does the experience of a character in <i>A Midsummer Night's Dream</i> build my knowledge of fate and agency?	Execute How do I give and receive feedback on an argument essay? Excel How can I improve my use of commas with interrupters in the rebuttal of my End-of-Module Task?	<ul style="list-style-type: none"> <li>Revise argument writing in response to peer and teacher review (W.8.1, W.8.5).</li> <li>Revise EOM Task to use commas with interrupters (L.8.2.a).</li> </ul>
36	<i>A Midsummer Night's Dream</i>	Know How does the experience of a character in <i>A Midsummer Night's Dream</i> build my knowledge of fate and agency?	Excel How do I avoid inappropriate shifts in verb mood in my End-of-Module Task?	<ul style="list-style-type: none"> <li>Finalize draft of an argument essay through self-assessment (RL.8.1, RL.8.2, W.8.1, W.8.4, W.8.5, W.8.9, L.8.1.d, L.8.2.a, L.8.2.c).</li> <li>Revise EOM Task to avoid inappropriate shifts in verb mood (L.8.1.c, L.8.1.d).</li> </ul>