

**Unit Title: Character and Conflict in Soliloquy**

**Focus of the Unit:** What is a soliloquy? What can we learn about characters and stories through soliloquies? How can the absence of a scene partner impact our acting?

Overarching Unit Objective(s)	Summative Assessment Strategy(ies)
<p><b>Content Objective:</b> Students will be able to... Dramatize internal character conflict using acting techniques.</p>	<p><b>Performance Tasks:</b> Students will perform their own original soliloquy.</p> <p><b>Criteria:</b> The teacher will assess the performance based on criteria in the rubric (motivation, intensity, feeling, etc)</p> <p><b>Documentation:</b> Rubric</p>
<p><b>Language-Based Objective:</b> Students will be able to... Write a soliloquy that explores experiences using effective character development techniques.</p>	<p><b>Performance Tasks:</b> Students will turn in the script of their own original soliloquy.</p> <p><b>Criteria:</b> The teacher will assess the script based on criteria in the rubric (background information, character conflict, arguments, etc)</p> <p><b>Documentation:</b> Rubric</p>

**A. Relevant Learning Standards:**

- Relevant New York State Standards for the Arts:
  - Anchor Standard 4: Analyze, interpret and select artistic work for presentation
    - HS Proficient TH: Pr 4.1.HSI
      - b. Examine how character relationships affect telling a story.
      - c. Shape character choices by using given circumstances in a drama or theater work.
  - Anchor Standard 5: Develop and refine artistic techniques and work for presentation
    - HS Proficient TH: Pr 5.1.HSI
      - a. Apply various acting techniques to expand skills in a rehearsal.
- Relevant Common Core ELA Learning Standards:
  - Text Types and Purposes (Grades 9-10 & 11-12):
    - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
      - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
      - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
      - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
      - f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

**B. Context for Learning:** *We will be using the sample context for learning provided.*

- Audience: The class is composed of 33 students all between 9th and 12th grade: ten 9th graders, twelve

10th graders, eight 11th graders, and three 12th graders. There are 12 men and 21 women.

- Modifications:
  - Learning Disability (1)
    - Multi-step directions need to be broken down into individual steps
    - Needs verbal explanation of written instructions
  - Speech and Language Learning Disability (1)
    - Speech and Language Therapy
    - Visual Aids
    - Scaffolding
    - Redirection
    - Prompting,
    - Kinesthetic components to the lesson
  - Read or Write Below Grade Level (4)
    - Pre-teach key words and phrases through examples and graphic organizers
    - Have students use pre-taught key words and graphic organizers to complete written work
  - Gifted and Talented Students (2)
    - Provide extension opportunities for individual assignments and activities
    - Provide opportunities for peer leadership and assisting other students
    - Heterogeneous ability grouping
  
- Previous Knowledge:
  - Macbeth - Students read Macbeth in 9th grade English at this school, giving them background on this play (this unit happens after that part of the 9th grade curriculum is done)
  - Given Circumstances - Students are familiar with the notion of “given circumstances” with regard to scene work.
  - Environment - Students have learned about the importance of place for scene and monologue work. Asking questions like “where are you?” or “how does this place feel?” are typical.
  - Acting Students have been taught some basics of how to act while reading text that hasn’t been memorized and still stay engaged and active in the scene
  - Improv - These students have been through a unit on Improv and are aware of concepts like “yes, and”. They are comfortable in basic improv scenes, though more complicated or longer scenes may have mixed success.
  - Feeding In - This technique where one person speaks lines to another who then recites them in performance, has been practiced in this class before and students are familiar with how to do it.

**Lesson One Title: Soliloquy Investigation**

**Focus Question:** What is a soliloquy and what can they tell us about a character's internal conflict?

Lesson Objectives	Assessment Strategy(ies)
<p><b>Content Objective:</b> Students will be able to... Explain given circumstances and character conflict by looking at a character's soliloquy.</p>	<p><b>Performance Tasks:</b> Students will complete a soliloquy worksheet for the song "Satisfied" from the musical Hamilton, looking at it as a Soliloquy.</p> <p><b>Criteria:</b> Teacher will assess the worksheet and confirm the student provided necessary information (conflict, arguments, relevant background info)</p> <p><b>Documentation:</b> Soliloquy Worksheet</p>
<p><b>Language-Based Objective:</b> Students will be able to... Select telling details in a soliloquy that convey character conflict.</p>	<p><b>Performance Tasks:</b> Students will explain their reasoning for noting specific character conflicts by indicating textual evidence.</p> <p><b>Criteria:</b> Teacher will assess and inquire about reasoning while the students work in small groups.</p> <p><b>Documentation:</b> Brief Notes</p>

