

## 10.10

## Lesson 10

## Introduction


In this lesson, the Mid-Unit Assessment, students craft a formal, 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? Use evidence from the play to support your answer. Students review their annotated text, lesson Quick Writes, discussion notes, and homework writing to organize their ideas. Students then develop their responses with relevant and sufficient evidence, remembering to include introductions and conclusions in their responses.

## Standards

Assessed Standard(s)	
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
W.9-10.2. 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> <p><u>CCSS.ELA-LITERACY.W.9-10.2.A</u> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2.B</u> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2.F</u> 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>

W.9-10.9.a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.9.A</u>          Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p>
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Addressed Standard(s)</b>	
None.	

## Assessment

Assessment(s)
<p>Student learning is assessed via a response to the Mid-Unit Assessment prompt. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text:</p> <ul style="list-style-type: none"> <li>Select one of Hamlet's first three soliloquies. In this soliloquy, how does Shakespeare develop Hamlet's character in relation to other characters? Use evidence from the play to support your answer.</li> </ul> <p> Student responses will be assessed using the 11.1.2 Mid-Unit Text Analysis Rubric.</p>
High Performance Response(s)

A High Performance Response should:

- Identify specific examples of Hamlet’s relationship to at least one other character.
- Analyze how Hamlet’s relationship with at least one other character develops his character, using evidence from the soliloquy to support the analysis.

A High Performance Response may include the following evidence in support of a multi-paragraph analysis:

- In the “O, that this too sullied flesh” soliloquy (Act 1.2, lines 133–164), Hamlet establishes his relationship with his mother as one of conflict. Hamlet is angry with his mother for her hasty marriage to Claudius and criticizes her harshly throughout the soliloquy. He suggests his mother is weak for remarrying so quickly by saying, “frailty, thy name is woman” (line 150). He considers her less than an animal, for he says that even a “beast” without “reason” would mourn the loss of its mate longer than the month Gertrude mourned Hamlet’s father (line 154). Hamlet even suggests that the tears she did shed for her deceased husband were “unrighteous” (line 159). Finally, he describes her remarriage in harsh terms, accusing her of marrying with “wicked speed” (line 161) and moving “with such dexterity to incestuous sheets” (line 162). In other words, Hamlet considers his mother’s actions wicked and immoral because of the speed with which she remarried and because she married a near relative: her brother-in-law.
- The way in which Hamlet describes his mother in this soliloquy reveals that he is a highly emotional man who mourns the death of his father deeply and judges his mother’s remarriage harshly. Through his description of his mother and her marriage to Claudius, Hamlet demonstrates why he began the soliloquy wishing he would die, that his “sullied flesh would melt” (line 133) or that he could commit “self-slaughter” (line 136). Hamlet is so upset by his father’s death and his mother’s remarriage that the whole world seems like “an unweeded garden” (line 139) filled with “[t]hings rank and gross in nature” (line 140). In this soliloquy, Hamlet shows that not only is the relationship between him and his mother one of conflict, but one that is so central to his character that he wishes he were dead when she gravely disappoints him.

## Vocabulary

<b>Vocabulary to provide directly (will not include extended instruction)</b>
<ul style="list-style-type: none"> <li>• None.*</li> </ul>
<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>• None.*</li> </ul>
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
<ul style="list-style-type: none"> <li>• None.*</li> </ul>

\*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 using the strategies outlined in L.11-12.4.a-d.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.9-10.3, W. 9-10.2.a, b, f, W. 9-10.9.a, L. 9-10.1, L. 9-10.2</li> <li>Text: <i>Hamlet</i> by William Shakespeare, Act 1.2: lines 133–164; Act 1.5: lines 99–119; or Act 2.2: lines 576–634</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>11.1.2 Mid-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

- Optional video on soliloquies: <http://vitalny.pbslearningmedia.org/resource/shak13.ela.lit.soli/the-use-of-soliloquy/>
- Copies of the 11.1.2 Mid-Unit Assessment for each student
- Copies of the 11.1.2 Mid-Unit Text Analysis Rubric 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.
	<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 the assessed standards for this lesson: RL. 9-10.3, W. 9-10.2.a, b, f, W. 9-10.9.a, L. 9-10.1, and L. 9-10.2. In this lesson, students complete the Mid-Unit Assessment for 11.1.2, 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.

- ▶ 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%

Instruct students to take out their materials for the Mid-Unit Assessment, including the Character Tracking Tool and Central Ideas Tracking Tool, as well as any other notes, annotations, Quick Writes, and homework responses that may be helpful.

- ▶ Students take out their materials for the Mid-Unit Assessment.

- ① Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

## Activity 3: 11.1.2 Mid-Unit Assessment

80%

Explain to students that because it is a formal writing task, the Mid-Unit Assessment should include an introductory statement that introduces the topic of their response, well-organized textual evidence that supports the analysis, and a concluding statement that articulates the information presented in the response. Remind students to use proper grammar, capitalization, punctuation, and spelling and to refer to their notes, annotated text, and lesson Quick Writes.

Distribute and review the Mid-Unit Text Analysis Rubric.

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 Mid-Unit Text Analysis Rubric to guide their written responses. Ask students to use this unit's vocabulary wherever possible in their written responses.

