



# Language Studio

Teacher Guide

Grade 5

## Volume 3

Grade 5

Language Studio 6-7

## Volume 3

### Teacher Guide



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Language Studio 6

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# The Reformation

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## 1

# Setting the Stage: The Church in the Middle Ages

## PRIMARY FOCUS OBJECTIVE(S)

### Speaking

Students will describe the setting and chronology of the Reformation by closely viewing a timeline and a map and identifying the Church as a powerful influence during this time.

### Listening

Students will listen to an informational Read-Aloud and identify key ideas and details about the Church during the Middle Ages.

## FORMATIVE ASSESSMENT

Speaking

**Map of Western Europe** [Activity Page 1.1]

Speaking

**Timeline** [Activity Page 1.2]

## LANGUAGE PROFICIENCY ASSESSMENT

Listening

**Setting the Stage: The Church in the Middle Ages**  
[Activity Page 1.4]

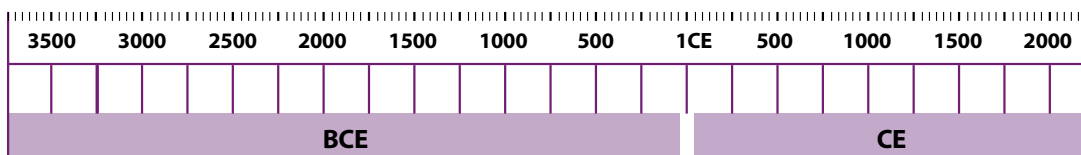
## LESSON AT A GLANCE

	Time	Materials
<b>Building Background</b>		
What, Where, and When	15 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Activity Page 1.2
<b>Listen Closely</b>		
Setting the Stage: The Church in the Middle Ages	15 min.	<input type="checkbox"/> Activity Page 1.3 <input type="checkbox"/> Activity Page 1.4

## ADVANCE PREPARATION

### Building Background

- Display a copy of the map on Activity Page 1.1 with the following modern-day countries labeled: Spain, France, England, Germany, and Italy.
- Display a copy of the timeline on Activity Page 1.2:



### Listen Closely

- Activity Page 1.4: Display sentence starters on the board/chart paper to guide students in answering the key question:
  - Some practices in the Middle Ages that show the Church's influence and power include . . .
  - The Church showed its influence and power during the Middle Ages in the following ways: . . .

**Note:** There will be a comprehensive review in Lesson 8 in which students will visit stations to review images, nonfiction text excerpts, and grammar instruction for Lessons 1–3 and 5–7. You may wish to prepare each station as you teach each lesson, setting aside appropriate images from the reader and other research, nonfiction text excerpts (all but Lesson 3), and activity pages to compile an effective review.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe the setting and chronology of the Reformation
- Use sequencing words and phrases to answer questions about time periods and their relationships to one another
- Demonstrate active listening of an informational Read-Aloud by identifying key ideas about the power of the Church during the Middle Ages

### Language Forms and Functions

First, \_\_\_\_\_. Then, \_\_\_\_\_. Next, \_\_\_\_\_.

\_\_\_\_\_ overlaps/leads up to \_\_\_\_\_.

Some practices in the Middle Ages that show the Church's influence and power include...

The Church showed its influence and power during the Middle Ages in the following ways...

### Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
monk reformation shrine	holy influence power	church religious

## Lesson 1: Setting the Stage: The Church in the Middle Ages

# Building Background



**Primary Focus:** Students will describe the setting and chronology of the Reformation by closely viewing a timeline and a map and identifying the Church as a powerful influence during this time.

### WHAT, WHERE, AND WHEN (15 MIN.)

- Tell students they are going to learn about a time period called the Reformation.
- Write the word *reformation* on the board/chart paper.
- Ask students to identify the prefix in the word. Circle *re-* and ask students what this prefix means. Clarify that *re-* means to do something again, such as in the word *redo*.
- Ask students to identify the root word in *reformation*. Circle the *form* part.
- **Think-Pair-Share:** Ask students to think about the prefix and root word to see if they know what *reformation* means. Ask students to think about why a time period would be called *Reformation*, and to predict what this unit is about. Have students turn to a partner and share ideas. Listen as students share. Allow a few pairs to share with the class.
- Clarify as needed that *reform* means to form, or make, again; or to change something in order to make it better.
- Tell students they are going to learn about a time period during which some people decided something needed to be reformed, or changed, and that they took steps to try to reform it.
- Ask students to share some things they may have heard about that people have tried to reform. Share examples from politics, education, the economy, the health care system, etc.
- Clarify that people often seek to make changes to a system or governing body that has a role of leadership over them and affects their everyday lives.
- Explain that for many years leading up to this time period, the Christian Church was a very important governing body that had a lot of power and influence in people's lives. Clarify that Christianity is a religion based on the teachings of a man named Jesus, who lived hundreds of years before the Middle Ages began. Tell students that the Church had a very close relationship

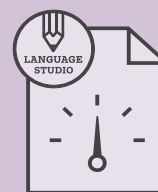
### Support

Review with students that a *prefix* is a word part that is added to the beginning of a root word. Explain that a prefix often changes the meaning of a word. Provide more examples of words beginning with *re-* that mean to do something again, e.g., *restate*, *reclaim*, *rename*, etc.

### Challenge

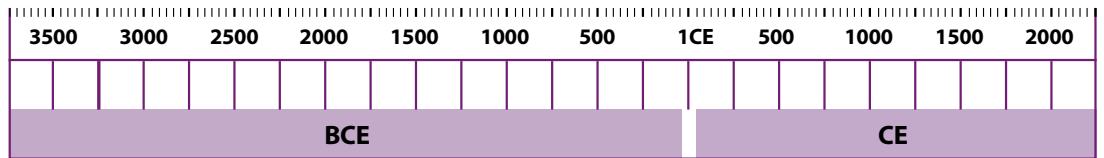
Have students list as many words as they can that contain the prefix *re-* and that mean "to do something again."

### Activity Page 1.1



to the ruling kings, queens, and lords of the Middle Ages, and it was in charge of many decisions that affected people's everyday lives. Tell students that they are to find out why people wanted to reform, or change, the Church.

- Tell students they are going to talk about where the Reformation occurred.
- Show students the filled-in map of Western Europe on the board/chart paper. Point out the context of these areas as related to the rest of the world.
- Guide students in locating the modern-day countries of Spain, France, England, Germany, and Italy.
- Have students label their maps on Activity Page 1.1 with the names of these modern-day countries. You may wish to have them color-code each country.
- Explain that these areas were once a part of the Roman Empire and later became individual countries. Clarify that the time periods they are going to hear about occurred in these parts of Western Europe after the fall of the Roman Empire.
- Tell students they are going to talk about when the Reformation period occurred.
- Show students the timeline on the board/chart paper:



- **Think-Pair-Share:** Ask students to study the numbers and terms on the timeline, and to think about what they mean. Have students turn to a partner and discuss. Listen as students share. Allow a few pairs to share with the class.
- Clarify that the numbers on the timeline represent years. Tell students that *BCE* stands for “before the Common Era” and refers to a very long time ago. *CE* stands for “of the Common Era,” which refers to more recent years, including the current year.
- Label the current year on the timeline to provide context. Have students follow suit.

## Activity Page 1.2



## Support

Numbers to the right of 1 CE are like the positive side of a number line, which is counted forward as time advances. Numbers to the left of 1 BCE are like the negative side of a number line. BCE years are counted backward as time moves forward.

- Guide students in answering the following questions on Activity Page 1.2:
  - What year does the Common Era begin?
    - » 1 CE
  - Which time period—BCE or CE—is counted backward from the year 1?
    - » BCE
  - Which event would have occurred first: one that took place in 750 BCE or one that took place in 1000 BCE?
    - » 1000 BCE
- Tell students that the time periods they are going to discuss occurred in CE.
- Mark the timeline from about 1500 CE to 1600 CE as the Reformation period. Have students label their copies.
- Explain that before the Reformation, there were other important time periods during which the Church gained much power and influence.
- Mark the timeline from about 1350 CE to 1600 CE as the Renaissance period. Clarify that the Renaissance and Reformation overlapped. Have students label their copies.
- Mark the timeline from about 500 CE to 1500 CE as the Middle Ages. Clarify that the Middle Ages and Renaissance overlapped.
- Explain that the Middle Ages is considered the “middle” time between ancient and modern history. Clarify that the fall of ancient Rome occurred before the Middle Ages, and the modern periods of the Renaissance and Reformation followed the Middle Ages.



### Check for Understanding

Have students study the timeline and formulate a couple of sentences to briefly describe the time periods and their relationship to one another using sequencing words and phrases such as *first*, *next*, *precedes*, *follows*, *overlaps with*, *leading up to*, etc. Observe students as they share, and listen for accurate information and correct sequencing. Review concepts as needed.



### Reading Reading/Viewing Closely

#### **Entering/Emerging**

Read map/timeline terms aloud to model fluency, and provide comprehension support. Guide students in sharing aloud.

#### **Transitioning/Expanding**

Read map/timeline terms aloud to model fluency, and provide comprehension support as needed. Encourage students to use reading comprehension strategies such as finger sweeping/highlighting.

#### **Bridging**

Read map/timeline terms aloud to model fluency, and provide comprehension support if needed. Encourage students to use reading comprehension strategies such as finger sweeping/highlighting.

### Activity Page 1.3



## Lesson 1: Setting the Stage: The Church in the Middle Ages

# Listen Closely



**Primary Focus:** Students will listen to an informational Read-Aloud to identify key ideas and details about the influence and power of the Church during the Middle Ages.

### SETTING THE STAGE: THE CHURCH IN THE MIDDLE AGES (15 MIN.)

- Tell students you are going to read aloud an informational text about the Church during the Middle Ages and leading up to the Reformation.
- Explain that an informational text, also called a nonfiction text, includes facts about real people, settings, and events.
- Tell students to keep the following key question in mind as you read. You may wish to write it on the board/chart paper.
  - What practices in the Middle Ages show the influence and power of the Church?
- Tell students to record key ideas and other information for each paragraph on Activity Page 1.4 as you read the text aloud. They will use this information to answer the key question at the end. Encourage students to record pictures, words, or both.
- Read aloud paragraph 1:

*It may be impossible for us to understand just how important the Church was to most Europeans in the Middle Ages. Not only did the local lords have great influence over people's lives, but the Christian Church did, too. The power of the Church had grown gradually over a long period of time. Almost every village and town had a church. Most people attended church on Sunday. In addition, certain days were considered holy days to mark important events in the life of Jesus and his followers. People did not work on these days, but instead went to church. Some holy days were feast days and other holy days were days of fasting. Christmas, an important Christian holiday, was a time of feasting, or celebration. The forty days before Easter, another Christian holiday, were a time of fasting called Lent.*

### Activity Page 1.4



### Support

Provide an example of a key idea or detail for students.

- Ask students text-dependent questions such as the following:
  - Which church did people in Western Europe follow during the Middle Ages? Upon which historical figure was Christianity based?
  - How did the Christian Church affect people's everyday lives?
  - What information can you see in the image of the cathedral that supports the argument, or claim, that the Christian Church was very powerful and influential during the Middle Ages?
- Remind students to record key ideas on their Activity Page 1.4.
- Read aloud paragraph 2:

---

*Architects and craftsmen in the Middle Ages built beautiful churches to express their love for God. New engineering skills enabled stonemasons to create a style of architecture that later became known as Gothic. They built tall towers, arches, rose windows, and spires. Sometimes it took hundreds of years to complete a great medieval cathedral.*

---

- **Turn and Talk:** Have students turn to a partner and discuss how the Christian Church influenced architecture, or the way buildings were constructed. Have them share an idea or question from the passage that they would like to know more about.
- Remind students to record key ideas on their Activity Page 1.4.
- Read aloud paragraph 3:

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*Holy shrines dedicated to people who played an important role in the history of Christianity were scattered across western Europe. These shrines were usually places where religious figures had been killed or buried, or where miracles were believed to have happened. Most Christians hoped to go on at least one journey, or pilgrimage, to visit one of these shrines in their lifetime. For many, going on a pilgrimage meant walking or riding long distances, and eating and sleeping in roadside taverns or religious houses. Many men and women made the journey to fulfill a vow to God, to seek a cure for a disease, or just to travel abroad.*

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## Challenge

Have students compare and contrast the images of the inside and outside of the cathedral using a Venn diagram.



## Listening Listening Actively

### Entering/Emerging

Provide students 1:1 support in answering questions and identifying key ideas from the text using prompting and rereading.

### Transitioning/Expanding

Allow student to work with a partner. Provide support in answering questions and identifying key ideas from the text using prompting and rereading as needed.

### Bridging

Provide students support and prompting if needed to answer text-dependent questions and key ideas.

- Ask students text-dependent questions such as the following:
  - What information in this paragraph supports the argument, or claim, that the Church was an important part of people's lives during the Middle Ages?
  - What are some of the reasons people went on pilgrimages, or journeys, to holy shrines?
- Remind students to record key ideas on their Activity Page 1.4.
- Read aloud paragraph 4:

*Monks were men who chose to live apart from society and to devote their lives to the Church. They spent their lives in monasteries, working on the land, studying, and praying. Monasteries were usually contained within high walls that provided a certain amount of protection. Women also joined the Church. Women who devoted their lives to the Church were called nuns. Nuns lived in convents, or nunneries. Nuns received many of the same benefits as monks. They were educated and were taught crafts and other skills.*

- Ask students to compare and contrast the information provided in this paragraph about men and women who devoted, or gave over, their lives to the Church. Guide students in filling out the T-chart with information about what men and women were called, where they lived, and how their experiences were similar.
- Read aloud paragraph 5:

*As the Church grew in power and influence, it became very wealthy. The Church raised taxes and it owned land. People who held powerful positions within the Church often came from wealthy noble families. They gave large amounts of money to the Church. The Church also influenced political decisions and supported or opposed kings. Not only powerful people gave money to the Church. All Christians were required to pay one-tenth of their earnings to the Church. This payment was known as a tithe.*

- Ask students text-dependent questions such as the following:
  - In what ways did the Church become wealthy?
  - How did wealth influence the role and appearance of the Church?
- Read aloud paragraph 6:

However, there was a troubling side to this deeply religious period in history. Some people expressed ideas with which the pope and other Church leaders disagreed. Church leaders called these contradictory opinions heresy, and the people who held them were called heretics. Heretics were treated cruelly.

- Ask students what they think this last paragraph has to do with reform. Ask them what kinds of things they think people wanted to reform, or change, about the Church.
- Have students predict what people wanted to reform about the Church. Let them know you will tell them if they were right in a later reading.
- Tell students to add any final key ideas from the text. Reread any passages as necessary.
- **Think-Pair-Share:** Have students answer the key question and discuss it with a partner in their own words. Allow several pairs to share the answer to the key question and other answers with the class.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Listening
Unit/Lesson	U6 L1
Activity Name	Setting the Stage: The Church in the Middle Ages
Proficiency Levels	
Entering	Student draws pictures and/or dictates words to represent a key idea with 1:1 support.
Emerging	Student draws pictures and/or copies words and phrases to represent key ideas with substantial support.
Transitioning	Student paraphrases key ideas with moderate support.
Expanding	Student paraphrases key ideas with occasional support.
Bridging	Student independently paraphrases key ideas and justifies their importance.

End Lesson

## 2

# The Gutenberg Printing Press

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will read an informational text with a partner and describe the invention of the Gutenberg printing press and its influence on everyday life.

**Speaking**

Students will distinguish the literal and figurative meanings of the saying “stop the presses” and provide examples.

**FORMATIVE ASSESSMENT**

Speaking

Idioms: “Stop the Presses” [Activity Page 2.3]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

The Gutenberg Printing Press [Activity Page 2.2]

## LESSON AT A GLANCE

	Time	Materials
<b>Read About It</b>		
The Gutenberg Printing Press	20 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Activity Page 2.2
<b>Vocabulary Building</b>		
Figurative Sayings: "Stop the Presses"	10 min.	<input type="checkbox"/> T-chart <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Activity Page 2.3

## ADVANCE PREPARATION

### Read About It

- Display sentence starters/frames on the board/chart paper to aid students in answering questions.
  1. Johann Gensfleisch was his name at birth, but the man remembered throughout history became known as \_\_\_\_\_.
  2. The reason it took so long to make a book in the Middle Ages was that \_\_\_\_\_.
  3. The steps for making a book during this time period included \_\_\_\_\_.
  4. Many people were not able to afford books or even learn how to read because \_\_\_\_\_.
  5. Johann Gutenberg's experience as a metalsmith helped influence his ideas by \_\_\_\_\_.
  6. Johann did not invent \_\_\_\_\_ or \_\_\_\_\_, but he did invent a special type of \_\_\_\_\_. It was similar to a wine press in that it \_\_\_\_\_.
  7. Government officials and the Church were worried about Gutenberg's press because \_\_\_\_\_.
  8. "The Power of Communication" is a good title for this section of text because \_\_\_\_\_.
  9. The invention of Gutenberg's printing press was important to everyday life and the reform of the Church for the following reasons: \_\_\_\_\_.
  10. My predictions about a printing press and how it could be related to reform were correct/incorrect because \_\_\_\_\_.

## Vocabulary Building

### Figurative Sayings: “Stop the Presses”

- Display the following T-chart on the board/chart paper:

Literal Saying	Figurative Saying
<p>“Stop the presses”: physically stopping a printing press after it has already started printing</p> <p>“One rotten apple spoils the whole barrel”: a rotten apple in a barrel of apples starting to make the other apples spoil</p>	<p>“Stop the presses”: stopping the flow of ideas from spreading to more and more people</p> <p>“One rotten apple spoils the whole barrel”: one negative person in a group starting to make everyone else feel negative</p>

## FEATURES OF ACADEMIC LANGUAGE

Discourse Features		
<ul style="list-style-type: none"> <li>• Use general academic and domain-specific language to describe the invention of the Gutenberg printing press and its influence on everyday life</li> <li>• Distinguish between the literal and figurative meanings of the saying “stop the presses”</li> </ul>		
Language Forms and Functions		
<p>The reason it took so long to make a book in the Middle Ages was that _____.</p> <p>The steps for making a book during this time period included _____.</p> <p>Many people were not able to afford books or even learn how to read because _____.</p> <p>My predictions about a printing press and how it could be related to reform were correct/incorrect because _____.</p>		
Vocabulary		
Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
movable type printing press stop the presses	communication revolutionized text	idea letter

## Lesson 2: The Gutenberg Printing Press

# Read About It



**Primary Focus:** Students will read an informational text with a partner, and describe the invention of the Gutenberg printing press and its influence on everyday life.

### THE GUTENBERG PRINTING PRESS (20 MIN.)

- Tell students they are going to read an informational text with a partner and answer the questions on Activity Page 2.2.
- Ask students what an informational text is. Remind them that an informational text, or nonfiction text, includes facts about real people and events.
- Tell students to keep this key question in mind as they read. You may wish to write it on the board/chart paper:
  - Why was the invention of the Gutenberg printing press important?
- **Think-Pair-Share:** Have students make predictions about what they think a printing press is, who Gutenberg may be, and what a press would have to do with reform, or change. Tell students to turn to a partner and share their ideas.
- Allow a few pairs to share with the class. Write some ideas/predictions on the board/chart paper, and tell students you will revisit them.
- After reading, allow several pairs to share their answers, revisit their predictions, and discuss.
- You may wish to point out the approximate date of the printing of the Gutenberg Bible as 1454/1455. Explain that it took some time for printing presses to be established and start spreading ideas, and the Reformation was considered to have begun about 50 years later, by 1500.

#### Activity Page 2.1



#### Activity Page 2.2







### Challenge

Have students compare and contrast nonfiction and fiction texts.



### Reading Reading/Viewing Closely

#### Entering/Emerging

Provide 1:1 support. Read text aloud to model fluency, and provide comprehension support. Provide sentence frames/starters.

#### Transitioning/Expanding

Read text aloud to model fluency, and provide comprehension support as needed. Provide sentence frames/starters as needed. Encourage students to use reading comprehension strategies such as finger sweeping/highlighting.

#### Bridging

Read text aloud to model fluency, and provide comprehension support if needed. Encourage students to use reading comprehension strategies such as finger sweeping or highlighting.

## Lesson 2: The Gutenberg Printing Press

# Vocabulary Building



**Primary Focus:** Students will distinguish the literal and figurative meanings of the saying “Stop the presses” and provide examples.

### FIGURATIVE SAYINGS: “STOP THE PRESSES” (10 MIN.)

- Point out the images of the Gutenberg printing press on Activity Page 2.1 and tell students that you are going to reread a passage from the text they read with a partner.

Read aloud:

*Some government officials worried: what if printing presses are used to spread ideas that weaken our power over the people? Some leaders of the Church thought: what if the presses are used to publish ideas that contradict Church doctrine? But no one could stop the presses and the sudden flow of information and ideas.*

- Ask students if they have ever heard the saying “Stop the presses.” Ask them what they think it means.
- Explain that many sayings have more than one meaning. Sometimes a saying has a literal meaning, or an actual meaning, such as “One rotten apple spoils the whole barrel,” if there is an actual apple that is rotting and causing the other apples to spoil. Sometimes a saying has a figurative meaning, or a double meaning, such as “One rotten apple spoils the whole barrel,” if there are no apples, and the saying is being used to describe the contagious effect one negative thing or person has on the surroundings.
- Clarify that the literal meaning of “Stop the presses” refers to the physical act of stopping a printing press once it has already started printing. Ask students why they think this might happen.

- Explain that now and then an important news story will break after the next day's newspapers have already started printing, and the decision is made to stop the printing presses and start over with a new, updated edition of the newspaper. Clarify that this happens rarely, and only when the news is really important, because it costs a lot of money to throw away the newspapers that have already started printing and start over. (You may wish to share some examples of such historical events.)
- Explain that the figurative meaning of "Stop the presses" is "Stop everything" or "Hold on" because something very important has happened. Clarify that this saying may be used in any situation, such as when you want everyone to stop what they're doing and pay attention to you because you have a big announcement.
- Reread: *But no one could stop the presses and the sudden flow of information and ideas.*
- Ask students if this saying is literal or figurative. Point out that even though the saying is referring to a physical printing press, it is also figurative because it means that once the flow of information and ideas had begun, and people realized that they could afford books and learn how to read, there was no stopping the reform, or changes, that were about to happen.
- Clarify this concept by showing the following T-chart:

#### Literal Saying

"Stop the presses": physically stopping a printing press after it has already started printing

"One rotten apple spoils the whole barrel": a rotten apple in a barrel of apples starting to make the other apples spoil

#### Figurative Saying

"Stop the presses": stopping the flow of ideas from spreading to more and more people

"One rotten apple spoils the whole barrel": one negative person in a group starting to make everyone else feel negative

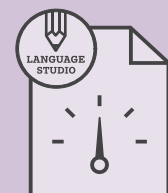
- **Think-Pair-Share:** Ask students if they can think of a situation they've experienced or observed where they could say, "Stop the presses," meaning "Stop everything" or "Hold on," because they had big news to share. Have students discuss with a partner. Allow some pairs to share. You may wish to share an example of your own.
- Have students work with a partner to complete Activity Page 2.3. Allow a few pairs to share their drawings and answers with the class.

## Support

Provide more examples of literal and figurative sayings, such as "It's raining cats and dogs" or "The glass is half full." Ask students to share any figurative sayings they know in their home language.

Provide a sentence starter for sharing: The one time I could have used the saying "Stop the presses" was \_\_\_\_\_ because \_\_\_\_\_.

## Activity Page 2.3





## Reading Selecting Language Resources

### Entering/Emerging

Provide 1:1 support in distinguishing the meanings of “Stop the presses” on Activity Page 2.3. Direct students to the T-chart.

### Transitioning/Expanding

Provide support in distinguishing the meanings of “Stop the presses” on Activity Page 2.3 as needed. Redirect students to the T-chart as needed.

### Bridging

Provide light support in distinguishing the meanings of “Stop the presses” on Activity Page 2.3 if needed. Redirect students to the T-chart if needed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students’ language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Unit/Lesson	U6 L2
Activity Name	The Gutenberg Printing Press
Proficiency Levels	
Entering	Student answers yes/no and wh- comprehension questions in single words or phrases and/or underlines relevant lines of text with 1:1 support.
Emerging	Student answers wh- comprehension questions in short phrases with substantial support.
Transitioning	Student answers all comprehension questions in complete sentences with moderate support.
Expanding	Student answers all comprehension questions in complete sentences with light support.
Bridging	Student independently answers all comprehension questions in complete sentences.

~~~~~End Lesson~~~~~



## 3

# Jacques and the Print Shop

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will read a historical narrative and explain how the invention of the printing press changed everyday lives.

**Writing**

Students will identify interjections and use them correctly in sentences.

**FORMATIVE ASSESSMENT**

Reading

**Jacques and the Print Shop: Story Map**

[Activity Page 3.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Interjections** [Activity Page 3.3]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                                                |
|----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Read About It</b>       |         |                                                                                                                                                                          |
| Jacques and the Print Shop | 20 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 3.2<br><input type="checkbox"/> Four different colored highlighters or each student |
| <b>Looking at Language</b> |         |                                                                                                                                                                          |
| Interjections              | 10 min. | <input type="checkbox"/> Activity Page 3.3                                                                                                                               |

## ADVANCE PREPARATION

### Looking at Language

- Post the following sentences on the board/chart paper:
  - “I will work extremely hard, Monsieur,” Jacques said, “at whatever task you give me.”  
“Excellent! Now meet your fellow workers,” Lafarge replied.
  - Perfect rows of black letters stood out against its creamy surface.  
“Amazing!” he blurted out. “It’s like magic.”
- Post the following T-chart on the board/chart paper:

| Positive Interjections | Negative Interjections |
|------------------------|------------------------|
| Excellent!             | Oh no!                 |
| Awesome!               | No.                    |
| Yay!                   | Terrible!              |
| Yes!                   | Yuck!                  |
| Yipee!                 | Ouch!                  |

- Write the following three-column chart on the board/chart paper:

| Interjections with Exclamation Point | Interjections with Comma          | Interjections with Period            |
|--------------------------------------|-----------------------------------|--------------------------------------|
| Wow! I didn’t know that!             | Yeah, I already knew that.        | Oh. I didn’t know that.              |
| Yikes! You scared me!                | Oh, I didn’t know you were there. | Wait. Give me a head’s up next time. |



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Identify and discuss the characteristics of historical narratives
- Explain how the invention of the printing press changed everyday lives
- Use positive and negative interjections in written sentences

### Language Forms and Functions

I think the invention of the printing press changed people's lives by...

The characters in the story are \_\_\_\_\_.

The story takes place in \_\_\_\_\_ during \_\_\_\_\_.

I notice that this sentence has...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| press<br>type<br>typesetter     | interjection<br>truthful         | letter<br>shop<br>wooden        |

## Lesson 3: Jacques and the Print Shop

# Read About It



**Primary Focus:** Students will read a historical narrative and explain how the invention of the printing press changed everyday lives.

### JACQUES AND THE PRINT SHOP (20 MIN.)

- Ask students if they know what a historical narrative is, and have them share examples.
- Clarify that a historical narrative is a fictional text that is based on real people, settings, and events.
- Tell students that the story they are going to read takes place in Europe following the invention of the Gutenberg press. You may wish to remind students that the printing of the Gutenberg Bible was around 1454 or 1455 CE, so this story occurs sometime around 1500 CE, when more and more printing presses and shops were being established.
- Explain that Jacques (pronounced *Zhock*) and the other characters in the narrative are fictional, unlike Johann Gutenberg, who was a real person. Clarify that these characters are based on real people who would have experienced the many new printing presses and published works being developed during that time.
- Have student recall briefly what they remember about the invention of the Gutenberg press.
- Tell students they are going to independently read a historical narrative on Activity Page 3.1.
- Tell students to pay attention to the structure of the text (e.g., paragraph breaks for new dialogue) to see if they can tell how it is different from the other two texts they have read in this unit.
- Tell students to keep this key question in mind as they read. You may wish to write it on the board/chart paper:
  - How did the Gutenberg printing press affect people's everyday lives?

### Activity Page 3.1



## Activity Page 3.2



### Reading Reading/Viewing Closely

#### Entering/Emerging

Provide 1:1 support. Read the text aloud to model fluency, and provide comprehension support. Direct students to text/images for their story map.

#### Transitioning/Expanding

Have students read with a partner. Read the text aloud to model fluency, and provide comprehension support. Encourage students to use reading comprehension strategies such as finger sweeping/highlighting. Redirect students to text/images for their story map.

#### Bridging

Encourage students to use reading comprehension strategies such as finger sweeping/highlighting. Provide additional support if needed.

- **Think-Pair-Share:** Have students make predictions about how they think the invention of the printing press could change people's everyday lives. Tell them to turn to a partner and share their ideas. Have a few pairs share with the class.
- Write some ideas/predictions on the board/chart paper, and tell students you will revisit them.
- Tell students that after they read, they are going to fill out a story map on Activity Page 3.2.
- Explain that a story map includes the following information:
  - characters—or people in the story
  - the setting—or the time and place in which the story occurs
  - the plot—or the events that happen in the story
  - any other details or descriptions
- Direct students to read Activity Page 3.1. Tell students to highlight characters, setting, plot, and other details with four different colors as they read.
- When they are done reading, have students work in pairs on their story map. Have them reference their highlighted text to complete their map.
- Circulate as students complete their story maps, offering guidance as needed.
- When they are done reading, have several pairs share their story maps, revisit their predictions, and discuss the story and its narrative structure (more paragraphs, dialogue with quotation marks, etc.).
- Have some student pairs share their answer to the key question. Clarify that the invention of the printing press changed people's lives because, as more printing presses were developed and more written works were being published, books became more affordable, and more and more people wanted to learn how to read. Ideas were continuing to spread and gain power among the people.

### Lesson 3: Jacques and the Print Shop

# Looking at Language



**Primary Focus:** Students will identify interjections and use them correctly in sentences.

## INTERJECTIONS (10 MIN.)

- Direct students to the sentences on the board/chart paper:
  - “I will work extremely hard, Monsieur,” Jacques said, “at whatever task you give me.”  
“Excellent! Now meet your fellow workers,” Lafarge replied.
  - Perfect rows of black letters stood out against its creamy surface.  
“Amazing!” he blurted out. “It’s like magic.”
- **Think-Pair-Share:** Ask students if they notice anything different about these sentences. Have them turn to a partner and share their ideas. They may notice the dialogue and quotation marks.
- Guide students in noticing the words in the sentences that seem to interrupt the text, or stick out as different. Guide students in noticing these words with exclamation points within the dialogue.
- Have two volunteers come up and circle the words *Excellent!* and *Amazing!*
- Explain that these words are called *interjections*.
- Explain that an interjection is a sudden statement or exclamation that someone says or thinks.
- Tell students that an interjection is usually short—one or two words—and is used to show drama or emotion.
- Ask students who is expressing an emotion in the first example.
  - » Monsieur Lafarge
- Ask students who is expressing an emotion in the second example.
  - » Jacques
- Tell students that an interjection can sometimes be positive—such as those spoken by Lafarge and Jacques—or negative.

## Challenge

Have students create a list of interjections and use them in sentences, including sentences related to the story about Jacques and the print shop.



## Writing Analyzing Language Choices

### Entering/Emerging

Provide 1:1 support in completing Activity Page 3.3. Direct students to the T-chart, three-column chart, and word bank for interjections.

### Transitioning/Expanding

Allow student to work with a partner to complete Activity Page 3.3. Provide additional support as needed. Redirect students to the T-chart/three-column chart for interjections.

### Bridging

Provide light support in completing Activity Page 3.3. Redirect students to the T-chart/three-column chart for interjections as needed.

- Direct students to the T-chart you have prepared:

| Positive Interjections | Negative Interjections |
|------------------------|------------------------|
| Excellent!             | Oh no!                 |
| Amazing!               | No.                    |
| Yay!                   | Terrible!              |
| Yes.                   | Yuck!                  |
| Awesome!               | Ouch!                  |

- Explain that interjections may be followed by an exclamation point, such as Lafarge's and Jacques's examples, or by a comma or period, depending on the level of emotion being expressed. Clarify that interjections with an exclamation point usually express stronger emotions.
- Direct students to the three-column chart you have prepared:

| Interjections with Exclamation Point | Interjections with Comma          | Interjections with Period            |
|--------------------------------------|-----------------------------------|--------------------------------------|
| Wow! I didn't know that!             | Yeah, I already knew that.        | Oh. I didn't know that.              |
| Yikes! You scared me!                | Oh, I didn't know you were there. | Wait. Give me a head's up next time. |

- Ask students to share more examples of interjections.
- You may wish to include an example with an interjection at the end of the sentence to show variety: "I didn't mean to do that. Oh well."
- Have students complete Activity Page 3.3.

### Activity Page 3.3



## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                               |
| Unit/Lesson        | U6 L3                                                                                                 |
| Activity Name      | Interjections                                                                                         |
| Proficiency Levels |                                                                                                       |
| Entering           | Student selects an interjection from the chart and dictates a simple sentence with 1:1 support.       |
| Emerging           | Student selects an interjection from the chart and writes a simple sentence with substantial support. |
| Transitioning      | Student writes a sentence with an interjection and explains its function with moderate support.       |
| Expanding          | Student writes a sentence with an interjection and explains its function with minimal support.        |
| Bridging           | Student independently writes a sentence with an interjection and explains its function.               |

~~~~~End Lesson~~~~~

## 4

# Jacques and the Print Shop: A Closer Look

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will review interjections by discussing questions and examples in pairs and as a class.

