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CCR Performance Tasks

ELA Grades 9-10: Writing About Literature
Shakespeare and Plutarch

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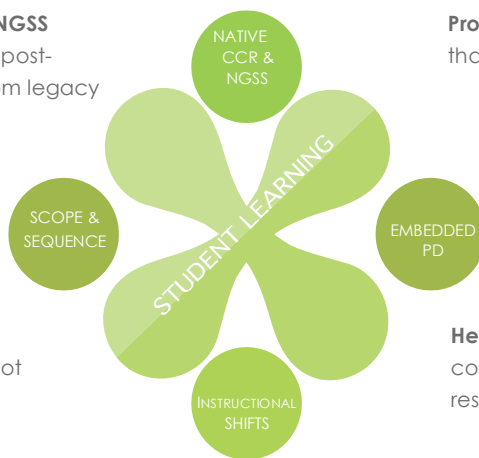
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CCR Performance Tasks

ELA Grades 9-10: Writing About Literature

Shakespeare and Plutarch

Student Test Booklet

Name: _____

PART 1

Directions: Follow your teacher's directions and answer the questions in the test booklet.

From Plutarch's *Life of Caesar*

This excerpt is one of a series of biographies in *Lives of the Noble Greeks and Romans*, also known as *Plutarch's Lives*. As you read it, think about the events and the way that the events are portrayed.

- ¹ On the next day Brutus came down and held a discourse, and the people listened to what was said without either expressing resentment at what had been done or appearing to approve of it; they showed, however, by their deep silence, that while they pitied Caesar, they respected Brutus. The senate, too, trying to make a general amnesty and reconciliation, voted to give Caesar divine honours and not to disturb even the most insignificant measure which he had adopted when in power; while to Brutus and his partisans it distributed provinces and gave suitable honours, so that everybody thought that matters were decided and settled in the best possible manner.
- ² But when the will of Caesar was opened and it was found that he had given every Roman citizen a considerable gift, and when the multitude saw his body carried through the forum all disfigured with its wounds, they no longer kept themselves within the restraints of order and discipline, but after heaping round the body benches, railings, and tables from the forum they set fire to them and burned it there; then, lifting blazing brands on high, they ran to the houses of the murderers with intent to burn them down, while others went every whither through the city seeking to seize the men themselves and tear them to pieces.

Optional Document: North's Translation of the Same Passage

From Plutarch's *Life of Caesar*

- ¹ The next morning, Brutus and his confederates came into the market place to speake unto the people, who gave them such audience, that it seemed they neither greatly reprov'd, nor allowed the fact: for by their great silence they showed, that they were sory for Caesars death, and also that they did reverence Brutus. Nowe the Senate graunted generall pardonne for all that was paste, and to pacifie every man, ordained besides, that Caesars funeralls shoulde bee honored as a god, and established all thinges that he had done: and gave certaine provinces also, and convenient honors unto Brutus and his confederates, whereby every man thought all things were brought to good peace and quietnes againe.
- ² But when they had opened Caesars testament, and found a liberall legacie of money, bequeathed unto every citizen of Rome, and that they saw his body (which was brought into the market place) al bemangled with gashes of swordes: then there was no order to keepe the multitude and common people quiet, but they plucked up formes, tables, and stooles, and layed them all about the body, and setting them a fire, burnt the corse. Then when the fire was well kindled, they tooke the fire-brandes, and went unto their houses that had slaine Caesar, to set them a fire. Other also ranne up and downe the citie to see if they could meete with any of them, to cut them in peeces.

Option A

Directions: Prepare for a discussion of the following questions. You can use this chart to help you prepare for the discussion.

1. How do the crowd and the Senate initially react to Caesar's death?

2. What factors change the crowd's reactions?

3. Based on this passage alone, where does Plutarch expect the reader's sympathies to lie?

4. Which development is most important in driving the plot of this episode?

Option B

Directions: Reread the passage and answer these questions in a short written response:

1. How do the crowd and the Senate initially react to Caesar's death?

2. What factors change the crowd's reactions?

3. Based on this passage alone, where does Plutarch expect the reader's sympathies to lie?

4. Which development is most important in driving the plot of this episode?

Option C

Directions: Your teacher will now assign you to work with classmates to research and report on people or events that are central to understanding both the excerpts from Plutarch and, later, the excerpt from Shakespeare. You may use the chart below to help organize your research and prepare your report.

Topic
Sources
Important Findings

PART 2

Directions: You will now read two additional excerpts from Plutarch. As you read the excerpts, think about how they are the same as and different from the excerpt you read in Part 1. Follow your teacher's directions and answer the questions in the test booklet.

