

English 12

Mr. Monsen

Shakespeare's *Hamlet*

Directions: Complete steps 1-14 in order in your notebook.

Step 1: Read the background information on *Hamlet* below.

Hamlet by William Shakespeare

Setting:

The story of Hamlet is set in the late middle ages (14th and 15th centuries, or 1300 to 1499) in and around (mostly) the royal palace in Elsinore, a city in Denmark. However, the play has a distinct turn-of-the-17th century vibe. (Remember, Hamlet was written between 1599 and 1601).

Characters:

Hamlet – young prince (maybe 18 or so) that goes to college in Germany

The Ghost – a ghost of his deceased father, the former king

King Claudius – Prince Hamlet's uncle that married his mother and has become the new king after his father died

Gertrude – Prince Hamlet's mother, the Queen

Polonius – King Claudius's right-hand man and political advisor

Laertes – Polonius's son that is about the same age as Prince Hamlet

Ophelia – Polonius's daughter that is dating Hamlet

Horatio – Prince Hamlet's good friend

Marcellus

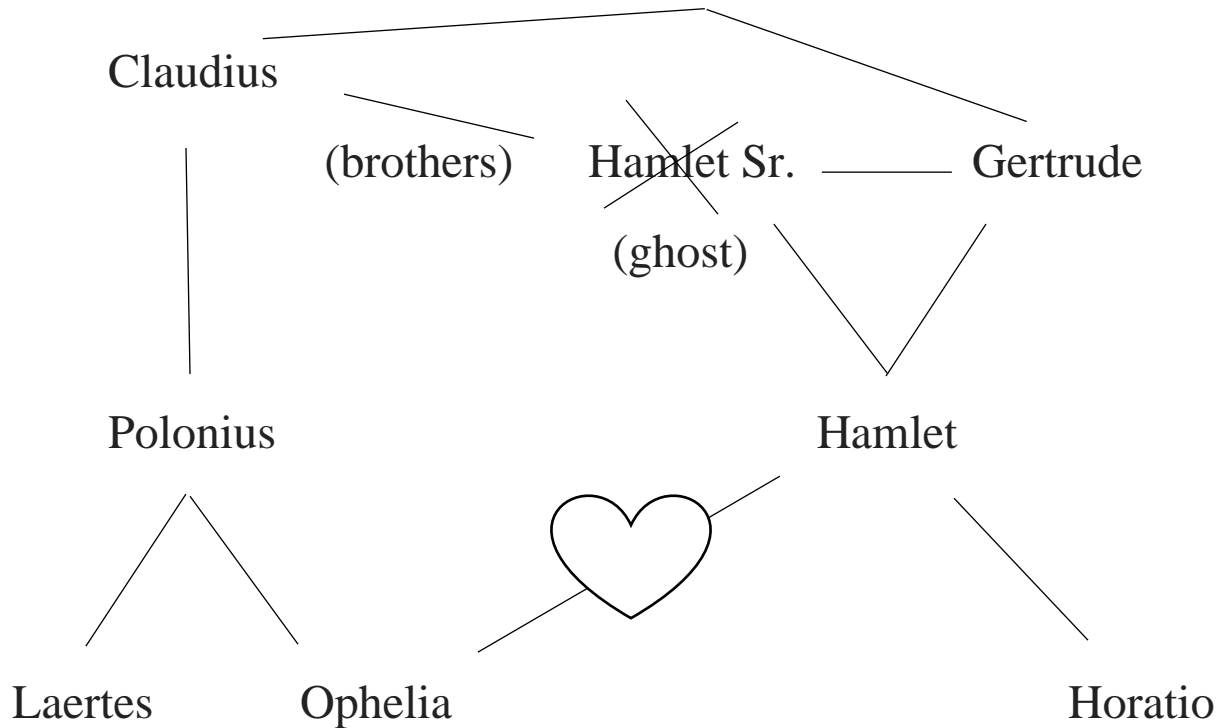
Barnardo > Three Guards in Act I Scene 1

Francisco

Step 2: Read the Hamlet Scenarios below and respond to each in your notebook.