**Related Standards:**

- Relevant New York State Standards for the Arts:
  - Anchor Standard 4: Analyze, interpret and select artistic work for presentation
    - HS Proficient TH: Pr 4.1.HSI
      - b. Shape character choices by using given circumstances in a drama or theater work.
- Relevant Common Core ELA Learning Standards:
  - Text Types and Purposes (Grades 9-10 & 11-12):
    - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
      - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**Modifications Relevant to the Lesson:**

- Learning Disability (1)
  - Directions will be broken down step by step
- Speech and Language Learning Disability (1)
  - Directions will be broken down step by step
  - The classroom has a "translated" version of Shakspeare text that is available for student consultation
- Read or Write Below Grade Level (4)
  - The classroom has a "translated" version of Shakspeare text that is available for student consultation
  - Each Soliloquy handout has a translated version in the students home language so they can review both together

- Place ELL in pairs in groups with somebody who speaks their home language
- Gifted and Talented Students (2)
  - Students will be grouped heterogeneously for small group activity
- Absent Students or Students Unable to Work: If a student is not able to participate or is absent the teacher will work with the students to introduce these concepts during independent work in Lesson Two

**Spatial Organization:** Chairs are arranged in a semi-circle including the room's projector screen so that all students can see the worksheets that are displayed there. Students are welcome to use lap desks.

**Materials Needed:**

- **Soliloquy Analysis Document** - A document used to organize information in a soliloquy (character, conflict, arguments, background, etc)
- **Soliloquy Handout - Macbeth** - Text of Macbeth's soliloquy on indecision over what to do with information given to him by the witches (Act One, Scene VII)
- **Soliloquy Handout - Bachelorette** - Text of a confessional from the Bachelorette where the man character is unable to decide what to do about his feelings.
- **Soliloquy Handout - Hamilton** - Text of the song "Satisfied" from the musical *Hamilton*. Angelica is conflicted over her love for Alexander and her duty to her family.

**Procedures**

1. Check In: Describe Where You Are Today (2 min)
  - This check in happens in class every day. Students will go around and describe where they are today using whatever prompt they are given. They should not provide any explanation for the distinction.
  - *Describe where you are today in terms of weather. Are you rainy, are you sunny, are you a tornado?*
  - If a student is not sure they can say pass and the teacher will move on to the next student.
  
2. Getting our Feet Wet with *The Bachelorette* (8 min)
  - Play a clip from a reality show where a contestant is talking directly to the viewer in a "confessional" style. Example given is from "The Bachelorette" season 10. Discuss some guiding questions
    - Who is this person talking to?
    - What does this do for the show?
    - How does it help us, the audience?
  - Focused Instruction: With the Soliloquy Handout - Bachelorette distributed and displayed on the board, walk through the text and highlight the character's conflict.
    - Should I propose to Andi or not?
    - This is the kind of love I want vs I'm not quite sure she loves me back the same way.
    - This should happen going through all the text of the speech
  
3. Defining Soliloquy (3 min)
  - Introduce the word "soliloquy"
    - See if anyone remembers the word (it should have come up when the students studied Macbeth)
    - If students remember, work with them to create a definition on the board
    - Soliloquy: A speech made by a character that is spoken to themselves or the audience directly.
    - Note the distinction between this and a monologue, which is similar but made to another character.

- If it hasn't come up, introduce that this happens in Macbeth
4. Digging Deeper with *Macbeth* (13 minutes)
- Ask students to give an overview of the plot of Macbeth (help fill in the gaps)
  - Guided Instruction: With the Soliloquy Handout - Macbeth distributed and displayed on the board first begins by reviewing what Macbeth is saying in the scene.
  - Guided Instruction: Once the class is comfortable with the content, move on to identifying the key elements of the soliloquy
    - Conflict (Should I X or Y?)
    - Reasoning (text can be highlighted and annotated on the board where relevant)
5. Working Collaboratively with "Satisfied" (17 minutes)
- Provide a bit of background for the song, with support from students who are familiar with *Hamilton*
  - Once the students have both the Soliloquy Handout - Hamilton and Soliloquy Analysis Document then Play a clip of "Satisfied" while the students watch and listen.
  - Collaborative Learning: Students will be placed in small groups (4-6 students) and will fill out the Soliloquy Analysis Document for the text.
    - Remind the students they will be turning this in
    - Remind students that they might start by identifying the Conflict
    - Once Conflict is found they should find arguments for each side of the Conflict
  - While the small groups are working the teacher will come around and observe and help. They will also assess the reasoning for listed arguments
6. Reflection & Reinforcement (2 min)
- This reflection happens at the end of every class. Students will form a standing circle and offer a one to three word reinforcement of something from the class. It can be lines from scenes, topics covered, big ideas, or an inside joke.
  - *Let's go around and reinforce something from class you want to keep in mind or take with you. Who would like to start?*
  - If a student is not sure they can say pass and the teacher will move on to the next student.
- **Homework:** Students should identify a soliloquy in media that they enjoy and bring the text into the next class. This can be from songs, plays, TV shows, movies, anything. Students will want to make sure they find something with a strong conflict they can identify.

