



A Need for Sleep: A Close Reading of a Soliloquy from King Henry IV, Part II

Resource ID#: 63458 Primary Type: Lesson Plan

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In this lesson, students will consider the literary elements Shakespeare uses to communicate King Henry's inability to sleep. As they close read this passage multiple times, students will discover how diction, tone, syntax, and imagery help to convey King Henry's state of mind. Once they have grappled with the text in small groups and on their own, they will bring their discoveries and interpretations together in a final essay. A text marking handout and key, independent practice questions and key, a planning sheet, and a writing rubric have been included with the lesson.

Subject(s): English Language Arts

Intended Audience: [Educators](#)

Instructional Time: 6 Hour(s)

Keywords: King Henry IV Part II, Shakespeare, soliloquy, close reading, diction, syntax, tone, figurative language, imagery, sleep, insomnia

Resource Collection: CPALMS Lesson Plan Development Initiative

Grade Level(s): 11, 12

Suggested Technology: Computers for Students, Internet Connection, LCD Projector, Document Camera

Freely Available: Yes

Instructional Component Type(s): [Lesson Plan](#)

ATTACHMENTS

[Text Marking King Henry IV Part II.docx](#)
[Independent Practice Questions King Henry IV Part II Soliloquy.docx](#)
[KEY Independent Practice Questions King Henry IV Part II Soliloquy.docx](#)
[KEY Text Marking King Henry IV Part II.docx](#)
[Essay Planning Guide Format of Analysis.docx](#)
[Need for Sleep Vocabulary Diffusion.docx](#)

LESSON CONTENT

Lesson Plan Template: General Lesson Plan

Formative Assessment

The teacher will need to collect student work daily to provide verbal and written feedback to students as they work through the close reading process. This will ensure comprehension of the text in its entirety and will assist with providing support for struggling readers.

With the vocabulary activity during close reading #1, as the students share out, the teacher will be able to assess if students correctly determined the meaning of each word. The teacher, as needed, can have students also explain how they determined the meaning (For example, if a word had multiple meanings in the dictionary, how did they determine which meaning best fit the word used in the context of the play?). The teacher can then provide corrective feedback or modeling if students showed widespread difficulty in correctly determining the meaning of a word.

The teacher should provide the Guiding Questions as a handout to students and use the Guiding Questions to probe students' spoken explanations during small group share out sessions. The goal here is for these questions to guide small group discussions.

The teacher will determine if there any final issues with comprehension through assessing the Independent Practice questions and meeting with students individually as needed.

Feedback to Students

The teacher will provide verbal and written feedback daily, circulating as students work, as well as collecting work on the text marking assignments each day.

Time permitting, a writing conference is another way the teacher can provide verbal and written feedback, which can occur as students either plan for their written responses or work on a second or final draft.

Summative Assessment

Students will independently and individually complete an essay answering the following prompt, which follows the [Literacy Design Collaborative Template Task 21](#), page 9, and can be assessed using the rubric on page 10 of the same document.

In the soliloquy from Shakespeare's *Henry IV, Part II*, King Henry laments his inability to sleep. After multiple readings of the soliloquy, write a well-organized essay, briefly summarizing Henry's thoughts and analyzing how the diction, imagery, and syntax help to convey his state of mind. Provide textual examples to clarify your analysis.

This prompt comes from the Sample Free Response Questions found in the [Advanced Placement English Literature and Composition course description](#), page 74.

Alternative Summative Assessment: Students will independently and individually create an oral presentation and slide show to answer the above prompt. Students would benefit from using the Essay Planning Guide to prepare for this presentation to ensure the structure of the presentation is organized, focuses on the prompt, and incorporates textual evidence to clarify their analysis. As a supplement to the LDC rubric above, this presentation may be assessed using the rubric found [here](#). Teachers can modify this rubric as needed.

Learning Objectives: What should students know and be able to do as a result of this lesson?

Students will be able to:

1. Cite strong and thorough textual evidence to support analysis of what the soliloquy from Shakespeare's *King Henry IV, Part II* says explicitly as well as make interpretations of matters left uncertain in the passage.
2. Work in a small group to prepare for and participate in discussion of the text, building on others' ideas and expressing their own ideas clearly.
3. Apply an understanding of syntax to the study of the soliloquy and identify how syntax contributes to tone and meaning in the passage.
4. Use text marking and writing to demonstrate understanding of figurative language, word choice (diction), and imagery in the soliloquy.
5. Analyze the impact of specific word choice on meaning and tone regarding how Shakespeare characterizes King Henry and conveys his state of mind.
6. Write an explanatory essay that examines and conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of the literary and rhetorical elements of a Shakespearean soliloquy.
7. Support the points in their essay with appropriate textual evidence from the soliloquy.