From Plutarch's *Life of Antony*

- ¹ Besides, [Antony] called the senate together and spoke in favour of amnesty and a distribution of provinces among Brutus and Cassius and their partisans, and the senate ratified this proposal, and voted that no change should be made in what Caesar had done. So Antony went out of the senate the most illustrious of men; for he was thought to have put an end to civil war, and to have handled matters involving great difficulty and extraordinary confusion in a most prudent and statesmanlike manner.
- ² From such considerations as these, however, he was soon shaken by the reputé in which he stood with the multitude, and he had hopes that he would surely be first in the state if Brutus were overthrown. Now, it happened that when Caesar's body was carried forth for burial, Antony pronounced the customary eulogy over it in the forum. And when he saw that the people were mightily swayed and charmed by his words, he mingled with his praises sorrow and indignation over the dreadful deed, and at the close of his speech shook on high the garments of the dead, all bloody and tattered by the swords as they were, and called those who had wrought such work villains and murderers, and inspired his hearers with such rage that they heaped together benches and tables and burned Caesar's body in the forum, and then, snatching the blazing faggots from the pyre, ran to the houses of the assassins and assaulted them.

From Plutarch's *Life of Brutus*

- ¹ After this, the subjects of Caesar's will and of his burial came up for discussion. Antony demanded that the will should be read publicly, and that the body should be carried forth to burial, not secretly, nor without honours, lest this also should exasperate the people. Cassius, indeed, vehemently opposed these measures, but Brutus yielded and agreed to them, thus making a second mistake, as was thought. For by sparing Antony's life as he had done he incurred the charge of raising up against the conspirators a bitter and formidable foe; and now, in allowing Caesar's funeral rites to be conducted as Antony demanded, he committed a fatal error. For, in the first place, when it was found that the will of Caesar gave to every Roman seventy-five drachmas, and left to the people his gardens beyond the Tiber, where now stands a temple of Fortune, an astonishing kindness and yearning for Caesar seized the citizens; and in the second place, after Caesar's body had been brought to the forum, Antony pronounced the customary eulogy, and when he saw that the multitude were moved by his words, changed his tone to one of compassion, and taking the robe of Caesar, all bloody as it was, unfolded it to view, pointing out the many places in which it had been pierced and Caesar wounded. All further orderly procedure was at an end, of course; some cried out to kill the murderers, and others, as formerly in the case of Clodius the demagogue, dragged from the shops the benches and tables, piled them upon one another, and thus erected a huge pyre; on this they placed Caesar's body, and in the midst of many sanctuaries, asylums, and holy places, burned it. Moreover, when the fire blazed up, people rushed up from all sides, snatched up half-burnt brands, and ran round to the houses of Caesar's slayers to set them on fire.

Optional Documents: North's Translations of the Same Passages

Life of Antony

- ¹ The next morning the Senate was assembled, and Antonius him selfe preferred a lawe that all things past should be forgotten, and that they should appoint provinces, unto Cassius and Brutus: the which the Senate confirmed, and further ordeyned, that they should cancell none of Caesars lawes. Thus went Antonius out of the Senate more praysed, and better esteemed, than ever man was: bicause it seemed to every man that he had cut of all occasion of civill warres, and that he had shewed him selfe a marvelous wise governor of the common wealth, for the appeasing of these matters of so great waight and importance.
- ² But nowe, the opinion he conceived of him selfe after he had a litle felt the good will of the people towards him, hoping thereby to make him selfe the chieftest man if he might overcome Brutus: did easily make him alter his first mind. And therefore when Caesars body was brought to the place where it should be for the burial, he made a funeral oration in commendacion of Caesar, according to the auncient custom of praising noble men at their funerals. When he saw that the people were very glad and desirous also to heare Caesar spoken of, and his praises uttered: he mingled his oration with lamentable wordes, and by amplifying of matters did greatly move their harts and affections unto pitie and compassion. In fine, to conclude his oration, he unfolded before the whole assembly the bloody garments of the dead, thrust through in many places with their swords, and called the malefactors, cruell and cursed murtherers. With these words he put the people into such a fury, that they presently toke Caesars body, and burnt it in the market place, with such tables and fourmes as they could get together. Then when the fire was kindled, they toke firebrands, and ran to the murtherers houses to set them afire, and to make them come out to fight.

Life of Brutus

- ¹ Then Antonius thinking good his testament should be red openly, and also that his body should be honorably buried, and not in hugger mugger, least the people might thereby take occasion to be worse offended if they did other-wise: Cassius stowtly spake against it. But Brutus went with the motion, and agreed unto it: wherein it seemeth he Brutus committed a second fault. For the first fault he did was, when he would not consent to his fellow conspirators, that Antonius should be slayne: and therefore he was justly accused, that thereby he had saved and strengthened a stronge and grievous enemy of their conspiracy. The second fault was, when he agreed that Caesars funeralls should be as Antonius would have them: the which in deede marred all. For first of all, when Caesars testament was openly red amonge them, whereby it appeared that he bequeathed unto every Citizen of Rome, 75 Drachmas a man, and that he left his gardens and arbors unto the people, which he had on this side of the river of Tyber, in the place where now the temple of Fortune is built: the people then loved him, and were marvelous sory for him. Afterwards when Caesars body was brought into the market place, Antonius making his oration in praise of the dead, according to the auncient custom of Rome, and perceiving that his wordes moved the common people to compassion: he framed his eloquence to make their harts yerne the more, and taking Caesars gowne all bloody in his hand, he layed it open to the sight of them all, shewing what a number of cuts and holes it had upon it. Therewithall the people fell presently into such a rage and mutinie, that there was no more order kept amongst the common people. For some of them cryed out, Kill the murtherers: others plucked up formes, tables, and stalles about the market place, as they had done before at the funeralls of Clodius, and having layed them all on a heape together, they set them on fire, and thereuppon did put the bodye of Caesar, and burnt it in the midst of the most holy places. And furthermore, when the fire was thoroughly kindled, some here, some there, tooke burning fire brands, and ranne with them to the murtherers houses that had killed him, to set them a fire.