**Writing**

Students will review a historical narrative and story map to create a comic strip that depicts a narrative scene and includes dialogue with interjections.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Jacques and the Print Shop: Comic Strip**

[Activity Page 4.1]

## LESSON AT A GLANCE

|   | Time    | Materials  |
|---|---------|--|
| <b>Rewind</b>                           |         |  |
| Interjections                           | 10 min. | <input type="checkbox"/> Interjection T-chart<br><input type="checkbox"/> Interjection three-column chart                              |
| <b>Write About It</b>                   |         |  |
| Jacques and the Print Shop: Comic Strip | 20 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 3.2<br><input type="checkbox"/> Activity Page 4.1 |

## ADVANCE PREPARATION

### Rewind

- Display the following questions, sentences, and sentence starters/frames on the board/chart paper:
  - What is an interjection?
  - What are some examples?
  - Do interjections always end in an exclamation point? Why or why not?
  - How do interjections express emotion?
  - Which characters use interjections in the story “Jacques and the Print Shop”?
  - Whoa, this print shop is amazing.
  - Wow! I can’t believe Henri is going to teach me how to read!
  - An interjection is a part of speech that \_\_\_\_\_.
  - Some examples of interjections are \_\_\_\_\_.
  - Interjections \_\_\_\_\_ (do/do not) always end in an exclamation point because \_\_\_\_\_.
  - \_\_\_\_\_ and \_\_\_\_\_ use interjections in the story “Jacques and the Print Shop.”
  - An example sentence with an interjection that Jacques or another character could have thought or said is \_\_\_\_\_.



- Display the Interjection T-chart:

| Positive Interjections | Negative Interjections |
|------------------------|------------------------|
| Excellent!             | Oh no!                 |
| Awesome!               | No.                    |
| Yay!                   | Terrible!              |
| Yes!                   | Yuck!                  |
| Yipee!                 | Ouch!                  |

- Display the Interjection three-column chart.

| Interjections with Exclamation Point | Interjections with Comma          | Interjections with Period            |
|--------------------------------------|-----------------------------------|--------------------------------------|
| Wow! I didn't know that!             | Yeah, I already knew that.        | Oh. I didn't know that.              |
| Yikes! You scared me!                | Oh, I didn't know you were there. | Wait. Give me a head's up next time. |

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Identify and discuss examples of interjections in “Jacques and the Print Shop”</li> <li>• Review the characteristics of comic strips</li> <li>• Create a comic strip that depicts a narrative scene and includes dialogue with interjections</li> </ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| <p>An interjection is a part of speech that _____.</p> <p>Some examples of interjections are _____.</p> <p>Interjections _____ (do/do not) always end in an exclamation point because _____.</p>   |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| press<br>type<br>typesetter  | interjection<br>truthful         | letter<br>shop<br>wooden        |

## Lesson 4: Jacques and the Print Shop: A Closer Look

## Rewind



**Primary Focus:** Students will review interjections by discussing questions and examples in pairs and as a class.

## INTERJECTIONS (10 MIN.)

- **Turn and Talk:** Have students pair off and work together to discuss and answer the following questions on the board/chart paper:
  - What is an interjection?
  - What are some examples?
  - Do interjections always end in an exclamation point? Why or why not?
  - How do interjections express emotion?
  - Which characters use interjections in the story “Jacques and the Print Shop”?
- Have student pairs share with the class.
- Have two volunteers find and circle the interjections in the example sentences on the board/chart paper:
  - Whoa, this print shop is amazing.
  - Wow! I can’t believe Henri is going to teach me how to read!
- Clarify interjections as needed.
- Explain that these example sentences do not exist in the narrative text, but that they are expressions that Jacques’s character could have thought or said in the setting of the story.
- Have student pairs work together to use their imaginations to create another example sentence with an interjection that Jacques or another character could have thought or said.
- Have several pairs share and discuss with the class.



Speaking  
Exchanging  
Information/Ideas

**Entering/Emerging**

Provide students 1:1 support in answering questions and identifying/creating interjections. Provide sentence frames/ starters to aid in sharing. Direct student to the T-chart/three-column chart for examples.

**Transitioning/Expanding**

Provide support as needed. Provide sentence frames/ starters to aid in sharing. Redirect students to the T-chart/three-column chart as needed.

**Bridging**

Provide light support as needed. Redirect student to T-chart/three-column chart if needed.

**Support**

Direct students to the sentence frames/starters to aid in sharing. Point out the T-chart and three-column chart for examples as needed.



**Writing**  
Interacting via  
Written English

**Entering/Emerging**

Provide 1:1 support in creating comic strips. Direct students to the narrative/story map for content, and to the T-chart/three-column chart for interjections.

**Transitioning/Expanding**

Provide support as needed in creating comic strips. Redirect students to the narrative/story map, and to the T-chart/three-column chart as needed.

**Bridging**

Provide light support in creating comic strips. Redirect students to the narrative/story map, and to the T-chart/three-column chart if needed.

**Lesson 4: Jacques and the Print Shop: A Closer Look**

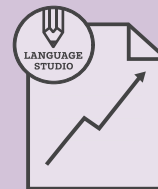
# Write About It



**Primary Focus:** Students will review a historical narrative and story map to create a comic strip that depicts a narrative scene and includes dialogue with interjections.

## JACQUES AND THE PRINT SHOP: COMIC STRIP (20 MIN.)

- Ask students if they have ever read or written a comic strip or book. Have a few students share.
- Ask students how comic books are different from other stories. Guide students in identifying the importance of images in comic books, and how ideas are expressed visually, especially when there is no additional narration. Clarify that dialogue is also very visual in comic books.
- Tell students they are going to work with a partner to create a comic strip depicting a scene from the story “Jacques and the Print Shop.”
- Have students study Activity Pages 3.1 and 3.2 to review the characters, setting, plot, and other details from the story. Tell them to choose one or two characters to depict, as well as a setting and an event. Some examples include:
  - Jacques and his father arriving at the shop, and their conversation/observations
  - Monsieur Larfarge, Jacques’s father, and Jacques discussing Jacques working at the shop
  - Jacques cleaning the shop, making observations, and thinking to himself
  - Jacques and Henri discussing the letter type and learning how to read
- Encourage students to use their imagination to create conversations/thoughts that are not written out in the story but that could have happened.
- Tell students they may also create a different scene that is not in the story but that is related to the story—such as Jacques and his father walking to the shop and talking about the experience, or Jacques returning to the shop the next day excited to learn more letters.



- Tell students to include two interjections in the dialogue/thoughts. Tell them they may use the sentence they created earlier if it fits into their chosen scene.
- Have students complete Activity 4.1 in pairs. They may fill in six to eight of the squares, depending on their chosen scene and time allowed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Writing   |
| Unit/Lesson        | U6 L4   |
| Activity Name      | Jacques and the Print Shop: Comic Strip   |
| Proficiency Levels |   |
| Entering           | Student illustrates important story elements and copies interjections with 1:1 support.                       |
| Emerging           | Student illustrates important story elements and copies interjections with substantial support.               |
| Transitioning      | Student illustrates important story elements and writes sentences for dialogue bubbles with moderate support. |
| Expanding          | Student illustrates important story elements and writes sentences for dialogue bubbles with minimal support.  |
| Bridging           | Student illustrates important story elements and writes sentences for dialogue bubbles independently.         |

~~~~~End Lesson~~~~~

## 5

# The Church Is Challenged

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will review vocabulary related to the Church and identify the words as nouns.

**Listening**

Students will listen to an informational Read-Aloud to describe the power and practices of the Church, why some people wanted reform, and how Martin Luther contributed to that reform.

**Writing**

Students will choose descriptive adjectives to modify nouns.

**FORMATIVE ASSESSMENT****Reading**

**Vocabulary: Nouns and Adjectives** [Activity Page 5.1]

**LANGUAGE PROFICIENCY ASSESSMENT****Listening**

**The Church Is Challenged** [Activity Page 5.3]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                              |
|----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b> |         |                                                                                                                                        |
| Nouns                      | 5 min.  | <input type="checkbox"/> Activity Page 5.1                                                                                             |
| <b>Listen Closely</b>      |         |                                                                                                                                        |
| The Church Is Challenged   | 20 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 5.2<br><input type="checkbox"/> Activity Page 5.3 |
| <b>Vocabulary Building</b> |         |                                                                                                                                        |
| Nouns and Adjectives       | 5 min.  | <input type="checkbox"/> Activity Page 5.1                                                                                             |

## ADVANCE PREPARATION

### Listen Closely

- Display the following sentence starters on the board/chart paper to guide students in answering the key questions:
  - Some people wanted reform in the Church because \_\_\_\_\_.
  - Martin Luther contributed to the Reformation by \_\_\_\_\_.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Create noun phrases by adding descriptive adjectives to nouns
- Describe the power and practices of the Church, why some people wanted reform, and how Martin Luther contributed to that reform
- Use general academic and domain-specific vocabulary to answer text-dependent questions

### Language Forms and Functions

Martin Luther's Ninety-Five Theses were \_\_\_\_\_. People felt/responded by \_\_\_\_\_.

Martin Luther defied the pope by \_\_\_\_\_. He did this because \_\_\_\_\_.

Some people wanted reform in the Church because \_\_\_\_\_.

Martin Luther contributed to the Reformation by \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words                    | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------------------------|----------------------------------|---------------------------------|
| clergy<br>Mass<br>monk<br>penance<br>pope<br>tithe | doctrine<br>heresy               |                                 |

## Lesson 5: The Church Is Challenged

## Vocabulary Building



**Primary Focus:** Students will review vocabulary related to the Church and identify the words as nouns.

**NOUNS (5 MIN.)**

- Ask students if they remember what the words *monk* and *pope* mean.
- Clarify as needed that, as they heard in Lesson 1, the pope is the leader of the Catholic Church and a monk is a man who has devoted his life to the Church.
- Tell students that you are going to review these and a few other words related to the Church before reading the text.
- **Turn and Talk:** Have students look at Part I of Activity Page 5.1 in pairs. Ask them to read the words, the part of speech, and the definition. Tell them they will fill in the paragraph number for each word during the reading, and that they will complete Part II later.
- Circulate and offer guidance as needed with pronunciation and understanding. Tell students that some of the words will make more sense in the context of the reading.
- Ask students to think about what the words have in common.
- Have a few pairs share their ideas with the class.
- Guide students in seeing that all the words are related to the Church, and all the words are nouns.
- Ask students what a noun is. Review as needed that a noun is a person, place, or thing—such as a teacher, classroom, or book. Clarify that there are many different types of nouns, but you are going to focus on these church-related nouns to help them understand the reading.

**Support**

Review parts of speech as needed to help students recall nouns as compared to other words. Clarify the vocabulary definitions as needed.

**Challenge**

Have students create a T-chart of common and proper nouns.


**Reading**  
 Using Nouns and  
 Noun Phrases
**Entering/Emerging**

Provide 1:1 support on Activity Page 5.1. Read the text aloud to model fluency, and provide comprehension support.

**Transitioning/Expanding**

Provide support on Activity Page 5.1 as needed. Encourage students to use reading comprehension strategies such as finger sweeping/highlighting.

**Bridging**

Provide support on Activity Page 5.1 if needed. Encourage students to use reading comprehension strategies such as finger sweeping/highlighting.



## Lesson 5: The Church Is Challenged

# Listen Closely



**Primary Focus:** Students will listen to an informational Read-Aloud to describe the power and practices of the Church, why some people wanted reform, and how Martin Luther contributed to that reform.

### THE CHURCH IS CHALLENGED (20 MIN.)

- Ask students what they remember about the Church during the Middle Ages.
- Guide students in recalling that the Church was a very powerful part of people's everyday lives.
- Ask students what *reform* means.
- Guide students to recall that as people started reading more and sharing more ideas, they began to want more power and understanding in their own everyday lives.
- Tell students you are going to Read-Aloud an informational text about the Church during this time, and about one reformer who influenced not only the Church, but also big ideas that spread across Europe and the world.
- Tell students to keep the following key questions in mind as you read, and that they will answer them at the end. You may wish to write them on the board/chart paper.
  - Why did some people want reform in the Church?
  - How did Martin Luther contribute to the Reformation?
- Tell students to record key details, vocabulary, and drawings on Activity Page 5.3 as you read the text aloud.
- Remind students to write the paragraph number for each vocabulary word on Activity Page 5.1.
- Read aloud paragraph 1:

*As you have read, the Church was very important to Europeans in the Middle Ages. It was the social glue that held communities together. It provided instruction on how to live in this world and how to get to the next world. If you had lived during this time, the Catholic Church would have been a major focus in your life. Typically once a week, you would have gone to church to*

#### Activity Pages 5.2



#### Activity Page 5.3



attend **Mass**. The priest conducted Mass entirely in Latin, the language of the Church. Songs sung by the choirs had Latin words. The Bible, too, was written in Latin. The problem was, only the Church's **clergy** and the most educated people in society could understand Latin. For everyone else, Latin was a foreign language. Imagine going to church your entire life and never knowing exactly what was being said or sung!

---

- Ask students text-dependent questions such as the following:
    - How was the Church a part of everyday life in the Middle Ages?
    - What language was used during Mass? Why was this a problem for people who were not a part of the clergy?
  - Remind students to record vocabulary page numbers on Activity Page 5.1 and key ideas on Activity Page 5.3.
  - Read aloud paragraph 2:
- 

Since most people could not read or write, the local church was their main source of instruction. One of the most important teachings was that the Church provided the only path to heaven. People who disobeyed or opposed Church teachings risked punishment. If they persisted in doing something wrong, or in holding to beliefs that did not follow Church **doctrine**—and refused to recant, or take back their words—they could be accused of **heresy**. A person charged with heresy could be excommunicated. This meant that a person's membership in the Christian community was cut off—and so, people believed, was their access to heaven. In some cases, heresy was punishable by death.

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- Ask students text-dependent questions such as the following:
    - Why were people afraid to disobey the Church and its doctrines?
    - Why was being accused of heresy so serious?
  - Remind students to record vocabulary page numbers on Activity Page 5.1 and key ideas on Activity Page 5.3.
  - Read aloud paragraph 3:
- 

The power of the Church continued to grow. Part of the reason behind this increasing power was money. Christians were not simply supposed to obey

the Church, but they were also expected to support it financially. Everyone was expected to give a portion of their yearly earnings to the Church. The money (or goods, such as crops and livestock) was paid like a tax and called a **tithe**. Over time, the Church owned land, buildings, and even parts of towns. Wealthy people bequeathed land and money to the Church. This wealth gave the **pope**, the leader of the Church, political as well as religious power.

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- Ask students text-dependent questions such as the following:
    - What is a tithe?
    - How did tithes affect the power of the Church and the pope?
  - Read aloud paragraph 4:
- 

For some time, the Church had raised money by issuing certificates that could release or pardon people from **penance**. Penance was the punishment that the Church taught was due after a sin was confessed and forgiven. These certificates were called indulgences. Some people began to believe that indulgences could speed up their journey to heaven, and shorten the amount of time they spent in purgatory, a place people believed their souls went before reaching heaven. Technically, indulgences weren't sold; they were given in exchange for donations of money. Nevertheless, the money raised by the issuing of indulgences became a huge business for the Church. Many other corrupt practices also increased, such as the ability of wealthy people to buy their way into the clergy.

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- Ask students text-dependent questions such as the following:
    - Why were the practices of penance, indulgences, and the wealthy buying their way into the clergy considered corrupt?
  - Read aloud paragraph 5:
- 

In the late 1400s and early 1500s, religious reformers spoke out against corrupt practices in the Church and demanded reform. One German reformer in particular helped usher in the Reformation. His name was Martin Luther. As a young man, Luther was walking home one night when a terrible storm came. Thunder boomed and lightning blazed across the sky. Suddenly

*a bolt of lightning struck dangerously close, knocking Luther to the ground. As the storm raged around him, the terrified Luther made a vow that if he survived, he would give his life to God and become a **monk**. Luther did survive. True to his promise, he entered the monastery.*

---

- **Turn and Talk:** Have students turn to a partner and discuss Martin Luther's life-changing experience and how it led to him becoming a monk. Tell students to draw a picture in the box to depict this part of the story.
  - Read aloud paragraph 6:
- 

*Like most Christians of his time, Luther initially accepted what the Church taught—the only way into heaven was to do good works, aid the poor, confess sins, and follow the Church's teachings. But during the years Luther spent in the monastery, he had a lot of time to read the Bible. He pondered biblical passages—as well as his own beliefs. Like most people of this age, Luther wanted to ensure for himself a place in heaven. He began to question, however, the Church's teachings about what people had to do to make that happen. He also questioned the role of priests in people's lives. His views were a direct challenge to the Church in Rome. He was angered by practices within the Church that he thought were corrupt. In 1517 CE, an event took place that changed Luther's life and ultimately European history. The practice of issuing indulgences in exchange for money became intolerable for Luther when he heard that one man in the clergy not only issued indulgences, he proclaimed that as soon as a coin was received by the Church, a soul was released from purgatory. It was essentially saying you could buy your way into heaven. Outraged, Luther decided to act.*

---

- Ask students text-dependent questions such as the following:
    - How did Martin Luther come to question the Church?
    - What event finally caused Luther to take action?
  - Read aloud paragraph 7:
- 

*Luther composed a list of 95 objections to the practice of issuing indulgences and sent it in a letter to his superiors. In addition, on October 31, 1517 CE, Luther nailed a copy of this list, later called his Ninety-Five*

*Theses, to the door of the church at the University of Wittenberg. This action was an open invitation to discuss and debate his point of view. Luther was trying to start a discussion with his theses, not a revolution. But people who were unhappy with the Church were energized by Luther's actions. Luther's theses were quickly translated from Latin into German, and—thanks to the printing press—thousands of copies were distributed across Europe in just a few months. Encouraged, Luther began speaking out more openly against other Church teachings. He also wrote essays in which he discussed the importance of faith and the fact that all believers, wealthy or poor, were equal. These writings were also translated, printed, and widely distributed.*

---

- **Turn and Talk:** Have students turn to a partner and describe Luther's Ninety-Five Theses and how people reacted to them. Tell students to draw a picture of Luther nailing his theses to the door of the Church.
  - Read aloud paragraph 8:
- 

*As you can imagine, not everyone was pleased about the stir Luther was causing. In 1518 CE, the pope summoned Luther to Rome to explain his actions. Fortunately for Luther, Frederick III, the ruler of Saxony, intervened. Frederick had received a letter from the pope urging him to turn Luther over to Church officials in Rome. As ruler of the region in Germany in which Luther lived, Frederick didn't like the pope telling his subjects what to do. In fact, Frederick wanted to increase the power of the German nobility. He also suspected that Luther, a German, would not be treated fairly in Rome. Instead of sending Luther to Rome, Frederick had his hearing moved to a city in southern Germany. There, Luther was questioned by Church officials about his beliefs. He refused to change his mind. Luther's refusal to back down made the pope even angrier. In 1520 CE, the pope issued an official document called a papal bull. In his bull, the pope attacked Luther and said his writings were those of a heretic. Luther was ordered to recant, or take back, all that he'd said about the Church and its teachings.*

---

- Ask students text-dependent questions such as the following:
  - Who was the ruler of Saxony in Germany who refused to turn Luther over to the pope in Rome? Why did he do this?
  - What happened at Luther's hearing in Germany and after?

- Read aloud paragraph 9:

*How did Luther respond? On December 10, 1520 CE, the townspeople of Wittenberg gathered before a blazing bonfire. They watched as Martin Luther defiantly dropped a copy of the papal bull into the blaze. In doing so, Luther was publicly defying the pope. It was a bold and dangerous move. A month later, the pope formally labeled Luther a heretic and excommunicated him from the Church. Many Germans, including some German noblemen, did not think Luther had been given a fair hearing. In 1521 CE, Luther was ordered to appear before a special assembly, called a diet, in the German city of Worms. The Diet of Worms included knights, Church officials, and representatives from various towns and regions. When Luther arrived, he thought he would get a chance to defend his ideas. Instead, Church officials piled his writings in front of him and again ordered him to denounce his ideas. Luther refused. The Diet of Worms declared Luther to be not just a heretic, but also a criminal. Since it was common to kill heretics and criminals, Luther's life was in danger.*

- **Turn and Talk:** Have students turn to a partner and discuss what Luther did with the pope's papal bull, or official document, and why. Ask them to talk about what happened next at the Diet of Worms, or special assembly.
- Read aloud paragraph 10:

*Once again, Frederick III of Saxony came to his aid. As Luther traveled back to Wittenberg, the ruler arranged for masked horsemen to pretend to kidnap Luther. Frederick did not believe Luther was guilty of any crime that warranted death. He was also well aware that Luther had gained the support of many of Frederick's own subjects. Luther was whisked off to a castle where he remained in hiding and under Frederick's protection for 10 months. During that time, Luther began translating the New Testament into German, setting a style of language that was more accessible to people. By the time Luther came out of hiding, his push for reform had turned into a religious and political movement that had been greatly strengthened. The power of the printing press was evident as his ideas and beliefs spread far and wide. Those people who believed in his ideas left the Catholic Church and began to worship according to Luther's teachings. Martin Luther continued to write about his religious ideas for the rest of his life.*

## Support

Explain that *denounce* is similar to *recant*; it means to take back what you said.



## Listening Listening Actively

### Entering/Emerging

Provide 1:1 support to complete Activity Page 5.3. Direct students to the text/images. Provide sentence starters to answer the key questions.

### Transitioning/Expanding

Allow student to work with a partner to complete Activity Page 5.3. Redirect students to the text/images as needed. Provide sentence starters if needed.

### Bridging

Provide support if needed to complete Activity Page 5.3.

- Ask students text-dependent questions such as the following:
  - How did Frederick III help Luther once again?
  - What did Luther accomplish while in hiding and after?
  - How was the printing press a part of Luther's success?
- Tell students to add any final key ideas from the text. Reread any passages as necessary.
- **Turn and Talk:** Have students turn to a partner and discuss and answer the key questions.
- Allow several pairs to share their answers and drawings with the class.

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool        |                                                                                                         |
|------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Language Domain</b> | Listening                                                                                               |
| <b>Unit/Lesson</b>     | U6 L5                                                                                                   |
| <b>Activity Name</b>   | The Church Is Challenged                                                                                |
| Proficiency Levels     |                                                                                                         |
| <b>Entering</b>        | Student draws pictures and/or dictates words to represent a key idea with 1:1 support.                  |
| <b>Emerging</b>        | Student draws pictures and/or copies words and phrases to represent key ideas with substantial support. |
| <b>Transitioning</b>   | Student paraphrases key ideas with moderate support.                                                    |
| <b>Expanding</b>       | Student paraphrases key ideas with occasional support.                                                  |
| <b>Bridging</b>        | Student independently paraphrases key ideas and justifies their importance.                             |

## Lesson 5: The Church Is Challenged

# Vocabulary Building



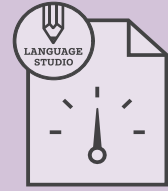
**Primary Focus:** Students will choose descriptive adjectives to modify nouns.

### NOUNS AND ADJECTIVES (5 MIN.)

- Ask students what kind of word describes a noun. (*adjective*)
- Review as needed that an adjective describes a noun, such as a *devoted* monk or a *kind* pope.
- **Think-Pair-Share:** Have students share a few more examples of adjectives with a partner. Have a few pairs share with the class.
- Have students work in the same pairs to complete Part II of Activity Page 5.1.
- Circulate and offer guidance as needed.

End Lesson

## Activity Page 5.1



### Reading Using Nouns and Noun Phrases

#### Entering/Emerging

Provide 1:1 support on Activity Page 5.1. Read text aloud to model fluency, and provide comprehension support.

#### Transitioning/Expanding

Provide support on Activity Page 5.1 as needed. Encourage students to use reading comprehension strategies such as finger sweeping/highlighting.

#### Bridging

Provide support on Activity Page 5.1 if needed. Encourage students to use reading comprehension strategies such as finger sweeping/highlighting.

#### Support

Review parts of speech as needed to help students recall nouns and adjectives as compared to other parts of speech.

#### Challenge

Have students create a list of adjectives and use them in sentences.



## 6

# Threatening Theories

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will read an informational text with a partner to identify Copernicus, Kepler, and Galileo, and describe how their theories challenged the Church.

**Writing**

Students will distinguish between root words and words with the suffix *-ist*, and use those words correctly in sentences.

**FORMATIVE ASSESSMENT****Reading****Threatening Theories** [Activity Page 6.2]**LANGUAGE PROFICIENCY ASSESSMENT****Writing****The Suffix *-ist*** [Activity Page 6.3]

## LESSON AT A GLANCE

|                                    | Time    | Materials                                                                                |
|------------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Read About It</b>               |         |                                                                                          |
| Threatening Theories               | 20 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 6.2 |
| <b>Looking at Language</b>         |         |                                                                                          |
| Morphology: The Suffix <i>-ist</i> | 10 min. | <input type="checkbox"/> Activity Page 6.3                                               |

## ADVANCE PREPARATION

### Read About It

- Display sentence starters/frames on the board/chart paper to aid students in answering questions:
  1. People once thought the Earth was at the center of the universe because \_\_\_\_\_.
  2. \_\_\_\_\_ and \_\_\_\_\_ were two historical figures who first wrote about the geocentric model of the universe.
  3. Copernicus began to disagree with Ptolemy's geocentric model when he \_\_\_\_\_.
  4. The name of Copernicus's theory was \_\_\_\_\_.
  5. The reason Copernicus kept his theory quiet was that \_\_\_\_\_.
  6. Johannes Kepler built upon the work of Copernicus by \_\_\_\_\_.
  7. Kepler's theories later became known as \_\_\_\_\_.
  8. The invention that allowed Galileo to study space more closely was the \_\_\_\_\_.
  9. Galileo discovered the following things with his telescope: \_\_\_\_\_.
  10. Galileo's discoveries disproved Aristotle and Ptolemy, and proved Copernicus correct because \_\_\_\_\_.
  11. The Church responded to Galileo's ideas by \_\_\_\_\_.

12. Galileo had an ongoing struggle with the Church because \_\_\_\_\_; he experienced many difficulties, such as \_\_\_\_\_.
13. The new theories proposed by Copernicus, Kepler, and Galileo were \_\_\_\_\_; the Church responded in the following ways: \_\_\_\_\_.

### Looking at Language

- Display the following words on the board/chart paper:

|            |           |            |
|------------|-----------|------------|
| scientist  | ecologist | tourist    |
| cartoonist | idealist  | geologist  |
| cyclist    | biologist | specialist |
| activist   | hygienist | motorist   |

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe how Copernicus, Kepler, and Galileo's theories challenged the Church
- Use general academic and domain-specific vocabulary to answer text-dependent questions
- Identify the meaning of new words that contain the suffix -ist, and use these words in sentences

### Language Forms and Functions

People once thought the earth was at the center of the universe because...

The reason Copernicus kept his theory quiet was that \_\_\_\_\_.

Johannes Kepler built upon the work of Copernicus by \_\_\_\_\_.

I notice that all these words have...

### Vocabulary

| Tier 3<br>Domain-Specific Words           | Tier 2<br>General Academic Words               | Tier 1<br>Everyday Speech Words |
|-------------------------------------------|------------------------------------------------|---------------------------------|
| astronomer<br>mathematician<br>geocentric | contradicted<br>model<br>observation<br>theory | planet<br>telescope<br>universe |

## Lesson 6: Threatening Theories

## Read About It



**Primary Focus:** Students will read an informational text with a partner to identify Copernicus, Kepler, and Galileo, and describe how their theories challenged the Church.

## THREATENING THEORIES (20 MIN.)

- Share the title of the reading with students: “Threatening Theories.” Ask students to predict what the reading might be about.
- Tell students to keep this key question in mind as they read. You may wish to write it on the board/chart paper:
  - What new theories were proposed by Copernicus, Kepler, and Galileo, and how did the Church respond?
- **Think-Pair-Share:** Have students make predictions about what they think science may have to do with the Church and reform. Tell students to turn to a partner and share their ideas, and that you will revisit their predictions later.
- Allow a few pairs to share with the class. Write some ideas/predictions on the board/chart paper, and tell students you will revisit them.
- Have students read Activity Page 6.1 in pairs and answer the questions on Activity Page 6.2.
- Circulate as students read and answer questions, offering clarification as needed.
- When students are done reading, allow several pairs to share their answers, revisit their predictions, and discuss.

## Activity Page 6.1



## Activity Page 6.2

Reading  
Reading/Viewing Closely**Entering/Emerging**

Provide 1:1 support.  
Read text aloud to model fluency, and provide comprehension support.  
Provide sentence frames/starters.

**Transitioning/Expanding**

Read text aloud to model fluency, and provide comprehension support as needed. Provide sentence frames/starters as needed. Encourage students to use reading comprehension strategies such as finger sweeping/highlighting.

**Bridging**

Read text aloud to model fluency, and provide comprehension support if needed. Encourage students to use reading comprehension strategies such as finger sweeping or highlighting.

## Lesson 6: Threatening Theories

# Looking at Language



**Primary Focus:** Students will distinguish between root words and words with the suffix *-ist*, and use those words correctly in sentences.

### MORPHOLOGY: THE SUFFIX *-IST* (10 MIN.)

- Show students the list of *-ist* words on the board/chart paper:

|            |           |            |
|------------|-----------|------------|
| scientist  | ecologist | tourist    |
| cartoonist | idealist  | geologist  |
| cyclist    | biologist | specialist |
| activist   | hygienist | motorist   |

- **Think-Pair-Share:** Have students turn to a partner and discuss the words and what they notice about them.
- Guide students in noticing that all of the words are nouns. Have a student volunteer explain what a noun is.
- Guide students in noticing that all of the words end in *-ist*.
- Ask students if they know what this word part is called.
- Clarify that it is a type of affix called a suffix. Remind students that affixes are word parts that are added to root words.
- Remind students that suffixes are placed after the root word, and that prefixes—such as *re-* in *reformation*—are placed before.
- Have students work in pairs to identify the root word for each word.
- Ask students to think about and discuss the relationship between the root word and affixed word.
- Guide students in realizing that *-ist* means “a person who,” which is why all of the words are nouns.
- Clarify that a scientist is a person who studies science, a cartoonist is a person who draws cartoons, etc.
- Have students provide a few more examples of *-ist* words that mean “a person who.”

### Support

Review the terms *root word*, *affix*, *suffix*, and *prefix* in more detail, and provide more examples. Review nouns and adjectives as needed, and provide more examples.

### Challenge

Have students create a list of other *-ist* words and use them in sentences.

- Ask students what type of word describes a noun. Clarify as needed that this part of speech is an adjective, such as a *studious* scientist or a *funny* cartoonist.
- Tell students they will be working with nouns, adjectives, and the suffix *-ist* on Activity Page 6.3.
- Have students complete Activity Page 6.3. Circulate as needed to offer guidance/clarification.
- Have students share their answers as time allows.

## LANGUAGE PROFICIENCY ASSESSMENT

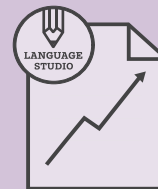
### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                             |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                                     |
| Unit/Lesson        | U6 L6                                                                                                                       |
| Activity Name      | The Suffix <i>-ist</i>                                                                                                      |
| Proficiency Levels |                                                                                                                             |
| Entering           | Student chooses an <i>-ist</i> word from the word bank to dictate sentences with 1:1 support.                               |
| Emerging           | Student chooses an <i>-ist</i> word from the word bank to write sentences with substantial support.                         |
| Transitioning      | Student chooses original <i>-ist</i> words and writes sentences that include some precise vocabulary with moderate support. |
| Expanding          | Student chooses original <i>-ist</i> words and writes sentences that include precise vocabulary with little support.        |
| Bridging           | Student independently chooses original <i>-ist</i> words and writes sentences that include precise vocabulary.              |

End Lesson

## Activity Page 6.3



Writing  
Exchanging  
Information/Ideas

### Entering/Emerging

Provide 1:1 support in determining the meaning of suffixed words and in using them in sentences on Activity Page 6.3. Have students use the word bank to write their original sentences.

### Transitioning/Expanding

Allow students to work with a partner on Activity Page 6.3. Provide additional support as needed. Have students use the word bank to write their original sentences if needed.

### Bridging

Provide light support on Activity Page 2.3 if needed.

## 7

# Divisions and Changes

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will read an informational text to describe how the Catholic Church responded to the Protestant Reformation and the changes that occurred in the Church and throughout Europe.

**Speaking**

Students will identify correlative conjunctions and use them correctly in sentences.

**FORMATIVE ASSESSMENT****Speaking****Correlative Conjunctions** [Activity Page 7.3]**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Divisions and Changes** [Activity Page 7.2]

## LESSON AT A GLANCE

|                                   | Time    | Materials                                                                                |
|-----------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Read About It</b>              |         |                                                                                          |
| Divisions and Changes             | 20 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 7.2 |
| <b>Looking at Language</b>        |         |                                                                                          |
| Grammar: Correlative Conjunctions | 10 min. | <input type="checkbox"/> Activity Page 7.3                                               |

## ADVANCE PREPARATION

### Read About It

- Display sentence starters/frames on the board/chart paper to aid students in answering questions:
  1. Before the Reformation, \_\_\_\_\_ was the main religion of Western Europe.
  2. \_\_\_\_\_ was the new branch of Christianity that came out of the Reformation as people were protesting the practices of the Catholic Church.
  3. The Catholic Church's response to the Protestant Reformation was called the \_\_\_\_\_ or \_\_\_\_\_.
  4. Pope Paul III and the Catholic Church reformed the Church by \_\_\_\_\_ because \_\_\_\_\_.
  5. One of the most influential religious orders during the Catholic Reformation was \_\_\_\_\_.
  6. \_\_\_\_\_ was the Spanish priest who founded the Jesuits.
  7. Ignatius of Loyola came to be a priest because \_\_\_\_\_.
  8. The Jesuits helped the Catholic Reformation in the following ways: \_\_\_\_\_.
  9. The Council of Trent helped the Catholic Reformation by \_\_\_\_\_.
  10. The ways in which the Catholic Church responded to the Protestant Reformation included the following: \_\_\_\_\_.
  11. The negative changes in the Church and Europe from the Reformation were \_\_\_\_\_; the positive outcomes of the Reformation were \_\_\_\_\_.





## Reading Reading/Viewing Closely

### Entering/Emerging

Provide 1:1 support.  
Read text aloud to model fluency, and provide comprehension support.  
Provide sentence frames.  
Direct students to the text.

### Transitioning/Expanding

Have students read with a partner. Read text aloud to model fluency, and provide comprehension support as needed. Provide sentence frames as needed.  
Encourage students to use reading comprehension strategies such as finger sweeping/highlighting.

### Bridging

Provide support as needed.  
Encourage students to use reading comprehension strategies such as finger sweeping/highlighting.

## Looking at Language

- Display the following text passages on the board/chart paper:
  - (The cardinals identified many problems.) These included not only corrupt practices such as issuing indulgences for money, but also a relatively uneducated priesthood.
  - His choices were either an illustrated book that told the story of Christ's life or a book about Catholic saints. (Ignatius read both.)
  - Both the Index of Forbidden Books and the Inquisition were two primary tools the Church used to counteract Protestant ideas.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Describe how the Catholic Church responded to the Protestant Reformation and the changes that occurred in the Church and throughout Europe
- Use general academic and domain-specific vocabulary to answer text-dependent questions
- Identify correlative conjunctions and use them correctly in sentences

### Language Forms and Functions

*Division means...*

The Catholic Church's response to the Protestant Reformation was called the \_\_\_\_\_ or \_\_\_\_\_.

The ways in which the Catholic Church responded to the Protestant Reformation included the following: \_\_\_\_\_.

The negative changes in the Church and Europe from the Reformation were \_\_\_\_\_; the positive outcomes of the Reformation were \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words                                             | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|-----------------------------------------------------------------------------|----------------------------------|---------------------------------|
| Catholic<br>Jesuit<br>Protestant<br>Index of Forbidden Books<br>Inquisition | council<br>division<br>reform    |                                 |

## Lesson 7: Divisions and Changes

## Read About It



**Primary Focus:** Students will read an informational text to describe how the Catholic Church responded to the Protestant Reformation and the changes that occurred in the Church and throughout Europe.

## DIVISIONS AND CHANGES (20 MIN.)

- Share the title of the reading with students: “Divisions and Changes.”
- **Turn and Talk:** Ask students what the word *division* means, and to predict what the reading might be about. Have students turn to a partner and discuss.
- Have a few pairs share with the class. Clarify as needed that the word *division* refers to something that is divided, or separated into different sides or groups.
- Tell students that they are going to read an informational text about the Reformation and how it affected the Church and Europe. Tell students to listen for the words *divided* and *division*.
- Tell students to keep these key questions in mind as they read. You may wish to write them on the board/chart paper:
  - How did the Catholic Church respond to the Protestant Reformation movement?
  - How did the Reformation change the Church and Europe—both negatively and positively?
- Have students read Activity Page 7.1 and answer the questions on Activity Page 7.2.
- Circulate as students read, and answer questions and offer clarification as needed.
- When students are done reading, allow several pairs to share their answers, revisit their predictions, and discuss.

## Support

Have students think about the math terms *division* and *divide*, and how these terms are related to the concept of separating things into different sides or groups.

## Activity Page 7.1



## Activity Page 7.2



## Support

Create a T-chart to illustrate the positive and negative aspects of the Reformation.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                                                      |
| Unit/Lesson        | U6 L7                                                                                                                                        |
| Activity Name      | Divisions and Changes                                                                                                                        |
| Proficiency Levels |                                                                                                                                              |
| Entering           | Student answers yes/no and wh- comprehension questions in single words or phrases and/or underlines relevant lines of text with 1:1 support. |
| Emerging           | Student answers wh- comprehension questions in short phrases with substantial support.                                                       |
| Transitioning      | Student answers all comprehension questions in complete sentences with moderate support.                                                     |
| Expanding          | Student answers all comprehension questions in complete sentences with light support.                                                        |
| Bridging           | Student independently answers all comprehension questions in complete sentences.                                                             |

### Lesson 7: Divisions and Changes

# Looking at Language



**Primary Focus:** Students will identify correlative conjunctions and use them correctly in sentences.

### GRAMMAR: CORRELATIVE CONJUNCTIONS (10 MIN.)

- Point out the text passages on the board/chart paper:
  - (The cardinals identified many problems.) These not only included corrupt practices such as issuing indulgences for money, but also a relatively uneducated priesthood.
  - His choices were either an illustrated book that told the story of Christ's life or a book about Catholic saints. (Ignatius read both.)

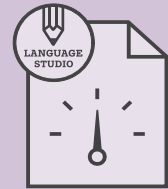
- Both the Index of Forbidden Books and the Inquisition were two primary tools the Church used to counteract Protestant ideas.

- **Turn and Talk:** Have students turn to a partner and discuss the sentences.
- Ask them to think about how the ideas in each sentence are connected. (Explain that the sentences in parentheses are included for context, but that they should focus on the sentences outside the parentheses.)
- Have a few pairs share their ideas.
- Clarify that the ideas in the sentences are connected by words called conjunctions.
- Ask students for examples of conjunctions. Provide examples as needed: *and*, *but*, *or*, and so on.
- Explain that the type of conjunction used in these sentences is called a correlative conjunction, and that these occur in pairs.
- Ask students if they can find the correlative conjunctions in the example sentences.
- Clarify as needed that the correlative conjunctions in the examples include *not only/but also*; *either/or*; and *both/and*.
- Show students the chart on Activity Page 7.3.
- Ask students which correlative conjunction was not included in the earlier examples. (*neither/nor*)
- Have a volunteer read aloud the example sentence for *neither/nor* on Activity Page 7.3.
- Have students share other examples of a sentence using *neither/nor*.
- Have students complete Activity Page 7.3. Circulate and offer guidance as needed.

**Note:** #1 and #3 are interchangeable.