**Lesson Two Title:** Interpreting Soliloquies in Performance

**Focus Question:** How can textual analysis impact our performance of soliloquies?

Lesson Objectives	Assessment Strategy(ies)
<p><b>Content Objective:</b> Students will be able to... Outline acting choices for a given text.</p>	<p><b>Performance Tasks:</b> Students will perform a soliloquy for a partner, emphasizing specific acting choices based on analysis.</p> <p><b>Criteria:</b> Teacher will confer with the students to understand the reasoning for specific acting choices in performance.</p> <p><b>Documentation:</b> Brief Notes</p>
<p><b>Language-Based Objective:</b> Students will be able to... Identify a character's problem and situation from a performance.</p>	<p><b>Performance Tasks:</b> Students will watch a soliloquy performance and make judgements about the character's circumstances based on the performance.</p> <p><b>Criteria:</b> Teacher will discuss with students to understand the assumptions about characters made based on the performance.</p> <p><b>Documentation:</b> Brief Notes</p>

**Related Standards:**

- Relevant New York State Standards for the Arts:
  - Anchor Standard 4: Analyze, interpret and select artistic work for presentation
    - HS Proficient TH: Pr 4.1.HSI
      - b. Shape character choices by using given circumstances in a drama or theater work.
  - Anchor Standard 5: Develop and refine artistic techniques and work for presentation
    - HS Proficient TH: Pr 5.1.HSI
      - a. Apply various acting techniques to expand skills in a rehearsal.
- Relevant Common Core ELA Learning Standards:
  - Text Types and Purposes (Grades 9-10 & 11-12):
    - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
      - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**Modifications Relevant to the Lesson:**

- Learning Disability (1)
  - Directions will be broken down step by step
  - During paired activity, both students might be offered a copy of the written text
- Speech and Language Learning Disability (1)
  - Directions will be broken down step by step
  - During paired activity, both students might be offered a copy of the written text
  - Feeding in will be an option for soliloquy performance work
- Read or Write Below Grade Level (4)

- .ELL students will have the option to perform soliloquies in their home language (they will be notified about this ahead of time so they can do their homework with this in mind)
- Feeding in will be an option for soliloquy performance work
- Gifted and Talented Students (2)
  - May be asked to volunteer to perform their work
  - May assist by doing feeding in for other students
- Absent Students or Students Unable to Work:

**Spatial Organization:** Chairs are arranged in a semi-circle including the room's projector screen so that all students can see the worksheets that are displayed there. Students are welcome to use lap desks. Once the group work is happening students can move chairs and sit or stand wherever they want.

**Materials Needed:**

- **Soliloquy Analysis Document** - A document used to organize information in a soliloquy (character, conflict, arguments, background, etc)
- **Soliloquy Packet** - A packet with several examples of soliloquies in it. This can replace the soliloquy the student brought in for homework if needed or wanted.

**Procedures**

1. Check In: Describe Where You Are Today (2 min)
  - This check in happens in class every day. Students will go around and describe where they are today using whatever prompt they are given. They should not provide any explanation for the distinction.
  - *Describe where you are today in terms of color. Feel free to be as specific with your color choice as you want. Are you lime green, are you peach, are you dark dark purple?*
  - If a student is not sure they can say pass and the teacher will move on to the next student.
2. Reflect on Previous Class (2 min)
  - Teacher will go over material from the previous class with students. Items to check for understanding on include:
    - What is a Soliloquy?
    - What is Background Information?
    - What is a Conflict?
    - What are arguments?
3. Individual Soliloquy Analysis (15 min)
  - Students needed to bring in a soliloquy for homework, they will use that for this activity
    - If students didn't do the homework, the teacher will have additional soliloquy exam-ples students can use
  - Independent Learning: Students will be given a copy of the Soliloquy Analysis Document and they will fill it out for the soliloquy they brought in.
  - Once they have completed the Soliloquy Analysis Document they should return to the soliloquy text and underline lines that connect to specific arguments.
  - After that is done students should practice performing their soliloquy
    - Remind them to consider the given circumstances, where they are, how they are feeling, are they hot, cold, tired, out of breath, etc.
    - They do not have to memorize the text, but should not use the text as an excuse not to act or connect with the audience
  - The teacher will check in with individuals and offer support where needed.

4. Paired Soliloquy Performance (18 min)

- Students will be paired up and will perform their soliloquy for each other (performer and audience). The performer will not pre-explain the conflict or arguments to the audience. After the performance the audience will say what they thought the conflict was.
  - A group of three can be made if needed (2 audience and 1 performer)
  - If the audience is struggling to understand the conflict they should ask questions of the performer. The performer has three choices:
    1. Incorporate it into their acting to make it clearer
    2. Leave it ambiguous on purpose
    3. Tell the audience the answer (this should be reserved for situations where the answer is really a part of the background information and isn't conveyed in the performance)
  - Once the conflict is clearly identified, move onto looking at specific arguments with the same process.
- After working for about ten minutes the teacher will encourage the students to switch who is the performer and who is the audience.
  - The teacher should remind the students that the audience is the scene partner, and the performer should talk to them, not past them.
  - As much as possible, performers should be encouraged to be conversational with the audience.
- During this activity the teacher will observe and assess the pairs, checking to see if the audience is making educated choices and seeing how the performers are incorporating acting.

5. Class Performances (6 min)

- After paired work is done students will make an audience and be given the opportunity to perform in front of the class.
- After the performance the audience should discuss what may be the conflict and the arguments
- If no one is volunteering, encourage a gifted and talented student to perform or any student who was having success in the paired performance exercise.

6. Reflection & Reinforcement (2 min)

- This reflection happens at the end of every class. Students will form a standing circle and offer a one to three word reinforcement of something from the class. It can be lines from scenes, topics covered, big ideas, or an inside joke.
- *Let's go around and reinforce something from class you want to keep in mind or take with you. Who would like to start?*
- If a student is not sure they can say pass and the teacher will move on to the next student.

- **Homework:** None



**Lesson Three Title: Using Conflict to Create Characters and Stories**

**Focus Question:** Can we craft characters and bring them to life if we understand their internal conflicts?

Lesson Objectives	Assessment Strategy(ies)
<p><b>Content Objective:</b> Students will be able to... Sketch character choices based on given circumstances in original writing.</p>	<p><b>Performance Tasks:</b> Students will come up with character conflict, arguments, and background information that fits together.</p> <p><b>Criteria:</b> The teacher will confirm that the student has fleshed out their idea in a way that makes logical sense.</p> <p><b>Documentation:</b> <u>Soliloquy Analysis Document</u></p>
<p><b>Language-Based Objective:</b> Students will be able to... Create a vivid picture of a character and their conflict through writing.</p>	<p><b>Performance Tasks:</b> Based on their work with the soliloquy analysis document, students will write the first draft of an original soliloquy</p> <p><b>Criteria:</b> Teacher will review the draft of the soliloquy in conjunction with the <u>Soliloquy Analysis Document</u> and confirm the student is building on material from that piece.</p> <p><b>Documentation:</b> Original Soliloquy Draft</p>

**Related Standards:**

- Relevant New York State Standards for the Arts:
  - Anchor Standard 4: Analyze, interpret and select artistic work for presentation
    - HS Proficient TH: Pr 4.1.HSI
      - b. Examine how character relationships affect telling a story.
      - c. Shape character choices by using given circumstances in a drama or theater work.
- Relevant Common Core ELA Learning Standards:
  - Text Types and Purposes (Grades 9-10 & 11-12):
    - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
      - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
      - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 0

**Modifications Relevant to the Lesson:**

- Learning Disability (1)
  - Directions will be broken down step by step
- Speech and Language Learning Disability (1)
  - Directions will be broken down step by step
- Read or Write Below Grade Level (4)
  - Students will be paired with others who speak their home language where possible to allow for easy sharing of ideas.

- Gifted and Talented Students (2)
  - Will be encouraged to share
  - Students will be grouped heterogeneously for partner sharing
- Absent Students or Students Unable to Work: Gifted students will take notes and pass the info onto absent students.

**Spatial Organization:** The class will start with chairs in a semi-circle for Guided Instruction, but then once the students are working individually they can sit anywhere they want (including on the floor, etc). They have the option to use lap desks as well.

**Materials Needed:**

- **Soliloquy Analysis Document** - A document used to organize information in a soliloquy (character, conflict, arguments, background, etc)
- **Blank Paper** - 8.5 x 11 typical blank paper. Students can also use notebooks.
- **Lined Paper** - Typical college ruled lined paper for writing. Students can also use notebooks or laptops.

