

Title:	What happens next: the Hamlet story
Grade/Model:	6/1
Standards:	<p>W-3b, according to Unit 1 Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.</p> <p>6.RL.10, according to Unit 2 By the end of year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>6.RI.10, according to Unit 3 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
DOK:	4
How this task contributes to the sufficient evidence for the claims:	<p>In order to complete the performance task, students must</p> <ol style="list-style-type: none"> 1. Gather, select, and analyze information in a series of sources 2. Write a third-person narrative effectively demonstrating <ul style="list-style-type: none"> • effective organization of ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
Item Type:	Performance Tasks
Target-specific attributes (e.g., accessibility issues):	Students with visual and hearing impairments will need to be provided with transcripts of video material. Students with visual impairments will need to be provided with a description of the chart.

<p>Stimuli:</p>	<p>Sources (1 passage, 1 article, 1 video, research statistics presented in the order in which they are used)</p> <p>Passage 1: <u>Hamlet</u> by William Shakespeare. (word count: approximately 1,004)</p> <p>This passage conveys Hamlet's questioning of his purpose in life, as well as breaking off his relationship with Ophelia and her returning his gifts as her father Polonius ordered. Both Ophelia and Hamlet have issues with their family each is dealing with--her father's control, and Hamlet's father's death and mistrust of his uncle.</p> <p>Article 1 "How to talk like Shakespeare." http://www.talklikeshamakespeare.org/ This website provides basic tips and strategies on using words and phrases that accurately reflect and sound like William Shakespeare.</p> <p>Video 1: Cinderella-stepsisters spoil her dress- http://www.youtube.com/watch?v=I6SdCDpvTnw This video shows the jealousy of both the stepsisters and Cinderella's stepmother when it comes to appearance, clothing and jewelry. This also shows the priority and concern of the stepsisters.</p>
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**Grade 6 English Language Arts
Performance Assessment
Task Overview (120 Minutes):**

Title: What happens next: the Hamlet story

Part 1 (35 minutes): Ultimately tasked with writing a continuation of a narrative story, students will read a passage, an article, and view a video, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

Part 2 (85 minutes): Students will read an excerpt from The Tragedy of Hamlet by William Shakespeare, read one article, watch a video, then write a continuation of a narrative story. Using the tips and strategies provided in the article, write a one-page narrative that continues the Hamlet story and explains if Ophelia and Hamlet stay together or stay apart. Students may refer to their notes as needed. Pre-writing, drafting, and revising will be involved.

Scorable Products: Student responses to the constructed-response questions and the narrative will be scored.

Teacher Preparation / Resource Requirements

The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check, but not to grammar check.

Teacher Directions:

Students are given the texts, research, and any additional information about the narrative.

Part 1 (35 minutes)

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.

Stretch Break

Part 2 (85 minutes)

- Initiate the testing part 2.
 - Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Once 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 45 minutes have elapsed.
 - After students have been writing for 45 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity: There are no specific pre-task activities to be conducted.

Time Requirements: The Performance Task will take 120 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read an excerpt from The Tragedy of Hamlet by William Shakespeare, read one article, watch a video, then write a continuation of a narrative story. Using the tips and strategies provided in the article, write a one-page narrative that continues the Hamlet story and explains if Ophelia and Hamlet stay together or stay apart.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

1. Read a passage and two articles, watch a video, and review research statistics.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read the sources and watch a video. Take notes because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

(passage)

(article 1)

(video)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes.

Answer the questions in the spaces provided below them.

1. Based on what you read in the passage and the behavior you saw in the video, consider what is important to young teenagers: their family, friends, appearance, or relationships?
2. How does the video display traits common to girls? What concerns the characters more: the people they will see and interact with at the ball, or simply going to the ball?

3. What did the passage reveal about Ophelia's true feelings for Hamlet versus her feelings for her father?

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment: After reading and viewing information regarding the Hamlet story, continue the narrative. Write a one-page narrative that continues the Hamlet story and explains if Ophelia and Hamlet stay together or stay apart. Support your claim with evidence from what you have read and viewed.

How your essay will be scored: The people scoring your essay will be assigning scores for

1. **Statement of purpose/focus** – how well you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims
2. **Organization** – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay
3. **Elaboration of evidence** – how well you provide evidence from sources about your opinions and elaborate with specific information
4. **Language and vocabulary** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
5. **Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your essay. Manage your time carefully so that you can:

- plan your essay
- write your essay
- revise and edit for a final draft

Word-processing tools and spell check are available to you.

The Tragedy of Hamlet, By William Shakespeare

This passage conveys Hamlet's questioning of his purpose in life, as well as breaking off his relationship with Ophelia and her returning his gifts as her father Polonius ordered. Both Ophelia and Hamlet have issues with their family each is dealing with--her father's control, and Hamlet's father's death and mistrust of his uncle.

Polonius: Ophelia, walk you here. – Gracious, so please you,
We will bestow ourselves. (to Ophelia) Read on this book,
That show of such an exercise may color
Your loneliness. We are oft to blame in this:
'Tis too much proved that with devotion's visage
And pious action we do sugar o'er
The devil himself.

Claudius (aside): O, 'tis too true!
How smart a lash that speech doth give my conscience!
The harlot's cheek, beautied with plastering art,
Is not more ugly to the thing that helps it
This is my deed to my most painted word.
O heavy burden!

Polonius: I hear him coming. Let's withdraw, my lord

Exeunt Claudius and Polonius

Enter Hamlet (Thinking to himself alone)

Hamlet: To be, or not to be: that is the question.
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing end them? To die, to sleep
No more, and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to. 'Tis a consummation
Devoutly to be wished. To die, to sleep-
To sleep, perchance to dream: ay, there's the rub,
For in that sleep of death what dreams may come
Must give us pause. There's the respect
That makes calamity of so long life-
For who would bear the whips and scorns of time,
The oppressor's wrong, the proud man's contumely,
The pangs of despised love, the law's delay,
The insolence of office and the spurns

That patient merit of th' unworthy takes,
When he himself might his quietus make
With a bare bodkin? Who would fardels bear,
To grunt and sweat under a weary life,
But that the dread of something after death,
The undiscovered country from whose bourn
No traveller returns, puzzles the will
And makes us rather bear those ills we have
Than fly to others that we know not of?
Thus conscience does make cowards of us all,
And thus the native hue of resolution
Is sicklied o'er with the pale cast of thought
And enterprises of great pitch and moment
With this regard their currents turn awry
And lose the name of action. –Soft you now,
The fair Ophelia! – Nymph, in thy orisons
Be all my sins remembered.

Ophelia: Good my lord,
How does your honor for this many a day?

Hamlet: I humbly thank you. Well, well, well.

Ophelia: My lord, I have remembrances of yours,
That I have longed long to re-deliver.
I pray you now receive them.

Hamlet: No, not I
I never gave you aught.

Ophelia: My honored lord, you know right well you did,
And with them words of so sweet breath composed
As made the things more rich. Their perfume lost,
Take these again, for to the noble mind
Rich gifts wax poor when givers prove unkind.
There, my lord.

She gives him back his gifts.

Hamlet: Ha, ha! Are you honest?

Ophelia: My lord?

Hamlet: Are you fair?

Ophelia: What means your lordship?

Hamlet: That if you be honest and fair, your honesty should admit no discourse to your beauty.

Ophelia: Could beauty, my lord, have better commerce than with honesty?

Hamlet: Ay, truly; for the power of beauty will sooner transform Honesty from what it is to a bawd than the force of honesty Can translate beauty into his likeness. This was sometime a paradox, But now the time gives it proof. I did love you once

Ophelia: Indeed, my lord, you made me believe so.

Hamlet: You should not have believed me, for virtue cannot so inoculate our old stock But we shall relish of it. I loved you not

Ophelia: I was more deceived.

Hamlet: Get thee to a nunnery. Why wouldst thou be a breeder of sinners? I am myself Indifferent honest, but yet I could accuse me of such things that is were better My mother had not borne me. I am very proud, revengeful, ambitious, with More offences at my beck than I have thoughts to put them in, imagination To give them shape, or time to act them in. What should such fellows as I do, crawling between earth and heaven? We are Arrant knaves, all: believe none of us. Go they ways to a nunnery. Where's your Father?

Ophelia: At home, my lord.

Hamlet: Let the doors be shut upon him, that he may play the fool nowhere but in's own house. Farewell.

Ophelia: O, help him, you sweet heavens!