Hamlet Psych Eval Project - Due March 14th

Directions: Each group of 3 (and one of 4) will be assigned a single character from the play *Hamlet* by Shakespeare. Your task is to psycho-analyze your character based on what you know of him/her from the text. Modernize language where appropriate and make sure to cover your character over the course of the whole play.

The final product will be a video or screencast that demonstrates a deep understanding of the character and his/her function within the play. During the class viewings on 3/14 and 3/15 students will be expected to fill out a Google form for each character. A reflection will be due for every person the class about his/her learning over the course of the project.

Characters:

1. Claudius
2. Hamlet (group of 4)
3. Horatio
4. Gertrude
5. Polonius
6. Laertes
7. Rosencrantz and Guildenstern
8. Grave diggers
9. Ophelia
10. Ghost of Hamlet
11. Fortinbras

Benchmark Dates -- These dates are flexible

1. 3/1 - Go over the assignment in class and assign groups with characters
2. 3/2 and 3/3 - charting character from the text (use textual support and citations). Send to Ms.Sackstein via google docs and shared with whole group on Thursday 3/3
3. 3/4 -research on diagnosis and solutions due Monday 3/7.
4. 3/7 - they should work on script and storyboard (if you don't like to draw, you can use storyboardthat.com ). Include citations and text evidence. Make sure you cover the span of the character and their involvement in the text.
5. Storyboard and script is due Wednesday 3/9.
6. People who are finished they can start filming.

7. 3/10- remind people that reflections should be standards based and give time to be able to write in class.
8. 3/14-3/15 Viewing films in class. Fill out Google form for each group. Forms for people who go on the 14th are due the 15th and people who go on the 15th are due the 16th. Forms will be shared on the 14th on the first day of viewing.
9. Reflections are due the 16th when the forms are completed.

Video or Screencast

- Should cover the span of the character and his/her development throughout the text.
- Provide an in depth analysis and understanding of the character and their relationships in the text.
- Provide a prognosis and diagnosis of the character.

Common Core Standards being covered:

(ISTE student standards for technology and innovation are being covered as well but aren't cited below)

Document with text:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Research for diagnosis

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Storyboard

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Video or screencast

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Reflection

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Google Forms about presentations:

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.