Hamlet

A Unit Plan for 12th grade British Literature

Megan Weaver
I. Overview

For this unit plan students in twelfth grade British literature (AP) will be reading and studying the play *Hamlet* by William Shakespeare. By reading this play specifically, students will be exposed to a classic work of Shakespeare that addresses themes of appearance vs. reality, madness, and corruption. Timeless themes such as these connect with the age group of 17-18 year olds because they are becoming an adult and are dealing with or will soon encounter many adult issues. They will be able to connect *Hamlet* with their own life experiences regarding political corruption as well as familial betrayal (in their lives or the lives of others). Also, many questions are raised in the play itself and when analyzing the play. At this grade level, students must be thinking critically and beginning to answer some of these questions as well as formulating overarching questions of their own. During the two week study, students will also be looking at character relationships and the use of language in the play. The unit can be modified for regular education students by extending it to a three and a half or four week unit.

For this unit, I hope to have students read the play aloud; however, listening to parts of the play may be beneficial for special needs students. These students will also need more time to understand the action of the play and will not get to all of the assigned activities such as the one page journal entries. For these, students will need to formulate bullet points instead of complete paragraph responses. For their final assessments, students may have the final exam read aloud and may also read their final essays to the teacher in a one-on-one or small group presentation. If modifying for a regular education classroom, having a shortened version of the play or skipping a few scenes will be helpful to keep the pace of the unit moving along.

In regards to technology, this unit will have many opportunities for students to word process their assignments (journal entries and the final essay). While I hope to get students to read the play aloud, listening to a recording of the play is a valuable option. Since students will be working in pairs for some assignments, having access to an overhead or type of projection unit will be beneficial when making master guides or assignments with the students. This will save whiteboard space and be readily available for students to look at whenever they need to review or if they miss a class. I also plan on using technology in some of the daily lessons. Watching scenes acted out on Youtube.com, viewing paintings of Ophelia, and playing a Hamlet Interview game are examples of these lessons that incorporate technology.
II. NC Standard Course of Study Goals and Objectives:

Objectives:

AP Standard Course of Study

- 3.01 Recognize and define universally relevant issues by using a variety of texts and personal reflections.

- 4.02 Provide organized, structured critical analyses by creating an awareness and appreciation of thematic connections among works.

- 5.01 Demonstrate an understanding of literary works by analyzing textual detail.

ENG IV Standard Course of Study

- 5.01 Explore British literature by relating the cultural and historical contexts to the literature and identifying perceived ambiguities, prejudices, and complexities.
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<td><strong>Introduction to Hamlet</strong>&lt;br&gt;1-Response&lt;br&gt;2-Overview of Unit&lt;br&gt;3-Review of Shakespeare&lt;br&gt;4-Introduce Shoreditch playhouses with PPT&lt;br&gt;5-Explanation of tragic hero&lt;br&gt;6-Introduce characters&lt;br&gt;HW: Read Act I, Sc. 1</td>
<td><strong>Something’s Rotten...</strong>&lt;br&gt;1-Response&lt;br&gt;2-Quiz Act I, Sc. 1&lt;br&gt;3-Review&lt;br&gt;4-In-class reading Act I, scenes 2-3 (understudy handout)&lt;br&gt;5- Explain journal entries&lt;br&gt;HW: Read Act I, Sc. 4-5</td>
<td><strong>Understanding Character Relationships</strong>&lt;br&gt;1-Response&lt;br&gt;2-Quiz Act I, Sc. 4-5&lt;br&gt;3-Review Act I with students/discussion&lt;br&gt;4-Students complete relationship handout in pairs&lt;br&gt;5-Together, the class makes a master guide&lt;br&gt;HW: Journal 1</td>
<td><strong>“To thine own self be true”</strong>&lt;br&gt;1-Response&lt;br&gt;2-Quiz (if reading assigned)&lt;br&gt;3-Finish Act II. In-class reading Act III, scene 1&lt;br&gt;4-Discussion&lt;br&gt;Due: Journal 1&lt;br&gt;HW: Journal 2, Read Act III, Sc. 2</td>
<td><strong>Caught in the Act</strong>&lt;br&gt;1-Response&lt;br&gt;2-Quiz from HW and previous day’s discussion&lt;br&gt;3-In-class reading Act III, scenes 3-4&lt;br&gt;Due: Journal 2&lt;br&gt;HW: Read Act IV, Sc. 1-4</td>
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<td>Materials:&lt;br&gt;• Shakespeare notes&lt;br&gt;• Shoreditch PPT&lt;br&gt;• Teaching Notes</td>
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**Materials:**

- Shakespeare notes
- Shoreditch PPT
- Teaching Notes
### Note:
Students may be asked to finish reading parts of the play on their own depending upon how far the class reads each day.

