

## 11.1.2

## Lesson 24

## Introduction

This lesson is part one of the End-of-Unit Assessment for 11.1.2. In this lesson, students collect evidence to support their analyses of how central ideas interact and build upon one another in *Hamlet*.

For homework, students continue to review the evidence collected during this lesson and consider how to synthesize their evidence to respond thoughtfully to the End-of-Unit Assessment prompt.

## Standards

Assessed Standard(s)	
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Addressed Standard(s)	
W.11-12.9.a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>

## Assessment

Assessment(s)
<p>Student learning will be assessed via a Central Idea Evidence Tool that prepares students to respond to the following prompt in the End-of-Unit Assessment (11.1.2 Lesson 25).</p> <ul style="list-style-type: none"> <li>Identify two central ideas from the play. How do these ideas interact and build on one another over the course of the play? In your response, identify and discuss at least one literary device that Shakespeare uses to develop or relate these central ideas.</li> </ul>

**High Performance Response(s)**

A High Performance Response should:

- Identify central ideas from the play, such as action versus inaction, revenge, mortality, madness, etc.
- Determine at least one literary device that Shakespeare uses to advance each central idea, such as foil, personification, metaphor, repetition, imagery, etc.
- Describe what role each central idea plays in *Hamlet*.

① See the Model Central Idea Evidence Collection Tool for a High Performance Response. The responses in this model tool are provided as examples, but in a complex text like *Hamlet*, there are numerous complex central ideas that develop and interact throughout the play. Students can produce a number of different correct responses, as long as they are supported with the most significant and relevant evidence from the text

## Vocabulary

**Vocabulary to provide directly (will not include extended instruction)**

None.\*

**Vocabulary to teach (may include direct word work and/or questions)**

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

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: RL.11-12.2, W.11-12.9.a, L.11-12.5</li> <li>• Text: <i>Hamlet</i> by William Shakespeare</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> </ol>

3. Evidence Gathering	3. 55%
4. Class Discussion	4. 25%
5. Closing	5. 5%

## Materials

- Copies of the Central Idea Evidence Collection Tool for each student
- Student copies of the Text Analysis Rubric (refer to 11.1.1 Lesson 6)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
<b>10%</b>	<b>Percentage indicates the percentage of lesson time each activity should take.</b>
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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.11-12.2 and L.11-12.5. In this lesson, students work in pairs to gather evidence about central ideas but will not engage in multi-paragraph writing until the next lesson (11.1.2 Lesson 25).

- Students look at the agenda.

Inform students that these standards will be assessed in the next lesson's End-of-Unit Assessment written analysis: RL.11-12.2, W.11-12.2.a-f, L.11-12.1, and L.11-12.2. Remind students of their work with standards in earlier lessons of this unit.

- ❗ Consider reviewing the 11.1 Common Core Learning Standards Tool, so that students may re-familiarize themselves with the expectations of these standards. Allow opportunity for students to pose questions.

## Activity 2: Homework Accountability

**10%**

Instruct students to talk in pairs about how they applied their focus standard, RL.11-12.5, to their text. Lead a brief share out on the previous lesson's Accountable Independent Reading (AIR) homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and share how they applied their focus standard (RL.11-12.5) to their AIR text from the previous lesson's homework.

Instruct students to talk in pairs about how they revised and expanded their notes in preparation for the End-of-Unit Assessment. Select several students (or student pairs) to explain how they selected new evidence and expanded their notes.

- ▶ Student pairs discuss examples of evidence they selected to expand and revise their notes.

## Activity 3: Evidence Gathering

**55%**

Instruct students to work in small groups to collect evidence about how central ideas interact and build upon one another, using the Central Idea Evidence Collection Tool. Explain that students may choose to focus on different central ideas, but they should still work collaboratively.

Encourage students to use evidence from the text and their annotations to complete the Central Idea Evidence Collection Tool with the evidence that best supports their analysis. Remind students to confer with their groups to discuss their analysis.

- ▶ Students work collaboratively to gather evidence on the Central Idea Evidence Collection Tool.

