

Revenge in Hamlet



A Six-Week Conceptual Unit

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Goals

Overview:

By the end of this unit, students will be able to produce their own creative drama kit of a missing scene in *Hamlet* to accurately demonstrate their knowledge and understanding of the play. This project will require them to be familiar with the play's characters, themes, plot, and style. The other assessments will further their knowledge and understanding of the main theme of *Hamlet* and the other texts, revenge. The Character Body Biography will allow students to collaborate on a character to better understand him or her. The student will continue this critical thinking as they listen to other people's ideas and thoughts during the Socratic seminar. This seminar will allow students to dig deeper into the play and unpack some of the hidden meanings of Shakespeare's language. Students will also be able to communicate their understanding and opinion of revenge through an essay in the form of a newspaper article. Through all these activities, students will be able to meet all the standards listed below with the unit goals.

Unit Goals:

1. Students will produce a Missing Scene Drama Kit to demonstrate their comprehensive understanding and knowledge of *Hamlet*.

- This project will be a summative assessment, and to be successful, students must complete the following:
 - They must include a creative scene that is missing from the play in language similar to that found in *Hamlet*.
 - The lines must follow the themes and motifs of the play, including revenge of some type.
 - They must include a character list of the characters in the scene with a brief description of each character.
 - There should be at least three characters.
 - They should design a set for the scene
 - They should include any props, such as costumes that might be needed in the scene

Standards Met:

ELA10RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

ELA10RL2 The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding.

ELA10RL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works.

ELA10W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout,

and signals closure.

2. Students will also complete a Body Biography of a chosen character with group members. Students will work in groups of 4 or 5 to analyze their chosen character and demonstrate this knowledge in the following way.

- Students will outline a student's body on a large sheet of art paper.
- Students will fill in the areas of the body that pertain to the qualities of the character i.e. thoughts they might have should be in or near the head, actions that they might do should be on or near the hands or feet.
- Students will present these bodies to the class.

Standards Met:

ELA10RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

ELA10RL2 The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding.

ELA10LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

3. Students will engage in a Socratic seminar on revenge in *Hamlet*.

- Students will ask questions and discuss ideas and themes, particularly revenge, from the play.

Standards Met:

ELA10LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

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4. Students will write a newspaper article relating to Hamlet's final decision and revenge. Students will include the following:

- A well- constructed thesis
- Incorporate solid support and evidence of their argument
- Demonstrate correct grammatical usage
- An article of no more than 500 words that is organized

Standards Met:

ELA10RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

ELA10RL2 The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding.

ELA10RL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works.

ELA10W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

Rubrics:

Drama Kit Project Rubric

Script: 30 Possible Points (This score will be multiplied by 2 to get a score of 60 possible points)

Ideas and Content

- Uses character, setting, and plot to create a creative scene that is missing from the play in language similar to that found in *Hamlet* (6 possible points, 2 points for each element)
- Lines follow the themes and motifs of the play, including revenge of some type. (6 possible points)
- Includes a character list of at least 3 characters in the scene with a brief description of each character. (6 possible points, 2 points for each element)

Structure and Form

- Has strong beginning and end (4 possible points)
- Presents clear sequence of events (4 possible points)
- Uses correct grammar: spelling, punctuation, etc. (4 possible points)

Set

(20 Possible Points – this score will be multiplied by 2 to get a possible score of 40)

- Includes the necessary elements needed for the scene to occur in a creative visual display that flow with the elements in the play *Hamlet* (10 possible points)
- Includes a description of any necessary description of the scene's elements (5 possible points)
- Include any props, such as costumes that might be needed in the scene that continue the style from *Hamlet* (5 possible points)

Body Biographies Rubric

This score will be multiplied by 25 to get their final grade, based on a 100-point scale.

4 – Student chose a character, and they have at least 10 different examples of characteristics. These students also used critical thinking skills to place these characteristics in appropriate places on the body biography. The students presented their ideas to the class in a professional manner, and all the group members participated in the presentation.

3- Students chose a character, and they have at least 7 different examples of characteristics. Most of these are placed in appropriate places on the body biography. These students presented their ideas to the class, and all the group members participated in the presentation.

2 – Students chose a character, and they have at least 4 different examples of possible characteristics. Some of these are placed in appropriate places on the body biography. These students presented their ideas to the class, and most of the group members participated in the presentation.

1 – Students chose a character, but they have little or no examples of possible characteristics. Some or none of these are placed in appropriate places on the body biography. These students may or may not have presented their ideas to the class, and only a couple of students participated in the presentation.

Socratic Seminar: Participant Rubric¹

This score will be multiplied by 4 to get the final score based on a 100-point scale.

A Level (25-23 Points)

- Participant offers enough solid analysis, without prompting, to move the conversation forward
- Participant, through his or her comments, demonstrates a deep knowledge of the text and the question
- Participant has come to the seminar prepared, with notes and a marked/annotated text
- Participant, through his or her comments, shows that s/he is actively listening to other participants
- S/he offers clarification and/or follow-up that extends the conversation
- Participant's remarks often refer back to specific parts of the text.

