

11.1.2

Lesson 10

Introduction

In this Mid-Unit Assessment, students select textual evidence from one of Hamlet's first three soliloquies to craft a formal multi-paragraph essay about how Shakespeare develops Hamlet's character in relation to other characters.

Students utilize all materials from Unit 2 including their annotated text, lesson Quick Writes, and discussion notes. Students develop their essays by selecting the most significant and relevant evidence to support their analysis.


The Mid-Unit Assessment is assessed using the Text Analysis Rubric. For homework, students continue to read their AIR texts.

Standards

Assessed Standard(s)	
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
W.11-12.2.a, b, f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Addressed Standard(s)	
<ul style="list-style-type: none"> None. 	

Assessment

Assessment(s)
<p>Mid-Unit Assessment: Student learning in this unit will be assessed via a multi-paragraph response to the following prompt.</p> <ul style="list-style-type: none"> Select one of Hamlet's first three soliloquies. In this soliloquy, how does Shakespeare develop Hamlet's character in relation to other characters? <p> Student responses are evaluated according to the Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Cite evidence from the soliloquy to identify at least one aspect or quality of Hamlet's character. Identify specific examples of Hamlet's relationship to at least one other character. Explain how Hamlet's relationships with other characters impact aspects or qualities of his character.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document

http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.3, W.11-12.2.a, b, f, L.11-12.1, L.11-12.2 Text: First three soliloquies in <i>Hamlet</i> 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Mid-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 80% 5%

Materials

- Student copies of the 11.1 Common Core Learning Standards Tool (refer to 11.1.1 Lesson 1)
- Copies of the Mid-Unit Assessment for each student
- Student copies of the Text Analysis Rubric (refer to 11.1.1 Lesson 6)
- Video on soliloquies: <http://vitalny.pbslearningmedia.org/resource/shak13.ela.lit.soli/the-use-of-soliloquy/>

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and assessed standards for this lesson: RL.11-12.3, W.11-12.2.a, b, f, L.11-12.1, and L.11-12.2.

Instruct students that this lesson includes the Mid-Unit Assessment, in which they choose evidence from one of Hamlet's first three soliloquies to determine how Shakespeare develops Hamlet's character in relation to other characters. The Mid-Unit Assessment is evaluated using the Text Analysis Rubric.

- ▶ Students look at the agenda.

- ① For review, consider sharing the following one-minute video and facilitating a brief discussion about the soliloquies: <http://vitalny.pbslearningmedia.org/resource/shak13.ela.lit.soli/the-use-of-soliloquy/>

Activity 2: Homework Accountability

10%

Ask volunteers to share which soliloquy they chose to write about and why. Also, instruct students to ask any remaining questions they have about the assessment.

- ▶ Students share their selection and ask questions if necessary.

Activity 3: Mid-Unit Assessment

80%

Instruct students to write a multi-paragraph response to the following prompt:

Select one of Hamlet's first three soliloquies. In this soliloquy, how does Shakespeare develop Hamlet's character in relation to other characters?

Remind students to use the Text Analysis Rubric to guide their written responses.

- ① Display the prompt for students to see, or provide the prompt in hard copy.
- ▶ Students independently answer the prompt using evidence from the text.
 - 🗣 See the High Performance Response at the beginning of this lesson.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to read their AIR text through the lens of their focus standard (RL.11-12.3) and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

Homework

Continue reading your AIR text through the lens of the assigned focus standard (RL.11-12.3) and prepare for a 3–5 minute discussion of your text based on that standard.

Mid-Unit Assessment (11.1.2 Lesson 10)

Text-Based Response

Your Task: Rely on your reading and analysis of *Hamlet* to write a well-developed response to the following prompt:

Select one of Hamlet's first three soliloquies. In this soliloquy how does Shakespeare develop Hamlet's character in relation to other characters?

Your writing will be assessed using the Text Analysis Rubric.

Guidelines:

Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Include a clear introduction and concluding statement
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Follow the conventions of standard written English

CCLS: RL.11-12.3; W.11-12.2.a, b, f; L.11-12.1; L.11-12.2

Commentary on the Task:

This task measures RL.11-12.3 because it demands that students:

- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

This task measures W.11-12.2.a, b, f, because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories

- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

This task measures L.11-12.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing.

This task measures L.11-12.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.