

**11.1.2****Lesson 25****Introduction**

This lesson is part two of the End-of-Unit Assessment for 11.1.2. In this lesson, students draft a multi-paragraph response to the End-of-Unit Assessment prompt.


For homework, students continue to read their Accountable Independent Reading texts through the lens of focus standard RL.11-12.5.

**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.
W.11-12.2.a-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"> <li>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.</li> <li>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.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the</li> </ul>

	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.
<b>Addressed Standard(s)</b>	
<ul style="list-style-type: none"> <li>None.</li> </ul>	

## Assessment

Assessment(s)
<p>Students write their response to the End-of-Unit Assessment prompt introduced in the previous lesson:</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> <p> The End-of-Unit Assessment will be evaluated using the Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify two central ideas from the play, such as action versus inaction, revenge, mortality, madness, etc.</li> <li>Demonstrate how these ideas interact and build on one another.</li> <li>Determine at least one literary device that Shakespeare uses in this play, such as foil, personification, metaphor, repetition, imagery, etc.</li> <li>Show how Shakespeare uses this device to develop and relate these central ideas.</li> </ul> <p>A High Performance Response may include the following:</p> <ul style="list-style-type: none"> <li>Two central ideas developed throughout <i>Hamlet</i> are revenge and action versus inaction. Throughout the play, Hamlet struggles to make decisions even though he is committed to seeking revenge for his father's death.</li> <li>After Hamlet's first interaction with his father's ghost, Hamlet commits to a course of revenge. He claims, "Thy commandment all alone shall live within the book and volume of my brain" (Act 1.5, lines 109–110), meaning that he will focus only on revenge. However, in the next soliloquy, Hamlet criticizes himself for being slow to act. After hearing from a passionate actor, Hamlet laments his</li> </ul>

being a “John-a-dreams, unpregnant of [his] cause” (Act 2.2, line 595). This means Hamlet only dreamed of revenge but has not caused any action.

- Revenge and action versus inaction continue to build on each other until the final scene when Hamlet finally decides to take action. After seeing the example of Fortinbras’s courage, Hamlet resolves to act for revenge. When given the opportunity to fence with Laertes, Hamlet chooses to act by finally killing Claudius when the opportunity presents itself.
- Foil is one of the literary devices, including foils to Hamlet. Fortinbras serves as one of Hamlet’s foils and draws attention to Hamlet’s cowardice and indecision. Both characters are princes, but Fortinbras is brave and decisive, while Hamlet is mild and indecisive. After Hamlet and Laertes fatally wound each other, Hamlet kills Claudius. Hamlet hurts Claudius with the “envenomed” rapier and then forces Claudius to drink from the poisoned cup (Act 5.2, lines 352–358).
- *Hamlet* is a complex play with multiple central ideas, but the interaction between revenge and action versus inaction drives the play and contributes to the play’s powerful ending.

Students may also analyze the development of other central ideas, such as:

- Mortality is another example of a central idea. Hamlet first alludes to death when he says “O that this too, too sullied flesh would melt” (Act 1.2, line 133) in his first soliloquy. Hamlet considers suicide in a later soliloquy when he considers, “To be or not to be” (Act 3.1, line 64). Shakespeare develops the central idea of death further when Ophelia drowns (Act 4.7, line 188).
  - Another central idea is madness. 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 Hamlet may act as though he is mad. Although Hamlet acts mad later in the play, the reader is not certain if he is pretending to be mad or if he has actually gone mad.
- ① In addition to “foil” students may identify other literary devices Shakespeare uses, such as personification, metaphor, repetition, personification, etc.
- ① Sample student responses 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 analysis is 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 text-dependent 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.11-12.2.a-f; L.11-12.1; L.11-12.2</li> <li>Text: <i>Hamlet</i> by William Shakespeare</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>End-of-Unit Assessment</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>80%</li> <li>5%</li> </ol>

## Materials

- Student copies of 11.1 Common Core Learning Standards Tool (refer to 11.1.1 Lesson 1)
- Copies of the End-of-Unit Assessment for each student
- Student copies of the Text Analysis Rubric (refer to 11.1.1 Lesson 6)
- Student Copies of the Central Idea Evidence Collection Tool (refer to 11.1.2 Lesson 24)

## 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.
	<b>Bold text indicates text dependent questions.</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, W.11-12.2.a-f, L.11-12.1, and L.11-12.2. In this lesson, students draft a written response to the End-of-Unit Assessment prompt.

- ▶ Students look at the agenda.

## Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they synthesized the evidence on their Central Idea Evidence Collection Tool to prepare for the End-of-Unit Assessment prompt.

- ▶ Student pairs discuss examples of how they synthesized their evidence to prepare to respond to the prompt.

## Activity 3: End-of-Unit Assessment

80%

Instruct students to write a multi-paragraph response to the following 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.**

Instruct students to use the evidence recorded on their tool and their own notes and annotations. Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by significant and relevant evidence, and a concluding statement or section that articulates the significance of the topic. Remind students to use domain-specific vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

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.

- ① High Performance Responses 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 may produce a number of different correct responses, as long as analysis is supported with the most significant and relevant evidence from the text.

## 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 the focus standard, RL.11-12.5, and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

## Homework

Continue to read your Accountable Independent Reading text through the lens of the focus standard, RL.11-12.5, and prepare for a 3–5 minute discussion of your text based on that standard.

## End-of-Unit Assessment (11.1.2 Lesson 25)

### Text-Based Response

**Your Task:** Rely on your reading and analysis of *Hamlet*, including your Central Idea Evidence Collection Tool, to write a well-developed response to the following 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.**

Your writing will be assessed using the Text Analysis Rubric.

#### Guidelines:

##### Be sure to:

- Read the prompt closely
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

**CCSS:** RL.11-12.2; W.11-12.2.a-f; L.11-12.1; L.11-12.2

#### Commentary on the Task:

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

- 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.

This task measures W.11-12.2.a-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; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- 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.