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<td><strong>The Fair Ophelia</strong>&lt;br&gt;1-Response&lt;br&gt;2-In-class reading Act IV, scenes 5-7&lt;br&gt;3-Look at and discuss Ophelia paintings online&lt;br&gt;4-Students write Ophelia’s obituary in groups&lt;br&gt;5-Share obituaries with class&lt;br&gt;HW: Journal 3, Read Act V, Sc. 1</td>
<td><strong>A Challenge</strong>&lt;br&gt;1-Response&lt;br&gt;2-Finish obituaries&lt;br&gt;3-In-class reading Act V, scene 2&lt;br&gt;4-Discussion&lt;br&gt;5-Final essay directions&lt;br&gt;Due: Journal 3&lt;br&gt;HW: Journal 4, Read “Shakespeare in the Bush,” final essay</td>
<td><strong>Interpretations of the Text</strong>&lt;br&gt;1-Response&lt;br&gt;2-Finish reading Act V&lt;br&gt;3-Discussion of play and “Shakespeare in the Bush”&lt;br&gt;Due: Journal 4&lt;br&gt;HW: Final essay, Read “Lady of Shalott”</td>
<td><strong>Wrapping Up</strong>&lt;br&gt;1-Response&lt;br&gt;2-Complete Relationship Activity&lt;br&gt;3-Lady of Shallot Discussion/Song&lt;br&gt;4-Review&lt;br&gt;HW: Study, Final essay</td>
<td><strong>Post Test</strong>&lt;br&gt;1-Response&lt;br&gt;2-Exam&lt;br&gt;Due: Final essay</td>
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<td><strong>Materials:</strong>&lt;br&gt;• Ophelia paintings&lt;br&gt;• Example obits</td>
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<td><strong>Materials:</strong>&lt;br&gt;• Facebook example&lt;br&gt;• R/S guide&lt;br&gt;• “Lady..” paintings&lt;br&gt;• Loreena McKennitt video&lt;br&gt;• Review questions</td>
<td><strong>Materials:</strong>&lt;br&gt;• Post test</td>
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IV. Materials for Unit

- *Hamlet* by William Shakespeare (copy for every student)
- Pre-test
- Daily quizzes
- Daily response prompts
- Tragic hero and character notes for introduction
- Understudy handout
- Active Reading (Relationships) Handout
- Master guide to fill in according to Relationships Handout
- Journal Entry instructions
- Journal Entry rubric
- Ophelia’s obituary instructions
- Ophelia paintings
- Example obituaries
- “Shakespeare in the Bush” article
- “Lady of Shalott”
- Loreena McKennitt youtube video
- “Lady of Shalott” paintings
- Facebook story of *Hamlet*
- Review handout, questions for students
- Review game
- Post-test
- Final Essay instructions
- Example final essay

Modification Materials

- *Hamlet* recording
- Printed shortened version of play
- Modern English version of play
V. Instructional Modifications

- Throughout the unit, we will be reading the play aloud. If needed, students will be able to read the play silently or listen to a tape of the play.
- As a class, we may skip scenes to keep the pace going or use a modern English version of the play to read.
- For journal entries, students may compose bulleted examples in place of one-page responses or have a scribe.
- There will be group work or work in pairs for almost every activity so students will be able to receive help from their peers unless they need to work independently.
- The exam will be available to be given orally.
VI. Introduction, Day 1
Title: Introduction to *Hamlet*

**Time:** 90 min

**Teacher Objectives:**
Students will
- Understand the requirements and timeline of the unit
- Relate the material to a real-world scenario

