



EXPEDITIONARY  
LEARNING

# **Grade 10: Module 2B: Unit 1: Lesson 6**

## **Mid-Unit Assessment: Analyzing an Author's Argument and Text Structure**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Supporting Learning Targets**

- I can analyze the development of the argument in “Top Ten Reasons Shakespeare Did Not Write Shakespeare.”
- I can analyze the structure of a paragraph in “Top Ten Reasons Shakespeare Did Not Write Shakespeare,” including the role of particular sentences in developing a supporting claim.
- I can objectively summarize “Top Ten Reasons Shakespeare Did Not Write Shakespeare.”
- I can analyze the author’s perspective in “Top Ten Reasons Shakespeare Did Not Write Shakespeare.”

**Ongoing Assessment**

- Mid-Unit 1 Assessment

**Agenda**

1. Opening

**Teaching Notes**

- The assessment text in the lesson is excerpted from “The Top Ten Reasons Shakespeare Did Not Write



<p>A. Reviewing Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 1 Assessment (40 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Previewing Homework (2 minutes)</p> <p>4. Homework</p> <p>A. QuickWrite 2</p>	<p>Shakespeare.” The text has been excerpted due to the long length of the article. The author’s argument and essential reasons have remained true to the original version.</p> <ul style="list-style-type: none"><li>• If students finish the assessment early, consider having other independent activities they can work on.</li></ul>
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Lesson Vocabulary	Materials
surmise, incoherence, vulgar, reconciling, speculation	<ul style="list-style-type: none"><li>• Mid-Unit 1 Assessment: Analyzing an Author's Argument and Text Structure (one per student)</li><li>• Mid-Unit 1 Assessment: Analyzing an Author's Argument and Text Structure (answers, for teacher reference)</li><li>• QuickWrite 2 (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Read aloud the learning targets:<ul style="list-style-type: none"><li>* "I can analyze the development of the argument in 'Top Ten Reasons Shakespeare Did Not Write Shakespeare.'"</li><li>* "I can analyze the structure of a paragraph in 'Top Ten Reasons Shakespeare Did Not Write Shakespeare,' including the role of particular sentences in developing a supporting claim."</li><li>* "I can objectively summarize 'Top Ten Reasons Shakespeare Did Not Write Shakespeare.'"</li><li>* "I can analyze the author's perspective in 'Top Ten Reasons Shakespeare Did Not Write Shakespeare.'"</li></ul></li><li>• Share with students that these learning targets should seem familiar to them since they have been working with similar targets over the past several lessons.</li><li>• Today they will have a chance to show what they know on the Mid-Unit 1 Assessment.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 1 Assessment (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Arrange the seating to make it conducive to an assessment and allow students to independently think, read, and write.</li><li>• Remind students that they read and studied an article in which the author expressed an opinion about who wrote the works attributed to Shakespeare. They have analyzed the article for the central idea, text structure, and author perspective. Explain that this assessment will give them an opportunity to apply these skills independently and show what they know.</li><li>• Distribute the <b>Mid-Unit 1 Assessment: Analyzing an Author's Argument and Text Structure</b>. Read the directions aloud.</li><li>• Tell students that the text they will read has been excerpted because of its long length. The title of the article is "Top Ten Reasons Shakespeare Did Not Write Shakespeare," but students will not read all ten reasons on the assessment.</li><li>• Address any clarifying questions.</li><li>• Invite students to begin. Circulate to observe but not support; this is students' opportunity to independently apply the skills they have been learning.</li><li>• Collect the assessment.</li><li>• If students finish early, encourage them to reread the article, attending to details.</li></ul>	<ul style="list-style-type: none"><li>• For some students, this assessment may require more than the 40 minutes allotted. Consider providing time over multiple days if necessary.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Previewing Homework (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>QuickWrite 2</b> handout and address any clarifying questions.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• QuickWrite 2: You have learned a lot about the arguments for both sides of the question regarding the authorship of Shakespeare. Based on what you have read, which argument do you find most credible? Why?</li></ul>	



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# Grade 10: Module 2B: Unit 1: Lesson 6

## Supporting Materials



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**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Targets Assessed:**

I can objectively summarize informational text. (RI.8.2)

I can determine the central ideas of an informational text. (RI.8.2)

I can analyze the development of a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)

I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)

I can determine an author's point of view or purpose in informational text. (RI.8.6)

I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)

**Directions:** Read the article "Top Ten Reasons Shakespeare Did Not Write Shakespeare," then reread the text and write the gist of each part of the text in the column on the right.