~~~~~  
End Lesson~~~~~

## Activity Page 7.3



### Speaking Connecting Ideas

#### Entering/Emerging

Provide 1:1 support on Activity Page 7.3 in choosing correlative conjunctions and using them in sentences. Direct students to the chart as needed.

#### Transitioning/Expanding

Allow students to work with a partner on Activity Page 7.3. Provide additional support and redirect students to the chart as needed.

#### Bridging

Provide light support on Activity Page 7.3 as needed.

## 8

# Reformation Review

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will review informational texts and images to identify and describe key figures and events of the Reformation.

**Writing**

Students will choose one figure or event from the Reformation and begin to plan a poster that will describe the figure or event with writing, images, and grammar elements.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Reformation Poster Plan** [Activity Page 8.3]

## LESSON AT A GLANCE

	Time	Materials
<b>Rewind</b>		
Reformation Review	15 min.	<input type="checkbox"/> Activity Pages 1.3, 1.4; 2.1, 2.2; 5.2, 5.3; 6.1, 6.2; 7.1, 7.2; 8.1 <input type="checkbox"/> Five informational content stations <input type="checkbox"/> Additional images/copies of images as needed
<b>Write About It</b>		
Reformation Poster Plan	15 min.	<input type="checkbox"/> Activity Pages 8.1, 8.2, 8.3 <input type="checkbox"/> Five informational content stations <input type="checkbox"/> Poster board for each student pair <input type="checkbox"/> Drawing/writing tools <input type="checkbox"/> Activity Pages 3.3, 5.1, 6.3, and 7.3 (optional)

## ADVANCE PREPARATION

### Rewind

- Use the following Reformation Review Chart to organize five stations for students to circulate.
- Include text excerpts, key questions, key figures, images, and other pertinent information for the following five stations:
  - The Church in the Middle Ages
  - The Gutenberg Printing Press
  - The Church Is Challenged
  - Threatening Theories
  - Divisions and Changes
- In addition to using the images from each text excerpt, you may research and add additional images to support the content as needed.

## Reformation Review Chart

Lesson/ Station	Text Excerpts/ Questions	Key Question(s)	Key Figure(s)	Images	Grammar	Other/ Notes
Lesson 1 – “Setting the Stage: The Church in the Middle Ages”	Activity Page 1.4	What practices in the Middle Ages show the power and influence of the Church?	pope; clergy; monks; nuns	Activity Page 1.3		Activity Page 1.1 (Map); Activity Page 1.2 (Timeline)
Lesson 2 – “The Gutenberg Printing Press”	Activity Page 2.2	Why was the invention of the Gutenberg press so important?	Johannes Gutenberg	Activity Page 2.1		
Lesson 3 (Grammar only)					Activity Page 3.3 – Interjections	
Lesson 5 – “The Church Is Challenged”	Activity Page 5.3	Why did some people want reform in the Church? How did Martin Luther contribute to the Reformation?	Martin Luther; Frederick III; pope	Activity Page 5.2	Activity Page 5.1 – Nouns and Adjectives	
Lesson 6 – “Threatening Theories”	Activity Page 6.2	What new theories were proposed by Copernicus, Kepler, and Galileo, and how did the Church respond?	Aristotle; Ptolemy; Copernicus; Kepler; Brahe; Galileo; Pope Urban VIII	Activity Page 6.1	Activity Page 6.3 – Suffix <i>-ist</i>	
Lesson 7 – “Divisions and Changes”	Activity Page 7.2	How did the Church respond to the Reformation, and how were the Church and Europe changed?	Pope Paul III; Ignatius of Loyola; Jesuit Society	Activity Page 7.1	Activity Page 7.3 – Correlative Conjunctions	

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Review and discuss key figures and events of the Reformation
- Plan a poster that will describe a key figure or event of the Reformation
- Incorporate learned grammar elements (interjections, descriptive adjectives, -ist suffix, correlative conjunctions) in titles, captions, and sentences
- Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information

### Language Forms and Functions

I learned that...

I would like to write about \_\_\_\_\_ because \_\_\_\_\_.

One interesting fact about \_\_\_\_\_ is \_\_\_\_\_.

### Vocabulary

<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday Speech Words



## Lesson 8: Reformation Review

## Rewind



## Activity Page 8.1

Reading  
Reading/Viewing Closely**Entering/Emerging**

Provide 1:1 support in reviewing content. Read text aloud to model fluency, and provide comprehension support. Direct students to key figures/events/images.

**Transitioning/Expanding**

Provide moderate support in reviewing content. Read text aloud to model fluency, and provide comprehension support as needed. Encourage students to use reading comprehension strategies such as finger sweeping/highlighting.

**Bridging**

Provide light support in reviewing content. Encourage students to use reading comprehension strategies such as finger sweeping/highlighting.

**Primary Focus:** Students will review informational texts and images to identify and describe key figures and events of the Reformation.

**REFORMATION REVIEW (15 MIN.)**

- **Think-Pair-Share:** Ask students what they have been learning about in these last lessons. Have students turn to a partner and share a few key ideas from the unit. Have a few pairs share with the class.
- Tell students that they are going to review the informational texts and images they have been studying related to the Reformation.
- Tell students that the goal of the review is to choose a person and/or event to create a poster about.
- Have students rotate through the five stations you have set up, briefly viewing the text excerpts, images, and key questions and answers.
- Tell students they do not need to reread all of the texts, but that they should be looking at the key ideas and thinking about which person and/or event they would like to write about.
- Have students review their own completed Activity Pages 1.3, 2.1, 5.2, 6.1, and 7.1 as needed.
- For a brief synopsis of all content, direct students' attention to the Reformation Review Chart on Activity Page 8.1.
- Have students ask any questions they may have.
- Clarify the content and guide students in their review as needed.

## Lesson 8: Reformation Review

# Write About It



**Primary Focus:** Students will choose one figure or event from the Reformation and begin to plan a poster that will describe the figure or event with writing, images, and grammar elements.

### REFORMATION POSTER PLAN (15 MIN.)

- Have students think about what they have just reviewed in their station rotations.
- Have students choose one key person or event from the Reformation to create a poster about.
- Divide students into pairs according to their content choices. You may wish to have some students work independently.
- Share the Reformation Poster Rubric on Activity Page 8.2 with students. Review the first two headers, Reformation Content and Grammar Content, and explain that their poster should include the following:
  - A creative title, such as “Wow! What a Changing World!”
  - A clear topic (person or event), such as Martin Luther or Johannes Gutenberg, and the invention of the printing press.
  - Three thorough facts about their topic from the text excerpts, such as how Martin Luther came to be a monk or how Gutenberg’s background as a metalsmith contributed to his invention of the press.
  - Three images related to their topic. Tell students they may use images from the stations/text excerpts, or they may draw their own. You may wish to have some students research images of their own, as time allows.
  - A detailed caption for each image, such as “Martin Luther Nailing His Ninety-Five Theses to the Church Door” or “Gutenberg’s Original Printing Press.”

### Activity Page 8.2



### Activity Pages 3.3, 5.1, 6.3, 7.3



## Support

Review each grammar element as needed, having students refer back to their own completed Activity Pages 3.3, 5.1, 6.3, and 7.3.

### Activity Page 8.3



### Writing Interacting via Written English

#### Entering/Emerging

Provide 1:1 support in choosing a topic and planning a poster. Direct students to the text excerpts, images, rubric, and grammar activity pages.

#### Transitioning/Expanding

Provide moderate support in choosing a topic and planning a poster. Redirect students to the text excerpts, images, rubric, and grammar activity pages as needed.

#### Bridging

Provide light support in choosing a topic and planning a poster. Redirect students to the text excerpts, images, and grammar activity pages if needed.

• The use of two of the four grammar elements learned in this unit:

- Interjection (Activity Page 3.3)
- Noun with descriptive adjective (Activity Page 5.1)
- Word with the *-ist* suffix (Activity Page 6.3)
- Correlative conjunction (Activity Page 7.3)

- Tell students they may use the grammar elements in their title, three facts, and/or image captions.
- For example, the title “Wow! What a Changing World!” includes an interjection. Point out that the caption “Gutenberg’s Original Printing Press” has three adjectives and a noun. For Copernicus or Kepler, *scientist* could be used as the *-ist* word.
- Tell students they will also be graded on their presentation, but that they will review that column of the rubric later before presenting.
- Have students work together in pairs to complete Activity Page 8.3 to begin planning their posters. Tell students they may wish to wait on their title decision until later.
- Have students refer back to Activity Page 8.1 as needed.
- Students who are ready may start working on their posters.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Writing
Unit/Lesson	U6 L8
Activity Name	Reformation Poster Plan
Proficiency Levels	
Entering	Student creates an organized plan by dictating frequently used words and phrases and pointing to text evidence with 1:1 support.
Emerging	Student creates an organized plan by writing frequently used words and phrases and citing text evidence with substantial support.
Transitioning	Student creates an organized plan that includes text evidence and some precise vocabulary with moderate support.
Expanding	Student creates an organized plan that includes specific text evidence and precise vocabulary with moderate support.
Bridging	Student completes the sentence frames to create an organized plan that includes specific text evidence and precise vocabulary with minimal support.

~~~~~End Lesson~~~~~

## 9

# Reformation Poster

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will use their plan to create a poster describing a figure or event from the Reformation.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Reformation Poster Plan** [Activity Page 8.3]

## LESSON AT A GLANCE

|                       | Time    | Materials                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b> |         |                                                                                                                                                                                                                                                                                                                                                                                              |
| Reformation Poster    | 30 min. | <input type="checkbox"/> Activity Pages 8.1, 8.2, 8.3<br><input type="checkbox"/> Five informational content stations<br><input type="checkbox"/> Additional images/copies of images as needed<br><input type="checkbox"/> Poster board for each student pair<br><input type="checkbox"/> Drawing/writing tools<br><input type="checkbox"/> Activity Pages 3.3, 5.1, 6.3, and 7.3 (optional) |

## ADVANCE PREPARATION

### Write About It

- Have five stations available for students to circulate and look for more ideas as needed.

## FEATURES OF ACADEMIC LANGUAGE

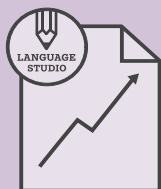
| Discourse Features                                                                                                                                                                                                                                                                                                                                |                                  |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• With a partner, refer to a plan and rubric to create a poster that describes an event or figure from the Reformation</li> <li>• Incorporate learned grammar elements (interjections, descriptive adjectives, <i>-ist</i> suffix, correlative conjunctions) in titles, captions, and sentences</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                                                                      |                                  |                                 |
| <p>I would like to write about _____ because _____.</p> <p>One interesting fact about _____ is _____.</p> <p>Would you like to work on _____ while I work on _____?</p>                                                                                                                                                                           |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                                                                        |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                                                                   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                                                                                                                                                                   |                                  |                                 |

## Lesson 9: Reformation Poster

## Write About It



## Activity Page 8.3

Activity Pages  
8.1, 8.2

## Support

Have students review the grammar elements as needed, referring back to Activity Pages 1.3, 2.1, 5.2, 6.1, and 7.1.

**Primary Focus:** Students will use their plan to create a poster describing a figure or event from the Reformation.

**REFORMATION POSTER (30 MIN.)**

- Have students review their plan for their poster on Activity Page 8.3.
- Have students work in pairs to create their posters. Allow them to circulate and further observe the stations as needed.
- Remind students to keep the rubric in mind on Activity Page 8.2 to be sure they include all of the required content and grammar.
- Circulate as students work, and offer guidance as needed.
- Have students finalize their creative titles.
- Tell students they will present their posters the next time you meet.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                        |
|--------------------|------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                                |
| Unit/Lesson        | U6 L9                                                                                                                  |
| Activity Name      | Reformation Poster Plan                                                                                                |
| Proficiency Levels |                                                                                                                        |
| Entering           | Student draws pictures and dictates keywords from texts and other resources with 1:1 support.                          |
| Emerging           | Student copies keywords and phrases from texts and other resources with substantial support.                           |
| Transitioning      | Student writes short sentences that include keywords and phrases from texts and other resources with moderate support. |
| Expanding          | Student writes sentences that paraphrase key information from texts and other resources with light support.            |
| Bridging           | Student writes sentences that paraphrase key information from texts and other resources with minimal support.          |

End Lesson



### Writing Interacting via Written English

#### Entering/Emerging

Provide 1:1 support in creating posters. Direct students to the text excerpts, images, rubric, and grammar activity pages.

#### Transitioning/Expanding

Provide moderate support in creating posters. Redirect students to the text excerpts, images, rubric, and grammar activity pages as needed.

#### Bridging

Provide light support in creating posters. Redirect students to the text excerpts, images, and grammar activity pages if needed.



## Reformation Poster Plan

|                          |                                       |
|--------------------------|---------------------------------------|
| <b>My Creative Title</b> | <b>My Topic (Person and/or Event)</b> |
| My Three Detailed Facts  |                                       |
| My Three Images          | My Three Image Captions               |
| My Grammar Element #1    | My Grammar Element #2                 |
| Other Ideas              |                                       |



## 10

# Assessment: Reformation Poster Presentation

**PRIMARY FOCUS OBJECTIVE(S)****Listening**

Students will present their Reformation posters and actively listen to other presentations.

**FORMATIVE ASSESSMENT**

Listening

**Reformation Poster Rubric** [Activity Page 8.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

**Listening Note Guide** [Activity Page 10.1]

## LESSON AT A GLANCE

|                                 | Time    | Materials                                                                                                                               |
|---------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>On Stage</b>                 |         |                                                                                                                                         |
| Reformation Poster Presentation | 30 min. | <input type="checkbox"/> Activity Page 8.2<br><input type="checkbox"/> Activity Page 10.1<br><input type="checkbox"/> Completed posters |

## ADVANCE PREPARATION

### On Stage

- Assign student presentation order.
- Display presentation rubric from Activity Page 8.2.

|   | Reformation Content                                                                                                                                      | Grammar Content                                                                                                                                                                    | Presentation                                                                                                                                                                                             |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Includes all required details, including a creative title, a clear topic, three thorough facts about the topic, and three images with detailed captions. | Includes all required grammar elements used correctly, including two of the four: interjection, noun with descriptive adjective, <i>-ist</i> word, and/or correlative conjunction. | Speaks clearly at an appropriate pace, tone, and volume. Shares all sections of the poster using complete sentences. Includes formal language greeting and closing.                                      |
| 2 | Includes some required details, including a title, topic, facts, and images with captions.                                                               | Includes two required grammar elements, but used incorrectly.                                                                                                                      | Speaks clearly most of the time at an appropriate pace, tone, and volume. Shares few sections of the poster using incomplete sentences. Includes formal language greeting or closing.                    |
| 1 | Includes few required details, including a title, unclear topic, some facts, and some images, but without captions.                                      | Includes fewer than two required grammar elements, used incorrectly.                                                                                                               | Speaks in an unclear manner at an inappropriate pace, tone, and volume. Shares only one or two sections of the poster using incomplete sentences. Does not include formal language greeting and closing. |

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Deliver an oral presentation about a figure or event of the Reformation
- Demonstrate active listening by asking and answering questions
- Contribute to conversations after each presentation, using a note-taking sheet and sentence starters for support

### Language Forms and Functions

Why did you choose to write about \_\_\_\_\_?

I thought \_\_\_\_\_ was interesting because \_\_\_\_\_.

I'd like to know more about \_\_\_\_\_ because \_\_\_\_\_.

I wonder...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 |                                  |                                 |

Start Lesson

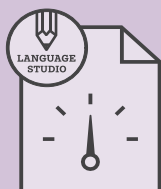
## Lesson 10: Assessment: Reformation Poster Presentation

# On Stage



**Primary Focus:** Students will present their Reformation posters and actively listen to other presentations.

### Activity Page 8.2



### REFORMATION POSTER PRESENTATION (30 MIN.)

- Tell students that today, each pair will present its Reformation poster.
- Guide students as needed as they take turns sharing different parts of the poster.
- Review the presentation column of the rubric on Activity Page 8.2, reminding students of the following requirements:
  - Speak clearly with sufficient pace, tone, and volume.
  - Share all sections of the poster using complete sentences: title, topic, three facts, three images with captions, two grammar elements.
  - Include a formal greeting and closing.

- Model a formal greeting and closing for students.
- Tell students to listen closely and take notes as others present their posters.
- Have students use the Listening Guide on Activity Page 10.1 for noting anything they heard that was interesting, something they would like to know more about, something they might want to add, and a question they may have.
- Next, begin the presentations. Call on each student pair to present.
- After each presentation, allow students to ask questions, exchange ideas, and discuss.

## LANGUAGE PROFICIENCY ASSESSMENT

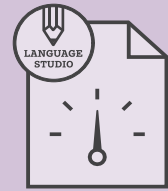
### Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                            |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                                                                  |
| Unit/Lesson        | U6 L10                                                                                                                                     |
| Activity Name      | Listening Note Guide                                                                                                                       |
| Proficiency Levels |                                                                                                                                            |
| Entering           | Student uses single words and phrases to ask a question or describe something they learned with 1:1 support.                               |
| Emerging           | Student uses short phrases and simple sentences to ask a question or describe something they learned with substantial support.             |
| Transitioning      | Student uses complete sentences to ask a question or describe something they learned with moderate support.                                |
| Expanding          | Student uses complete sentences and general academic vocabulary to ask a question or describe something they learned with minimal support. |
| Bridging           | Student independently uses complete sentences and general academic vocabulary to ask a question or describe something they learned.        |

End Lesson

## Activity Page 10.1



Listening  
Exchanging  
Information/Ideas

### Entering/Emerging

Provide 1:1 support in presenting posters, listening to presentations, and asking and answering questions. Direct student to the rubric and listening guide.

### Transitioning/Expanding

Provide moderate support in presenting posters, listening to presentations, and asking and answering questions. Redirect students to the rubric and listening guide as needed.

### Bridging

Direct students to the rubric and listening guide if needed.



Language Studio 7

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# A Midsummer Night's Dream

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- Collaborate on Practicing Presentation

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- Collaborate on Practicing Presentation

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- Discuss and Debate

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### On Stage (25 min.)

- Perform a Presentation

### Talk Time (5 min.)

- Debrief Presentation Experience

## 1

# Shakespeare's Great Comedy: *A Midsummer Night's Dream*

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will offer opinions about key themes in the play *A Midsummer Night's Dream*.

**Listening**

Students will actively listen to the background information on the play *A Midsummer Night's Dream*.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening**

**Identifying Key Details in *A Midsummer Night's Dream*** [Activity Page 1.2]

## LESSON AT A GLANCE

|                                              | Time    | Materials                                                                                                                                       |
|----------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Talk Time</b>                             |         |                                                                                                                                                 |
| Obedience Activity                           | 15 min. | <input type="checkbox"/> Chart paper with headings: <i>agree</i> , <i>sometimes agree</i> , and <i>disagree</i> (placed in three areas of room) |
| <b>Building Background</b>                   |         |                                                                                                                                                 |
| Read-Aloud: <i>A Midsummer Night's Dream</i> | 15 min. | <input type="checkbox"/> Activity Page 1.1<br><input type="checkbox"/> Activity Page 1.2                                                        |

## ADVANCE PREPARATION

### Talk Time

- Post chart paper with headings *agree*, *sometimes agree*, and *disagree* in three remote areas of the classroom.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                                                                          |                                  |                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------|
| <ul style="list-style-type: none"> <li>• Define and discuss the word <i>obedience</i></li> <li>• Express an opinion and provide reasons to support it</li> <li>• Demonstrate comprehension of an informational text about <i>A Midsummer Night's Dream</i> by identifying important facts and answering text-dependent questions</li> </ul> |                                  |                                           |
| Language Forms and Functions                                                                                                                                                                                                                                                                                                                |                                  |                                           |
| I think _____ because _____.<br>I agree/sometimes agree/disagree because...<br>I felt like Nick Bottom when I...                                                                                                                                                                                                                            |                                  |                                           |
| Vocabulary                                                                                                                                                                                                                                                                                                                                  |                                  |                                           |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                                                             | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words           |
| plot<br>subplot                                                                                                                                                                                                                                                                                                                             | comedy                           | arrogant<br>actor<br>obey/disobey<br>play |



Speaking  
Offering Opinions

#### Entering/Emerging

Offer students support by reviewing the definition of *obedience*. Clarify the meaning of the title of the chart.

#### Transitioning/Expanding

Offer students moderate support by clarifying their choice per the chart: "You feel that it is sometimes easy to obey parents. Is that correct?" Confirm if other students agree and why.

#### Bridging

Offer students occasional support by stating, "That's an interesting idea. Why do you believe that?" Or "Why do you think that way?" Restate student responses to help clarify answers.

Start Lesson

## Lesson 1: Shakespeare's Great Comedy:

### *A Midsummer Night's Dream*

# Talk Time



**Primary Focus:** Students will offer opinions about one key theme in the play *A Midsummer Night's Dream*.

#### OBEDIENCE ACTIVITY (15 MIN.)

- Ask students if they know what the word *obey* means.
- Allow time for 3–4 students to answer. Write answers on the board.
- Ask students to think about obeying adults. Ask students if it is hard or easy to obey adults. Ask students if it is sometimes hard and sometimes easy. Allow 2–3 minutes for responses.
- Point out the charts in the room with the headings: *agree*, *sometimes agree*, and *disagree*.
- Read this statement and then direct students to go to a chart with a heading that describes how they feel.
  - "It is very easy to obey adults all of the time."
- Then read this statement and direct students to go to a chart with a heading that describes how they feel.
  - "Sometimes I don't want to obey adults because I don't agree with them."
- Spend about 4–6 minutes discussing the choices and reasons students may have made for choices. You may wish to provide guiding questions for students to support their discussion with their partners.
- Conclude this part of the lesson by stating that obeying or having obedience isn't always an easy choice.
- Tell students that they will be reading a play called *A Midsummer Night's Dream*. In the first act of this play, a main character has to make a choice—does she obey her father or follow her heart?

## Lesson 1: Shakespeare's Great Comedy:

### *A Midsummer Night's Dream*

# Building Background



**Primary Focus:** Students will demonstrate active listening by answering questions about key details to the *A Midsummer Night's Dream* Read-Aloud.

#### READ-ALOUD: A MIDSUMMER NIGHT'S DREAM (15 MIN.)

- Direct students to look at Activity Page 1.1.
- Ask students to listen to the Read-Aloud. Have students follow along on Activity Page 1.1 as you read aloud.

*A Midsummer Night's Dream* is a comedy play written by William Shakespeare. A comedy has lots of jokes and is funny. This comedy is also about love and has three plots, or stories. One plot is about four young people from Athens who are in love. One plot is about the marriage of a duke to the woman he loves. The third plot is about a group of actors who get tricked by fairies that live in the forest.

William Shakespeare was born in 1564, and many people think he is one of the greatest writers who ever lived. He wrote poems and plays and even acted too. People all over the world have read his plays. *A Midsummer Night's Dream* is one of his most famous plays.

When the play begins, we meet Hermia who is in love with Lysander. Her father, Egeus, wants her to marry Demetrius, not Lysander. The law in Athens, where they live, is very strict. If Hermia disobeys her father, she could be killed or have to become a nun. A nun never gets married and spends her life praying and doing good works.

While this is going on, a group of workers are planning a play to celebrate the wedding of the Duke and his Queen. Peter Quince is the head of the group. He wrote the play and decides who will be in the play. Nick Bottom is the lead actor and arrogant, or big-headed. Bottom believes he is so good that he should play all six parts in the play. He likes to brag a lot.

#### Activity Page 1.1



#### Support

Explain to students what a key detail is.

### Challenge

Ask why key details are important to understanding the main idea.



### Listening Listening Actively

#### Entering/Emerging

Give students 1:1 support. Define context words for students as needed. Assist students to record answers.

#### Transitioning/Expanding

Offer students light support while completing the activity page individually. Provide guiding feedback as correct answers are recorded.

#### Bridging

Encourage students to use full sentences in writing the key points of the read-aloud. Offer support if needed.

In the forest with the actors are fairies who will play tricks on the other characters. We meet Oberon, king of the fairies, and his queen, Titania. Titania has a child she has taken care of that Oberon wants for a servant. Titania is against this, so Oberon wants to get back at her. Robin "Puck" Goodfellow, helps Oberon play a mean trick on Titania and others.

- Ask students to share a key detail from the reading. Record these answers on the board.



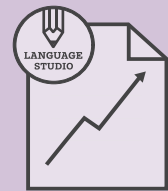
### Check for Understanding

Ask the students the following questions. As students answer, ask for a thumbs-up if they agree with the answer (e.g., correct name of play or author).

- "What is the name of the play we will be studying?"
  - » *A Midsummer Night's Dream*
- "Who wrote this play?"
  - » William Shakespeare
- "How many subplots are in this play?"
  - » three
- "Nick Bottom thinks he is good at everything. Have you ever felt this way too?"
  - » Answers will vary based on student experience.
- "What role do the fairies have in this play?"
  - » They play tricks on the humans.

- Direct students to take out and complete Activity Page 1.2.
- Have students complete the activity page independently.
- If time allows, have students share some of their answers.

## Activity Page 1.2



### LANGUAGE PROFICIENCY ASSESSMENT

#### Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                    |
|--------------------|--------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                                          |
| Unit/Lesson        | U7 L1                                                                                                              |
| Activity Name      | Identifying Key Details in <i>A Midsummer Night's Dream</i>                                                        |
| Proficiency Levels |                                                                                                                    |
| Entering           | Student identifies important facts by answering yes/no questions and highlighting relevant words with 1:1 support. |
| Emerging           | Student identifies important facts by highlighting or copying relevant words and phrases with substantial support. |
| Transitioning      | Student identifies and paraphrases important facts with moderate support.                                          |
| Expanding          | Student identifies and paraphrases important facts with minimal support.                                           |
| Bridging           | Student independently identifies and paraphrases important facts.                                                  |

