**English 12 *Hamlet* Unit Plan**

**Rationale:**

Studying William Shakespeare’s plays is a crucial part of English classes because Shakespeare’s plays and sonnets are considered canonical texts of English literature. *Hamlet* is the play that is usually studied in grade 12 English classes. It is important for the students to study this play because many of the themes are still relevant today and many references in pop culture come from famous lines in the text.

**PLOs:**

**A2, A8, B2, C8**, **C10**

**Prerequisite Skills and Concepts:**

* Students are expected to have learned the basics of writing an academic essay.
* Students should know how to use Web Cat to conduct research on a topic.
* The students will have studied other works by Shakespeare in previous grades, so they should have a good understanding of Shakespearean language structure and poetic devices (e.g. iambic pentameter, puns, etc.).

**Teacher Preparation:**

* Re-read the play to ensure understanding of the key themes and events.
* Creating questions and quizzes for each act and scene of the play.
* Booking the library for a session on research and MLA citation.
* Scheduling with peers in drama/theatre to facilitate an acting workshop.

**Cross-curricular Connections:** Shakespeare is often studied in drama and theatre classes as well. Shakespearean plays were not meant to be read, but to be experienced through seeing and hearing the actors and being immersed in the language. I would like to collaborate with my peers in the drama/theatre department to provide an acting workshop for the students so they can get a complete physical and verbal experience of the play.

**Extensions to Unit:**

If there is time remaining at the end of the unit, spin-offs of *Hamlet* may be explored such as the play *Wittenberg* by David Davalos. Students can also watch different film adaptations on the play and critique the interpretation of characters and key themes between versions.

**Differentiated Instruction:**

I will use a variety of materials in my lessons including visuals, audio, and hands-on activities. I plan on setting up my classroom to provide a quiet space where students can have a break and/or work by themselves. For students with designated learning disabilities, I will speak with my sponsor teacher and the grade-appropriate counsellor to develop the best support plans for them.

**Resources:**

* Handouts and worksheets mostly self-made with a few borrowed from sponsor teacher.
* Youtube video on Shakepearean language.
* Teacher resource guide on *Hamlet* by Novel Ties, Learning Links Inc.
* Movie versions of *Hamlet*.

**English 12 Hamlet Unit Plan**

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| **Stage 1 Desired Results** | | |
| ***Big idea:*** *Hamlet* has many symbols and themes that are still relevant to modern society. This is evident in the way that references to key scenes in the play are still being made in pop culture and media. Shakespearean language is important to understand because of the way William Shakespeare plays with words to emphasize meaning. | | |
| **Understandings (U):**  *Students will understand…*   * The story line of Hamlet and some of the key events are still relevant today. * Shakespeare uses figurative language to emphasize characteristics of human nature, state of society, etc. * Why the main characters act the way they do and what their relationships are to each other. | **Essential Questions (Q):**   * **What are the key themes present in *Hamlet*?** * **Who are the major characters in *Hamlet* and how do they relate to each other?** * **How does Shakespeare use figurative language to comment on human nature/life?** | |
| ***Students will know…* (K)**   * ***The key themes of Hamlet (revenge, madness, appearance vs. reality, greed/corruption) and how they are still relevant to modern society.*** * ***How to find quotes and incorporate research to express their opinions on a key theme of Hamlet.*** * ***How to cite their academic sources in standard MLA format.*** | ***Students will be able to…* (S)**   * **Read the lines of the play to gain an understanding of Shakespearean language and figurative devices.** * **Analyze the key soliloquys to find quotes that demonstrate the themes of the play.** * **Write a research paper on a key theme of *Hamlet*.** * **Demonstrate their understanding of the key themes through medium of their choice.** | |
| **Stage 2- Assessment Evidence** | | |
| **Performance Tasks (T):**  **- Quick-write paragraph writings**  **- In-class essay**  **- Research essay on a key theme of *Hamlet*** | | **Other Evidence (OE):**   * Quizzes on each act * Question worksheets * Quote cue cards used as exit slips * Choice between academic writing style summary of scenes or creative projects inspired by events and/or themes. |
| **Stage 3- Overview** | | |
| **Overview of Learning Activities (L):**  **W**here the unit is going: We will study the traits of the characters as shown in their relationships, interactions, thoughts, and actions. Throughout our study we will start with writing paragraphs and build up to the final research paper.  **H**ook/**H**old the students: Why study *Hamlet*? How is it still relevant today? Famous quotes of *Hamlet*.  **R**ethink: Review the key themes of Hamlet in a trivia game-show format. Key question: What is the actual point of the story?  **E**valuate: There will be quizzes on each act to gauge the level of students’ understanding of important ideas. The students will start with writing paragraphs, then a short in-class essay halfway through the play, and at the end of the play they will research a topic and cite sources in MLA format.  **T**ailored: Students can add their own quotes from Hamlet that they think have a profound impact on their own understanding of a key concept. Students have the choice of presenting a creative writing project on any part of the play that really inspired them.  **O**rganized: The unit will follow a logical progression through the acts of the play and how the characters develop as the plot unfolds. The performance tasks are sequenced to provide scaffolding for students toward the final goal of writing a research paper. | | |

**Overview of Stage 2: Evidence of Understanding**

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| **Performance Task: Research paper on key theme of *Hamlet***  **GRASPS:**  **Goals: Students will conduct research on their topic of choice (from the list of options) and establish their own statement on a key theme of the play. Then they will incorporate quotes from the play and their research notes into their final essay. They will also learn to cite their sources using MLA citation.**  **Role: The students practice research skills using Webcat, critically analyze primary and secondary sources and incorporate both in their essays on a central theme of *Hamlet*.**  **Audience: Ms. Kuo, peers.**  **Situation: Students must conduct research on a key theme of Hamlet and establish their own thesis statement based on their findings. Then they must quote the play and their academic sources where necessary to defend their positions.**  **Product/performance/and Purpose: The students will write a final research paper to demonstrate their understanding of a certain theme of the play. Prior to the final paper, scaffolding will be provided by having them complete a paragraph assignment and an in-class short essay.**  **Standards/Criteria for Success: The students will be evaluated on their understanding of the themes that they have chosen. Marks will be given on the comprehensiveness of their understanding and ideas (well-organized with thesis statement and supporting evidence)**  **, as well as their ability to incorporate quotes and research notes in the correct format with proper citation. Students must include their research from at least three academic sources in addition to the play. Students will also be evaluated on the overall clarity of their writing (grammar, spelling, etc.).** |

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| **Other Evidence:**   * **Paragraph responses** * **In-class essay** * **Quizzes on each act (multiple choice and short answer)** * **Favourite quotes on cue cards with speaker and context** * **Summaries of scenes/creative projects (if they so choose)** |

**WHERETO (E = formative assessment, E2 = summative assessment)**

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| 1. Students will consider the key question: Why are we studying Hamlet? How are the themes still relevant to our society? They will start with an overview of the most famous quotes from the play. (H)  2. Introduce essential questions and let students know they will be writing a research paper when we finish reading the play. (W)  3. In-class discussions will be held on the key events of each act and scene. Students will analyze sections of the play and complete questions. (E)  4. Know/Wonder/Learn (KWL) chart – students will write down what they already know about the play and what they wonder about on post-it notes and stick them to the chart. We will return to the chart at the end of the unit and add sticky notes for what the students have learned.  5. Who’s the moral-est of them all? – Students will discuss how moral they think each character is based on the first act. Students will create a morality continuum on the side whiteboard and the characters may be moved around as our study of the play progresses.  6. Surveillance and parental control – Students do a quick-write on the topic. We will examine the themes of masking and unmasking as well as public vs. private in Acts 1-2  7. Seeming vs. Reality – Students will examine the ways in which each character presents one face to the public but act differently in private. We will focus on relationship between Hamlet, Gertrude, Claudius, Rosencrantz, and Guildenstern. Students will also debate whether Hamlet is really mad or only pretending.  8. Students will act out key scenes in Act 3 (“To be or not to be” soliloquy) with the guidance of Mr. Turpin and/or Ms. Nortey to get a deeper experience of Shakespearean theatre and language. (T)  9. Conscience – Students will examine the idea of expressing guilt with regard to Claudius’ actions in Act 3.  10. Reluctance vs. action – Students will do a character comparison of Hamlet and Fortinbras.  11. “Nobody out-crazies Ophelia!” – Students examine Ophelia’s death, what it says about her character, and how the event acts as a catalyst for the rest of the play.  12. The Great Equalizer – Students will examine the comedy in the dialogue between the grave-diggers and the idea of equality in death in Hamlet’s speech with Yorick’s skull.  13. Backstabbing, literally – Students will read the last act of the play and re-examine the morality of each character and how events in Act V change their perceptions of the characters. They may move characters around on the continuum and defend their moves.  14. As an ongoing activity, students will write down important quotes on cue cards with the speaker and context on the back. These cards can help the students when they are studying for quizzes. (R)  15. Students will write summaries of each scene and comment on the key themes presented in each scene. They may also choose to demonstrate their understanding of the scenes creatively through a medium of their choice (art, poetry, photography, etc.) (E, T)  16. Students will write quizzes after studying each act. The quizzes will evaluate students’ understanding of the key themes through multiple choice, short answers, and short essays. (E2)  17. Throughout the unit, students will be given “quick-write” topics on key ideas in the play and they will respond in paragraph format (can be longer). These will be evaluated based on evidence of understanding and being able to relate the events of the play to larger ideas that are still relevant today. (E2)  18. Prior to spring break and the end of term 2, students will write an in-class essay. They may choose one topic out of three and they will be assessed on their understanding of a key theme that has been presented thus far in the play. (E2)  19. Students will attend a library session on MLA citation and research. They will have time in the library computer lab to do some initial research and come up with an essay topic proposal based on one of the given topics or one of their own choosing.  20. Students will review the key themes and events of the play in a mock-Jeopardy game. (R)  21. Students hand in their research essays. During this class they may choose to present their creative projects to their peers. (O)  22. Film-adaptations and spin-offs of *Hamlet*: Students will watch film versions of Hamlet and critique the adaptation of the play and the actors’ interpretations of the characters. (E) |

