***Hamlet* Character and Comprehension Attack Plan**

You will be placed into groups randomly. This is to mimic your future job requiring you to work with other co-workers amiably. Your group will be assigned a character to monitor throughout the play. At the end of the play, your group will have to present a complete picture of your character. With this in mind, distribute the work load efficiently to determine who will record all of the following for your character.

|  |  |  |  |
| --- | --- | --- | --- |
| **Character:** | | **Student Name:** | |
| **Question** | **Student Responsible** | **Answer** | **Text words (MLA cited)** |
| Is the character round or flat? How? |  |  |  |
| Is the character static or dynamic? How? |  |  |  |
| What actions did the character perform that defined him/her? How? |  |  |  |
| What words did the character say that defined him/her? How? |  |  |  |
| What actions and/or words did other characters say and/or do that defined your character? |  |  |  |
| What things DID NOT happen that defined your character? How? |  |  |  |
| What was Shakespeare’s intent and purpose with your character? How does your character fit into the author’s theme? |  |  |  |
| How was the character “ended”? How could/should the ending have been amended? How would this change in “ending” impact the nature of the tale? |  |  |  |

In other words, throughout the play, you will record your specific responsibilities and text references for just your particular character. Then, at the end of the play, the character groups will collaborate to select a mode of presentation that is most effective to present the information for their character. This presentation will effectively communicate all of the information in the chart above for the group’s character. The presentation media can be one of the options from the chart below or in another mode that the group believes is more appropriate: poster, sculpture, dress up as character and give a speech, etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Target** | 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.** |

In addition, someone from each character group needs to answer the question “What was said?” for each act. The answer to this question needs to be performed in a different way for each act. The various manners in which you need to answer this question are highlighted in the chart below. So, at the end of each act, five summaries are due in class-one from each group. You will get an individual grade for your personal summary (main ideas and details learning target) and a group grade for the video summary (Citizenship: “Collaboration”).

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| --- | --- | --- | --- | --- | --- |
| **Character Group** | **Act I** | **Act II** | **Act III** | **Act IV** | **Act V** |
| **Hamlet** | 3rd Person typed summary  Student: | Comic Strip: drawn or web-based  Student: | Weebly, screencast or memes  Student: | Power point or Prezi  Student: | Modern Video reenactment  Student: |
| **Laertes** | Modern Video reenactment  Student: | 3rd Person typed summary  Student: | Comic Strip: drawn or web-based  Student: | Weebly, screencast or memes  Student: | Power point or Prezi  Student: |
| **Claudius** | Power point or Prezi  Student: | Modern Video reenactment  Student: | 3rd Person typed summary  Student: | Comic Strip: drawn or web-based  Student: | Weebly, screencast or memes  Student: |
| **Gertrude** | Weebly, screencast or memes  Student: | Power point or Prezi  Student: | Modern Video reenactment  Student: | 3rd Person typed summary  Student: | Comic Strip: drawn or web-based  Student: |
| **Ophelia** | Comic Strip: drawn or web-based  Student: | Weebly, screencast or memes  Student: | Power point or Prezi  Student: | Modern Video reenactment  Student: | 3rd Person typed summary  Student: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Comprehend** and  explain the **literal**  main ideas & details  & **cite text**  **evidence** | **I can** insightfully  explain author’s  meaning by  citing text evidence  accurately beyond  teacher’s expectations. | **I can** plainly explain  the author’s meaning  by citing text evidence  relatively accurately &  consistently. | **I can** just mention the  author’s meaning by  citing text evidence  somewhat accurately and  somewhat consistently. | **I struggle to** identify the  author’s meaning by  citing text evidence.  I have some inaccuracies  and/or **need teacher**  **assistance.** |
| Strongest group member (not me) and why: | | | Weakest group member (not me) and why: | |

Go to armadafoster.weebly.com to see strong examples of how to do this. For example, a strong act IV summary is at: <http://hamlethamlethamlet.weebly.com/>Also, a strong Act One Prezi Example is at: <http://prezi.com/-x-1gjsrwyal/beginning/?utm_campaign=share&utm_medium=copy> Another strong example that earned a 4/4 in “Main Ideas & Details”:

<http://prezi.com/-x-1gjsrwyal/?utm_campaign=share&utm_medium=copy>

Meaningful reflection that aids Mr. Foster’s teaching and future Armada students’ learning with respect to this project specifically: