



VIDEO NOTES: 11th and 12th Grade ELA Lesson on Composing and Performing a Soliloquy

Video Links: [11th and 12th Grade ELA Lesson on Composing and Performing a Soliloquy](#)

Common Core State Standard: Reading Standards for Literature ([RL.11-12.3](#))
 Reading Standards for Literature ([RL.11-12.5](#))
 Writing ([WW.11-12.10](#))

Compass Component and Rating: Engaging students in learning (3c), *Highly Effective*

Lesson Objective: Collaboratively compose and perform a soliloquy.

Common Core State Standard(s)

CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.W.11-12.10: 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, and audiences.

Compass Component 3c: Engaging Students in Learning (Rating: *Highly Effective*)

Indicators	Evidence	Common Core Connection
Virtually all students are highly engaged in the lesson.	<ul style="list-style-type: none"> • During Day 1, all students are in groups and engaged in the brainstorming and writing process. (1:03) • During Day 2, students either perform or complete an online response form. Audience members ask questions, giving performers the opportunity to explain their reasoning and reflect on their own work. 	While preparing their soliloquies, students work toward RL.11-12.3 as they analyze how a particular character views and understands love. Taking on the perspective of a particular character allows students to begin to analyze the choices made by the author to develop that character.

<p>Students have extensive choice in how they complete tasks.</p>	<ul style="list-style-type: none"> • Students choose their own groups(1:24), which increases student ownership over the final product and improves the quality of work shared with the class. • Students determine how to write and perform their piece in the groups. In response to the student’s questions, the teacher says, “So let’s talk about this, does it have to be just one person delivering the soliloquy? That’s one way to do it” (2:16). Providing students with this choice gives them greater opportunities to interact with the content and demonstrate their personal understanding of the text. 	<p>Students are working on a piece of writing over the course of multiple days that reflects their understanding of character development in a complex text (W.11-12.10).</p>
<p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<ul style="list-style-type: none"> • After students write and perform their soliloquies, they reflect on and individually revise the piece that the group created, giving each student an opportunity to reinforce their understanding of the soliloquy activity. 	<p>In reflecting on the soliloquy individually, students begin to work toward RL.11-12.5. Teacher asks students to consider the placement and use of the soliloquy in the larger context of the play, which requires them to analyze how the structure of the play contributes to its meaning and aesthetic impact.</p>
<p>There is a mix of different types of groupings, suitable to the lesson objectives. (<i>Effective Proficient indicator</i>)</p>	<ul style="list-style-type: none"> • Students work in pairs and small groups and engage in whole class discussion. Variety in grouping allows students to analyze different parts of the text in varying degrees of depth. They benefit from intimate discussions of small pieces of the text within pairs and small groups and then broaden their understanding in the whole class discussions about overarching ideas. 	
<p>The pacing of the lesson provides students the time needed to be intellectually engaged. (<i>Effective Proficient indicator</i>)</p>	<ul style="list-style-type: none"> • The pacing allows students time to closely read the passages and identify evidence to use in their own soliloquies. Then students prepare the original work, grappling with tough questions as they write their piece from the perspective of an individual character. 	

WHAT COULD THIS TEACHER DO TO IMPROVE?

What did the teacher do in this lesson?	How could this lesson be improved for students to meet Common Core standards?
<p>Students are asked at the beginning of the lesson to determine where they would insert their soliloquy into the original text. This topic is not addressed again during the lesson.</p>	<p>This teacher could follow up this lesson with an argumentative essay writing task (W.11-12.1a-e, W.11-12.4, W.11-12.5, W.11-12.9a), allowing students to demonstrate independent understanding of the text, which is critical to students meeting these standards. In the essay, students would identify the best place to insert their soliloquy, then argue how the addition would enhance or alter the course of the drama. Students would base part of their arguments on their understanding of the choices Shakespeare made to structure specific parts of the scene for character development, meaning, and aesthetic impact (RL.11-12.3, RL.11-12.5).</p>