**Weekly Sequencing**

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| **Monday February 2** | **Tuesday** | **Wednesday February 4** | **Thursday** | **Friday February 5** |
| - Hamlet unit at a glance. Hand out unit outlines, discuss final research paper, assignments, expectations.  - Hamlet KWL chart.  - Famous quotes from Hamlet. Show students Pinterest board, invite them to participate.  - Act I Sc. I of Hamlet: Elizabethan superstitions, tone established at beginning of play. W, H |  | - Review of Act I Sc. I  - Act I Sc. II: First impressions of the main characters (Claudius, Gertrude, Hamlet), relationships between them, and preliminary moral continuum placements.  - Compare Claudius’ attitude toward death of a loved one to Hamlet’s. E |  | - Review of Act I Sc. II  - Act I Sc. III-IV: Polonius’ advice to his children. What advice does he give to Laertes and Ophelia? Agree or disagree? Anticipation of appearance of ghost, tension in Sc. IV. E |
|  |  | **Wednesday February 11**  - Review of Act I Sc. IV  - Act I Sc. V: Ghost of old King Hamlet reveals truth about his death, Hamlet’s reaction at being asked to avenge his father’s murder.  - Act I review questions. E2 |  | **Friday February 13**  \*\*\*Quiz on Act I.  - Act II Sc. I: Quick-write on ethics of parental surveillance. Polonius’ assumptions of why Hamlet appears to have gone mad. E2 |
|  | **Tuesday February 17**  - Review of Act II Sc. I  - Act II Sc. II: Seeming vs. reality in the exchange between Hamlet and Polonius. Private vs. public spheres. Debate on whether Hamlet is really crazy or only pretending.  - Act II review questions. E2 |  | **Thursday February 19**  **Professional day** |  |
|  | **Tuesday February 24**  \*\*\* Quiz on Act II  - Act III Sc. I: Analysis of Hamlet’s “To be or not to be…” soliloquy. Relationship between Hamlet and Ophelia. E2 |  | **Thursday February 26**  - Review of Act III Sc. I  - Act III Sc. II: Play within a play idea, what purpose does the play serve?  - Acting workshop with Mr. Turpin or Ms. Nortey (TBD). E |  |
| Monday March 2  - Act III Sc. II continued: Rosencrantz and Guildenstern’s “friendship” with Hamlet. Word play in Hamlet’s tirade against his “friends”.  \*\*\* In-class essay. E2 |  | Wednesday March 4  - Review of Act III Sc. II  - Act III Sc. III-IV: Idea of conscience, Claudius’ prayer scene, Hamlet’s confrontation with Gertrude.  - Re-examination of moral continuum: who’s more or less moral now? Students move characters around and defend moves.  - Review questions for Act III. E2 |  | Friday March 6  \*\*\* Act III quiz  - Give out research essay outlines, have students start thinking about possible topics.  - Act IV Sc. I-IV: Aftermath of Polonius’ death, Hamlet sent away to England. Analysis of soliloquy in which Hamlet steels his resolve to avenge his father’s murder.  - Hamlet and Fortinbras character comparison chart. E2 |
|  | **Tuesday March 24**  - Act IV Sc. V-VII: Ophelia’s madness and her death. Character analysis of Ophelia, Laertes’ and Claudius’ scheme.  - Essay topics sign up.  - Library session: doing research, evaluating sources, citing sources in proper MLA format.  - Review questions on Act IV. E |  | **Thursday March 26**  \*\*\* Act IV Quiz.  - Act V Sc. I: Comedy in the gravediggers’ exchange. Idea of equality in death, Hamlet’s speech with Yorick’s skull. E2 |  |
| **Monday March 30**  - Review of Act V Sc. I.  - Act V Sc. II: The great duel between Laertes and Hamlet. Final examination of morality continuum. Students move characters around and defend their moves.  - Review questions on Act V. E |  | **Wednesday April 1**  \*\*\* Act V Quiz.  - Grand review of Hamlet in game-show format. E2 |  | **Friday April 3**  **Good Friday** |
| **Monday April 6**  **Easter Monday** | **Tuesday April 7**  - Research essays due.  - Movie, unit extension. |  | **Thursday April 9**  - Movie, unit extension.  - End of unit celebration, presentation of creative projects? |  |

**ENG 12 *Hamlet* Lesson 1**

**Lesson Objectives (SWBATS):**

- Students will be able to show what they already know about the play and what they want to learn on a KWL chart.

- Students will be able to get an overview of the plan from the most famous quotes.

- Students will be able to analyse key lines in Act I Sc. I to understand Elizabethan superstitions and how Shakespeare establishes the tone.

**Materials:** Unit outline sheet, poster paper, post-it notes, computer, projector, Hamlet in 22 Quotes handout, play book, cue cards.

