Act II, scene ii Literary Analysis Student Name:

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Determine 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 struggle to** identify  examples of author’s  craft. I analyze A. C. with  some inaccuracies & **need teacher assistance**. |
| **Purpose** = Did I produce clear writing to accomplish a specific purpose: to persuade, to inform, to **analyze**, and/or to entertain? | **I can make my** purpose very clear beyond teacher expectations. My reader is completely familiar with my claim in a profound way. | **I can make my** purpose clear consistently. My reader is pretty familiar with my claim. My purpose is apparent and believable. | **I can make my** purpose fairly clear. My reader is somewhat familiar with my claim. Some aspects of my purpose are confusing or unclear. | **I struggle to make my purpose** **obvious.** My reader is not clear about my claim. **I require teacher assistance to clarify a purpose in my writing.** |

**The purpose of this writing, like most others in this class, is to analyze how the author makes a claim through the use of author’s craft tricks (in other words, literary devices). Therefore, first read the text below and T4 for comprehension and author’s craft. In other words, read it and make sure you know what happened and pull out at least one literary device. Show your literary device to Mr. Foster. Second, let’s assume that the “author’s claim” for this piece is to show Hamlet’s mood. Third, write a strong topic sentence that uses the literary device(s) that you found to make it clear how you will analyze the claim. Show Mr. Foster this topic sentence. Next, write a few sentences that explain how words from the text show the author’s craft technique. Show these sentences to Mr. Foster. Then, write a few sentences of analysis that make it clear how the literary device makes the author’s claim clear. Show this analysis to Mr. Foster. Finally, have a classmate edit your paragraph for mechanics and style, make the suggested changes and turn in this paragraph.**

**Mr. Foster paraphrased some words and put them in parentheses ( )**

**HAMLET**

Then is doomsday near: but your news is not true.  
Let me question more in particular: what have you,

deserved at the hands of fortune,  
that she sends you to this prison?

**GUILDENSTERN**

Prison, my lord!

**HAMLET**

Denmark's a prison.

**ROSENCRANTZ**

Then is the world one.

**HAMLET**

A (terrible) one; in which there are many confines,  
wards and dungeons, Denmark being the worst one.

**ROSENCRANTZ**

We think not so, my lord.

**HAMLET**

Why, then, 'tis none to you; for there is nothing  
either good or bad, but thinking makes it so: to me  
Denmark is a prison.

**ROSENCRANTZ**

(You have goals bigger than Denmark will allow; that is why

you think it is a prison)

**HAMLET**

O God, I could be bounded in a nut shell and count  
myself a king of infinite space, were it not that I  
have bad dreams.

**GUILDENSTERN**

(Our dreams are our goals and ambitions); the very  
substance of the ambitious is merely the shadow of a dream.

**HAMLET**

A dream itself is but a shadow (and my dreams are shadowy).