*MAAN* Act IV, Scene i Analysis 🡺 Author’s Craft and Support practice

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Analyze the **author’s craft of narratives, informational and persuasive texts.** | **I can insightfully**  **explain** **all examples**  of author’s craft  **accurately beyond**  **teacher’s expectations.** | **I can plainly explain**  **several examples** of  author’s craft **relatively** **accurately and consistently.** | **I can mention some**  **examples** of author’s craft  **somewhat** **accurately and somewhat consistently.** | **I can partially identify**  **a few examples** of  author’s craft with  **some inaccuracies & teacher assistance.** |
| 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 |

Read the text in the left column, then add stage direction or “blocking” that would appropriately depict Shakespeare’s intended meaning at each numbered location in the text. THINK LIKE A DIRECTOR

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| Claudio: (line 28) Sweet Prince, you (teach) me noble thankfulness. (1) There, Leonato, take her back again. (2) Give not this **rotten orange** (3) to your friend. She’s but the sign and semblance of her honor. (4) Behold how **like a maid** (5) she blushes here! Oh, what authority and show of truth can cunning sin cover itself with! Comes not that blush as modest evidence to depict simple virtue? (6) Would you not swear, all you that see her, that she were a maid by these exterior signs? (7) But she is none. She knows the **heat** (8) of a **luxurious** (9) bed. Her blush is guiltiness, not modesty.  Leonato (10): What do you mean, my lord?  Claudio (enraged and disdainful): (11) | 1: tone shift from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2: Claudio action: |
| 3: Another metaphor that would work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 4: Hero action: |
| 5: Literary device: |
| 6: Answer to rhetorical question: Yes, she looks like a virgin. It appears as though she is blushing because she is an innocent virgin who is embarrassed by the way you are treating her now. |
| 8: Another metaphor that would work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 9: Another adjective that would work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 10: Leonato tone: |
| 11: What would Claudio say next? Write his next three sentences and include (and underline) an appropriate metaphor. | |
| Leonato: Why, she-oh she- (12) is **fallen into a pit of ink** (13), and the whole wide sea has too few drops to absolve clean again and too little salt to season her rotten name and foul tainted flesh. (14) | 12: Leonato action: |
| 13: Another metaphor that would work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 14: Answering this question is “above and beyond teacher expectations”: Why does this ocean/water/salt metaphor work? Yes, it is a metaphor, but what else is going on? Why does THIS metaphor (and not sunshine, or rain, or flowers, or horses) work so well here to say what Leonato (and Shakespeare) want to say? | |

Will Friar’s plan of deception work? THIS IS THE QUESTION FOSTER IS ASKING YOU TO ANSWER. Based on his monologue and remembering what kind of play this is, will this plan absolve Hero of her shame? You have **11 minutes** to write one “pro” paragraph that argues whether you think this plan will work. Use third person, strong grammar control, in-text evidence (for 3.0) and inferred evidence (for 4.0). Before you begin, review the rubric. Grade yourself when you finish.

This is a TADA paragraph: Topic sentence with transition, Argument that proves topic sentence, Details and evidence that support the argument & topic sentence, Analysis of how the details prove the topic sentence.