

Student Packet

Grades 9–12

Hamlet

William Shakespeare

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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HAMLET

by
William Shakespeare

Student Packet

Written by
Gloria Levine, M.A.

Contains masters for:

- 2 Prereading Activities
- 1 Study Guide (four pages)
- 3 Vocabulary Activities
- 3 Literary Analysis Activities
- 5 Writing Activities
- 4 Critical Thinking Activities
- 1 Geography Activity
- 1 Crossword Puzzle
- 1 Mid-Play Comprehension Quiz
- 2 Unit Exams (two levels)
- Detailed Answer Key

PLUS

Note

The text used to prepare this guide was the Penguin Books softcover edition, ©1970 by William Farnham. Line numbers may differ in other editions.

Please note: Please assess the appropriateness of this play for the age level and maturity of your students prior to reading and discussing it with your class.

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Name _____

Directions

Here is a special edition of the Elsinore News that was published the day King Claudius was killed. Fill in the spaces and provide "photos" (magazine cut-outs or drawings).

<p>_____ (motto)</p>	<h1>Elsinore News</h1>	<p>Today's weather: _____ _____</p>
<p>_____ (price)</p>		
<p>"Good _____"</p>	<p>_____ (headline)</p>	
<p><i>Horatio, friend of Hamlet</i></p>	<p>_____ (headline) _____ _____ _____ _____ _____ _____ _____ _____ _____</p>	<p>Caption: _____ (headline) _____ _____ _____ _____</p>
<p>Today's sections:</p>		
<p>(page no., brief summary)</p>	<p>Caption:</p>	
<p><i>Arts and Leisure</i> _____</p>		
<p><i>Book Review</i> _____</p>		
<p><i>Business</i> _____</p>		
<p><i>Editorials</i> _____</p>		
<p><i>Real Estate</i> _____</p>		
<p><i>Style</i> _____</p>		

Interior Monologue

An interior monologue reveals the thoughts and feelings of a character in his or her own words. Try writing an interior monologue revealing Ophelia's internal reaction when she receives the love note from Hamlet (a scene not provided by Shakespeare). (Alternatively, follow the steps below in writing a monologue revealing Gertrude's internal reaction as she realizes that she has been poisoned.)

Pre-writing

1. With a partner, discuss what Ophelia is like, and jot down answers to the following questions:

a. What do you know about her likes and dislikes?

b. Her way of thinking?

c. Her speech patterns?

d. Her feelings toward her father and brother?

e. Her feelings toward Hamlet?

2. Assume Ophelia's persona. With a partner, discuss the scene where you first read the poem (not shown in the play)

a. Where are you?

b. How did you come by the poem?

c. How do you feel as you read the poem?

d. Does the poem bring up any memories from the recent or distant past?

Name _____

Values

Directions

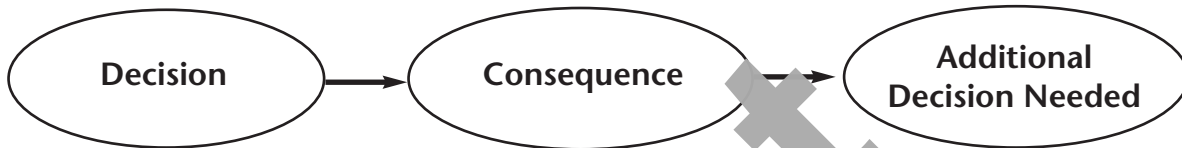
To understand the story, you need to think about the values that drive the individual characters—the things each finds important. Look at each of the 15 values listed below. Take Hamlet’s point of view and rank order the values from most (1) to least (15) important. Jot down reasons for your rankings, with page references if you wish. In small groups, compare your rankings with other group members’ and defend your choices with supportive evidence from the story.

You may choose to repeat this process, taking viewpoints of different characters, such as Laertes, Horatio, Fortinbras, and Claudius. Then rank your own values. Which character seems to share your values most closely?

Value	Ranking	Reason for Ranking
Money	_____	_____
Independence	_____	_____
Family	_____	_____
Work	_____	_____
Religion	_____	_____
Helping others	_____	_____
Physical Appearance	_____	_____
Politics	_____	_____
Health	_____	_____
Education	_____	_____
Friendship	_____	_____
Material Possessions	_____	_____
Acceptance	_____	_____
Achievement	_____	_____

Cause and Effect

In literature and drama, the plot often is carried along by the causes and effects of decisions made by the characters. Had the characters made an alternate decision, the plot would have turned in a different direction. Even small decisions can bring about later events. We know this is also true in our own lives where decisions have real consequences.



Directions

In a small group, discuss the impact of Hamlet's inaction. Why does Hamlet decide to wait before killing Claudius? How does his failure to act affect the lives of other characters in the play? What might have happened if Hamlet had killed Claudius immediately after the ghost of his father instructed him to seek revenge for the murder? How might he have accomplished the murder speedily? With what results?

Within the maps below, briefly summarize your discussion.

Decision to Wait

↓

Results:

Alternate Decision:

↓

Probable Results:

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