***Much Ado About Nothing* Summative revision**

You can pick and choose which learning targets you would like to revise. This means you can do the revision below for one or three or all of your learning targets (if you are not on the ICU list of course). However, please label your work clearly. For example, if you are only doing the infer response, please write “INFER” clearly at the top of your response.

To demonstrate proficiency in the writing learning targets, you will need to find a time to meet with Mr. Foster (before/after school or possibly at lunch) to discuss your *Much Ado About Nothing* essay. Read the “2016 MAAN Summative Essay Feedback” sheet and bring it to meet with Mr. Foster to amend your essay.

The following passage is from Shakespeare’s play called *Henry V;* it is a tragedy. To demonstrate proficiency in the reading learning targets do the following:

1. **Literal comprehension**: write a first person paraphrase of the text from the point of view of the speaker. Use past tense and cite specific details from the text. This is similar to how you did the Hamlet 5.1 paraphrase from Laertes’ point of view.
2. **Infer**: Cite one meaningful, logical inference you can make about the play Henry V based on this speech. Cite words from the text that justify your claim. Be sure the inference is not IN text, but assumes events NOT found in this monologue. This may sound like, “King henry has previously lost the faith of his followers and is now trying to rally his troops to join him in the battle. The stage directions of ‘with scaling-ladders’ implies that they are going to climb walls. I assume that they are going to lay siege to a castle and this leader is basically giving a pep talk. Even though it is a prediction and not an inference, I predict his efforts will lead to victory because the speech is very compelling.” And NO, you cannot use this as an example. Make a unique inference.
3. **Author’s craft**: Highlight and label three author’s craft tricks that Shakespeare used in this monologue and explain how they are significant. This might sound like, “At the beginning, King Henry urges his troops to ‘intimate the actions of a tiger.’ Even though it doesn’t use the words ‘like’ or ‘as,’ it is a simile. Shakespeare (in the words of King Henry) is comparing the actions of the troops to those of a tiger directly. This significant because the soldiers are being encouraged to be savage and vicious and predatory, just like a tiger.” And NO, you cannot use this as an example. Find unique literary devices.
4. **Theme**: Explain what kind of character Henry V is and how this character type contributes to the text as a whole. What do you learn about this character from this speech? Keeping in mind that this is a tragedy, just like Hamlet, what can you assume about how the text will end and why? What is Shakespeare’s purpose, intent and lesson with the character of King Henry?

**SCENE I. France. Before Harfleur.**

*Alarum. Enter KING HENRY, EXETER, BEDFORD, GLOUCESTER, and Soldiers, with scaling-ladders*

**KING HENRY V**

Once more unto the breach, dear friends, once more;
Or close the wall up with our English dead.
In peace there's nothing so becomes a man
As modest stillness and humility:
But when the blast of war blows in our ears,
Then imitate the action of the tiger;
Stiffen the tendons, summon up the blood,
Disguise soft nature with lion’s roar;
Then make your eyes a terrible aspect;
Let courage run through the canals of the head
Like the brass cannon; let being valiant o'erwhelm you
As fearfully as doth a rigid rock
Overhang and (sticks out from) his base,
swollen with pride over a crying ocean.
Now set the teeth and stretch the nostril wide,
Hold hard the hand and bend up every spirit
To his full height. On, on, you noblest English.
Whose blood is full from fathers of fighting!
Fathers that, like so many Alexander the Greats,
Have in these parts from morn till evening fought
And sheathed their swords for lack of argument:
Dishonour not your mothers; now make proud
That those whom you call'd fathers did raise you.
Be copy now to men of stronger blood,
And teach them how to war. And you, good men,
Whose limbs were made in England, show us here
The worth of your bodies; let us swear
That you are worth your weight in gold; which I doubt not;
For there is none, zero, absolutely none of you so mean,
That hath not noble rage in your eyes.
I see you stand like greyhounds in the slips,
Straining upon the start. The game's afoot:
Follow your spirit, and upon this charge
Cry “**Let’s kill those sons of biscuits**!” [yes, Mr. Foster wrote those bold words ☺]

*Exeunt. Alarum, and chambers go off*