**Task Analysis and Assessment  
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**Unit:** Reading & Analyzing The Shakespearean Play (*Julius Caesar*)  
  
**Prerequisites:** The student should be able to read, comprehend, and adequately voice their findings via written response, oral discussion, or open-ended test.

**Task Analysis**

*Step 1. Reading a Play.*

* *Discuss written structure of plays.*
* *Discuss use of characterization and points of view in play.*
* *Assign individual reading parts from play.*
* *Read play aloud in class.*

*Step 2. Identifying Literary Elements.*

* *Discuss setting, plot, and conflict.*
* *Identify and discuss themes used in Caesar.*
* *Discuss writer’s tone.*

*Step 3. Symbolism.*

* *Discuss ambiguity in reference to literature.*
* *Identify and discuss specific symbols in the text.*

*Step 4. Drawing evidence from text to support analysis.*

* *Using context clues.*
* *Citing text.*

*Step 5. Writing an Argumentative analysis, reflection, and research.*

* *Outlining.*
* *Drafting.*
* *Proofreading.*
* *Peer Review.*

**Writing Goals and Objectives**  
  
**STEP: IDENTIFYING LITERARY ELEMENTS  
Goal 1:** The student will identify literary elements used in Shakespeare’s play.  
**Objective 1a**: Given the major plot descriptions, the student will successfully identify the major plot points in the play and apply them to the corresponding sequence of events.  
**Objective 1b**: Given their reading of the play, the student will demonstrate adequate understanding of theme by identifying three distinguishing themes from the text and supporting each with a brief explanation.   
  
**STEP: SYMBOLISM  
Goal 2:** The student will understand symbolism and identify its use in a literary text.  
**Objective 1a**: Given the definition, the student will exhibit an understanding of the term *ambiguity* by applying it to the text and listing three specific phrases, which elicit symbolic references.  
**Objective 1b:** Given a choice of predetermined possible symbolic references from the text, the student will show an understanding of symbolism by adequately supporting their claim.

**Writing Test Questions**

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| Goal 1 Questions – *Addressing: Plot & Theme* |
| 1. At the opening of the play, what are the plebeians celebrating?  Caesar's marriage to Calpurnia   1. Octavius' victory over Brutus 2. Caesar becoming King 3. Caesar's victory over Pompey \*\*   2. Complete the line from the soothsayer.  Beware the Ides of \_\_\_\_\_\_\_\_\_\_. \*\*MARCH\*\*  3. How is loyalty portrayed in *Julius Caesar*? Please provide a brief description of its presence in the play while specifically addressing Antony, Brutus and Cassius in relation to Caesar. |
| Goal 2 Questions – *Addressing: Symbolism* |
| 1. Sketch an image of what you perceive to be a symbolic picture that adequately portrays Brutus’ soliloquy. Include two specific details that support your claim.  2. Briefly discuss how blood can be perceived as symbolic in *Julius Caesar.*  3. Make a list of possible symbols in the text. |

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| Test Questions for Each Level of Bloom’s Taxonomy |
| Knowledge |
| *Test Question:* What is the name of Julius Caesar's wife?   1. Portia 2. Calpurnia \*\* 3. Edith 4. Calliope   *Project/Activity:* Make a list of possible examples of symbolism in the text. |
| Comprehension |
| *Test Question:* Despite the name of the play is *Julius Caesar*, who do you believe to be the main character? Describe why they play the biggest role.  *Project/Activity:* Draw a picture of what you perceive to be a symbolic reference from *Julius Caesar*. Include specific details that support your claim. |
| Evaluation |
| *Test Question:* Do you agree with Brutus’ decision to set out to kill Caesar? Defend your argument with examples from the text.  *Project/Activity:* Write a letter to Caesar suggesting 5 new rules that you believe he could use to make Rome a better place. |
| Creating |
| *Test Question:* What do you think would happen if Brutus were in charge instead of Caesar? Briefly discuss how Rome would benefit or suffer from this.  *Project/Activity:* Create a cover for a hypothetical magazine that announces the death of Caesar to the Roman public. |
| Application |
| *Test Question:* Describe a point in the play where Shakespeare uses foreshadowing.  *Project/Activity:* If given the opportunity, provide 3 thought-provoking questions that you would address a character with. Explain why you would ask these to this character. |
| Analysis |
| *Test Question:* If the assassination of Caesar had not been a success, what might have the end of the play been like?  *Project/Activity:* Write a report chronicling the History of Rome preceding Caesar’s death. |

**RUBRICS  
Making A Poster : Draw symbolic images from the reading and explain their relevance to the play.**

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| CATEGORY | 4 | 3 | 2 | 1 |
| Graphics - Originality | Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display. | One or two of the graphics used on the poster reflect student creativity in their creation and/or display. | The graphics are made by the student, but are based on the designs or ideas of others. | No graphics made by the student are included. |
| Graphics - Relevance | All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation. | All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation. | All graphics relate to the topic. Most borrowed graphics have a source citation. | Graphics do not relate to the topic OR several borrowed graphics do not have a source citation. |
| Required Elements | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |
| Content - Accuracy | At least 7 accurate facts are displayed on the poster. | 5-6 accurate facts are displayed on the poster. | 3-4 accurate facts are displayed on the poster. | Less than 3 accurate facts are displayed on the poster. |

**Research Report : Write a report chronicling the History of Rome preceding Caesar’s death.**

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| CATEGORY | 4 | 3 | 2 | 1 |
| Organization | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. 8) |
| Amount of Information | All topics are addressed and all questions answered with at least 2 sentences about each. | All topics are addressed and most questions answered with at least 2 sentences about each. | All topics are addressed, and most questions answered with 1 sentence about each. | One or more topics were not addressed. |
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| Paragraph Construction | All paragraphs include introductory sentence, explanations or details, and concluding sentence. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. | Paragraphs included related information but were typically not constructed well. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. |
| Sources | All sources (information and graphics) are accurately documented in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but many are not in the desired format. | Some sources are not accurately documented. |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |