

# APENDIX A

## CURRICULUM LINK SAMPLE LESSON PLAN

### Who's Telling the Truth? Create a Dramatic Monologue and Additional Scene to Hamlet

*"In a way, it's about police states. The time in which Shakespeare was writing Hamlet, there's a very good reason to think that England was very much in the middle of a police-state-like culture... Freedoms that people had enjoyed for generations were suddenly gone... That police state aspect is revealed through Polonius and Claudius too... there's that atmosphere of surveillance and paranoia. And it's surveillance where everyone knows they're being surveyed. Everybody knows that there's eaves-dropping.... Everyone keeps their cards very close to their chest, everyone is wearing a mask, and everybody is trying to get away with something. Everybody is, including our hero."*

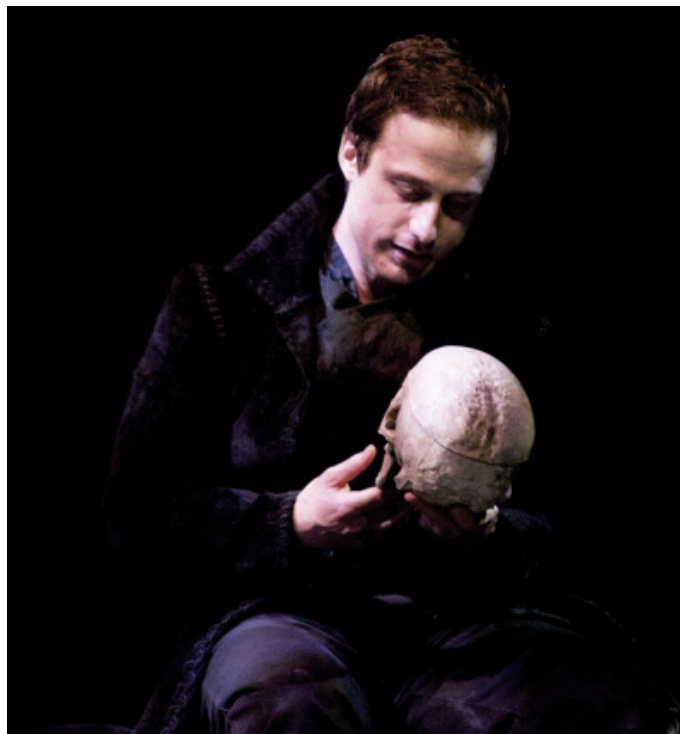
– CTP Director Charles Roy

With Spying and Espionage as catalysts for action (or inaction!) in this play, it's hard to figure out who to believe! Everyone, as Charles Roy states, "is wearing a mask," and is trying to get away with something. We have seen this in Hamlet's planning of his "antic disposition," Gertrude's speech, and Claudius' confession, just to name a few.

This assignment, while engaging students to reflect on and practice elements of drama, encourages students to explore how we build our stories, how stories are stemmed in family histories, and how often, different things are important to different people when it comes to "the truth."

\* Adapted from Ontario Curriculum English 12 University Preparation Course Profile, 2002.

\* Please visit <http://csc.immix.ca/storage/126/1283534021/ENG4UP.pdf> for sample Rubrics and Rating Scales





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Time	Learning Expectations	Assessment	Lesson Organization
Homework	LS1.04, WRV.02, WRV.02, WRV.04, WR1.02, WR2.04, WR5.03	Homework Assessment  Written Response: Supported Opinion Assessment and Anecdotal Feedback	6. Writing Task: Students write a short Supported Opinion piece analyzing one chosen character, their actions and tells, and how their realities and motivations are depicted in the three media presentations.
Day 2/3  180 minutes	LSV.03, LS3.01, LAV.02, LA1.01, LA2.02, LA2.06  WRV.02, WRV.04, WR2.02, WR2.03, WR3.02, WR4.02, LAV.01, LA1.03	KU, TI, CO, AP Lg. Group Discussion Sm. Group Discussion Peer Assessment (rating scale)  Written Work: Dramatic Monologue (rating scale)	7. Class discussion or Peer assessment of Supported Opinion pieces. 8. Discuss and/or review elements of the Dramatic Monologue, with selected examples such as “My Last Duchess” by Robert Browning and “The Death of the Hired Man” by Robert Frost. 9. Writing Task: Each student writes a <b>Dramatic Monologue</b> , which reflects the selected character’s viewpoint <b>at a critical time in the play</b> for that character. The individual monologue will be used as an introduction to development of a scene. Present and discuss.

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Day 4/5/6 270 minutes	LSV.03, LS1.02, LS2.01, LS3.01, LS3.03, WRV.01, WRV.02, WRV.04, WRV.05, WR1.02, WR1.04, WR2.01, WR2.02, WR2.03, WR2.04, WR4.01, WR4.02, WR4.03, WR5.01, WR5.02, WR5.03, WR5.04, LAV.01, LAV.02	KU, TI, CO, AP Anecdotal Comments (rating scale)  Communication Skills: Lg. Group Discussion Sm. Group Discussion (rating scale) Checklist for Oral Communication Skills  Anecdotal Feedback	10. Introduce script writing task, which will build from the individual student monologues into a single, coherent script creating an additional scene not presented in the play. 11. Review the Elements of Drama visited through the study of Hamlet: dramatic monologue, language and syntax, literary devices, tone, voice, pacing, characterization, blocking (stage direction), tragedy, comedy, plot, conflict, setting, themes, soliloquy, etc. 12. Connections to the Community: Review scriptwriting format and the elements of creating Dramatic Works; (Connections to the Community can be made through a visit from, or workshop with a CTP director, actor or scriptwriter. Write a series of questions for an interview with the author or director of the play to focus on scriptwriting methods, dramatic techniques, themes, or purpose.) Review set design, costume, dialogue, blocking (stage direction). How are emotions, motivations, visual images represented in the play/script? Ask students to speculate on Shakespeare's writing choices, the director and scripteriter's choices in technique and dramatic purpose.

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		Written Work: Additional Scene and Script (rubric)  Media: Performance Presentation (rubric)  Writing: Argumentative Essay (rubric)	13. Students develop their additional scene including their chosen character. Note: you can include as many characters as you like in addition to your chosen; however, fewer characters usually work best for one scene. The scene must stay true to the integrity of the play. 14. Peer editing and revision of the scene, and mini-lessons as appropriate on language and writing process. 15. Performance of scene for the class. 16. Follow-up with unit on the Argumentative Essay.

**CTP would like to see the results! Record your performance with a quick introduction on your character study, your assessment of their "truth," and how you interpreted their reality in this scene. Then upload your video to our Facebook page: [www.facebook.com/classicaltheatreproject](http://www.facebook.com/classicaltheatreproject)**