Mid-Unit 1 Assessment:  
Analyzing an Author's Argument and Text Structure

	Text	Gist
Part 1	<p><b>The Real Shakespeare</b></p> <p>There never was an Elizabethan playwright named William Shakespeare. There was an Elizabethan actor, theater manager and businessman by the name of William Shaxper or Shaksper born in Stratford-upon-Avon, England. When academics speak of the historical William Shakespeare they are referring to this person.</p> <p>There is no direct evidence to show that William Shaxper was a writer. There are no original manuscripts of the plays or the poems, no letters and only six shaky signatures, all in dispute. Both his parents, John and Mary, were illiterate signing documents with an 'X.' His wife Anne Hathaway was illiterate. His children seem to have been illiterate, which would make Shaxper the only prominent writer in history whose children are believed to have been illiterate.</p>	





**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure

	<b>Text</b>	<b>Gist</b>
<b>Part 1</b>	<p>William from Stratford never went to college and as far as can be determined never had any schooling. There has been an attempt by Stratfordians to surmise<sup>1</sup> that William Shaxper attended a grammar school in Stratford. No records of this exist and Shaxper made no mention of this school in his will, a startling oversight if this grammar school was single-handedly responsible for creating perhaps the most literate, scholarly man of all time.</p> <p>The lack of any letters written by William Shaxper is particularly significant. As a great writer, it is likely he would have written a large number. Voltaire's collected correspondence totals roughly 20,000 pieces. There are no surviving letters in Shaxper's or Shakspere's own hand.</p>	

<sup>1</sup> surmise: suppose something is true without actually having proof

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Mid-Unit 1 Assessment:  
Analyzing an Author's Argument and Text Structure

	Text	Gist
Part 2	<p><b>His Vocabulary</b></p> <p>The works attributed to Shakespeare contain one of the largest vocabularies of any single English writer. John Milton's <i>Paradise Lost</i>, for example has about 8,000 different words. The King James Version of the Bible, inspired by God and translated by 48 of Great Britain's greatest biblical scholars, has 12,852 different words. There are 31,534 different words in Shakespeare's Canon.</p> <p>There is a startling incoherence<sup>2</sup> between the story of a young man, with at best a grammar-school education, wandering into London, getting involved in theatre, and then suddenly, even miraculously, possessing one of the greatest vocabularies of any individual who ever lived.</p>	

<sup>2</sup> incoherence: inconsistency



**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure

	Text	Gist
Part 3	<p><b>The Famous Doubters</b></p> <p>The case against William Shakespeare's authorship is strong enough to have attracted many famous individuals.</p> <p>A partial list of the Shakespeare doubters include: Mark Twain, Walt Whitman, Sigmund Freud, Nathaniel Hawthorne, Malcolm X, and Helen Keller.</p> <p>Mark Twain, in his hilarious 1909 debunking<sup>3</sup> of the Shakespeare myth titled "Is Shakespeare Dead?" points out that no one in England took any notice of the death of the actor William Shaxper.</p>	

<sup>3</sup> debunking: showing that something is wrong



**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure

	Text	Gist
Part 4	<p><b>Not a Single Book</b></p> <p>William Shaxper's will is three pages long and handwritten by an attorney. In these three pages there is no indication that he was a writer. The will mentions not a single book, play, poem, or unfinished literary work, or scrap of manuscript of any kind.</p> <p>The absence of books in the will is telling, since to write his works the mythical William Shakespeare would have had to have access to hundreds of books. The plays are full of expertise on a wide variety of subjects including contemporary and classical literature, multiple foreign languages, a detailed knowledge of Italy. Italian language and culture, the law, medicine, military matters, sea navigation, painting, mathematics, astrology, horticulture, music and a variety of aristocratic sports like bowls and falconry</p>	