Guiding Questions: What are the guiding questions for this lesson?

As students work through Reading Task #1:

- How can an author's word choices affect a reader's reaction to a text?
- Why would an author choose to use words with negative connotations?
- Which diction stands out most in this soliloquy and why?

As students work through Reading Task #2:

- What types of imagery does Shakespeare use in this text?
- What affect does the imagery in the passage have on its meaning?
- How does the imagery help to characterize King Henry IV?

As students work through Reading Task #3:

- How can repetition within a text help build a narrator's point?
- How can varied syntax within a text affect meaning?
- How does syntax reflect the narrator's tone in this soliloquy?

Prior Knowledge: What prior knowledge should students have for this lesson?

Students will need to have familiarity with both the identification and interpretation of the following literary/rhetorical terms:

- Soliloquy: a character, alone on stage, speaks his/her thoughts aloud to reveal inner thoughts and emotions to the audience
- Author's Style: the choices an author makes to express ideas in writing
- Tone: the author's attitude as conveyed in writing
- Diction: an author's word choice
- Syntax: sentence structure, including, but not limited to:
 - Fragments used for effect in writing
 - Simple sentence structure
 - Complex sentence structure
 - Inverted sentence structure
 - Interrogative sentences
 - Exclamatory sentences
- Repetition: repeated words, phrases, and images in a text, including, but not limited to:
 - Anaphora: the repetition of a word or phrase at the beginning of successive clauses
 - Asyndeton: the omission or absence of a conjunction between parts of a sentence
 - Polysyndeton: the opposite of asyndeton, this device uses several coordinating conjunctions for effect
- Figurative Language: non-literal words, or groups of words, that use figures of speech and descriptions to depict ideas, including, but not limited to:
 - Metaphors: direct comparisons
 - Similes: comparisons using "like" or "as"
 - Personification: metaphors that attach human-like qualities to inanimate objects
 - Imagery: Language that appeals to the five senses

Please note: Time is built into the lesson for review of these terms immediately following the Engagement activity. This lesson is intended for students who have some familiarity with reading Shakespeare.

Teaching Phase: How will the teacher present the concept or skill to students?

Engagement: To engage student thinking about how one feels when lying awake and wishing for sleep, play the song "[Counting Stars](#)" by One Republic, and/or provide

the song's [lyrics](#) for students.

- Using the Think-Write-Pair-Share strategy, initiate a class discussion asking the following: How does one feel when suffering from insomnia? Create a list of descriptions for this condition. (Possible responses may include: desperate, despairing, frustrated, annoyed, exasperated, anxious, mad, constantly thinking, unable to relax, restless, tossing and turning in bed, exhausted, wishing for sleep)
- As students share whole-group, the teacher should record a list of descriptions/adjectives on chart paper that will remain visible for the remainder of the lesson.
- The teacher should guide student thinking by encouraging them to come up with as many adjectives as they can, as this will assist them as they build interpretations of the figurative language, syntax, and their effects on the narrator's tone. (Possible answers include: desperate, frustrated, exasperated, angry, pleading, saddened, anxious, etc.)
- Finally, the teacher should introduce the lesson by explaining that the text they will be working with focuses on the narrator's inability to sleep.

Explicit Instruction: The teacher should begin by reviewing the terms with which students should already be familiar. Students may take notes, if necessary. A quick list of the following terms on the board or LCD projector to refresh students' memories should suffice; for additional support, these terms and definitions should remain posted for the entirety of the lesson or provided as a handout to students:

- Soliloquy: a character, alone on stage, speaks his/her thoughts aloud to reveal inner thoughts and emotions to the audience
- Author's Style: the choices an author makes to express ideas in writing
- Tone: the author's attitude as conveyed in writing
- Diction: an author's word choice
- Syntax: sentence structure, including, but not limited to:
 - Fragments used for effect in writing
 - Simple sentence structure
 - Complex sentence structure
 - Inverted sentence structure
 - Interrogative sentences
 - Exclamatory sentences
- Repetition: repeated words, phrases, and images in a text, including, but not limited to:
 - Anaphora: the repetition of a word or phrase at the beginning of successive clauses
 - Asyndeton: the omission or absence of a conjunction between parts of a sentence
 - Polysyndeton: the opposite of asyndeton, this device uses several coordinating conjunctions for effect
- Figurative Language: non-literal words, or groups of words, that use figures of speech and descriptions to depict ideas, including, but not limited to:
 - Metaphors: direct comparisons
 - Similes: comparisons using "like" or "as"
 - Personification: metaphors that attach human-like qualities to inanimate objects
 - Imagery: Language that appeals to the five senses

The teacher should then begin with the end result in mind by presenting the prompt students will be answering on the Summative Assessment:

In the soliloquy from Shakespeare's *Henry IV, Part II*, King Henry laments his inability to sleep. After multiple readings of the soliloquy, write a well-organized essay, briefly summarizing Henry's thoughts and analyzing how the diction, imagery, and syntax help to convey his state of mind. Provide textual examples to clarify your analysis.

