10.25 | Lesson 25

Introduction

In this lesson, the second part of the End-of-Unit Assessment, students draft a multi-paragraph response 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.

Standards

Assessed Standard(s)	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail 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.
W.9-10.2.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. CCSS.ELA-LITERACY.W.9-10.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.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.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. CCSS.ELA-LITERACY.W.9-10.D Use precise language and domain-specific vocabulary to manage the complexity of the topic. CCSS.ELA-LITERACY.W.9-10.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. 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).
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.9-10.9.A Apply *grades 9-10 Reading standards* 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]").
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.
Addressed Standard(s)	
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

Assessment

Assessment(s)
Student learning is assessed via a multi-paragraph response to the End-of-Unit Assessment. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • 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. ⓘ Student responses will be assessed using the End-of-Unit Text Analysis Rubric.
High Performance Response(s)

A High Performance Response should:

- Identify two central ideas from the play (e.g., action versus inaction, revenge, mortality, madness, etc.).

- Demonstrate how these ideas interact and build on one another.

- Determine at least one literary device that Shakespeare uses to develop or relate these ideas (e.g., foil, personification, metaphor, simile, repetition, imagery, etc.).

- Explain how Shakespeare's use of a literary device supports the development of central ideas.

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

- After Hamlet's first interaction with his father's ghost, he commits to a course of revenge. Hamlet claims, "thy commandment all alone shall live / Within the book and volume of my brain" (Act 1.5, lines 109–110), to mean 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 being a "John-a-dreams, unpregnant of [his] cause" (Act 2.2, line 595). This means Hamlet only dreamed of revenge but has not done anything.

- Revenge and action vs. inaction continue to build on each other as Hamlet decides once again not to kill Claudius, because Hamlet thinks he is praying and if killed will go "to heaven" (Act 3.3, line 79). Finally, Hamlet resolves to act after seeing the example of Fortinbras who, unlike Hamlet, acts by leading an "army of such mass and charge" (Act 4.4, line 50) and faces "fortune, death, and danger" (Act 4.4, line 55) to avenge his father's death. While fencing with Laertes, Hamlet finally acts, avenging his father's death, his mother's death, and his own death by killing Claudius.

- Shakespeare presents Fortinbras as a foil to Hamlet, which contributes to the development of the central ideas of action vs. inaction and revenge. Fortinbras demonstrates his decisive bravery when he risks his own life and that of "twenty thousand men" (Act 4.4, line 63) for a piece of land that seems to Hamlet but "an eggshell" (Act 4.4, line 56). Fortinbras's determination to avenge his father's death contrasts with Hamlet's cowardice and indecision. Both characters are princes, and both have had a father killed, but Fortinbras is brave and decisive about revenge, while Hamlet is mild and indecisive about revenge. As Hamlet himself admits, he has good reason to act: "a father killed, a mother stained" (Act 4.4, line 60), yet he "let[s] all sleep" (Act 4.4, line 62) instead of acting.

Students may analyze the development of other central ideas. For more sample textual evidence and literary devices, see the Model Central Idea Evidence Collection Tool in Lesson 24.

File: 11.1.2 Lesson 25, v2 **Date:** 4/30/15 **Classroom Use:** Starting 5/2015

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Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*
Additional vocabulary to support English Language Learners (to provide directly)
• 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 using the strategies outlined in L.9-10.4.a-d.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RL.9-10.2, W. 9-10.2.a-f, W. 9-10.9.a, L. 9-10.1, L. 9-10.2, W. 9-10.5 • Text: *Hamlet* by William Shakespeare **Learning Sequence:** 1. Introduction of Lesson Agenda 2. Homework Accountability 3. 11.1.2 End-of-Unit Assessment	 1. 5% 2. 10% 3. 85%

Materials

- Student copies of Central Idea Evidence Collection Tool (refer to 11.1.2 Lesson 24)
- Copies of the 11.1.2 End-of-Unit Assessment for each student
- Copies of 11.1.2 End-of-Unit Text Analysis Rubric and Checklist 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 text dependent questions.
	Italicized text indicates a vocabulary word.
▶	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. 9-10.2, W. 9-10.2.a-f, W. 9-10.9.a, L. 9-10.1, and L. 9-10.2. 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 take out their responses to the previous lesson's homework assignment. (Review and synthesize the evidence you collected on your Central Idea Evidence Collection Tool and consider how to respond to the End-of-Unit Assessment prompt.) Instruct students to talk in pairs about their homework responses.

▶ Student pairs discuss how they synthesized their evidence to prepare for the End-of-Unit Assessment.

Activity 3: 11.1.2 End-of-Unit Assessment   85%

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. Ask students to use this unit's vocabulary wherever possible in their written responses.

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.

Distribute and review the End-of-Unit Text Analysis Rubric and Checklist. Remind students to use the rubric and checklist to guide their written responses.

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

Instruct students to use the remaining class period to write their End-of-Unit Assessment.