~~~~~  
End Lesson  
 ~~~~~



## 2

# Hermia's Choice

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will read Act 1, Scene 1 of *A Midsummer Night's Dream* closely and with expression.

**Speaking**

Students will discuss and debate the choice of the character Hermia in the play *A Midsummer Night's Dream*.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Hermia's Choice Exit Slip** [Activity Page 2.2]

## LESSON AT A GLANCE

|                                               | Time    | Materials           |
|-----------------------------------------------|---------|---------------------|
| <b>Read About It</b>                          |         |                     |
| <i>Midsummer Night's Dream</i> Act 1, Scene 1 | 20 min. | ☐ Activity Page 2.1 |
| <b>Talk Time</b>                              |         |                     |
| Discuss and Debate Hermia's Choice            | 10 min. | ☐ Activity Page 2.2 |

## ADVANCE PREPARATION

### Read About It

- Read Act 1 of *A Midsummer Night's Dream*.
- Place students into groups of four for the Read-Aloud.
- Group students in any of the following ways: strong readers with readers who need more support, or readers of similar skill levels. The way you group students should change throughout the year.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Read a scene from *A Midsummer Night's Dream* with clarity and expression
- Demonstrate comprehension of Act 1, Scene 1 of *A Midsummer Night's Dream* by asking and answering text-dependent questions
- Express an opinion and provide reasons to support it

### Language Forms and Functions

I think \_\_\_\_\_ because \_\_\_\_\_.

I agree/disagree with \_\_\_\_\_ because \_\_\_\_\_.

In my opinion, Hermia should/should not obey her father because...

### Vocabulary

| Tier 3<br>Domain-Specific Words      | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|--------------------------------------|----------------------------------|---------------------------------|
| abjure<br>beseech<br>dote<br>entreat | render                           |                                 |



Reading  
Reading/Viewing Closely

### Entering/Emerging

Offer student groups support in reading by clarifying vocabulary to ensure comprehension. Read and identify passages for students that will support understanding Hermia's dilemma.

### Transitioning/Expanding

Offer student groups moderate support by asking text-dependent questions (plot, character, vocabulary, conflict, etc.). Support students in identifying passages that relate to Hermia's dilemma.

### Bridging

Offer student groups occasional support by asking text-dependent questions (plot, character, vocabulary, conflict, etc.). Ask students to identify text-dependent concepts that relate to Hermia's dilemma.

## Lesson 2: Hermia's Choice

# Read About It



**Primary Focus:** Students will read Act 1, Scene 1 of *A Midsummer Night's Dream* closely and with expression.

### A MIDSUMMER NIGHT'S DREAM ACT 1, SCENE 1 (20 MIN.)

- Ask students what they remember from *A Midsummer Night's Dream*.
  - » Student responses will vary, but should address main characters and three subplots of play.
- Ask students how many subplots are in the play. Tell students that they will be reading about the first subplot as described in yesterday's Read-Aloud.
- Reread this passage from Activity Page 1.1 aloud:

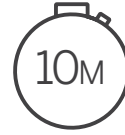
When the play begins, we meet Hermia who is in love with Lysander. Her father, Egeus, wants her to marry Demetrius, not Lysander. The law in Athens, where they live, is very strict. If Hermia disobeys her father, she could be killed or have to become a nun. A nun never gets married and spends her life praying and doing good works.

- Divide students into groups of four. Have students take out Activity Page 2.1.
- Tell students that each person will take a turn reading a role.
 

**Note:** Students will not play a particular part. Students are just taking turns reading in order to gain understanding of the content.
- Tell students that as they read to think about Hermia and whether she should obey her father.
- Before students read, refer to the vocabulary words listed in the margin of Activity Page 2.1. Talk about definitions prior to reading. Have students underline the vocabulary words before reading.

## Lesson 2: Hermia's Choice

# Talk Time



**Primary Focus:** Students will discuss and debate the choice of the character Hermia in the play *A Midsummer Night's Dream*.

### DISCUSS AND DEBATE HERMIA'S CHOICE (10 MIN.)

- After groups complete the reading, pose the following question for student groups to reflect on and think about:
  - "Should Hermia obey her father, or should she follow her heart and marry Lysander?"
- Tell students to answer quietly in their heads. They are not to share answers with their group members.
- Next, direct students to Activity Page 2.2.
- Ask students to take turns reading each of the first three questions on the sheet.

### Activity Page 2.2



# Act 1 Scene 1

**entreat, v.** plead; beg

HERMIA. I do **entreat** your grace to pardon me.  
I know not by what power I am made bold,  
But I **beseech** your grace that I may know  
The worst that may befall me in this case,  
If I refuse to wed Demetrius.

**beseech, v.** beg; ask

**abjure, v.** stay away from

THESEUS. Either to die the death or to **abjure**  
Forever the society of men.

HERMIA. So will I grow, so live, so die, my lord,  
Ere I will marry with Demetrius.

THESEUS. Take time to pause, and, by the next new moon—  
Upon that day either prepare to die  
For disobedience to your father's will,  
Or else to wed Demetrius, as he would.

DEMETRIUS. Relent, sweet Hermia; and, Lysander, yield  
Thy crazed claiming of my certain right.

# Act 1 Scene 1

**LYSANDER.** You have her father's love, Demetrius;  
Let me have Hermia's. Do you marry him.

**EGEUS.** Scornful Lysander! True, he hath my love,  
And what is mine my love shall **render** him.  
And she is mine, and all my right of her  
I do estate unto Demetrius.

**render, v.** give

**LYSANDER.** I am, my lord, from family good as his,  
As rich in land; my love is more than his;  
And, which is more than all these boasts can be,  
I am beloved of beauteous Hermia.  
Demetrius, I'll declare it to his face,  
Made love to Nedar's daughter, Helena,  
And won her soul; and she, sweet lady, **dotes**,  
Upon this wicked and unfaithful man.

**dote, v.** show great affection



### Speaking Exchanging Information/Ideas

#### Entering/Emerging

Offer to read quotations within questions to student groups while completing the activity page. Assist students with taking turns to formulate responses.

#### Transitioning/Expanding

Offer students light support while completing the activity page by reading questions as needed. Encourage all students in groups to share ideas.

#### Bridging

Encourage students to respond in full sentences and to share reasoning for their ideas. Offer support if needed.

- After reading each question, student groups should briefly respond to that question. Continue this process for each of the three questions.
- Circulate through the classroom, and encourage students to discuss their choices.
- After reading and responding to the first three questions, direct students to independently answer all four questions on the sheet.
- If time allows, have students share their responses with a partner.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                             |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                                                    |
| Unit/Lesson        | U7 L2                                                                                                                                       |
| Activity Name      | Hermia's Choice Exit Slip                                                                                                                   |
| Proficiency Levels |                                                                                                                                             |
| Entering           | Student says "yes" or "no" in response to each question with 1:1 support.                                                                   |
| Emerging           | Student says "yes" or "no" in response to each question and uses single words and phrases to justify their choice with substantial support. |
| Transitioning      | Student provides reasons to support their answers and/or adds on to others' suggestions with moderate support.                              |
| Expanding          | Student provides reasons to support their answers and/or adds on to others' suggestions with minimal support.                               |
| Bridging           | Student provides reasons to support their answers and/or adds on to others' suggestions independently.                                      |

End Lesson





## 3

# Video Chat

**PRIMARY FOCUS OBJECTIVE(S)****Listening**

Students will demonstrate active listening by recording and describing observations made of a video performance of *A Midsummer Night's Dream*.

**Writing**

Students will compare and contrast perceptions about key details in *A Midsummer Night's Dream*.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Compare and Contrast** [Activity Page 3.2]

## LESSON AT A GLANCE

|                                         | Time    | Materials           |
|-----------------------------------------|---------|---------------------|
| <b>On Stage</b>                         |         |                     |
| Video: <i>A Midsummer Night's Dream</i> | 15 min. | ☐ Activity Page 3.1 |
| <b>Write About It</b>                   |         |                     |
| Compare and Contrast Perceptions        | 15 min. | ☐ Activity Page 3.2 |

## ADVANCE PREPARATION

### On Stage

- *A Midsummer Night's Dream* video is available as a digital component at [ckla.amplify.com](http://ckla.amplify.com). Preview video: Grade 5, Language Studio 8, Lesson 3.
- Set video up for immediate viewing.

### Write About It

- Ensure students have Activity Page 2.2.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                                                           |                                  |                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Demonstrate active listening of a video performance of <i>A Midsummer Night's Dream</i> by recording and describing observations orally and in writing</li> <li>• With a partner, compare and contrast perceptions about key details in <i>A Midsummer Night's Dream</i></li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                                                 |                                  |                                 |
| <p>I agree/disagree because...</p> <p>Our perceptions are the same/different. I thought _____, while you thought _____.</p> <p>At first, I thought _____. Now, I think _____.</p>                                                                                                                                            |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                                                   |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                                              | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                                                                                                                                                                                              | observation<br>perception        | initial thought                 |

## Activity Page 3.1



Listening  
Listening Actively

### Entering/Emerging

Give students extra time to complete the activity page.

### Transitioning/Expanding

Offer students moderate support by ensuring they can see and hear the video. Offer support in reading portions of the activity page, using finger sweeping if necessary.

### Bridging

Offer support in reading portions of the activity page, using finger sweeping if necessary.

## Activity Page 2.2



Start Lesson

### Lesson 3: Video Chat

# On Stage



**Primary Focus:** Students will demonstrate active listening by recording and describing observations made of a video performance of *A Midsummer Night's Dream*.

### VIDEO: A MIDSUMMER NIGHT'S DREAM (15 MIN.)

- Tell students that they are going to watch a video of Act 1, Scene 1 of *A Midsummer Night's Dream*.
- Direct students to Activity Page 3.1. Review the viewing categories with students: Egeus, Hermia, Lysander, and the confrontation.
- Tell students to complete the page as they view the video. Tell students they will watch the video twice so that they will have time to observe and record all information.
- Show the video. (approximately 6 minutes)
- Allow students time to record answers.
- Show the video again.
- Call upon students to share their observations with the whole class.

### Lesson 3: Video Chat

# Write About It



**Primary Focus:** Students will compare and contrast perceptions about key details in *A Midsummer Night's Dream*.

### COMPARE AND CONTRAST PERCEPTIONS (15 MIN.)

- Direct students to Activity Page 2.2 from Lesson 2.
- Tell students to review their answers.
- Ask students to think about how they feel about their answers after watching the video.
- Direct students to think about what might be the same and to make a mental comparison of those feelings.

- Direct students to think about what might be different today and to contrast those feelings.

- Direct students to Activity Page 3.2 and read the directions.

Say,

- Think about the video you just watched. With a partner, reflect on how you initially answered these questions. After watching the video of the play, think about whether your answers changed—are they the “same” or “different”? After sharing with your partner, complete the chart by writing one sentence to explain your reasoning. Have your perceptions changed?
- Have students complete the activity page with a partner.
- After students have completed Activity Page 3.2, have them share whether their perceptions changed after viewing the video.

## LANGUAGE PROFICIENCY ASSESSMENT

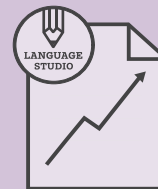
### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                        |
| Unit/Lesson        | U7 L3                                                                                          |
| Activity Name      | Compare and Contrast                                                                           |
| Proficiency Levels |                                                                                                |
| Entering           | Student dictates a reason for their answer in single words and phrases with 1:1 support.       |
| Emerging           | Student writes a phrase or short sentence to explain their reasoning with substantial support. |
| Transitioning      | Student writes a complete sentence to explain their reasoning with moderate support.           |
| Expanding          | Student writes a complete sentence to explain their reasoning with minimal support.            |
| Bridging           | Student independently writes a complete sentence to explain their reasoning.                   |

End Lesson

## Activity Page 3.2



### Writing

#### Entering/Emerging

Provide students support in reading and understanding the activity page directions. Assist students with comparing and contrasting initial and current perceptions by asking students to provide reasons for their answers. Assist students with writing complete sentences.

#### Transitioning/Expanding

Offer students light support with comparing and contrasting initial and current perceptions. Assist students with writing complete sentences.

#### Bridging

Encourage students to use full sentences in writing their responses. Offer support if needed.

## 4

# Soliloquy or Monologue?

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will closely read Act 1, Scene 2 of *A Midsummer Night's Dream* to explain key details and concepts.

**Speaking**

Students will evaluate the purpose of adjusting language within the context of characterization in a play.

**FORMATIVE ASSESSMENT****Speaking****Soliloquy or Monologue** [Activity Page 4.2]**LANGUAGE PROFICIENCY ASSESSMENT****Reading****Jigsaw Reading Activity** [Informal Observation]

## LESSON AT A GLANCE

|                                                      | Time    | Materials                                                                                |
|------------------------------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Read About It</b>                                 |         |                                                                                          |
| <i>A Midsummer Night's Dream</i> :<br>Act 1, Scene 2 | 20 min. | <input type="checkbox"/> Activity Page 4.1                                               |
| <b>Vocabulary Building</b>                           |         |                                                                                          |
| Soliloquy or Monologue                               | 10 min. | <input type="checkbox"/> Activity Page 4.2<br><input type="checkbox"/> Activity Page 4.3 |

## ADVANCE PREPARATION

### Read About It

- Preview Activity Page 4.1.
- Group students in fours for the jigsaw activity for Activity Page 4.1. In this jigsaw, each student takes ownership for one paragraph. They will read and explain their paragraph to the members of their group.
- Display the following sentence starters on the board:
  - *Peter Quince's role in the play was to \_\_\_\_\_.*
  - *If I were to describe Bottom, I would use the words \_\_\_\_\_.*
  - *The workmen were performing a play because \_\_\_\_\_.*

### Vocabulary Building

- Review *A Midsummer Night's Dream* characters on Activity Page 4.3.
- Review definitions for soliloquy and monologue.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Recount major events from Act 1, Scene 1 of *A Midsummer Night's Dream*
- Summarize ideas from an assigned paragraph to participate in a jigsaw reading activity
- Use general academic and domain-specific vocabulary to define and distinguish between *soliloquy* and *monologue*

### Language Forms and Functions

Peter Quince's role in the play was to \_\_\_\_\_.

If I were to describe Bottom, I would use the words \_\_\_\_\_.

The workmen were performing a play because \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------|----------------------------------|---------------------------------|
| soliloquy<br>monologue<br>weaver | lamentable<br>role               | perform<br>wedding              |

Start Lesson

## Lesson 4: Soliloquy or Monologue?

# Read About It



**Primary Focus:** Students will closely read Act 1, Scene 2 of *A Midsummer Night's Dream* to explain key details and concepts.

### A MIDSUMMER NIGHT'S DREAM: ACT 1, SCENE 2 (20 MIN.)

- Review the previous lesson in this unit. Ask students to share what they remember.
  - » Answers will vary based on student reflection.
- Tell students they will read "The Wedding Play" as the next part of the play, *A Midsummer Night's Dream*. Ask students to predict what they think this might be about.

### Jigsaw Reading Activity

- Direct students to sit in groups of four. Ask students to count off 1 to 4.
- Direct students to Activity Page 4.1.

## Activity Page 4.1



## Summary 1.2



QUINCE



BOTTOM



WORKMEN

After a wedding in Athens at this time, instead of a rock band or a DJ, groups would perform songs, dances, or short plays. If the performers did a good job, wealthy brides and grooms would offer them money as a reward.

While Hermia and Lysander are planning their escape, a group of six workmen gather to plan the play they will offer at the evening entertainment after Theseus and Hippolyta's wedding. Peter Quince, a carpenter, is the leader of the group, and Nick Bottom, the **weaver**, is their excitable star actor. The other actors in their club are workmen named Flute, Snug, Snout and Starveling.

Quince announces that the play they will perform is called "The most **lamentable** comedy and most cruel death of Pyramus and Thisbe." Quince then begins assigning roles to the men, starting with giving Bottom the part of Pyramus. Bottom is excited to play a lover, but as Quince continues to distribute the



## Summary 1.2

parts. Bottom wants those roles, too! Thisbe, the dangerous lion—  
Bottom wants all the parts.

This almost causes Quince to lose his temper, but he manages  
to convince Bottom that he must play Pyramus and only  
Pyramus. The casting decided, the men agree that they will meet  
in the woods to rehearse the next night.

- Tell students that they will use a jigsaw strategy to build reading comprehension.
- Tell students to read the paragraph on the activity page that corresponds to their number in the margin. Tell students to be ready to explain their paragraph to their group.
- Tell students to read and reflect on their paragraph individually, in order, and silently.
- Direct students to each read their paragraph aloud to the group in order.



### Check for Understanding

After the jigsaw activity, check for comprehension by asking the following questions. Direct students to sentence starters on the board as support to answer the questions.

- What is Peter Quince's role with the play?
  - » He wrote it, was director, and cast all roles.
- What sort of a person is Bottom?
  - » egotistical, braggart, weaver, tyrant
- Why are they performing a play?
  - » as entertainment for a wedding in Athens for Theseus and Hippolyta

Encourage students to spend time reading the entire activity page at home. Tell students that this will help to improve their reading fluency skills and gain comprehension of the story.

### Informal Observation



### Reading Reading/Viewing Closely

#### **Entering/Emerging**

Offer student groups support in reading and interpreting information in selected paragraphs. Assist students in identifying key details, using finger sweeping as needed.

#### **Transitioning/Expanding**

Offer students moderate support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping.

#### **Bridging**

Offer students occasional support and ask text-dependent questions (plot, character, actions, conflict, etc.). Read and help students identify text-dependent concepts, using finger sweeping if necessary.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                         |
|--------------------|---------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                 |
| Unit/Lesson        | U7 L4                                                                                                   |
| Activity Name      | Jigsaw Reading Activity                                                                                 |
| Proficiency Levels |                                                                                                         |
| Entering           | Student draws pictures and/or dictates words to represent a key idea with 1:1 support.                  |
| Emerging           | Student draws pictures and/or copies words and phrases to represent key ideas with substantial support. |
| Transitioning      | Student paraphrases key ideas with moderate support.                                                    |
| Expanding          | Student paraphrases key ideas with occasional support.                                                  |
| Bridging           | Student independently paraphrases key ideas and justifies their importance.                             |

## Lesson 4: Soliloquy or Monologue?

# Vocabulary Building



**Primary Focus:** Students will evaluate the purpose of adjusting language within the context of characterization in a play.

### SOLILOQUY OR MONOLOGUE (10 MIN.)

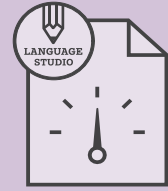
- Tell students that William Shakespeare used many devices for characters to talk in his plays.
- Tell students that they will learn about two of these devices: soliloquy and monologue.
- Direct students to Activity Page 4.2.
- Say the words *soliloquy* and *monologue*. Direct students to echo the words back.
- Ask students to read the charts to share what is the same and what is different between these terms.
  - » Both are lengthy speeches given by one person; in a soliloquy the speaker is alone onstage and thinking aloud; in a monologue the speaker is not alone and speaks to the audience.

| Soliloquy                                                                     | Monologue                                                                 |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| A soliloquy is a lengthy speech.                                              | A monologue, like a soliloquy, is a lengthy speech.                       |
| One character—usually alone onstage—expresses their thoughts to the audience. | One character talks to other characters onstage, not to the audience.     |
| Involves one speaker                                                          | Involves one speaker                                                      |
| The speaker is thinking out loud.                                             | The speaker is making an announcement of fact or feeling to the audience. |

- Direct students to use Activity Page 4.3 as support. Review the characters on the activity page.
- Direct students to complete the two questions on the activity page individually.
- If there is time, allow students to share their completed activity pages.

End Lesson

### Activity Page 4.2



### Activity Page 4.3



### Speaking Adapting Language Choices

#### Entering/Emerging

Provide students with 1:1 support while completing the activity page. Assist students in reviewing characters. Assist students with writing complete sentences.

#### Transitioning/Expanding

Offer students light support while completing the activity page. Describe characters and traits for students as needed.

#### Bridging

Encourage students to use full sentences in writing as they respond to the questions. Offer support if needed.

## 5

# Bossy Bottom

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will analyze and evaluate the character Bottom in the play *A Midsummer Night's Dream*.

**Speaking**

Students will explain and evaluate vocabulary related to the character Bottom in *A Midsummer Night's Dream*.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****Bottom's Words** [Activity Page 5.2]

## LESSON AT A GLANCE

|                                                                    | Time    | Materials           |
|--------------------------------------------------------------------|---------|---------------------|
| <b>Read About It</b>                                               |         |                     |
| Bottom's Monologue                                                 | 15 min. | ☐ Activity Page 5.1 |
| <b>Vocabulary Building</b>                                         |         |                     |
| Define <i>Tear a Cat In</i> , <i>Tyrant</i> , and <i>Condoling</i> | 15 min. | ☐ Activity Page 5.2 |

## ADVANCE PREPARATION

### Read About It

- Read Activity Page 5.1.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                    |                                         |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Analyze Bottom's monologue to determine and discuss his character traits</li> <li>• Write and share personalized definitions for the phrase <i>tear a cat in</i> and the words <i>tyrant</i> and <i>condoling</i></li> </ul> |                                         |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                          |                                         |                                 |
| <p>One word I would use describe Bottom is _____ because _____.</p> <p>A monologue is...</p> <p>Shakespeare wrote Bottom's speech as a monologue because...</p> <p>A synonym/antonym of _____ is _____.</p>                                                           |                                         |                                 |
| Vocabulary                                                                                                                                                                                                                                                            |                                         |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                       | Tier 2<br>General Academic Words        | Tier 1<br>Everyday Speech Words |
| condoling<br>tear a cat in                                                                                                                                                                                                                                            | tyrant<br>gallant<br>synonym<br>antonym |                                 |

## Lesson 5: Bossy Bottom

## Read About It



**Primary Focus:** Students will analyze and evaluate the character Bottom in the play *A Midsummer Night's Dream*.

**BOTTOM'S MONOLOGUE (15 MIN.)**

- Tell students that they will learn more about the character Bottom. Ask students to share what they might already know.
  - » Answers will vary as students have minimal knowledge.
- Direct students to Activity Page 5.1.
- Tell students to follow along as the teacher reads Bottom's monologue. Then the whole class will read the monologue together.
- Ask students to recall the definition of *monologue* from Lesson 4.
  - » A monologue, like a soliloquy, is a lengthy speech. One character talks to or expresses their thoughts to other characters onstage, not to the audience. Involves one speaker. The speaker is making an announcement of fact or feeling to the audience.
- Read the activity page.

## Activity Page 5.1



## Act 1 Scene 2

QUINCE. Answer as I call you. Nick Bottom, the weaver.

BOTTOM. Ready. Name what part I am for, and proceed.

QUINCE. You, Nick Bottom, are set down for Pyramus.

BOTTOM. What is Pyramus, a lover, or a **tyrant**?

**tyrant, n.** harsh ruler

QUINCE. A lover, that kills himself most **gallant** for love.

**gallant, adv.** in a noble way

BOTTOM. That will ask some tears in the performing of it.  
If I do it, let the audience look to their eyes; I will  
move storms. To the rest: yet my chief humor is for  
a tyrant. I could play a part to **tear a cat in**,

**tear a cat in, v.** shout and  
behave wildly

The raging rocks  
And shivering shocks  
Shall break the locks  
Of prison gates.

This was lofty! Now name the rest of the players.  
This is a tyrant's vein; a lover is more **condoling**.

**condoling, adj.** sympathetic





## Reading Reading/Viewing Closely

### Entering/Emerging

Offer students 1:1 support when reading the monologue, using finger sweeping as needed. Offer support in defining *monologue*. Ask text-dependent questions (plot, character, actions, conflict, etc.).

### Transitioning/Expanding

Offer students moderate support when reading the monologue, using finger sweeping as needed. Offer support in defining *monologue*. Ask text-dependent questions.

### Bridging

Offer students occasional support when reading the monologue. Read and help students identify text-dependent concepts, using finger sweeping if necessary.

- Direct the whole class to read Bottom's monologue together. The whole class reads the monologue without teacher support.
- Ask students to think about why Shakespeare wrote Bottom's speech as a monologue. Ask students, "Could Bottom have wanted to entertain and brag to the audience? Is that why his speech was a monologue and not a soliloquy?"
  - » Student responses may vary, but it is likely that Bottom wanted the audience to hear how wonderful and talented he was.

## Lesson 5: Bossy Bottom

# Vocabulary Building



**Primary Focus:** Students will explain and evaluate vocabulary related to the character Bottom in *A Midsummer Night's Dream*.

### DEFINE TEAR A CAT IN, TYRANT, AND CONDOLING (15 MIN.)

- Direct students to Activity Page 5.2.
- Model how to define the phrase *tear a cat in* using the activity page template.
  - » definition is "shout and behave wildly"
  - Begin by pointing to the word and definition.
  - Model a think-aloud of what that definition means to you; use physical actions if needed.
  - Think aloud a "definition in my own words" and record the definition on the board.
  - Think aloud a synonym for the word.
    - » go crazy; have a fit; to rant
  - Think aloud an antonym for the word.
    - » be peaceful; be calm
  - Describe how you might draw a picture of this word.

- Have students form pairs.
- Direct pairs to complete the organizers on Activity Page 5.2 for the words *tyrant* and *condoling*.
  - » definition is “a harsh ruler; bully; dictator”
  - » definition is “to express sympathy with a person who is suffering sorrow, misfortune, or grief.”
- Allow students to share answers with the whole group.

## LANGUAGE PROFICIENCY ASSESSMENT

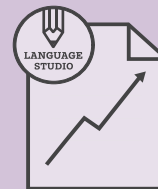
### Speaking

- Use the following tool to evaluate students’ language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                                |
| Unit/Lesson        | U7 L5                                                                                                                   |
| Activity Name      | Bottom’s Words                                                                                                          |
| Proficiency Levels |                                                                                                                         |
| Entering           | Student copies the definition of each word or phrase and dictates a synonym and antonym with 1:1 support.               |
| Emerging           | Student uses individual words and phrases to paraphrase the definition of each word or phrase with substantial support. |
| Transitioning      | Student uses short sentences to paraphrase the definition of each word or phrase with moderate support.                 |
| Expanding          | Student uses complete sentences to paraphrase the definition of each word or phrase with occasional support.            |
| Bridging           | Student uses complete sentences to paraphrase the definition of each word or phrase independently.                      |

~~~~~End Lesson~~~~~

## Activity Page 5.2



### Speaking Evaluating Language Choices

#### Entering/Emerging

Provide student pairs with 1:2 support with completing the activity page. Offer support in identifying synonyms and antonyms. Assist students with writing in complete sentences.