Mid-Unit 1 Assessment:  
Analyzing an Author's Argument and Text Structure

	Text	Gist
Part 5	<p><b>Multilingual</b></p> <p>The writer of Shakespeare's plays had command of not only English, but Latin, Greek, French, Italian, and Spanish. His French in particular is not of the classroom but reflects the vulgar<sup>4</sup> speech of ordinary people.</p> <p>The thousands of new words Shakespeare added to the English language were created from his multilingual expertise.</p> <p>There is no way of reconciling<sup>5</sup> the immense scholarship shown in Shakespeare's works with William Shaxper, who from birth was surrounded by illiterate people, had little or no education, and is believed never to have traveled outside England.</p>	

<sup>4</sup> vulgar: crude, crass, unrefined

<sup>5</sup> reconciling: resolving, settling



**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure

	Text	Gist
Part 6	<p><b>Genius</b></p> <p>“William Shakespeare was a genius.” This answer is generally supplied to all questions relating to Shaxper’s apparent lack of qualifications for the title of “world’s greatest author.” Genius however has its limitations.</p> <p>About one third of Shakespeare’s plays are either set in Italy or make specific references to events and locations there. Genius may explain the literary skills in Shakespeare’s works, but it does not supply knowledge of places never visited or languages never learned.</p>	



Mid-Unit 1 Assessment:  
Analyzing an Author's Argument and Text Structure

	Text	Gist
Part 7	<p><b>Stratford</b></p> <p>As with virtually everything associated with the “historical” Shakespeare, the tourist sites in Stratford are pure speculation<sup>6</sup>. “It is fairly certain” that the house on Henley Street is where Shakespeare was born and brought up, complete with, as the birthplace website proudly states, “recreated replicas.” The grammar school in Stratford has lost all records from the period, but “is almost definitely” where Shakespeare received his education. This institution even claims to have his original desk, which is “third from the front on the left-hand side.” On and on the fantasy is created with an avalanche of qualifiers like, “most biographers agree,” and “we are permitted to think,” and “we have no reason not to assume,” etc.</p> <p>No one knows for sure who wrote the works attributed to Shakespeare. What can be said with some certainty is that William Shaxper didn’t.</p>	

From the book, "The Shakespeare Authorship Question" by Keir Cutler, Ph.D

<sup>6</sup> speculation: theory

**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure

1. Which statement from the article best reveals the author's central claim?

- a. There is no evidence to show that William Shaxper was a writer.
- b. Despite evidence that Shaxper could not have been a writer, few colleges or universities ever touch on the authorship question.
- c. Mark Twain ... points out that no one in England took any notice of the death of the actor William Shaxper.
- d. There is no way of reconciling the immense scholarship evinced in Shakespeare's works with William Shaxper, who from birth was surrounded by illiterate people, had little or no education, and is believed never to have traveled outside England.

2. Explain why the answer you chose best reveals the central claim.

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**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure

3. Reread the text. How does each part develop the central claim?

	<b>What is the supporting claim in this part of the text?</b>	<b>How does this supporting claim develop the central claim?</b>
<b>Part 1</b>		
<b>Part 3</b>		
<b>Part 4</b>		



**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure

4. Write a summary of the article. Be sure to use what you know about the central claim and the gist of each part.
5. Reread Part 6. What opposing viewpoint does the author acknowledge? What evidence does he use to support this viewpoint? Be sure to use what you know about the central claim of the text and the gist of each part.