B Level (22-20 Points)

- Participant offers solid analysis without prompting
- Through his or her comments, participant demonstrates a good knowledge of the text and the question
- Participant has come to the seminar prepared, with notes and a marked/annotated text
- Participant shows that s/he is actively listening to others. S/he offers clarification and/or follow-up

C Level (19-17 Points)

- Participant offers some analysis, but needs prompting from the seminar leader
- Through his or her comments, participant demonstrates a general knowledge of the text and question
- Participant is less prepared, with few notes and no marked/annotated text
- Participant is actively listening to others, but does not offer clarification and/or follow-up to others' comments

D or F Level Participant (16 Points or Below)

- Participant offers little or no commentary
- Participant comes to the seminar unprepared with little understanding of the text and question
- Participant does not listen to others, offers no commentary to further the discussion

¹ Modified from

http://www.studyguide.org/socratic_seminar.htm#Participant%20Rubric

Newspaper Article Rubric²

These points will add up to 100 possible points after they are multiplied by 5.

Goal/Thesis

- 4 - Strongly and clearly states a thesis. Clearly identifies their stance on Hamlet's decision.
- 3 - Clearly states a thesis. Some references to their stance.
- 2 - Thesis is not clearly stated. Little or no references to their stance.
- 1 - Thesis is not easily understood. Has no reference to their stance.

Reasons and Support

- 4 - Three or more excellent points are made with good support. It is evident the writer put much thought and research into this assignment.
- 3 - Three or more points are made with support, but the arguments are somewhat weak in places. The writer doesn't persuade completely.
- 2 - Two points made; shows some preparation, but weak arguments.
- 1 - Preparation is weak; arguments are weak or missing; and less than three points are made.

Organization

- 4 - Sentences and paragraphs are complete, well written, and varied.
- 3 - Sentence and paragraph structure is generally correct.
- 2 - Sentence and paragraph structure is inconsistent.
- 1 - Little or no evidence of sentence or paragraph structure.

Word Choice/Tone

- 4 - Choice of words that are clear, descriptive, and accurate. Maintains consistent persuasive tone throughout article.
- 3 - Adequate choice of words that are clear and descriptive. Demonstrates a persuasive tone in parts of the article.
- 2 - Choice of some words that are clear and descriptive. Lacks consistent persuasive tone.
- 1 - Language and tone of article is unclear and lacks description.

Mechanics and Grammar

- 4 - Contains few, if any punctuation, spelling, or grammatical errors.
- 3 - Contains several errors in punctuation, spelling, or grammar that do not interfere with meaning.
- 2 - Contains many punctuation, spelling, and/or grammatical errors that interfere with meaning.
- 1 - Contains many punctuation, spelling, and/or grammatical errors that make the piece illegible.

² Modified from http://www.readwritethink.org/lessons/lesson_view.asp?id=929

Rationale:

While revenge can be found in many texts, *Hamlet* is one of the most beloved of all Shakespeare's plays, and it is a required reading in most Georgia high schools. This play teaches its readers about revenge and the consequences of not only our thoughts, but also of our actions, or in Hamlet's case, the lack of our actions. It is essential that students have the opportunity to see what revenge is, and also the consequences of that action.

In Georgia and all across the nation, teens are dealing with wrongs in their lives constantly. While some of these can be trivial, such as a girl breaking up with her boyfriend, others can be justly horrific, for example, any type of abuse. Unfortunately, many students do not have good role models in their lives to see how to appropriately deal with their feelings of anger and sadness. The texts chosen address these issues, and though some might not be the correct way to react, it does allow for discussion on this sensitive, yet needed topic. In this unit, students will have the opportunity to discuss these issues openly as it pertains to the play and the other texts selected. Arthur Applebee points out that teachers spend too much time making sure that the students get the "right" information and not enough time allowing them to freely discuss what they think. Bob Fecho also argues that most of the best discussions come from those that the students inquire about in class. Teachers should not be afraid of this discussion, and this unit will allow for that freedom through its Socratic seminar and other daily activities that will take place.

One concern that parents, the administration or the school board might have is teaching *Hamlet* to such a young audience. *Hamlet* is traditionally taught during senior year due to its complex language, and its serious issues, such as death and incest. The

students at Northview High School are advanced in their thinking and maturity, and they can handle these topics, while still being challenged with the language. With these activities, students will have a better chance to go deeper in their critical thinking with Shakespeare, being able to better understand his language, and hopefully coming to at least appreciate some of his other works because of the knowledge gained from this unit.

Another concern from the administration, the school board and parents might be the types of assessment that do not reflect the traditional essays. This course is a writing intensive course, and they seldom have the opportunity to do something creative.

To demonstrate that the students have a better comprehension not only of *Hamlet*, but also this idea of revenge, students will produce a drama kit that includes a missing scene as well as other elements needed for the scene. This project will assess how well the students understand the concepts and themes of the play since they will have to continue them in their own script. Students will also have to demonstrate their knowledge of the characters with a short description of each of the characters. The students will also have to display their understanding of the setting through designing a set with all the necessary props. This project allows the students to creatively show the teacher that they understand the play in the same ways that they would in a formal essay. Shakespeare often comes with a negative connotation, and students do not like it before they even read it. They often complain that they do not see the point of it. In order for the students to excel, they must find the material interesting and fun. It also needs to be relevant to the student, and if the student has the opportunity to create his or her own scene, he or she is more likely to be engaged in the material.