#### Transitioning/Expanding

Offer students light support with completing the activity page. Offer support in identifying synonyms and antonyms. Encourage students to use full sentences when writing.

#### Bridging

Encourage students to use full sentences in writing the inferred meaning of words. Offer support if needed.

## 6

# Introducing the Forest Fairies

**PRIMARY FOCUS OBJECTIVE(S)****Listening**

Students will identify key details about the role of fairies in the play *A Midsummer Night's Dream* by actively listening to Act 2, Scene 1a.

**Reading**

Students will demonstrate understanding of text relationships through a matching activity based on Act 2, Scene 1a of the play *A Midsummer Night's Dream*.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading*****Midsummer Night's Matching Challenge***

[Activity Page 6.2]

## LESSON AT A GLANCE

|  | Time    | Materials           |
|--|---------|---------------------|
| <b>On Stage</b>                                    |         |                     |
| <i>A Midsummer Night's Dream</i> : Act 2, Scene 1a | 20 min. | ☐ Activity Page 6.1 |
| <b>Read About It</b>                               |         |                     |
| The Role of Fairies                                | 10 min. | ☐ Activity Page 6.2 |

## ADVANCE PREPARATION

### On Stage

- Read Act 2, Scene 1a of *A Midsummer Night's Dream*.
- Be prepared to play the role of Titania.
- Identify four students to perform the role of Oberon in a class Read-Aloud; assign one student for each page of Activity Page 6.1.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features  |  |                                 |
|---|--|---------------------------------|
| <ul style="list-style-type: none"> <li>• Demonstrate active listening of Act 1, Scene 1 of <i>A Midsummer Night's Dream</i> by identifying key details and answering text-dependent questions</li> <li>• Complete a matching activity to identify character roles, relationships, and settings</li> </ul> |  |                                 |
| Language Forms and Functions  |  |                                 |
| Titania might not want the child to become Oberon's henchman because...<br>I matched _____ to _____ because...  |  |                                 |
| Vocabulary  |  |                                 |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words                                   | Tier 1<br>Everyday Speech Words |
| changeling<br>henchman  | chide<br>ill met<br>mortal<br>perchance<br>revels<br>round<br>shun |                                 |

## Lesson 6: Introducing the Forest Fairies

# On Stage



**Primary Focus:** Students will identify key details about the role of fairies in the play *A Midsummer Night's Dream* by actively listening to Act 2, Scene 1a.

## Activity Page 6.1

**A MIDSUMMER NIGHT'S DREAM: ACT 2, SCENE 1A (20 MIN.)**

- Direct students to Activity Page 6.1.
- Tell students preselected to read the role of Oberon to prepare to speak their part.
- Direct students to follow along as you read aloud the summary paragraph on of the first activity page.

## Summary 2.1a



TITANIA



OBERON



PUCK

Oberon and Titania, the king and queen of the fairies, are in the woods having a huge argument over the custody of a little Indian boy. Their fight is so bad that it is causing incredible chaos in the fairy kingdom, and the only way to fix it is for them to stop arguing. But Oberon wants to punish Titania. He tells his assistant, Puck, who is also called Robin Goodfellow, to go fetch a rare flower, the juice of which, when dropped into someone's eyes, makes that person fall in love with the first thing that he or she sees. He plans on using it on Titania because she refuses to give him that Indian boy.

*On this night, the king and queen of the fairies  
meet in a meadow near the woods.*

OBERON. **Ill met** by moonlight, proud Titania.

TITANIA. What, jealous Oberon?

OBERON. Am not I thy lord?

**ill met, v.** came upon, or  
encountered, unhappily

- Ask students to share one key detail from the passage, which may include the following:
  - Oberon and Titania are king and queen of the forest.
  - They are arguing over an Indian child.
  - Oberon wants the child.
  - Titania refused to give the child up.
  - Oberon is very angry with Titania.
  - Oberon calls upon Puck to fetch a flower to make a love potion.
  - Oberon plans on using the potion on Titania as punishment.
- Now tell students they will start reading the play.
- Tell the first student speaker to begin reading Oberon's role.
- Read Titania's role.
- Continue reading activity pages, calling upon preselected students to read their part on each page.

## Summary 2.1a



TITANIA



OBERON



PUCK

Oberon and Titania, the king and queen of the fairies, are in the woods having a huge argument over the custody of a little Indian boy. Their fight is so bad that it is causing incredible chaos in the fairy kingdom, and the only way to fix it is for them to stop arguing. But Oberon wants to punish Titania. He tells his assistant, Puck, who is also called Robin Goodfellow, to go fetch a rare flower, the juice of which, when dropped into someone's eyes, makes that person fall in love with the first thing that he or she sees. He plans on using it on Titania because she refuses to give him that Indian boy.

*On this night, the king and queen of the fairies  
meet in a meadow near the woods.*

OBERON. Ill met by moonlight, proud Titania.

TITANIA. What, jealous Oberon?

OBERON. Am not I thy lord?

**ill met, v.** came upon, or  
encountered, unhappily



## Summary 2.1a

**changeling, n.** child switched by fairies for another

**henchman, n.** assistant; attendant

TITANIA. Then I must be thy lady.

OBERON. Why should Titania cross her Oberon?

I do but beg a little **changeling** boy

To be my **henchman**.

TITANIA. Set your heart at rest:

The fairy land buys not the child of me.

OBERON. Give me that boy and I will go with thee.

TITANIA. Not for thy fairy kingdom. Fairies, away.

**TITANIA** and her fairies exit.

## Act 2 Scene 1a



TITANIA



OBERON



PUCK

OBERON, PUCK, TITANIA *and fairies are in the woods outside Athens.*

OBERON. Why should Titania cross her Oberon?  
I do but beg a little changeling boy  
To be my henchman.

TITANIA. Set your heart at rest;  
The fairy land buys not the child of me.  
His mother was a priestess of my order;  
And, in the spiced Indian air, by night,  
Full often hath she gossip'd by my side.  
But she, being **mortal**, of that boy did die;  
And for her sake do I rear up her boy,  
And for her sake I will not part with him.

**moral, adj.** human; non-magical

## Act 2 Scene 1a

OBERON. How long within this wood intend you stay?

TITANIA. **Perchance** till after Theseus' wedding-day.  
If you will patiently dance in our **round**,  
And see our moonlight **revels**, go with us;  
If not, **shun** me, and I will spare your haunts.

OBERON. Give me that boy and I will go with thee.

TITANIA. Not for thy fairy kingdom. Fairies, away!  
We shall **chide** downright if I longer stay.

*TITANIA exits with her train.*

OBERON. Well, go thy way; thou shalt not from this grove  
Till I torment thee for this injury.  
My gentle Puck, come hither. Thou rememb'rest  
That very time I saw, but thou couldst not,  
Cupid, all arm'd; a certain aim he took  
And loos'd his love-shaft smartly from his bow.



### Check for Understanding

---

After reading, tell students to look at the vocabulary word *henchman*, which means “assistant; attendant; servant.” Ask students why Titania might not want the child to become Oberon’s henchman.

» Answers will vary.

---



Listening  
Listening Actively

### Entering/Emerging

Prompt students to share key details using the suggested answers listed above.

### Transitioning/Expanding

Offer students moderate support by supplying activity pages with larger text if needed. Prompt students to share key details using the suggested answers listed above, as needed.

### Bridging

Offer students occasional support by asking if students can see and hear the presentation and activity page. Prompt students to share key details, as needed.

## Lesson 6: Introducing the Forest Fairies

# Read About It



**Primary Focus:** Students will demonstrate understanding of text relationships through a matching activity based on Act 2, Scene 1a of the play *A Midsummer Night's Dream*.

### THE ROLE OF FAIRIES (10 MIN.)

- Direct students to Activity Page 6.2.

### Activity Page 6.2

Write the letter of the correct match next to each statement.

- |   |   |
|---|---|
| 1. _____ King of the fairies            | a. Robin Goodfellow                                 |
| 2. _____ Oberon's bride and queen       | b. Hermia   |
| 3. _____ The fairies live here          | c. Theseus  |
| 4. _____ Puck's real name               | d. Oberon   |
| 5. _____ Where you pour the love potion | e. Titania  |
| 6. _____ King of Athens                 | f. flower   |
| 7. _____ Princess of Athens             | g. fall in love with first person or animal you see |
| 8. _____ Where you find the love potion | h. mortal   |
| 9. _____ Result of love potion          | i. forest   |
| 10. _____ Means human, not a fairy      | j. eyelids  |
|   | k. death  |
|   | l. mouth  |
|   | m. Bottom   |
|   | n. Lysander   |
|   | o. tree branch                                      |
|   | p. henchman   |

- Read directions to students:
  - Write the letter of the correct match next to each numbered phrase.
- Have students complete the activity page independently.
- After the activity page is completed, allow students to share their answers with the class.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Reading   |
| Unit/Lesson        | U7 L6   |
| Activity Name      | Midsummer Night's Matching Challenge  |
| Proficiency Levels |   |
| Entering           | Student answers yes/no and wh- questions to identify matching terms with 1:1 support. |
| Emerging           | Student answers wh- questions to identify matching terms with substantial support.    |
| Transitioning      | Student identifies matching terms with moderate support.                              |
| Expanding          | Student identifies matching terms with minimal support.                               |
| Bridging           | Student identifies matching terms independently.                                      |

~~~~~End Lesson~~~~~



**Reading**  
Reading/Viewing Closely

### Entering/Emerging

Provide students with 1:1 support in completing the activity page. Define context words for students as needed. Assist students with identifying matching terms as needed.

### Transitioning/Expanding

Offer students light support in completing the activity page. Define context words for students as needed.

### Bridging

Encourage students to use context clues from Activity Page 6.1 if needed. Offer support if needed.

## 7

# Character Chat

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will analyze elements of the play *A Midsummer Night's Dream* to offer opinions about the characters depicted in the three subplots.

**Speaking**

Students will demonstrate understanding of characterization in *A Midsummer Night's Dream* by sharing information in a class discussion through questioning, adding relevant information, and providing reflective responses.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing****Characters of *A Midsummer Night's Dream***

[Activity Pages 7.1, 7.2, and 7.3]

## LESSON AT A GLANCE

|                                                    | Time    | Materials                                                                                                                                                                            |
|----------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write About It</b>                              |         |                                                                                                                                                                                      |
| Characterization: <i>A Midsummer Night's Dream</i> | 20 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 7.2<br><input type="checkbox"/> Activity Page 7.3<br><input type="checkbox"/> Activity Page 4.3 |
| <b>Talk Time</b>                                   |         |                                                                                                                                                                                      |
| Character Chat                                     | 10 min. | <input type="checkbox"/> Refer to completed activity pages                                                                                                                           |

## ADVANCE PREPARATION

### Write About It

- Refer to Activity Page 4.3.
- Divide the class into three groups.
- Each group will complete one of three activity pages: Activity Page 7.1, Activity Page 7.2, or Activity Page 7.3.



## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Express opinions about the Athenians, workmen, and fairies and write about how they contribute to the play
- Demonstrate understanding of characterization in *A Midsummer Night's Dream* by sharing information in a class discussion through questioning, adding relevant information, and providing reflective responses

### Language Forms and Functions

The Athenians/workmen/fairies contribute \_\_\_\_\_ to the play.

I agree with \_\_\_\_\_, but...

I think the Athenians/workmen/fairies have the hardest life because...

I think the Athenians/workmen/fairies have the most fun because...

I think the Athenians/workmen/fairies are the kindest because...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 |                                  | contribute                      |

## Lesson 7: Character Chat

## Write About It



**Primary Focus:** Students will analyze elements of the play *A Midsummer Night's Dream* to offer opinions about the characters depicted in the three subplots.

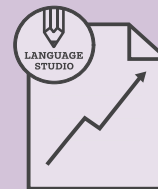
**CHARACTERIZATION: A MIDSUMMER NIGHT'S DREAM (20 MIN.)**

- Direct students to review Activity Page 4.3 opinions.
- Talk about the categories of characters: Athenians, workmen, and fairies.
- Tell students that Egeus is an example of an Athenian; Peter Quince is an example of a workingman; Oberon is an example of a fairy.
- Direct students to Activity Pages 7.1, 7.2, and 7.3.
- Assign the preselected groups to complete Activity Pages 7.1, 7.2, and 7.3.
- Encourage students to refer to Activity Page 4.3 as they work on this activity.

**LANGUAGE PROFICIENCY ASSESSMENT**
**Writing**

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                           |
|--------------------|-----------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                   |
| Unit/Lesson        | U7 L7                                                                                                     |
| Activity Name      | Characters of <i>A Midsummer Night's Dream</i>                                                            |
| Proficiency Levels |                                                                                                           |
| Entering           | Student expresses an opinion by drawing a picture or dictating single words and phrases with 1:1 support. |
| Emerging           | Student writes an opinion statement using short phrases with substantial support.                         |
| Transitioning      | Student writes an opinion statement and supporting reason in complete sentences with moderate support.    |
| Expanding          | Student writes an opinion statement and supporting reason in complete sentences with minimal support.     |
| Bridging           | Student independently writes an opinion statement and supporting reason in complete sentences.            |

**Activity Page 4.3**

**Activity Pages 7.1, 7.2, 7.3**

**Writing  
Offering Opinions**
**Entering/Emerging**

Offer students support by having them refer to Activity Page 4.3 for guidance. Encourage students to actively listen and respond to other group members.

**Transitioning/Expanding**

Offer students moderate support as needed. Encourage students to actively listen and respond to other group members.

**Bridging**

Encourage students to refer to Activity Page 4.3 as needed. Encourage students to actively listen and respond to other group members.



Speaking  
Exchanging  
Information/Ideas

### Entering/Emerging

Provide students with alternative means of expressing information including illustrations, writing, or role-playing.

Offer support by minimizing distractions for speakers. Assist students with speaking in complete sentences.

### Transitioning/Expanding

Provide students with alternative means of expressing information, if needed. Offer support by minimizing distractions for speakers. Assist students with speaking in complete sentences.

### Bridging

Encourage students to use full sentences when sharing information. Offer support if needed.

## Lesson 7: Character Chat

# Talk Time



**Primary Focus:** Students will demonstrate understanding of characterization in *A Midsummer Night's Dream* by sharing information in a class discussion through questioning, adding relevant information, and providing reflective responses.

### CHARACTER CHAT (10 MIN.)

- Call upon each group to select a reporter who will identify their group focus (Athenians, workmen, fairies), and share the three answers from their activity page.
- Direct students to Activity Page 7.1, 7.2, or 7.3. Allow each student group to share their findings.
- Ask these guided questions:
  - Which group do you think has the hardest life? Why?
  - Which group do you think has the most fun? Why?
  - Which group do you think has the kindest people? Why?
- Encourage students to complete the activity pages not assigned to their group at home for extra practice.

End Lesson



## 8

# Mischief-Maker Puck

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will describe the character Puck in *A Midsummer Night's Dream* after close reading the Act 2 summary.

**Writing**

Students will analyze adjectives used to describe the character Puck in *A Midsummer Night's Dream* by identifying related synonyms and antonyms.

**LANGUAGE PROFICIENCY ASSESSMENT****Writing**

**Adjective Action: Describing Puck** [Activity Page 8.2]

## LESSON AT A GLANCE

|                                      | Time    | Materials           |
|--------------------------------------|---------|---------------------|
| <b>Read About It</b>                 |         |                     |
| Mischief-Maker Puck                  | 15 min. | ☐ Activity Page 8.1 |
| <b>Vocabulary Building</b>           |         |                     |
| Identifying and Analyzing Adjectives | 15 min. | ☐ Activity Page 8.2 |

## ADVANCE PREPARATION

### Read About It

- Read and review the role of “fairy” in Act 2, Scene 1b from Activity Page 8.1.
- Select a student to read the role of “Puck” in Act 2, Scene 1b on Activity Page 8.1.
- Tier 3 words that appear in Act 2 with definitions:
  - *quern*—stone tools for grinding
  - *barm*—foam at the top of a liquid
  - *hobgoblin*—creature that can be friendly, but can also cause trouble

### Vocabulary Building

- Several student dictionaries should be available for students.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Choose adjectives to describe Puck and Oberon, citing evidence from the text
- Identify synonyms and antonyms for adjectives used to describe Puck

### Language Forms and Functions

Puck is a \_\_\_\_\_ character. I know this because the text says \_\_\_\_\_.

A synonym for the word \_\_\_\_\_ might be \_\_\_\_\_.

An antonym for the word \_\_\_\_\_ might be \_\_\_\_\_.

I was \_\_\_\_\_ (adjective) when I \_\_\_\_\_ (action).

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| barm<br>hobgoblin<br>quern      | knavish<br>shrewd                | mischief                        |

## Lesson 8: Mischief-Maker Puck

## Read About It



**Primary Focus:** Students will describe the character Puck in *A Midsummer Night's Dream* after close reading the Act 2 summary.

**MISCHIEF-MAKER PUCK (15 MIN.)**

- Direct students to Activity Page 8.1.
- Read the first four sentences aloud.

Call upon students to complete reading the first paragraph. Direct each student to read one sentence.

- Ask students to describe Puck based on the first paragraph. Answers will vary but should point to him being a mischief maker.
- Read the first three sentences of paragraph 2 aloud.
- Call upon students to complete reading the second paragraph. Direct each student to read one sentence.
- Ask students "How do we know that Oberon is also mischievous? What does he hope happens to Titania?"
  - » He wants Puck to give her a love potion and that she will fall in love with an animal like a lion, bear, wolf, etc.
- Read the role of the fairy on Activity Page 8.1.
- Call upon the preselected student to read the role of Puck on Activity Page 8.1.

## Activity Page 8.1





## Summary 2.1b



FAIRY



PUCK

Now we turn our attention to Puck, or as he is sometimes called, Robin Goodfellow. He plays jokes for Oberon and makes him smile. Puck loves to create mischief. Here are just a few of his mean tricks. Sometimes he goes into a dairy and steals the tasty cream from the milk. Sometimes he interferes with a maid making butter so that no matter how hard she churns, she gets no butter. Other times he makes people's beer go flat and lose its taste, takes away a stool when someone is about to sit down, or spills hot ale on the necks of old ladies when they are about to have a drink.

During the argument between Oberon and Titania, this merry wanderer of the night has been watching from the side. After Titania leaves, Oberon calls Puck forward and gives him a mischievous order. He tells him to go to a faraway place where they once saw a purple pansy with magical powers. It is a special flower that unmarried women call "love-in-idleness" because if you squeeze the juice into someone's eyes while they are sleeping,

## Summary 2.1b

they fall madly in love with the first live creature that they see. He plans to put the juice of that flower in Titania's eyes, so that when she wakes, she will love the first thing she sees. He hopes it will be some animal like a lion, bear, wolf, bull, monkey, or ape. Puck says he will fetch it and return in forty minutes.

## Act 2 Scene 1b



FAIRY



PUCK

**shrewd, *adj.*** clever

**knavish, *adj.*** rascally

FAIRY. Either I mistake your shape and making quite,  
Or else you are that **shrewd** and **knavish** sprite  
Call'd Robin Goodfellow. Are not you he  
That frights the maidens of the villagery,  
Skim milk, and sometimes labor in the **quern**,  
And bootless make the breathless housewife churn,  
And sometime make the drink to bear no **barm**,  
Mislead night-wanderers, laughing at their harm?  
Those that **Hobgoblin** call you, and sweet Puck,  
You do their work, and they shall have good luck.  
Are not you he?

PUCK.                                   Thou speakest aright:  
I am that merry wanderer of the night.



### Check for Understanding

After reading, check for comprehension by asking the following question:

- Can you cite examples from the activity page that describe Puck?

Answers may include following quotes from the activity page:

- You are that shrewd and knavish sprite called Robin Goodfellow
- He that frights the maidens in the village
- Mislead night-wanderers, laughing at their harm?

Tell students that these are words and phrases to describe Puck. Provide this sentence frame: *Description words are called \_\_\_\_\_.*

- » Encourage students to respond “adjectives.”

Discuss vocabulary words that describe Puck.



### Reading Reading/Viewing Closely

#### Entering/Emerging

Offer students 1:1 support asking descriptive questions about Puck. Explain the meaning of Tier 3 words, as needed. Read and identify descriptors in the text for students, using finger sweeping.

#### Transitioning/Expanding

Offer students moderate support asking descriptive questions about Puck. Explain the meaning of Tier 3 words, as needed.

#### Bridging

Offer students occasional support asking descriptive questions about Puck. Explain the meaning of Tier 3 words, as needed.

## Lesson 8: Mischief-Maker Puck

# Vocabulary Building



**Primary Focus:** Students will analyze adjectives used to describe the character Puck in *A Midsummer Night's Dream* by identifying related synonyms and antonyms.

### Activity Page 8.2



#### IDENTIFYING AND ANALYZING ADJECTIVES (15 MIN.)

- Direct students to Activity Page 8.2.
- Read the directions and then direct students to independently complete Part A.

### Activity Page 8.2

#### PART A

Adjectives are words that describe nouns. The adjectives on this page describe Robin Goodfellow, or Puck from *A Midsummer Night's Dream*. A synonym is a word or phrase that means exactly or nearly the same as another word. A synonym for the word *great* might be *excellent* or *abundant*. You might describe your friend as a great swimmer; or you might say that you read a book that you had great interest in. An antonym is a word or phrase that means exactly or nearly the opposite of another word.

**Directions:**

Read the words in the chart. Each column has an adjective that describes Puck. As you read down each column, you will find both synonyms and antonyms for the adjective. Circle all the synonyms you find in each column. Put a box around all of the antonyms you find in each column.

| Mischievous | Sneaky      | Knavish    | Shrewd     | Merry    |
|-------------|-------------|------------|------------|----------|
| Naughty     | Sly         | Dishonest  | Sharp      | Cheerful |
| Kind        | Tricky      | Truthful   | Perceptive | Pleasant |
| Nice        | Honest      | Deceitful  | Sensible   | Joyful   |
| Playful     | Open        | Fraudulent | Foolish    | Gloomy   |
| Wicked      | Trustworthy | Virtuous   | Stupid     | Amusing  |

**PART B**

Directions: Select one word from each column in the chart in Part A. Write a sentence using that word. Share your sentences with a partner.

- 1.
- 2.
- 3.
- 4.
- 5.

- Have students partner with a classmate to review answers.
- Direct students to complete Part B of the activity page independently.
- After the activity page is completed, allow students to share their completed sentence with the class.
- Encourage students to share the reasoning behind their adjective choices and completed sentences.

**Writing  
Analyzing Language  
Choices****Entering/Emerging**

Provide students with 1:1 support while completing the activity page. Offer dictionaries to students as needed. Assist students with writing complete sentences for Part B.

**Transitioning/Expanding**

Offer students light support while completing the activity page. Offer dictionaries to students as needed. Assist students with writing complete sentences for Part B.

**Bridging**

Encourage students to use full sentences in writing the inferred meaning of words. Offer support if needed.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                             |
|--------------------|-------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                     |
| Unit/Lesson        | U7 L8                                                                                                       |
| Activity Name      | Adjective Action: Describing Puck                                                                           |
| Proficiency Levels |                                                                                                             |
| Entering           | Student distinguishes between synonyms and antonyms and dictates a short sentence with 1:1 support.         |
| Emerging           | Student distinguishes between synonyms and antonyms and writes a short sentence with substantial support.   |
| Transitioning      | Student distinguishes between synonyms and antonyms and writes in complete sentences with moderate support. |
| Expanding          | Student distinguishes between synonyms and antonyms and writes in complete sentences with minimal support.  |
| Bridging           | Student independently distinguishes between synonyms and antonyms and writes in complete sentences.         |

~~~~~End Lesson~~~~~





## 9

# A Love Potion

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will offer opinions to predict the outcome of the “love potion” subplot of *A Midsummer Night’s Dream*.

**Reading**

Students will demonstrate comprehension of text by explaining their predictions for the action in Scene 2, Act 2 of *A Midsummer Night’s Dream*.

**LANGUAGE PROFICIENCY ASSESSMENT****Speaking****A Love Potion** [Activity Page 9.1]

## LESSON AT A GLANCE

|   | Time    | Materials           |
|---|---------|---------------------|
| <b>Talk Time</b>                                  |         |                     |
| Predicting Outcome of “Love Potion” Subplot       | 10 min. | ☐ Activity Page 9.1 |
| <b>Read About It</b>                              |         |                     |
| <i>A Midsummer Night’s Dream</i> : Scene 2, Act 2 | 20 min. | ☐ Activity Page 9.2 |

## ADVANCE PREPARATION

### Read About It

- Read Activity Page 9.2.
- Divide students into groups of three; each will take turns reading Activity Page 9.2.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features  |                                  |                                 |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Make predictions based on text evidence and provide reasons to support them</li> <li>• Share opinions with peers and reflect on the accuracy of predictions</li> </ul> |                                  |                                 |
| Language Forms and Functions  |                                  |                                 |
| <p>_____ would/would not want to give a love potion to _____ because _____.</p> <p>I think _____ would react by _____ because _____.</p> <p>That’s an interesting idea. However...</p>                          |                                  |                                 |
| Vocabulary  |                                  |                                 |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| Athenians   | content<br>keen<br>mockery       | fall in love<br>marry<br>young  |

## Lesson 9: A Love Potion

## Talk Time



**Primary Focus:** Students will offer opinions to predict the outcome of the “love potion” subplot of *A Midsummer Night’s Dream*.

## Activity Page 9.1



Reading  
Offering Opinions

**Entering/Emerging**

Offer students 1:1 support in predicting answers. Read and identify text-dependent concepts for students, using finger sweeping.

**Transitioning/Expanding**

Offer students moderate support in predicting answers. Read and help students identify text-dependent concepts, using finger sweeping.

**Bridging**

Offer students occasional support in making predictions. Encourage students to write in complete sentences.

**PREDICTING OUTCOME OF “LOVE POTION” SUBPLOT (10 MIN.)**

- Ask students what the word *prediction* means.
  - » Students might respond “to make a guess or forecast about a future event.”
- Tell students that before they read from Scene 2, Act 2 of *A Midsummer Night’s Dream*, they will make predictions about the passage.
- Direct students to Activity Page 9.1.

**Activity Page 9.1**

Directions: Read the **Character and Description** column. Think about each character and how they might react if they got the love potion from Puck. Next to each character, make a prediction: to whom would they want to give a love potion; and to whom would they not want to give a love potion.

| Character and Description   | Wants to give love potion to _____ | Does not want to give love potion to _____ |
|---|------------------------------------|--|
| Helena: friend of Hermia, loves Demetrius but he does not love her                              |                                    |  |
| Hermia: daughter of Egeus; loves Lysander and he loves her; father wants her to marry Demetrius |                                    |  |
| Lysander: loves Hermia and wants to marry her; her father Egeus is against the marriage         |                                    |  |
| Demetrius: the man Egeus wants Hermia to marry; he loves Hermia                                 |                                    |  |

Who do you think will get the love potion?

Who will this person fall in love with?

- Tell students they will refer to this activity page again after reading the play.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Speaking  |
| Unit/Lesson        | U7 L9   |
| Activity Name      | A Love Potion   |
| Proficiency Levels |   |
| Entering           | Student uses drawings and single words to express predictions with 1:1 support.                           |
| Emerging           | Student express predictions in short phrases with substantial support.                                    |
| Transitioning      | Student uses complete sentences to express opinions with moderate support.                                |
| Expanding          | Student uses complete sentences to express opinions and provide supporting evidence with minimal support. |
| Bridging           | Student independently uses complete sentences to express opinions and provide supporting evidence.        |

## Lesson 9: A Love Potion

# Read About It



**Primary Focus:** Students will demonstrate comprehension of text by explaining their predictions for the action in Scene 2, Act 2 of *A Midsummer Night's Dream*.

### Activity Page 9.2



Reading  
Reading/Viewing Closely

#### Entering/Emerging

Offer student groups support in reading text with fluency. Define context words for students as needed. Encourage students to share their reasoning and opinions.

#### Transitioning/Expanding

Offer students light support while completing the activity page. Define context words for students as needed. Encourage students to share their reasoning and opinions.

#### Bridging

Encourage students to share their reasoning and opinions. Offer support if needed.

### A MIDSUMMER NIGHT'S DREAM: SCENE 2, ACT 2 (20 MIN.)

- Direct students to Activity Page 9.2.
- Direct students to form preselected groups with members counting off from 1 to 3.
- Tell students to read the Summary 2.2 section of the activity page in order by their number, with student one reading paragraph one, and so on to the end of the summary.
- After reading, ask students, "Who had love potion poured on their eyes?"
  - » Lysander
- Ask students, "Who did this person fall in love with instantly?"
  - » Helena
- Ask students, "Which of these people do you think might be happy about this?"
  - » Answers will vary based on student opinion and perception. Students may suggest that Helena was happy since she loved Lysander.
- Tell students to continue reading the activity page.
- Tell students to refer to Activity Page 9.1 and review their predictions.
- Tell students to share their predictions with group members.
- Ask students why Helena would use the phrase "keen mockery."
  - » Students should recognize that Helena has loved Lysander but that he loves Hermia. When he declares his love for Helena, she thinks he is joking and making fun of her.
- Encourage students to discuss whether they made accurate predictions and the reasoning behind their opinions.