**Materials:**
- Response statement
- Tragic hero notes
- Character list

**Procedures:**
1. Class will begin with students responding to the following response entry:
   - Discuss what you already know about Shakespeare and his works.
   - Shakespeare was classified by writer Ben Jonson as “not of an age, but for all time.” What current writer/filmmaker/producer (last 50 years) do you see as also having this title? What makes his/her work lasting?
2. After responding individually, the class will share some of their entries aloud and the teacher will lead into introducing *Hamlet*.
3. Teacher will give an overview of the unit.
   Two week unit on the play *Hamlet* by William Shakespeare.
   - Active participation in in-class reading expected (Understudy handout)
   - 4 Journal Entries
   - Ophelia’s Obituary
   - Post Test
   - Final Essay
4. The class will review the life and works of Shakespeare by completing the “The Man, The Globe, The Legend” chart.
5. Teacher introduces the idea of a tragic hero.
   **Tragic Hero:** a man with outstanding greatness about him. His own destruction is for a greater cause.
   1. His downfall is usually due to excessive pride (*hubris*)
   2. He has discovered fate by **his own actions**, and not by things happening to him
   3. He is usually a king, a leader of men - his fate affects the welfare of a whole nation or number of people. Peasants do not inspire pity and fear as great men do. The sudden fall from greatness to nothing provides a sense of contrast.
4. The suffering of the hero must not be senseless: it must have meaning.

6. In order to prepare students for reading the play, the teacher will introduce the characters on the first day of the unit.

Characters:
Hamlet, Prince of Denmark
Son of the dead King Hamlet and nephew to the present ruler of Denmark. He has returned to Elsinore because of his father’s death.

Claudius, King of Denmark
Hamlet’s uncle who succeeded his brother to the throne and married his brother’s wife.

Gertrude
Queen of Denmark and mother of Hamlet.

Polonius
Elderly Lord Chamberlain and counselor to Claudius.

Horatio
Peer and loyal friend of Hamlet.

Laertes
Polonius’ son, student at the University of Paris.

Ophelia
Obedient daughter of Polonius and sister of Laertes

Fortinbras
Prince of Norway who has also lost his father
VI. Day 2

Title: Something’s Rotten…

Time: 90 min

Materials:

- Journal directions
- HW quiz
- Understudy handout

Procedures:

1. Class will begin with the following response prompt: Given the information discussed yesterday about Shakespeare and the Renaissance Theater, would you be a theater “goer” in Shakespeare’s time? Why or why not?

2. Students will take a quiz on the homework, Act I Sc. 1.
   a. In what country is the action taking place? Denmark
   b. Who is the ghost who appears in scene one? The late King Hamlet
   c. Who does Horatio think the ghost will speak to? Young Hamlet

3. The class will review Act I, Scene I by going over the quiz questions.
   - P. 1075 ln 84, make known it is King Hamlet not prince Hamlet
   - What does Horatio believe to be the reason the ghost has appeared? P. 1076
     o Young Fortinbras wants to get the land back that his father lost
   - Review: Ghost has come to warn but won’t speak. They go get Hamlet to tell him of the ghost

4. Students will volunteer to be a character for the remainder of the play. Students not assigned a character will be an “understudy” for one of the characters and be asked to fill out the understudy handout as we read the play. In-class reading Act I, scenes 2-3.

   Scene II.
   - P.1079 ln 65. What is Hamlet’s interaction with Claudius like?
   - Interpret the Queen’s response. What is your reaction to her?
   - P. 1084 ln 246. Why does Hamlet not want to tell anyone?

   Scene III.
   - What is Laertes warning to Ophelia?...be careful
     o Ln 29 “Then weigh what loss your honour may sustain”
   - Hamlet can’t choose his wife and no one will have her if she is the desire of the Prince
   - What is her response to her brother?...follow your own advice
   - Polonius’ advice to son p. 1086 ln 78 “This above all..”
   - What is the best advice you have been given? Why?
• Gender roles. What is Hamlet allowed to do that Ophelia is not?

5. Students will be given the journal entry prompts and we will discuss the requirements together.
   • One page typed
   • At least one direct quote using proper in-text citations
   • MLA heading in left hand corner

6. Homework: Read Act I, Scenes 4-5
VI. Day 3

Title: Understanding Character Relationships

Time: 90 min

Materials:
- HW quiz
- R/S guide

Procedures:
1. Class will begin with the following response prompt: Does Hamlet believe he has a purpose in life? If so, what is it? If not, why is this reasoning? What do you feel your purpose in life is right now?
2. Students will take a quiz on Act I, Scenes 4-5.
   a. Does Hamlet speak with the ghost?
   b. What does the ghost want Hamlet to do?
   c. Who killed King Hamlet?
3. Review of Act I with discussion.
   Scene IV.
   - Ghost beckons Hamlet
   - Ln 89 “Something is rotten in the state of Denmark”
   Scene V.
   - Hamlet could not repent before his sins were pardoned
   - P.1095 Ln 165-175: says he will feign madness
   - P.1096 Ln 190: Does Hamlet believe this is his purpose in life?
   Themes: Revenge, Disguise begins
4. Pass out the relationship guide and complete the King Hamlet box with students.
   Students complete relationship handout in pairs. Then the class makes a master guide.
5. In-class reading Act II (all).
   Scene I.
   - Polonius doesn’t trust his son. Sends Reynaldo to spy on him.
   - Ophelia tells of Hamlet’s madness. She and Polonius believe he is in love with her..is he?
   - Themes of Disguise- Reynaldo and Hamlet
   Scene II.
   - P.1102 Ln 95 “more matter, with less art.” What does the Queen mean by this?
     o Facebook story. Same plot but mood, tone, character is taken out.
   - P.1104 Hamlet’s interaction with Polonius
     o By feigning madness is he acting unlike himself or as Polonius advises Laertes, being true to himself?
• P.1106 R & G. Theme disguise but they don’t keep it a secret. Why?
• P.1112 Hamlet’s soliloquy. Like the actor, will Hamlet become so affected by his own play (madness)?
• Hamlet will wait to take revenge until he sees the King’s reaction to the play.
• Themes: Revenge and Disguise go hand in hand.

Homework: Journal 1
Active Reading Relationship Guide

Hamlet Act I

All the major characters of Hamlet emerge in the first act. After reading act I, focus on Hamlet’s developing relationships with the characters listed below. In each box state the relationship between Prince Hamlet and the character named and then describe the feelings that the prince has toward that character.

King Hamlet
R/S: father
Feelings:
  - Grief
  - Respect
  - Loyalty

Claudius
R/S: uncle and stepfather
Feelings:
  - Suspicion
  - Anger
  - Mistrust

Gertrude
R/S: mother
Feelings:
  - Disapproval
  - Disgust
  - Anger

Ophelia
R/S: girlfriend, daughter of Polonius
Feelings:
  - Disrespectful
  - Insensitive toward her feelings

Horatio
R/S: friend
Feelings:
  - Friend
  - Respect
  - Trust
VI. Day 4

Title: “To thine own self be true”

Time: 90 min

Materials:
- HW quiz

Procedures:

1. Collect Journal 1 as class responds to the following prompt: From what you know about the characters, which character is most important in Hamlet’s life? Most aggravating? Who is the most important person in your life? Why?
2. Students will take a quiz on Act II.
   a. What does Polonius believe to be the source of Hamlet’s lunacy? He’s in love with Ophelia
   b. Listening question, who said what in the discussion yesterday?
3. Finish reading Act II if necessary then read Act III, scene 1.

   Scene I.
   - “to be or not to be” – fear of unknown after death that prevents humans from escaping misery on earth by taking own lives
   - Hamlet now rejects Ophelia. She still praises him though.
   - King doesn’t believe Hamlet is entirely mad and wants to send him to England.
   - P.1118 ln 180 “Madness in great ones must not unwatched go”
4. Individually, have students write the following phrase on a piece of paper: “To ____________ or not to ______________.” Then have students fill in the blanks with their own question. Ex: To study or not to study. Students will pass their own paper to the next student who will write one line of the soliloquy to match the question. Continue passing along until each soliloquy has ten to fourteen lines. Share soliloquies with class.

Homework: Journal 2, Read Act III, scene 2
VI. Day 5

Title: The Trap

Time: 90 min

Materials:
- HW quiz

Procedures:
1. Collect Journal 2 as class responds to the following prompt: If you could stage a play to “catch” someone (as Hamlet does Claudius), who would it be for, what would it be about, and what would you do with the reaction?
2. Homework quiz and discussion:
   a. Who does Hamlet ask to observe his uncle during the play?
   b. What is the title of the play?
   c. How does the King react to the play?
   d. What inspires Hamlet to carry out his plan?

   Scene II.
   - Play within a play. Confirms the ghost.
   - Mother wants to speak to Hamlet - will verbally attack her, not physically

3. In-class reading Act III, scenes 3-4

   Scene III.
   - King begs for forgiveness for the murder from God
   - Hamlet does not kill Claudius because he is at prayer and his soul will go to heaven unlike his father’s

   Scene IV.
   - Kills Polonius
   - Hamlet berates mother (compares Hamlet and Claudius- Bush article?)
   - Ghost appears to remind him of his purpose

Homework: Read Act IV, scenes 1-4
VI. Day 6

Title: The Fair Ophelia

Time: 90 min

Materials:
- Ophelia paintings
- Example obits

Procedures:
1. The students will respond to a prompt unrelated to Hamlet: TBD.
2. Students will take a quiz on the previous day’s reading.
   a. Who does Laertes believe killed his father?
   b. What is the plan to kill Hamlet?
   c. What is the backup plan to kill Hamlet?
3. In-class reading Act IV, scenes 5-7 and discussion.

Scene I.
- Claudius decides to send Hamlet away

Scene II.
- Hamlet mocks them with insults, puns, and black humor

Scene III.
- Hamlet to be killed in England

Scene IV.
- Meets up with Norwegian Army and is inspired to carry out his plan of revenge

Scene V.
- Ophelia mourning over her father’s death “dead and gone”
- Who is Ophelia? What is her identity? With Polonius and Hamlet gone does she have an identity? How are Ophelia and Hamlet similar?
- Laertes comes to kill Claudius for his father’s murder and finds Ophelia mad
- Claudius will reveal Polonius’ killer if Laertes will revenge him

Scene VI.
- Horatio receives pirate letter from Hamlet

Scene VII.
- Claudius and Laertes plan the duel: Poisoned sword and drink
- News of Ophelia’s death. Was it purposeful? Connect back to Hamlet’s soliloquy, “to be or not to be” Did Ophelia choose not to be or was it her madness?

3. Students will view and discuss Ophelia paintings online.
a. How does the Millais painting compare to the text?
b. What is the expression on her face? Why do you believe this?
4. In groups of 3, students will write Ophelia’s obituary using the text and the painting as inspiration. The class will discuss what constitutes an obituary and what should be included in the assignment.
5. Groups will share their obituaries with the class.

Homework: Journal 3, Read Act V, Scene 1
VI. Day 7

Title: A Challenge

Time: 90 min

Materials:
- Essay directions
- “Shakespeare in the Bush”

Procedures:
1. Collect Journal 3 as students respond to the following prompt: Who would you take to the senior prom? Ophelia or Edna? Hamlet or Robert?
2. The class will finish presenting their obituaries.
3. In-class reading and discussion of Act V.

Scene I.
- Hamlet and Horatio come upon the grave diggers. Then Ophelia’s funeral. Hamlet truly does love Ophelia, but he played her with his act of madness.

Scene II.
- Hamlet tells Horatio he switched the letters and had R & G killed.
- Osric tells Hamlet of the duel made between him and Laertes and Hamlet agrees
- The Duel-Gertrude drinks the poisoned cup
- P.1170 ln 265 Laertes has 2nd thoughts about killing Hamlet, “And yet ‘tis almost ‘gainst my conscience”
- Queen dies. King dies. Laertes dies.
- All that are left are Horatio and Fortinbras. Both were true to themselves:
  - Horatio- true to his friend Hamlet and to justice
  - Fortinbras- to the honor of his country and his name
  - Everyone else involved in trickery, deceit, and disguise

4. Handout final essay directions and explain.

Homework: Journal 4, Read “Shakespeare in the Bush,” work on final essay
VI. Day 8

Title: Interpretations of the Text

Time: 90 min

Materials:
- “Lady of Shalott”

Procedures
1. Collect Journal 4 as students respond to the following prompt: How is the West African interpretation different from our interpretation of Hamlet? Do you agree that “people are the same everywhere” as stated by the old man?
2. Finish reading and discussing Act V.
   - How did the West African tribe respond to Hamlet?
   - How does Laura respond to their corrections for the play? Show her changes in the text.
     - Paragraph 2-“I protested that human nature I pretty much the same the whole world over.”
     - Paragraph 5-“I was quite sure that Hamlet had only one possible interpretation, and that one universally obvious.”
     - P.7 paragraph 9-“it no longer seemed quite the same story to me.”
4. Is there one interpretation of Hamlet? What is there then?
   - No! But there are universal themes/qualities
5. What does this tell us about other pieces of literature?
   - Discuss literary canon and how it changes. What people deem as important/universal changes with time and customs.
6. Why is Shakespeare still canonized?

