



START READING
YOUR ISU!

THE FOLLOWING PEOPLE MUST REPORT TO ME TODAY BEFORE LEAVING:
RYAN AND QUINN



Hamlet

What I hope You Noticed + Where to Go
From Here...



ACT 1 RECAP: Characters

- Hamlet: complex: brooding, loyal, overlooked heir to the throne
- Claudius: current king, Hamlet's uncle, potentially a killer
- Hamlet's mother: Did she cheat on King Hamlet or just rebound quickly after his death? Innocent and Trusting or Frail and Fickle?
- Ophelia: loyal daughter, in love with Hamlet, torn between her loyalty to Hamlet and to her family (Polonius and Laertes)
- Hamlet's friend Horatio: seems loyal and rational
- Young Fortinbras: ready to wage war to avenge his father and take back what is rightfully his

ACT 1 RECAP: HAMLET OBSERVATIONS

Trait: Loyal Heir to the Throne

- Horatio and the men who guard the castle agree to tell Hamlet first about the ghost and then agree to keep the ghost a secret - they do not tell the king - does this indicate loyalties to Hamlet, the true heir to the throne?
- The characterization of King Hamlet reflects traits that Hamlet should inherit: strength, loyalty to country, honesty
- Hamlet questions his mother's integrity since she is not loyal: he can't comprehend or accept disloyal people (line 146)
- Horatio's response re: the wedding confirms Hamlet is not overreacting re: loyalty concerns: line _____
- Laertes is concerned that Hamlet's loyalty to the throne will cause him to abandon his love for Ophelia (1.3.17-18)
- Says he will revenge his father "with wings as swift..."(1.5.29) and "wipe away all trivial' things to focus entirely on revenge (100-105) + put on an antic disposition and compromise himself and his reputation to find a way to avenge his father (171-173)

ACT 1 RECAP: HAMLET OBSERVATIONS

Trait: Melancholic

- He is scolded for brooding for too long after his father's death
- Instead of discussing his concerns rationally with his mother and Claudius, he is sarcastic and sulking in court in Act 1, Scene 1.
- He reflects that some men are born with defects in their nature that when given the chance can "poison" the whole person (1.4.23-38) -
- "I do not set my life at a pin's fee"(1.4.65)
- Horatio warns that the ghost may draw Hamlet into madness (line74).
- "He waxes desperate with imagination"(1.4.87)



ACT 1 Recap Hamlet

Trait: Immature and Unreliable

His mother and Claudius hint at this in Act 1, Scene 2

Polonius directly says it in Act 1, Scene 3, lines 123-131.

He says he will avenge his father swiftly and abandon all rational thought but then he tells his friends that he will pretend to be mentally unwell (we find out later he does this in order to buy time to determine if the ghost is truthful - he must confirm Claudius's guilt).

“O cursed spite/That ever I was born to set it right!”(190-191).

Connections to Literary Criticism

Feminist + New Historicism:

- Women as powerless & objects to be ruled by men
- Misogynistic views result when women don't abide by the expectations of the men.
- Watch how Ophelia is impacted when her gender identity trumps her individual identity.

New Historicism:

- **Divinity of Kings**: helps us understand the social and emotional pressures on Hamlet as heir to the throne + it makes the ghost seem more believable and shows the pressure on Hamlet to be loyal to his divinity and that of his father.
- **Filial Piety**: Hamlet and Ophelia are bound to their loyalty to their parents - makes sense for both to suffer when they are torn between filial piety and moral duty.
- **Uncertainty throughout**: appearance vs reality (reflects the time) explores the impact on individuals and on society when there is uncertainty about loyalties

Motif and Theme at this Point seen through plot events, characterization, and connections made:

- Madness (Melancholy)
- Uncertainty (Also Appearance vs Reality) - mainly connected to the nature of life and death + loyalties in this world
- Filial Piety

Resulting questions about theme:

- Is this play exploring the impact of “illness identity”? When one is identified as being melancholic, for example, does this become a self fulfilling prophecy?
- Is this play exploring the uncertainty of mankind and the resulting mental illness that results when man can't come to terms with that uncertainty?
- Is this play exploring the pressures that filial piety put on an individual OR the pressures that society places on individuals? What happens when the dutiful child identity or collective identity trumps individual identity?



Moving Forward ACT 2, Scene 1

- Polonius is characterized as unreliable: he spies on his son and he uses an indirect approach to try to flush out the truth of his son's integrity (appearance vs reality - watch how this parallels Hamlet's approach).
- Polonius thinks that Hamlet has gone mad because he had prevented Ophelia from speaking to him.

We have to determine:

- Was Hamlet's behaviour with Ophelia genuine because he feels she is as fickle and unreliable as his mother? Has this put him over the edge?

OR

- Is he putting on an act?



Moving Forward ACT 2, Scene 2

- We meet Rosencrantz and Guildenstern, who are childhood friends of Hamlet.
- They agree to serve Claudius. Hamlet questions their loyalty.
- Actors arrive looking for work and Hamlet hires them, saying that he is going to write a play for them to perform.
- The performer forces Hamlet to question his own character and his own loyalty to his father.

We have to determine:

Is Hamlet loyal and pretending to be unwell OR melancholic OR unreliable and immature?



Moving Forward ACT 3, Scene 1

- The King and Polonius make a plan to determine Hamlet's motivation (why he is so unwell) and they use Ophelia as a pawn in their plan.
- Hamlet's soliloquy gives us insight into Hamlet's state of mind.
- Hamlet is very cruel to Ophelia (Is this because he questions her loyalty?)
- Claudius and Polonius make a plan

We have to determine:

Is Hamlet melancholic or creating a strategic plan to avenge his father?

NOW WHAT?

1. Prepare your performance
2. Prepare your analysis of the scene: each person in the group must choose a new role in the literary circle and complete the activity associated with that role.
3. ON Monday and Tuesday, each group will perform their scene (or a filmed version of their scene) for the class and teach the class about the scene by communicating the results from the literary discussion circle work.

<u>Group 1: PG119-127</u> Adamina James T. Alex N Emila	<u>Group 2: PG95-105 (end at line168)</u> Nick Aidan Katy Avery	<u>Group 3 PG105 (line 169)-117</u> Kenneth Natasha Mo Shannon
<u>Group 4 ACT2, SCENE1</u> Eric Bruna Jaydon Quinn	<u>Group 5 (Act3, page 135-139 until line 91)</u> Jordan Ryan Sam Jack	<u>Group 6 (page 139, line 92 to page 145)</u> Ethan Alex G. Bryan James L