End Lesson

## Summary 2.2



OBERON



PUCK



HELENA



DEMETRIUS



LYSANDER

While Puck is fetching the flower, Demetrius enters looking for Hermia. But he is followed by Helena, who is in love with him. Oberon sees them and makes himself invisible. Demetrius insists that he doesn't love Helena, but she says that his refusal only makes her love him more. She even tells him that he can treat her like she is a dog. After a long argument Demetrius leaves, followed by Helena.

Puck returns with the flower and Oberon tells him that he will use it on Titania. But he tells Puck to take some of it and seek out the young Athenians and squeeze the love juice into the young man's eyes so that he will fall in love with the woman.

Meanwhile, Hermia and Lysander have been wandering through the woods heading to Lysander's aunt's house. They are exhausted and have lost their way, so they decide to take a nap. When they fall asleep, Puck shows up and, thinking that these are the Athenians that Oberon told him about, he puts the juice into Lysander's eyes. When Lysander wakes up, the first person he sees

## Summary 2.2

is Helena, and he instantly falls in love with her. He leaves Hermia asleep and follows Helena farther into the woods. Hermia awakens and is frightened when she realizes that Lysander has left her alone. She heads off to find him.

## Act 2 Scene 2

**HELENA.** Do not say so, Lysander; say not so  
What though he love your Hermia? Lord,  
what though?  
Yet Hermia still loves you: then be content.

**LYSANDER.** Content with Hermia! No, I do repent  
The tedious minutes I with her have spent.  
Not Hermia but Helena I love:  
Who will not change a raven for a dove?  
The will of man is by his reason sway'd;  
And reason says you are the worthier maid.

**HELENA.** Wherefore was I to this **keen mockery** born?  
When at your hands did I deserve this scorn?  
Is't not enough, is't not enough, young man,  
That I did never, no, nor never can,  
Deserve a sweet look from Demetrius' eye?



## 10

# A Play Fit for a King

**PRIMARY FOCUS OBJECTIVE(S)****Listening**

Students will demonstrate active listening by recording and describing their observations about a video performance of *A Midsummer Night's Dream*.

**Speaking**

Students will create a list of presentation options after expressing and exchanging ideas with classmates about *A Midsummer Night's Dream*.

**FORMATIVE ASSESSMENT****Speaking****A Presentation Fit for a King** [Activity Page 10.2]**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Video Viewing Guide** [Activity Page 10.1]

## LESSON AT A GLANCE

|   | Time    | Materials            |
|---|---------|----------------------|
| <b>On Stage</b>                               |         |                      |
| Video: <i>A Midsummer Night's Dream</i> Act 1 | 20 min. | ☐ Activity Page 10.1 |
| <b>Talk Time</b>                              |         |                      |
| Discuss Presentation Options                  | 10 min. | ☐ Activity Page 10.2 |

## ADVANCE PREPARATION

### On Stage

- *A Midsummer Night's Dream* video is available as a digital component at [ckla.amplify.com](http://ckla.amplify.com). Preview video: Grade 5, Language Studio 8, Lesson 7.
- Set video up for immediate viewing.
- This lesson is designed for review and as an anticipatory set for the culminating activity, which is creating and delivering a presentation.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features   |                                  |                                 |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Demonstrate active listening of a video performance of <i>A Midsummer Night's Dream</i> by taking notes, describing observations, and answering questions</li> <li>• Create a list of presentation options after expressing and exchanging ideas with classmates</li> </ul> |                                  |                                 |
| Language Forms and Functions   |                                  |                                 |
| <p>Peter Quince chose actors by...</p> <p>Quince dealt with the actors/Bottom by insisting that...</p> <p>The hardest/most fun part will be _____.</p> <p>I should remember to _____ to make the entertainment successful.</p>   |                                  |                                 |
| Vocabulary   |                                  |                                 |
| Tier 3<br>Domain-Specific Words  | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|  |                                  |                                 |

## Lesson 10: A Play Fit for a King

# On Stage



**Primary Focus:** Students will demonstrate active listening by recording and describing their observations about a video performance of *A Midsummer Night's Dream*.

**VIDEO: A MIDSUMMER NIGHT'S DREAM ACT 1 (20 MIN.)**

- Tell students that they are going to watch a video from Act 1 in *A Midsummer Night's Dream*.
- Tell students the following background information:
  - In the video, you will see Peter Quince organizing the workmen to present a play for Duke Theseus and his wife, Hippolyta, at their wedding. This action actually begins in Act 1 but continues throughout the rest of the play. We first met the workmen when we took a closer look at Bottom's monologue in an earlier lesson. Today, we will learn more about the play planning process and rehearsal with this group of workmen.
- Read the following text aloud.

## Summary 3.1



TITANIA



QUINCE



BOTTOM



WORKMEN



PUCK

Titania tells the fairies to sing her to sleep with a lullaby. After she is asleep and the fairies leave, Oberon arrives and pours the juice into her eyes. He says,

‘What thou seest when thou wake,  
Do it for thy true love take.’

While Titania is asleep, Peter Quince and his buddies come to the same place to rehearse their scene. Bottom keeps interrupting Quince and suggests ways that they can change the play to make it less scary for the audience. They also try to figure out how they can show moonlight and the wall in the play. They decide to have one of the actors represent each one. The silly rehearsal begins just as Puck enters and decides to watch. When Bottom goes offstage and gets ready to make his entrance, Puck follows him, transforming Bottom’s head into that of a donkey. Bottom can’t understand why his friends run away from him, and he begins to sing. His singing wakes up Titania, who, under the influence of the magic flower, falls in love with him and takes him to her home.

## Activity Page 10.1



### Listening Listening Actively

#### Entering/Emerging

Give students extra time to complete the activity page.

#### Transitioning/Expanding

Offer students moderate support by ensuring they can see and hear the video. Offer support in reading portions of the activity page, using finger sweeping if necessary.

#### Bridging

Offer support in reading portions of the activity page, using finger sweeping if necessary.

- Direct students to Activity Page 10.1 Video Viewing Guide. Review the categories with students:
  - Title or description of play
  - Choosing actors
  - Dealing with the actors
  - Dealing with Bottom
  - Rehearsal plans
- Tell students to complete the page as they view the video. Tell students they will watch the video twice so that they will have time to observe and record all information.
- Show the video. (approximately 5 minutes)
- Tell students to partner with another student to compare and share answers.
- Show the video again. Direct students to check and revise their notes.
- Call upon student pairs to share their activity page notes with each other.



### Check for Understanding

After viewing the video, check for comprehension by asking students to share their activity page notes:

- Title or description of play
  - » a comedy play entitled *The Most Lamentable Comedy and Most Cruel Death of Pyramus and Thisbe*
- Choosing actors
  - » Peter Quince made a scroll and wrote the names of each actor on the scroll
- Dealing with the actors
  - » Quince was insistent that each person play the part he selected
- Dealing with Bottom
  - » Quince allowed Bottom to plead for different or all parts but was insistent that Bottom play the part he selected for him
- Rehearsal plans
  - » meet in the woods, a mile out of town, and be prepared

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |   |
|--------------------|---|
| Language Domain    | Listening   |
| Unit/Lesson        | U7 L10  |
| Activity Name      | Video Viewing Guide   |
| Proficiency Levels |   |
| Entering           | Student draws pictures or dictates single words to demonstrate a basic understanding of the video with 1:1 support.       |
| Emerging           | Student draws pictures or writes single words to demonstrate a basic understanding of the video with substantial support. |
| Transitioning      | Student writes condensed phrases that demonstrate a sufficient understanding of the video with moderate support.          |
| Expanding          | Student writes condensed phrases that demonstrate a strong understanding of the video with light support.                 |
| Bridging           | Student independently writes condensed phrases that demonstrate a strong understanding of the video.                      |



**Speaking  
Exchanging  
Information/Ideas**

**Entering/Emerging**

Provide student pairs with 1:2 support while completing the activity page. Encourage students to listen to their partner while brainstorming. Assist students with writing complete sentences.

**Transitioning/Expanding**

Offer students light support while completing the activity page. Encourage students to listen to their partner while brainstorming.

**Bridging**

Encourage students to use full sentences in writing the answers. Offer support if needed.

**Lesson 10: A Play Fit for a King**

# Talk Time



**Primary Focus:** Students will create a list of presentation options after expressing and exchanging ideas with classmates about *A Midsummer Night's Dream*.

**DISCUSS PRESENTATION OPTIONS (10 MIN.)**

- Review with the students that *A Midsummer Night's Dream* has three subplots:
  - One plot is about four young people from Athens who are in love.
  - One plot is about the marriage of a duke to the woman he loves.
  - The third plot is about a group of actors who are rehearsing a play in the forest.
- Tell students that now we know more about the workmen and the play they are rehearsing.
- Ask students why rehearsing a play is important.
  - » Students should recognize that practice makes perfect; the more you rehearse and practice, the better prepared you will be.
- Direct students to Activity Page 10.2.

## Activity Page 10.2

---

**Directions:** The workmen are going to present a play during the wedding celebration. A play is just one way to entertain the wedding guests. Pretend you are Peter Quince and you have been hired to organize entertainment for a special event. What kind of entertainment would you present?

1. Brainstorm a list of activities to entertain a wedding party.
  2. What will be the hardest job for you as the manager of the event?
  3. What do you think will be the most fun as you plan your event?
  4. Name one important thing to remember that will make the entertainment successful.
- 

- Tell students to work with a partner as they complete the activity page.
- Encourage students to share answers with the whole class.

~~~~~  
End Lesson  
~~~~~



## 11

# Entertaining the King

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Through discussion and the exchange of ideas in small groups, students will select a presentation option to entertain a king.

**Writing**

Students will write a plan for delivering a presentation based on the actions of workmen characters in *A Midsummer Night's Dream*.

**FORMATIVE ASSESSMENT**

Writing

**Organizing a Presentation** [Activity Page 11.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Presenting to a King** [Activity Page 11.1]

## LESSON AT A GLANCE

|                           | Time    | Materials            |
|---------------------------|---------|----------------------|
| <b>Read About It</b>      |         |                      |
| Presentation Options      | 10 min. | ☐ Activity Page 11.1 |
| <b>Write About It</b>     |         |                      |
| Write a Presentation Plan | 20 min. | ☐ Activity Page 11.2 |

## ADVANCE PREPARATION

### Read About It

- This lesson is the first in a series to prepare for the culminating activity—a presentation.
- Each presentation is to be between 3 and 5 minutes in length.
- Review Activity Page 11.1.
- Break the class into three groups.
- Students will begin planning their presentation in Lesson 11, continue in Lessons 12 and 13, and present in Lessons 14 and 15.

### Write About It

- Students will use Activity Page 11.2 in Lesson 11 and 12.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Work with a small group to plan a presentation to entertain a king by determining presentation topics and roles
- Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information

### Language Forms and Functions

I think our group performance should be a \_\_\_\_\_ because \_\_\_\_\_.

I would like to contribute to the presentation by...

What do you think about \_\_\_\_\_?

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 | diorama                          | rap                             |

Start Lesson

## Lesson 11: Entertaining the King

# Read About It



**Primary Focus:** Through discussion and the exchange of ideas in small groups, students will select a presentation option to entertain a king.

### Activity Page 11.1



### PRESENTATION OPTIONS (10 MIN.)

- Direct students to join their group.
- Tell students to reflect on and share their brainstorming ideas from Activity Page 10.2 with their group.
- Direct students to Activity Page 11.1 and read the directions to students.

## Activity Page 11.1

### Presenting to a King

**Directions:** Your group will work together like the workmen in *A Midsummer Night's Dream*. Your group will create a 3–5 minute entertainment performance that would be fit for a king. Below is a list of options for you to choose from. You may also consider the list you made on Activity Page 10.2 (A Presentation Fit for a King). You will create your own performance! Be creative!

**Part I:** Circle one form of entertainment your group would like to perform.

|         |                |                |      |
|---------|----------------|----------------|------|
| Song    | Dance          | Essay          | Poem |
| Rap     | Video          | Drawing/Poster |      |
| Diorama | Perform a Play |                |      |

**Part II:** Add another option listed on Activity Page 10.2 (A Presentation Fit for a King).

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**Part III:** After talking, our group has made a decision. Our group performance will be . . .

**Part IV:** \_\_\_\_\_ will be the leader of our group like Peter Quince.



Reading  
Exchanging  
Information/Ideas

#### Entering/Emerging

Offer to read text to student groups while completing the activity page. Assist students with taking turns to formulate responses and listening to group members.

#### Transitioning/Expanding

Offer students light support while completing the activity page, as needed. Encourage all students in groups to share ideas.

#### Bridging

Encourage students to respond in full sentences and to share reasoning for their ideas. Offer support if needed.

- Ask students these questions:
  - Who were the workmen going to perform for?
    - » king and queen at wedding
  - What do you think would make a performance fit for a king?
    - » Student answers will vary but could include that it would have to be very entertaining for royalty, couldn't make fun of the royalty, had to honor the royalty.
- As students finish, confirm their final choices.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Speaking   |
| Unit/Lesson        | U7 L11   |
| Activity Name      | Presenting to a King   |
| Proficiency Levels |  |
| Entering           | Student expresses agreement or disagreement with 1:1 support.  |
| Emerging           | Student makes a suggestion with substantial support.   |
| Transitioning      | Student provides reasons to support their suggestions and/or adds on to others' suggestions with moderate support. |
| Expanding          | Student provides reasons to support their suggestions and/or adds on to others' suggestions with minimal support.  |
| Bridging           | Student provides reasons to support their suggestions and/or adds on to others' suggestions independently.         |

## Lesson 11: Entertaining the King

# Write About It



**Primary Focus:** Students will write a plan for delivering a presentation based on the actions of workmen characters in *A Midsummer Night's Dream*.

### WRITE A PRESENTATION PLAN (20 MIN.)

- Direct students to Activity Page 11.2.

## Activity Page 11.2

### Organizing a Presentation

**Directions:** Work with your group and plan how you will organize your presentation.

#### Members of the group:

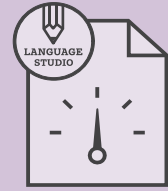
| Name | Job |
|------|-----|
|      |     |
|      |     |
|      |     |
|      |     |
|      |     |
|      |     |

- Who will be the leader of our group like Peter Quince?
- What is our presentation about?

- Encourage students to share and explain their reasoning for the completed activity pages.

End Lesson

## Activity Page 11.2



### Writing

#### Entering/Emerging

Provide students with support while completing the activity page. Define context words for students as needed. Assist students with writing complete sentences.

#### Transitioning/Expanding

Offer students light support while completing the activity page. Define context words for students as needed.

#### Bridging

Encourage students to use full sentences in writing the inferred meaning of words. Offer support if needed.

## 12

# Planning a Shakespearean Presentation

## PRIMARY FOCUS OBJECTIVE(S)

### Speaking

Students will develop plans for a presentation inspired by *A Midsummer Night's Dream* by exchanging ideas and information.

### Writing

Students will collaborate on writing a presentation inspired by the actions of the workmen in *A Midsummer Night's Dream*.

## FORMATIVE ASSESSMENT

Writing

Group Participation Rubric I [Activity Page 12.2]

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Discussion Questions to Plan a Presentation  
[Activity Page 12.1]

## LESSON AT A GLANCE

|  | Time    | Materials            |
|--|---------|----------------------|
| <b>Talk Time</b>                                 |         |                      |
| Develop Plans for Presentation                   | 15 min. | □ Activity Page 12.1 |
| <b>On Stage</b>                                  |         |                      |
| Collaborate on Writing and Practice Presentation | 15 min. | □ Activity Page 12.2 |

## ADVANCE PREPARATION

### On Stage

- Review Activity Page 11.2.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features  |                                  |                                 |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Work with a small group to plan a presentation by answering guiding questions about presentation topics, materials, and roles</li> <li>• Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information</li> <li>• Discuss positive group behavior when working toward a common goal</li> </ul> |                                  |                                 |
| Language Forms and Functions  |                                  |                                 |
| <p>I like that idea. Maybe we can try...</p> <p>Would you like to work on _____ while I work on _____?</p> <p>_____ can introduce the presentation by _____.</p> <p>First, _____ will _____. Then, _____ will _____.</p>  |                                  |                                 |
| Vocabulary  |                                  |                                 |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|   | props                            |                                 |





Speaking  
Exchanging  
Information/Ideas

#### Entering/Emerging

Offer to read text to the student group leader while completing the activity page. Assist students with taking turns to formulate responses and listening to group members. Encourage the recorder to write in complete sentences.

#### Transitioning/Expanding

Offer student group leaders light support while completing the activity page. Encourage the recorder to write in complete sentences.

#### Bridging

Offer student group leaders light support if needed.

## Lesson 12: Planning a Shakespearean Presentation

# Talk Time



**Primary Focus:** Students will develop plans for a presentation inspired by *A Midsummer Night's Dream* by exchanging ideas and information.

### DEVELOP PLANS FOR PRESENTATION (15 MIN.)

- Direct students to review Activity Page 11.2.
- Direct students to Activity Page 12.1.

### Activity Page 12.1

1. What is the title of our presentation?
2. Do we need to write a script? If so, who will write it?
3. Have we decided how to introduce our presentation? Who will do this? How?
4. Who will be our timer to make sure our presentation is between 5 and 7 minutes?
5. How many parts do we have in our presentation? Let's put them in order; who is first, second, and so on?
6. Do we need any materials? Props? Costumes? Computer? Stereo?

- Read directions and make sure students understand their roles during the activity.
- Ask students why completing this activity will help them as they plan.
  - » Student answers will vary but should include that preparation and organization can ensure more success for the final presentation.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Speaking   |
| Unit/Lesson        | U7 L12   |
| Activity Name      | Discussion Questions to Plan a Presentation  |
| Proficiency Levels |  |
| Entering           | Student uses frequently used words and phrases to make a contribution with 1:1 support.                                      |
| Emerging           | Student uses frequently used words and phrases to make a contribution with substantial support.                              |
| Transitioning      | Student makes multiple contributions and speaks in short sentences with moderate support.                                    |
| Expanding          | Student makes multiple contributions, speaks in complete sentences, and uses precise language with moderate support.         |
| Bridging           | Student makes multiple contributions, speaks in complete , varied sentences, and uses precise language with minimal support. |

## Lesson 12: Planning a Shakespearean Presentation

# On Stage



**Primary Focus:** Students will collaborate on writing a presentation inspired by the actions of the workmen in *A Midsummer Night's Dream*.

### Activity Page 12.2



Writing  
Interacting via  
Written English

#### Entering/Emerging

Offer student groups support in maintaining on-task behavior and collaboration. Define context words for students as needed. Offer guiding feedback as needed.

#### Transitioning/Expanding

Offer student groups light support in maintaining on-task behavior and collaboration. Offer guiding feedback as needed.

#### Bridging

Encourage students to use active listening and collaboration. Offer guiding feedback as needed. Offer support if needed.

### COLLABORATE ON WRITING AND PRACTICING PRESENTATION (15 MIN.)

- Tell students to refer to Activity Page 12.1 as they do the following:
  - Continue to write ideas.
  - Begin rehearsing parts.
- Direct students to Activity Page 12.2.

### Activity Page 12.2

Directions: Rate your participation. How well did I work with my group today?

| Question   | 3<br>Great | 2<br>Okay | 1<br>Not my best |
|--|------------|-----------|------------------|
| Did I respect the group by having a positive attitude?     |            |           |                  |
| Did I pay attention to our task?                           |            |           |                  |
| Did I contribute ideas for our task?                       |            |           |                  |
| Did I listen to and support the other members of my group? |            |           |                  |
| Was I prepared?  |            |           |                  |
| Did I do my best work today?                               |            |           |                  |

- Tell students to think about their participation in the group in order to rate their participation in the lesson activity.
- Ask students, “Why are these questions beneficial to a group when you are planning a project together?”
  - » Student answers may vary but should include that these questions speak to behaviors that add to and not detract from a group working cohesively and collaboratively toward a common goal.

---

End Lesson

## 13

# Practicing the Group Presentation

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will practice presentation plans inspired by *A Midsummer Night's Dream*.

**Reading**

Students will explain the process for self-assessment of a presentation through a close reading of an evaluation form.

**FORMATIVE ASSESSMENT**

Writing

**Group Participation Rubric II** [Activity Page 13.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**Performance Self-Assessment Rubric**  
[Activity Page 13.2]

## LESSON AT A GLANCE

|   | Time    | Materials            |
|---|---------|----------------------|
| <b>On Stage</b>                             |         |                      |
| Collaborate on Practicing Presentation      | 20 min. | ☐ Activity Page 13.1 |
| <b>Read About It</b>                        |         |                      |
| Evaluate Performance Self-Assessment Sample | 10 min. | ☐ Activity Page 13.2 |

## ADVANCE PREPARATION

### On Stage

- Locate space outside of the classroom (for example, the hallway) for student groups to practice in case the presentation includes loud sounds (music, singing, speaking) or students need more space.
- If necessary, select one group to be ready to present during Lesson 14. Make this decision based on the actual number of students in your classroom and whether three groups can easily present for five minutes each during Lesson 15.

### Read About It

- Review Activity Page 13.2.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Work with a small group to prepare to deliver an oral presentation inspired by *A Midsummer Night's Dream*
- Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information
- Use rubrics to self-assess participation and performance

### Language Forms and Functions

I like that idea. Maybe we can try...

Would you like to work on \_\_\_\_\_ while I work on \_\_\_\_\_?

First, \_\_\_\_\_ will \_\_\_\_\_. Then, \_\_\_\_\_ will \_\_\_\_\_.

What does \_\_\_\_\_ mean on the rubric?

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 |                                  | enthusiasm                      |

## Lesson 13: Practicing the Group Presentation

## On Stage



**Primary Focus:** Students will practice presentation plans inspired by *A Midsummer Night's Dream*.

## COLLABORATE ON PRACTICING PRESENTATION (20 MIN.)

- Direct students to Activity Page 13.1.

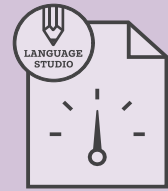
## Activity Page 13.1

**Directions:** Rate your participation. How well did I work with my group today?

| Question   | 3<br>Great | 2<br>Okay | 1<br>Not my best |
|--|------------|-----------|------------------|
| Did I respect the group by having a positive attitude?     |            |           |                  |
| Did I pay attention to our task?                           |            |           |                  |
| Did I contribute ideas for our task?                       |            |           |                  |
| Did I listen to and support the other members of my group? |            |           |                  |
| Was I prepared?  |            |           |                  |
| Did I do my best work today?                               |            |           |                  |

- Tell students to work on their presentations, keeping in mind the participation criteria on Activity Page 13.1.

## Activity Page 13.1



Listening  
Exchanging  
Information/Ideas

**Entering/Emerging**

Offer student groups support in practicing and finalizing presentations. Assist students with listening and responding to group members. Encourage the recorder to write in complete sentences.

**Transitioning/Expanding**

Offer student group leaders light support while managing the group performance. Encourage the recorder to write in complete sentences.

**Bridging**

Offer student group leaders light support if needed. Offer group support if needed.





Reading  
Reading/Viewing Closely

### Entering/Emerging

Offer to define context words for students as needed. Assist students with making meaning of each category. Offer examples if needed.

### Transitioning/Expanding

Offer students light support in defining context words for students as needed. Assist students with making meaning of each category. Offer examples if needed.

### Bridging

Assist students with making meaning of each category. Offer examples if needed.

## Lesson 13: Practicing the Group Presentation

# Read About It



**Primary Focus:** Students will explain the process for self-assessment of a presentation through a close reading of an evaluation form

### EVALUATE PERFORMANCE SELF-ASSESSMENT SAMPLE (10 MIN.)

- Direct students to Activity Page 13.2.
- Tell students they will use this rubric to assess their individual performance in the group presentation.
- Tell students that the group will be rated on a rubric like this as well.
- Define the rating weight with 4 being the highest score and 1 being the lowest score.
- Define the categories, with attention to the word *enthusiasm* which might also mean *eagerness* or *excitement*. Ask students to share something they might be enthusiastic about.
  - » playing sports, a favorite video game, pizza
- Call upon students to read how they might earn a “4” in each category.



### Check for Understanding

After reviewing the rubric, ask the following thumbs up (yes) and thumbs down (no) questions:

- If you look bored while you present, you will probably score “1.”
  - » yes
- If you have a very creative presentation, you will probably score “4.”
  - » yes
- If you have eye contact most of the time, you will probably score “2.”
  - » no, a “3”

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Reading  |
| Unit/Lesson        | U7 L13   |
| Activity Name      | Performance Self-Assessment Rubric   |
| Proficiency Levels |  |
| Entering           | Student decodes familiar words and phrases and asks clarifying questions with 1:1 support.                 |
| Emerging           | Student decodes words that follow learned patterns and asks clarifying questions with substantial support. |
| Transitioning      | Student reads the rubric and asks clarifying questions with moderate support.                              |
| Expanding          | Student reads the rubric with minimal support and asks clarifying questions as needed.                     |
| Bridging           | Student reads the rubric independently and asks few clarifying questions.                                  |

~~~~~End Lesson~~~~~

| Category     | 4<br>Excellent                                                                                                          | 3<br>Good                                                                                                                                              | 2<br>Fair                                                                                                                                         | 1<br>Poor                                                                                                                                                      |
|--------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Eye Contact  | Always has eye contact with audience.                                                                                   | Most of the time has eye contact with the audience.                                                                                                    | Sometimes has eye contact with the audience.                                                                                                      | Does not have eye contact with the audience.                                                                                                                   |
| Organization | Very prepared and organized during the presentation.                                                                    | Most of the time prepared and organized during the presentation.                                                                                       | Somewhat prepared and organized for the presentation.                                                                                             | Does not appear to have prepared for the presentation.                                                                                                         |
| Delivery     | Speaks very clearly. Very easy for the audience to understand. The volume and rate varies to add emphasis and interest. | Most of the time speaks clearly. Easy for the audience to understand. The volume is not too low or too loud, and the rate is not too fast or too slow. | Sometimes speaks clearly. Sometimes easy for the audience to understand. The volume is too low or too loud, and the rate is too fast or too slow. | Does not speak clearly. Difficult for the audience to understand. The volume is so low and the rate is so fast that you cannot understand most of the message. |
| Creativity   | Very original presentation of material; captures the audience's attention.                                              | Some originality apparent; good variety and blending of materials/media.                                                                               | Little or no variation; material presented with little originality or interpretation.                                                             | Repetitive with little or no variety; insufficient use of materials/media.                                                                                     |
| Enthusiasm   | Very enthusiastic, excited, and eager about the topic during the presentation.                                          | Most of the time enthusiastic, excited, and eager about the topic during the presentation.                                                             | Sometimes enthusiastic, excited, and eager about the topic during the presentation.                                                               | Does not appear enthusiastic, excited, and eager about the topic during the presentation.                                                                      |



## 14

# Finalizing a Presentation

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will practice presentations inspired by *A Midsummer Night's Dream*.

**Reading**

Students will discuss key details from a summary of Acts 4 and 5 of *A Midsummer Night's Dream*.

**FORMATIVE ASSESSMENT**

Speaking

**Group Participation Rubric III** [Activity Page 14.1]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**While Rehearsing... the Play Goes On!**  
[Activity Page 14.2]

## LESSON AT A GLANCE

|                                        | Time    | Materials            |
|----------------------------------------|---------|----------------------|
| <b>On Stage</b>                        |         |                      |
| Collaborate on Practicing Presentation | 15 min. | ☐ Activity Page 14.1 |
| <b>Talk Time</b>                       |         |                      |
| Discuss and Debate                     | 15 min. | ☐ Activity Page 14.2 |

## ADVANCE PREPARATION

### Talk Time

- If necessary, select one group to be ready to present during this lesson. Make this decision based on the actual number of students in your classroom and whether three groups can easily present for five minutes each during Lesson 15.
- Post these sentence starters on the board:
  - *Bottom is a changed man because \_\_\_\_\_.*
  - *Titania loved Bottom because \_\_\_\_\_.*
  - *Oberon proved he felt bad about tricking Titania by \_\_\_\_\_.*
  - *After waking up Hermia, Helena, Demetrius, and Lysander in the woods, Theseus and Hippolyta \_\_\_\_\_.*
  - *We know that the workmen did not practice enough because \_\_\_\_\_.*
  - *If the audience did not like the play, Puck told us to pretend that \_\_\_\_\_.*

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Work with a small group to prepare to deliver an oral presentation inspired by *A Midsummer Night's Dream*
- Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information
- Identify and discuss key details in a summary of Acts 4 and 5 of *A Midsummer Night's Dream*
- Use a rubric to self-assess participation

### Language Forms and Functions

Bottom is a changed man because \_\_\_\_\_.

Titania loved Bottom because \_\_\_\_\_.

Oberon proved he felt bad about tricking Titania by \_\_\_\_\_.

We know that the workmen did not practice enough because \_\_\_\_\_.

If the audience did not like the play, Puck told us to pretend that \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| character<br>spell              | presentation                     | dream<br>fairy                  |

## Lesson 14: Finalizing a Presentation

## On Stage

15M

**Primary Focus:** Students will practice presentations inspired by *A Midsummer Night's Dream*.

## COLLABORATE ON PRACTICING PRESENTATION (15 MIN.)

- Direct students to Activity Page 14.1.

## Activity Page 14.1

**Directions:** Rate your participation. How well did I work with my group today?

| Question                                                   | 3<br>Great | 2<br>Okay | 1<br>Not my best |
|------------------------------------------------------------|------------|-----------|------------------|
| Did I respect the group by having a positive attitude?     |            |           |                  |
| Did I pay attention to our task?                           |            |           |                  |
| Did I contribute ideas for our task?                       |            |           |                  |
| Did I listen to and support the other members of my group? |            |           |                  |
| Did I listen to and support the other members of my group? |            |           |                  |
| Was I prepared?                                            |            |           |                  |
| Did I do my best work today?                               |            |           |                  |

- Tell students to work on their presentations, keeping in mind the participation criteria on the activity page.

## Activity Page 14.1



Listening  
Exchanging  
Information/Ideas

## Entering/Emerging

Offer student groups support in practicing and finalizing presentations. Assist students with listening and responding to group members. Encourage the recorder to write in complete sentences.

## Transitioning/Expanding

Offer student group leaders light support while managing the group performance. Encourage the recorder to write in complete sentences.

## Bridging

Offer student group leaders light support if needed. Offer group support if needed.



## Activity Page 14.2



### Lesson 14: Finalizing a Presentation

# Talk Time



**Primary Focus:** Students will discuss key details from a summary of Acts 4 and 5 of *A Midsummer Night's Dream*.

#### DISCUSS AND DEBATE (15 MIN.)

- Direct student groups to Activity Page 14.2.
- Assign one part to each of the three student groups. Review the directions.

### Activity Page 14.2

**Directions:** Your group will be assigned to read one part of the play summary below. Your group will become the experts on this part. Underline important details while you read. Divide your part into sections so that each person in your group has a turn to read. When prompted by your teacher, read your part aloud to the whole class.

#### Part 1

Puck sees Bottom in the woods. He turns Bottom's head into that of a donkey. When Bottom returns to the rehearsal with the other workmen, they look at him, scream and run. Bottom is confused, so he sits down and sings to himself. Titania, Oberon's queen, was under a spell and fast asleep. She wakes up when she hears Bottom singing. She falls in love with him because Puck had given her the love potion. Bottom was the first person she saw, so Titania fell in love with him. While Titania is busy being in love with Bottom, Oberon takes the Indian child he wanted. Remember, Titania told Oberon he could not have the child; she was taking care of the child for his mother. Oberon got mad at her, and made Puck put a love potion on her eyes as a punishment. That love potion put Titania under a magical spell.

## Part 2

Since Oberon got the child and what he wanted, he felt bad about what he did to his wife, Titania. He got rid of the spell on her and told Puck to give Bottom his real head back. Bottom was under a spell and went to sleep. Oberon arranges for Hermia, Lysander, Demetrius, and Helena to believe that they were dreaming the whole time. So nothing really happened to them; it was all a dream. But remember, Demetrius did fall in love with Helena and he still loves her. Remember that Helena always loved Demetrius. The fairies leave, and Theseus and Hippolyta arrive in the woods because they had been hunting. They wake up Hermia, Lysander, Demetrius, and Helena and invite them all to get married. So off they go to Athens for a group wedding.

## Part 3

After they all leave, Bottom wakes up and has his head back! He thinks that all of this must have just been a really bad dream. But, he also thinks his friends have abandoned him in the woods. He decides that he will get Peter Quince to write a ballad or poem about everything that happened to him called "Bottom's Dream." Bottom returns to Athens. Meanwhile, the wedding parties watch the six workmen perform their play. Since they didn't prepare enough, they were terrible! The wedding party and guests start laughing very loudly. They even make fun of the poor workmen. After all of this, the party ends and everyone goes to bed. The fairies enter and decide to send good fortune on everyone. Puck apologizes for the mischief he has caused. In fact, Puck talks to the audience to say that if someone did not like the play, then they should imagine that it was all a dream . . . a midsummer night's dream.

- 
- Tell student groups to read their part and to be ready to share it with the class.



## Reading Offering Opinions

### Entering/Emerging

Offer student groups support in reading and identify text-dependent concepts for students, using finger sweeping. Offer support in identifying key details to underline

### Transitioning/Expanding

Offer students moderate support in identifying key details to underline. Read and help students identify text-dependent concepts, using finger sweeping.

### Bridging

Offer students occasional support in identifying key details. Encourage students to respond in complete sentences.



## Check for Understanding

After the activity, check for comprehension by asking the following questions. Direct students to sentence starters on the board as support to answer the questions.

- Why would you describe Bottom as a changed man?
  - » Puck turned his head into that of a donkey.
- Why did Titania fall in love with Bottom?
  - » Puck put the love potion on her eyelids, so she was under a spell.
- How do we know that Oberon felt bad about tricking his wife, Titania?
  - » He removed the spell she was under.
- What did Theseus and Hippolyta do in the woods after hunting?
  - » invited Hermia, Lysander, Demetrius, and Helena to get married
- How do we know that the workmen did not practice enough?
  - » Everyone laughed at their performance.
- If the audience did not like the play, what did Puck tell us to do?
  - » Imagine it was just a dream.
- Encourage students to spend time reading the entire activity page at home. Tell students that this will help to improve their reading fluency skills and help them to gain comprehension of the play.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                   |
|--------------------|-------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                           |
| Unit/Lesson        | U7 L14                                                                                                            |
| Activity Name      | Identifying Key Details                                                                                           |
| Proficiency Levels |                                                                                                                   |
| Entering           | Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support.                     |
| Emerging           | Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support. |
| Transitioning      | Student highlights key details and answers simple text-dependent questions with moderate support.                 |
| Expanding          | Student highlights key details and answers open-ended questions about the text with moderate support.             |
| Bridging           | Student highlights key details and answers open-ended questions about the text with minimal support.              |

~~~~~End Lesson~~~~~

## 15

# Presentation Inspired by Shakespeare

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will deliver a presentation inspired by the play *A Midsummer Night's Dream*.