While the project will show overall how the teacher can assess their knowledge, another activity that will help supplement this will be a newspaper article. English and literature is not always practical for all students. After college, most students will never have to write an essay again, but they will have to write other pieces. One of these might be a letter to the editor of a newspaper. It is important to teach them now how to communicate their ideas in a professional or business-like manner. This activity will give them the chance to do that as well as give them an opportunity to share their opinions about Hamlet and his actions in the play. One scholar, Nelms, points out that there is an extreme need to rethink the way that English is taught. He points out the need to “demonstrate that students read and write better and ‘become better and more critical consumers of all the texts and media they encounter’” (Nelms, 57). Teachers need to prepare their students for their futures, and this activity is just one way that this unit will prepare the students.

Besides the activities, this unit will also help students to understand the theme of revenge. Some students battle with anger, and they need to see how their actions can create consequences, good and bad. They need to learn what revenge means as well as what its consequences are. As students get older, they will be forced to make more and more life changing decisions. Teachers need to use the literature as a tool to teach students how to make the right decisions and how making the wrong ones can change a person’s life. *Hamlet* teaches these ideas and provides opportunities for those discussions within the reading.

A final concern that might arise is the use of song lyrics as a text. Some proponents of canonical literature might argue that there are canonical pieces that would

teach revenge and its consequences better than these contemporary pieces of literature. However, these lyrics are familiar to most students, and they are more likely to be engaged and understand these pieces better than a formal piece of literature. These song lyrics contain the same themes and analogies found in canonical pieces, and they can supplement the teachings from canonical literature to help create a deeper understanding of all literature.

This canonical play can offer many opportunities to teachers for learning the Shakespearan language and literature, while honing on the theme of revenge as it relates to the characters in the play. The students will hopefully learn more about how revenge has a place in certain circumstances, but not in others. They will also have a better understanding of Shakespeare's writing and messages behind his writing. Shakespeare is an important element in high school literature, and it should be taught throughout the year to get students accustomed to his style and language. It should also be taught in a fun manner, reminding students of Shakespeare's original intention, to entertain.

Works Cited

Applebee, Arthur. "Curriculum As Conversation: Transforming Traditions of Teaching and Learning." The University of Chicago Press: Chicago, pg. 6-20

Fecho, Bob (2004). "Is This English? Race, Language, and Culture in the Classroom." New York: Teachers College Press.

Nelms, Ben F. "Reconstructing English: From the 1890s to the 1990s and Beyond." English Journal, Jan. 2000, pg. 49-59.

Daily Lesson Plans:

Lesson Plans are based on a 56 min period.

Day 1: Introduction to Unit – Revenge

5 min: Housekeeping/ Pass out vocabulary

5 min: Intro to unit, break students into groups of 4 or 5, give instructions for exercise

25 min: Music Lyrics Exercise

- hand out different songs to each group (See Appendix A)
- Each group is to find the lines relating to revenge
- Answer the following questions:
 - how was the speaker or main character wronged?
 - did the song discuss if he or she wanted to take revenge? If so, how did the speaker describe it?
 - if the speaker took revenge, how did it turn out? Did the speaker express any remorse?
 - can you relate the speaker's feelings or actions to anything in modern day culture or to a personal experience?

15 min: Sharing Songs

- Each group will share their song by reading it aloud and sharing their thoughts
- We will then make a list of some common themes and ideas that we see running through the songs.

6 min: Wrapping up, assignment

Day 2:

5 min: Housekeeping

15 min: Intro to *Hamlet*

- Students will take notes on background of *Hamlet* from my lecture notes. (See Appendix B)
- I will give highlights of story so that students have an idea of where the plot is going.

10 min: Assign reading parts for Act I

- This will first be done on a volunteer basis, and I will fill in any other necessary roles by assigning students.

20 min: Start reading in class, Act I

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.

6 min: Wrapping up / Assign reading for Day 3

Day 3:

5 min: Housekeeping

10 min: Assign Missing Scene Drama Kit project and answer any questions. (See Appendix C)

35 min: Tableaux for Reading

- Students will be broken up into three or four groups. Each group will be assigned a scene from the reading homework, and they will have to decide how to make a “freeze frame”. This freeze frame will be a picture of the overall themes and plot of the scene in one moment. Students will have 15 minutes to decide how this will look.

- Each group will then present their freeze frames to the class. This should take the rest of the time. If time permits, students will have a chance to challenge other groups’ depictions of the scenes and what they liked.

6 min: Wrapping up

Day 4:

5 min: Housekeeping

10 min: Reading Quiz

- Students will answer a question from the assigned reading in journal form.

35 min: In Class Reading

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.

6 min: Wrapping up

Day 5:

5 min: Housekeeping / Hand out vocabulary quizzes

10 min: Students take quizzes

2 min: Take up quizzes

3 min: Explain Body Biography Assignment (See Appendix D)

5 min: Number students off to work together in groups of 4 or 5

25 min: Body Biography

- Students will work in groups to brainstorm ideas for their body biography.

6 min: Wrapping up

Day 6:

5 min: Housekeeping / Hand out vocabulary for week

30 min: Students will break into groups again, working in hallways and other areas to finish up assignment.

15 min: Sharing of Body Biographies

6 min: Wrapping up

Day 7:

3 min: Housekeeping

30 min: In Class Reading, Act I

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.

