



HAMLET

CALENDAR & NOTEBOOK

In ninth grade, we read the tragic love story, *Romeo and Juliet*. In tenth grade, you either read about bloody betrayal in *Julius Caesar* or “crazy stupid love” in *A Midsummer Night’s Dream*. This year, you are going to read the play that is often considered to be Shakespeare’s greatest. *Hamlet* is a tale of madness, betrayal, revenge, and murder. Many of Shakespeare’s most memorable lines and passages derive from this play, and it has been the foundation for many contemporary works of literature and film. As seniors, you will be reading *Hamlet* independently, using class discussions and outside resources for assistance. Take note of the following quiz calendar; feel free to read ahead.

READING/QUIZ CALENDAR

Tuesday, November 29:	quiz over Act I
Thursday, December 1:	quiz over Act II
Monday, December 5:	quiz over Act III
Wednesday, December 7:	quiz over Act IV
Friday, December 9:	quiz over Act V

Helpful Hint: If you forget or misplace your copy of *Hamlet*, or prefer to use an eReader, just Google it—it is freely available online in many different formats.

As you read *Hamlet*, you will compile a *Hamlet* notebook that will be due at the completion of our unit. This notebook will contain the following items, and their various assignment descriptions will be given in class the day that they are assigned. This work will be assigned in class throughout the unit but will not be scored until the final notebook is turned in. Below is a rubric for the notebook assignments.

NOTEBOOK RUBRIC

#1: Setting Captions	assigned Nov. 29	25 points
#2: Character Chart	assigned Dec. 1	25 points
#3: Diction Analysis	assigned Dec. 5	25 points
#4: Venn Diagram	assigned Dec. 7	25 points
#5: Figurative Language	assigned Dec. 9	25 points
#6: Film Comparison	assigned Dec. 13	25 points
#7: Emotional Flow Chart	assigned Dec. 1	50 points
COMPLETED NOTEBOOK	DUE December 15	200 points

EXTRA CREDIT: You may complete an additional notebook assignment (#8: The Madness of Prince Hamlet) for up to 20 extra credit points—that’s one full letter grade on the notebook.

NOTEBOOK ASSEMBLY

Your *Hamlet* notebook should be bound in a secure way, preferably in a small (¼-inch) binder or three-pronged folder. (Ask if you need help with this.) It should be neat in its appearance and organization. All written assignments should be typed; graphic assignments should be completed to the best of your artistic ability and presented in “final draft” form. The contents of your notebook should be presented in the order in which they are listed on this handout. The front of your notebook should be labeled “*Hamlet* Notebook” and should include your name/class period; illustration or decoration of your notebook is recommended but not mandatory. Loss of points (up to a full letter grade in value) may occur for sloppy, unbound, and/or disorganized notebooks.

ITEM #1: SETTING CAPTIONS

Please draw four scenes: Act I, Scene I; Act I, Scene II; Act I, Scene III; Act I, Scenes IV & V (together).

- You need to **illustrate the indecision of the central character of the scene.**
- Use one quote from each scene as a footnote to describe what you drew.
- Be sure to give MLA-style line number credit to the quote. (Example: **Ophelia, I.ii.52-53** → "Ophelia" refers to the character, "I" refers to Act I, "ii" refers to Scene II, and "52-53" refers to the **line** numbers—NOT the page numbers!)
- Each scene should be depicted on blank, unlined paper and should be approximately 8.5"x11". Color or shade your artwork—grade will be earned based on what you draw, not how you draw it, but making it attractive doesn't hurt! :)

ITEM #2: CHARACTER CHART

Please create a chart (see below) that provides information on each of the listed character. Fill in the details regarding their presence in the play.

CHARACTER	RELATIONSHIP TO HAMLET	MOTIVATION	CHARACTER DESCRIPTION	IMPORTANT LINES (2)
Ghost				
Claudius				
Gertrude				
Polonius				
Ophelia				
Laertes				
Rosencrantz & Guildenstern				

ITEM #3: DICTION ANALYSIS

Choose between Hamlet's famous passage (III.i.64-98) or Claudius's famous passage (III.iii.40-76) and summarize the passage in your own words.

