



*Lesson:* Creating a Soliloquy  
Multi-Grade Level

## **STANDARDS:**

### **New York State Standard for the Arts # 1: Create, Perform, and Participate in the Arts/Theater:**

- Students will create and perform theater pieces as well as [improvisational drama](#). They will understand and use the basic elements of theater in their characterizations, improvisations and playwriting.
- Students will engage in individual and group theatrical theater-related tasks and will describe the various roles and means of creating, performing and producing theater.
- Students will actively engage in the processes that constitute creation and performance in drama and participate in various roles in the theater.

### **New York Standard: Strand # 2: Developing Theater Literacy**

Students will be able to:

- Identify and understand the principal types of theater and performance space.
- Identify and understand the purpose of theater in various eras and cultures.
- Understand the role of theater in various communities.
- Identify major historical periods of theater.
- Recognize that theater has a distinct history reflecting the society and culture of its time.

### **New York State Standard for the Arts #3: Respond to and Analyze Works of Art:**

- Students will reflect on, interpret, and evaluate plays and theatrical performances both live and recorded using the language of dramatic criticism.
- Students will analyze the meaning of the role of theater in society.
- Students will respond critically to a variety of works in the theater connecting individual works and other aspects of human endeavor and thought.

## **Literacy: Comparing Soliloquy with Monologues**

**Teaching Point/Aim:** What is a [soliloquy](#)?

**Motivation:** Students will be able to define and understand the uses of the soliloquy by dramatists. They will be able to create their own soliloquies/monologues.



**Group Activity:** Recite Hamlet’s “To Be, or Not to Be” soliloquy to students. Ask students to react to recitation of the soliloquy. Explain the purpose of the soliloquy as a dramatic device. Review [more examples of soliloquies](#) and collaborate to create a definition based on observations. Explain the use of literary device to demonstrate internal conflict or character insight.

To test the student’s knowledge of the soliloquy as the following questions:

To whom is the character speaking?

What does this character want?

What do you learn as an audience member from what the character is saying?

**Individual Activity:** Have students write a short soliloquy choosing one of the following: [Ophelia](#), [Claudius](#), the [Ghost of King Hamlet](#), [Gertrude](#), etc. Allow students to update the production by making the characters more contemporary, this would include language as well. Also permit students the option to use the original text and keep the language true to the original [Shakespearean](#) language.

**Extended Activities:** Show the class the *I Ought to be in Pictures* e-presentation. Using a [Venn diagram](#), have the students compare and contrast the difference between a soliloquy and monologue, detailing the situations under which each may be used.