10 min: Video Clip from Act I Scene

- 10 min: Discussion on how video was portrayed
- Were there any differences in the language from the original text?
 - Did the actors portray the same emotions that you saw in the text? How or why not?
- 3 min: Wrapping Up

Day 8:

- 3 min: Housekeeping
- 20 min: In Class Reading Act I
- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
- 5 min: Explain Card Activity
- 25 min: Card Activity
- Students will receive 4 cards with a different character's name and face on each one.
 - The students will place each card in a certain position based on where they see each character during that particular part of the scene.
 - The students will be asked to do this throughout the entire Act.
 - Students will then share if they think they have a good interpretation of it with the class.
- 3 min: Wrapping Up

Day 9:

- 5 min: Housekeeping
- 10 min: Writing Warm-up
- Students will answer a question from the assigned reading in journal form.
- 8 min: Discuss thoughts from journal writings
- What did you think Shakespeare was trying to say?
 - Does this apply to any situations in your life? If so, how?
- 27 min: In Class Reading Act I
- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
 - As we read, we will discuss certain parts.
- 6 min: Wrapping up

Day 10:

- 5 min: Housekeeping / Hand out vocabulary quizzes
- 10 min: Students take quizzes
- 2 min: Take up quizzes
- 35 min: In Class Reading
- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
 - As we read, we will discuss certain parts.

4 min: Wrapping Up

Day 11:

5 min: Housekeeping/ Hand out new vocabulary

10 min: Video Clip from Act II Scene

10 min: Discussion on how video was portrayed

- Were there any differences in the language from the original text?
- Did the actors portray the same emotions that you saw in the text? How or why not?

10 min: Assign reading parts for Act II

- This will first be done on a volunteer basis, and I will fill in any other necessary roles by assigning students.

15 min: In Class Reading Act II

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
- As we read, we will discuss certain parts.

6 min: Wrapping Up / Assign Reading for Homework

Day 12:

5 min: Housekeeping

10 min: Reading Quiz

- Students will answer a question from the assigned reading in journal form.

35 min: In Class Reading Act II

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
- As we read, we will discuss certain parts.

6 min: Wrapping up

Day 13:

5 min: Housekeeping

5 min: Explain Concept Map Activity

5 min: Break students into 5 groups of 4 by counting them out/ Students break up into groups.

20 min: Concept Map Activity

- Each group will be assigned a scene from Act III, and they will create a map of the scene.
- Each group will create a creative way of presenting the plot of the scene.
- The group will be asked to answer some questions:
 - What did you use this figure?
 - What do you feel is the key message from this scene?

20 min: Each group will have 3-4 minutes to present their concept maps to the class

- Groups will share, and then other groups will have a chance to challenge or question their interpretation.

1 min: Wrapping Up

Day 14:

5 min: Housekeeping *Assign Newspaper Article (See Appendix E)

10 min: Video Clip from Act II Scene

10 min: Discussion on how video was portrayed

- Were there any differences in the language from the original text?
- Did the actors portray the same emotions that you saw in the text? How or why not?
- Compare how these scenes were portrayed differently from the concept maps created.

10 min: Assign reading parts for Act III

- This will first be done on a volunteer basis, and I will fill in any other necessary roles by assigning students.

15 min: In Class Reading Act III

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
- As we read, we will discuss certain parts.

6 min: Wrapping Up / Assign Reading for Homework

Day 15:

5 min: Housekeeping

15 min: Vocabulary Quiz

30 min: Start reading in class, Act III

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities

6 min: Wrapping Up /Assign reading for homework

Day 16:

4 min: Housekeeping/ Hand out vocabulary for week

5 min: Explanation Ranking Activity/ Pass out Sheet (see Appendix F)

10 min: Ranking Activity

- Students will explain how they feel about certain characters and why.

15 min: Discussion of Ranking Activity

- Which character did you like the most? The least? Why?
- Which character did you identify with the most? The least? Why?
- Which character do you learn the most from? The least? Why?
- Which character do you feel the most involved with? The least? Why?

10 min: Video Clip from Act III Scene

10 min: Discussion on how video was portrayed

- Were there any differences in the language from the original text?
- Did the actors portray the same emotions that you saw in the text? How or why not?

2 min: Wrapping Up

Day 17:

5 min: Housekeeping

10 min: Writing Warm-up

- Students will answer a question from the assigned reading in journal form.

10 min: Discuss thoughts from journal writings

- What did you think Shakespeare was trying to say?
- Does this apply to any situations in your life? If so, how?
- Do you think Hamlet is just in his actions so far?
- What do you think will happen?

10 min: Assign Missing Scene Kit Project (See Appendix C)

15 min: In Class Reading

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
- As we read, we will discuss certain parts.

6 min: Wrapping up

Day 18:

5 min: Housekeeping

10 min: In Class Reading

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
- As we read, we will discuss certain parts.

35 min: Tableaux for Reading

- Students will be broken up into three or four groups. Each group will be assigned a scene from the reading homework, and they will have to decide how to make a “freeze frame”. This freeze frame will be a picture of the overall themes and plot of the scene in one moment. Students will have 15 minutes to decide how this will look.
- Each group will then present their freeze frames to the class. This should take the rest of the time. If time permits, students will have a chance to challenge other groups depictions of the scenes and what they liked.

6 min: Wrapping Up / Assign reading for homework

Day 19:

4 min: Housekeeping/ Hand out vocabulary for week

10 min: Assign reading parts for Act IV

- This will first be done on a volunteer basis, and I will fill in any other necessary roles by assigning students.

