



Teacher Guide

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

Introduction

Our literature kit is designed to give the teacher a number of helpful ways of making the study of this novel a more enjoyable and profitable experience for the students. Our guide features a number of useful and flexible components, from which the teacher can choose. It is not expected that all of the activities will be completed.



One advantage to this approach to the study of a novel is that the student can work at his or her own speed, and the teacher can assign activities that match the student's abilities.

Our literature kit divides the play by acts and scenes, and features reading comprehension and vocabulary questions. Themes include death, intrigue, language, madness, subjectivity, suicide, and theater. Hamlet provides a wealth of opportunity for classroom discussion because it presents the conflict between justice and revenge in a unique way. Hamlet's struggle to decide whether to honor his father's wish that he seek revenge on his Uncle Claudius, the feelings for his mother and for Ophelia, as well as the intrigues of the court will challenge the minds and morals of students.

How Is Our Literature Kit™ Organized?

STUDENT HANDOUTS

Chapter Activities (in the form of reproducible worksheets) make up the majority of this resource. For each group of chapters, there are BEFORE YOU READ activities and AFTER YOU READ activities.

- The BEFORE YOU READ activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and

guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapter(s) are also presented.

- The AFTER YOU READ activities check students' comprehension and extend their learning. Students are asked to give thoughtful consideration of the text through creative and evaluative short-answer questions and journal prompts.

Six **Writing Tasks** and three **Graphic Organizers** are included to further develop students' critical thinking and writing skills, and analysis of the text. (See page 6 for suggestions on using the Graphic Organizers.) The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to the Writing Tasks and Graphic Organizers.

PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.



Teacher Guide

- Information and tools for the teacher



Student Handout

- Reproducible worksheets and activities

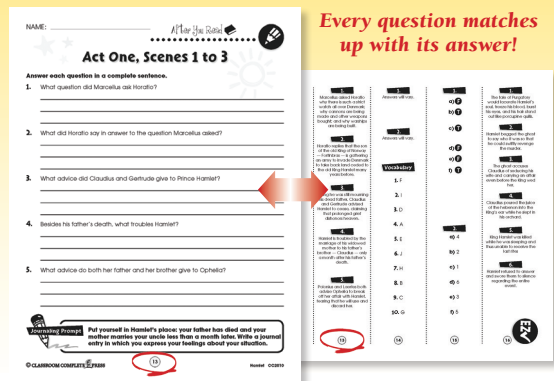


Easy Marking™ Answer Key

- Answers for student activities

EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns—just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!





Act One, Scenes 1 to 3

Answer the questions in complete sentences.

- Do you believe in ghosts and the paranormal? Why or why not? Use evidence to prove your reasoning.

- If you found out that someone you cared about had been murdered, what would you do? How would you feel?

Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word.

illume
partisan

compact
o'erwhelm

precurse
chariest

delated
credent

- _____ 1. Miriam would have to **bury** her piggy bank in the backyard to make sure her little brother didn't steal from it.
- _____ 2. "So, we have an **agreement**, then," June said.
- _____ 3. Frank ended up in detention when he decided bringing a broad-bladed **spear** was a good idea for show and tell.
- _____ 4. To **clarify** the mystery, David wanted to know Herman's whereabouts on the night in question.
- _____ 5. That he'd forgotten his homework on the bus wasn't the greatest excuse, but it was at least **believable**.
- _____ 6. Next to the 'C-' on her paper, Jennifer's teacher had written, 'Too little detail; this essay needs to be **expanded**.'
- _____ 7. If Martin was going to avoid getting caught, he would have to be most **cautious**.
- _____ 8. Jared found pieces of three pages of his essay in the hall, **foreshadowing** further trouble with a dog who loved to eat paper.



Comprehension Quiz

8. How does Hamlet react when Ophelia tries to give him back the gifts he gave her?

2

9. How does Hamlet plan to use the play to expose Claudius?

2

10. What stops Hamlet from tormenting his mother with comparisons between the old King and Claudius?

2

11. What worries Claudius about Hamlet's murder of Polonius?

2

12. What changes Laertes' mind about listening to Claudius?

2

13. How did Hamlet get back to Norway?

1

14. Why did Gertrude drink from the poisoned cup?

2

SUBTOTAL: /13

Analysis: Yorick's Skull



From the time he learned that his father's death was a murder (and maybe even before that), Hamlet is inundated with the notion of death: his father's, his own, and that of the murdering uncle he has vowed revenge on. Several passages in the play — including two of Hamlet's soliloquies — deal with reality and meaning of death. Discuss these lines and their meaning.

Act I, Scene 2, lines 129 to 159

Act III, Scene 1, lines 56 to 88

Act IV, Scene 3, lines 16 to 36

Act V, Scene 1, lines 70 to 202

Act V, Scene 2, lines 205 to 209