**ELA B30: Hamlet Introduction**  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Background Information**

Let us try and remember everything we can about Shakespeare and Elizabethan Era, and the theatres, and The Globe, and his plays, and his life so we can move on to Hamlet.

**The Shakespearean Tragedy**

Did you know that Shakespeare is a tragedy? What do you remember about that? (Say tragic flaw!! Say tragic flaw!! Think of Macbeth) If you do not remember, I linked some information on the blog.

**Shakespearean Language**

Remember all his other plays and his poetry. You have studied them before! Remember that stuff?! Let’s discuss it.

**Hamlet: Finally We Can Talk about This Play**

Hamlet is Shakespeare’s longest play, and arguably the most complex. Think about the last time you read a book and then saw the movie. You will have noticed that the movie is 1-3 hours, and the book took longer to read. Well, if you were to watch Hamlet it would be upwards of 4-4.5 hours, so you can imagine how long reading this play will take. (15 days because that is all we have, but I will probably run out of time and continue after Christmas even though we have one more amazing novel to read.)

Anyway, back to the intro. Picture this. (Wait for Ms. Proch’s instructions)

Now that you thought about it, how do you feel? What is your reaction?

Immediately in the very first words Hamlet speaks in the play: "A little more than kin and less than kind" (1.2.67). Take a guess as to what that means.

Allow Hamlet to be summed up in this simplistic version. Read, and then annotate the poem.

Could you understand this poem? Great! You understand Hamlet. (It is a parody of Green Eggs and Ham. Remember Parody and Satire from the beginning of the semester? Great.)

Green Eggs and *Hamlet*

 I ask to be, or not to be.

 That is the question, I ask of me.

 This sullied life, it makes me shudder.

 My uncle's boffing dear, sweet mother.

 Would I, could I take my life?

 Could I, should I, end this strife?

 Should I jump out of a plane?

 Or throw myself before a train?

 Should I from a cliff just leap?

 Could I put myself to sleep?

 Shoot myself, or take some poison?

 Maybe try self-immolation?

 To shuffle off this mortal coil,

 I could stab myself with a fencing foil.

 Slash my wrists while in the bath?

 Would it end my angst and wrath?

 To sleep, to dream, now there's the rub.

 I could drop a toaster in my tub.

 Would all be glad, if I were dead?

 Could I perhaps kill them instead?

 This line of thought takes consideration -

 For I'm the king of procrastination.

Learning Target(s):

* I can consider the social, historical, and philosophical milieu in which a selection was written. (i.e., article reading).
* I can *paraphrase* a selection of text (i.e., soliloquy paraphrase)
* I can *recognize* major literary forms and techniques (i.e., plot structure).
* I can *identify* the effect created by the author’s voice, tone, and style and examine the methods by which they are achieved.
* I can *recognize*, *identify*, and *assess* an author’s ideas and techniques (i.e., literary devices, literary elements, and figurative language)
* I can *make* and *defend* an informed critical response (i.e., anticipation guide).
* I can *speak* to express understanding and listen in order to assess positions on issues.
* I can *recognize* listening, reading, and viewing as an active process (i.e., reading comprehension questions and vocabulary).
* I can *write* and *document* a convincing argument using logical thought and persuasive language (i.e., position paper)
	+ SWBAT write to express understanding
	+ SWBAT use what is known as the writing process.
	+ SWBAT use appropriate pre-writing and planning strategies (i.e., brainstorming – quote support, outline)
	+ SWBAT create an explicit thesis statement.
	+ SWBAT write an introduction that engages interest, focuses the thoughts of the reader, and establishes the position of the piece.
	+ SWBAT use an appropriate method of development.
	+ SWBAT write a conclusion appropriate to the piece.
	+ SWBAT revise and polish compositions drafts.
	+ SWBAT assess their own and others’ reviews for unity, coherence, and emphasis.
* I can *develop* and *articulate* defensible positions on issues reflected in the text (i.e., Group Discussion(s))
* I can *recognize* nonverbal aids and visual representations as tools for communication and learning (i.e., card representation)

