***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?