20 min: Start reading in class, Act IV

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.

10 min: Video Clip from Act IV Scene

- 10 min: Discussion on how video was portrayed
- Were there any differences in the language from the original text?
 - Did the actors portray the same emotions that you saw in the text? How or why not?
- 2 min: Wrapping Up

Day 20:

- 5 min: Housekeeping
- 10 min: Vocabulary Quiz
- 35 min: In Class Reading Act IV
- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
 - As we read, we will discuss certain parts.
- 6 min: Wrapping Up/ Assign Reading for weekend

Day 21:

- 5 min: Housekeeping/ Hand out vocabulary for the week and collect Newspaper Article Assignment
- 45 min: Socratic Seminar
- Set up room in two circles
 - Have students discuss the reading and thoughts from their Newspaper Articles
 - First group will discuss for 20 min, and then they will switch
- 6 min: Wrapping Up

Day 22:

- 5 min: Housekeeping
- 5 min: Explain Five Investigation Group Activity / Break students up into groups
- 15 min: Five Investigations Group Activity
- Students will break up into groups after being numbered off. Each group will be assigned a question to answer for what they have read so far. (see Appendix).
- 15 min: Sharing investigations from activity
- Groups will share investigations to class one at a time.
- 10 min: In Class Reading
- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
 - As we read, we will discuss certain parts.
- 6 min: Wrapping Up

Day 23:

- 5 min: Housekeeping
- 10 min: Video Clip from Act IV Scene
- 10 min: Discussion on how video was portrayed

- Were there any differences in the language from the original text?
- Did the actors portray the same emotions that you saw in the text? How or why not?

25 min: In Class Reading Act IV

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
- As we read, we will discuss certain parts.

6 min: Wrapping Up

Day 24:

5 min: Housekeeping

10 min: Reading Quiz

- Students will answer a question from the assigned reading in journal form.

35 min: In Class Reading Act II

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
- As we read, we will discuss certain parts.

6 min: Wrapping up

Day 25:

5 min: Housekeeping

10 min: Vocabulary Quiz

10 min: In Class Reading Act IV

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
- As we read, we will discuss certain parts.

15 min: Workshop Time for Missing Scene Kit Project

6 min: Wrapping Up/ Assign Reading for weekend

Day 26:

3 min: Housekeeping/ Hand out vocabulary for the week

10 min: Assign reading parts for Act V

- This will first be done on a volunteer basis, and I will fill in any other necessary roles by assigning students.

20 min: Start reading in class, Act V

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.

10 min: Video Clip from Act V Scene

10 min: Discussion on how video was portrayed

- Were there any differences in the language from the original text?
- Did the actors portray the same emotions that you saw in the text? How or why not?

3 min: Wrapping Up

Day 27:

5 min: Housekeeping

10 min: Writing Warm-up

- Students will answer a question from the assigned reading in journal form.

15 min: Discuss thoughts from journal writings

- What did you think Shakespeare was trying to say?
- Does this apply to any situations in your life? If so, how?
- Do you think Hamlet is just in his actions so far?
- What do you think will happen?

20 min: In Class Reading

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
- As we read, we will discuss certain parts.

6 min: Wrapping Up

Day 28:

5 min: Housekeeping

10 min: Video Clip from Act V Scene

10 min: Discussion on how video was portrayed

- Were there any differences in the language from the original text?
- Did the actors portray the same emotions that you saw in the text? How or why not?

25 min: In Class Reading Act V

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
- As we read, we will discuss certain parts.

6 min: Wrapping Up

Day 29:

5 min: Housekeeping

15 min: Finish up Act 5 In Class Reading

- Students will read their assigned parts, standing up and acting out the part to the best of their abilities.
- As we read, we will discuss certain parts.

20 min: Workshop Time for Missing Scene Kit Project

6 min: Wrapping Up

Day 30:

5 min: Housekeeping

20 min: Missing Scene Kit Projects Viewing

- Students will go around and look at everyone's projects, making notes on their favorite ones.

25 min: Sharing of Scene Kit Projects

- Students will share the projects individually, pointing out the things that they enjoyed about certain ones, etc.

6 min: Wrapping Up

Appendix A

Goodbye Earl by Dixie Chicks

Mary-Ann and Wanda were the best of friends
All through their high school days
Both members of the 4H Club
Both active in the FFA

After graduation Mary-Ann went out lookin' for a bright new world
Wanda looked all around this town and all she found was Earl

Well it wasn't two weeks after she got married
That Wanda started gettin' abused
She put on dark glasses and long sleeved blouses
And make-up to cover a bruise
Well she finally got the nerve to file for divorce
She let the law take it from there
But Earl walked right through that restraining order
And put her in intensive care

Right away Mary-Ann flew in from Atlanta
On a red eye midnight flight
She held Wanda's hand as they worked out a plan
And it didn't take 'em long to decide
That Earl had to die!

(nanana...)
Goodbye Earl
Those black-eyed peas (nanana...)
They tasted all right to me, Earl
You feelin' weak (nanana...)
Why don't you lay down and sleep, Earl
Ain't it dark (nanana...)
Wrapped up in that tarp, Earl?

The cops came by to bring Earl in
They searched the house high and low
Then they tipped their hats and said,

Be Prepared from “The Lion King”

[Scar:]

I know that your powers of retention
Are as wet as a warthog's backside
But thick as you are, pay attention
My words are a matter of pride
It's clear from your vacant expressions
The lights are not all on upstairs
But we're talking kings and successions
Even you can't be caught unawares
So prepare for a chance of a lifetime
Be prepared for sensational news
A shining new era
Is tiptoeing nearer

[Shenzi:]

And where do we feature?

[Scar:]

Just listen to teacher
I know it sounds sordid
But you'll be rewarded
When at last I am given my dues
And injustice deliciously squared
Be prepared!

[Spoken]

[Banzai:] Yeah, Be prepared.

Yeah-heh... we'll be prepared, heh.

...For what?

[Scar:] For the death of the king.

[Banzai:] Why? Is he sick?

[Scar:] No, fool-- we're going to kill him. And Simba too.

[Shenzi:] Great idea! Who needs a king?

[Shenzi (and then Banzai):]

No king! No king! la--la-la--la-laa-laa!

[Scar:] Idiots! There will be a king!

[Banzai:] Hey, but you said, uh...

[Scar:] I will be king! ...Stick with me, and
you'll never go hungry again!

[Shenzi and Banzai:] Yaay! All right! Long live the king!

[All Hyenas:] Long live the king! Long live the king!

[Full song again]

[Hyenas: {In tight, crisp phrasing and diction}]

It's great that we'll soon be connected.

With a king who'll be all-time adored.

[Scar:] Of course, quid pro quo, you're expected
To take certain duties on board

The future is littered with prizes
And though I'm the main addressee
The point that I must emphasize is
You won't get a sniff without me!
So prepare for the coup of the century
(Oooh!)
Be prepared for the murkiest scam
(Oooh... La! La! La!)
Meticulous planning
(We'll have food!)
Tenacity spanning
(Lots of food)
Decades of denial
(We repeat)
Is simply why I'll
(Endless meat)
Be king undisputed
(Aaaaaaah...)
Respected, saluted
(...aaaaaaah...)
And seen for the wonder I am
(...aaaaaaah!)
Yes, my teeth and ambitions are bared
(Oo-oo-oo-oo-oo-oo-oo)
Be prepared!
[All:]
Yes, our teeth and ambitions are bared
Be prepared!

Before He Cheats by Carrie Underwood

Right now he's probably slow dancing with a bleach blonde tramp,
and she's probably getting frisky...
right now, he's probably buying her some fruity little drink cause she can't shoot
whiskey...

Right now, he's probably up behind her with a pool-stick, showing her how to shoot a
combo...

And he don't know...

That I dug my key into the side of his pretty little souped up 4 wheel drive,
carved my name into his leather seats...
I took a Louisville slugger to both headlights,
slashed a hole in all 4 tires...

Maybe next time he'll think before he cheats.

Right now, she's probably up singing some
white-trash version of Shania karaoke..
Right now, she's probably saying "I'm drunk"
and he's a thinking that he's gonna get lucky,
Right now, he's probably dabbing on 3 dollars worth of that bathroom polo
And he don't know...

That I dug my key into the side of his pretty little souped up 4 wheel drive,
carved my name into his leather seats,
I took a Louisville slugger to both headlights,
slashed a hole in all 4 tires...

Maybe next time he'll think before he cheats.

I might've saved a little trouble for the next girl,
Cause the next time that he cheats...

Oh, you know it won't be on me!

Ohh... not on me...
Cause I dug my key into the side of his pretty little souped up 4 wheel drive,
carved my name into his leather seats...
I took a Louisville slugger to both headlights,
slashed a hole in all 4 tires...

Maybe next time he'll think before he cheats.

Ohh.. Maybe next time he'll think before he cheats...

Ohh... before he cheats...

With Cat Like Tread by Gilbert and Sullivan

PIRATES: (very loud)
With cat-like tread,
Upon our prey we steal;
In silence dread,
Our cautious way we feel.
No sound at all!
We never speak a word;
A fly's foot-fall
Would be distinctly heard--

POLICE:
(softly) Tarantara, tarantara!

PIRATES:
So stealthily the pirate creeps,
While all the household soundly sleeps.

Come, friends, who plough the sea,
Truce to navigation;
Take another station;
Let's vary piracee
With a little burglaree!

Come, friends, who plough the sea,
Truce to navigation;
Take another station;
Let's vary piracee
With a little burglaree!

SAMUEL:
(distributing implements to various members of the gang)
Here's your crowbar and your centrebit,
Your life-preserver -- you may want to hit!
Your silent matches, your dark lantern seize,
Take your file and your skeletal keys.

POLICE:
Tarantara!

PIRATES:
With cat-like tread

POLICE:
Tarantara!

PIRATES:

In silence dread,

(Enter KING, FREDERIC and RUTH)
ALL (fortissimo).

With cat-like tread,
Upon our prey we steal;
In silence dread,
Our cautious way we feel.

No sound at all!
We never speak a word;
A fly's foot-fall
Would be distinctly heard--

Come, friends, who plough the sea,
Truce to navigation;
Take another station;
Let's vary piracee
With a little burglaree!

With cat-like tread,
Upon our prey we steal;
In silence dread,
Our cautious way we feel.

I Won't Back Down by Tom Petty/Fuel

Well I wont back down, no I wont back down
You can stand me up at the gates of hell
But I wont back down

Gonna stand my ground, wont be turned around
And Ill keep this world from draggin me down
Gonna stand my ground and I wont back down

Hey baby, there aint no easy way out
Hey I will stand my ground
And I wont back down.

Well I know whats right, I got just one life
In a world that keeps on pushin me around
But Ill stand my ground and I wont back down

Hey baby there aint no easy way out
Hey I will stand my ground
And I wont back down
No, I wont back down

Appendix B

Notes for *Hamlet* Introduction

Character List

Hamlet - The Prince of Denmark, the title character, and the protagonist. About thirty years old at the start of the play, Hamlet is the son of Queen Gertrude and the late King Hamlet, and the nephew of the present king, Claudius. Hamlet is melancholy, bitter, and cynical, full of hatred for his uncle's scheming and disgust for his mother's sexuality. A reflective and thoughtful young man who has studied at the University of Wittenberg, Hamlet is often indecisive and hesitant, but at other times prone to rash and impulsive acts.

Claudius - The King of Denmark, Hamlet's uncle, and the play's antagonist. The villain of the play, Claudius is a calculating, ambitious politician, driven by his sexual appetites and his lust for power, but he occasionally shows signs of guilt and human feeling—his love for Gertrude, for instance, seems sincere.

Gertrude - The Queen of Denmark, Hamlet's mother, recently married to Claudius. Gertrude loves Hamlet deeply, but she is a shallow, weak woman who seeks affection and status more urgently than moral rectitude or truth.

Polonius - The Lord Chamberlain of Claudius's court, a pompous, conniving old man. Polonius is the father of Laertes and Ophelia.

Horatio - Hamlet's close friend, who studied with the prince at the university in Wittenberg. Horatio is loyal and helpful to Hamlet throughout the play. After Hamlet's death, Horatio remains alive to tell Hamlet's story.

Ophelia - Polonius's daughter, a beautiful young woman with whom Hamlet has been in love. Ophelia is a sweet and innocent young girl, who obeys her father and her brother, Laertes. Dependent on men to tell her how to behave, she gives in to Polonius's schemes to spy on Hamlet. Even in her lapse into madness and death, she remains maidenly, singing songs about flowers and finally drowning in the river amid the flower garlands she had gathered.

Laertes - Polonius's son and Ophelia's brother, a young man who spends much of the play in France. Passionate and quick to action, Laertes is clearly a foil for the reflective Hamlet.

Fortinbras - The young Prince of Norway, whose father the king (also named Fortinbras) was killed by Hamlet's father (also named Hamlet). Now Fortinbras wishes to attack Denmark to avenge his father's honor, making him another foil for Prince Hamlet.

The Ghost - The specter of Hamlet's recently deceased father. The ghost, who claims to have been murdered by Claudius, calls upon Hamlet to avenge him. However, it is not entirely certain whether the ghost is what it appears to be, or whether it is something else. Hamlet speculates that the ghost might be a devil sent to deceive him and tempt him into murder, and the question of what the ghost is or where it comes from is never definitively resolved.

Rosencrantz and Guildenstern - Two slightly bumbling courtiers, former friends of Hamlet from Wittenberg, who are summoned by Claudius and Gertrude to discover the cause of Hamlet's strange behavior.

Osric - The foolish courtier who summons Hamlet to his duel with Laertes.

Voltimand and Cornelius - Courtiers whom Claudius sends to Norway to persuade the king to prevent Fortinbras from attacking.

Marcellus and Bernardo - The officers who first see the ghost walking the ramparts of Elsinore and who summon Horatio to witness it. Marcellus is present when Hamlet first encounters the ghost.

Francisco - A soldier and guardsman at Elsinore.

Reynaldo - Polonius's servant, who is sent to France by Polonius to check up on and spy on Laertes.

Source: <http://www.sparknotes.com/shakespeare/hamlet/characters.html>

Plot Overview

On a dark winter night, a ghost walks the ramparts of Elsinore Castle in Denmark. Discovered first by a pair of watchmen, then by the scholar Horatio, the ghost resembles the recently deceased King Hamlet, whose brother Claudius has inherited the throne and married the king's widow, Queen Gertrude. When Horatio and the watchmen bring Prince Hamlet, the son of Gertrude and the dead king, to see the ghost, it speaks to him, declaring ominously that it is indeed his father's spirit, and that he was murdered by none other than Claudius. Ordering Hamlet to seek revenge on the man who usurped his throne and married his wife, the ghost disappears with the dawn.

Prince Hamlet devotes himself to avenging his father's death, but, because he is contemplative and thoughtful by nature, he delays, entering into a deep melancholy and even apparent madness. Claudius and Gertrude worry about the prince's erratic behavior and attempt to discover its cause. They employ a pair of Hamlet's friends, Rosencrantz and Guildenstern, to watch him. When Polonius, the pompous Lord Chamberlain, suggests that Hamlet may be mad with love for his daughter, Ophelia, Claudius agrees to spy on Hamlet in conversation with the girl. But though Hamlet certainly seems mad, he

does not seem to love Ophelia: he orders her to enter a nunnery and declares that he wishes to ban marriages.