▸ Students independently answer the prompt using evidence from the text.

🗨 See the High Performance Response at the beginning of this lesson.

ⓘ Consider encouraging students who finish early to reread and revise their response.

11.1.2 End-of-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:

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 response will be assessed using the End-of-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.9-10.2, W. 9-10.2.a-f, W. 9-10.9.a, L. 9-10.1, L. 9-10.2

Commentary on the Task:

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

- Determine a theme or central idea of a text and analyze in detail 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.

This task measures W.9-10.2.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.

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.C
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.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.

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.

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.

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11.1.2 End-of-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:
Content and Analysis **The extent to which the response determines two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another; and provides an objective summary of a text.** **CCSS.ELA-Literacy.RL.9-10.2** Determine a theme or central idea of a text and analyze in detail 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.	Precisely determine two or more central ideas of a text and skillfully analyze their development by providing precise and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide a concise and accurate objective summary of a text.	Accurately determine two or more central ideas of a text and accurately analyze their development by providing relevant and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide an accurate objective summary of a text.	Determine two central ideas of a text and with partial accuracy, analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text.	Fail to determine at least two central ideas of a text or inaccurately determine the central ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.
Command of Evidence and Reasoning **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.** **CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory	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:
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.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.				
Command of Evidence and Reasoning **The extent to which the response draws evidence from literary texts to support analysis, reflection, or research.** **CCSS.ELA-Literacy.W.9-10.9.a** Draw evidence from literary texts to support analysis, reflection, and research; apply *grades 9-10 Reading standards* to literature.	Skillfully utilize textual evidence from literary texts to support analysis, reflection, or research.	Accurately utilize textual evidence from literary texts to support analysis, reflection, or research.	Somewhat effectively or with partial accuracy utilize textual evidence from literary texts to support analysis, reflection, or research.	Ineffectively or inaccurately utilize textual evidence from literary texts to support analysis, reflection, or research.
Coherence, Organization, and Style **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.**	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) Skillfully use appropriate and varied transitions and syntax to link the major sections of the text, create	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) Effectively use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships	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) Somewhat effectively use transitions or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in	Lack a clear a topic; illogically arrange ideas, concepts, and information, failing to create a unified whole. (W. 9-10.2.a) Ineffectively use transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W. 9-10.2.c)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
CCSS.ELA-Literacy.W.9-10.2 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 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. **The extent to which the response uses 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.** **CCSS.ELA-Literacy.W.9-10.2.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. **The extent to which the response includes and uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy**	cohesion, and clarify the relationships among complex ideas and concepts. (W. 9-10.2.c) Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W. 9-10.2.d) Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W. 9-10.2.e) Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W. 9-10.2.f)	among complex ideas and concepts. (W. 9-10.2.c) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W. 9-10.2.d) Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W. 9-10.2.e) Provide a concluding statement or section that follows from and supports the information or explanation presented. (W. 9-10.2.f)	the relationships among complex ideas and concepts. (W. 9-10.2.c) Inconsistently use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W. 9-10.2.d) Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W. 9-10.2.e) Provide a concluding statement or section that loosely follows from and ineffectively supports the information or explanation presented. (W.11-12.2.f)	Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d) Lack a formal style and objective tone that adheres to the norms and conventions of the discipline. (W. 9-10.2.e) Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W. 9-10.2.f)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
to manage the complexity of the topic. **CCSS.ELA-Literacy.W.9-10.2.d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **The extent to which the response properly establishes and maintains a formal style and objective tone as well as adheres to the writing conventions of the discipline.** **CCSS.ELA-Literacy.W.9-10.2.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. **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).** **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).				

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Control of Conventions **The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.** **CCSS.ELA-Literacy.L.9-10.1** **CCSS.ELA-Literacy.L.9-10.2** Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.	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.

- 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 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my response...	✔
Content and Analysis	Identify two or more central ideas from the text and analyze their development? **(RL.9-10.2)**	☐
	Provide examples to support analysis of how the central ideas interact and build on one another? **(RL. 9-10.2)**	☐
	If necessary, include a brief summary of the text to frame the development of the central ideas? **(RL. 9-10.2)**	☐
Command of Evidence and Reasoning	Develop the topic with the most significant and relevant textual evidence? **(W. 9-10.2.b)**	☐
	Use textual evidence to support analysis, reflection, or research? **(W. 9-10.9.a)**	☐
Coherence, Organization, and Style	Introduce a topic? **(W.9-10.2.a)**	☐
	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)**	☐
	When useful to aiding comprehension, include formatting, graphics, and multimedia? **(W. 9-10.2.a)**	☐
	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? **(W. 9-10.2.c)**	☐
	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? **(W. 9-10.2.d)**	☐
	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? **(W. 9-10.2.e)**	☐
	Provide a concluding statement or section that follows from and supports the explanation or analysis? **(W. 9-10.2.f)**	☐
Control of Conventions	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? **(L. 9-10.1, L. 9-10.2)**	☐