**Procedures**

1. Check In: Describe Where You Are Today (2 min)
  - This check in happens in class every day. Students will go around and describe where they are today using whatever prompt they are given. They should not provide any explanation for the distinction.
  - *Describe where you are today in terms of a smell. Are you the scent of wet concrete, are you baking soda, are you a piece of moldy cheese?*
  - If a student is not sure they can say pass and the teacher will move on to the next student.
2. Building a Soliloquy Together (10 min)
  - Students will sit in chairs in a semi-circle while the teacher will lead the construction of a soliloquy using background, conflict, and arguments.
  - The first thing the teacher will ask for will be some possible conflicts that we could build a soliloquy around.
    - Ask students to define a conflict again (Should or Shouldn't)
    - If students are struggling to come up with examples or are off track look at conflicts we have already done in this class (Macbeth, Hamilton, Bachelorette, etc)
    - Once a robust list is chosen, work with the students to pick one that has many of them excited, but leave the rest of the list there. Circle the chosen one.
  - Next the teacher will make a table on the board where arguments for and against the conflict can be listed.
    - Ask the students to define an argument in this context
    - Ask for examples. We want about four or more examples total. They don't have to be balanced.
    - Try to keep them a little vague ("a friend wants them to" is better than "their cousin John who works with them and knows their parents well wants them to")
3. Write a Soliloquy (5 min)
  - Using the collected information (the arguments and conflict) each student will write a soliloquy on their own.
  - The students will have only 5 minutes to do this
  - The teacher should make periodic reminders throughout:
    - What is your character's background and how does it relate to this conflict?
    - Try to mention all the arguments we came up with, even if it's off hand. Remember, just

because there are multiple arguments doesn't mean they are all rated the same.

- If one side is weighted heavier, why isn't the character just giving in to that side?

#### 4. Sharing Opportunity (5 min)

- Students will have the opportunity to share their writing from the previous section. They will be asked if they want to and can volunteer.
- Things to highlight if they are present in the sharings:
  - The character has a distinct voice, seen in the writing
  - The arguments are all present and accounted for
  - The arguments are weighted differently
  - There is clear background information that comes through in the soliloquy
  - The writer incorporates the arguments in interesting or unusual ways

#### 5. Introduce Creating Your Own Soliloquies (3 min)

- The teacher will outline the soliloquy assignment:
  - Students will write an original soliloquy using the techniques in this class as a starting point.
  - Then the students will perform their original soliloquy in class
  - They don't need to memorize the soliloquy, but they do need to use cold reading techniques and acting to create a performance.

#### 6. Creating Your Own Soliloquies Working Session (15 min)

- Students will work individually and begin creating their own soliloquy
- Students should be encouraged to use the building techniques we already looked at if they aren't sure where to start. They also can be directed to the abandoned conflict suggestions on the board.
- Students will work on their own to create a Soliloquy Analysis document that they will turn in for review.

#### 7. Partner Idea Share (3 min)

- After students have worked they will partner with another student and share their ideas.
- The students may offer constructive feedback to each other but aren't required to incorporate the feedback

#### 8. Reflection & Reinforcement (2 min)

- This reflection happens at the end of every class. Students will form a standing circle and offer a one to three word reinforcement of something from the class. It can be lines from scenes, topics covered, big ideas, or an inside joke.
- *Let's go around and reinforce something from class you want to keep in mind or take with you. Who would like to start?*
- If a student is not sure they can say pass and the teacher will move on to the next student.

- **Homework:** Finish the first draft of the soliloquy, if it wasn't finished in class. This doesn't mean the soliloquy needs to be "done" and ready to be performed but that it needs a beginning, middle, and end to be turned in.

**Lesson Four Title:** Acting through a Soliloquy

**Focus Question:** How can our acting choices enhance a soliloquy and bring characters to life?

Lesson Objectives	Assessment Strategy(ies)
<p><b>Content Objective:</b> Students will be able to... Apply acting techniques to indicate feeling or interest.</p>	<p><b>Performance Tasks:</b> Students will analyze their soliloquy, and apply those techniques in performance.</p> <p><b>Criteria:</b> The teacher will observe the students working and make sure they are documenting and applying acting technique.</p> <p><b>Documentation:</b> Brief Notes</p>
<p><b>Language-Based Objective:</b> Students will be able to... Breakdown text to identify emotional connections for characters.</p>	<p><b>Performance Task:</b> Students will annotate a version of their soliloquy, looking for heightened emotional moments.</p> <p><b>Criteria:</b> Teacher will check that the annotated version of the soliloquy was completed.</p> <p><b>Documentation:</b> Brief Notes</p>

**Related Standards:**

- Relevant New York State Standards for the Arts:
  - Anchor Standard 5: Develop and refine artistic techniques and work for presentation
    - HS Proficient TH: Pr 5.1.HSI
      - a. Apply various acting techniques to expand skills in a rehearsal.
- Relevant Common Core ELA Learning Standards:
  - Text Types and Purposes (Grades 9-10 & 11-12):
    - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
      - f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

**Modifications Relevant to the Lesson:**

- Learning Disability (1)
  - Directions will be broken down step by step
  - During paired activity, both students might be offered a copy of the written text
- Speech and Language Learning Disability (1)
  - Directions will be broken down step by step
  - During paired activity, both students might be offered a copy of the written text
- Read or Write Below Grade Level (4)
  - Students may speak their soliloquy in their home language
  - Students will be paired with students who share their home language to allow them to be understood speaking their home language.
- Gifted and Talented Students (2)
  - Students may be asked to volunteer for the in class activities for demonstration.
- Absent Students or Students Unable to Work: Gifted and Talented students may be asked to take notes and pass them along to the absent students, these students will be briefed on the

content during independent learning time on the following day.

