

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	K. Tuthill-Jones Vinal Technical High School	<b>Event/Date:</b>	Summer Fest/July 29,2014
<b>Text &amp; Author</b>	<u>Hamlet</u> by William Shakespeare (III.i.44-189)	<b>Where to Access Text</b>	<a href="http://shakespeare.mit.edu/hamlet/hamlet.3.1.html">http://shakespeare.mit.edu/hamlet/hamlet.3.1.html</a>
Text Description			
<p><b>One of the many Shakespeare classics in the literary canon, <u>Hamlet</u> focuses on the nation of Denmark as the death of King Hamlet, the marriage of his wife to his brother, and the return of his son, Prince Hamlet, bring the country into turmoil. Through deceit, betrayal, and death, the royal family is torn apart, with many innocent bodies along the way, and poor Horatio to pick up the pieces. This scene in particular includes Hamlet’s famous “To Be or Not to Be” monologue.</b></p>			
Quantitative			
<b>Lexile and Grade Level</b>	1390, 11 (10.5 according to Accelerated Reader)	<b>Text Length</b>	416 pages, 71,580 words
Qualitative			
<b>Meaning/Central Ideas</b>		<b>Text Structure/Organization</b>	
<p><u>Hamlet</u> is a play about many things—changing family dynamics, young love, jealousy and rivalry, and the importance of making decisions. While some of these ideas come across easily, others require a more thorough examination of the characters and the language.</p>		<p>Five Act play, following the traditional Shakespearean tragedy outline. Acts, scenes, and lines are all numbered.</p>	
<b>Prior Knowledge Demands</b>		<b>Language Features</b>	
<p>In order to understand Shakespeare, students will need to review the 5-Act Plot Diagram for tragedy, as well as a review of iambic pentameter and the language Shakespeare created. Students will also need context for where this scene takes place in the larger context of the play.</p>		<p>Figurative language, archaic, new words</p>	
Potential Reader/Task Challenges			
<p>Students often have a negative approach to Shakespeare, thinking he is “too hard” and “doesn’t make any sense”. However, many of the challenges the characters are going through (broken homes, broken romances) will resonate with teenagers.</p>			

### Big Takeaway

RL: The big takeaway for this text is the theme/central idea. There are many different types of deception in the world, and these deceptions can have disastrous consequences, regardless of how harmless they may seem. In this particular scene, Ophelia's coerced deception of Hamlet, coupled with the deceptions of Hamlet and Claudius, ultimately lead to the deaths of most of the deceivers and the deceived.

## Vocabulary Analysis Template

	<b>Words that demand less teaching time (i.e. the definition is singular and concrete)</b>	<b>Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)</b>
<b>Words that can be determined in context</b>	<p>heir, scorns, awry, bourn, longed/long, aught, discourse, commerce, paradox (3), virtue, beck, ambitious, dowry, jig, amble, courtier's, expectancy, mould, tend, melancholy, spake (spoke-1), neglected (1), entreat</p>	<p>orisons (3), bodkin (3), composed, wax, inoculate, deject, wretched, sovereign (3), brood</p>
<b>Words that cannot be determined in context</b>	<p>orisons (3), bodkin (3), burthen (3), pious, insolence, knaves, arrant, wantonness, tribute,</p>	<p>calamity, contumely, fardels (3), bawd (3), calumny, haply, fortune, visage (3), round</p>