

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

<b>Grade Level: 12</b>	<b>Text Title: Hamlet Monologue/Soliloquy from Act III, Scene I</b>
<b>Text-Dependent Questions:</b>  <b>1. What is Hamlet debating? Highlight specific lines from the text that support your answer.</b>  <b>2. What two options does Hamlet consider to deal with his present situation? Highlight specific lines from the text that support your answer.</b>  <b>3. What terrifies Hamlet about his two choices and the repercussions that may come with each? Highlight specific lines from the text that support your answer.</b>	<b>Academic Vocabulary:</b>  To To be Outrageous Consummation Rub Coil The respect...life The spurns...takes Quietus Bare bodkin Fardels Native hue Cast With...action orison
<b>Performance Tasks:</b>	<b>Essential Skills:</b>

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- **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.**

- **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.**