Option A

Directions: Prepare for a discussion of the following questions. You can use this chart to help you prepare for the discussion.

1. Where are there significant differences in the reporting of facts among the three excerpts?

2. Overall, how does each excerpt portray the events and, in particular, Mark Antony?

3. How do differences in language among the three excerpts help to convey different perceptions of Antony?

Option B

Directions: Using the information you have just read, complete the chart below.

Comparison of Portrayals of **Mark Antony** in Two Excerpts

Excerpt	Trait	Textual Evidence to Support the Trait

Option C

Directions: Plutarch retells the same events in different ways, which affects the reader’s interpretation of the events. Your teacher will now give you an article to read about an event. You will demonstrate your understanding of Plutarch’s technique by providing two brief narratives that reflect the event from two distinct perspectives. Write your narratives in the spaces below.

Narrative 1

[illegible]

Narrative 2

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 3

Directions: As you read the excerpt, think about how it is similar to and different from the excerpts from Plutarch.

ANTONY

Friends, Romans, countrymen, lend me your ears;
I come to bury Caesar, not to praise him.
The evil that men do lives after them;
The good is oft interred with their bones;
So let it be with Caesar. The noble Brutus
Hath told you Caesar was ambitious:
If it were so, it was a grievous fault,
And grievously hath Caesar answer'd it.
Here, under leave of Brutus and the rest--
For Brutus is an honourable man;
So are they all, all honourable men--
Come I to speak in Caesar's funeral.
He was my friend, faithful and just to me:
But Brutus says he was ambitious;
And Brutus is an honourable man.
He hath brought many captives home to Rome
Whose ransoms did the general coffers fill:
Did this in Caesar seem ambitious?
When that the poor have cried, Caesar hath wept:
Ambition should be made of sterner stuff:
Yet Brutus says he was ambitious;
And Brutus is an honourable man.
You all did see that on the Lupercal
I thrice presented him a kingly crown,
Which he did thrice refuse: was this ambition?
Yet Brutus says he was ambitious;
And, sure, he is an honourable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause:
What cause withholds you then, to mourn for him?
O judgment! thou art fled to brutish beasts,
And men have lost their reason. Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

First Citizen

Methinks there is much reason in his sayings.

Second Citizen

If thou consider rightly of the matter,
Caesar has had great wrong.

Third Citizen

Has he, masters?
I fear there will a worse come in his place.

Fourth Citizen

Mark'd ye his words? He would not take the crown;
Therefore 'tis certain he was not ambitious.

First Citizen

If it be found so, some will dear abide it.

Second Citizen

Poor soul! his eyes are red as fire with weeping.

Third Citizen

There's not a nobler man in Rome than Antony.

Fourth Citizen

Now mark him, he begins again to speak.

ANTONY

But yesterday the word of Caesar might
Have stood against the world; now lies he there.
And none so poor to do him reverence.
O masters, if I were disposed to stir
Your hearts and minds to mutiny and rage,
I should do Brutus wrong, and Cassius wrong,
Who, you all know, are honourable men:
I will not do them wrong; I rather choose
To wrong the dead, to wrong myself and you,
Than I will wrong such honourable men.
But here's a parchment with the seal of Caesar;
I found it in his closet, 'tis his will:
Let but the commons hear this testament--
Which, pardon me, I do not mean to read--
And they would go and kiss dead Caesar's wounds
And dip their napkins in his sacred blood,
Yea, beg a hair of him for memory,
And, dying, mention it within their wills,
Bequeathing it as a rich legacy
Unto their issue.

Fourth Citizen

We'll hear the will: read it, Mark Antony.

All

The will, the will! we will hear Caesar's will.

ANTONY

Have patience, gentle friends, I must not read it;
It is not meet you know how Caesar loved you.
You are not wood, you are not stones, but men;

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And, being men, bearing the will of Caesar,
It will inflame you, it will make you mad:
'Tis good you know not that you are his heirs;
For, if you should, O, what would come of it!

Fourth Citizen

Read the will; we'll hear it, Antony;
You shall read us the will, Caesar's will.

ANTONY

Will you be patient? will you stay awhile?
I have o'ershot myself to tell you of it:
I fear I wrong the honourable men
Whose daggers have stabb'd Caesar; I do fear it.

Fourth Citizen

They were traitors: honourable men!

All

The will! the testament!