**Spatial Organization:** The class will start with chairs in a semi-circle for the acting game, but then once the students are working individually they can sit anywhere they want (including on the floor, etc). They have the option to use lap desks as well.

**Materials Needed:**

- **Soliloquy Display - Bachelorette** - Text of a confessional from the Bachelorette where the man character is unable to decide what to do about his feelings. This version is written out on a large piece of paper so that it can be put on the white board and seen by the students.
- **Soliloquy Handout - Bachelorette** - Text of a confessional from the Bachelorette where the man character is unable to decide what to do about his feelings

**Procedures**

1. Check In: Describe Where You Are Today (2 min)
  - This check in happens in class every day. Students will go around and describe where they are today using whatever prompt they are given. They should not provide any explanation for the distinction.
  - *Describe where you are today in terms of a bird. Are you a sparrow, are you an owl, are you an emu?*
  - If a student is not sure they can say pass and the teacher will move on to the next student.
2. Acting Game: Importance (15 min)
  - Students will play a game focused on performing with a specific level of interest on a topic, or a specific motivation being shown.
  - Four students will be chosen (let them volunteer or select students from the Gifted and Talented if additional volunteers are needed. One student will be sent out of the room (the guesser) and the others will be given something they want. This could be chosen by the other students in the audience but some ideas include:
    - To borrow the keys to the car from a parent
    - To be excused from class to take a phone call
    - To be spared from punishment by a judge
    - To borrow a siblings favorite piece of clothing
  - Each of the students will be given a number between 1-10. This number indicates how much they want the thing. 1 is the least amount of interest and 10 is the highest level of interest.
  - The guesser will then return to the room and each selected student will monologue in turn at the guesser at their intensity level. The guesser must rank the students' intensity based on their monologues.
  - This can be repeated several times.
  - The game can be augmented to look at feeling rather than intensity as well. The guesser will then have to guess how the students feel about the thing they are asking for.
3. Adding Intensity and Feeling to Soliloquies (15 min)
  - Guided Instruction: The teacher will pull up the Soliloquy Handout - Bachelorette on the board and handout copies to students who need/want them. The teacher will underline arguments in this soliloquy with the support of the students. After that the students will assign feeling and intensity to each argument and the teacher or a student volunteer will perform the monologue. This will be repeated with several different feelings and intensities.
  - Independent Learning: Once students are comfortable with this, they will work on identifying intensity and feeling for their own soliloquies. The teacher will observe students while they work. Once the students have annotated their soliloquy they should try performing the soliloquy on their

own.

4. Pair and Share (11 min)

- Students will pair up and share their soliloquy, focusing on sharing the feeling and intensity of their arguments.
- While one student is performing the student will take notes on the intensity and feeling they see. They will then discuss with the other student.
- Each student will share their soliloquy or part of their soliloquy if they are not ready to share the whole thing.

5. Reflection & Reinforcement (2 min)

- This reflection happens at the end of every class. Students will form a standing circle and offer a one to three word reinforcement of something from the class. It can be lines from scenes, topics covered, big ideas, or an inside joke.
- *Let's go around and reinforce something from class you want to keep in mind or take with you. Who would like to start?*
- If a student is not sure they can say pass and the teacher will move on to the next student.

- **Homework:** Students will make edits to their soliloquy and bring in finalized text for the next class.

**Lesson Five Title: Soliloquy Performance**

**Focus Question:** How does our acting bring our own stories and soliloquies to life?

Lesson Objectives	Assessment Strategy(ies)
<p><b>Content Objective:</b> Students will be able to... Dramatize internal character conflict through a soliloquy performance.</p>	<p><b>Performance Tasks:</b> Students will perform their own original soliloquy.</p> <p><b>Criteria:</b> The teacher will assess the performance based on criteria in the rubric (motivation, intensity, feeling, etc)</p> <p><b>Documentation:</b> Rubric</p>
<p><b>Language-Based Objective:</b> Students will be able to... Write a soliloquy that explores experiences using effective character development techniques.</p>	<p><b>Performance Tasks:</b> Students will turn in the script of their own original soliloquy.</p> <p><b>Criteria:</b> The teacher will assess the script based on criteria in the rubric (background information, character conflict, arguments, etc)</p> <p><b>Documentation:</b> Rubric</p>

**Related Standards:**

- Relevant New York State Standards for the Arts:
  - Anchor Standard 4: Analyze, interpret and select artistic work for presentation
    - HS Proficient TH: Pr 4.1.HSI
      - b. Shape character choices by using given circumstances in a drama or theater work.
  - Anchor Standard 5: Develop and refine artistic techniques and work for presentation
    - HS Proficient TH: Pr 5.1.HSI
      - a. Apply various acting techniques to expand skills in a rehearsal.
  
