

## 11.1.2

## Lesson 4

## Introduction

In this lesson, students begin reading Hamlet's first soliloquy in which he laments his situation and mourns for his father (Act 1.2, lines 133–149 from “O, that this too, too sullied flesh would melt” to “As if increase of appetite had grown / By what it fed on”). Students continue to focus on the development of Hamlet's character. They consider the impact of Shakespeare's choice to introduce Hamlet from two perspectives, first from Claudius's point of view, then in his own words. After listening to a Masterful Reading of the full soliloquy, students engage in group discussion of the development of Hamlet's character at the beginning of the soliloquy.

Student learning in this lesson will be assessed through a discussion focused on the impact of Shakespeare's choice to introduce Hamlet from two different perspectives. This will culminate in a Quick Write on the same prompt. For homework, students continue with their AIR through the lens of focus standard RL.11-12.2 or RI.11-12.2 and complete a writing assignment in which they consider the evidence that Hamlet's appeal to divine forces shapes his character and decisions. They also conduct searches outside of class about the figure of Niobe in preparation for 11.1.2 Lesson 5.

## Standards

Assessed Standard(s)	
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
SL.11-12.1.a, c	<p>Initiate and participate in a range of collaborative discussions (one-on-one, in pairs, 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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>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;</p>

	clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>Addressed Standard(s)</b>	
L.11-12.4.c	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>

## Assessment

<b>Assessment(s)</b>	
<p>Student learning will be assessed via a discussion at the end of the lesson. Students discuss the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> <li>Review your Quick Write from Lessons 2 and 3 before answering the following question: What is the impact of Shakespeare's choice to introduce Hamlet through Claudius's monologue and then Hamlet's soliloquy?</li> </ul> <p>Students perform a Quick Write on the same prompt, citing claims made by their peers in discussion.</p> <p><b>i</b> Student discussion is evaluated using the Speaking and Listening Rubric, and student Quick Writes are evaluated using the Short Response Rubric.</p>	
<b>High Performance Response(s)</b>	
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Convey the understanding that the decision to introduce Hamlet's character first through his uncle's eyes and then through his own words provides contrasting perspectives on Hamlet's grief and recent behavior.</li> <li>Demonstrate that Hamlet's soliloquy provides the reader with new information which offers a more sympathetic view of his actions, such as the depth of his grief, the revelation of how short a time it has been since his father's death, and the speed with which his mother remarried, etc.</li> </ul>	

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>Hyperion (n.) – A Titan, father of the sun god Helios in Greek mythology</li> <li>Satyr (n.) – a forest deity in Greek mythology; half-man, half-goat</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>sullied (adj.) – defiled, stained</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.11-12.3, SL.11-12.1.a, c, L.11-12.4.c</li> <li>Text: <i>Hamlet</i>, Act 1.2, lines 133–149 (Masterful Reading: lines 133–164)</li> </ul> <p>① In order to provide additional context, the Masterful Reading extends beyond the lines students read and discuss during the lesson.</p>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Masterful Reading</li> <li>Hamlet Act 1.2, Lines 133–149 Reading and Discussion</li> <li>Assessed Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>15%</li> <li>5%</li> <li>35%</li> <li>20%</li> <li>15%</li> <li>5%</li> </ol>

## Materials

- Student copies of the 11.1 Common Core Learning Standards Tool (refer to 11.1.1 Lesson 1)
- Copies of the Speaking and Listening Rubric and Checklist for standard SL.11-12.a, c for each student.
- Student copies of the Short Response Rubric and Checklist (refer to 11.1.1 Lesson 1)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and sharing the assessed standards for this lesson, RL.11-12.3 and SL.11-12.1.a, c. Students begin reading Hamlet's first soliloquy ("O, that this too, too sullied flesh..."). They will consider how this first soliloquy develops Hamlet's character and then take part in an assessed discussion followed by a Quick Write.

- Students listen.

### Activity 2: Homework Accountability

15%

Instruct students to talk in pairs about how they can apply their focus standard, RL.11-12.2 or RI.11-12.2, to their AIR text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Student pairs discuss and share how they applied their focus standard (RL.11-12.2 or RI.11-12.2) to their AIR text from the previous lesson's homework.

Instruct students to form a new pair and talk about how lines 110–121 of Claudius's speech affect their view of Hamlet.

- 💬 Student responses may include:
  - The section develops the view that Hamlet is being excessive in his grief and that his position is in fact a very privileged one. Claudius shows himself kind and loving and willing to act as a father figure to him, offering him a place at the center of court life.

- His desire to go back to school in Wittenberg suggests a kind of childishness, a tendency to flee difficult and painful situations in order to go back to the comfortable and the familiar rather than assume a new position at the court of Denmark.

### Activity 3: Masterful Reading

5%

Transition students to a Masterful Reading of the entire soliloquy (lines 133–164, from “O that this too, too sullied flesh would melt” to “As if increase of appetite had grown / By what it fed on”). Instruct students to pay attention to what we learn about Hamlet’s emotions in these lines.

