Unit Rationale:
We teach Shakespeare because of the deep human emotions and human nature that is explored throughout his texts. Hamlet is especially important for grade 12 students to study, since Hamlet is faced with important life-changing decisions, family issues, and love problems. All of these are issues that grade 12 students deal with, and therefore it is relatable to them. By teaching Shakespeare we will be fulfilling many curriculum outcomes, including drama, reading, writing, speaking, and listening. We will also be teaching students to think critically, to question, and to take both leadership and support roles.

Curriculum Outcomes:
Specific Curriculum Outcomes being used and assessed in this unit are:
1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.
3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.
5. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.

Hamlet in Literature Circles:
PROCEDURE:
Divide class into Literature Circles of 4 students. Students will read one scene for every class and discuss the scene in their literature circles. Students will fill Literature Circle Roles before coming to class so that they will be prepared to start a discussion. Give students time to work in their Lit Circles for the first 15 minutes of class. Re-convene and find out what students have discussed.

REASONING:
Literature Circles allow students to converse with their peers, fulfilling the informal speech aspect of the ELA curriculum, and allowing them to explore the text with guided independence. The Literature Circle roles create responsibility for learning in students, and also uses the higher levels of the cognitive domain.

Hamlet Journal Project:
PROCEDURE:
Students are given a handout at the beginning of the unit describing the journal project. Students choose a character from the list and write a series of journals, diaries, or letters from the perspective of that character. These journal entries will be collected periodically throughout the unit and returned with a “temporary mark”. Students can choose to keep their mark or revise their journal for a higher mark. The full journal will be handed in at the end of the unit.
REASONING:
This project allows students a creative way to explore the text. It is both a way to check for understanding (students summarise what happened in the text through their journals), and a way to apply what they know of the character to a new piece of writing. They are allowed some choice in character and scenes, as well as presentation. The project serves as a form of both formative and summative assessment.
<table>
<thead>
<tr>
<th>Day</th>
<th>Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Introduction to Shakespeare, his language, and the setting. Intro to Revenge Tragedy. Introduce Journal Assignment and Hamlet Project Board.</td>
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<tr>
<td>Day 2</td>
<td>Intro to Literature Circles: Roles + Scene 1.</td>
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<td>Day 3</td>
<td>Straight to Lit Circles. I. II</td>
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<tr>
<td>Day 4</td>
<td>I. III</td>
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<td>Day 6</td>
<td>I. V</td>
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<td>Day 7</td>
<td>II. I</td>
</tr>
<tr>
<td>Day 8</td>
<td>II. II 1-368</td>
</tr>
<tr>
<td>Day 9</td>
<td>II. II 368-606</td>
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<tr>
<td>Day 11</td>
<td>III. II</td>
</tr>
<tr>
<td>Day 12</td>
<td>Acting a Scene - Intro</td>
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<tr>
<td>Day 13</td>
<td>Acting a Scene</td>
</tr>
<tr>
<td>Day 14</td>
<td>III. III</td>
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<tr>
<td>Day 15</td>
<td>III. IV. Journals for III. II - III. III due. Hot Seat game - Hamlet, Claudius, Gertrude</td>
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<td>Day 16</td>
<td>IV. I &amp; IV. II.</td>
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<td>Day 17</td>
<td>IV. III &amp; IV.</td>
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<td>Day 18</td>
<td>IV. V</td>
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<tr>
<td>Day 19</td>
<td>IV. VI</td>
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<td>Day 20</td>
<td>IV. VII. Journals for III. IV - IV. V due. Hot Seat game - Hamlet, Horatio, Laertes, Claudius</td>
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<td>Day 21</td>
<td>V. I.</td>
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<td>Day 22</td>
<td>V. II</td>
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<tr>
<td>Day 23</td>
<td>Acting a Scene</td>
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<tr>
<td>Day 24</td>
<td>Wrap up</td>
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</tbody>
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Lesson # 1: Introduction to Shakespeare’s Hamlet


1) What do we know about Shakespeare?
   -write thoughts on board

   What about theatre in the Renaissance?
   -all male actors
   -outdoor/open air theatres
   -cockfights, dog fights, and bear baiting (note: “Exeunt chased by a bear” in Winter’s Tale)
   -Theatre was criticised as deceit/lies, since it was showing a made-up story; seen as obscene or evil. Actors were lower-class, but acted as upper class wearing upper-class garb. Plus, the Plague. (Youtube)

   What do you think a Revenge Tragedy might be?
   -Genres just developing
   -Tragedy: focus on character and fall of that character. Usually a lot of death, sometimes a sense of consolation at end. Hamartia: tragedy of character and circumstance.
   - Revenge Tragedy: perpetrator of wrong is in position of power, and justice is left to a revenger, who must now become unjust in order to gain revenge. Why not leave it to “Divine Justice”?