Homework: Final essay, Read “Lady of Shalott”
VI. Day 9
Title: Wrapping Up

Time: 90 min

Materials:
- Facebook example
- R/S guide
- “Lady..” paintings
- Loreena McKennitt video

Procedures
1. Students will respond to the following prompt: Now that we have finished reading the play, create a facebook news feed that summarizes *Hamlet*.
2. Students will revisit their relationship guide and fill in where necessary. Students will also add in how the relationship has changed over the course of the play.
3. Students will view “Lady…” paintings in groups and use cropping tools to answer the following questions. Each student will be responsible for their own question in the group.
   a. Crop to show what first caught your eye. Why did you notice this part?
   b. Crop to show who or what this image is about. Why is this person important?
   c. Crop to show tension or a problem. Do you see other problems?
   d. Crop to show the most important part of the image. Why is this important?
   e. Crop to a clue that you have a question about. What is your question?
   f. Crop to the part of the image that speaks to you. Is it asking a question or giving an answer?
   g. Crop to the part of the image the creator thinks is the most important. How did the creator draw attention to this part?

   Go over each painting as a class asking each group to answer their question aloud.
   Compare the paintings and come to a conclusion of who the woman in the painting is.

4. Next, reread the poem as a class.
   a. Where is she and what is her situation?
   b. What are her feelings?
   c. What leads her to leave the tower?
   d. How does she come to her end?
   e. What is her curse? Literally? Symbolically? – comparisons to Ophelia and artists

5. The class will listen to Loreena McKennitt’s musical version of the poem.
VI. Day 10

Title: Post Test

Time: 90 min

Materials:
- Post Test

Procedures
1. Collect final essay as students respond to the following prompt: Compare Ophelia and the Lady of Shalott. Who suffers more before her death?
2. Students take post test and turn in final essay.
Getting to Know Your Character

Name________________________
Understudy for_______________________

1. What does your character look like? Give a physical description.

2. What is your character’s background?

3. How does your character respond in social situations?

4. How is your character liked or disliked by the rest of the characters?

5. What strengths does your character have?

6. What weaknesses does your character have?

7. If you were in a production of Hamlet, would you want to have this role? Why or why not?
**Response Prompts:** Each class period will begin by students responding to the day’s prompt which is written on the board. The response must be between half a page and a full page. The responses will be briefly discussed in class and collected every Friday to be graded.

1. Discuss what you already know about Shakespeare and his works. Shakespeare was classified by writer Ben Jonson as “not of an age, but for all time.” What current writer/filmmaker/producer (last 50 years) do you see as also having this title? What makes his/her work lasting?

2. Given the information discussed yesterday about Shakespeare and the Renaissance Theater, would you be a theater “goer” in Shakespeare’s time? Why or why not?

3. Does Hamlet believe he has a purpose in life? If so, what is it? If not, why is this reasoning? What do you feel your purpose in life is right now?

4. From what you know about the characters, which character is most important in Hamlet’s life? Most aggravating? Who is the most important person in your life? Why?

5. If you could stage a play to “catch” someone (as Hamlet does Claudius), who would it be for, what would it be about, and what would you do with the reaction?

6. Unrelated to Hamlet

7. Who would you take to the senior prom? Ophelia or Edna? Hamlet or Robert?

8. How is the West African interpretation different from our interpretation of Hamlet? Do you agree that “people are the same everywhere” as stated by the old man?

9. Now that we have finished reading the play, create a facebook news feed that summarizes *Hamlet.*

10. Compare Ophelia and the Lady of Shalott. Who suffers more before her death?
Ophelia Obituary Notes and Example

The basic obituary usually includes:
--Full name of the deceased
--Age
--Date of Birth
--City and state of residence where they were living when they passed away
--Name of significant other (alive or deceased)
--Time, date and place of viewing, burial, wake and memorial service arrangements--If you don't have this information yet, you can always write something like, "funeral arrangements are being made by ABC Funeral Home and will be announced at a later date."