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| Time | Teacher Activity | Student Activity |
| Introduction (5 mins.) | - Introduces self again.  - Takes attendance.  - Passes out unit outline and go over it with students, explain where we’re going with the unit, optional creative assignments, final research paper, rules and expectations. | - Respond to attendance check.  - Read over unit outline, ask any questions they might have about the unit. |
| KWL chart (10 mins.) | - Draws KWL chart on the board, colours and corresponding categories (pink = Know, blue = Wonder, green = Learn)  - Passes out post-it notes (3 per student).  - Has students write one thing they already know about *Hamlet*, one thing they are wondering about, and one thing they want to learn about the play.  - Go over what students wrote. | - Write one thing each for what they know about the play, what they are wondering about, and what they want to learn.  - Stick post-it notes under appropriate section on white board. |
| Famous quotes from Hamlet (20 mins.) | - Put sets of quotes in 4 envelops and tape to wall in different parts of the classroom.  - Hands out Hamlet in 22 Quotes sheets with quotes blanked out.  - Have students count themselves off from 1 to 4 then get into groups.  - One person from each group gets envelope and brings it back to the group. Members figure out which quote matches which event in the play. First group to get all the quotes in order wins.  - Elicits correct quotes for each event from students. | - Get into their groups of four.  - Send one runner to get the envelope marked with the corresponding group number.  - Work together to figure out which quotes match with which events.  - Share answers with the rest of the class. |
| Pass out books (5 mins.) | - Passes out play books.  - Has students write their book numbers on an attendance sheet. | - Write down book numbers. |
| Act I Sc. I Reading (10 mins.) | - Has students read lines.  - Explains unfamiliar vocabulary. | - Read lines in Act I Sc. I |
| Act I Sc. I Analysis (15 mins.) | - Has students work in groups of 4 to find lines that explain Elizabethan attitudes towards ghost.  - Circulates and participates in discussions. | - Work with peers to find lines explaining behaviour of ghost. |
| Discussion (10 mins.) | - Elicits answers from each group.  - Provides additional background information about Elizabethan superstitions.  - What is the tone established in Act I Sc. I? Suspense, tension. | - Provide answers. |
| Closing (5 mins.) | - Asks students what was discussed in today’s class.  - Assigns reading Act I Sc. II for homework, 3 quotes from Act I Sc. I, at least one must be related to the text, one with personal meaning, and one that you think is important in general (write instructions on board). | - Summarize what was discussed in class.  - Note down homework. |

**Assessment:**

**Summative:**

- N/A

**Formative:**

- Students’ participation in group work and class discussion.

**Notes:**

**ENG 12 *Hamlet* Lesson 2**

**Lesson Objectives (SWBATS):**

- Students will be able to summarize events of Act I Sc. I

- Students will be able to express their views on the morality of the key characters (Claudius, Gertrude, Hamlet).

- Students will be able to analyse key lines in Act I Sc. II to compare and contrast Hamlet’s and Claudius’ attitudes towards the death of a loved one.

**Materials:** Play book, character cutouts, white boards, chart worksheet for Hamlet vs. Claudius comparison

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| Time | Teacher Activity | Student Activity |
| Introduction (5 mins.) | - Greets students.  - Does attendance check.  - Passes back quote cue cards. | - Respond to attendance check. |
| Review of Act I Sc. I (5 mins.) | - Has students summarize what happened in Act I Sc. I. | - Summarize events in Act I Sc. I. |
| Group discussion (10 mins.) | - Has students work in groups of 3 to discuss morality of characters.  - Has students pick what character they want to represent, make notes (demonstrate how to draw chart on white board) on morality and personality traits of their characters, then discuss with each other. | - Pick character they want to represent (Claudius, Gertrude, or Hamlet).  - Make notes on their characters’ morality and personality traits.  - Share points with each other. |
| Morality continuum (15 mins.) | - Has students place character cut-outs along morality continuum on side white board and defend their placements.  - Asks if rest of class agrees with placements. | - Place character cut-outs on morality continuum and explain why they put each character where they did.  - Say whether they are content with placements or not. |
| Act I Sc. II Reading and discussion (20 mins.) | - Has students read lines.  - Explains unfamiliar vocabulary.  - What is the purpose of Claudius’ speech to the court at the beginning of the scene?  - Explains word play in Hamlet’s lines (kin vs. kind, son vs. sun) | - Read lines in Act I Sc. II  - Answer questions on purpose of Claudius’ speech and how Shakespeare uses word play. |
| Claudius vs. Hamlet comparison (10 mins.) | - Passes out character comparison worksheets.  - Divides class in half, one half identifies Claudius’ attitude towards death of a loved one, other half focuses on Hamlet’s attitude, find quotes or paraphrase.  - Has students make notes on their character, then find a partner who analyzed the other character and share notes. | - Make notes on their character.  - Find partner who analyzed the other character and compare notes. |
| Discussion (10 mins.) | - Elicits answers from each pair.  - Provides additional background information about Claudius and Hamlet. | - Provide answers. |
| Closing (5 mins.) | - What is one thing you remember about today’s discussion (pick three random students).  Has students write three quotes that they thought were especially important.  - Assigns reading Act I Sc. III-IV for homework, summary of Act I Sc. II | - Summarize what they learned through the group/class discussions.  - Note down homework. |

**Assessment:**

**Summative:**

- Scene summary.

**Formative:**

- Students’ participation in group work and class discussion.

**Notes:**

**ENG 12 *Hamlet* Lesson 3**

**Lesson Objectives (SWBATS):**

- Students will be able to summarize events of Act I Sc. II

- Students will be able to analyze Laertes’ advice for Ophelia and Polonius’ advice for each of his children.

- Students will be able to analyze Hamlet’s views on the royal court’s parties.