Second Citizen

They were villains, murderers: the will! read the will.

ANTONY

You will compel me, then, to read the will?
Then make a ring about the corpse of Caesar,
And let me show you him that made the will.
Shall I descend? and will you give me leave?

Several Citizens

Come down.

Second Citizen

Descend.

Third Citizen

You shall have leave.

ANTONY comes down

Fourth Citizen

A ring; stand round.

First Citizen

Stand from the hearse, stand from the body.

Second Citizen

Room for Antony, most noble Antony.

ANTONY

Nay, press not so upon me; stand far off.

Several Citizens

Stand back; room; bear back.

ANTONY

If you have tears, prepare to shed them now.
You all do know this mantle: I remember
The first time ever Caesar put it on;
'Twas on a summer's evening, in his tent,
That day he overcame the Nervii:
Look, in this place ran Cassius' dagger through:
See what a rent the envious Casca made:
Through this the well-beloved Brutus stabb'd;
And as he pluck'd his cursed steel away,
Mark how the blood of Caesar follow'd it,
As rushing out of doors, to be resolved
If Brutus so unkindly knock'd, or no;
For Brutus, as you know, was Caesar's angel:
Judge, O you gods, how dearly Caesar loved him!
This was the most unkindest cut of all;
For when the noble Caesar saw him stab,
Ingratitude, more strong than traitors' arms,
Quite vanquish'd him: then burst his mighty heart;
And, in his mantle muffling up his face,
Even at the base of Pompey's statua,
Which all the while ran blood, great Caesar fell.
O, what a fall was there, my countrymen!
Then I, and you, and all of us fell down,
Whilst bloody treason flourish'd over us.
O, now you weep; and, I perceive, you feel
The dint of pity: these are gracious drops.
Kind souls, what, weep you when you but behold
Our Caesar's vesture wounded? Look you here,
Here is himself, marr'd, as you see, with traitors.

First Citizen

O piteous spectacle!

Second Citizen

O noble Caesar!

Third Citizen

O woful day!

Fourth Citizen

O traitors, villains!

First Citizen

O most bloody sight!

Second Citizen

We will be revenged.

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All

Revenge! About! Seek! Burn! Fire! Kill! Slay!
Let not a traitor live!

ANTONY

Stay, countrymen.

First Citizen

Peace there! hear the noble Antony.

Second Citizen

We'll hear him, we'll follow him, we'll die with him.

ANTONY

Good friends, sweet friends, let me not stir you up
To such a sudden flood of mutiny.
They that have done this deed are honourable:
What private griefs they have, alas, I know not,
That made them do it: they are wise and honourable,
And will, no doubt, with reasons answer you.
I come not, friends, to steal away your hearts:
I am no orator, as Brutus is;
But, as you know me all, a plain blunt man,
That love my friend; and that they know full well
That gave me public leave to speak of him:
For I have neither wit, nor words, nor worth,
Action, nor utterance, nor the power of speech,
To stir men's blood: I only speak right on;
I tell you that which you yourselves do know;
Show you sweet Caesar's wounds, poor poor dumb mouths,
And bid them speak for me: but were I Brutus,
And Brutus Antony, there were an Antony
Would ruffle up your spirits and put a tongue
In every wound of Caesar that should move
The stones of Rome to rise and mutiny.

All

We'll mutiny.

First Citizen

We'll burn the house of Brutus.

Third Citizen

Away, then! come, seek the conspirators.

ANTONY

Yet hear me, countrymen; yet hear me speak.

All

Peace, ho! Hear Antony. Most noble Antony!

ANTONY

Why, friends, you go to do you know not what:
Wherein hath Caesar thus deserved your loves?
Alas, you know not: I must tell you then:
You have forgot the will I told you of.

All

Most true. The will! Let's stay and hear the will.

ANTONY

Here is the will, and under Caesar's seal.
To every Roman citizen he gives,
To every several man, seventy-five drachmas.

Second Citizen

Most noble Caesar! We'll revenge his death.

Third Citizen

O royal Caesar!

ANTONY

Hear me with patience.

All

Peace, ho!

ANTONY

Moreover, he hath left you all his walks,
His private arbours and new-planted orchards,
On this side Tiber; he hath left them you,
And to your heirs for ever, common pleasures,
To walk abroad, and recreate yourselves.
Here was a Caesar! when comes such another?

First Citizen

Never, never. Come, away, away!
We'll burn his body in the holy place,
And with the brands fire the traitors' houses.
Take up the body.

Second Citizen

Go fetch fire.

Third Citizen

Pluck down benches.

Fourth Citizen

Pluck down forms, windows, any thing.

Exeunt Citizens with the body

ANTONY

Now let it work. Mischief, thou art afoot,
Take thou what course thou wilt!

Option A

Directions: Prepare for a discussion of the following questions. You can use this chart to help you prepare for the discussion.

1. What happens in the excerpt? Summarize the main events.

2. What are some of the rhetorical devices that Antony uses in this excerpt, and what is the effect of these rhetorical devices?

