|  |
| --- |
| ***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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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** 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.** |
| **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 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 |