**Materials:** Play book, white board, advice chart worksheets.

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| Time | Teacher Activity | Student Activity |
| Introduction (5 mins.) | - Greets students.  - Does attendance check.  - Passes back Act I Sc. I summaries.  - Collects Act I Sc. II quotes | - Respond to attendance check. |
| Review of Act I Sc. II (5 mins.) | - Has students summarize what happened in Act I Sc. II. | - Summarize events in Act I Sc. II. |
| Jigsaw activity (20 mins.) | - Numbers students off from 1 to 3. Group 1 = Laertes’ advice for Ophelia, Group 2 = Polonius’ advice for Laertes, Group 3 = Polonius’ lecture to Ophelia. Split those groups into smaller groups of 3-4.  - Has students move into jigsaw groups with two people from the other groups and share main ideas. | - Students get into groups and discuss corresponding part. Paraphrase lines and find key ideas.  - Find members from each of two other groups and share notes. |
| Class discussion (15 mins.) | - Elicits answers from groups.  - Provide any details not mentioned by the students. | - Share points with the rest of the class.  - Note down anything they missed. |
| Act I Sc. IV Reading (10 mins.) | - Has students read lines in Act I Sc. III-IV.  - Explain unfamiliar vocabulary.  - Point out Hamlet’s line “something is rotten in the state of Denmark.” Idea of corruption and rottenness repeated throughout the play. | - Read lines from Act I Sc. IV.  - Take notes on important lines. |
| Hamlet’s criticism of Polonius and royal court (10 mins.) | - Has students work in pairs to paraphrase Hamlet’s tirade against Polonius’ hard-partying ways. | - Work with partner to paraphrase Hamlet’s criticism of the royal court. |
| Class discussion (10 minutes) | - Gets each pair to share their translation of one sentence. | - Share translations with rest of class. |
| Closing (5 mins.) | - Has students write three quotes and explanations for why they chose those quotes for Act I Sc. V  - Assigns reading Act I Sc. V for homework, summary of Act I Sc. III-IV | - Note down homework in agendas. |

**Assessment:**

**Summative:**

- Quotes and explanations due next class.

**Formative:**

- Students’ participation in group work and class discussion.

**Notes:**

**ENG 12 *Hamlet* Lesson 4**

**Lesson Objectives (SWBATS):**

- Students will be able to summarize events of Act I Sc. III-IV

- Students will be able to paraphrase how Old King Hamlet was murdered.

- Students will be able to analyze Hamlet’s reaction to having to avenge his father’s murder

**Materials:** Play book, white board, computer, projector

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| Time | Teacher Activity | Students Activity |
| Introduction (5 mins.) | - Greets students.  - Does attendance check.  - Passes back quotes. | - Respond to attendance check. |
| Review of Act I Sc. III-IV (5 mins.) | - Has students summarize what happened in Act I Sc. III-IV.  - Asks students to share quotes they chose from the scenes. | - Summarize events in Act I Sc. III-IV.  - Share quotes that they chose from the two scenes. |
| Group discussion (15 mins.) | - Has students work in groups of 3 to paraphrase Old King Hamlet’s death, Hamlet’s reaction, and conversation between Hamlet and friends. \*Instructs them to take notes.  - Has students pick which section they want to analyze, make notes on their speeches, share with each other.  - Circulates to encourage discussions and note-taking. | - Pick section they want to analyze.  - \*\*\*Make notes on their section.  - \*\*\*Share points with each other and take notes. |
| Class discussion (10 mins.) | - Elicits answers from groups.  - Provide any details not mentioned by the students. | - Share points with the rest of the class.  - Note down anything they missed. |
| Act I Sc. V Reading (15 mins.) | - Has students read lines in Act I Sc. V.  - Explain unfamiliar vocabulary.  - Notes Ghost’s explanation of how he died – important in a later act and scene.  - What does Hamlet mean by “antic disposition”? Why does he think he needs to put on an antic disposition? | - Read lines from Act I Sc. V.  - T/P/S questions on Hamlet’s madness.  - Take notes on discussion. |
| Pair discussion (5 mins.) | - Has students debate with partner whether Claudius and Gertrude were having an affair before Old King Hamlet was murdered. Are ghosts able to see what happens? | - Discuss with partner if Claudius and Gertrude were having an affair before Old King Hamlet died. |
| Class discussion (5 minutes) | - Gets students to debate whether Claudius and Gertrude were having an affair. | - Share ideas with rest of class. |
| Review of Act I (15 mins.) | - Hands out Twenty Quotes Scavenger Hunt worksheets.  - Split students into two teams.  - Shows quotes on PowerPoint slides, times students for 90 seconds while they find answers.  - Displays answers. | - Split into two teams.  - Find speaker of line and explain context of quote within time limit of 90 seconds.  - Wave post-it note when they have identified both speaker and context.  - Take notes on worksheets. |
| Closing (5 mins.) | - Debrief of discussion, any questions/concerns.  - Quiz next class! Tells students to study twenty quotes scavenger hunt worksheets, need to be familiar with ALL 20 because will pick 10 random ones. Identify speaker, spoken to, and significance (NOT meaning in Modern English)! | - Summarize class discussions, raise any questions/concerns.  - Note down quiz format. |

**Assessment:**

**Summative:**

- Quotes from Act I Sc. III-IV

**Formative:**

- Students’ participation in group work and class discussion.

**Notes:**

**ENG 12 *Hamlet* Lesson 5**

**Lesson Objectives (SWBATS):**

- Students will be able to demonstrate knowledge of Act I on quiz.

- Students will be able to relate event of Act I to the main themes of corruption/greed, appearance vs. reality.

- Students will be able to critique the film version of the play.