Other things you might want to include:
--City and state of birth
--City and state of other residences--You may want to include this if: most of the person's life was spent living in a different place from where they died, they lived in a town or city that was important to them or if they were well known or did something notable in a previous town.
--Parents' names and residences--Some people only include these if they're still alive, but others give tribute to a deceased parent (ex: "daughter of the late John Smith").
--Children, grandchildren and great-grandchildren's names and residences--If this list gets too long, you can eliminate the names and locations (ex: "five grandchildren and 10 great-grandchildren").
--Other family members (nieces, nephews, aunts, uncles, etc.) and special friends-- Again, this can make your obituary quite long (and can get political if you include some names, but not others), so you may want to leave these people out unless you have a small family or are prepared to pay for a costly obituary.
--Special pets
--Activities--Include churches, clubs, organizations, volunteer groups, hobbies and other things that were important to your loved one.
--Vocation and places of employment
--Notable accomplishments
--Degrees and schools attended
--Military service
--Date of marriage
--Personality traits and anecdotes
--How they died--Most people don't include this information, but it's up to you. Use good judgment, especially if the death was gruesome, involved illegal activity or was a suicide. However, if someone died while in the war or during a major catastrophe, you may want to include that information.
--Where people should make a memorial contribution. If you'd rather people not send flowers, tell them where they can make a contribution. Again, think about what your loved one, not you, would want.
Here's a sample obituary
Mary Jane Smith, 88, of Miami, died Wednesday.

She was born to the late Donald and Rita Green, Nov. 11, 1919, in Savannah, Ga. Mary graduated from Memorial High School in 1938 and received a BA in English from the University of Georgia in 1942. She married the late John Smith in 1943, and they lived together in Athens, Ga., before relocating to Miami in 1960.

Mary was a high school English teacher until she retired in 1984 and was passionate about making a difference in the lives of her students. She founded the Miami Reads program for underprivileged children in 1968 and was honored with the Dade County Teacher of the Year award in 1966 and 1970.

Mary was an active member of First Baptist Miami Church, Miami Rotary Club and the Dade County Book Club. She loved to travel, and took 20 cruise trips with her husband in her lifetime.

Mary is survived by four children: Jane Doe and Samantha Andrews, of Ft. Lauderdale; Jennifer Brown, of New York City; and Mike Smith, of Miami. She also is survived by eight grandchildren and two great-grandchildren.

In lieu of flowers, the family is requesting that donations be made out to Miami Reads.

A viewing will be held at 7 p.m. Friday at Green Family Funeral Home. Burial will be held at 1 p.m. Saturday at Oakland Cemetery.

http://howtowrite.weebly.com/how-to-write-an-obituary.html
Active Reading Relationship Guide

Hamlet Act I

All the major characters of Hamlet emerge in the first act. After reading act I, focus on Hamlet’s developing relationships with the characters listed below. In each box state the relationship between Prince Hamlet and the character named and then describe the feelings that the prince has toward that character.
VIII. Culminating Activity

Hamlet Essay

Directions for Final Essay: For this essay, analyze a character from Hamlet as well as yourself and apply the theme of appearance vs. reality.

Read back over Act I scene 3 where Polonius is giving advice to his son Laertes. One of his final thoughts to his son is “this above all to thine own self be true.” Choose one character from the play and explore how he or she does or does not follow this advice. Is the character true to him or herself? Does he/she appear to act truthful in character but is, in reality, not truthful? Does reality force the character to put on a separate façade? Also apply the quote to your own life. Are you true to yourself in the way you think and act? Can you identify with the character you have chosen? What is the difference between appearance and reality and how does this affect being true to oneself?
IX. Assessment, Evaluation, Grading

Graded Assignments:
Journal Entries
Final Exam
Final Essay

Classwork:
Participation in class discussions/daily quizzes
Relationship Handout
Ophelia’s Obituary

Effectiveness of Unit:
- Through each journal response I will evaluate how well the students explore the themes presented in that act and how they connect them to their own lives.
- Through the final exam I will evaluate how well my presentation was of the play and whether or not the class discussions were fruitful.
- Through the final essay I will evaluate how well students connect with the play and how well they can present their own ideas to an intended audience.
Journal Entry Directions: For each entry use the description box as a guideline for your response. Each entry must be one page in length with at least one direct quote from the text that is incorporated into the response. (25 points each, 100 total)

Journal 1: Looking at gender roles of Hamlet and Ophelia or Laertes and Ophelia, compare her plot in life to Edna Pontellier from The Awakening. How have gender roles changed from the 16th century to the late 19th century? Have they changed at all?

Journal 2: Is Hamlet’s appearance of madness helping him to enact his revenge on Claudius? Why or why not? How has madness impacted the identity of Hamlet as a character?

