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## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS .....

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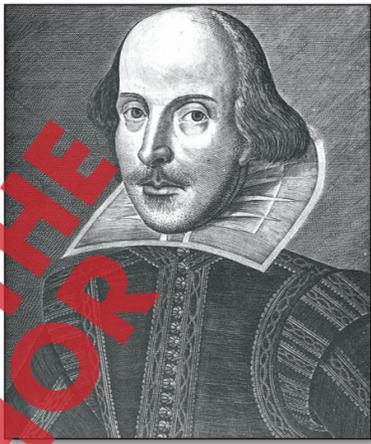
**FREE!**





# William Shakespeare

**W**illiam Shakespeare is the best-known playwright in the English language. He was born on or about the 23rd of April, 1564 in Stratford-Upon-Avon, Warwickshire. His father — John — was a wealthy local businessman and his mother — Mary — was the daughter of a landowner. He was one of eight siblings and the eldest surviving male.



Little of his formal education is known beyond his attendance at a local grammar school.

William married an older woman — Anne Hathaway — when he was only eighteen years old. They had three children: Susanna, and twins Judith and Hamnet. The son — Hamnet — died in childhood. He worked as an actor, director, and playwright in London as part owner of a troupe of players known as The Lord Chamberlain's Men (later the King's Men). He retired in 1613 to Stratford where he died on his fifty-second birthday in 1616.

Shakespeare's plays have been studied more than any other writing in the English language. From the early 1590s until his retirement in 1613, Shakespeare wrote 38 plays, collaborated on as many as seven others, and wrote 154 sonnets as well as some longer poems.

### Did You Know?

- Because so little of his education is known, there is speculation that he was not, in fact, the author of any of the works ascribed to him.
- No contemporary description of Shakespeare's appearance survives. The best-known likeness of him is called the Droeshout engraving (pictured above), which the contemporary playwright Ben Jonson attested was a good likeness of him.
- One of the plays co-authored by Shakespeare — Henry VIII (with John Fletcher) — was written ten years after the death of Henry's daughter Elizabeth I. On June 29, 1613, the night of its first performance at the Globe theater, the theater burned to the ground.



# Act One, Scenes 4 and 5

Answer the questions in complete sentences.

1. If you heard a rumor that a loved one's death was murder, would you investigate yourself? Why or why not? What does this reveal about Hamlet's character?  
\_\_\_\_\_
2. Would you seek the advice and help of friends in your investigation of your loved one's death? Explain your reasoning.  
\_\_\_\_\_

### Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	season	Motionlessly entombed	A
2	draughts	Anything; whatever	B
3	censure	Evil; wicked	C
4	inured	Strong or vehement expression of disapproval	D
5	waxes	Increases in extent, quantity, intensity, power, etc.	E
6	combined	Time	F
7	adulterate	Change position	G
8	aught	Unchaste	H
9	pernicious	The act or an instance of drinking; a gulp or swallow	I
10	remove	Interconnected and joined	J



# Act One, Scenes 4 and 5

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Hamlet is angry at Claudius for not inviting him to drink with him.
- T F b) When Hamlet first sees the ghost, he asks it whether it is of heaven or of hell.
- T F c) Marcellus and Horatio beg Hamlet not to follow the ghost away from them.
- T F d) Hamlet's friends resolve not to follow him.
- T F e) Hamlet tells the ghost he does not want to hear about Purgatory.
- T F f) The ghost commands Hamlet to leave his mother out of his plans for revenge.

2. Number the events from 1 to 6 in the order they occurred in these chapters.

- a) The ghost will not tell of its time in Purgatory.
- b) Hamlet complains about his uncle's partying.
- c) Hamlet meets his friends on the battlements.
- d) The ghost warns Hamlet against harming his mother.
- e) Hamlet follows the ghost of his father.
- f) The ghost tells Hamlet that his (the ghost's) brother murdered him.



# Act One, Scenes 4 and 5

Answer each question with a complete sentence.

