***Hamlet*** Soliloquy/Monologue Assignment

AP English Literature and Composition

As part of our class study of William Shakespeare’s *Hamlet*, you will memorize a soliloquy/monologue from the play and recite it to the class (choose from the list provided). There are two (2) parts to this assignment:

**Part I - Recitation:**

Choose one of the provided soliloquies/monologues from the play. Should you wish to memorize/recite another, please see me for approval.

Requirements:

* Your selected soliloquy/monologue *must* *be* at least 20 consecutive lines long (you may edit a long soliloquy/monologue into a shorter one)
* You *must* incorporate at least one prop
* You *must* exhibit the emotions of the character in the scene
* You *may* have some form of costuming (optional)
* You *may* project an image on the projector to “set the scene” (optional)

Presentation Guidelines - *Please read the following CAREFULLY:*

* You will have the opportunity to attempt your recitation twice over a period of two days *only* – November 22 and 25.
* If you are happy with your first effort, you may take that score.
* If you would like to try again that day in class, you may.
* If you would like to try again the next day in class, you have that opportunity instead.
* You will have no other opportunities.
* If you are absent, you forfeit the right to try again the next day.
* If you miss the first day of recitations, you will get ONE shot at it on the day you return.

**Recitations begin Friday, November 22 and end Monday, November 25, 2019.**

**Part II - Written Analysis:**

* Through your preparation of memorization and recitation, you should gain a deeper understanding of the character, the scene, and the circumstances surrounding the soliloquy. You must write and submit a one-page analysis (MLA format, typed, double-spaced) demonstrating your new-found understanding of the character, scene, etc. Your written analysis must be typed and uploaded to [www.turnitin.com](http://www.turnitin.com). You should not rely on an online source for this portion of the assignment; plagiarized work will result in a grade of zero (0).

**Your written analysis is due Friday, November 22, 2019.**

***Hamlet*** Soliloquy Assignment ~ Grading Rubric

AP English Literature and Composition

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Act, Scene: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assignment:**

Recitation of a Shakespearean soliloquy/monologue

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | **4** | **3** | **2** | **1** |
| **Memorization of Lines**  | Student is completely prepared and has obviously rehearsed. Highly limited errors. Smooth and confident.  | Student seems prepared but needs a couple more rehearsals. Limited errors do not take away from the full effect. A little nervous.  | The student is somewhat prepared, but it is clear that rehearsal was lacking. A few too many errors and stalls detracted from the final performance. Nerves???  | Student does not seem at all prepared to present. Distracting pauses and errors. Nerves were in charge.  |
| **Command and Understanding of Soliloquy Content through *Vocal expression.*** | Shows a full understanding of the character and the lines. Tone, volume and verbal clarity were perfect or near perfect! Audience has a clearer and more accurate understanding of the lines as a result of this monologue.  | Shows a good understanding of the character and lines, but the speaker loses “voice” at times. Issues with tone, volume and/or verbal clarity. (mumbles, stumbles, giggles) Pauses, inflection and understanding of pacing is off at times.  | Shows a general understanding of the lines and character, but lacks proper timing, pacing, tone, volume and/or verbal clarity. (mumbles, stumbles, giggles) Audience understanding is not enhanced. Monologue is simply delivered. Little inflection. | Lacks proper understanding of the lines and character. Vocals seem confusing. Clear issues with tone, volume and/or verbal clarity. (mumbles, stumbles, giggles) Audience is unclear with the vocal presentation. No inflection. |
| **Staging, and Presentation: *Physical Expression*** | Facial expressions and body language show the embodiment of the character. Audience is completely convinced of the physical characterization. Encore! Bravo!  | Presentation had some issues with facial expressions or body language. Audience is generally convinced of the physical characterization. A valiant effort!  | Presentation had a variety of issues with facial expressions and body language, Not a convincing physical performance. Does not seem to be in the mind of the character. More effort.  | Presentation lacked believable facial expressions and body language. Does not seem to understand the character or the lines very well, if at all. Not convincing.  |
| **Written Analysis** | Shows a clear understanding of significance of scene and character’s emotions; provides a thorough and well-rounded written analysis; comprehension is exceptional. | Shows an overall good understanding of scene and character’s emotions; provides a reasonable written analysis; comprehension is good overall. | Shows a general understanding of scene and character’s emotions; provides a general written analysis; comprehension is general. | Shows a lack of understanding of scene and character’s emotions; provides a weak written analysis; comprehension is limited. |

**Total Score: \_\_\_\_\_\_\_\_\_ /16 = \_\_\_\_\_\_%**

Resources:

A quick Google search of memorization tips & techniques yielded these results:

<http://blog.artofmemory.com/memorizing-shakespeare-method-of-loci-2125.html> - how to use the **method of loci** - the method of memorizing information by placing each item to be remembered at a point along an imaginary journey – to recall information.

<https://www.youtube.com/watch?v=7Fd3_IVNJE0> – Courtney Welborn uses music and melody to memorize “To be or not to be…”

<https://directinghamlet.quora.com/How-do-you-memorize-all-those-lines> - step-by-step instructions to understanding and memorizing Hamlet’s “To be or not to be” soliloquy