

## TUESDAY (Dec. 4) RECITATIONS (12+ lines from a play read this semester)

**Give me a typed copy of your lines before you present.** (Include a statement of why the passage is significant to the meaning, not the plot.)

Before you recite the lines you have memorized,

- 1) briefly give the context (where the quote occurs in the play in terms of what's happening and who is speaking to whom and why-- with what purpose)
- 2) how the lines contribute to questions/issues explored in the play. For instance, if reading lines from *Hamlet*, don't say "Hamlet can't decide whether to commit suicide"; say what the lines indicate about the relation between action and thinking or consciousness.
- 3) why they seem significant and memorable to you.

You may have a prompter (someone to look at a copy and prompt you if you forget).

The grade will be based on

- 1) providing (compactly) a context (#1 above).
- 2) providing a rationale for your choice (#2 above).  
(**Why the lines are significant to questions or issues explored in the play.**)
- 3) saying the lines meaningfully (so that they syntactically make sense and the speaker's intention is clear and the meaning is clear).

Don't worry about making a mistake or two (and perhaps having to be prompted) or about having to be a great actor. Do choose a "chunk" that makes coherent sense; don't stop in the middle of an idea! Do try to communicate the character's purpose in speaking.

**PRACTICE FOR THE FINAL EXAM:** Homework for Thurs. (**Dec. 6**)-- quotes and a paragraph: Make two copies: one copy to turn in for journal credit (indicating play, character, page) and one for group work.

**Characters** that will be in the quote section of the test: Richard III, Macbeth, Lady Macbeth, Hal, Hotspur, Falstaff, Viola, Orsino, Malvolio, Feste, Olivia, Brutus, Julius Caesar, Cassius, Antony, Hamlet, Polonius, Ophelia, Laertes, Claudius.

1. Identify 6 significant quotes (see character list above)-- at least 3 minor.

How to choose the quotes: Choose on the basis of theme/style or significant characteristics of a major or minor character. In choosing quotes for a minor character, consider how the character functions as a foil to a major character, or how he/she foregrounds important issues or options. Eliminate overt clues in the quote (like names of other characters or places or events specific to that play), substituting words in brackets in order to make the quote coherent. Feel free to elide long quotes, so that you can include what is most significant; make sure, however, that you have complete sentences (brackets can be used to add what is necessary in order to complete the sentence).

2. Underline two or three dense words (or phrases) in one of your quotes and **write a paragraph** on why the quote is significant to questions/issues explored in the play and how the connotations or associations of the underlined words enrich our understanding of these issues/questions. (You're practicing for a short-answer question on the test.) Beginning your paragraph with a question or issue explored in the play will help you stay on track.

For a sample paragraph on significance, see the sample concerning Richard's speech.