1. According to the ghost, what would happen to Hamlet, if he were to tell what Purgatory was like?  
\_\_\_\_\_
2. How did Hamlet respond when he was told that his father had been murdered?  
\_\_\_\_\_
3. Besides murder, of what else does the ghost of King Hamlet accuse Claudius?  
\_\_\_\_\_
4. How did Claudius murder King Hamlet?  
\_\_\_\_\_
5. What made the manner of King Hamlet's murder especially bad?  
\_\_\_\_\_
6. What was Hamlet's reply when Horatio and Marcellus asked what the ghost had said?  
\_\_\_\_\_

### Journaling Prompt

One day your best friend tells you the ghost of her father wants her to avenge his murder. In your journal, record the conversation as you imagine it would go. Include any emotion that you or your friend would feel throughout this conversation.



## Act 1

### What if there was no murder?

The death of Hamlet's father and his mother's hasty remarriage to his uncle caused Hamlet so much distress that he was borderline suicidal. All this before he was told that his father was murdered by his uncle.

Speculate: how might the story have gone differently if no ghost made an appearance to indict Claudius. Write a summary of how you think the story might have gone.



## Act 2, Scene 1

### Irrelevant to the Play?

It has been argued that this scene has no relevance to the play as a whole. However, careful examination shows that it reflects and may even be thought to summarize later events in the play.

Write a brief essay showing how the events in this scene mirror larger events later in the play. Consider the following when writing: Polonius' behavior regarding his son compared to his advice to Claudius regarding Hamlet; Hamlet's odd behavior with Ophelia; Hamlet's plans to discover the truth of the ghost's claims and his plans for revenge.



## Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

beshrew	calumny	credent	declension
distemper	drabbing	fardels	fast
mallecho	methinks	modesties	patience
porpentine	precurse	strumpet	rounds
unction	unsinewed	valenced	visage

d	j	e	l	g	h	d	s	r	b	i	o	h	b	s	r	a	w	a	v	w	a
f	f	g	r	b	t	a	s	f	y	s	q	d	w	c	m	c	i	s	b	z	l
d	j	e	l	g	h	d	e	b	g	d	x	s	r	v	a	f	l	f	p	a	o
f	g	r	b	t	a	s	f	f	d	o	o	o	d	a	n	c	i	s	b	z	i
w	i	e	l	g	h	d	e	f	e	p	m	u	r	f	s	v	v	e	v	e	k
j	j	d	l	g	h	d	e	b	c	r	e	u	a	r	w	r	r	q	r	q	u
u	h	u	l	g	h	d	e	a	l	e	t	b	v	o	v	v	e	v	e	j	
e	r	h	l	g	m	a	l	l	e	c	h	o	b	e	u	e	e	e	e	e	h
a	r	l	l	t	s	u	f	l	n	u	l	u	i	s	n	s	w	u	s	u	b
f	e	b	e	b	m	o	a	b	s	r	n	e	n	d	d	d	e	u	d	u	g
g	y	a	e	n	g	o	r	a	t	s	k	u	g	s	s	s	r	q	r	q	g
r	h	c	y	c	r	c	d	a	o	e	s	e	u	g	i	d	h	e	v	e	r
o	a	s	a	s	o	s	e	e	n	s	o	u	e	u	e	n	s	e	e	e	e
u	b	c	b	c	u	c	l	a	s	c	u	d	u	g	u	e	e	u	s	u	s
g	t	n	t	n	g	n	s	p	a	t	i	e	n	c	e	u	b	w	d	u	z
m	a	b	q	b	m	b	y	y	o	s	i	e	g	a	s	i	v	d	e	c	c
k	w	c	w	c	k	c	e	u	t	r	d	e	d	d	a	q	u	i	d	g	
s	r	o	r	o	s	o	o	e	d	h	p	d	s	a	l	e	q	u	i	j	
t	y	l	y	l	l	m	r	d	h	m	e	g	e	r	a	a	f	a	l	m	
w	u	h	u	h	w	p	h	y	y	a	f	u	n	c	f	i	o	n	a	e	l
r	q	u	q	u	s	l	a	r	d	h	m	c	g	t	r	a	a	e	r	q	o
v	e	m	e	r	n	n	l	a	r	d	e	m	i	a	i	e	q	d	v	e	i
e	e	s	l	h	n	l	a	r	d	d	f	o	g	i	b	n	b	e	e	e	u
s	u	q	l	h	n	l	a	r	d	h	m	i	a	e	g	q	e	r	s	u	h
d	u	f	e	f	e	h	y	y	a	f	o	g	i	b	e	q	c	d	u	y	
u	h	u	e	f	e	h	y	y	a	f	o	g	i	b	e	q	u	i	i	e	
l	r	k	y	k	d	d	g	e	u	v	o	l	r	f	r	a	a	e	q	n	d
i	d	l	h	n	l	a	r	d	h	m	i	a	e	g	q	p	w	d	a	l	g