Option B

Directions: Using the information you have just read, complete the chart below.

Use of Language	Intended Effect

Option C

Directions: Write a brief response analyzing which excerpt from Plutarch was the likely source of Shakespeare’s writing. Write your response in the space below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PLANNING EXERCISE

Directions: Review the texts and review your notes and responses for the earlier parts of this task.

For the extended response, you will write an essay responding to the prompt below.

Analyze how Shakespeare used the information in these excerpts from Plutarch as source material for the scene from *The Tragedy of Julius Caesar*. Consider both how he portrays the events and how he portrays Mark Antony. Use evidence from the excerpts to support your response.

As you plan your response, you should think about:

- The analysis you will make;
- The information you will use in support of that analysis; and
- The way you will organize your writing.

Use the space below and on the next page to make notes that prepare you to write your essay.

Notes

Notes

EXTENDED WRITING PROMPT

Directions: Review the texts and review your notes and responses for the earlier parts of this task.

Respond to this prompt in the space below.

Analyze how Shakespeare used the information in these excerpts from Plutarch as source material for the scene from *The Tragedy of Julius Caesar*. Consider both how he portrays the events and how he portrays Mark Antony. Use evidence from the excerpts to support your response.

Your response will be scored using this rubric.

4 Point Response

Student will:

- Make a precise, thorough, and insightful analysis of the ways that Shakespeare used Plutarch as source material for this excerpt;
- Use well-chosen, relevant, and sufficient details from the excerpts which clearly support the analysis;
- Include major ideas and details from the passages;
- Create a cohesive organization that includes a concluding section which supports the analysis.

3 Point Response

Student will:

- Make a clear and accurate analysis of the ways that Shakespeare used Plutarch as source material for this excerpt;
- Use relevant details from the excerpts that clearly support the analysis;
- Create an organization that includes a concluding section.

2 Point Response

Student will:

- Make an analysis that lacks clarity or complete accuracy, OR fails to make a clear connection between the excerpt from Shakespeare and the excerpts from Plutarch;
- Exclude some major ideas or details;
- Focus on similarities or differences without analyzing how the source material was used;
- Fail to provide organization or a conclusion.

1 Point Response

Student will:

- Provide a vague or minimal statement about one or more of the excerpts with some support.

0 Point Response

Student provides no response, or the response is off topic.

CCR Performance Tasks

ELA Grades 9-10: Writing About Literature

Shakespeare and Plutarch

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
From Plutarch's <i>Life of Caesar</i> / From Plutarch's <i>Life of Antony</i> / From Plutarch's <i>Life of Brutus</i>	Literary Text	787	1660L	3	2	4	4

Passage Placement Rationale

Title	Placement Rationale
From Plutarch's <i>Life of Caesar</i> / From Plutarch's <i>Life of Antony</i> / From Plutarch's <i>Life of Brutus</i>	<ul style="list-style-type: none"> Translations of ancient Roman sources into contemporary language are complex texts. One element that adds to the high Lexile measure of these short excerpts is that the sentence structure reflects the Latin of the original text. Students will receive instructional support throughout the performance task as they analyze the excerpts and compare them to Shakespeare's text. We have not provided a Lexile measure for the play because of its structure and archaic language; similarly, we have not provided Lexile measures for the Elizabethan version of the Latin texts.

Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	Literary text: May include more than one storyline, and may be difficult to predict. Informational text: Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	Literary text: The text describes experiences common to most readers and has a single theme. Informational text: The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	Literary text: Organization may include subplots or time shifts. Informational text: Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	Literary text: The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. Informational text: The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	Literary text: Organization is intricate. Informational text: Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	Literary text: The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. Informational text: The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

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About the Teacher Guide

This document contains support materials for the *Grade 9-10 Writing About Literature: Shakespeare and Plutarch* task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

These specifications are included to help you find the specific causes of student errors and thus guide you in your intervention and reteach strategies.

PTE4 Grades 9-10 Writing about Literature

DOK Level and Consortia Claims

DOK Level: 4

This performance task provides evidence to support the following claims:

SBAC claims

Primary claim

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
Claim 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	Part 1

PARCC claims

Primary claim

Major Claim II: Writing—Students write effectively when using and/or analyzing sources.

Secondary claims

Sub Claim I.1: Reading Literature —Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Parts 1, 2, and 3
Sub Claim III.1: Research —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.	Part 1

Overview of Performance Task

MAJOR OBJECTIVE: Students will write an extended response to a prompt that asks them to analyze how Shakespeare has adapted his sources to use for an episode in *Julius Caesar*.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Grade 9-10 Writing About Literature: Shakespeare and Plutarch

Shakespeare used Plutarch's *Parallel Lives* as a source for his play, *Julius Caesar*. The passages from Plutarch included in this task focus on events immediately after Caesar's assassination and provided material that Shakespeare adapted for Mark Antony's funeral oration. Shakespeare used a contemporary translation of the *Lives* by Sir Thomas North; for readability, this task includes a more modern translation. The excerpts make clear that Plutarch himself adapted his sources to support different purposes in different *Lives*. The exploration of these differences will prepare students to examine the ways in which Shakespeare adapted his source material.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to the major objective of the performance task: to have the student write explanatory text that draws evidence from literature.

