

11.1.3

Lesson 8

Introduction

This lesson is the End-of-Unit Assessment for Unit 3. In this lesson, students craft a multi-paragraph response analyzing the relationship between Woolf's text and the character of Ophelia. Students return to the scenes they analyzed in *Hamlet* to look again at Ophelia, this time in conversation with the portion of Woolf's *A Room of One's Own* essay that they have studied.

To compose their End-of-Unit Assessment, students use textual details from both texts to support a claim they make in response to the following prompt: Analyze the relationship between Woolf's text and the character of Ophelia. As they write, students consult both texts and their notes, annotations, and the Cross-Text Evidence Collection Tools from Lesson 7.

For homework, students read the Module Performance Assessment prompt and review their annotations and notes on central idea in all three module texts.

Standards

Assessed Standard(s)	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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).
RI.11-12.2	Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
W.11-12.2.a-f	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; 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

Assessed Standard(s)	
	<p>multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>
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)	
W.11-12.9.a, b	<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-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>

Assessment

Assessment(s)

End-of-Unit Assessment: Student learning in this unit will be assessed via a multi-paragraph response to the following prompt.

- Analyze the relationship between Woolf's text and the character of Ophelia.

 Student responses are evaluated using the Text Analysis Rubric.

High Performance Response(s)

A High Performance Response should:

- Introduce a claim about the relationship between Woolf's text and Ophelia, likely centering on the similarities between Ophelia and Judith Shakespeare.
- Support the claim with multiple textual examples, such as Ophelia and Judith's interactions with their male family members; their gift for words; the familial and societal expectations of their chastity; and their tragic, suicidal end.
- Conclude with either a fresh insight or a concise synthesis of the ideas presented in the response.

A High Performance Response may include the following:

- The character of Ophelia bears out Woolf's argument about the inequality of gender roles. As early as Act 1.3, we see the difference in the way in which Polonius treats Laertes and Ophelia, encouraging the former to travel and experience the world while warning the other about her flirtation with Hamlet.
- Ophelia's interactions with both her family and Hamlet demonstrate what Woolf calls the "religious importance" (p. 51) of chastity for a woman in Elizabethan England. Laertes warns her sternly against losing her "chaste treasure" (Act 1.3, line 35) and Hamlet makes crude remarks about her chastity when she returns his gifts in *Hamlet* Act 3.1.
- Both Ophelia and Judith Shakespeare are deprived of their voice, each having a gift for words that they are unable to express. Although Judith is no less talented than her brother, she is nevertheless discouraged from writing by her family and by everyone she encounters in London, and the suppression of her voice leads her to madness and to an anonymous grave. In a similar vein, Ophelia's interactions with Laertes and Hamlet show her to be witty and skilled with words. However, when Polonius is murdered, whereas Laertes is able to express himself and take action by seeking revenge, Ophelia has no such outlet, and can speak of her grief only in the language of madness, through nonsensical songs and the distribution of flowers.
- Ophelia's descent into madness reflects Woolf's claim that the conflicting pressures placed by oppressive societal norms on women of talent and intelligence must inevitably result in madness. Like Judith Shakespeare, Ophelia is driven mad by her situation and kills herself.

- Unlike Judith Shakespeare, Ophelia is mourned by her family and friends, illustrating not only her more privileged social position, but also the importance, once again, of chastity. Whereas Judith Shakespeare finds herself pregnant outside of wedlock, Ophelia conforms to the sexual standards of her time and so is honored and mourned by those closest to her.

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 texts, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1.e. Academic Vocabulary, 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: CRRA.R.9, RL.11-12.3, RI.11-12.2, W.11-12.2.a-f, L.11-12.1, L.11-12.2, W.11-12.9.a, b • Text: Shakespeare's <i>Hamlet</i>, Act 1.3, Act 3.1, Act 5.1 and an excerpt from Woolf's <i>A Room of One's Own</i> 	
Learning Sequence <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. End-of-Unit Assessment 4. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 75% 4. 5%

Materials

- Student copies of the Cross-Text Evidence Collection Tool (refer to 11.1.3 Lesson 7)
- Student copies of the Text Analysis Rubric (refer to 11.1.1 Lesson 6)
- Copies of the End-of-Unit Assessment sheet for each student

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 sharing the assessed standards for this lesson: CRRA.R.9, RL.11-12.3, RI.11-12.2, and W.11-12.2.a-f. In this lesson, students respond in writing to the End-of-Unit Assessment prompt: Analyze the relationship between Woolf's text and the character of Ophelia. Students craft a multi-paragraph response exploring the relationship between Woolf's text and Shakespeare's Ophelia, using the claim they developed on the Cross-Text Evidence Collection Tool in 11.1.3 Lesson 7.

- Students look at the agenda.

Remind students of their work with standards L.11-12.1, L.11-12.2, and W.11-12.2.a-f in the Mid-Unit Assessment. Inform students that these standards will be assessed on the End-of-Unit Assessment.

- ❗ 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 any questions they may have.

Activity 2: Homework Accountability

15%

Instruct students to discuss in pairs the new claim they drafted for homework and the evidence they collected that could be used to support their claim. Remind students that, as part of W.11-12.9.a, b, they will draw upon the evidence they collected in the previous lesson, for homework, and throughout the unit to support their analysis on the End-of-Unit Assessment.

- ▶ Student pairs discuss the claim developed for homework.
- 🗨 Student responses may include
 - Woolf's position that women's lack of opportunity in the sixteenth-century would have caused them to go mad is evident in the character of Shakespeare's Ophelia.
 - Woolf's depiction of sixteenth-century England as a society that was preoccupied with the chastity of women is reflected in Ophelia's character.
 - Woolf's depiction of sixteenth-century England as a society dominated by men is evident in the life of Ophelia.

Activity 3: End-of-Unit Assessment

75%

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.

Instruct students to use the text selections found on their tool and their own notes and annotations to write a multi-paragraph response to the following prompt:

Analyze the relationship between Woolf's text and the character of Ophelia.

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 read the Module Performance Assessment prompt and review their annotations and notes on central ideas in all three modules' texts.

Select a central idea common to all three texts. How do the authors develop this idea over the course of each text? How do the texts work together to build your understanding of this central idea?

- ▶ Students follow along.

Homework

Read the Module Performance Assessment prompt and review your annotations and notes on central idea in all three modules' texts.

Select a central idea common to all three texts. How do the authors develop this idea over the course of each text? How do the texts work together to build your understanding of this central idea?

End-of-Unit Assessment (11.1.3 Lesson 8)

Text-Based Response

Name:		Class:		Date:	
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Your Task: Based on your close reading of *Hamlet* and the excerpt from *A Room of One's Own*, as well as your work on the Cross-Text Evidence Collection Tool, write a well-developed, multi-paragraph essay in response to the following prompt:

Analyze the relationship between Woolf's text and the character of Ophelia.

Your response will be assessed using the Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Organize your ideas and evidence
- Develop a claim that responds directly to all parts of the prompt
- Cite strong and thorough textual evidence to support your analysis
- Follow the conventions of standard written English

CCLS: CCRA.R.9, RL.11-12.3, RI.11-12.2, W.11-12.2.a-f, L.11-12.1, L.11-12.2

Commentary on the Task:

This task measures CCRA.R.9 because it demands that students:

- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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 (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

- Determine two or more 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 provide complex analysis; provide an objective summary of the text.

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

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant 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 and L.11-12.2 because it demands that students:

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