The teacher should direct students to write the prompt on their own paper and have them underline the key elements of the directions. (Key elements include: soliloquy, King Henry laments his inability to sleep, well-organized essay, briefly summarizing, analyzing, diction, imagery, syntax, and state of mind.)

Vocabulary from the Prompt (not included in previous list):

- Summarize: give a brief statement of the main points
- Analyze: closely examine details and structure (of a text)
- lament (synonyms for the teacher to present): grieve, moan, wail, mourn, weep, cry, sob

Finally, the teacher will present a read aloud of the soliloquy for students, as well as review the instructions for the Guided Practice.

Please Note: The teacher may decide to complete Reading #1 (see Guided Practice) through whole group instruction prior to dividing students into small groups. Doing so would provide an opportunity for modeling and guiding students through the first step of this close reading. If the teacher chooses to model this reading, I suggest projecting the text marking process using a document camera so that students can follow along step by step. The teacher can use the possible answer key as a guide through this process. The teacher should also use the Guiding Questions to model responses (think aloud) while reading.

Guided Practice: What activities or exercises will the students complete with teacher guidance?

See links below for attached handouts to use in close readings #1-#3:

For students: [Student Handout for Text Marking and Notes](#)

For the teacher: [Possible Answer Key for Text Marking and Notes](#)

The teacher will divide students into small groups of two to three to complete the three reading tasks on the handout. As students work, the teacher should circulate to provide guidance and probe student thinking using the Guiding Questions.

Reading #1: Highlight, in one color, negative diction and other word choices that stand out to you, including unfamiliar words.

- The teacher may need to model examples of negative diction, making students aware that any words or descriptions related to dark imagery, such as "smoky cribs," are included in negative diction.
- After completing the task on their own paper, students should then record their findings on chart paper and share with the class. The teacher will provide feedback as needed.
- As groups share their findings, students should record any diction they missed on their own paper.
- The following words/phrases are vocabulary terms students will need to understand in context; this list may serve as a possible list students may identify as they complete their first reading in small groups: *subjects, wilt, steep, pallets, lull'd, loathsome, 'larum bell, giddy, mast, imperious, ruffian, billows, clamor, hurly.*
- At this time, the teacher should present the [Need for Sleep Vocabulary in Context handout](#) to students and review the list as a class. Using the jigsaw strategy, the teacher should divide the words among small groups and provide students dictionaries and chart paper. Small groups should then prepare their synonyms/simple definitions on the chart paper to present for class discussion. The teacher will provide corrective feedback as needed. As small groups share out, students should fill out the rest of

the chart. Students should then take note of definitions and synonyms in the margins of the soliloquy.

- Students should discuss the Guiding Questions for Reading #1. The teacher should observe students as they discuss the guiding questions and take notes about students' dialogue; the teacher can ask follow-up questions or assist as needed as students discuss in this small group setting. The class can then come back as a whole group and the teacher can share out great examples of student responses to the questions, as well as ask any necessary follow-up questions based on students' conversations, or assist students with clarifying any widespread misconceptions based on their conversation.

Reading #2: In another color, highlight imagery in the passage. In the space provided on the handout, list the images Shakespeare employs in this soliloquy.

- The teacher may need to remind students that other figurative language may be included in the images found within the soliloquy. For example, the metaphor of the "cradle" contributes to the imagery of "rocking" a person to sleep. If words/phrases need more than one color, students may label them in the passage and ensure that they write the appropriate words/phrases in each box.
- After completing the task on their own paper, students should then record their findings on chart paper and share with the class. The teacher will provide feedback as needed.
- As groups share their findings, students should record any images they missed on their own paper.
- Students should discuss the Guiding Questions for Reading #2, following the same procedure outlined in Reading #1.

Reading #3: In a third color, highlight elements of syntax and repetition. (Underline in cases of text that has already been highlighted.) In the space provided, describe the syntax used.

- Students may need a word bank to choose from for this activity—providing them with the list found in the review above in the Teaching Phase will work well.
- After completing the task on their own paper, students should then record their findings on chart paper and share with the class. The teacher will provide feedback as needed.
- As groups share their findings, students should record any syntax or repetition they missed on their own paper.
- Students should discuss the Guiding Questions for Reading #3, following the same procedure outlined in reading #1.