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6. What is the author's purpose in this article?
  - a. Describe the life of William Shakespeare
  - b. Emphasize how little education William Shakespeare had
  - c. Debate who actually wrote William Shakespeare's poems and plays
  - d. Describe the life of Edward de Vere, the Earl of Oxford

**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure  
(Answers, for Teacher Reference)

**Targets Assessed:**

I can objectively summarize informational text. (RI.8.2)

I can determine the central ideas of an informational text. (RI.8.2)

I can analyze the development of a central idea throughout the text (including its relationship to supporting ideas). (RI.8.2)

I can analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept). (RI.8.5)

I can determine an author's point of view or purpose in informational text. (RI.8.6)

I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)

**Directions:** Read the article “Top Ten Reasons Why Shakespeare Did Not Write Shakespeare,” then reread the text and write the gist of each part of the text in the column on the right.



**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure  
(Answers, for Teacher Reference)

	Text	Gist
Part 1	<p><b>The Real Shakespeare</b></p> <p>There never was an Elizabethan playwright named William Shakespeare. There was an Elizabethan actor, theater manager and businessman by the name of William Shaxper or Shakspeare born in Stratford-upon-Avon, England. When academics speak of the historical William Shakespeare they are referring to this person.</p> <p>There is no direct evidence to show that William Shaxper was a writer. There are no original manuscripts of the plays or the poems, no letters and only six shaky signatures, all in dispute. Both his parents, John and Mary, were illiterate signing documents with an 'X.' His wife Anne Hathaway was illiterate. His children seem to have been illiterate, which would make Shaxper the only prominent writer in history whose children are believed to have been illiterate.</p>	<p><b>Though there was an actor named William Shaxper, or Shakespeare, there was not a playwright with this name. William Shaxper lacked the education required to be the real William Shaxper.</b></p>



**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure  
(Answers, for Teacher Reference)

	Text	Gist
Part 1	<p>William from Stratford never went to college and as far as can be determined never had any schooling. There has been an attempt by Stratfordians to surmise<sup>1</sup> that William Shaxper attended a grammar school in Stratford. No records of this exist and Shaxper made no mention of this school in his will, a startling oversight if this grammar school was single-handedly responsible for creating perhaps the most literate, scholarly man of all time.</p> <p>The lack of any letters written by William Shaxper is particularly significant. As a great writer, it is likely he would have written a large number. Voltaire's collected correspondence totals roughly 20,000 pieces. There are no surviving letters in Shaxper's or Shakspere's own hand.</p>	

<sup>1</sup> surmise: suppose something is true without actually having proof

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**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure  
(Answers, for Teacher Reference)

	Text	Gist
Part 2	<p><b>His Vocabulary</b></p> <p>The works attributed to Shakespeare contain one of the largest vocabularies of any single English writer. John Milton's <i>Paradise Lost</i>, for example has about 8,000 different words. The King James Version of the Bible, inspired by God and translated by 48 of Great Britain's greatest biblical scholars, has 12,852 different words. There are 31,534 different words in Shakespeare's Canon.</p> <p>There is a startling incoherence<sup>2</sup> between the story of a young man, with at best a grammar-school education, wandering into London, getting involved in theatre, and then suddenly, even miraculously, possessing one of the greatest vocabularies of any individual who ever lived.</p>	<p><b>Shakespeare's writings have an enormous vocabulary. It would be a miracle for someone from Shakespeare's humble education and class to have such a huge vocabulary</b></p>

<sup>2</sup> incoherence: inconsistency



**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure  
(Answers, for Teacher Reference)

	Text	Gist
Part 3	<p><b>The Famous Doubters</b></p> <p>The case against William Shakespeare's authorship is strong enough to have attracted many famous individuals.</p> <p>A partial list of the Shakespeare doubters include: Mark Twain, Walt Whitman, Sigmund Freud, Nathaniel Hawthorne, Malcolm X, and Helen Keller.</p> <p>Mark Twain, in his hilarious 1909 debunking<sup>3</sup> of the Shakespeare myth titled "Is Shakespeare Dead?" points out that no one in England took any notice of the death of the actor William Shaxper.</p>	<p><b>There are many famous people who doubt the authorship of Shakespeare. No one seemed to notice when such a famous author as Shakespeare died. This seems odd considering his fame.</b></p>