1. Your father has recently passed away and your mother has begun a new relationship with your uncle. How do you handle that situation?
2. Your father is extremely controlling in every aspect of your life. You feel like you can't do anything right. He always has some advice for how you should be doing things. How do you handle this situation?
3. Your girlfriend is not showing you the attention she once has. You discover that there are people telling her things about you that are negatively influencing the way she acts toward you. How do you handle this situation?
4. Your freshman sister starts to date a senior with a reputation as a heart-breaker. You know the guy, but he isn't necessarily a friend. He hasn't done anything wrong, but you fear the worst. How do you handle this situation?
5. Your best friend becomes obsessed with a project. It consumes his every waking moment. You feel that this obsession is unhealthy for him, but you want to do everything you can to help. How do you handle this situation?
6. Your world seems to be falling apart around you. The pressures of life are weighing down on you. You talk, but nobody seems to listen. It seems as though you have nobody to turn to and those closest to you have broken your trust. How do you handle this situation?
7. You have been dating someone for months, but you know that you are bad for this person. You have "too much on your plate" to be in a truly healthy and balanced relationship, yet you are in love with the person you are dating. Knowing you are not good for them and that you will most likely hurt them in the end, do you break up with them, or stay with them?
8. You are a logical person who does not believe in the supernatural. Yet, one night when you are alone in your room at the stroke of midnight, a ghost appears to you and tells you of their demise at the hands of a friend, a tale of murder if you will. How do you handle the situation? Do you tell someone? Handle the situation by yourself or exact revenge on the killer? Or do you assume you are insane and commit yourself to the local asylum?

Step 3: Copy the Character Map and Notes below into your notebook. *Use them as a guide when reading Act I.*



Notes:

- Hamlet Sr. and Gertrude are King and Queen of Elsinore, a city in Denmark.
- Their son is (Prince) Hamlet, for whom the play is named after.
- Hamlet Sr. dies before the play begins. He is known as the ghost from that point on.
- Hamlet Sr.'s brother takes over the kingdom and marries Gertrude, the widow of his dead brother.
- Polonius is the new king's (Claudius) right-hand man and political advisor.
- Polonius has a son Laertes and a daughter Ophelia, whom Hamlet dates.
- Horatio is Hamlet's best friend.
- **A soliloquy is an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.**

Step 4: Read Act I of the play.

Step 5: Practice completing the blank **Character Map** below.

Use the names below to re-create the **Character Map** that you copied into your notebook earlier.

King Claudius

Hamlet

Gertrude

Laertes

Hamlet Sr.

Ophelia

Polonius

Horatio

Step 6: Take Act I Test on Google Classroom by deadline on the calendar.

Step 7: Read Act II.

Step 8: Read Act III.

Step 9: Analyze the soliloquy “To be or not to be” in Act III Scene i. Follow the directions below and complete this in your notebook.

Directions for Analyzing “To be or not to be”:

1. Read the “To be or not to be” soliloquy in Act III carefully and annotate it. There is a copy of it on the next page. Be sure to mark it up right in the packet with any questions you may have or with things you have realized about it while reading.

2. Then answer the following question a thoughtful 300-word response in your notebook:

**What does Hamlet reveal about how he feels in this soliloquy?
Give examples to prove your point.**

Act III Scene I – “To be, or not to be” Soliloquy

- 1** To be, or not to be: that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
- 5** And by opposing end them? To die: to sleep;
No more; and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to, 'tis a consummation
Devoutly to be wish'd. To die, to sleep;
- 10** To sleep: perchance to dream: ay, there's the rub;
For in that sleep of death what dreams may come
When we have shuffled off this mortal coil,
Must give us pause: there's the respect
That makes calamity of so long life;
- 15** For who would bear the whips and scorns of time,
The oppressor's wrong, the proud man's contumely,
The pangs of despised love, the law's delay,
The insolence of office and the spurns
That patient merit of the unworthy takes,
- 20** When he himself might his quietus make
With a bare bodkin? who would fardels bear,
To grunt and sweat under a weary life,
But that the dread of something after death,
The undiscover'd country from whose bourn
- 25** No traveller returns, puzzles the will
And makes us rather bear those ills we have
Than fly to others that we know not of?
Thus conscience does make cowards of us all;
And thus the native hue of resolution
- 30** Is sicklied o'er with the pale cast of thought,
And enterprises of great pith and moment
With this regard their currents turn awry,
And lose the name of action.--Soft you now!
The fair Ophelia! Nymph, in thy orisons
- 35** Be all my sins remember'd

Step 10: Copy the definition of a parody below into your notebook.

