**I’m Done…Now What**

As you read Hamlet, you recorded copious notes about your character with specific text references. Now your task is to answer the question, “How did Shakespeare use this character to exude the theme of his drama?” First, in your character group, determine the theme of the text and show Mr. Foster. Next, choose a product from the list below that will accomplish your task. Finally, compile your group’s information to answer the question. Regardless of which project you chose, you will be assessed the following learning targets: comprehension, theme, purpose, and support. Also, be sure to cite specific, verbatim words from the text that support your analysis cited with MLA.

1) Create a web page that explains how your character depicts the theme to your classmates. Suggestions: links to book-related sites, a page about the author, polls about the book, and/or video clips that enhance an understanding of the text. **4.0 = Superfluous multimedia augmentations of learning** **targets**

2) Create a sculpture of your character. Use any combination of soap, wood, clay, sticks, wire, stones, old toy pieces, or any other objects. Create a written, video, or in-class explanation of how your character depicts the theme. **4.0 = Show how an additional character augments your analysis**

3) Interview your character. Script multiple questions that will give the character the opportunity to demonstrate how your character depicts the theme. Present this clip in an engaging way: video interview, dress up as the character and perform it in class, etc.

**4.0 = Show how an additional character augments your analysis**

4) Write a diary that your character might have kept before, during, and after the book's events. Include enough entries to make it clear how your character depicts the theme. This could be on paper or digital. **4.0 = Show how an additional character augments your analysis**

5) Select a significant passage/scene of the text. Write a modern script version of the text. Dramatize your script: perform for the class, record a video, etc. Insert a soliloquy from your character in modern English that makes it clear how your character depicts the theme. **4.0 = Two soliloquies**

9) Construct an illustrated timeline showing events of the story in which your character was a part (pictures and written explanations). Elaborate how the specific chronology of the text to show how your character depicts the theme. **4.0 = Add a map to analyze how chronology AND geography impacted the text as a whole.**

10) Write an ad for a dating service for your character. Be sure to address what makes the character appealing and what kind of mate the character is looking for. Make it clear how your character depicts the theme. Use classroom appropriate language. **4.0 = Show how an additional character augments your analysis**

11) Write and perform an original song that clarifies how your character depicts the theme. Perform the song for the class live or pre-record the song to play for the class. **4.0 = Song’s stylistic choices mimic the author’s intent and tone (explanation included)**

12) Revise the ending of the play. After your narrative prose, add a persuasive analysis that convinces the reader that your ending more appropriately shows how your character depicts the theme. **4.0 = Two endings**

14) Retell part of the story from your character’s different point of view. Change the narrative point of view to make it clear how your character’s role shows how your character depicts the theme. Add a prose explanation that validate your choice. **4.0 = Your character was not even IN the scene you rewrite.**

15) Like a teacher would, construct a multiple-choice quiz of the book with at least 15 questions (five for each learning target). Be sure to include the answers and explanations for the answers. The majority of the questions address how your character depicts the theme.

**4.0 = Superfluous amount of questions and consult Foster to put it on Socrative**

16) Write an obituary for your character. Be sure to include life-time accomplishments, relatives, how they died and what relatives they have that are still alive. Google obituaries to mimic their pattern. Add prose explanations that justify how your character depicts the theme. **4.0 = Show how an additional character’s obituary augments your analysis**

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| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Comprehend** and  explain the **literal**  main ideas & details  & **cite text**  **evidence** | **I can** insightfully  explain author’s  meaning by  citing text evidence  accurately beyond  teacher’s expectations. | **I can** plainly explain  the author’s meaning  by citing text evidence  relatively accurately &  consistently. | **I can** just mention the  author’s meaning by  citing text evidence  somewhat accurately and  somewhat consistently. | **I struggle to** identify the  author’s meaning by  citing text evidence.  I have some inaccuracies  and/or **need teacher**  **assistance.** |
| Analyze the **theme** (author’s message, lesson, intent) in texts. | **I can insightfully** analyze how text specifics address the author’s message in **accurately beyond expectations.** | **I can clearly** analyze how text specifics address author’s message **relatively** **accurately and consistently.** | **I can partially** analyze how some text specifics address author’s message **somewhat accurately and consistently.** | **I produced a partial and/or** **inaccurate** analysis of how text specifics address author’s message. **I struggle to do this alone.** |
| **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.** |
| **Support** = Did I use accurate, varied, and relevant **evidence** to support claims? | **I can** use an abundance  of evidence that is  reliable, specific,  relevant, unbiased &  directly proves my claim  beyond teacher  expectations. | **I can** use a supply of  evidence that is  respectable, specific,  useful, unbiased and  supports my claim. I do  this consistently for  every argument/reason. | **Some evidence I used**  **is helpful,** relevant,  unbiased and works to  clarify my claim. I am  sometimes inconsistent  or inaccurate with my  claim evidence. | **I used little to no evidence;**  it is unreliable, vague,  irrelevant, biased, plagiarized  and/or doesn’t directly  clarify my claim. **I require**  **teacher help to show**  **evidence for arguments.** |

Yes, the group and project as a whole will be scored on this rubric. However, these are just formative numbers and will not affect your individual final grade. Despite this fact, record this feedback and scores that your group earned on your learning targets log: Seesaw, paper journal, poster, etc. In addition, submit your final reflection about who performed well and poorly in your group to earn an appropriate citizenship mark.

Group Members: