|  |  |  |
| --- | --- | --- |
| © | **Unit 3 : Shakespeare**Comparison Essay: Process and Product | Cawthra Park Secondary School2015 |

*Revised: March 2015*

Backwards Planning:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

W.o.O. Closes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the "4Students/OUT/Ms. Holland ENG4U0" directory on the school server, you will find excerpts of five film interpretations of Hamlet's "what a rogue and peasant slave am I" speech (2.2.545-603). Watch all five versions and then select three to discuss in your essay. Based on your knowledge of both Hamlet (the character) and the play as a whole, address the following question:

Comparing all three interpretations, the strengths and weaknesses of each, determine which is most successful with regards to its treatment of one of the ‘big ideas’ (selected from the list below) in the play?

You will complete:

* A close reading of the soliloquy
* A graphic organizer of your choice that makes connections and compares at least 3 of the clips
* an essay outline, , detailing (in point form only) your points of comparison and your supporting evidence
* the full essay, including introduction and conclusion paragraphs, written in full, that address the thematic purpose of the comparison

To ensure complexity of thought and relevance to the play, the comparison must be explored within the context of one of the ideas listed below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | envypridehumilitykindness | madnesssanityharmonychaos | generositymercyrevengediligence | patienceangerregretself-deprecation |  |

Be sure that your conclusion explicitly states which of the three interpretations is **best and explains your reasons**. Also, remember that you are not critiquing the production value of each film (some of these movies have huge Hollywood budgets, others are merely adaptations of stage productions, but this is irrelevant). Instead, focus your attention on the director's/actor's interpretation and portrayal of the character.

**Notes:**

|  |  |  |
| --- | --- | --- |
| **Performance Criteria for the Essay Outline** |  | Marks |
| **Knowledge & Understanding** |  | /15 |
| * you **demonstrate** an understanding of the reasoning behind each unique portrayal of the speech
 | R 1 2 3 4- 4 4+ |
| * you **demonstrate** an understanding of how the “big idea” is represented in the monologue and how the performance informs the audience in the context of the play as a whole
* you **demonstrate** a working knowledge of relevant film, dramatic and/or literary terms
 | R 1 2 3 4- 4 4+ |
| **Thinking & Inquiry** |  | /15 |
| * you **provide evidence** of critical analysis of three interpretations of the same speech
 | R 1 2 3 4- 4 4+ |
| * you **form** significant conclusions when critiquing performances and provide **sufficient evidence** to support and explain your ideas
 | R 1 2 3 4- 4 4+ |
| * you **organize** and **revise** your close reading, brainstorming, planning and outline, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the formal literary essay to ensure fluent communication of ideas
 | R 1 2 3 4- 4 4+ |
| **Communication** |  | /15 |
| * you use a wide range of **descriptive and evocative words, phrases, and expressions** precisely and imaginatively to make your comparison writing clear, vivid, and compelling for their intended audience
 | R 1 2 3 4- 4 4+ |
| * you craft your syntax to communicate your meaning clearly and effectively, skilfully **varying sentence type, structure**, and **length** to suit different purposes and making **fluent and logical transitions** between ideas
* You use **language conventions** such as active voice, third person point-of-view, blended quotations, to write clearly, formally, and concisely
 | R 1 2 3 4- 4 4+R 1 2 3 4- 4 4+ |
| **Application** |  | /15 |
| * you **provide evidence** that you use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present work effectively (including peer and self comments, track changes / search features of Word, reflection on the criteria and expectations)
 | R 1 2 3 4- 4 4+ |
| * you **cite your sources** correctly using MLA format, including title and page format, embedded citations, and works cited page
* you **make connections** between the texts and make direct, clear **comparisons / evaluation** of the interpretations
 | R 1 2 3 4- 4 4+R 1 2 3 4- 4 4+ |

**Use this rubric like a checklist to be sure that you have included
multiple demonstrations of each of the required skills.**

Notes: