***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?