**Introductory Information**

**Teacher:** Miss Bert

**Class:** English

**Date:** 2/8

**Grade Level:** 12

**Room Number:** 202

**Period:** 1, 5

**Unit:** Love, Betrayal, and Revenge: Hamlet

**Lesson Number:** 9 of 22

**Topic:** Decoding “To be or not to be”

**Context:** Students have been reading Hamlet and are up to Act 3. We will decode “To be or not to be” today.

**Objectives:**

***Short-range learning objective:***

1. Students will be able to understand the “To be or not to be” soliloquy.
2. Students will be able to translate the “to be or not to be” soliloquy.
3. Students will be able to indicate characteristics of Hamlet through the speech.
4. Students will be able to comprehend his understanding of death.

***Long-range learning objective:***

1. **Students will be able to understand that Hamlet is a timeless work.**
2. **Students will be able to analyze themes and their significance.**
3. Students will be able to identify characteristics about the Globe theatre.
4. Students will be able to examine symbols and their significance.
5. **Students will be able to identify how diction influences tone.**
6. Students will be able to understand the concept of revenge.
7. Students will be able to distinguish a tragic play.
8. **Students will be able to examine the character traits of the main characters.**
9. Students will be able to locate dramatic irony throughout the play.
10. Students will be able to define irony.
11. Students will be able to understand the plot.
12. Students will be able to outline and analyze nonfiction articles.
13. **Students will be able to define and understand monologue and soliloquy.**

**Rationale**

1. ***Administrators:*** This is perhaps the most famous soliloquy in literature and it is important that students have a chance to really understand it. Through watching the speech while reading it, doing group work to decode it, and watching a funny version of the speech, students will have opportunities to grasp the concepts.

***2) Students:*** This soliloquy is very famous in the world of literature. Although it may be hard to understand, the content is timeless. Through different media and group work, I hope to help you understand!

1. ***Critical Pedagogues:*** We need to figure out ways to make Shakespeare interesting to students any way possible. I am trying to keep them moving with different activities paced well throughout the period, group work, and showing youtube clips.

**Background Knowledge and Skills:** Students have been reading Hamlet and have knowledge of his language.

**Standards:**

1. 12.RL.1: Reading Literature: Cite strong and thorough textual evidence to support analysis of what the tex says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. 12.RL.2: Reading Literature: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. 12.RL.10: Reading Literature: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems…
4. 12.W.10: Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
5. 12.SL.1: Speaking & Listening: Initiate and participate effectively in a range of collaborative discussions…
6. 12.SL.5: Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Summary:**

* Do now
* Go over do now
* Re-watch Kenneth Branagh “To be or not to be”
* Give students 3 minutes to brainstorm what they think this soliloquy means on their own.
* Break into 4 groups- give 15 minutes to let them work together and translate the speech.
* Assign 9 lines to each group to read out (their translation).
* Watch youtube video.

**Procedure**

***1) Anticipatory Set: 5 minutes***

* Write on the board: “The fear of death follows from the fear of life. A man who lives fully is prepared to die at any time.” Mark Twain
* Go over what people wrote.

***2) Direct Instruction: 8 minutes***

* Play “To be or not to be” and have students read along with his speech.
* On their own, students will brainstorm what they think this soliloquy means on a separate piece of paper (3 minutes).

***3) Guided Practice: 20 minutes***

* Students will get into five groups and work together to decode the soliloquy line by line (dictionaries will be available).
* After about 15 minutes, I will have each group read their lines (7 lines per group).
* When we are done, I will give them the translated speech and read it out loud.

***4) Closure: 2 minutes***

* Watch the youtube video

1. ***Independent Practice:***

* “To be or not to be” homework assignment.

**Materials and Resources Needed:** internet, dictionaries, handouts.

**Accommodations for Students with Special Needs (Differentiated Instruction):** Students with IEP’s are noted and monitored.

**Assessment of Student Learning**

a) Formative or Summative: formative

b) Informal or Formal: informal

**Reflection of lesson/ways to improve for next class**