Date: October 17, 2016

Effective Communication: Students will understand and relate written, oral, and visual ideas.

STATE STANDARD: (3.7a) Literary Response and Analysis:
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. Analyze recognized works of world literature from a variety of authors. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).

HOMEWORK DUE:
✓ Vocabulary Lesson 8
✓ Grammar 15-16
✓ A.P. Practice Test “The Lamb” ~William Blake & CSRS
✓ Extra Credit/Participation Logs

WARM-UP ACTIVITIES:
✓ Stamp, Staple, Name-on, Turn-in Homework
✓ Return Papers
✓ Organize Binders
✓ Correct AP Practice
✓ Vocabulary 8 Quiz

HANDOUTS:
✓ Character Foil/Soliloquy

LESSON:
✓ The Tragedy of Hamlet: Character Foil
★ 6 Groups: Sign-up for 1 character & complete the assignment.
   › Laertes
   › Horatio
   › Fortinbras
   › Rosencrantz & Guildenstern
   › Claudius
   › Ophelia
★ Present your findings to the class.

HOMEWORK/UPCOMING DUE DATES:
✓ Bring Outside Reading Books to Class Everyday  Brave New World
✓ Hamlet Essay Pre-write Turned in to “Turnitin” 10/21
✓ Vocabulary Lesson 9 & Quiz 10/24
✓ Grammar 19-20 10/24
✓ A.P. Multiple Choice Practice Test “Letter to Lord Chesterfield” ~Samuel Johnson 10/24
✓ Writing Portfolio (You will need to save all your writing for this.) 6/1
Shakespeare creates character foils in the play Hamlet in order to highlight certain key aspects in interpreting his protagonist. Complete the following assignment for each of the characters listed: Laertes, Fortinbras, Rosencrantz and Guildenstern, Horatio, and Ophelia.

★ ASSIGNMENT:

• Record a list of 5 character traits, character behaviors, and/or character actions that are either similar to or opposite from Hamlet’s character.
• Write a statement that draws a conclusion about Shakespeare’s purpose in creating these contrasts and similarities.
• Write a statement discussing how the play would be different had Shakespeare not created this character foil.
• Write a TQ-PATH for each character foil.
• Write “Duncan” statement of theme that considers Shakespeare’s purpose and the assigned prompt: “In William Shakespeare’s Hamlet he illustrates that ....”
Hamlet
Soliloquy Discussion

The character Hamlet is an illustration of the human search for meaning. Complete the following assignment for each soliloquy listed.

• How do each of the seven soliloquies reveal the character of Hamlet and his search for meaning?
• How would the play be different if each soliloquy had not been used?
• Summarize each soliloquy in about five sentences.
• Record a "PATH" for each soliloquy.
• Record a "Duncan" style statement of theme as it applies to each soliloquy.

Note that line numbers are approximate and differ with different editions of the text.

• Act I, scene 2, lines 128-158 (30 lines)
  Begins: "O, that this too solid flesh would melt."
• Act II, scene 2, lines 288-304 (16 lines)
  Begins: "Man delights me not; no nor woman neither...."
• Act II, scene 2, lines 538-597 (59 lines)
  Begins: "O, what a rogue and peasant slave am I!"
• Act III, scene 1, lines 56-89 (33 lines)
  Begins: "To be, or not ...."
• Act III, scene 2, lines 564-575 (11 lines)
  Begins: "Tis now the very witching time of night."
• Act III, scene 3, lines 73-94 (21 lines)
  Begins: "Now might I do it pat, now he is praying."
• Act IV, scene 4, lines 32-66 (34 lines)
  Begins: "How all occasions do inform against me. And spur my dull revenge!"