**Introductory Information**

**Teacher:** Miss Bert

**Class:** English

**Date:** 2/4

**Grade Level:** 12

**Room Number:** 202

**Period:** 1, 5

**Unit:** Love, Betrayal, and Revenge: Hamlet

**Lesson Number:** 5 of 22

**Topic:** Finishing Act 1

**Context:** We have almost finished Act 1 and they are getting packets today to help them follow along.

**Objectives:**

***Short-range learning objective:***

1. Students will be able to read and analyze the remainder of Act 1.
2. Students will be able to recognize and explain the plot.
3. Students will be able to interpret various quotes.
4. Students will be able to organize the events in Act 1.

***Long-range learning objective:***

1. Students will be able to understand that Hamlet is a timeless work.
2. **Students will be able to analyze themes and their significance.**
3. Students will be able to identify characteristics about the Globe theatre.
4. **Students will be able to examine symbols and their significance.**
5. Students will be able to identify how diction influences tone.
6. Students will be able to understand the concept of revenge.
7. Students will be able to distinguish a tragic play.
8. **Students will be able to examine the character traits of the main characters.**
9. Students will be able to locate dramatic irony throughout the play.
10. Students will be able to define irony.
11. **Students will be able to understand the plot.**
12. Students will be able to outline and analyze nonfiction articles.
13. Students will be able to define and understand monologue and soliloquy.

**Rationale:**

1. ***Administrators:*** Since Shakespeare is a bit hard to grasp, after we finish the rest of the act together I will have them organize the events in the act. This will help me see where they stand with the play and will help them organize the events.

***2) Students:*** I want to make sure you understand what you are reading, so we will do an activity together to make sure.

1. ***Critical Pedagogues:*** Making students get up and be interactive usually gets them excited and brings up the energy in the class.

**Background Knowledge and Skills:** Students have been reading the play for a little less than a week, so they are familiar with the play.

**Standards:**

1. 12.RL.1 & CCR: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. 12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. 12.RL.3: Literature: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
4. 12.RL.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. 12.RL.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (ex, satire, sarcasm, irony, or understatement).
6. 12.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions, and promote divergent and creative perspectives.

 5. 12.W.10: Write routinely over extended time frames (time for research, reflection, and

 revision) and shorter time frames (a single sitting or a day or two) for a range of tasks,

 purposes.

**Summary:** After they write in their journals, we will finish reading Act 1 together. To make sure students understand what they are reading so far, I will do a little activity to sequence/organize the events in the act. If time allows, they will start answering their review questions.

**Procedure**

***1) Anticipatory Set: 5-7 minutes***

* Students will write in their journals – “You can destroy your now by worrying about your tomorrow” – Janis Joplin
* After about 4 minutes, ask if anyone would like to share.
* We will go over the new packet.

***2) Direct Instruction: 15-18 minutes***

* Finish Act 1 together.
* Stop & highlighted places to go over what is going on.

***3) Guided Practice: 12 minutes***

* Students will break up into groups of 3-5 and fill out the worksheet of Act 1 events (they will number the events in order from 1-10).
* After giving them about 8-10 minutes, we will go through the worksheet together and I will have students hang up the events on the board (I will have each event on a different colored paper). The trick is that 1-2 statements on the list are not actual events in the play.

***4) Closure: 5-7 minutes***

* We will start Act 1 questions.
1. ***Independent Practice:***
* By Wednesday, students will have Act 1 questions completed.

**Materials and Resources Needed:**

* Packets for every person.
* The events written on paper for the board.
* Tape.

**Accommodations for Students with Special Needs (Differentiated Instruction):**

Students with IEP’s are noted and I will monitor their progress.

**Assessment of Student Learning**

a) Formative or Summative: Formative

b) Informal or Formal: Informal

**Reflection of lesson/ways to improve for next class**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Act 1 Review:**

Directions: Number these statements in the order that they occurred. But, look out! There are two events here that never happened!

* \_\_\_\_\_\_\_\_ : Hamlet keeps watch with the other men so he could see his father’s ghost too.
* \_\_\_\_\_\_\_\_ : Hamlet’s soliloquy about his father’s death and his mother’s fast marriage.
* \_\_\_\_\_\_\_\_ : The watchmen see the Ghost.
* \_\_\_\_\_\_\_\_ : Laertes tells Ophelia to stay away from Hamlet.
* \_\_\_\_\_\_\_\_ : “Envy is the green-eyed monster” is said.
* \_\_\_\_\_\_\_\_ : Claudius announces to the court that he is married to Gertrude and is the new King.
* \_\_\_\_\_\_\_\_ : Hamlet agrees to stay home and not return to school in Wittenberg.
* \_\_\_\_\_\_\_\_ : The Ghost tells Hamlet to avenge his death because he was murdered.
* \_\_\_\_\_\_\_\_ : Ophelia sees the Ghost.
* \_\_\_\_\_\_\_\_ : Horatio decides to tell Hamlet about his father’s ghost.
* \_\_\_\_\_\_\_\_ : Ophelia promises to “obey” her father and not see Hamlet.
* \_\_\_\_\_\_\_\_ : The King and Queen are not sympathetic towards Hamlet’s feelings about his father.