

1. Sit in same seat assigned yesterday.

1. Take out your copy of "Pyramus and Thisbe."

In the BR section of your binder, write out what occurs at the **SHRINK** stage of the DSTL strategy. Be prepared to share out.

**BELLRINGER**



# Outcomes



- I can analyze specific words and phrases to aid in my comprehension of literal and figurative meaning.
- I can express my thoughts and clearly and come to a consensus with my peers.


# What specific words and phrases could we select in paragraph 1?

Pyramus was the handsomest youth, and Thisbe the fairest maiden, in all Babylonia, where Semiramis reigned. Their parents occupied adjoining houses; and neighbourhood brought the young people together, and acquaintance ripened into love. They would gladly have married, but their parents forbade. One thing, however, they could not forbid—that love should glow with equal ardour in the bosoms of both. They conversed by signs and glances, and the fire burned more intensely for being covered up. In the wall that parted the two houses there was a crack, caused by some fault in the structure. No one had remarked it before, but the lovers discovered it. What will not love discover! It afforded a passage to the voice; and tender messages used to pass backward and forward through the gap. As they stood, Pyramus on this side, Thisbe on that, their breaths would mingle. "Cruel wall," they said, "why do you keep two lovers apart? But we will not be ungrateful. We owe you, we confess, the privilege of transmitting loving words to willing ears." Such words they uttered on different sides of the wall; and when night came and they must say farewell, they pressed their lips upon the wall, she on her side, he on his, as they could come no nearer.

I can analyze specific words and phrases to aid in my comprehension of literal and figurative meaning.

1. Which of the following is the best objective summary of “Pyramus & Thisbe”?

- A. Pyramus & Thisbe were separated by a wall. They began to know each other anyway, agreed to talk in the woods, and met untimely deaths.
- B. Pyramus & Thisbe went against their parents wishes by meeting secretly in the woods at night. They met a perilous fate when it was discovered they were together.
- C. Pyramus & Thisbe’s love developed from nothing to something valuable. It was ended by a mistake that took the lives of both lovers.
- D. Pyramus & Thisbe grew in love for each other, though they could not meet. When they did, a misunderstanding caused their untimely deaths.



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“glow” as it is used in line 4.

- A. Emit light or heat
- B. Portray warmth or contentment
- C. Reflect light
- D. Be flushed with embarrassment



3. Read the following lines spoken by  
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“She started back, a shudder ran through her frame as a ripple on the face of the still water when a sudden breeze sweeps over it. But as soon as she recognized her lover, she screamed and beat her breast, embracing the lifeless body, pouring tears into its wounds, and imprinting kisses on the cold lips.”

3. The tone could best be described as \_\_\_\_\_.

- A. Gloominess or depression
- B. Nervousness or uneasiness
- C. Shock or distress
- D. Exasperation or anger

4. Which of the following best describes the central idea of “Pyramus & Thisbe”?

- A. Parents should consider the consequences of their actions.
- B. Pyramus chooses to sacrifice himself rather than live without Thisbe.
- C. Pyramus and Thisbe tragically die in an attempt to be together.
- D. Love can blind people to the reality of life.

# Independent Time

- Read Demetrius' monologue on page 133 of Act IV, scene 2. Apply the DSTL strategy to determine the following:

**1) what Demetrius reveals about both Helena and Hermia; *and***

**2) Demetrius' tone about his confession.**

**Be sure to clearly show the word choice that helped you to determine that tone.**

- Read an independent novel
- Study vocabulary words for Act IV

# Closure: Let's Check In

## DEMETRIUS

My lord, fair Helen told me of their stealth,  
Of this their purpose hither to this wood;  
And I in fury hither follow'd them,  
Fair Helena in fancy following me.  
But, my good lord, I wot not by what power,--  
But by some power it is,--my love to Hermia,  
Melted as the snow, seems to me now  
As the remembrance of an idle gaud  
Which in my childhood I did dote upon;  
And all the faith, the virtue of my heart,  
The object and the pleasure of mine eye,  
Is only Helena. To her, my lord,  
Was I betroth'd ere I saw Hermia:  
But, like in sickness, did I loathe this food;  
But, as in health, come to my natural taste,  
Now I do wish it, love it, long for it,  
And will for evermore be true to it.

TONE:

# SELF-REFLECTION OF PERFORMANCE ON A *MIDSUMMER NIGHT'S DREAM* TEST II

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

My score on this test is a \_\_\_\_\_ %



FICTION							
RL8.3: I can analyze how lines of dialogue propel the action, reveal aspects of character, or provokes a character to make a decision.	1	2	3A	3B	8B	9A	9B
RL8.4: I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.	4	5A	5B				
RL8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	10	11	12	13			
LANGUAGE							
L8.4: I can determine or clarify the meaning of unfamiliar or multiple meaning words and phrases by using a variety of strategies, including use contextual clues and/or by knowledge of Greek and Latin affixes and roots.	15	16	17	18	19	20	
L8.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6	7	8A				
WRITING							
W8.9: I can draw strong, textual evidence from a literary text to support my analysis of an author's use of irony. [Circle if you get less than a 3/4]	14						



# Set some action steps!

Reflect on your preparation for the last test, including strategies that you applied during the test.

What do you plan to do to be more successful on the upcoming Unit 3 District test? \_\_\_\_\_

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