## Comprehension Quiz

Answer each question in a complete sentence.

- Who first sees the ghost of Hamlet's father?  
\_\_\_\_\_
- What was Claudius' explanation for his hasty marriage to Gertrude?  
\_\_\_\_\_
- How did Claudius kill King Hamlet?  
\_\_\_\_\_
- What does the ghost command Hamlet to do?  
\_\_\_\_\_
- What does Polonius think is the cause of Hamlet's madness?  
\_\_\_\_\_
- To what does Hamlet compare Denmark?  
\_\_\_\_\_
- What is the name of the play performed in Hamlet?  
\_\_\_\_\_

SUBTOTAL: /15

## Hamlet's Madness

Hamlet seems normal when we first meet him, bar some bitterness amid his grief over his father's death. He determines to feign madness in order to ferret out the truth of his father's murder. However, as the play progresses, the madness of Hamlet seems less an act and more real. Discuss the stages of Hamlet's madness, trying to determine, scene by scene, whether or if Hamlet is actually losing his grip.

Act 1: Meeting the Ghost; the murder revealed.	Hamlet's State of Mind:
Act 2: Ophelia rejects Hamlet; Hamlet goes 'Mad'.	Hamlet's State of Mind:
Act 3: Murder Confirmed; missed opportunities for revenge.	Hamlet's State of Mind:
Act 4: Revenge at the cost of many lives.	Hamlet's State of Mind:

NAME: \_\_\_\_\_

After You Read 



## Act Three, Scenes 1 and 2

Answer each question with a complete sentence.

1. What does Gertrude say to Ophelia just before her meeting with Hamlet?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is Hamlet's soliloquy in Act Three, Scene 1 about?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What does Hamlet conclude about what comes after death?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How does Hamlet respond when Ophelia tries to return the gifts he has given her?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How does Hamlet respond to his mother's invitation to sit beside her to watch the play?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What does Hamlet see that convinces him of his uncle's guilt?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Imagine that you have betrayed a friend in a non-serious, but nasty way. Write a journal entry in which you go through a whole day where everything reminds you of the nasty thing you did. Be sure to include your emotions as you go through this day.

1.

Gertrude tells Ophelia that she hopes that Ophelia and Hamlet can patch up their romance so that Hamlet can get on with his life.

2.

Hamlet's soliloquy is on the nature of being and nothingness.

3.

Hamlet hopes that death is the end, but fears that it is not.

4.

Hamlet denies ever having given her any gifts or ever loving her.

5.

Hamlet instead lies at Ophelia's feet to watch the play.

6.

Hamlet watches his uncle order the play stopped when he sees the player King murdered in the manner in which the ghost told Hamlet he himself was murdered by Claudius.

25

1.

Answers will vary.

2.

Answers will vary.

### Vocabulary

1. c

2. a

3. d

4. b

5. c

6. a

26

1.

a)  C

b)  A

c)  D

d)  D

e)  B

27

1.

The ghost forbade Hamlet to harm Gertrude in any way. Answers will vary.

2.

Claudius began to suspect that Hamlet knew what the King had done and was afraid for his life.

3.

Claudius was unwilling to give up what he had gained by murdering his brother.

4.

Polonius advised Gertrude to be blunt in dealing with her son.

5.

Hamlet compares Claudius to an infection in King Hamlet's ear. This is significant because Claudius poisoned King Hamlet through his ear.

6.

Gertrude says she had forgotten.

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EASY MARKING

ANSWER

KEY

## Hamlet

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- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** 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.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** 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.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** 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.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
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- **WS.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WS.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.