- Relevant Common Core ELA Learning Standards:
  - Text Types and Purposes (Grades 9-10 & 11-12):
    - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
      - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
      - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
      - f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

**Modifications Relevant to the Lesson:**

- Learning Disability (1)
  - Students are not required to be memorized, they may hold a script or have the text fed in by another student.
- Speech and Language Learning Disability (1)
  - Students are not required to be memorized, they may hold a script or have the text fed in by another student.

- Read or Write Below Grade Level (4)
  - Students are not required to be memorized, they may hold a script or have the text fed in by another student.
  - ELL students are allowed to perform their scene in their home language if they provide a translated script for other students to follow along.
- Gifted and Talented Students (2)
  - Students will be encouraged to be memorized
  - Students will be encouraged to go first
  - Students may be asked to assist other students by feeding in or being on book.
- Absent Students or Students Unable to Work: Students who miss the day will be given a chance to do their performance on a subsequent day.

**Spatial Organization:** Chairs are set in an audience formation for the class.

**Materials Needed:**

- **Soliloquy Printouts** - Students can send in drafts of their soliloquy for the teacher to print out before class since not all students may have easy/free access to a printer.

**Procedures**

1. Check In: Describe Where You Are Today (2 min)
  - This check in happens in class every day. Students will go around and describe where they are today using whatever prompt they are given. They should not provide any explanation for the distinction.
  - *Describe where you are today in terms of breakfast food. Are you soggy cereal, are you orange juice, are you a cold slice of pizza?*
  - If a student is not sure they can say pass and the teacher will move on to the next student.
2. Soliloquy Performances (33 min)
  - Each student will perform their original soliloquy for the rest of the class. There will be a bit of ritual placed around the performance that will repeat for each student (these directions will be written in short on the board and gone over by the teacher):
    - i. Each student will volunteer to perform, and walk “on stage” to applause from the rest of the class.
    - ii. The performer will set up whatever they need (a feeder, a music stand to hold the text, a chair, somebody on book, etc)
    - iii. The performer will look down, take a deep breath in and out, and then begin
    - iv. They will perform their whole soliloquy, if they need to start over they can do so (but the teacher should intercede if it’s happening over and over)
    - v. After they finish the audience will applaud them and they will take their seat
  - During the performances the teacher will be taking notes on each student for the rubric
  - If the class runs out of time, the reflection time can be shortened or moved to the next day
3. Reflection & Reinforcement (10 min)
  - This reflection happens at the end of every class, but since this is the end of a project, the reflection time will be expanded. Students will form a standing circle and discuss the project.
  - *Let’s discuss this project. What was easy? What was hard? How did it feel at the start and how does it feel now at the end?*
  - Once the project has been discussed in some detail the students will go around and do a reinforcement of something specific from the project they want to reinforce.

- **Homework:** None



**Appendix Table of Content:**

1. Brief Notes (Multiple Classes)
2. Soliloquy Analysis Document (Multiple Classes)
3. Soliloquy Handout - Macbeth (Class One)
4. Soliloquy Handout - Bachelorette Season 10 (Class One & Four)
5. Soliloquy Handout - Hamilton (Class One)
6. Soliloquy Project Rubric (Class Five)

## Brief Notes (Multiple Classes)

Lesson Objective	Notes
<p><b>Language-Based Objective:</b> Students will be able to... Select telling details in a soliloquy that convey character conflict.</p>	<p>(Day One)</p>
<p><b>Content Objective:</b> Students will be able to... Outline acting choices for a given text.</p>	<p>(Day Two)</p>
<p><b>Language-Based Objective:</b> Students will be able to... Identify a character's problem and situation from a performance.</p>	<p>(Day Two)</p>
<p><b>Content Objective:</b> Students will be able to... Apply acting techniques to indicate feeling or interest.</p>	<p>(Day Four)</p>
<p><b>Language-Based Objective:</b> Students will be able to... Breakdown text to identify emotional connections for characters.</p>	<p>(Day Four)</p>

# Soliloquy Analysis Document (Multiple Classes)

Name: \_\_\_\_\_

<b>Character</b>	
<b>Source</b>	

**Conflict (Should I \_\_\_ or \_\_\_?)**

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<b>Arguments</b>	<b>Arguments</b>
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**Other Background Information**

