In a few days’ time, we will take our first Mid-Unit Assessment for Module 2! Use this study sheet to help you prepare for the mid-unit assessment! I have listed the tasks you will complete on the mid-unit assessment. I have underlined the skill and included the **EL workbook page number** where we practiced that skill. You will have two days in class to complete the mid-unit assessment.

Mid-Unit Assessment Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On the Mid-Unit Assessment, you will be asked to:

* Read excerpts from an informational text titled “Top Ten Reasons Shakespeare Did Not Write Shakespeare”
* To find the “Gist” of the informational text. **(Module 1)**
* Identify the central claim of the informational text. **(EL workbook page 10)**
* Identify the supporting claims and explain how the supporting claims develop the central claim. **(EL workbook page 14)**
* Write a summary of the article. **(EL workbook page 15)**
* Identify the counterclaim. **(EL workbook page 12)**
* Identify the author’s purpose. **(EL workbook page 12)**

You are prepared for this assessment! If you would like additional practice, there are text-dependent questions on **workbook pages 16-18.** I have included an answer key to these questions.

**“The Shakespeare Shakedown”: Lesson 5Close Reading Guide Practice**

(Answer Key)

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| **Questions** | **Notes** |
| Reread Paragraph F and answer these questions:   1. Read the paragraph aloud with your partner. Try paraphrasing the first sentence. What job is this sentence doing in the paragraph? | **The first sentence in this paragraph, “The real problem is not all this idiotic misunderstanding of history and the world of the theater but a fatal lack of imagination on the subject of the imagination,” is Schama’s final claim to support his argument that Shakespeare really did write his own works. He is saying that the naysayers are wrong because they lack imagination.**  **This first sentence is the topic sentence on which the rest of the paragraph is based.** |
| 1. How is the second sentence related to this topic sentence? What job is it doing in the paragraph? | **The second sentence, “The greatness of Shakespeare is precisely that he did not conform to social type—that he was, in the words of the critic William Hazlitt, ‘no one and everyone,’” is related to the topic sentence because it begins to develop the claim by saying Shakespeare had such a masterful imagination that it makes it hard to define him. He did not mold himself to the expectations of society at that time.**  **In this paragraph, this sentence offers the first piece of evidence proving the author’s fourth claim in his argument.** |
| 1. In the next three sentences, Schama gives some more details related to the last sentence. What job are these three sentences doing in the paragraph? | **These sentences are important because they give examples of Shakespeare’s imagination.**  **After learning about Rome in school, his imagination was able to take him back to Rome when he wrote, for example.**  **He was able to reach all levels of society and reach beyond his own social status to use his imagination to write in the speech of both the commoners and the royals.**  **Explain that quicksilver and protean refer to something that is fluid, easily changed or adjusted. So, Schama is saying that it is Shakespeare’s ability to shift and adjust so easily that makes it difficult for our literal and concrete culture to understand.**  **The job of these three sentences is to provide examples and details that support the author’s claim in this paragraph.** |
| 1. With your partner, paraphrase the last sentence. How does this sentence relate to the first sentence of the paragraph? Why do you think the author ends the paragraph this way? | **This sentence relates to the first sentence, in that it shows Shakespeare’s marvelous imagination, which is what the author writes about in the topic sentence.**  **The author ends the paragraph (and the article) with a famous quote that is eloquent and expresses the claim Schama is making. It shows that other people have noticed Shakespeare’s brilliant imagination, too.** |

**“The Shakespeare Shakedown”: Lesson 5Close Reading Guide Practice**

(Answer Key)

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| **Questions** | **Notes** |
| Reread Paragraph E and answer these questions:  1. Read the paragraph aloud with your partner. Try paraphrasing the first sentence. What job is this sentence doing in the paragraph? | **The first sentence in this paragraph, “How could Shakespeare have known all about kings and queens and courtiers?” addresses one of the arguments posed by those who believe Shakespeare could not possibly have written all the works attributed to him because he lacked knowledge of how the “upper crust” behaved.**  **This first sentence is the topic sentence on which the rest of the paragraph is based.** |
| 2. How is the second sentence related to this topic sentence? What job is it doing in the paragraph? | **The second sentence, “By writing for them and playing before them over and over again—nearly a hundred performances before Elizabeth and James, almost 20 times a year in the latter case,” is related to the topic sentence because it answers the question posed in the first sentence.**  **In this paragraph, this sentence offers the first piece of evidence proving the author’s third claim in his argument.** |
| 3. In the next sentence, why might it be important that Shakespeare’s plays were published in 1598 and his name was on the publication? What job is this sentence doing in the paragraph? | **This is important because it shows that Shakespeare’s plays were published during his lifetime and he was given the credit for all of the works.**  **The job of this third sentence is to show one more piece of evidence to prove that Shakespeare was the true author and could not have fooled royalty in such a way, especially since he was alive when these works were published.** |
| 4. With your partner, paraphrase the last sentence. How does this sentence relate to the first sentence of the paragraph? Why do you think the author ends the paragraph this way? | **This sentence relates to the first sentence in that it restates the opposing argument that was posed in the first sentence. The author restates and then dismisses the argument for an extra emphasis on how it is bogus, in his opinion.** |