

**El Rancho Unified School District
English Language Arts**

Grade Level: 12	Text Title: Hamlet Monologue/Soliloquy from Act II, Scene II	
Text-Dependent Questions:		Academic Vocabulary:

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- 1. Explain Hamlet's feelings after listening to the player shed tears over the fictional character of Hecuba. Highlight specific lines from the text that support your answer.**
- 2. Describe how Hamlet characterizes his own emotions and actions after listening to the story of Hecuba. Highlight specific lines from the text that support your answer.**
- 3. Does Hamlet feel that he is living up to the expectations of the ghost of his father? Highlight specific lines from the text that support your answer.**
- 4. By the end of the Monologue, what can be inferred about Hamlet's future plans to resolve his conflicts? Highlight specific lines from the text that support your answer.**

**Peasant
Dream of passion
To...conceit
From her working
Distraction in's aspect
General ear
Make...free
Muddy-mettled
Like...cause
Property
Pale
Gives...lie
Region kites
Offal
Remorseless
Brave
Unpack
Drab
Scullion
About
Cunning
Presently
Proclaimed their
malefactions
Teat
Abuses
relative**

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<p>Performance Tasks:</p> <ul style="list-style-type: none">• Highlight the most important lines of the monologue/soliloquy and explain how they contribute to the developing themes. Students will analyze 2-6 lines in a dialectical journal.• Paraphrase the monologue/soliloquy from old English to modern English.	<p>Essential Skills:</p> <ul style="list-style-type: none">• Students will use footnotes to gain a better understanding of the monologue/soliloquy.• Students will be able to paraphrase each monologue/soliloquy.• Students will identify the major themes in each monologue/soliloquy.
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Common Core State Standards:

RL 12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL 12.2 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.

RL 12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

RL 12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL 12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.