***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 plan  Lines \_\_\_\_\_\_ to \_\_\_\_\_\_ | Text words that explain deception plan  Lines \_\_\_\_\_\_ to \_\_\_\_\_\_ | Text words that explain deception plan  Lines \_\_\_\_\_\_ 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** of  inferences **relatively** **accurately & consistently.** | **I can mention some**  **examples** of inferences **somewhat** **accurately and somewhat consistently.** | **I can partially identify**  **a few examples** of  inferences 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 proves  my 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.