Students will evaluate their performance in the group presentation.

**FORMATIVE ASSESSMENT**

Speaking

**Performance Group Assessment Rubric**  
[Activity Page 15.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Presentation Debrief** [Informal Observation]

## LESSON AT A GLANCE

|                                 | Time    | Materials            |
|---------------------------------|---------|----------------------|
| <b>On Stage</b>                 |         |                      |
| Perform a Presentation          | 25 min. | ☐ Activity Page 15.1 |
| <b>Talk Time</b>                |         |                      |
| Debrief Presentation Experience | 5 min.  | ☐ Activity Page 15.2 |

## ADVANCE PREPARATION

### On Stage

- Prepare room for student performances.
- Have a timer.

### Talk Time

- Prepare a Performance Group Assessment Rubric for each student group.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features  |                                  |                                 |
|---|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Deliver a presentation inspired by the play <i>A Midsummer Night's Dream</i></li> <li>• Use a rubric to self-assess performance in the group presentation</li> </ul> |                                  |                                 |
| Language Forms and Functions  |                                  |                                 |
| I think I/we did an excellent job of...<br>Next time, I/we can improve by...  |                                  |                                 |
| Vocabulary  |                                  |                                 |
| Tier 3<br>Domain-Specific Words   | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|   |                                  |                                 |



Speaking  
Presenting

#### Entering/Emerging

Offer student groups support in introducing their presentation. Encourage students to speak loudly and clearly. Give time reminders.

#### Transitioning/Expanding

Offer student groups moderate support in introducing their presentation. Encourage students to speak loudly and clearly.

#### Bridging

Offer student groups support if necessary. Give time reminders.

### Lesson 15: Presentation Inspired by Shakespeare

# On Stage



**Primary Focus:** Students will deliver a presentation inspired by the play *A Midsummer Night's Dream*.

#### PERFORM A PRESENTATION (25 MIN.)

- Direct students to Activity Page 15.1.
- Call upon each group to present.
- Use a timer to ensure groups stay within a 3–5 minute range.
- Use the Performance Group Assessment Rubrics you prepared in advance to evaluate student performances. Direct students to complete the activity page after all groups have performed.

| Category     | 4<br>Excellent  | 3<br>Good  | 2<br>Fair  | 1<br>Poor  |
|--------------|---|--|--|--|
| Eye Contact  | Always has eye contact with audience.   | Most of the time has eye contact with the audience.  | Sometimes has eye contact with the audience.   | Does not have eye contact with the audience.   |
| Organization | Very prepared and organized during the presentation.  | Most of the time prepared and organized during the presentation.   | Somewhat prepared and organized for the presentation.  | Does not appear to have prepared for the presentation.   |
| Delivery     | Speaks very clearly. Very easy for the audience to understand. The volume and rate varies to add emphasis and interest. | Most of the timespeaks clearly. Easy for the audience to understand. The volume is not too low or too loud and the rate is not too fast or too slow. | Sometimes speaks clearly. Sometimes easy for the audience to understand. The volume is too low or too loud and the rate is too fast or too slow. | Does not speak clearly. Difficult for the audience to understand. The volume is so low and the rate is so fast that you cannot understand most of the message. |
| Creativity   | Very original presentation of material; captures the audience's attention.  | Some originality apparent; good variety and blending of materials/media.   | Little or no variation; material presented with little originality or interpretation.  | Repetitive with little or no variety; insufficient use of materials/media.   |
| Enthusiasm   | Very enthusiastic, excited, and eager about the topic during the presentation.  | Most of the time enthusiastic, excited, and eager about the topic during the presentation.   | Sometimes enthusiastic, excited, and eager about the topic during the presentation.  | Does not appear enthusiastic, excited, and eager about the topic during the presentation.  |



## Lesson 15: Presentation Inspired by Shakespeare

# Talk Time



**Primary Focus:** Students will evaluate their performance in the group presentation.

### Activity Page 15.2



### Informal Observation



### Speaking Offering Opinions

#### Entering/Emerging

Provide students with 1:1 support while completing the activity page. Define context words for students as needed.

#### Transitioning/Expanding

Offer students light support while completing the activity page. Define context words for students as needed.

#### Bridging

Offer support if needed.

### DEBRIEF PRESENTATION EXPERIENCE (5 MIN.)

- Allow students time to debrief and discuss the presentation experience.
- Direct students to Activity Page 15.2.
- Tell students that this rubric is the teacher's assessment for this activity.
- Students may use part of this time period to complete Activity Page 15.1.
- After presentations are completed, provide feedback to each group and its members.

### LANGUAGE PROFICIENCY ASSESSMENT

#### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |  |
|--------------------|--|
| Language Domain    | Speaking   |
| Unit/Lesson        | U7 L15   |
| Activity Name      | Presentation Debrief   |
| Proficiency Levels |  |
| Entering           | Student uses frequently used words and phrases to describe what went well or what could be improved on with 1:1 support.         |
| Emerging           | Student uses frequently used words and phrases to describe what went well or what could be improved on with substantial support. |
| Transitioning      | Student makes multiple contributions and speaks in short sentences with moderate support.  |
| Expanding          | Student makes multiple contributions, speaks in complete sentences, and uses precise language with moderate support.             |
| Bridging           | Student makes multiple contributions, speaks in complete, varied sentences, and uses precise language with minimal support.      |

End Lesson

## Activity Page 15.2

### Performance Group Assessment Rubric

Group Members:

---

---

| Category     | 4<br>Excellent  | 3<br>Good  | 2<br>Fair  | 1<br>Poor  |
|--------------|---|--|--|--|
| Eye Contact  | Always has eye contact with audience.   | Most of the time has eye contact with the audience.  | Sometimes has eye contact with the audience.   | Does not have eye contact with the audience.   |
| Organization | Very prepared and organized during the presentation.  | Most of the time prepared and organized during the presentation.   | Somewhat prepared and organized for the presentation.  | Does not appear to have prepared for the presentation.   |
| Delivery     | Speaks very clearly. Very easy for the audience to understand. The volume and rate varies to add emphasis and interest. | Most of the timespeaks clearly. Easy for the audience to understand. The volume is not too low or too loud and the rate is not too fast or too slow. | Sometimes speaks clearly. Sometimes easy for the audience to understand. The volume is too low or too loud and the rate is too fast or too slow. | Does not speak clearly. Difficult for the audience to understand. The volume is so low and the rate is so fast that you cannot understand most of the message. |
| Creativity   | Very original presentation of material; captures the audience's attention.  | Some originality apparent; good variety and blending of materials/media.   | Little or no variation; material presented with little originality or interpretation.  | Repetitive with little or no variety; insufficient use of materials/media.   |
| Enthusiasm   | Very enthusiastic, excited, and eager about the topic during the presentation.  | Most of the time enthusiastic, excited, and eager about the topic during the presentation.   | Sometimes enthusiastic, excited, and eager about the topic during the presentation.  | Does not appear enthusiastic, excited, and eager about the topic during the presentation.  |

Total Points: \_\_\_\_\_

## ACTIVITY BOOK ANSWER KEYS

Language Studio 6

### The Reformation



1



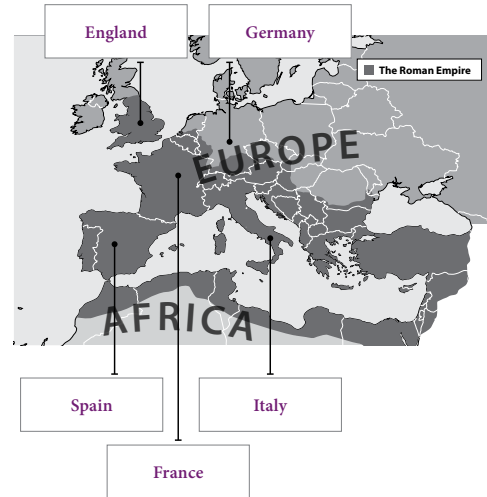
NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.1** ACTIVITY PAGE

#### LANGUAGE STUDIO 6: REFORMATION

##### Map of Western Europe

Directions: Label the following modern-day countries of Western Europe: Spain, France, England, Germany, and Italy.



Core Knowledge Language Arts | Grade 5

Activity Book | Language Studio 6 3

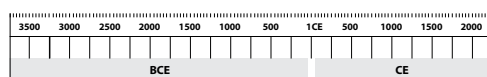
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#### LANGUAGE STUDIO 6: REFORMATION

##### Timeline



Directions: Study the time line and answer the following questions.

1. Label the current year on the timeline. Current year
2. What year does the Common Era begin? 1 CE
3. Which time period—BCE or CE—is counted backward going forward in time?  
BCE
4. Which event would have occurred first: one that took place in 750 BCE or one that took place in 1000 BCE? one that took place in 1000 BCE
5. Label the time period during which the Middle Ages occurred.  
500 CE to 1500 CE
6. Label the time period during which the Renaissance occurred.  
1350 CE to 1600 CE
7. Label the time period during which the Reformation occurred.  
1500 CE to 1600 CE

Challenge: Label the time period during which the Roman Empire existed.

27 BCE to 476 CE

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#### LANGUAGE STUDIO 6: REFORMATION

##### Setting the Stage: The Church in the Middle Ages

**Paragraph 1:** It may be impossible for us to understand just how important the Church was to most Europeans in the Middle Ages. Not only did the local lords have great influence over people's lives, but the Christian Church did, too. The power of the Church had grown gradually over a long period of time. Almost every village and town had a church. Most people attended church on Sunday. Since the Christian Church was based on the historical figure Jesus, certain days were considered holy days to mark important events in the life of Jesus and his followers. People did not work on these days, but instead went to church. Some holy days were feast days and other holy days were days of fasting. Christmas, an important Christian holiday, was a time of feasting, or celebration. The forty days before Easter, another Christian holiday, were a time of fasting called Lent.

##### Key Ideas:

The Christian Church had grown to be a very important part of people's lives in the Middle Ages. People went to church, observed holy days related to Jesus, and were ruled by powerful lords and ideas of the Church.

**Paragraph 2:** Architects and craftsmen in the Middle Ages built beautiful churches to express their love for God. New engineering skills enabled stonemasons to create a style of architecture that later became known as Gothic. They built tall towers, arches, rose windows, and spires. Sometimes it took hundreds of years to complete a great medieval cathedral.

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### LANGUAGE STUDIO 6: REFORMATION

#### Key Ideas:

Many buildings and other beautiful constructions were built during the Middle Ages. A new style of architecture called Gothic was created. Love for God inspired many of these structures and caused people to work for years to complete them.

**Paragraph 3:** Holy shrines dedicated to people who played an important role in the history of Christianity were scattered across western Europe. These shrines were usually places where religious figures had been killed or buried, or where miracles were believed to have happened. Most Christians hoped to go on at least one journey, or pilgrimage, to visit one of these shrines in their lifetime. For many, going on a pilgrimage meant walking or riding long distances, and eating and sleeping in roadside taverns or religious houses. Many men and women made the journey to fulfill a vow to God, to seek a cure for a disease, or just to travel abroad.

#### Key Ideas:

Holy shrines and pilgrimages were very important to Christians in the Middle Ages. Visiting these places where religious figures had been killed or buried, or where miracles were believed to have happened, was a life goal for many people. Their reasons included fulfilling a promise to God, seeking to be cured from an illness, or to travel to a faraway place.

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**Paragraph 4:** Monks were men who chose to live apart from society and to devote their lives to the Church. They spent their lives in monasteries, working on the land, studying, and praying. Monasteries were usually contained within high walls that provided a certain amount of protection. Women also joined the Church. Women who devoted their lives to the Church were called nuns. Nuns lived in convents, or nunneries. Nuns received many of the same benefits as monks. They were educated and were taught crafts and other skills.

#### Compare and Contrast:

| Men Devoted to Church   | Women Devoted to Church  |
|---|--|
| monks<br>lived in monasteries<br>worked on the land<br>studied/received education | nuns<br>lived in convents/nunneries<br>learned crafts/other skills<br>studied/received education |

**Paragraph 5:** As the Church grew in power and influence, it became very wealthy. The Church raised taxes and it owned land. People who held powerful positions within the Church often came from wealthy noble families. They gave large amounts of money to the Church. The Church also influenced political decisions and supported or opposed kings. Not only powerful people gave money to the Church. All Christians were required to pay one-tenth of their earnings to the Church. This payment was known as a tithe.

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### LANGUAGE STUDIO 6: REFORMATION

#### Key Ideas:

Over time the Church had become very wealthy and powerful. People gave large amounts of money in taxes and tithes to the Church, and the Church also owned a lot of land. Many of the people with powerful positions in the Church were also wealthy. The Church affected the kings' decisions because of its power.

**Paragraph 6:** However, there was a troubling side to this deeply religious period in history. Some people expressed ideas with which the pope and other Church leaders disagreed. Church leaders called these contradictory opinions heresy, and the people who held them were called heretics. Heretics were treated cruelly.

#### Key Ideas:

Many people were unhappy with the Church in the Middle Ages. Some people who tried to speak out and disagree with the Church were called heretics. They were treated cruelly.

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#### Key Question:

What practices in the Middle Ages show the influence and power of the Church?

The practices of the Church that show its power and influence include  
the following: weekly church services, tithes and taxes, wealth and  
political influence, beautiful buildings and new architecture, shrines  
and pilgrimages, wealthy people working in the Church, devoted  
monks and nuns, and the power to treat people cruelly who disagreed  
with the Church.

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## LANGUAGE STUDIO 6: REFORMATION

### The Gutenberg Printing Press

Did you know that a man named "John Gooseflesh" changed the world? Johann Gensfleisch, which in English is John Gooseflesh, was born in the city of Mainz, Germany, around 1397 C.E. However, by the time Johann started school, he went by the name Gutenberg instead of Gensfleisch and that is the name we remember. Johann Gutenberg was taught to read from an early age. Unlike the homes of less privileged children in the early 1400s, the Gutenberg house was full of books. That may not seem unusual, but it was. Books in the 1400s were very different from the books we have today.

1. Instead of Johann Gensfleisch, what is the name we remember today?

Johann Gutenberg is the name we remember today.

### Books in the Middle Ages

Throughout the Middle Ages, books were made by hand. Much of the writing was done by monks working in monasteries. The monks painstakingly copied the text with pen and ink on thin sheets of parchment. It typically took monks many weeks or months to complete the pages of an entire book. When the manuscript was finished, the final step was to bind the pages into a book. This was done by sewing them together along one side and then sandwiching them between wooden boards covered with cloth or leather. Only the wealthiest members of society, scholars, and Church clergy could afford to own such treasures. Throughout the Middle Ages, of course, these were typically the only people who were able to read.

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2. Why did it take so long to make a book in the Middle Ages? What were the steps needed to make a book? (Continue writing your answer on the next page.)

It took a long time to make a book in the Middle Ages because

each book was made by hand. People had to copy text with pen

and ink onto parchment. Then the pages were bound into a

book by sewing them together along the side and placing them

between wooden boards covered in cloth or leather.

3. What do you think this had to do with people learning to read and being able to afford books?

Because books took so long to make, they were very valuable and

expensive. Only the wealthiest people could afford books. People

who could not afford books had little incentive to learn how to read.

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## LANGUAGE STUDIO 6: REFORMATION

### Lead and Letters

When Johann Gutenberg finished school, he went to work at the mint in Mainz. His father was in charge of the mint, which coined money for the city. As Johann Gutenberg grew older and became a master metalsmith, he thought a lot about the growing demand for books. His experience working with metal gave him an idea: what if he cast letters out of a metal such as lead? He could arrange those metal letters, or pieces of type, in lines to spell out words, make sentences, and create entire pages of text. By applying ink to the surface of the type and pressing paper onto it, he could print those pages.

Gutenberg set out to try. First, he developed a way to pour melted lead into molds in the shapes of the letters of the alphabet. Each letter (piece of type) was cast as a mirror image of how it would look when printed. For example, "R" was cast as "Я." Gutenberg made many copies of each letter, both capital and lowercase, plus every punctuation mark. Because his collection of metal type was made up of individual pieces that could be moved around to form endless combinations of letters, it was called movable type.

4. How did Johann's experience as a metalsmith influence his ideas about printing and movable type?

Johann worked with metal every day, and this experience gave

him the idea of casting letters out of lead, a type of metal. He had

the idea to arrange the metal letters in lines to spell out words

and create pages of text.

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Although Johann Gutenberg did not invent movable type or printing, what he did invent was a machine that greatly improved the process of printing with movable type. He may have gotten the idea for his press from a winepress, a machine used to press the juice out of grapes. Gutenberg's printing press worked in a similar way. Instead of squeezing grapes, though, his press squeezed paper against the inked surface of metal type to make a clear, dark imprint of words on paper. Once he had perfected both his metal type and his press, he was able to print—with help from a number of assistants—several hundred pages a day.

5. What did Johann Gutenberg invent? Why does the author compare it to a wine press?

Gutenberg's invention was a certain type of printing press, which

was similar to a winepress. Similar to how a winepress presses

juice out of grapes, Gutenberg's printing press pressed ink

against paper to make imprints of words on paper.

Gutenberg was ready to undertake a big project. He decided to print a large, beautiful Bible. He completed the first edition of roughly 180 copies of the Bible (the exact number isn't really known) in 1454 or 1455 C.E. Gutenberg's Bible was the first large book printed with movable metal type in Europe.

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6. Why were government officials and the Catholic Church worried about the printing press?

Before Gutenberg's printing press, only certain people were able to afford books and have access to certain ideas. This gave the Church power and control over people. The Church was worried that if more books were published and accessible, some ideas that went against the Church would spread and cause more and more people to disagree with the Church.

7. Why do you think this section is called "The Power of Communication"?

As more and more ideas are published and spread out among people, the ideas gain power. Communication is a powerful thing when people share ideas.



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### LANGUAGE STUDIO 6: REFORMATION

8. Key Question: Why was the invention of the Gutenberg printing press important?

The Gutenberg printing press was important because it allowed more books to be published and spread out among many people, not just the wealthy. As the books spread, ideas also began to spread, some of which went against the teachings of the Church.

9. Were your predictions correct about what a printing press is and how it would be related to reform? Why or why not?

Answers will vary.

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### LANGUAGE STUDIO 6: REFORMATION

#### Idioms: "Stop the Presses"

*Some government officials worried: what if printing presses are used to spread ideas that weaken our power over the people? Some leaders of the Church thought: what if the presses are used to publish ideas that contradict Church doctrine? But no one could stop the presses and the sudden flow of information and ideas.*

Directions: Draw a picture below to show a literal meaning of "Stop the presses."

Answers will vary but should depict a literal stopping of a physical printing press.

Directions: Draw a picture below to show a figurative meaning of "Stop the presses."

Answers will vary but should not depict a literal stopping of a physical printing press, but rather a figurative stopping of "business as usual."



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### LANGUAGE STUDIO 6: REFORMATION

Directions: Write "literal" or "figurative" for each situation.

When President Lyndon Johnson announced on March 31, 1968, that he would not run for re-election, the newspapers had already started printing for the following day. The decision was made to stop the presses and start over to include this big news.

Answer: literal


Carlie ran into the science classroom and exclaimed, "Stop the presses!" Everyone stopped what they were doing and turned to look at her. "I got the scholarship!" she yelled excitedly.

Answer: figurative

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LANGUAGE STUDIO 6: REFORMATION

Jacques and the Print Shop: Story Map

Directions: Fill in the story map with the characters, setting, plot, and other details from the story.


| Characters<br>(Who are the people in the story?)  | Setting<br>(When and where is the story taking place?)  |
|---|---|
| <p>Jacques</p> <p>Jacques's father</p> <p>Monsieur Lafarge</p> <p>Henri, the typesetter</p> <p>Philippe, the head printer</p> <p>Jean-Claude, Philippe's apprentice</p> | <p>When: Around 1500 CE, after the Gutenberg printing press was invented and more presses and print shops were being established</p> <p>Where: a print shop in a town in Europe</p> |

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Plot

(What happens in the story?)


Jacques is starting a new job at a print shop that his father's cousin owns. He is excited but nervous about his first day and worried that his inability to read will affect his job. Jacques talks with his uncle and meets the rest of the workers. He is shown how to clean the shop by the apprentice Jean-Claude. Jacques is in awe as he observes the printing press making marks on the paper, and thinks how it is similar to a winepress. Jacques then works with Henri to clean the block type. When Henri asks him to put the type away into the bins, Jacques has to admit to Henri that he doesn't know how to read and therefore doesn't know how to put the letters away into the correct bins. Henri is very encouraging and tells Jacques that he will help him to learn to read. Henri also tells Jacques that the printing press is changing people's lives and the world because more and more people are going to want to learn to read.

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Interjections

Directions: Underline the interjection in each sentence.

Example: Ow! That ice cream is cold on my teeth.

- Wow! I love this song!
- No, I don't think I will go.
- Oh, I didn't know you felt that way.
- Yikes! That wind is strong!

Directions: Fill in each blank with an interjection from the word box that best fits each sentence.

|     |      |       |        |     |
|-----|------|-------|--------|-----|
| Shh | Oops | Oh no | Hooray | Yes |
|-----|------|-------|--------|-----|

Example: Hooray! We won the kickball game!

- Oops, I accidentally tore my paper.
- Yes, I think I will join you!
- Oh no! I forgot my homework.
- Shh! I'm trying to focus!

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Other details/descriptions

(How does the author use paragraphs and dialogue?  
What information do you see in the images?)

Answers will vary but should include that the paragraph breaks are used to show that a new person is speaking and that quotation marks are used to enclose dialogue. The images show more details about the characters, setting, and parts of the plot.

**Key Question:** How did the invention of the Gutenberg printing press change people's everyday lives?

As more printing presses and shops became established, more and more books were being printed and made accessible to people.

People who never knew how to read were starting to learn and be able to afford books, and more and more ideas were continuing to spread throughout Europe and the world.

Write two sentences: one with an interjection followed by an exclamation point, and one with an interjection followed by a comma or period.

9. Answers will vary but should include an interjection with the correct punctuation.

10. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



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## LANGUAGE STUDIO 6: REFORMATION

### Jacques and the Print Shop: Comic Strip

*Directions: Use six to eight of the boxes below to depict a scene from the story "Jacques and the Print Shop." Include characters, setting, events, and details. Use dialogue bubbles with quotation marks to show conversation or thoughts. Include at least two interjections in your dialogue/thoughts. Be sure to reference the narrative and your story map for ideas.*

|   |  |  |
|---|--|--|
| Answers will vary but should include six to eight boxes with detailed characters, setting, and events from the story or related to the story, as well as dialogue that includes at least two interjections. |  |  |
|   |  |  |
|   |  |  |
|   |  |  |

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## LANGUAGE STUDIO 6: REFORMATION

### Vocabulary: Nouns

#### Part I

*Directions: Read the word, part of speech, and definition. Look and listen for each word in the text as it is being read aloud. Write the paragraph number next to the definition where the word appears. Some words may appear in more than one paragraph.*

1. **Mass, n.** a Catholic church service (Paragraph # 1 )
2. **clergy, n.** people who are religious leaders and who perform religious ceremonies (Paragraph # 1, 4 )
3. **doctrine, n.** a belief or set of beliefs held by a group of people (Paragraph # 2 )
4. **heresy, n.** beliefs or opinions that challenge, or go against, the beliefs or opinions of those in power in the Church (Paragraph # 2 )
5. **tithe, n.** the money (or goods, such as crops and livestock) paid like a tax to the Church (Paragraph # 3 )
6. **pope, n.** the leader of the Catholic Church (Paragraph # 3, 8, 9 )
7. **penance, n.** the punishment given by the Church after a sin was confessed and forgiven (Paragraph # 4 )
8. **monk, n.** a man who lives apart from society and devotes his life to the Church (Paragraph # 5 )



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## LANGUAGE STUDIO 6: REFORMATION

### Part II: Adjectives

*Directions: Choose the best adjective from the word bank to describe each noun.*

|            |              |        |
|------------|--------------|--------|
| powerful   | Latin        | angry  |
| unpleasant | foundational | German |
| larger     | criminal     |        |

9. During the Middle Ages, churchgoers had a hard time understanding the Latin Mass.
10. Some wealthy people tried to buy their way into the powerful clergy.
11. People were afraid to go against the Church's foundational doctrine.
12. Martin Luther was found guilty by the Church of criminal heresy.
13. Some people choose to give a larger tithe than others.
14. The angry pope excommunicated Luther from the Church after he publicly defied him.
15. Some people paid indulgences to avoid an unpleasant penance.
16. Martin Luther was a German monk.





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## LANGUAGE STUDIO 6: REFORMATION

### The Church Is Challenged

**Paragraph 1:** As you have read, the Church was very important to Europeans in the Middle Ages. It was the social glue that held communities together. It provided instruction on how to live in this world and how to get to the next world. If you had lived during this time, the Catholic Church would have been a major focus in your life. Typically once a week, you would have gone to church to attend **Mass**. The priest conducted Mass entirely in Latin, the language of the Church. Songs sung by the choirs had Latin words. The Bible, too, was written in Latin. The problem was, only the Church's **clergy** and the most educated people in society could understand Latin. For everyone else, Latin was a foreign language. Imagine going to church your entire life and never knowing exactly what was being said or sung!

#### Key Details and Vocabulary:

The Church was a powerful and important part of people's lives in the Middle Ages. People attended Mass and relied on the Church for social support and security in the afterlife. However, most people outside the clergy could not understand the Mass or Bible because they were in Latin, the language of the Church.

Vocabulary: Mass, clergy

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**Paragraph 2:** Since most people could not read or write, the local church was their main source of instruction. One of the most important teachings was that the Church provided the only path to heaven. People who disobeyed or opposed Church teachings risked punishment. If they persisted in doing something wrong, or in holding to beliefs that did not follow Church **doctrine**—and refused to recant, or take back their words—they could be accused of **heresy**. A person charged with heresy could be excommunicated. This meant that a person's membership in the Christian community was cut off—and so, people believed, was their access to heaven. In some cases, heresy was punishable by death.

#### Key Details and Vocabulary:

Because the Church was the main source of education, people were dependent on the Church for many things and did not know how to find out answers for themselves. If people tried to disagree with the doctrine of the Church and did not recant, they were often accused of heresy and cut off from the Church and, they believed, heaven.

Vocabulary: doctrine, heresy

**Paragraph 3:** The power of the Church continued to grow. Part of the reason behind this increasing power was money. Christians were not simply supposed to obey the Church, but they were also expected to support it financially. Everyone was expected to give a portion of their yearly earnings to the Church. The money (or goods, such as crops and livestock) was paid like a tax and called a **tithe**. Over time, the Church owned

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## LANGUAGE STUDIO 6: REFORMATION

land, buildings, and even parts of towns. Wealthy people bequeathed land and money to the Church. This wealth gave the **pope**, the leader of the Church, political as well as religious power.

#### Key Details and Vocabulary:

The Church continued to grow in power and wealth. People were required to pay taxes called **tithes** to the Church, and the Church owned many parts of towns. The pope gained political and religious power.