   When we read Hamlet, let’s see if this falls into the genre of Tragedy, or Revenge Tragedy. (30 minutes)

2) Shakespeare’s Language with Tossing Lines + prediction questions
   (www.stratfordfestival.ca)
   (20 minutes)

3) Hand out text and explain Hamlet Journal Assignment and Project Board (handouts).
   Hamlet Journals Due on –(Day 25) and Project due on –(day 30)
   (10 minutes)

Homework: Read Act 1 Scene 1 for next class.
Lesson # 2: Introduction to Lit Circles with Hamlet

Materials: Literature Circle Role Sheets

Procedure:
1) Explain what the roles in a Literature Circle are.
   -Discussion Director - Write 5 questions that your group might want to discuss about this scene.
   -Literary Luminary - Choose 5 lines that you found interesting, puzzling, important, or funny. Include reasons for picking these lines.
   -Connector - Make connections in what you have read with things that have happened your own life, in school, in other things you have read, etc.
   -Summarizer - Write a short scene summary detailing the important events of the scene.
   (15 minutes)

2) Have students take 10 minutes to do the roles in class, then place students in Lit Circles (pre-organised based on working compatibility), and spend 15 minutes in their Literature Circles.
   (30 minutes)

3) Re-convene as class.
   -What did your groups discuss?
   -Discussion Directors, what questions did you ask?
   -Literary Luminaries, which lines did you choose?
   -Connectors, what connections did you make?
   -Summarizers, how did you summarize the scene?
   (15 minutes)

Homework: Read I. II and do Lit Circle Role
Lesson # 5

Materials:

Procedure:
1) Continue with Literature Circle as usual

2) Last 20 minutes of class set aside for Hot Seat game:
-Students volunteer to be one of the characters (Hamlet, Ophelia, Polonius, Laertes for this day)
-Other students interview the students put on the Hot Seat about what they (the character) are feeling or thinking about events in the play.

Extra time - Continue with whole class discussion of text.

Homework: Read I. V and do Lit Circle Role
Lesson # 12: Acting a Scene - introduction

<table>
<thead>
<tr>
<th>Materials:</th>
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<tr>
<td>Procedure:</td>
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<tr>
<td>1) Explain idea to students: students will be acting out this scene (III.II, 90-270), with some students reading the parts and some students acting the parts through mime. Today’s class we will talk about the mime and the voice parts, and tomorrow we will do the acting parts. (2 minutes)</td>
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<td>2) Mini lesson on Mime:</td>
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<td>- acting as if real, while not saying a word.</td>
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<td>- Teach 4 points &amp; practice with students: Slap/form (showing the shape of an object), Click (definition), Faithfulness to object (not changing shape or having it disappear), and Release (letting audience know it is gone).</td>
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<td>- Practice with class, doing the “can of coke”, “the wall”, and the guessing game. (30 minutes)</td>
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<td>3) Mini lesson on Voice:</td>
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<td>- Face warm up</td>
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<td>- Breathing from diaphragm</td>
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<td>- Vocal warm up (aaaa, + nananana, wawawawa, etc.)</td>
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<td>- Over-enunciation</td>
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<td>- Reader’s Theatre: Reading with emotion, tone, stress.</td>
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<td>“Miss Milne is not the best actor in the class” - how many ways can you say this line? How does the meaning change when you say it in those ways? What does it say about the speaker? Character tone: happy, content, excited, sad, angry, harsh, abrupt, airy, giggly/romantic, aloof. Discuss: How might Claudius sound for this line? (From III. II) (25 minutes)</td>
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Homework: Research something about Shakespeare, the Renaissance, Theatre, or Hamlet to bring to class next day.
Lesson # 13: Acting a Scene

Materials: Props (crowns, “ear-poison”)

Procedure:
1) “Yesterday I asked you all to do a bit of research on something related to our text: Shakespeare, theatre, the play itself, or the Renaissance. Now I am going to ask you to share what you have learned, and for everyone to just take a few notes about what is said. Let’s start with the Renaissance. Who did research on the Renaissance?”
   Students raise hands, tell what they have learned. Notes written on board. Move on to “Shakespeare”, “theatre”, “Hamlet”.

