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**SEC 300**

**28 January 2012**

**Task Analysis and Assessment**

HS.RL.12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

**1. Task Analysis**

1. What are the prerequisite skills needed to do the task asked for in the standard?

A student will need to have an understanding of setting, character dynamics, and what elements (such as plot, diction, climax, rising drama/falling drama, etc.). Understanding these rhetorical features of a story/drama will aid in accomplishing this particular standard.

b) What steps and sub-steps are needed to accomplish the task? Write approximately 4-8 steps.

Step 1: Determine who the author is.

* Knowing this rudimentary skill will make the following steps easier.
* Knowing sometimes, the sex of the author does play a significant part in the development of a story.
* Having a basis of the author’s background, writing history, and time era overlaps in his/her writing styles and motives.

Step 2: Understand that the author is different from the narrator/protagonist.

* Just because the narrator feels/acts a certain way does not mean that it is indicative of the author’s viewpoints and ideologies.
* The author has the ultimate say and in the end, it is his/her creation.

Step 3: Establish/determine various textual features and author’s impact.

* Begin with examine rudimentary things, such as: setting, plot conflicts, diction/jargon, and what person narrative is present in the story.
* Move on to think about what impact does the author’s choice have on things such as: conflict resolution, metaphorical and satirical representations, etc.

Step 4: Examine particular characters and their relation to the story/drama as a whole.

* By breaking down each individual character, it can be easier to determine the author’s intent and subliminal motives when writing.

Step 5: Analyze the author’s impact in these previous features as a whole.

* After reviewing each step, drawing conclusions and understanding the author’s impact in the story/drama as a whole becomes more feasible.

**Goals and Objectives**

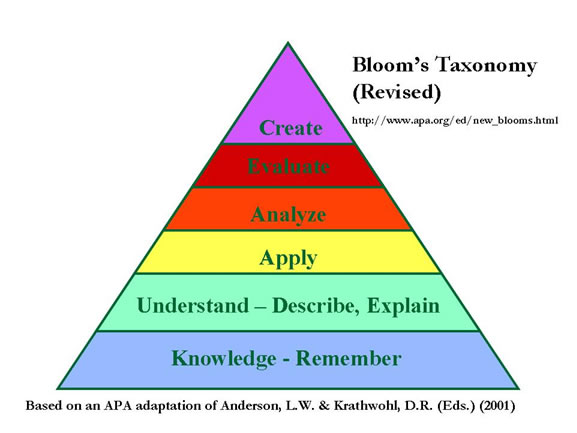
HS.RL.12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

Goal: Analyze William Shakespeare’s choices in *The Tragedy of Macbeth* and how they dictate the drama. Be prepared to demonstrate knowledge and understanding to class and complete an accompanying graphic organizer or individual characters and plot aspects.

Objective 1: When given various character web graphic organizers the students will be able to examine Shakespeare’s choices and motives and how it affects the plot as a whole. Students will demonstrate understanding of the concept with at least three completed character webs.

Objective 2: When given an open-ended question, students will be able to examine Shakespeare’s choices as an author and their influence on the plot and answer justly. If a student can provide three examples of how the author’s choices impact the particular plot of *Macbeth* in a short essay format, they will demonstrate understanding of the overall goal and standard.

**Blooms Taxonomy and Test Questions**

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1. **(Knowledge)** [Macbeth is a play about a \_\_\_\_\_\_\_\_ hero that follows the heroic code but ends up as a \_\_\_\_\_\_\_\_\_\_\_ hero after his fall.](http://www.testdesigner.com/questions/44381/macbeth-is-a-play-about-a--hero-that-follows-the-heroic-code)
   1. **noble and tragic**
   2. tragic and legendary
   3. legendary and tragic

**2. (Comprehension)**[Who spoke the following words: "Out, damned spot! Out, I say! . . . All of the perfumes of Arabia will not sweeten this little hand . . ."](http://www.testdesigner.com/questions/102153/who-spoke-the-following-words--out-damned-spot--out-i-say---)

1. Macbeth
2. **Lady Macbeth**
3. Macduff
4. Lady Macduff
5. Malcolm

**3. (Application)** [In Act IV, Malcolm and Macduff praise good King James of England for healing children of scrofula immediately after discussing the vile nature of their own king, Macbeth, from Scotland. What comparison does this conversation suggest or imply?](http://www.testdesigner.com/questions/102036/in-act-iv-malcolm-and-macduff-praise-good-king-james-of-engl)

a. Macbeth has the [gift](http://www.testdesigner.com/search/index.htm?keyword=macbeth) of healing but uses it for evil.

b. Edward healed children just by touching them.

c. Edward is kind; Macbeth is mean.

d. **Edward cures evil; Macbeth is evil.**

e. Macbeth is unsure; Edward is sure.