**A. Position Essay Topic(s):**

The following are your options for the position essay: (OR DEBATE! Class participation and willingness to learn will decide this)

* Hamlet is sane or insane. Find evidence from the play to support this thesis.
* Laertes, Fortinbras and Hamlet shared common tragedies as each had a father slain. However, each reacted differently. How do the reactions and behaviours differ as each person proceeds to solve their problems?
* It has oft been said that Hamlet suffered from a *tragic flaw*. Hamlet’s tragic flaw is revenge. How does this flaw progress throughout the play?
* How does the play connect to the sub-theme(s) covered in class? The sub-themes are: sense of self, human qualities and ideals, joy and inspiration, and doubt and fear.
* Think about Hamlet’s relationship with Ophelia. Does he love her? Does he stop loving her? Did he ever love her? What evidence can you find in the play to support your opinion?
* Select a particular scene in Hamlet (preferably a short one) and discuss its importance in the play. How does this particular part of the action contribute significantly to our response to what is going on? What might be missing if a director decided to cut this scene (e.g., Claudius at prayer, the scene between Polonius and Reynaldo, the gravedigger scene)?
* William Shakespeare makes a number of references to Denmark degenerated state due to the deceit that lies within. Explain how the motif of death, disease, and decay permeate the play through Hamlet and/or Horatio.
* Personal Choice – Approved by Ms. Proch

**Side Note:** Shakespeare is one of the most overdone, over read authors of all time. Because he is so incredibly famous, and so talented, everyone and their dog has taken it upon themselves to create a website. What I am saying is, when is doubt GOOGLE it. Take responsibility for your own learning and if you are unsure of something than take the time to research it. For this unit, I WILL NOT accept “I do not get it,” or “I dunno” because the answers are out there if you take the time to type it into the search bar.

**Another Side Note**: I understand that Hamlet can be difficult and you may tune out because we do not speak in Middle English anymore. Back in the 16-17th century, their “weird way of speaking” was the norm. Similar to how ten years ago you would have NO idea what I was saying if I asked you to “Take a Selfie, upload it to Instagram, ensure you pick a good filter, share it via Twitter and Facebook, then comment on someone’s timeline about their Selfie.” Or “look at the blog and watch the Youtube videos” or “send me a link to that vine,” or how about “. i dunno y my teacher wants hw asap bc i wanna hang with my gf and she dk i have hw. W.e. ttyl and cya 2moro.”

Really, what if Hamlet could text? It would maybe be something like this: Can you annotate this too? I am so happy you can. Now will you please?

HAMLET

nw, mum, wotz d m@R?

QUEEN GERTRUDE

Hamlet, thou hast thy father much offended.

HAMLET

mum, U hav FNded my fathR

QUEEN GERTRUDE

Come, come, you answer with an idle tongue.

HAMLET

yyssw weL wot U R sAN isnt dat gr8 eithR!

QUEEN GERTRUDE

Why, how now, Hamlet!

HAMLET

wotz d m@R nw?

QUEEN GERTRUDE

Have you forgot me?

HAMLET

n, I wsh I c%d. U R d quEn & my aunt & my mum

QUEEN GERTRUDE

Nay, then, I'll set those to you that can speak.

HAMLET

cum, sit dwn & listN 2 me. I M goin 2 hold ^ a mirra so U cn c wot U hav bcum

QUEEN GERTRUDE

What wilt thou do? thou wilt not murder me? . . . What have I done, that thou darest wag thy tongue/In noise so rude against me?

HAMLET

somTIN so sickening dat I cnt evN find d wrds 2 descriB it

QUEEN GERTRUDE

Ay me, what act,
That roars so loud, and thunders in the index?