A group of traveling actors comes to Elsinore, and Hamlet seizes upon an idea to test his uncle's guilt. He will have the players perform a scene closely resembling the sequence by which Hamlet imagines his uncle to have murdered his father, so that if Claudius is guilty, he will surely react. When the moment of the murder arrives in the theater, Claudius leaps up and leaves the room. Hamlet and Horatio agree that this proves his guilt. Hamlet goes to kill Claudius but finds him praying. Since he believes that killing Claudius while in prayer would send Claudius's soul to heaven, Hamlet considers that it would be an inadequate revenge and decides to wait. Claudius, now frightened of Hamlet's madness and fearing for his own safety, orders that Hamlet be sent to England at once.

Hamlet goes to confront his mother, in whose bedchamber Polonius has hidden behind a tapestry. Hearing a noise from behind the tapestry, Hamlet believes the king is hiding there. He draws his sword and stabs through the fabric, killing Polonius. For this crime, he is immediately dispatched to England with Rosencrantz and Guildenstern. However, Claudius's plan for Hamlet includes more than banishment, as he has given Rosencrantz and Guildenstern sealed orders for the King of England demanding that Hamlet be put to death.

In the aftermath of her father's death, Ophelia goes mad with grief and drowns in the river. Polonius's son, Laertes, who has been staying in France, returns to Denmark in a rage. Claudius convinces him that Hamlet is to blame for his father's and sister's deaths. When Horatio and the king receive letters from Hamlet indicating that the prince has returned to Denmark after pirates attacked his ship en route to England, Claudius concocts a plan to use Laertes' desire for revenge to secure Hamlet's death. Laertes will fence with Hamlet in innocent sport, but Claudius will poison Laertes' blade so that if he draws blood, Hamlet will die. As a backup plan, the king decides to poison a goblet, which he will give Hamlet to drink should Hamlet score the first or second hits of the match. Hamlet returns to the vicinity of Elsinore just as Ophelia's funeral is taking place. Stricken with grief, he attacks Laertes and declares that he had in fact always loved Ophelia. Back at the castle, he tells Horatio that he believes one must be prepared to die, since death can come at any moment. A foolish courtier named Osric arrives on Claudius's orders to arrange the fencing match between Hamlet and Laertes.

The sword-fighting begins. Hamlet scores the first hit, but declines to drink from the king's proffered goblet. Instead, Gertrude takes a drink from it and is swiftly killed by the poison. Laertes succeeds in wounding Hamlet, though Hamlet does not die of the poison immediately. First, Laertes is cut by his own sword's blade, and, after revealing to Hamlet that Claudius is responsible for the queen's death, he dies from the blade's poison. Hamlet then stabs Claudius through with the poisoned sword and forces him to drink down the rest of the poisoned wine. Claudius dies, and Hamlet dies immediately after achieving his revenge.

At this moment, a Norwegian prince named Fortinbras, who has led an army to Denmark and attacked Poland earlier in the play, enters with ambassadors from England, who report that Rosencrantz and Guildenstern are dead. Fortinbras is stunned by the gruesome sight of the entire royal family lying sprawled on the floor dead. He moves to take power of the kingdom. Horatio, fulfilling Hamlet's last request, tells him Hamlet's tragic story. Fortinbras orders that Hamlet be carried away in a manner befitting a fallen soldier.

Source: <http://www.sparknotes.com/shakespeare/hamlet/summary.html>

Appendix C

Missing Scene Drama Kit

You will need to produce:

1. Script
 - Use your knowledge of *Hamlet*'s characters, setting and plot to develop a creative scene that is missing from the play
 - This should be in language similar to that in the play
 - Lines should follow the themes and motifs of the play, particularly revenge.
 - Script should include a character list of at least three characters in the scene with a brief description of each.
 - The writing should have a strong beginning and end, present a clear sequence of events, and use correct grammar.
2. Set
 - You should design a set based on your script, in a 3-D or 2-D visual form.
 - Your set should include the necessary elements for the scene to occur.
 - You should also include a description of any elements needing clarification.
3. Needed Props
 - If needed, you should include any props, such as costumes, weapons, etc. that will be used in your scene.
 - These props should continue to reflect the style of *Hamlet*.

Due: Day 30

Appendix D

Hamlet Body Biographies

- Your group of four to five will complete a Body Biography of a chosen character.
- You are assigned to do the following:
 - Your group should analyze your chosen character and record the information on a sheet.
 - You will then outline a student's body on a large sheet of art paper.
 - You will fill in the areas of the body that pertain to the qualities of the character i.e. thoughts they might have should be in or near the head, actions that they might do should be on or near the hands or feet.
 - You should have at least 10 different examples of characteristics.
 - After you are done, your group will present the body to the class.
 - All groups member should participate in the presentation, and the presentation should be done in a professional manner.

Appendix E

To Be or Not To Be Newspaper Article

You will pretend to be a reporter with knowledge of new information on Hamlet. Write a newspaper article relating to Hamlet's decision in Act III and revenge. You should include the following:

- A well-constructed thesis
- Incorporate at least three solid pieces of support and evidence for your argument
- Demonstrate correct grammatical usage
- An article of no more than 300 words that is organized

Due Date: Day 21

Appendix F

Ranking Activity

Character I like the most: _____
Why?

Character I like the least: _____
Why?

Character I identify with the most: _____
Why?

Character I identify with the least: _____
Why?

Character I learn from the most: _____
Why?

Character I learn from the least: _____
Why?

Character I feel involved with the most: _____
Why?

Character I feel involved with the least: _____
Why?

*Based off activity in "Teaching Shakespeare" by Rex Gibson