<sup>3</sup> debunking: showing that something is wrong



**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure  
(Answers, for Teacher Reference)

	Text	Gist
Part 4	<p><b>Not a Single Book</b></p> <p>William Shaxper's will is three pages long and handwritten by an attorney. In these three pages there is no indication that he was a writer. The will mentions not a single book, play, poem, or unfinished literary work, or scrap of manuscript of any kind.</p> <p>The absence of books in the will is telling, since to write his works the mythical William Shakespeare would have had to have access to hundreds of books. The plays are full of expertise on a wide variety of subjects including contemporary and classical literature, multiple foreign languages, a detailed knowledge of Italy. Italian language and culture, the law, medicine, military matters, sea navigation, painting, mathematics, astrology, horticulture, music and a variety of aristocratic sports like bowls and falconry</p>	<p><b>There is no record of Shakespeare owning a single book. This doesn't make sense, because he would have needed lots of books to refer to when he wrote about a variety of topics.</b></p>





**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure  
(Answers, for Teacher Reference)

	Text	Gist
Part 5	<p><b>Multilingual</b></p> <p>The writer of Shakespeare's plays had command of not only English, but Latin, Greek, French, Italian, and Spanish. His French in particular is not of the classroom but reflects the vulgar<sup>4</sup> speech of ordinary people.</p> <p>The thousands of new words Shakespeare added to the English language were created from his multilingual expertise.</p> <p>There is no way of reconciling<sup>5</sup> the immense scholarship shown in Shakespeare's works with William Shaxper, who from birth was surrounded by illiterate people, had little or no education, and is believed never to have traveled outside England.</p>	<p><b>Shakespeare used other languages in his writing. Since he was surrounded by simple, country people who couldn't read or write, it seems strange that he would have known so many languages.</b></p>

<sup>4</sup> vulgar: crude, crass, unrefined

<sup>5</sup> reconciling: resolving, settling



**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure  
(Answers, for Teacher Reference)

	Text	Gist
Part 6	<p><b>Genius</b></p> <p>“William Shakespeare was a genius.” This answer is generally supplied to all questions relating to Shaxper’s apparent lack of qualifications for the title of “world’s greatest author.” Genius however has its limitations.</p> <p>About one third of Shakespeare’s plays are either set in Italy or make specific references to events and locations there. Genius may explain the literary skills in Shakespeare’s works, but it does not supply knowledge of places never visited or languages never learned.</p>	<p><b>Some people say the reason Shakespeare could have written the works attributed to him is because he was a genius. Genius doesn’t explain how he could have learned so many languages or written about places he never visited.</b></p>



**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure  
(Answers, for Teacher Reference)

	Text	Gist
Part 7	<p><b>Stratford</b></p> <p>As with virtually everything associated with the “historical” Shakespeare, the tourist sites in Stratford are pure speculation<sup>6</sup>. “It is fairly certain” that the house on Henley Street is where Shakespeare was born and brought up, complete with, as the birthplace website proudly states, “recreated replicas.” The grammar school in Stratford has lost all records from the period, but “is almost definitely” where Shakespeare received his education. This institution even claims to have his original desk, which is “third from the front on the left-hand side.” On and on the fantasy is created with an avalanche of qualifiers like, “most biographers agree,” and “we are permitted to think,” and “we have no reason not to assume,” etc.</p> <p>No one knows for sure who wrote the works attributed to Shakespeare. What can be said with some certainty is that William Shaxper didn’t.</p>	<p><b>Shakespeare’s birthplace is filled with signs and items on display that are best guesses about his life.</b></p>

From the book, “The Shakespeare Authorship Question” by Keir Cutler, Ph.D

<sup>6</sup> speculation: theory

**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure  
(Answers, for Teacher Reference)

1. Which statement from the article best reveals the author's central claim?

- a. **There is no evidence to show that William Shaxper was a writer.**
- b. Despite evidence that Shaxper could not have been a writer, few colleges or universities ever touch on the authorship question.
- c. Mark Twain ... points out that no one in England took any notice of the death of the actor William Shaxper.
- d. There is no way of reconciling the immense scholarship evinced in Shakespeare's works with William Shaxper, who from birth was surrounded by illiterate people, had little or no education, and is believed never to have traveled outside England.