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

Prior to completing the Independent Practice questions, the teacher should review the elements of diction, imagery, syntax, and repetition that students have identified in their small groups on chart paper and individually in their notes (the teacher should use students' chart paper notes as visuals for this review). As preparation for moving into the independent practice questions, the teacher should divide the four chunks of the soliloquy among small groups (jigsaw the text) and have students take five-eight minutes to paraphrase their group's chunk. The paraphrased text found at this [link](#) will help the teacher guide students during this process.

Please note: The teacher may want to provide a copy of the paraphrased text for struggling students. In addition, it is acceptable for students needing extra support to continue to work with a partner to complete the Independent Practice Questions. Finally, the teacher may provide sentence starters taken from the Possible Answer Key to assist learners having difficulty with formulating complete sentences that include textual evidence.

See links below for attached handouts to use in this activity:

For students: [Independent Practice Questions](#)

For the teacher: [Possible Answer Key Independent Practice Questions](#)

- Students will individually complete the independent practice questions. This activity provides a final reading of the text in four chunks, with focus on figurative language, tone, and syntax, fostering preparation for the Summative Assessment.
- The teacher should remind students of the prompt they are working toward for the Summative Assessment and reassure them that, even though the prompt does not include tone and figurative language in its wording, these literary terms can foster building depth to their written analysis.
- Prior to the Summative Assessment, the teacher should gather exemplary student responses to the independent practice questions and review them whole-group.
- For students needing assistance with planning their essays, this [Essay Planning Guide](#) is helpful.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

As final closure to this lesson, have students rejoin their small groups to write their own soliloquy addressing the need for sleep from their perspectives. Ask students to choose one or two images of focus within their piece, as well as to employ the same elements of syntax Shakespeare uses. Small groups should then share their writing with the class.

ACCOMMODATIONS & RECOMMENDATIONS

Accommodations:

--Prior to dividing students into small groups, the teacher may decide to provide a modeled whole group close reading and text marking using Reading #1. During the modeling, the teacher should think aloud using the Guiding Questions as guides. A document camera provides the visual piece of the modeling for students to follow. The teacher should use the Possible Answer Key for text marking as a guide; it would also benefit students if teachers explain that writers choose words to communicate specific messages and ask students to help look for words that have strong meanings as they read the text together.

--Teachers may want to try grouping students by ability so that struggling readers have support from stronger readers or struggling writers have support from stronger writers.

--Additionally, the teacher may provide students with modeled examples of negative diction, imagery, and syntax for each reading. A word bank also works very well for syntax.

--Struggling readers may continue to work with a partner while completing the Independent Practice questions. The teacher may also want to provide these students with a printed [paraphrase](#) of the soliloquy.

--For ESOL students, images of a cradle and a ship are beneficial. A search with [Google Images](#) will yield many examples. ESOL students should work with a partner through the Independent Practice questions and sentence starters would benefit their work, as well. A word-to-word dictionary is an additional accommodation that would assist ESOL students with the Vocabulary in Context handout and taking notes in the margins.

--The Essay Planning Guide (attached) can provide a framework for student writing or presentations. It can also be divided into parts for students needing a slower pace and further scaffolding.

Extensions:

--One extension of this lesson would be to have students text mark their own soliloquies as they did the Shakespearean one, as well as revise the soliloquies they have written to adhere to iambic pentameter.

--The following poems would also serve well as extensions to this lesson. Teachers may provide these texts to students working above grade level and needing additional challenge, asking students to compare one or both of these texts with the soliloquy or separately analyzing one or both texts for the same literary elements as they did with the soliloquy.

- "Sonnet 27" by William Shakespeare
- "To Sleep" by John Keats

Suggested Technology: Computers for Students, Internet Connection, LCD Projector, Document Camera

Special Materials Needed:

- Highlighters
- Chart Paper
- Teachers can use the document camera for a modeled close reading of Reading #1 if they so choose.
- For the alternative summative assessment, students need computer access for creating their presentations.

Further Recommendations:

Parts of this lesson may be used as part of an introduction to a Shakespeare unit to provide practice with Shakespeare's language and syntax, or in conjunction with the study of this entire play. It may also work well for review purposes when preparing students for standardized tests that may include similar passages.

Due to the qualitative measures based on this studied text, including the challenging syntax and reading purposes students will use to study the text, it is appropriate for the 11th/12th grade band.

SOURCE AND ACCESS INFORMATION

Contributed by: April Fleetwood

Name of Author/Source: April Fleetwood

District/Organization of Contributor(s): Levy

Is this Resource freely Available? Yes

Access Privileges: Public

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Related Standards

Name	Description
LAFS.1112.RL.1.1:	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.
LAFS.1112.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LAFS.1112.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[LAFS.1112.L.2.3:](#)

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

[LAFS.1112.RL.2.4:](#)

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. (Include Shakespeare as well as other authors.)

[LAFS.1112.L.3.5:](#)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

[LAFS.1112.W.3.9:](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., "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").
b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").