Next, choose ten words or phrases from the passage and describe how the specific word choice (diction) affects the tone and meaning of the passage.

This discussion of tone should be at least one full page typed and should be filled with original claims and data.

ITEM #4: VENN DIAGRAM

In Act IV, obvious comparisons can be made between Hamlet and Fortinbras, and Hamlet and Laertes. Please design a Venn diagram that compares Hamlet to either of these men. You need to have at least 10 points of comparison. This document may be produced digitally or by hand but should be of neat "final draft" quality on unlined paper in your notebook.

ITEM #5: FIGURATIVE LANGUAGE ILLUSTRATION

Choose any line of figurative language from the play (hyperbole, simile, metaphor, personification, etc.) and illustrate that line in an 8.5"x11" drawing. Your drawing should visually depict the figurative language. For example, if you chose the line, "now to my mother....I will speak daggers to her" (Hamlet, III.ii.392-396), you could draw a picture of daggers flying out of Hamlet's mouth and stabbing his mother's soul. Include the line from the play, appropriately cited.

As usual with art-related activities, you will be graded on *what* you draw more than *how* you draw it; however, I will be looking for clear effort and creativity on this assignment. Use color and/or shading to increase artistic value. You may create your illustration by hand, or you may use digital media to create it. If you have a cool, off-the-wall idea for this assignment, please ask!

ITEM #6: FILM COMPARISON

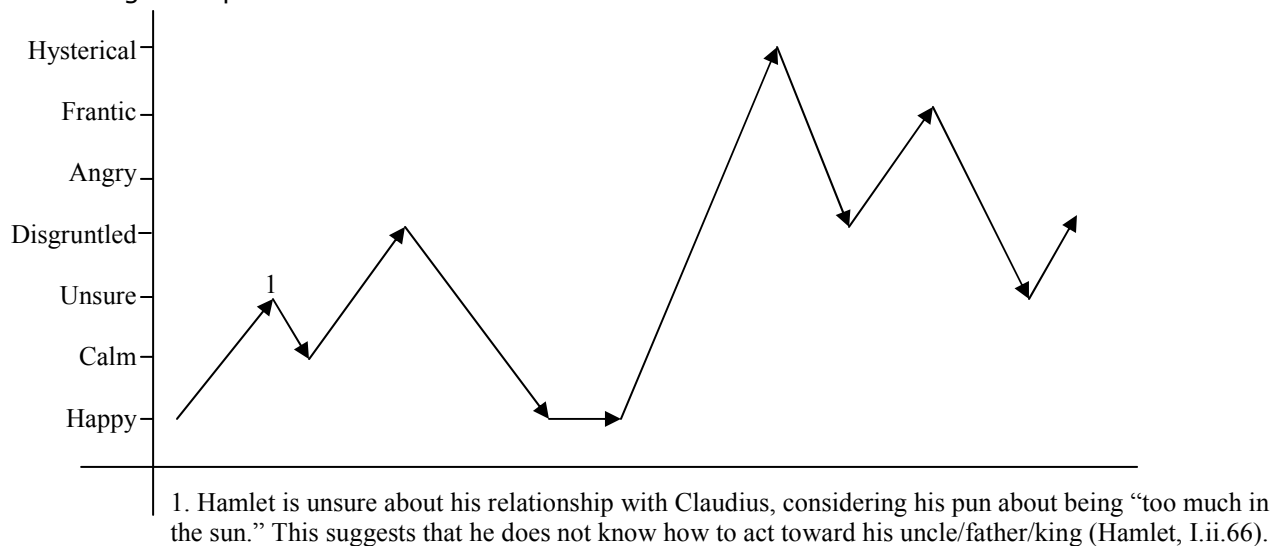
In class, we will watch three scenes from *Hamlet* adaptations. The scenes include the opening throne scene from the Mel Gibson adaptation, the “to be or not to be” soliloquy from the Kenneth Branagh adaptation, and the closing death scene from the Ethan Hawke adaptation.

