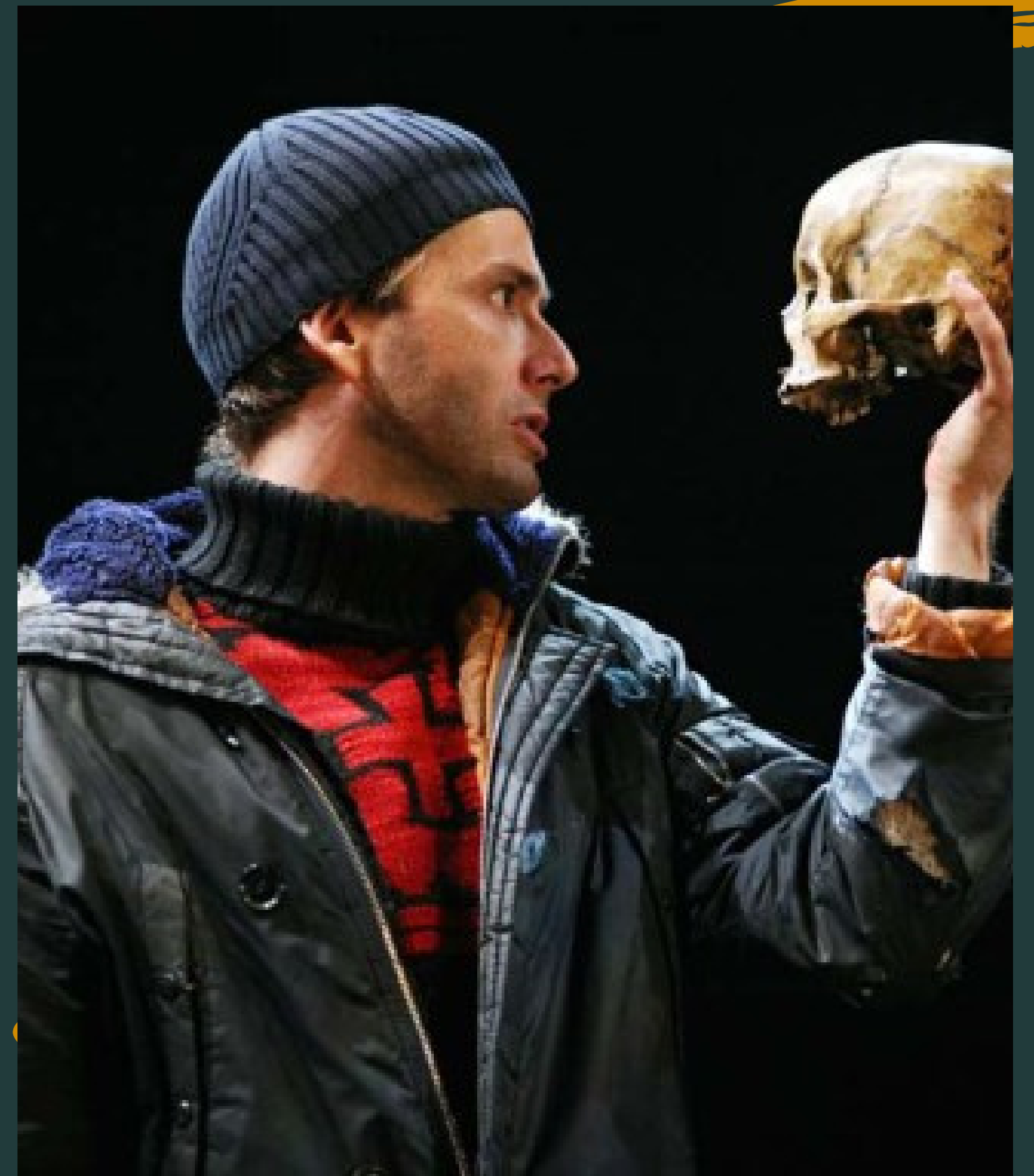


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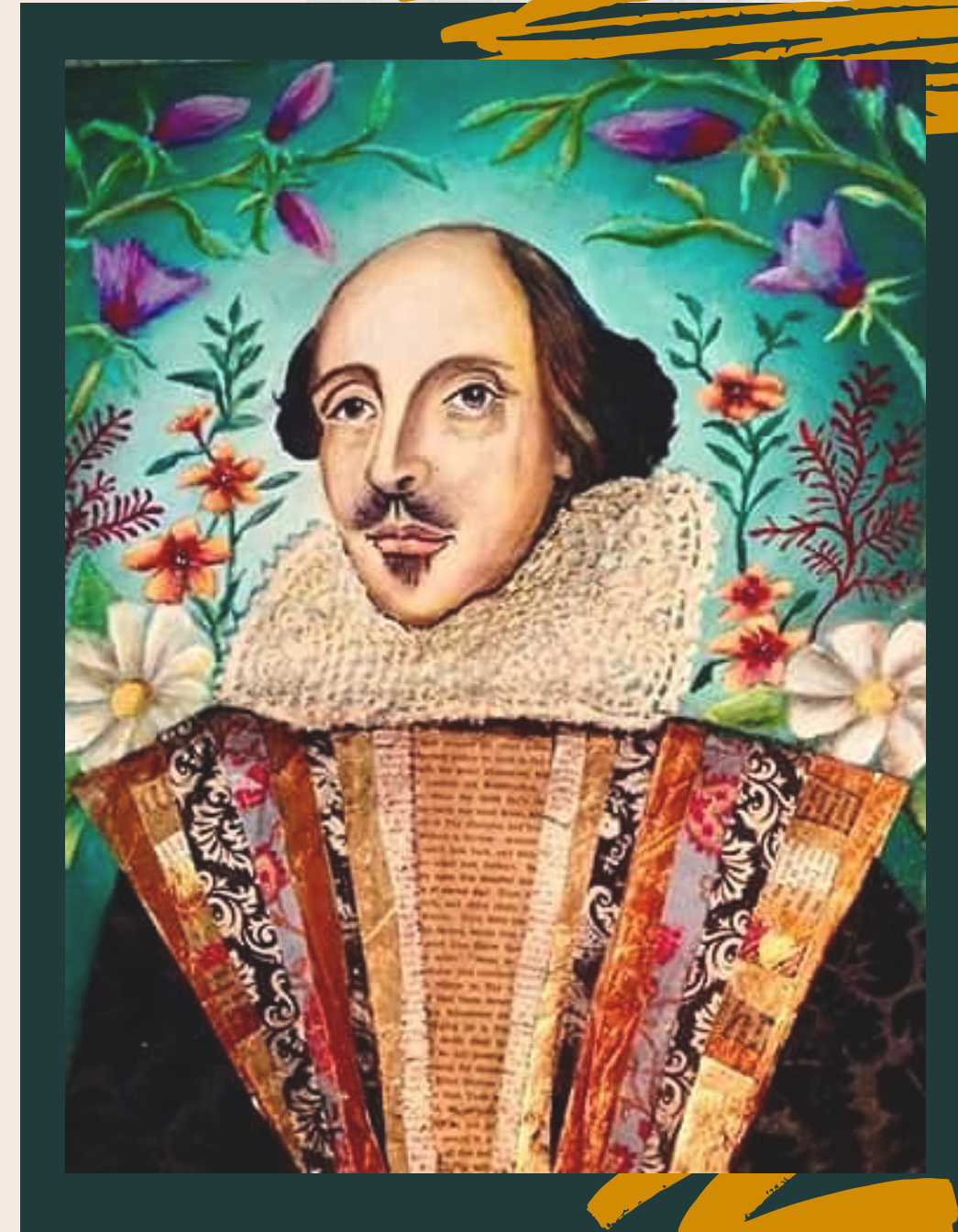
# Shakespeare Monologue Unit

10th-12th Grade



# Established Goals

Demonstrate understanding of the elements of Shakespeare's language, work with scansion, figures of speech, imagery, and character analysis to break down and perform at Shakespearean monologue of the student's choosing.



# Overarching Questions



- How do we perform Shakespeare, and bring his language off the page?
- How can we decode Shakespeare's language to make it accessible to us as actors and to audience members?
- How does Shakespeare's language feel in our voices and bodies?
- How can we bring Shakespeare's language into a contemporary performance context?

## LESSON 1

Intro & Expectations

## LESSON 2

Historical Context

## LESSON 3

Scansion & Figures of  
Speech

## LESSON 6

Character Work

## LESSON 4

Scansion (ctd.) &  
Punctuation

## LESSONS 7 & 8

Monologue  
Workshops

## LESSON 5

Imagery

## LESSONS 9 & 10

Performance &  
Feedback

# Unit Plan

## DAYS 1: INTRO & EXPECTATIONS

- Discuss student's feelings & expectations about performing Shakespeare
- Show different versions of Hamlet's soliloquy
- Hook students with a game associating contemporary phrases with Shakespearean quotes

## DAY 2 - HISTORICAL CONTEXT

- Provide students with a brief biography of Shakespeare & the time in which he lived
- Introduce the Elizabethan World Picture. i.e. religion, cosmology, & science -- show examples of how these appear in Shakespeare



## DAY 3 – SCANSION & FIGURES OF SPEECH

- Introduce iambic pentameter & basic figures of speech
- Scan a monologue as a class

## DAY 4 – SCANSION (CTD.) & PUNCTUATION

- Students scan monologues with partners
- Walk the punctuation exercise

## DAY 5 – IMAGERY

- Introduce imagery
- Image Journal Project

## DAY 6 – CHARACTER WORK

- Students analyze monologue for beats, objectives, obstacles, tactics
- Students write a translation of their monologue into contemporary vernacular

### IMAGE JOURNAL

Students choose 1-3 important words or phrases from each line of their monologue & use the internet to find & compile images that correspond to each word/phrase. The images should resonate with them personally, something memorable that will evoke that word or phrase.



# Final Projects

Days 7-10

## DAYS 7 & 8: WORKSHOP

- Students use their scansion, image journals, translations, & character work to workshop performances of their monologue with a partner for feedback

## DAYS 9 & 10: PERFORM & FEEDBACK

- Students perform their monologues for one another & provide constructive feedback
- Alternative Option: Students "stage" and film their monologues outside of class and the class views them together