Parody (par•o•dy) Noun

Definition: an imitation of the style of a particular writer, artist, or genre with deliberate exaggeration for comic effect.
i.e. *Scary Movie* is a parody of the horror genre.

Step 11: Read the sample parody below:

Sample Parody

To snooze or not to snooze

To snooze or not to snooze – that is the question:
Whether 'tis easier to rise on time
And face the harsh light of early day,
Or to stay huddled under the quilt,
And, by hiding, avoid the rays.

To rise, to hit the snooze button—
No more – and by rising to say I face
The early-morning preparations for the events
That each day holds—
'Tis a situation
I do not wish to face.

To snooze, to sleep—
To sleep, perhaps *too* long. Ay, there's the problem,
For in oversleeping what events may come about
When we are hiding from the alarm's harsh call
Must make us stop and think.

That's the idea
That makes disaster of sleeping in.
For who really wants to face the 6 a.m. sun,
The first period's quiz,
The morning person's obnoxious cheeriness,
The disappointment in decaffeinated coffee,
The dance class's early rehearsals,
The overly chipper song of the early bird,

Step 12: Brainstorm ideas for your parody **and then write** the entire parody. Use the directions below to accomplish this step:

Directions for Writing *Hamlet* Soliloquy Parody

1. Brainstorm a list of different dilemmas/choices you have in your life. *The best debates are the moral questions and ones where both decisions have negative or hard to get through outcomes.* This may be serious or humorous.

Examples: “To do homework or to not to do homework”, “To do homework or not do homework...”, “To quit or not to quit...”, “To practice or not to practice...”.

Now, fill in the sentence below with as many dilemmas/choices from your life:

“**To** _____ **or not to** _____”

2. After you found a dilemma you can write about, start writing the rest of the parody. You should add your own original words to Shakespeare’s words from the soliloquy. It should work out to about 50% Shakespeare’s words and 50% your own words. **Do not just write the first five lines and think you are finished.** You should re-write *at least half of the soliloquy or more.* Be creative, original, and give it your best effort. You can use the outline below if it helps you:

YOU CAN USE THE OUTLINE BELOW TO WRITE YOUR PARODY IF IT HELPS



Act III, scene 1, lines 64-98.

“To _____ or not to _____, that is the question:

whether ‘tis better to _____

or _____

_____ . To _____, to _____ ---

(no more) or other phrase) , and by (verb with -ing) _____ (what is something “good/bad” that could come out of this?)

to say we _____ (do what?) _____

_____ (‘Tis a something to be wished) but in your own words) _____ . To _____, to _____ ---

- (repetition of ideas/things from lines earlier)

to _____, ---perchance _____ . Ay, (or some other expression) _____ there’s the _____,

for in that _____ (What?) _____ (or other preposition)

_____ (“What dreams may come” What may happen if this choice is taken?) _____

when _____,

_____ . There’s the _____ (Why put up with all this?) _____

_____ .

For who would bear (or other verb) the (come up with at least 7 different types of things/obstacles

that one must face with your situation. Describe them using descriptive phrases, not just single words),.....

_____, _____, _____,

_____, _____,

_____, and _____,

when _____ (what could you do to “end it all”?)

_____ ? Who would _____ (noun verb) _____, (other burdens?)

to _____ and _____, (more problems)

but _____, (what stops you from completing the choice?)

the _____

_____, (verb in place of “puzzles”) _____ the will (or other noun)

and _____ (what does it make us do?) rather

than _____ . (other choice to confront)

Thus (therefore)(state a Subject/Predicate) _____, (what’s the effect?)

And thus, (state a Subject/Predicate) _____

(add in imagery to describe the effect of this decision) _____,

and (what is “lost” or given up?) _____ (what happens?). --- Soft you now! (or some other expression)

(Who would be fitting to interrupt your thoughts here? Write in an appropriate descriptive name)

The _____ (Name or Proper noun), Nymph, (OR other descriptive metaphorical word), in your (what?) _____, be (or other verb) _____.”

(What are you asking of this person interrupting your thoughts?)

Step 13: Read Act V of the play.

Step 14: Take the Whole Play Test on Google Classroom by the deadline.