2. Explain why the answer you chose best reveals the central claim.

**This central claim of this article is to discredit or dispute that William Shakespeare was truly the author of all the works he is credited to have written. The statement "There is no evidence to show that William Shaxper was a writer" states that there is no proof that William Shaxper wrote anything at all, which is what the author is seeking to prove.**

**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure  
(Answers, for Teacher Reference)

3. Reread the text. How does each part develop the central claim?

	<b>What is the supporting claim in this part of the text?</b>	<b>How does this supporting claim develop the central claim?</b>
<b>Part 1</b>	<b>The supporting claim in this part reveals the lack of education Shakespeare or Shaxper had.</b>	<b>This supporting claim develops the central claim by showing that Shakespeare could not have been the true author because he did not have the education he would have needed to write the works attributed to him.</b>
<b>Part 3</b>	<b>There are lots of famous people who doubt Shakespeare wrote Shakespeare.</b>	<b>This further develops the central claim by showing that if Shakespeare really was a famous playwright, his death would have been broadcast all over London and Stratford.</b>
<b>Part 4</b>	<b>There is no record of Shakespeare ever owning a single book.</b>	<b>This develops the central claim, since it is impossible to believe that a famous author would not have owned a single book, especially when the things Shakespeare wrote about would have required reference books.</b>

**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure  
(Answers, for Teacher Reference)

4. Write a summary of the article. Be sure to use what you know about the central claim and the gist of each part.

**William Shakespeare could not have written all the works he is credited with writing. Although there was an actor named William Shaxper, or Shakespeare, there was not a playwright named this. First, William Shaxper lacked the education required to be the real William Shaxper. Another reason is that Shakespeare's writings have an enormous vocabulary. It would be a miracle for someone with Shakespeare's humble education and background to have such a huge vocabulary. Also, there are many famous people who doubt the authorship of Shakespeare. Besides that, no one seemed to notice when such a famous author as Shakespeare died. This seems odd considering his fame. There is also no record of Shakespeare owning a single book. This doesn't make sense, because he would have needed lots of books to refer to when he wrote about a variety of topics. Shakespeare used other languages in his writing. Since he was surrounded by simple, country people who couldn't read or write, it seems strange that he would have known so many languages. Some people say the reason Shakespeare could have written the works attributed to him is because he was a genius, but genius doesn't explain how he could have learned so many languages or written about places he never visited. There are many other people who could very well have been Shakespeare. Finally, Shakespeare's birthplace is filled with signs and items on display that are best guesses about his life. All of these reasons show that Shakespeare could not have been the author of all the works we have traditionally attributed to him.**

**Mid-Unit 1 Assessment:**  
Analyzing an Author's Argument and Text Structure  
(Answers, for Teacher Reference)

5. Reread Part 6. What opposing viewpoint does the author acknowledge? What evidence does he use to support this viewpoint? Be sure to use what you know about the central claim of the text and the gist of each part.

**In Part 6, the author acknowledges the argument of the genius of Shakespeare that those who believe in his authorship often state. To refute this argument, the author states that genius doesn't provide a good enough explanation of how Shakespeare could have written about places he never visited or written using languages he never studied.**

6. What is the author's purpose in this article?
- a. Describe the life of William Shakespeare
  - b. Emphasize how little education William Shakespeare had
  - c. **Debate who actually wrote William Shakespeare's poems and plays**
  - d. Describe the life of Edward de Vere, the Earl of Oxford

QuickWrite 2

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**Name:**

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**Date:**

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You have learned a lot about the arguments for both sides of the question regarding the authorship of Shakespeare. Based on what you have read, which argument do you find most credible? Why?

Use specific evidence from the text to write a paragraph that answers this prompt.

- Answer the prompt completely.
- Provide relevant and complete evidence.
- Your paragraph should include:
  - A focus statement stating which argument you believe is the most credible
  - At least three pieces of evidence from the text
  - For each piece of evidence, an analysis or explanation: What does this evidence mean?
  - A concluding sentence