TEACHER GUIDE

Part 1

CORE TASK

Read the excerpt from the *Life of Caesar*.

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the text.

Option B

Students write about the text.

Option C

Students do research and make a report to the class.

Part 2**CORE TASK**

Read the excerpts from *Life of Antony* and *Life of Brutus*.

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the significant differences among the three excerpts.

Option B

Students complete an organizer comparing the portrayals of Mark Antony in *Life of Brutus* and *Life of Antony*.

Option C

Students write a short narrative that demonstrates understanding of Plutarch's technique, reflecting the same event from three distinct perspectives.

Part 3**CORE TASK**

Read Mark Antony's speech from Act III of *Julius Caesar*.

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the text.

Option B

Students complete an organizer related to the use of language in Mark Antony's speech.

Option C

Students write about the text.

Planning Exercise

Students do a pre-writing activity.

Writing Prompt

Students respond to the writing prompt.

PART 1 Overview

Part 1 focuses on Plutarch's *Life of Caesar* and addresses the following general objective.

OBJECTIVE: Student will analyze one possible source for the funeral scene in *Julius Caesar*.

CORE TASK

Read the excerpt from *Life of Caesar*.

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students analyze the text in a class discussion.

Option B

Students write a summary of the text.

Option C

Students research and report to the class information about

- The career of Julius Caesar, excluding his death;
- The assassination of Julius Caesar;
- The aftermath of the assassination;
- The career of Brutus; and/or
- The career of Mark Antony.

STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
LA.9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Option A
LA.9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Option B
LA.9-10.SL.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Option A Option B Option C
W.9-10.7	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.	Option C
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Option C

PROCEDURE for Part 1**CORE TASK**

Provide students with a short introduction to Plutarch's *Lives of the Noble Greeks and Romans*. Your introduction should include the following points:

- The *Lives* are also called *Parallel Lives* because Plutarch compared the lives and careers of famous Greeks and Romans;
- The *Lives* were not intended to serve as history but to illustrate important traits of character, good and bad, that were displayed in famous leaders. Plutarch writes that his intent is not to cover all events but to show the vices and virtues of the men he has chosen;
- The *Lives* were written about 150 years after Julius Caesar's death;
- We are interested in the *Lives* because William Shakespeare used it as a source for *Julius Caesar*. Our focus is Mark Antony's funeral oration in Act III of the play.
- Shakespeare used a 1579 translation of the *Lives* by Thomas North. We are using a more modern translation.

In addition, your introduction should include background information on the assassination of Julius Caesar. Your introduction should include the following points:

- He was a Roman general and statesman;
- His military career led to his eventual dictatorship over the Roman Republic;
- He was assassinated by a group of senators, led by Brutus, who hoped to return Rome to the constitutional government of the Republic.

Inform students that this excerpt from Plutarch, *Life of Caesar*, begins on the day after the assassination. Instruct students to read the text.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. How do the crowd and the Senate initially react to Caesar's death?

Possible Response: *The passage shows the crowd and Senate as ambivalent; they are split between grief for the fallen Caesar and respect for Brutus.*

2. What factors change the crowd's reactions?

Possible Response: *The crowd discovers the generous terms of Caesar's will and see his corpse; they react with fury.*

3. Based on this passage alone, where does Plutarch expect the reader's sympathies to lie?

Possible Response: *From the passage alone, it is difficult to determine how the author intends to present Brutus or Caesar; one clue is the use of the word "murderers" to describe the assassins.*

4. Which development is most important in driving the plot of this episode?

Possible Response: *The crowd's knowledge of the terms of the will and the exposure of the body are most important.*

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student provides no response, or the response is off topic.

PROCEDURE for Part 1: Option B

Ask students to write a short response to the questions discussed in OPTION A. This activity can serve as a review of OPTION A or replace OPTION A.

1. How do the crowd and the Senate initially react to Caesar's death?
2. What factors change the crowd's reactions?
3. Based on this passage alone, where does Plutarch expect the reader's sympathies to lie?
4. Which development is most important in driving the plot of this episode?

SCORING RUBRIC for Part 1: Option B

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Provide a thorough and insightful response to each of the four questions;
- Include well-chosen, relevant, and sufficient evidence to support the responses.

3 Point Response

Student will:

- Provide a general response to at least three of the four questions;
- Include relevant evidence to support the responses.

2 Point Response

Student will:

- Provide a limited response to at least two of the four questions;
- Include limited evidence to support the responses.

1 Point Response

Student will:

- Provide a minimal response to one or more of the questions.

0 Point Response

Student will provide no response, or the response will be completely inaccurate or off-topic.

PROCEDURE for Part 1: Option C

Ask students to conduct research related to the main figures and/or events in the text. This activity can replace OPTION A or OPTION B.