For each scene, you will write a one-page analysis of the way that the adaptation develops a certain aspect of visual storytelling:

Gibson: **characterization** in the opening throne scene
Branagh: **dramatic contrast** in the soliloquy scene
Hawke: **visual images** in the closing death scene

ITEM #7: EMOTIONAL FLOW CHART

One of the most important discussions concerning the play is Hamlet’s motivation. Throughout your reading you will be working on a chart of Hamlet’s actions and their relation to his emotional state. You will be required to give ten actions with correlating quotes that support your placement of the action and its place on the chart. Look at the following example:



You may NOT use the example I have used above.

Continue tracking actions and motivations for ten items. Each item and relative discussion—including a **cited** quotation or piece of data—is worth five points, for a total value of 50 points. Your chart/graph needs to be presented in your notebook and needs to be created in an easy to read, neat manner. Be creative—it does not need to look like the example! You also need to be certain that you are offering up original work; if your chart looks just like another student’s, you will both lose credit. Be original!

ITEM #8: THE MADNESS OF PRINCE HAMLET

This is an extra credit assignment and is not a required component of your *Hamlet* notebook.

One of the most long-enduring controversies in Shakespearean literature is whether Hamlet is actually crazy, or if he is just pretending. Believe it or not, there is a great deal of scholarly writing out there on the subject! (And yes, I’ll notice if you use someone else’s essay that you find online! Don’t try it!)

For this assignment, I would like you to take a stand on one side or the other of the issue. Using claim, data, and warrant, construct a solid argument as to whether or not Hamlet is actually insane. Your data should include quotations and events from the text of the play; all of these should be correctly cited. You are also encouraged to reference (and cite, if used) the “Hamlet on the Couch” article, found on my website (see back of packet).

Is this a formal essay? It can be. It could also be an infographic, an illustrated chart, a talk show script... anything that you can put inside your notebook. (You may create something multimedia—just burn it to CD and include it in a pouch or CD envelope in your notebook.)

HELPFUL ONLINE RESOURCES

<http://www.mrsbaker.net>

Under Senior English, click on Shakespeare Resources for links to helpful websites as well as digital copies of all assignments, etc., completed for this unit

<http://shakespeare-navigators.com/hamlet/SceneTextIndex.html>

The complete text of *Hamlet*, with line numbers, in case you forget or misplace your copy. (There are many other versions out there—just make sure to use one with line numbers so that you can cite, if necessary.)

<http://www.learnoutloud.com/Free-Audio-Video/Literature/Drama/Hamlet/34827>

Free, downloadable audiobook version of *Hamlet*—listen as you read along.

<http://nfs.sparknotes.com/hamlet/>

No Fear Shakespeare—side-by-side translation of *Hamlet* into contemporary English.

<http://shakespeare.yippy.com/>

A search engine to find Shakespearean quotes if you forgot to jot down the citation.

<http://youtu.be/t0CqUTmwKiM>

Video summary of *Hamlet*.

<http://www.bbc.co.uk/archive/hamlet/>

Actors discuss playing the role of *Hamlet* in short podcasts—great insights into the character from a theatrical standpoint.

<http://shakespeare.palomar.edu/playcriticism.htm#Hamlet>

Academic criticism (analysis) of *Hamlet*—great “deeper thinking” reading if you really want to dig in and be an expert in all things *Hamlet*!

<http://www.shakespeare-online.com/>

A seemingly comprehensive website packed full of great Shakespeare resources and study assistance.

<http://www.shakespeare-online.com/biography/index.html>

All about William Shakespeare... including articles about the authorship and sexuality controversies.

<http://www.bardweb.net/man.html>

Biography of William Shakespeare.

<http://www.kli.org/stuff/Hamlet.html>

The Klingon Hamlet. Yes, seriously.

<http://users.elite.net/lkfaunt/DJHamlet.html>

The “Dick and Jane” *Hamlet*: when Cliffs Notes just aren’t short enough!

<http://www.petelevin.com/shakespeare.htm>

Ye Olde Shakespearean Insult Kit

<http://www.ojohaven.com/fun/shakespeareisms.html>

Phrases we still say today that were coined by Shakespeare.

Savage Chickens

by Doug Savage



www.savagechickens.com