**4. (Analysis)** [In Act IV, Malcolm and Macduff discuss their unhappiness about the chaos that Macbeth's rule has brought to Scotland. What comparison can you infer from their conversation?](http://www.testdesigner.com/questions/102041/in-act-iv-malcolm-and-macduff-discuss-their-unhappiness-abou)

a. Malcolm actually did kill his own father, King Duncan.

b. Macduff is a traitor.

c. Macbeth isn't as evil as everyone thinks.

**d. Macbeth's disorder has become Scotland's disorder.**

e. The witches are responsible for the whole thing.

**5. (Evaluation)** Trace Macbeth's transformation from a good man to an evil man.

**6. (Creating)** In a comprehension chart, identify the characteristics of tragedy in *Macbeth*. To what extent is Macbeth redeemed in Act Five? In what ways could he be considered a tragic hero rather than a villain?

**5. Making Rubrics**

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| |  | | --- | | **Rubric #1: Macbeth Stage Play Storyboard**  **(Student will take a scene in *Macbeth* and draw a storyboard using the original stage directions and some modern interpretations.)**  Teacher Name: **Ms. Faircloth**   Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | 4 | 3 | 2 | 1 |
| Spelling & Grammar | No spelling or grammatical mistakes on a storyboard with lots of text. | No spelling or grammatical mistakes on a storyboard with little text. | One spelling or grammatical error on the storyboard. | Several spelling and/or grammatical errors on the storyboard. |
| Required Elements | Storyboard included all required elements as well as a few additional elements. Draws scene in accordance with stage [directions](http://rubistar.4teachers.org/index.php?ts=1359414982) from play\'s context with creative and personal interpretation. | Storyboard included all required elements and one additional element. Pays respect to most of the original stage directions with some modern interpretation. Missing minor details. | Storyboard included all required elements, but lacks creativeness and inventiveness in stage interpretations. | One or more required elements was missing from the storyboard; failure to adhere to original state directions and/or creative interpretations. |
| Content | All content is in the students\' own words and is accurate. Transition of choice scene is clear and respective to the original stage directions. | Almost all content is in the students\' own words and is accurate. Transition of choice scene is clear and respective to the original stage directions. | At least half of the content is in the students\' own words and is accurate. Pictures and coherence is neat, but lacks some portions or aspect of original scene setting. | Less than half of the content is in the students\' own words and/or is accurate. Does not incorporate main aspects of scene set by the original text and failure to incorporate easy transitions in storyboard. |
| Clarity and Neatness | Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary. | Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions. | Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions. | Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions. |

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| |  | | --- | | **Rubric #2 Story Telling : Paraphrasing Scene**  **(Students will have to retell a scene from *Macbeth* and adhere to the following rubric.**  Teacher Name: **Ms. Faircloth**  Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | 4 | 3 | 2 | 1 |
| Accuracy of Retelling A Story | The storyteller includes all major points and several [details](http://rubistar.4teachers.org/index.php?ts=1359423141) of the story s/he is retelling. | The storyteller includes all major points and 1-2 details of the story s/he is retelling. | The storyteller includes all major points of the story s/he is retelling. | The storyteller forgets major points of the story s/he is retelling. |
| Knows the Story | The storyteller knows the story well and has obviously practiced telling the story several times. There is no need for notes and the speaker speaks with confidence. | The storyteller knows the story pretty well and has practiced telling the story once or twice. May need notes once or twice, but the speaker is relatively confident. | The storyteller knows some of the story, but did not appear to have practiced. May need notes 3-4 times, and the speaker appears ill-at-ease. | The storyteller could not tell the story without using notes. |
| Role Shifting | Shifts roles smoothly almost all the time. It is very easy for the audience to tell which character is speaking. | Shifts roles pretty well. It is usually easy for the audience to tell which character is speaking | Tried to do role shifting, but it wasn\'t very successful. It often was hard for the audience to tell which character is speaking. | Did not attempt role shifting. It was very difficult for the audience to tell which character was speaking. |
| Sequence | Retells story in correct sequence leaving out no important parts of story. | Retells story in sequence with 2-3 omissions. | Retells story with several omissions, but maintains sequence of those told. | Retells story out of sequence. |
| Voice | Always speaks loudly, slowly and clearly. Is easily understood by all audience members all the time | Usually speaks loudly, slowly and clearly. Is easily understood by all audience members almost all the time. | Usually speaks loudly and clearly. Speaks so fast sometimes that audience has trouble understanding. | Speaks too softly or mumbles. The audience often has trouble understanding. |
| Listens to Others | Always listens attentively to other storytellers. Is polite and does not appear bored or make distracting gestures or sounds. | Usually listens attentively to other storytellers. Rarely appears bored and never makes distracting gestures or sounds. | Usually listens to other storytellers, but sometimes appears bored. Might once or twice accidentally make a gesture or sound that is distracting. | Does not listen attentively. Tries to distract the storytellers, makes fun of them, or does other things instead of listening. |