Instruct students to work in small groups of 3-4 people to research and report to the class information about one of the following main topics:

- The career of Julius Caesar, excluding his death;
- The assassination of Julius Caesar;
- The aftermath of the assassination;
- The career of Brutus; and/or
- The career of Mark Antony.

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' presentations.

4 Point Response

Student will:

- Provide a thorough report on the assigned topic with well-chosen details in support;
- Present the report in a focused and coherent manner.

3 Point Response

Student will:

- Provide a general report on the assigned topic with details in support;
- Present the report in an appropriate manner; the presentation shows some focus and cohesion.

2 Point Response

Student will:

- Provide a partial report on the assigned topic with some details;
- Present the report, but the report lacks cohesion or focus.

1 Point Response

Student will:

- Provide a minimal or limited report.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

OPTIONAL EXTENSION ACTIVITIES for Part 1

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Ask students to analyze the difference between the two translations of the passage and report their findings back in either an oral or a written presentation.

PART 2 Overview

Part 2 focuses on Plutarch's *Life of Brutus* and *Life of Antony* and addresses the following general objective.

OBJECTIVE: Student will analyze two additional sources from Plutarch.

CORE TASK

Read the excerpts from *Life of Antony* and *Life of Brutus*.

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students will discuss the excerpt.

Option B

Students will complete an organizer related to the traits of Mark Antony.

Option C

Students will write their own narratives that reflect the technique used by Plutarch.

STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
LA.9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Option A Option B Option C
LA.9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Option A
LA.9-10.W.3a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Option A
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Option B
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Option C

PROCEDURE for Part 2**CORE TASK**

Remind students of the points made before part 1 with respect to Plutarch's *Lives of the Noble Greeks and Romans* and the assassination of Julius Caesar.

Instruct students to read the texts.

PROCEDURE for Part 2: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. Where are there significant differences in the reporting of facts among the three excerpts?

Possible Response: *The excerpt from Life of Caesar in part 1 does not mention Antony at all by name. Life of Brutus reports that Antony demanded that the will be read publicly; Life of Caesar merely says that the will of Caesar was opened. Life of Antony reports that Antony had hopes that he would surely be first in the state if Brutus were overthrown; the other two do not include this detail.*

2. Overall, how does each excerpt portray the events and, in particular, Mark Antony?

Possible Response: *Life of Caesar is somewhat more neutral than the other two, though it does refer to those who killed Caesar as “murderers.” Life of Antony initially suggests a favorable impression of Antony, but then suggests that he is blinded by ambition when he sees the effect that he has on the crowd. Life of Brutus is even more critical of Antony. It suggests that Brutus is sympathetic, and that Antony deliberately instigated violence.*

3. How do differences in language among the three excerpts help to convey different perceptions of Antony?

Possible Response: *Life of Brutus in particular uses loaded language, such as “demanded,” “Brutus yielded,” “an astonishing kindness and yearning for Caesar seized the citizens,” and Antony “changed his tone.”*

SCORING RUBRIC for Part 2: Option A

Use the following rubric to evaluate students’ participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;

- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student provides no response, or the response is off topic.

PROCEDURE for Part 2: Option B

Ask students to reread the passages and then to complete the organizer. Possible student responses:

Comparison of Portrayals of **Mark Antony** in Two Excerpts

Excerpt	Trait	Textual Evidence to Support the Trait
Life of Antony	Statesmanlike	Reasoned with the senate and brought an agreement that was expected to bring peace
Life of Antony	Opportunistic	<p>“He had hopes that he would surely be first in the state if Brutus were overthrown.”</p> <p>Sees that the crowd is moved by his words and suddenly seizes on the opportunity to create chaos, and potentially open the opportunity for him to gain power</p>
Life of Brutus	Demanding	Demands that the will should be read publicly, and the body should be displayed
Life of Brutus	Inflammatory	Deliberately plays upon the sentiments of the audience by flourishing Caesar’s robe

PROCEDURE for Part 2: Option C

Distribute copies of a relevant, current story from the newspaper. This story should afford students the opportunity to demonstrate understanding of Plutarch's technique by retelling the same story from more than one perspective and thus affecting the reader's interpretation of the events. The story should have a clear progression of events, so that students have concrete ideas with which to work.

Instruct students to write about the event portrayed in a way that reflects understanding of Plutarch's technique. They are to provide two brief (one-paragraph) narratives that reflect the same event from two distinct perspectives.

SCORING RUBRIC for Part 2: Option C

Use the following rubric to evaluate students' writing.

4 Point Response

Student will:

- Provide two narratives that clearly reflect different perspectives and an understanding of Plutarch's technique;
- Include major ideas and details from the newspaper story;
- Exclude minor details that do not support the central task.

3 Point Response

Student will:

- Provide two narratives that reflect different perspectives.
- Include the main ideas from the story;
- Include a few details that do not clearly support the central task.

2 Point Response

Student will:

- Provide one or two narratives that reflect different perspectives;
- Exclude some major ideas or details;
- Include details that do not clearly support the central task.