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Soliloquy Handout - Macbeth (Class One)

**Macbeth (Act I Scene 3)**

Two truths are told,  
As happy prologues to the swelling act  
Of the imperial theme.  
This supernatural soliciting  
Cannot be ill, cannot be good: if ill,  
Why hath it given me earnest of success,  
Commencing in a truth? I am thane of Cawdor:  
If good, why do I yield to that suggestion  
Whose horrid image doth unfix my hair  
And make my seated heart knock at my ribs,  
Against the use of nature? Present fears  
Are less than horrible imaginings:  
My thought, whose murder yet is but fantastical,  
Shakes so my single state of man that function  
Is smother'd in surmise, and nothing is  
But what is not.

Soliloquy Handout - Bachelorette Season 10 (Class One & Four)

**Nick Viall on Bachelorette Season 10**

Andi and I have an amazing connection. It's the kind of love I've always hoped to have and I think I'm definitely ready to propose to Andi.

But I don't know for sure how she feels about me and I'm nervous about that.

I've gone down this path before and it's important to me to not have any doubts in my gut.

So, going into tonight, if she is in love with me and I'm the person she hopes to spend the rest of her life with I need her to find a way to just let me know because if I don't know it's me, we're not getting engaged.

## Soliloquy Handout - Hamilton (Class One)

### "Satisfied" (Hamilton)

I remember that night, I just might regret that night for the rest of my days  
I remember those soldier boys tripping over themselves to win our praise  
I remember that dreamlike candlelight like a dream that you can't quite place  
But Alexander, I'll never forget the first time I saw your face  
I have never been the same.  
Intelligent eyes in a hunger-pang frame  
And when you said "Hi, " I forgot my dang name  
Set my heart aflame, ev'ry part aflame  
This is not a game

So this is what it feels like to match wits with someone at your level! What the hell is the catch?  
It's the feeling of freedom, of seeing the light. It's Ben Franklin with a key and a kite, you see it right?  
The conversation lasted two minutes, maybe three minutes, everything we said in total agreement!  
It's a dream and it's a bit of a dance  
A bit of a posture, it's a bit of a stance.  
He's a bit of a flirt, but I'mma give it a chance  
I asked about his fam'ly, did you see his answer?  
His hands started fidgeting, he looked askance  
He's penniless, he's flying by the seat of his pants  
Handsome, boy does he know it  
Peach fuzz and he can't even grow it  
I wanna take him far away from this place then I turn and see my sister's face  
And she is helpless  
And I know she is helpless  
And her eyes are just helpless  
And I realize three fundamental truths at the exact same time

Number one!  
I'm a girl in a world in which My only job is to marry rich  
My father has no sons so I'm the one  
Who has to social climb for one  
So I'm the oldest and the wittiest and the gossip in  
New York City is insidious  
And Alexander is penniless  
Ha, that doesn't mean I want him any less

Number two!  
He's after me because I'm a Schuyler sister  
That elevates his status, I'd  
Have to be naive to set that aside  
Maybe that is why I introduce him to Eliza  
Now that's his bride  
Nice going Angelica, he was right, you will never be satisfied

Number three!  
I know my sister like I know my own mind  
You will never find anyone as trusting or as kind  
If I tell her that I love him she'd be silently resigned  
He'd be mine  
She would say "I'm fine"  
She'd be lying  
But when I fantasize at night, it's Alexander's eyes  
As I romanticize what might have been if I hadn't sized  
Him up so quickly  
At least my dear Eliza's his wife  
At least I keep his eyes in my life

## Soliloquy Project Rubric (Class Five)

<b>Student Name:</b>		<b>Points:</b>	<b>/ 60</b>
<b>Presentation</b>			
<b>Element</b>	<b>Points</b>	<b>Comments</b>	
<b>Motivation</b> What does the character want? What are they trying to accomplish? Is this understood from the performance?	/10		
<b>Intensity</b> What are the things the character wants the most? The least? How important is this to the character?	/10		
<b>Feeling</b> How does the character feel about what they want? About themselves?	/10		
<b>The Wow Factor</b> What makes this performance unique and special? What makes the audience say "wow"?	(Bonus)		
<b>Script</b>			
<b>Element</b>	<b>Points</b>	<b>Comments</b>	
<b>Background Information</b> What do we need to know about this character? Who are they? What is the situation? What is their world?	/10		
<b>Conflict</b> What is it that leaves the character conflicted? What is the choice they have to make?	/10		
<b>Arguments</b> Why is the choice hard? What are the things that influence the character's choice? Do they make sense?	/10		
<b>The Wow Factor</b> What makes this soliloquy unique and special? What makes the reader say "wow"?	(Bonus)		