***Much Ado About Nothing* Deception Chart**

|  |  |  |
| --- | --- | --- |
| Perpetrator: Don Pedro | Perpetrator: Borachio/ Don John | Perpetrator: Friar Francis |
| Against: Beatrice | Against: | Against: |
| Positive / Negative | Positive / Negative | Positive / Negative |
| Summary of deception plan in my own words: | Summary of deception plan in my own words: | Summary of deception plan in my own words: |
| Text words that explain deception planLines \_\_\_\_\_\_ to \_\_\_\_\_\_ | Text words that explain deception planLines \_\_\_\_\_\_ to \_\_\_\_\_\_ | Text words that explain deception planLines \_\_\_\_\_\_ to \_\_\_\_\_\_ |
| Cause of deception: | Cause of deception: | Cause of deception: |
| Effect of deception: | Effect of deception: | Effect of deception: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Analyze **inferences** while reading fiction & nonfiction | **I can insightfully** **explain** **all examples** of inferences **accurately** **beyond expectations.** | **I can plainly explain** **several examples** ofinferences **relatively** **accurately & consistently.** | **I can mention some** **examples** of inferences **somewhat** **accurately and somewhat consistently.** | **I can partially identify** **a few examples** ofinferences with **some inaccuracies & teacher help.** |
| Cite and explain accurate and relevant **evidence** to **support** claims and/or counter claims | I can use an **abundance** of evidence that is **reliable,** **specific, relevant,** **unbiased** & directly provesmy thesis beyond teacher expectations.  | I can use a supply of evidence that is **respectable,** **specific, useful, unbiased** and proves the thesis. I do this consistently for every argument/reason.  | Some evidence I used is **helpful, relevant, unbiased** and works to prove the thesis. I am sometimes inconsistent or inaccurate with my argument support | I used little to no evidence; it is **unreliable, vague,** **irrelevant, biased**, plagiarized and/or doesn’t directly prove the thesis. I require teacher help to show evidence for arguments |
| **Produce writing** that follows convention: accurate **grammar**, punctuation, & mechanics | **I can** display an a**dvanced** use of Standard American English grammar, punctuation & mechanics. | **I can** display a s**ufficient** control over Standard American English grammar, punctuation & mechanics. | **I can only** display an **inconsistent or partial** control over grammar, punctuation & mechanics. | **I have** multiple miscues in grammar, punctuation & mechanics; my **errors** **distracted from meaning** |

Based on the evidence that you gathered about the motif of deception, what can you infer about Shakespeare’s use of deception. Recall the multiple examples of deceit in the tragedy *Hamlet*. Review the multiple examples of deceit in the chart that you just created. What can you assume, synthesize, and infer about how/why Shakespeare used deception? Use specific text details to justify your response.