To help prepare, it would be helpful to collect quotes as we read to help with your position essay.

|  |  |
| --- | --- |
| Act(s) | Quote(s) & Important Passage(s) |
| Act I |  |
| Act II |  |
| Act III |  |
| Act IV |  |
| Act V |  |

How to I cite the quotes?

To properly collect a quote you will need to properly cite it; thus, you will need the act, scene, and line number(s). (i.e., “To be or not to be…(3.1.57-91))

B. Representing Cards

* + focus on quotes that capture the essence of each character or connect to Hamlet

|  |  |
| --- | --- |
| Hamlet |  |
| Ophelia |  |
| Claudius |  |
| Horatio |  |
| Gertrude |  |
| Polonius |  |
| Laertes |  |

**Questions**

I am limiting the amount of questions for each act, but I am still expecting you to read it, google it, check it out on NO Fear Shakespeare etc. If you do not, you will have a tough time on the relationship assignment, the Jerry Springer Assignment, the debate, the 5 mini quiz/assessments etc.

Now, for the moment you have all been waiting for. I give you

*Hamlet* by William Shakespeare

The Human Condition explores the themes:

* Sense of Self
* Human Qualities and Ideals
* Human Relationship(s)
* Joy and Inspiration
* Doubt and Fear

**Literary Technique(s) Definitions**

**Paradox**

**Foil**

**Pun**

**Motif**

**Metonymy**

* What is the difference between an aside and a soliloquy?

**Act One**

**Scene 1**

1.   How does Shakespeare attract the reader’s attention?

2.   Where and when does this scene take place?

3.    A portent is a sign that something is about to happen.  What portents appear in this scene?

4.   Why does Marcellus invite Horatio to watch for the ghost?

5.   Horatio gives three reasons that ghost appear.  List them.

6.   Why does Horatio want to tell Hamlet about the ghost?

**Enrichment**

Find an example of an **allusion**. What parallel does the allusion draw to Denmark?

**Scene 2**

1. In lines 135-136, what is Hamlet comparing to the image of an unweeded garden?  What are the weeds?  Who is responsible for weeding the garden?  How would Hamlet remove the weeds?
2. What is Hamlets idea of a perfect marriage?  Is it realistic?
3. What is his reaction to his mother’s remarriage?
4. What do Hamlets comments about his father; Gertrude and Claudius revel about his character?
5. Hamlet says, “I must hold my tongue.”  Why does he feel he must hide his thoughts?

**Enrichment**

Where is there an example of a **paradox** and **puns**?

What **motif**is introduced? Example.

Find examples of the following **figurative language**: **apostrophe**, **simile**, and **alliteration**.

* Assessment #1 – Literary Techniques and Comprehension

**Scene 3**

* + 1. What reasons do Laertes and Polonius give for their command to Ophelia to stop seeing Hamlet?
		2. What impression does Ophelia make upon you?  What do her words and actions reveal about her personality?
		3. List three character traits for Polonius.

* Relationships: Giving Advice Worksheet

**Scene 4**

Scene 41. What is the major event in scene four?

2. Why do you think Horatio and Marcellus would warn Hamlet not to follow the ghost?

1. Why does Hamlet go with the ghost?

**Scene 5**

* + - 1. What does the ghost reveal to Hamlet?
			2. Explain what the ghost wants Hamlet to do?
		1. Why do you think Hamlet would make his friends promise never to tell anyone about seeing the ghost?
		2. Study the following excerpts and determine whether it is a simile, metaphor, or personification.

     a) This above all, to thine own self be true,

         And it must follow as the night of day,

         Thou canst be false to any man.

         Polonius (Act I, Scene iii)

    b)  But, look.  The mourn, in her russet mantle clad,

         Walks o’er the dew of yon high eastern hill:

         Horatio (Act, Scene i)

    c)  And thy commandment all alone shall live

         Within the book of my brain;

         Hamlet (Act I, Scene v)

* Act I Continuous Handout(s): Plot Structure and Themes