Journal 3: Assess the progress of Hamlet’s plot for revenge by creating a storyboard. Narrate each illustration with a short assessment.

Journal 4: Explore the theme of madness in Act IV. Compare Ophelia’s madness to Hamlet’s madness in Act II. Which madness is more dangerous?

Journal Entry Rubric

Name____________________________ Journal Entry____________________________

_____ (5 pts) Follows formatting guidelines: typed, double spaced, MLA format, length.

_____ (5 pts) Correct grammar and spelling usage.

_____ (5 pts) Uses a direct quote and successfully incorporates it into the response by explaining its meaning and purpose as it relates to the text.

_____ (10 pts) Addresses each aspect of journal prompt in a logically, well-written response. Provides analysis of text, discussion of universal themes, and personal reflection.

_____ Grade
Formative Assessments

Journal Entry Directions: For each entry use the description box as a guideline for your response. Each entry must be one page in length with at least one direct quote from the text that is incorporated into the response. (25 points each, 100 total)

Journal 1: Looking at gender roles of Hamlet and Ophelia or Laertes and Ophelia, compare her plot in life to Edna Pontellier from The Awakening. How have gender roles changed from the 16th century to the late 19th century? Have they changed at all?

Aligns with objectives 4.02, 5.01 (AP), and 5.01 (ENG IV).

Journal 2: Is Hamlet’s appearance of madness helping him to enact his revenge on Claudius? Why or why not? How has madness impacted the identity of Hamlet as a character?

Aligns with objectives 3.01 and 5.01 (AP).

Journal 3: Assess the progress of Hamlet’s plot for revenge by creating a storyboard. Narrate each illustration with a short assessment.

Aligns with objective 5.01 (AP).

Journal 4: Explore the theme of madness in Act IV. Compare Ophelia’s madness to Hamlet’s madness in Act II. Which madness is more dangerous?

Aligns with objectives 3.01, 5.01 (AP), and 5.01 (ENG IV).
Journal Entry Rubric

Name_________________________________  Journal Entry______________________________

____(5 pts) Follows formatting guidelines: typed, double spaced, MLA format, length.

____(5 pts) Correct grammar and spelling usage.

____(5 pts) Uses a direct quote and successfully incorporates it into the response by explaining its meaning and purpose as it relates to the text.

____(10 pts) Addresses each aspect of journal prompt in a logically, well-written response. Provides analysis of text, discussion of universal themes, and personal reflection.

_____Grade

Journal Entry______________________________

____(5 pts) Follows formatting guidelines: typed, double spaced, MLA format, length.

____(5 pts) Correct grammar and spelling usage.

____(5 pts) Uses a direct quote and successfully incorporates it into the response by explaining its meaning and purpose as it relates to the text.

____(10 pts) Addresses each aspect of journal prompt in a logically, well-written response. Provides analysis of text, discussion of universal themes, and personal reflection.

_____Grade
Journal Entry________________________

_____ (5 pts) Follows formatting guidelines: typed, double spaced, MLA format, length.

_____ (5 pts) Correct grammar and spelling usage.

_____ (5 pts) Uses a direct quote and successfully incorporates it into the response by explaining its meaning and purpose as it relates to the text.

_____ (10 pts) Addresses each aspect of journal prompt in a logically, well-written response. Provides analysis of text, discussion of universal themes, and personal reflection.

_____ Grade
Reflection of Unit

For future uses of the unit plan, I would like to spend more time on the language of Shakespeare. I found that on the post-test most students commented that the language was a downfall of the play. I would like to create an activity that focused on Early Modern English and have a mini-lecture on how language changes overtime. I was not aware of the difficulty students were having while we were reading the play because they were able to discuss the plot and themes of the play. I feel that having an appreciation for the language would have led them to enjoy the reading of the play more than they did.

Activities that were particularly enjoyable and engaging for the students were the “To ____ or not to _____” soliloquy, the “Lady of Shalott” reading and discussion, and the in-class discussions. Perhaps I will assign more out of class reading to allow for more in-class discussion. While students struggle with language, the out of class reading assignments were small and not very difficult scenes.

I do not see this unit plan being used in a standard class; however, it would be good for any advanced level class. In an honors course I believe there would be less stress over the amount of work required in the unit compared to the AP course, and it would be interesting to compare the two classes to see which activities were more or equally successful.