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| ***Hamlet* Advice Chart for Act I, scene iii** | | |
| **Laertes** | **Polonius** | **Polonius** |
| Gave or received advice? (Circle one) | Gave or received advice? (Circle one) | Gave or received advice? (Circle one) |
| To whom was the advice given/received? | To whom was the advice given/received?  **Laertes** | To whom was the advice given/received? |
| Summary of advice in my own words: | Summary of advice in my own words: | Summary of advice in my own words: |
| Text words that explain advice:  **Lines 7 through 11**  **“Hold it a fashion and a toy in blood, a violet in the youth of primly nature, forward, not permanent, sweet, not lasting. The perfume and suppliance of a minute no more.”** | Text words that explain advice:  Lines \_\_\_\_\_\_ to \_\_\_\_\_ | Text words that explain advice:  Lines \_\_\_\_\_\_ to \_\_\_\_\_ |
| In my own words, how was the advice received? How did the recipient react? What was the response to the advice? | In my own words, how was the advice received? How did the recipient react? What was the response to the advice? | In my own words, how was the advice received? How did the recipient react? What was the response to the advice? |
| Text words that explain reaction:  Lines \_\_\_\_\_\_ to \_\_\_\_\_ | Text words that explain reaction:  Lines \_\_\_\_\_\_ to \_\_\_\_\_ | Text words that explain reaction:  **Lines 145**  “**I shall obey, my lord.”** |
| Effect, results, aftermath if advice is followed: THIS IS INFER  **Ophelia will stay away from Hamlet** | Effect, results, aftermath if advice is followed: THIS IS INFER | Effect, results, aftermath if advice is followed:  THIS IS INFER |

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| **Learning Target** | 4.0 | 3.0 | 2.0 | 1.0 |
| Make **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.** |
| **Support** = Did I use 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 |