1 Point Response

Student will:

- Retell the story without reflecting different perspectives; OR
- Use mostly direct quotations from the text in an attempt to summarize it.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

Part 3 Overview

Part 3 focuses on Mark Antony's famed speech in Shakespeare's *The Tragedy of Julius Caesar* and addresses the following general objective.

OBJECTIVE: Student will analyze the connection between the Plutarch excerpts and the Shakespeare excerpt.

CORE TASK

Read the excerpt from *The Tragedy of Julius Caesar*.

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students will discuss the excerpt and analyze the intended effect of the use of language in Antony's speech, including rhetorical devices.

Option B

Students will complete a chart outlining specific uses of language and their intended effect.

Option C

Students will analyze which excerpt from Plutarch was the likely source of Shakespeare's writing.

Option D

Students will complete a pre-writing task.

Writing Prompt

All students will write an extended response in response to the text.

STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
LA.9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Option A Option B Option C Option D
LA.9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Option A
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Option A Option B
LA.9-10.RL.9	Analyze how an author draws on and transforms source	Extended Writing Prompt

	material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	
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SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Option A Option B Option C
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Option A Option B Option C

PROCEDURE for Part 3**CORE TASK**

Orient students to the excerpt from the *Tragedy of Julius Caesar* that they are about to read. The excerpt reflects the same events as did the excerpts from Plutarch.

Instruct students to read the text.

PROCEDURE for Part 3: Option A

Organize a classroom discussion about the excerpt. The discussion should encourage a close reading of the excerpt and facilitate students' understanding. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What happens in the excerpt? Summarize the main events.

Possible Response: Antony subtly stirs the emotions of the crowd, ultimately moving them to action following the reading of the will.

2. What are some of the rhetorical devices that Antony uses in this excerpt, and what is the effect of these rhetorical devices?

Possible Response:

Irony – Frequent use of language that says one thing but means another. The effect is to subtly play on people's emotions and incite them to act.

Hyperbole – “And they would go and kiss dead Caesar’s wounds/And dip their napkins in his sacred blood.” The effect is to convince the listeners of his sincerity and deepen their emotions.

Repetition – References to Brutus and other conspirators being “honourable men.” The effect is to cast doubt upon their honor.

Rhetorical/leading questions – “You will compel me, then, to read the will?” “Shall I descend? and will you give me leave?” The effect is to make it seem as though the listeners are compelling him to do something that he has been leading them to all along.

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate students' participation in the discussion.

4 Point Response

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student provides no response, or the response is off topic.

PROCEDURE for Part 3: Option B

Ask students to reread the passage and then to complete the organizer. Possible student responses:

Use of Language in Mark Antony's Speech and Its Intended Effect

Use of Language	Intended Effect
Directly addresses listeners as "countrymen," "masters," "gentle friends"	Suggests patriotism, and a connection between the speaker and the listener; appeals to their sense of pride
Repeats the word "honourable"	Casts doubt upon whether the actions by the conspirators were truly honorable
Refers to himself as "a plain blunt man, / That love my friend"	Provides a contrast to Brutus, described as an orator, and therefore probably deceptive

PROCEDURE for Part 3: Option C

Ask students to reread the documents from parts 1 and 2. After doing this, they are to write their responses in their booklets.

SCORING RUBRIC for Part 3: Option C

Use the following rubric to evaluate the student list.

2 Point Response

Student will:

- Provide a brief explanation of which excerpt most likely informed Shakespeare's writing;
- Include relevant details that support the central task.

1 Point Response

Student will:

- Provide an explanation without supporting it.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 3: Planning Exercise

Tell the students to follow the instructions in their test booklets.

PROCEDURE for Part 3: Extended Writing Prompt

Tell the students to respond to the writing prompt in their test booklets.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Make a precise, thorough, and insightful analysis of the ways that Shakespeare used Plutarch as source material for this excerpt;
- Use well-chosen, relevant, and sufficient details from the excerpts which clearly support the analysis;
- Include major ideas and details from the passages;
- Create a cohesive organization that includes a concluding section that supports the analysis.

3 Point Response

Student will:

- Make a clear and accurate analysis of the ways that Shakespeare used Plutarch as source material for this excerpt;
- Use relevant details from the excerpts that clearly support the analysis;
- Create an organization that includes a concluding section.

2 Point Response

Student will:

- Make an analysis that lacks clarity or complete accuracy, OR fails to make a clear connection between the excerpt from Shakespeare and the excerpts from Plutarch;
- Exclude some major ideas or details;
- Focus on similarities or differences without analyzing how the source material was used;
- Fail to provide organization or a conclusion.

1 Point Response

Student will:

- Provide a vague or minimal statement about one or more of the excerpts with some support.

0 Point Response

Student provides no response, or the response is off topic.

OPTIONAL EXTENSION ACTIVITIES for Part 3

W.11-12.5. 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.

Ask the students to revise and edit their responses to the extended prompt based on teacher or peer reviews.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Ask students to analyze the difference between the different translations of the three passages and report their findings back in either an oral or a written presentation.