**Materials:** Act I quiz, play book, cue cards

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| Time | Teacher Activity | Student Activity |
| Introduction (5 mins.) | - Greets students.  - Does attendance check.  - Has students collect marked assignments. | - Respond to attendance check. |
| Quiz on Act I (20 mins.) | - Passes out Act I quiz.  - Circulates to answer questions and make sure no cheating is going on.  - Collects quizzes when students are done. | - Pay attention to instructions.  - Write quiz.  - Hand in quiz when they are finished. |
| Film viewing and discussion (10 mins.) | - Plays Act I of 2008 film version of Hamlet.  - What are the similarities or differences between the film version and your imagination?  - What do you make of the security footage POV (will come back to this later)? | - Watch the movie, note down their observations.  - Compare the movie with what they imagined.  - Thoughts on camera angle. |
| Closing (5 mins.) | - Assign reading Act II Sc. I for homework.  - 3 quotes from Act II Sc. I | - Note down homework. |

**Assessment:**

**Summative:**

**-** Act I quiz

**Formative:**

- Students’ participation in group work and class discussion.

**Notes:**

**ENG 12 *Hamlet* Lesson 6**

**Lesson Objectives (SWBATS):**

- Students will be able to relate the events of the scene to contemporary issues and express their opinions on the matter.

- Students will be able to connect the events of the scene to the overall themes of the play (madness, seeming vs. reality).

- Students will be able to analyze Polonius’ lines and establish his personality traits (to be continued next class).

**Materials:** Lined paper, play book, white board, dry erase markers

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| Time | Teacher Activity | Student Activity |
| Introduction (5 mins.) | - Greets students.  - Does attendance check.  - Has student collect marked quizzes. | - Respond to attendance check.  - Collect marked quizzes. |
| Sharing of quotes (5 mins.) | - Has students share quotes they liked/have connection to from Act II Sc. I (pick random students if have no volunteers).  - Prompts further discussions as necessary. | - Share quotes that they picked. |
| Quick-write (20 mins.) | - Writes topic on side white boar: How might Polonius sending Reynaldo to spy on Laertes translate in modern times? Do you think it’s acceptable for parents to monitor their children? | - Write short essay on parental surveillance. |
| Debrief of quick-write responses (5 mins.) | - Asks students to share some responses to topic (show of hands, who thinks parental surveillance is ok, who thinks it’s not ok)  - Prompts students for further explanations, additions as necessary. | - Share ideas on quick-write topic. |
| Act II Sc. I Reading and discussion (10 mins.) | - Has students read lines from Act II Sc. I up to li. 83  - T/P/S have students discuss with a partner and debate whether they agree with Polonius’ parenting or not, what they think about Polonius’ relationship with his son. | - Read lines in first half of Act II Sc. I  - Discuss and debate Polonius’ parenting strategy with partner. |
| Class discussion (5 mins.) | - Facilitates discussion. Why does Polonius spy on his son by such means? What does this say about his character? Relationship with his children? | - Participate in class discussion, note down points they might have missed. |
| Act II Sc. I Reading and discussion (10 mins.) | - Has students read lines 85-133.  - Puts students in groups of three, demonstrates how to draw chart on white board.  - Has students come up with reasons for Hamlet’s odd behaviour from each character’s POV (Ophelia, Polonius, Hamlet). | - Read lines between Ophelia and Polonius.  - Brainstorm reasons for Hamlet’s behaviour from each character’s POV, discuss with group members. |
| Class discussion (5 mins.) | - Facilitates discussion. What is Ophelia’s reaction? What is Polonius’ assumption of why Hamlet is acting strange? Why is Hamlet really acting this way?  - Relates discussion back to main theme of seeming vs. reality, public vs. private selves. | - Share ideas for each character’s reactions and/or motives.  - Take notes on class discussion. |
| Preview of Act II Sc. II (10 mins.) | - Has students read Act II Sc. I li. 1-42  - Class discussion: compare Claudius and Gertrude sending R+G to “comfort” Hamlet to Polonius sending Reynaldo to spy on Laertes. Relate discussion back to private vs. public life. | - Read lines in Act II Sc. I  - Compare Claudius and Gertrude’s parenting to Polonius’.  - Relate discussion to big ideas of the play. |
| Closing (5 mins.) | - Assign reading Act II Sc. II for homework.  - 3 quotes from Act II Sc. II | - Note down homework. |

**Assessment:**

**Summative:**

**-** Act II Sc. I quotes

**Formative:**

- Students’ participation in group work and class discussion.

**Notes:**

**ENG 12 *Hamlet* Lesson 7**

**Lesson Objectives (SWBATS):**

- Students will be able to further explore the concept of parental surveillance and public vs. private spheres.

- Students will be able to analyze the personalities of the characters based on the events of Act II Sc. II.

- Students will be able to identify Hamlet’s motives for taking revenge.