## Activity 4: Class Discussion

**25%**

Transition students to a whole-class discussion about the central ideas and the evidence students collected to support their analysis. Invite each group to share one central idea and the evidence they collected related to the development of that central idea.

- ▶ Each group shares one of their central ideas and the evidence the group collected about the development of the central idea.

Explain that students will use the evidence they gathered during this lesson to support the writing they will do for their multi-paragraph written analysis in the next lesson (11.1.2 Lesson 25). Share the following End-of-Unit Assessment prompt with students:

**Identify two central ideas from the play. How do these ideas interact and build on one another over the course of the play? In your response, identify and discuss at least one literary device that Shakespeare uses to develop or relate these central ideas.**

- ▶ Students listen.

① Display the prompt for students to see, or provide the prompt in hard copy.

① **Differentiation Consideration:** Consider reviewing the wording of the prompt if students need additional support to understand what the prompt requires.

## Activity 5: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to review and synthesize the evidence they collected on the Central Idea Evidence Collection Tool and consider how to respond to the End-of-Unit Assessment prompt.

- ▶ Students follow along.

## Homework

Review and synthesize the evidence you collected on the Central Idea Evidence Collection Tool and consider how to respond to the End-of-Unit Assessment prompt:

**Identify two central ideas from the play. How do these ideas interact and build on one another over the course of the play? In your response, identify and discuss at least one literary device that Shakespeare uses to develop or relate these central ideas.**

## Central Idea Evidence Collection Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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	Central Idea #1 _____	Central Idea #2 _____	Central Idea #3 _____	Central Idea #4 _____
<b>Evidence from text</b>				
<b>Literary devices Shakespeare uses</b>				
<b>What role does this idea play in <i>Hamlet</i>?</b>				

## Model Central Idea Evidence Collection Tool

Name:		Class:		Date:	
	Central Idea #1 <u>revenge</u>	Central Idea #2 <u>action versus inaction</u>	Central Idea #3 <u>madness</u>	Central Idea #4 <u>mortality</u>	
<b>Evidence from text</b>	<p>“Let not the royal bed of Denmark be a couch for luxury and damned incest.” (Act 1.5, lines 89–90)</p> <p>“Thy commandment all alone shall live within the book and volume of my brain” (Act 1.5, lines 109–110)</p>	<p>“Like John-a-dreams, unpregnant of my cause” (Act 2.2, line 595)</p> <p>Hamlet commits to kill Claudius while he is kneeling but then changes his mind and decides to wait. (Act 3.3)</p>	<p>The question of Hamlet’s madness endures throughout the play. Hamlet tells Horatio he might “put an antic disposition on” (Act 1.5, line 192) meaning that Hamlet may act as though he is mad.</p>	<p>“O that this too, too sullied flesh would melt” (Act 1.2, line 133)</p> <p>“To be or not to be” (Act 3.1, line 64)</p> <p>Ophelia drowns herself. (Act 4.7, line 188)</p>	
<b>Literary devices Shakespeare uses</b>	<p>Simile – Hamlet says he is “like John-a-dreams...”</p>	<p>Foil – Shakespeare uses Claudius, Laertes, and Fortinbras as foils to highlight Hamlet’s inaction.</p>	<p>Simile – Ophelia compares Hamlet’s lost reason to “sweet bells jangled, out of time and harsh” (Act 3.1, line 172)</p>	<p>Metaphor – In Act 3.1 Hamlet imagines death as sleep: “To die, to sleep” (line 68)</p>	
<b>What role does this idea play in <i>Hamlet</i>?</b>	<p>Revenge drives Hamlet’s actions throughout the play as he struggles with how to kill Claudius.</p>	<p>Action versus inaction is central to Hamlet’s tragic flaw of indecision.</p>	<p>Hamlet acts mad at times in the play, but the reader is not certain if Hamlet is pretending to be mad or if he has actually gone mad.</p>	<p>Hamlet considers mortality throughout the play, and in the tragic resolution, three main characters die.</p>	