Vocabulary: tithe, pope

**Paragraph 4:** For some time, the Church had raised money by issuing certificates that could release or pardon people from **penance**. Penance was the punishment that the Church taught was due after a sin was confessed and forgiven. These certificates were called indulgences. Some people began to believe that indulgences could speed up their journey to heaven, and shorten the amount of time they spent in purgatory, a place people believed their souls went before reaching heaven. Technically, indulgences weren't sold; they were given in exchange for donations of money. Nevertheless, the money raised by the issuing of indulgences became a huge business for the Church. Many other corrupt practices also increased, such as the ability of wealthy people to buy their way into the clergy.

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#### Key Details and Vocabulary:

The Church issued indulgences to people to pardon them from penance, or punishment from the Church because of sin. People donated money to the Church in exchange for these indulgences. Some people began to believe that these indulgences could get them into heaven more easily. Wealthy people were accepted into the clergy because of their money.

Vocabulary: penance

**Paragraph 5:** In the late 1400s and early 1500s, religious reformers spoke out against corrupt practices in the Church and demanded reform. One German reformer in particular helped usher in the Reformation. His name was Martin Luther. As a young man, Luther was walking home one night when a terrible storm came. Thunder boomed and lightning blazed across the sky. Suddenly a bolt of lightning struck dangerously close, knocking Luther to the ground. As the storm raged around him, the terrified Luther made a vow that if he survived, he would give his life to God and become a **monk**. Luther did survive. True to his promise, he entered the monastery.

#### Key Details and Vocabulary, and Drawing:

The corrupt practices of the Church caused people to start protesting. One of these people was a German reformer named Martin Luther. When Luther was a young man, he experienced a terrible thunderstorm during which he was almost struck. Luther promised God that if he survived the storm he would become a monk. Luther survived and devoted his life to God.

Vocabulary: monk

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**Paragraph 6:** Like most Christians of his time, Luther initially accepted what the Church taught—the only way into heaven was to do good works, aid the poor, confess sins, and follow the Church's teachings. But during the years Luther spent in the monastery, he had a lot of time to read the Bible. He pondered biblical passages—as well as his own beliefs. Like most people of this age, Luther wanted to ensure for himself a place in heaven. He began to question, however, the Church's teachings about what people had to do to make that happen. He also questioned the role of priests in people's lives. His views were a direct challenge to the Church in Rome. He was angered by practices within the Church that he thought were corrupt. In 1517 CE, an event took place that changed Luther's life and ultimately European history: The practice of issuing indulgences in exchange for money became intolerable for Luther when he heard that one man in the clergy not only issued indulgences, he proclaimed that as soon as a coin was received by the Church, a soul was released from purgatory. It was essentially saying you could buy your way into heaven. Outraged, Luther decided to act.

#### Key Details:

Martin Luther initially accepted the Church's teachings, but as he spent time as a monk reading the Bible he began to question the role of the Church and priests in people's lives. He became angry with the Church's corruption. When Luther found out about a man in the clergy who was accepting coins in exchange for indulgences, and claiming that this released a soul from purgatory, Luther decided to take action.

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**Paragraph 7:** Luther composed a list of 95 objections to the practice of issuing indulgences and sent it in a letter to his superiors. In addition, on October 31, 1517 CE, Luther nailed a copy of this list, later called his Ninety-Five Theses, to the door of the church at the University of Wittenberg. This action was an open invitation to discuss and debate his point of view. Luther was trying to start a discussion with his theses, not a revolution. But people who were unhappy with the Church were energized by Luther's actions. Luther's theses were quickly translated from Latin into German and—thanks to the printing press—thousands of copies were distributed across Europe in just a few months. Encouraged, Luther began speaking out more openly against other Church teachings. He also wrote essays in which he discussed the importance of faith and the fact that all believers, wealthy or poor, were equal. These writings were also translated, printed, and widely distributed.

#### Key Details and Drawing:

Luther took action by writing a list of 95 objections, or reasons he disagreed with the issuing of indulgences. He nailed a copy of this list to the church door as an invitation for debate and discussion. These objections, or theses, were translated into German, printed, and spread across Europe in a few months. Luther was encouraged that people were listening to him, and he began to speak out more and write more essays about the important of faith and equality of all believers, which were also printed and spread around.

Drawing: Answers will vary but should depict Luther nailing his theses to the church door.

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### LANGUAGE STUDIO 6: REFORMATION

**Paragraph 8:** As you can imagine, not everyone was pleased about the stir Luther was causing. In 1518 CE, the pope summoned Luther to Rome to explain his actions. Fortunately for Luther, Frederick III, the ruler of Saxony, intervened. Frederick had received a letter from the pope urging him to turn Luther over to Church officials in Rome. As ruler of the region in Germany in which Luther lived, Frederick didn't like the pope telling his subjects what to do. In fact, Frederick wanted to increase the power of the German nobility. He also suspected that Luther, a German, would not be treated fairly in Rome. Instead of sending Luther to Rome, Frederick had his hearing moved to a city in southern Germany. There, Luther was questioned by Church officials about his beliefs. He refused to change his mind. Luther's refusal to back down made the pope even angrier. In 1520 CE, the pope issued an official document called a papal bull. In his bull, the pope attacked Luther and said his writings were those of a heretic. Luther was ordered to recant, or take back, all that he'd said about the Church and its teachings.

#### Key Details:

The pope was unhappy with Luther and called him to Rome. Frederick III, the ruler of Saxony where Luther was living, decided he did not want to listen to the pope and thought Luther would receive fairer treatment in his own country. Frederick sent Luther to a city in Germany for his hearing where Luther was questioned by the Church. Luther refused to change his beliefs, and the pope issued a papal bull calling Luther a heretic and demanding that he recant.

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**Paragraph 9:** How did Luther respond? On December 10, 1520 CE, the townspeople of Wittenberg gathered before a blazing bonfire. They watched as Martin Luther defiantly dropped a copy of the papal bull into the blaze. In doing so, Luther was publicly defying the pope. It was a bold and dangerous move. A month later, the pope formally labeled Luther a heretic and excommunicated him from the Church. Many Germans, including some German noblemen, did not think Luther had been given a fair hearing. In 1521 CE, Luther was ordered to appear before a special assembly, called a diet, in the German city of Worms. The Diet of Worms included knights, Church officials, and representatives from various towns and regions. When Luther arrived, he thought he would get a chance to defend his ideas. Instead, Church officials piled his writings in front of him and again ordered him to denounce his ideas. Luther refused. The Diet of Worms declared Luther to be not just a heretic, but also a criminal. Since it was common to kill heretics and criminals, Luther's life was in danger.

#### Key Details:

Martin Luther publicly defied the pope by burning his papal bull in a bonfire in front of the townspeople. The people responded by publicly calling Luther a heretic and excommunicating him from the Church. Luther was ordered to appear at an assembly called the Diet of Worms where he was once again ordered to denounce, or recant, his ideas. When Luther refused he was declared a criminal and his life was endangered.

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**Paragraph 10:** Once again, Frederick III of Saxony came to his aid. As Luther traveled back to Wittenberg, the ruler arranged for masked horsemen to pretend to kidnap Luther. Frederick did not believe Luther was guilty of any crime that warranted death. He was also well aware that Luther had gained the support of many of Frederick's own subjects. Luther was whisked off to a castle where he remained in hiding and under Frederick's protection for 10 months. During that time Luther began translating the New Testament into German, setting a style of language that was more accessible to people. By the time Luther came out of hiding, his push for reform had turned into a religious and political movement that had been greatly strengthened. The power of the printing press was evident as his ideas and beliefs spread far and wide. Those people who believed in his ideas left the Catholic Church and began to worship according to Luther's teachings. Martin Luther continued to write about his religious ideas for the rest of his life.

### Key Details:

Once again Frederick III helped Luther by having him rescued by a group of men pretending to be kidnappers. Luther hid in a castle for 10 months where he began translating part of the Bible into German so people would be able to read it for themselves. When Luther came out of hiding he found that his actions had helped start a powerful religious and political reform movement. People had started leaving the Catholic Church and starting their own worship groups. Luther kept writing throughout his lifetime.

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### Key Questions:

Why did some people want reform in the Church?

People started to see the corruption in the Church, and they wanted change. They wanted more of a say in their own lives, and a way to understand the Bible in their own language.

How did Martin Luther contribute to the Reformation?

Martin Luther inspired people to speak out. People were strengthened by Luther's 95 Theses and other writings against the Church, which were able to be shared because of the printing press. Luther's bravery was also contagious, and he caused many people to be courageous and stand up for their beliefs.

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## LANGUAGE STUDIO 6: REFORMATION

### Threatening Theories

You've probably seen the sun rise and set many times. You've noticed how it slowly moves across the sky during the day. Well, at least it seems to move. If you've paid attention during science class, you know that the sun doesn't orbit Earth. Earth orbits, or travels around, the sun, as do the other planets in our solar system. Earth also spins as it orbits the sun. It's because Earth is spinning that the sun appears to move across the sky every day. But imagine not knowing any of that. Imagine trying to explain the relationship between the Earth and the sun based only on what you could see by looking up at the sky. If you think about it that way, it's easy to understand why people in centuries past arrived at other conclusions.

1. Why did people once think the Earth was at the center of the universe?

People based their beliefs on what they could see with the naked eye, since there were no telescopes or other tools at the time. It appeared by observing the sunrise and sunset that the sun moved around the Earth.

The idea that the Earth is at the center of things is called the geocentric model of the universe. At the beginning of the Reformation, this is what almost everyone in Europe

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believed to be true. The Catholic Church also supported this geocentric view. But the Reformation was a time when many people were questioning long-held beliefs. Martin Luther and other reformers were challenging religious beliefs. Scientists were looking hard at the geocentric model of the universe, and they were discovering that it, too, needed to be challenged.

### From Earth-Centered to Sun-Centered: Ptolemy and Copernicus

The idea that the Earth was at the center of the universe seems to have had its start in ancient Greece. The Greek philosopher Aristotle wrote about it as early as the fourth century BCE. During the second century CE, a Greek astronomer and mathematician named Claudius Ptolemy expanded on Aristotle's ideas. In fact, the geocentric model is sometimes called the Ptolemaic model. Ptolemy supported Aristotle's view that Earth stood still at the center of the universe, while the sun, moon, and planets all revolved around it. He thought these heavenly bodies were located in different spheres—something like gigantic, crystal-clear bubbles—with the bigger spheres around the smaller spheres, and Earth at the very center. For many hundreds of years, people accepted Ptolemy's model of the universe. No one questioned his views—no one, that is, until a Polish astronomer named Nicolaus Copernicus came along.

2. Which two historical figures wrote about the geocentric model, or the belief that the Earth was at the center of the universe?  
Aristotle and Ptolemy wrote about the geocentric model of the universe.

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Copernicus was born in 1473 CE, in the Polish city of Thorn (now called Toruń). In the early 1500s—about the time Martin Luther was forming his religious beliefs—Copernicus was studying the movements of the planets and stars. (He made all his observations with the naked eye, because the telescope hadn't been invented.) What Copernicus observed happening in the heavens, however, didn't really match Ptolemy's geocentric model. He concluded that Ptolemy and the ancients were wrong. Earth does not sit still at the center of the universe. Instead, Earth and other planets revolve around the sun! Copernicus's findings supported a heliocentric, rather than a geocentric, view of the universe. Copernicus had made a great discovery. But he did not run out and shout it from the rooftops. In fact, he kept quiet about his work. Why? For one thing, he did not have enough evidence to prove his ideas beyond all doubt. Copernicus may also have feared what would happen to him if he publicly contradicted the Church's beliefs about the nature of the universe and the Earth's place in it.

3. How did Copernicus come to disagree with Ptolemy's geocentric model?

By studying the movements of the planets and stars, Copernicus noticed some things that caused him to believe that Earth was not sitting still at the center of the universe. He concluded that the Earth and other planets were revolving around the sun.

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4. What is the name for Copernicus's theory?

Copernicus's theory was called the heliocentric model.

5. Why did Copernicus keep his theory to himself?

Copernicus knew that his theory went against the Church, and he did not feel he had enough evidence yet to fully prove his ideas.

It wasn't until 1543 CE, at the very end of his life, that Copernicus published his findings in a book. According to some accounts, Copernicus was handed the first printed copy of his book while on his deathbed. Once again the power of printing helped to spread new ideas, this time in the area of science. Initially, Copernicus's heliocentric model did not get much attention or cause much disturbance. But a handful of European astronomers believed that Copernicus was on to something.

#### Johannes Kepler

German mathematician and astronomer Johannes Kepler was one of these people. While studying at a university in the 1590s, Kepler's mathematics professor introduced him to Copernicus's heliocentric theory. Being a mathematician, Kepler was able to understand and appreciate Copernicus's observations and calculations. Over the next few years, Kepler pursued his own studies of the night sky, eventually publishing a book. In this book he presented a mathematical model that explained the relative distances of the planets from the sun based on his—and Copernicus's—observations. Kepler's book impressed another astronomer, Tycho Brahe. In 1600 CE, Brahe invited Kepler to come to Prague to help him calculate planetary orbits. Within a year, Brahe died and Kepler took

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over the work. Kepler continued his astronomical observations and eventually formulated theories about the way the different planets orbit the sun. These theories later came to be called Kepler's laws of planetary motion. Most of Kepler's contemporaries had not changed their thinking, which is why Kepler was so excited when he learned about the discoveries of Italian astronomer Galileo Galilei.

6. How did Johannes Kepler build upon the work of Copernicus?

As a mathematician, Kepler appreciated and further studied the observations and calculations of the planets as was done by Copernicus. Kepler built upon these studies by continuing to observe the movement and distances of the planets from the sun.

7. What did Kepler's theories later become known as?

Kepler's theories were later called the laws of planetary motion.

#### Galileo and the Telescope

Born in Pisa, Italy, in 1564 CE, Galileo Galilei (many people refer to him just by his first name, Galileo) started his career thinking he might become a doctor. At the age of 17, Galileo headed off to the University of Pisa with that plan in mind. But after only a couple of years, he left medical school to study—and then later teach—mathematics.

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Galileo was a brilliant mathematician. He made many calculations and discoveries about how objects move. As a well-educated man, he was very familiar with the writings of Aristotle and Ptolemy and the geocentric model of the universe. But he had also read Copernicus's book. Like Copernicus, however, Galileo recognized that no one had yet found conclusive proof that Earth and the other planets orbited the sun. At the time, Galileo was more interested in explaining how things worked on Earth, rather than out in space. But within a few years, his interests changed, thanks to a new invention.

In 1608 CE, a Dutch glassmaker named Hans Lippershey constructed one of the first telescopes. Galileo learned about the invention and very quickly improved on the design. Within a year, he was using a telescope to scan the night sky. He saw much that directly contradicted the ideas of Aristotle and Ptolemy. These ancient scholars had believed that all heavenly bodies were perfect, with smooth, unmarked surfaces. But through his telescope, Galileo saw that the moon's surface was rough and uneven, marked with mountains, valleys, and craters. Aristotle and Ptolemy also believed the knowledge of the heavens was complete; in other words, what they could see was what existed. With his telescope, Galileo discovered four new moons orbiting Jupiter. In 1610 CE, Galileo published a book in which he described what he had seen through his telescope. These discoveries clearly contradicted the geocentric model of the universe, and that made quite a few people nervous. Several Church scholars went so far as to say that Galileo's findings couldn't possibly be true.

8. What invention allowed Galileo to study space more closely?

The invention of the telescope by Hans Lippershey allowed Galileo to study space more closely.

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9. What did Galileo discover with his telescope?

Galileo improved upon Lippershey's telescope and used the new design to discover four new moons orbiting Jupiter.

10. How did Galileo's discoveries disprove Aristotle and Ptolemy, and prove Copernicus correct?

By using the telescope, Galileo observed other things in space that contradicted Aristotle's and Ptolemy's geocentric model of the universe, and which proved Copernicus's heliocentric model correct.

Yet as use of the telescope spread, other scientists in other countries (including Kepler) made similar observations of Earth's moon and the moons of Jupiter. Encouraged, Galileo continued to study the night sky with his telescope, making discoveries and writing and speaking about them. Although Galileo was a devout Catholic, he didn't think his findings challenged the Church or the Bible. He thought science and religion answered different questions. He said the purpose of the Bible was to show "how one goes to heaven, not how the heavens go." But that's not how the Church scholars felt who had spoken out against Galileo earlier. They labeled him a heretic and encouraged priests and monks to condemn him. Soon, much more powerful members of the Church began to speak against Galileo as well. Galileo wrote letters and gave speeches in order to defend himself, his findings, and Copernicus's views, but things only got worse.

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11. How did the Church respond to Galileo's ideas?

The Church felt threatened by Galileo's ideas and labeled him a heretic.

#### Almost Silenced

In 1615 CE, the Inquisition, or the court of the Catholic Church, discussed Galileo and the ideas of Copernicus for over two months. The judges, called inquisitors, decided that Copernicus's ideas went against Church teachings. They ordered Galileo to stop promoting the idea that the Earth moves rather than the sun. Galileo realized that he risked imprisonment, or worse, if he continued. Keeping quiet was much safer—and would also enable him to continue working in private. Galileo decided to keep quiet, and did so for several years. However, when a new pope, Urban VIII, came into power, Galileo hoped that this new man with new ideas would listen to him. In 1624 CE, Galileo asked the pope for permission to write a book that would discuss the ocean tides in relation to the contrasting ideas of Ptolemy and Copernicus. The pope gave Galileo permission to write the book—as long as he treated the ideas of Copernicus as speculation, not as truth. Galileo wrote the book as he wanted to, and the Inquisition was not pleased. Galileo was summoned to Rome to stand trial and was accused of being a heretic. In order to spare himself punishment, and possible execution, Galileo eventually recanted.

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12. Describe the ongoing struggle Galileo experienced with the Church.

The Inquisition, or court of the Church, ordered Galileo to stop promoting his heliocentric ideas. Galileo kept quiet for a time for fear of imprisonment or death. Galileo kept working on his ideas, and when a new pope came into power, Galileo asked him for permission to write a book about the ocean tides as related to Ptolemy and Copernicus. The pope agreed as long as Galileo labeled Copernicus's ideas as speculation rather than truth. Galileo's book was not accepted by the Inquisition, and Galileo was called a heretic. To avoid punishment and possible death, Galileo eventually recanted his beliefs.

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In the years following, astronomers and mathematicians found more and more evidence that Copernicus, Galileo, and Kepler had been correct. Around the middle of the 1700s, the Church began to change its position, acknowledging the huge body of evidence supporting motion of the planets around the sun. Change was continuing to happen—in the Church and in the world.

13. Key Question: What new theories were proposed by Copernicus, Kepler, and Galileo, and how did the Church respond?

Copernicus, Kepler, and Galileo all believed in the heliocentric model of the universe, which went against the geocentric model proposed by Aristotle and Ptolemy and which had been accepted as truth by the Church. The Church was threatened by Copernicus, Kepler, and Galileo and tried to keep them quiet by labeling their theories as heresy. Because he spoke out openly, Galileo was threatened with imprisonment and even death and was forced to recant his theories. By the 1700s, more and more evidence was coming to light to prove the heliocentric model correct, and the Church was forced to begin accepting this change.

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The Suffix *-ist*

Directions: Choose the best word from the word bank to complete the sentence.  
Add descriptive adjectives to five nouns of your choosing, as shown in the example.

|           |            |            |           |
|-----------|------------|------------|-----------|
| scientist | cartoonist | cyclist    | activist  |
| ecologist | idealist   | biologist  | hygienist |
| tourist   | geologist  | specialist | motorist  |

1. Example: The (reckless) motorist received a ticket for speeding.  
2. The ecologist was known for her speeches about conserving water.  
3. My dental hygienist is really gentle when she cleans my teeth.  
4. The tourist stopped to ask for directions since he was a stranger to the city.  
5. The cyclist finished first in the race and used the money to buy a new bike.  
6. I met a geologist when I went to see the rock collection at the science museum.  
7. My favorite type of cartoonist is one that draws pictures that need no words.  
8. After visiting the doctor, we were sent to a specialist to find out more about my allergies.  
9. Copernicus was a scientist who first expressed the heliocentric model of the universe.

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10. My aunt is a(n) activist who is always busy participating in her community.

11. When I grow up, I want to be a marine biologist and study ocean life.

12. Some people call me a(n) idealist, but I think a positive outlook in life is important.

Think of two *-ist* words that mean "a person who" and use them in two sentences. Include a descriptive adjective in each.

13. Answers will vary but should include an -ist word used correctly in each sentence.

14. \_\_\_\_\_

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LANGUAGE STUDIO 6: REFORMATION

Divisions and Changes

In the early 1500s, no one imagined how much Europe—and the world—would change as a result of the Reformation. But as the religious reform movement gained strength, many people left the Catholic Church and embraced the teachings of various reformers. The Reformation laid the foundation for what would eventually become known as Protestantism (one of three major branches of Christianity), which became known for its *protest* against the practices of the Catholic Church. Before Martin Luther wrote his Ninety-Five Theses, western Europe had been largely united by a single religion: Catholicism. After Luther, northern and northwestern Europe became strongholds for Lutheran, Calvinist, and other Protestant believers. Southern Europeans, especially those in Spain, France, and Italy, remained primarily Catholic. By the 1530s, Europe was deeply divided by religion.

1. Before the Reformation, what was the main religion of western Europe?  
Catholicism

2. What new branch of Christianity came out of the Reformation as people were protesting the practices of the Catholic Church?  
Protestantism

The Catholic Reformation Gets Underway

As the number of converts to Protestantism grew, leaders in the Catholic Church realized they needed to take action. The Catholic Church's response to the Reformation is called the Catholic Reformation, or the Counter-Reformation. It opposed, or countered, the Protestant-driven Reformation. Several popes were involved with the Catholic Reformation,

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but the man who started things moving was Pope Paul III. In 1536 CE, Pope Paul III appointed a group of cardinals to investigate what was right—and wrong—with the Church. The cardinals identified many problems. These not only included corrupt practices such as issuing indulgences for money, but also a relatively uneducated priesthood, and monasteries and religious orders that were not following Church teachings. After considering the cardinals' report, the pope and his advisors decided to focus on weeding out corrupt practices within the Church. They saw the need to more clearly state Catholic beliefs and teachings. They also hoped to halt the spread of Protestantism and bring former Catholics back into the faith. The goals seemed clear. Now the challenge was to accomplish them.

3. What was the Catholic Church's response to the Protestant Reformation called?  
Catholic Reformation, or Counter-Reformation

4. Describe what Pope Paul III and the Catholic Church did to reform the Church, and why.  
Pope Paul III appointed a group of cardinals to investigate the Church and identify corrupt practices that needed to be changed, such as issuing indulgences for money, and an uneducated priesthood and certain groups that were not following Church teachings. The Church wanted to stop Protestantism from growing, and bring people back to the Catholic Church.

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5. What was one of the most influential religious orders during the Catholic Reformation?

The Society of Jesus, or Jesuits

6. What Spanish priest was the founder of the Jesuits?

Ignatius of Loyola

7. Describe how Ignatius came to be a priest.

While fighting in the Spanish military, Ignatius was hit by a cannonball. While in recovery, he read two religious books—one about Jesus and another about the Catholic saints. Ignatius felt called by God during that time to become a priest.

How did the Jesuits help the Catholic Reformation? They worked to revive Catholicism in Europe and spread the faith to the New World. The members of the Jesuit order were well-educated. They were dedicated to teaching as well as preaching, and they built many schools and universities. Jesuits became tutors to the children of princes and noblemen in many European countries. Jesuits traveled far and wide as missionaries, bringing education and Catholic beliefs to the Americas and parts of Asia. Although the Catholic Church had lost power and influence in Europe during the Reformation, the

Jesuits helped the Church regain some of what had been lost. They also helped the Church grow in parts of the world beyond Europe.

8. How did the Jesuits help the Catholic Reformation?

The Jesuits helped spread the Catholicism and educate people by traveling to many countries, building schools, and teaching children and adults about the Catholic faith.

### Council of Trent

In 1545 CE, Pope Paul III sent out a papal bull summoning the Catholic bishops of Europe to Trento, a city in what is now northern Italy. There they met to discuss and decide how best to reform the Church. The Council of Trent, as it came to be called, was the Catholic Church's organized response to the Reformation. The Council of Trent met in three separate sessions between 1545 and 1563 CE. The Council issued formal declarations that explained why the Church disagreed with the teachings of Protestant reformers. They clarified the doctrines that formed the basis of the Catholic faith. They affirmed that Church traditions as well as the Bible were the foundation of Catholic beliefs. The Council also took steps to reform corrupt practices within the Church by issuing a number of reform decrees. Decisions made by the Council played a key role in revitalizing and unifying the Catholic Church. Some parts of Europe that had turned to Protestantism, including Austria, Poland, Bavaria, reverted back to Catholicism.



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9. What was the role of the Council of Trent during the Reformation?

The Council of Trent was an organized group that clarified Church doctrine and issued decrees to reform corrupt practices.

### Other Actions of the Council

Because of Johann Gutenberg and the invention of a printing press, by the early 1500s hundreds of thousands of books and pamphlets were in print and being read by Europeans. Leaders of the Catholic Church recognized the power of the printed word. In an attempt to stop the spread of anti-Catholic writings, the Council of Trent decided to try to control what Catholics were allowed to read. The Council had Church leaders review new publications. If those materials went against Church teachings, they were censored. Furthermore, the Council created the Index of Forbidden Books, a list of publications that were banned, or forbidden. By creating the index, the Church hoped to keep heretical or what they considered immoral writings from corrupting the minds of its faithful followers. Nearly all books written by Protestants were banned. Even the writings of some reform-minded Catholics were banned as well. Anyone caught reading, selling, or owning a banned book faced punishment.

Pope Paul III also revived the Inquisition, the court system of the Catholic Church, as part of the Church's response to the Reformation. It was tasked with rooting out heresy. Both the Index of Forbidden Books and the Inquisition were two primary tools the Church used to counteract Protestant ideas.

10. Key Question: How did the Reformation change the Church and Europe—both negatively and positively?

In addition to the Council of Trent, the Church also used both the Index of Forbidden Books and the Inquisition as tools to counteract Protestantism.

### Results of the Reformation

By the second half of the 1500s, many of the problems in the Catholic Church that had triggered the Reformation had been corrected or greatly reduced. However, it was clear that Catholic and Protestant sects, though now reconciled on some issues, would never be united again. The Protestant Reformation and the Catholic Reformation left Christians in Europe bitterly divided. In Catholic-controlled areas, Protestants were persecuted as heretics. In Protestant strongholds, Catholics were persecuted with equal brutality. Some conflicts flared into terrible wars that lasted many years. European society was divided along religious lines in a way it had never been before. These divisions would continue to shape European history for many years to come.

But there also were positive outcomes as a result of these two reform movements. Ordinary people—not just the wealthy nobility—had access to Bibles and other texts that were printed in their native language. To some extent, people had a choice about which religion they could follow. They were able to associate more freely with others who shared the same beliefs. Kings gained greater control over their kingdoms, shifting power from the Church—and its leader, the pope—to the state. And over time, more people began to have a voice and identify more with countries and empires rather than with a particular religion.



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11. Key Question: How did the Reformation change the Church and Europe—both negatively and positively?

Because of the Reformation, Europe became divided into Catholic and Protestant areas with wars between them. European history would be deeply affected for many years by these divisions. After the Reformation, people had access to Bibles and other published writings in their own language. More power shifted from the Church to the state, and people had more of a say in their religious and everyday choices.

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### LANGUAGE STUDIO 6: REFORMATION

#### Correlative Conjunctions

| Correlative Conjunctions | Example  |
|--------------------------|--|
| either/or                | During the weekend, Alisha likes to <u>either</u> go swimming <u>or</u> play basketball. |
| neither/nor              | Alisha <u>neither</u> likes spiders <u>nor</u> does she like scary stories.              |
| both/and                 | <u>Both</u> Devon <u>and</u> Nadia are Alisha's good friends.                            |
| not only/but also        | Alisha is <u>not only</u> active, <u>but also</u> smart.                                 |

Directions: Choose the best correlative conjunction pair to complete the following sentences.

- Ignatius of Loyola was both a writer and a priest.
- The name of the Catholic response to the Protestant Reformation can be called either the Catholic Reformation or the Counter-Reformation.
- The Catholic Church used not only the Index of Forbidden Books but also the Inquisition as tools to counteract Protestantism.
- Pope III and the Catholic Church wanted neither the Catholic Church to remain corrupt nor for people to keep leaving the Church.

Directions: Choose one correlative conjunction pair and use it in a sentence.

Answers will vary but should include one correlative conjunction pair used correctly in a sentence.

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Language Studio 7

## A Midsummer Night's Dream



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### LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

#### Midsummer Night's Matching Challenge

Directions: Write the letter of the correct match next to each numbered phrase.

- |  |   |
|--|---|
| 1. <u>d</u> King of the fairies            | a. Robin Goodfellow                                 |
| 2. <u>e</u> Oberon's bride and queen       | b. Hermia   |
| 3. <u>i</u> The fairies live here          | c. Theseus  |
| 4. <u>a</u> Puck's real name               | d. Oberon   |
| 5. <u>j</u> Where you pour the love potion | e. Titania  |
| 6. <u>c</u> King of Athens                 | f. flower   |
| 7. <u>b</u> Princess of Athens             | g. fall in love with first person or animal you see |
| 8. <u>f</u> Where you find the love potion | h. mortal   |
| 9. <u>g</u> Result of love potion          | i. forest   |
| 10. <u>h</u> Means human, not a fairy      | j. eyelids  |
|  | k. death  |
|  | l. mouth  |
|  | m. Bottom   |
|  | n. Lysander   |
|  | o. tree branch                                      |
|  | p. henchman   |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.2

ACTIVITY PAGE

### LANGUAGE STUDIO 7: A MIDSUMMER NIGHT'S DREAM

#### Adjective Action: Describing Puck

Adjectives are words that describe nouns. The adjectives on this page describe Robin Goodfellow, or Puck from *A Midsummer Night's Dream*. A synonym is a word or phrase that means exactly or nearly the same as another word. A synonym for the word *great* might be *excellent* or *abundant*. You might describe your friend as a great swimmer; or you might say that you read a book that you had great interest in. An antonym is a word or phrase that means exactly or nearly the opposite of another word.



Puck

#### Part A

Directions: Read the words in the chart. Each column has an adjective that describes Puck. As you read down each column, you will find both synonyms and antonyms for the adjective. Circle all the synonyms you find in each column. Put a box around all of the antonyms you find in each column.

| Mischievous | Sneaky      | Knaveish   | Shrewd     | Merry    |
|-------------|-------------|------------|------------|----------|
| Naughty     | Sly         | Dishonest  | Sharp      | Cheerful |
| Kind        | Tricky      | Truthful   | Perceptive | Pleasant |
| Nice        | Honest      | Deceitful  | Sensible   | Joyful   |
| Playful     | Open        | Fraudulent | Foolish    | Gloomy   |
| Wicked      | Trustworthy | Virtuous   | Stupid     | Amusing  |

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