**Materials:** White board, markers, Hamlet play book.

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| Time | Teacher Activity | Student Activity |
| 10:15-10:20  Introduction  (5 mins.) | - Greets students.  - Does attendance check.  - Has student collect marked quiz and assignments. | - Respond to attendance check.  - Collect marked quizzes and assignments. |
| 10:20-10:25  Sharing of quotes  (5 mins.) | - Has students share quotes they liked/have connection to from Act II Sc. II (pick random students if have no volunteers).  - Prompts further discussions as necessary.  - Review events of Act II Sc. I (parental surveillance) | - Share quotes that they picked.  - Summarize events in previous scene. |
| 10:25-10:35  T/P/S  (10 mins.) | - Has students discuss with a partner: Do you think what Claudius and Gertrude are doing is more acceptable than what Polonius does in terms of spying on their children?  - Has pairs share views with the rest of the class. | - Share ideas with partners and class. |
| 10:35- 10:50  Act II Sc. II Reading and discussion (15 mins.) | - Has students read lines from Act II Sc. II 43 up to 226  - How is Polonius very ironic in his speech?  - Has students discuss the character of Polonius (very nosy).  - Has students pay particular attention to Hamlet’s lines and how he seems mad but is vaguely insulting Polonius. | - Read lines in Act II Sc. II.  - Participate in discussion of Polonius’ character.  - Discuss Hamlet’s madness. |
| 10:50-11:10  Group discussion  (20 mins.) | - Has students examine Hamlet’s soliloquy at the end of Act II Sc. II, divide lines into three sections, groups 1-3 first section, groups 4-6 second section, groups 7-8 last section.  - Writes questions on board: How does Hamlet’s soliloquy show the contrast between private vs. public spheres? What was the purpose of the actor’s speech? Why Pyrrhus and Priam? What spurs Hamlet to take revenge? Do you think Hamlet is being methodical or just stalling for time? | - Work in groups to analyze Hamlet’s soliloquy.  - Switch groups to teach others what their section is about.  - Work in groups to answer questions. |
| 11:10-11:15  Class discussion (5 mins.) | - Facilitates discussion. Prompt responses and add details as necessary. | - Share findings with the whole class. |
| Review of Act II  11:15-11:30  (15 mins.) | - Has students review Act II, Answer questions on board. | - Review Act II, answer review questions. |
| Closing (5 mins.) | - Review Act II, study for quiz.  - Questions? Comment? Concerns?  - Dismiss class. | - Note down quiz date and study for quiz |

**Assessment:**

**Summative:**

**-** Act II Sc. II quotes

**Formative:**

- Students’ participation in group work and class discussion.

**Notes:**

**ENG 12 *Hamlet* Lesson 8**

**Lesson Objectives (SWBATS):**

- Students will be able to demonstrate their understanding of key events in Act II.

- Students will be able to analyze Hamlet’s “To be or not to be” soliloquy and understand his state of mind.

- Students will be able to identify reactions to Hamlet’s madness and what these demonstrate about the relationships between the characters.

**Materials:** White board, markers, Hamlet play book, handouts on Hamlet’s soliloquy.

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| Time | Teacher Activity | Student Activity |
| 10:15-10:20  Introduction  (5 mins.) | - Greets students.  - Does attendance check.  - Has student collect marked quiz and assignments. | - Respond to attendance check.  - Collect marked quizzes and assignments. |
| 10:20-10:25  Brief review of Act II  (5 mins.) | - Has students discuss with neighbours the events of Act II.  - Re-teaches significance of Player’s recital. Who is Hecuba and why does Hamlet care so much? | - Discuss key events in Act II.  - Note down key points of class discussion |
| 10:25-10:40  Act II Quiz  (15 mins.) | - Shows quiz questions on overhead screen.  - Circulate to check on progress. | - Wait for everyone to put away books and get sheet of paper before they start.  - Answer questions on quiz in short paragraphs.  - Pass quizzes up to the front when they are finished. |
| 10:40-10:55  Act III Sc. I Reading and discussion (15 mins.) | - Has students read lines in Act III Sc. I up to li. 63.  - Continues discussion of Hamlet’s relationship with his mother.  - Points out Claudius’ first expression of his guilt.  - Parental surveillance continued. | - Read lines in Act III Sc. I.  - Participate in discussion of Hamlet and Gertrude’s relationship, Polonius and Claudius spying on Hamlet and Ophelia. |
| 10:55-11:10  Pair work  (15 mins.) | - Hands out “To be or not to be” soliloquy worksheets.  - Has students work in pairs to paraphrase Hamlet’s soliloquy and make own connections to sections of the soliloquy. | - Work in groups to analyze Hamlet’s soliloquy.  - Switch groups to teach others what their section is about.  - Work in groups to answer questions. |
| 11:10-11:15  Class discussion (5 mins.) | - Facilitates discussion. Prompt responses and add details as necessary.  1. What is Hamlet’s state of mind at this point?  2. What are Hamlet’s opinions on life and death? How can this be related to current affairs? | - Share ideas on what Hamlet is talking about, personal connections to sections of the soliloquy.  - Make parallels to events in the news such as end of life discussions in Canada and recent law against banning assisted suicide. |
| 11:15-11:30  End of Act III Sc. I  (15 mins.) | - Passes out Act III Sc. I synopsis of Hamlet and Ophelia’s scene.  - Has students discuss questions on handout. What do you think about Hamlet’s manner towards Ophelia? Does Hamlet mean what he says or is he putting on a show of his madness again? How does what Hamlet says relate to the overall theme of appearance vs. reality and masking vs. unmasking? What would you do if you were Ophelia (tell Hamlet the truth or be obedient to Polonius)? | - Read along with scene between Hamlet and Ophelia.  - Participate in discussion of questions on handout. |
| Closing (5 mins.) | - Questions? Comment? Concerns?  - Homework: Quotes for Act III Sc. I, read Act III Sc. II  - Dismiss class. | - Note down homework. |

**Assessment:**

**Summative:**

**-** Act II quiz

**Formative:**

- Students’ participation in group work and class discussion.