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

Transition to the independent assessment.

- ▶ 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.

## Mid-Unit Assessment

### 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? Use evidence from the play to support your answer.*

Your response will be assessed using the Mid-Unit 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

**CCSS:** RL. 9-10.3, W. 9-10.2.a, b, f, W. 9-10.9.a, L. 9-10.1, L. 9-10.2

#### Commentary on the Task:

This task measures RL. 9-10.3 because it demands that students:

- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

This task measures W.9-10.2.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.
  - CCSS.ELA-LITERACY.W.9-10.2.A  
Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - CCSS.ELA-LITERACY.W.9-10.2.B  
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - CCSS.ELA-LITERACY.W.9-10.2.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).

This task measures W.9-10.9.a because it demands that students:

- Draw evidence from literary texts to support analysis, reflection, and research.

This task measures L.9-10.1 because it demands that students:

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

This task measures L.9-10.2 because it demands that students:

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



## 11.1.2 Mid-Unit Text Analysis Rubric

\_\_\_\_ / \_\_\_\_ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<b>Content and Analysis</b>  <b>The extent to which the response analyzes the impact of the author's choices regarding how to develop and relate elements of a story.</b>  <b>CCSS.ELA-Literacy.RL.9-10.3</b>  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Skillfully analyze the impact of the author's choices regarding how to develop and relate elements of a story.	Accurately analyze the impact of the author's choices regarding how to develop and relate elements of a story.	With partial accuracy, analyze the impact of the author's choices regarding how to develop and relate elements of a story.	Inaccurately analyze the impact of the author's choices regarding how to develop and relate elements of a story.
<b>Command of Evidence and Reasoning</b>  <b>The extent to which the response thoroughly develops the topic through the effective selection and analysis of 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.</b>  <b>CCSS.ELA-Literacy.W.9-10.2</b>  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,	Thoroughly and skillfully develop the topic with 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. (W. 9-10.2.b)	Develop the topic with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W. 9-10.2.b)	Partially develop the topic with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W. 9-10.2.b)	Minimally develop the topic, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W. 9-10.2.b)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>organization, and analysis of content.</p> <p><b>CCSS.ELA-Literacy.W.9-10.2.b</b></p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>				
<p><b>Command of Evidence and Reasoning</b></p> <p><b>The extent to which the response draws evidence from literary texts to support analysis, reflection, or research.</b></p> <p><b>CCSS.ELA-Literacy.W.9-10.9.a</b></p> <p>Draw evidence from literary texts to support analysis, reflection, and research; apply <i>grades 9-10 Reading standards</i> to literature.</p>	<p>Skillfully utilize textual evidence from literary texts to support analysis, reflection, or research.</p>	<p>Accurately utilize textual evidence from literary texts to support analysis, reflection, or research.</p>	<p>Somewhat effectively or with partial accuracy utilize textual evidence from literary texts to support analysis, reflection, or research.</p>	<p>Ineffectively or inaccurately utilize textual evidence from literary texts to support analysis, reflection, or research.</p>
<p><b>Coherence, Organization, and Style</b></p> <p><b>The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</b></p> <p><b>CCSS.ELA-Literacy.W.9-10.2</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and</p>	<p>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole. (W. 9-10.2.a)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W. 9-10.2.f)</p>	<p>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. (W. 9-10.2.a)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W. 9-10.2.f)</p>	<p>Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole. (W. 9-10.2.a)</p> <p>Provide a concluding statement or section that loosely follows from and ineffectively supports the information or explanation presented. (W. 9-10.2.f)</p>	<p>Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole. (W. 9-10.2.a)</p> <p>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W. 9-10.2.f)</p>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-Literacy.W.9-10.2.a</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>The extent to which the response provides 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).</b></p> <p><b>CCSS.ELA-Literacy.W.9-10.2.f</b> 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>				
<p><b>Control of Conventions</b></p> <p><b>The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></p> <p><b>CCSS.ELA-Literacy.L.9-10.1</b> <b>CCSS.ELA-Literacy.L. 9-10.2</b></p>	Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.				

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

## 11.1.2 Mid-Unit Text Analysis Checklist

Assessed Standards: \_\_\_\_\_

	Does my response...	✓
<b>Content and Analysis</b>	Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama? <b>(RL.9-10.3)</b>	<input type="checkbox"/>
<b>Command of Evidence and Reasoning</b>	Develop the topic with the most significant and relevant textual evidence? <b>(W. 9-10.2.b)</b>	<input type="checkbox"/>
	Use textual evidence to support analysis, reflection, or research? <b>(W. 9-10.9.a)</b>	<input type="checkbox"/>
<b>Coherence, Organization, and Style</b>	Introduce a topic? <b>(W. 9-10.2.a)</b>	<input type="checkbox"/>
	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? <b>(W. 9-10.2.a)</b>	<input type="checkbox"/>
	When useful to aiding comprehension, include formatting, graphics, and multimedia? <b>(W. 9-10.2.a)</b>	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the explanation or analysis? <b>(W. 9-10.2.f)</b>	<input type="checkbox"/>
<b>Control of Conventions</b>	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? <b>(L. 9-10.1, L. 9-10.2)</b>	<input type="checkbox"/>