2) “Now we will be moving on to the acting part of this class. Last class we did some practice with mime and voice; now I need some volunteers for parts.”
   Speakers: 11
   Actors: 10
   (5 minutes)

3) Start performance from III.II, 90-270. Remind students that this is just a classroom, not the stage, so mistakes are not something to worry about. Have fun with this!

Homework: Read III. III and do Lit Circle Role
Lesson # 23

Materials: Props (foam swords, crowns, wine glass/cups)

Procedure:
1) Ask students to volunteer to be readers or actors.
   Speaking: 6
   Acting: 6

2) Act scene (V. II. 225-360)

Homework: Full Journal for Friday’s (lesson 25) class.
Lesson # 24

Materials: Every student should have their text; SMARTboard with Discussion questions.

Procedure:
1) Discuss Hamlet as a whole text:
   “We have finished reading Hamlet, we have acted out some scenes, we have learned a bit about the Renaissance, theatre, and Shakespeare. What do you think about Hamlet as a whole?”

   Ask students to discuss in literature circles and cite references from the text:
   - Was this a Tragedy or Revenge Tragedy?
   - Themes - revenge, uncertainty, fear?
     (8 minutes)
   - Was Hamlet mad, or acting?
     (8 minutes)
   - Did Hamlet have a tragic flaw, or was it more of a tragedy of circumstance?
     (8 minutes)
   - Why did Ophelia go mad? Did she commit suicide, or simply fall into the water in her madness?
     (8 minutes)

   Re-join as class after each question to see what answers students came up with.

LESSON EXTENSION: If there is a point or two where certain groups are opposed (half the class says yes to tragic flaw and half the class says no), hold a debate in next class. Ask students to write down their arguments in a logical and formal fashion, citing references from the text. Anticipate other side’s argument and address those points in first debate.

Homework: Journals due next day.
Hamlet Journal Assignment

Pick one of the following characters and write a diary, journal, or series of letters from the perspective of that character.

*Hamlet  *Ophelia  *Horatio  *Laertes
*Claudius  *Gertrude  *Polonius

Requirements

Each entry should be a half-page. There should be 10 entries by the end of the unit. There are a total of 20 scenes in the play, so it is up to you to choose which 10 scenes you would like to write an entry on. Individual entries will be due two days after we have finished a scene (I will remind you in class when they are due), and a collection of all entries will be due at the end of the unit.

There will be scenes where your character is not present: for these scenes you can write what your character might have heard about what happened in the scene. For example, you might write “I heard that this happened today...”. You might also choose to write about something that was not shown in the play but that your character might have been doing during that scene.

Marking

These are the factors that I will consider when marking your entries:

Content/Ideas: Have you explored your characters thoughts and emotions during this scene? Have you mentioned events that your character would find important?

Organisation: Does the entry or letter make sense in the order it was written? Does it flow?

Voice: Do you reflect the personality of your character in your writing?

Word Choice: Are you using descriptive words and strong verbs?

Sentence Fluency: Do your sentences flow? Do you have variation: short and long sentences?

Conventions: Do you have proper grammar and spelling?

Presentation: (For your final copy only) Is it presented well? Does it look like a journal, diary, or series of letters?
Retell the story of Hamlet in a new way. Choose relevant scenes, add scenes that are implied in the text or will enhance your re-telling, and cut out pieces that do not fit/are unnecessary for your re-telling. Be creative with it. Eg: Hamlet in the modern day, Hamlet in the future, Hamlet in outer space, Hamlet in high school, Hamlet as a woman, etc.
This project can be done individually or in small groups.

<table>
<thead>
<tr>
<th>Narrative</th>
<th>Performance</th>
<th>Song/Rap</th>
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<tbody>
<tr>
<td>Write a short story for your re-telling.</td>
<td>Perform an important scene or your whole piece (provided it is less than 10 minutes) with a small group.</td>
<td>Write and perform a song or rap to showcase your re-telling.</td>
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<tr>
<th>Script</th>
<th>Other</th>
<th>Comic</th>
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<td>Write a new script for Hamlet, for either stage or movie usage.</td>
<td>If you have another way you would like to present your re-telling, please let me know and we will talk about it.</td>
<td>Write and illustrate a set of comic strips or a comic book for your re-telling.</td>
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<tr>
<th>Pop-Up/Children’s Book</th>
<th>Poem</th>
<th>Movie Trailer</th>
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<td>Write and illustrate a children’s book with your re-telling of Hamlet.</td>
<td>Write a poem showcasing your re-telling of Hamlet.</td>
<td>Create a movie trailer that showcases your re-telling.</td>
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