**Notes:**

***Hamlet* Lesson 9**

**Lesson Objectives (SWBATS):**

- Students will be able to experience Hamlet’s emotions and language in his soliloquy in Act III Sc. I.

- Students will be able to understand Shakespeare’s play within a play technique and why he uses this technique.

- Students will be able to apply Freudian psychology to the events of Act III Sc. II.

**Materials:** White board, markers, Hamlet play book.

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| Time | Teacher Activity | Student Activity |
| 10:15-10:25  Introduction  (10 mins.) | - Greets students.  - Does attendance check.  - Has student collect marked quiz and assignments. | - Respond to attendance check.  - Collect marked quizzes and assignments. |
| 10:25-11:10  Acting workshop  (45 mins.) | - Leads students down to drama studio.  - Mr. Turpin or Ms. Nortey to do acting workshop on Hamlet’s “To be or not to be” soliloquy. | - Quietly walk to drama studio  - Follow Mr. Turpin or Ms. Nortey’s lead in the acting activities. |
| 11:10-11:25  Act III Sc. II Reading  (15 mins.) | - Has students read and act out lines in Act III Sc. II 216-280.  - Pauses to explain key vocabulary and ideas. | - Read lines in Act III Sc. II.  - Note down key points. |
| 11:25-11:30  Class discussion  (5 mins.) | - In what other Shakespeare plays do we see this play within a play technique? Midsummer Night’s Dream, Twelfth Night….  - Why does Shakespeare like to insert mini-plays into his works?  - Why is Hamlet’s adaptation of the Murder of Gonzago effective? | - Work in groups to analyze Hamlet’s soliloquy.  - Switch groups to teach others what their section is about.  - Work in groups to answer questions. |
| Closing (5 mins.) | - Questions? Comment? Concerns?  - Homework: Quotes for Act III Sc. II, read Act III Sc. III-IV  - In class essay next week!  - Dismiss class. | - Note down homework. |

**Assessment:**

**Summative:**

**-** Act III Sc. II Quotes.

**Formative:**

- Students’ participation in group work and class discussion.

**Notes:**

***Hamlet* Lesson 10**

**Lesson Objectives (SWBATS):**

- Students will be able to experience Hamlet’s emotions and language in his soliloquy in Act III Sc. I.

- Students will be able to understand Shakespeare’s play within a play technique and why he uses this technique.

- Students will be able to apply Freudian psychology to the events of Act III Sc. II.

**Materials:** White board, markers, Hamlet play book.

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| Time | Teacher Activity | Student Activity |
| 10:15-10:25  Introduction  (10 mins.) | - Greets students.  - Does attendance check.  - Has student collect marked assignments. | - Respond to attendance check.  - Collect marked quizzes and assignments. |
| 10:25-10:40  Act III Sc. II key points  (15 mins.) | - Have students share a few quotes that they chose from Sc. II.  - In what other Shakespeare plays do we see this play within a play technique? Midsummer Night’s Dream, Twelfth Night….  - Why does Shakespeare like to insert mini-plays into his works?  - Why is Hamlet’s adaptation of the Murder of Gonzago effective?  - How does Hamlet “play” on words when he calls out R+G? | - Share quotes from Act III Sc. II.  - Discuss key events of Act III Sc. II |
| 10:40-10:50 Act III Sc. III  Movie scene  (10 mins.) | - Play Claudius’ prayer scene from the movie version.  - Explain key vocabulary | - Watch movie scene to get an idea of staging and context. |
| 10:50-11:05  Claudius prayer scene analysis  (15 mins.) | - Have students get into pairs – one person analyses Claudius’ speech and the other analyses Hamlet’s reasoning.  - Questions to consider: Why does Claudius believe he can’t be forgiven? What difference is there between heavenly justice and earthly justice to Claudius? Why does Hamlet not take this chance to kill Claudius? What occasions does Hamlet think would be more appropriate to take revenge?  - Elicit answers from pairs. | - Work in pairs to paraphrase Claudius’ “prayer” and Hamlet’s reasoning.  - Answer questions to consider.  - Share ideas with the whole class. |
| 11:05-11:15  Act III Sc. IV Movie Scene  (10 mins.) | - Play Act III Sc. IV from movie.  - Have students note tone of Hamlet and Gertrude’s voices. What is the mother-son relationship like? How is it ironic?  - Explain key passages. | - Watch scene from movie.  - Note tone of actor’s voices and what is revealed about the relationship between Hamlet and Gertrude. |
| 11:15-11:30  T/P/S and class discussion  (15 mins.) | - Have students discuss with a partner: what advice does Hamlet give to Gertrude? What does this tell you about how he feels towards his mother? What do Gertrude’s lines reveal about how she feels? | - Discuss questions with a partner and share ideas with the class. |
| Closing (5 mins.) | - Questions? Comment? Concerns?  - Homework: Review key themes of the play in the acts that we have read so far. Make a chart and bullet points for each theme.  - In-class essay on Wednesday! | - Note down homework.  - Prepare for in-class essay next class. |

**Assessment:**

**Summative:**

**-** Act III Sc. II Quotes.

**Formative:**

- Students’ participation in group work and class discussion.

**Notes:**