- ▶ Students follow along, reading silently.

### Activity 4: *Hamlet* Act 1.2, Lines 133–149 Reading and Discussion

35%

Remind students of their work with Claudius’s monologue in Lessons 2 and 3. Explain to students that, in addition to dialogues and monologues, Shakespeare includes soliloquies in the play *Hamlet*. Ask students to use previous experiences with Shakespearean plays to explain the word *soliloquy* as compared to a dialogue and a monologue.

① **Differentiation Consideration:** If students struggle to define the term *soliloquy*, consider asking:

**How can the word part “solo” help you understand what kind of speech a soliloquy is?**

💬 It is a speech someone makes alone.

**How does a soliloquy differ from a monologue?**

💬 A soliloquy is a speech someone makes to him/herself, whereas a monologue is a speech someone makes to another person or persons.

Direct students to form small groups in order to read and discuss lines 133–149. Instruct students to read lines 133–136 (from “O that this too, too sullied flesh would melt” to “His cannon ‘gainst self-slaughter! O God, God” and answer the following questions, taking notes as they do so.

Direct students to the definition of *sullied* as “stained, defiled” in the explanatory notes.

① Consider drawing students’ attention to their application of standard L.11–12.4.c through the process of determining word meaning through the glossary in the explanatory notes.

**Paraphrase Hamlet’s wish that “this too, too sullied flesh would melt / Thaw, and resolve itself into a dew”?**

He is wishing that his flesh would melt away, that is, he is wishing to die.

① **Differentiation Consideration:** If students struggle to paraphrase this phrase, consider asking:

**Whose flesh is Hamlet talking about?**

He is talking about his own flesh.

**What does “resolve itself into a dew” imply?**

It implies melting away, becoming liquid.

**Who or what is “the Everlasting” in line 135?**

“The Everlasting” refers to God.

**What reason does Hamlet give for not committing “self-slaughter”?**

Hamlet believes that suicide is a sin, forbidden by Christianity/God.

**Describe Hamlet’s tone in lines 133–136. Support your description with evidence from the text.**

Student responses may include:

- Hamlet is very distressed.
- He exclaims and repeats “O God, God.”
- The exclamation “O,” as in line 133, emphasizes his distress.

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Instruct students to read lines 137–141 (from “How weary, stale, flat and unprofitable / Seem to me” to “Things rank and gross in nature / Possess it merely”) and answer the following question, taking notes as they do so. Explain to students that the expression “Fie on’t” is an archaic explanation of disgust or disapproval, meaning roughly “a curse on it.”

**How does Hamlet view the world in lines 137–141? Cite textual evidence to support your answer.**

Student responses may include:

- The world seems worthless: Hamlet uses the words “stale, flat and unprofitable” (line 137).
- Hamlet’s exclamation “Fie on’t, ah fie!” (line 139) further reveals his disgust and agitation.
- He compares it to an unweeded garden, where everything has been left to decay and gone to seed (139–141).
- Hamlet’s use of words such as “sullied” (line 133), “unweeded” (line 139), “rank” (line 140) and “gross” (line 140) shows his attitude to the world: he sees the world as a rotten place full of dirt and decay.

Lead a brief, full-class discussion to check for comprehension in which student groups share out their responses to the questions. Note ideas on the board.

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Instruct students to read lines 141–149 (from “That it should come to this / But two months dead” to “As if increase of appetite had grown / By what it fed on”). Pose the following questions to the class:

**What do you learn about Hamlet’s father in lines 142–143?**

- ☞ Student responses may include:
  - He has been dead less than two months.
  - He was an “excellent” king.

Explain to students that in Greek mythology, Hyperion was a Titan, father of the sun god Helios, whereas a satyr was a forest deity, half-man, half-goat.

**How does Claudius compare to his father, in Hamlet’s view? Cite the comparison that tells you this (lines 143–144).**

- ☞ Claudius was nothing compared to Hamlet’s father: according to Hamlet it is like comparing Hyperion to a satyr.

**How did Hamlet’s father treat his mother? Cite textual evidence to support your answer.**

- ☞ Hamlet’s father was very loving towards his mother. Hamlet claims that he was “so loving to my mother / That he might not betwixt the winds of heaven / Visit her face too roughly” (lines 144–146).

Explain to students that imagery is an author’s use of vivid, descriptive language that appeals to the senses. Imagery is a type of figurative language.

**What does Hamlet’s use of imagery in lines 147–149 imply about his mother’s love for his father?**

- ☞ Hamlet uses the image of hunger, saying that she hung upon his father “As if increase of appetite had grown / By what it fed on.” This implies that her feelings were very strong and passionate. Some students might suggest that the image of love as “appetite” gives a hint of great lust.

**How does Hamlet feel about his situation? Provide evidence from lines 133–149.**

- ☞ He is deeply distressed as the following evidence shows:

- He describes his flesh as “too, too sullied” (line 133): the language of dirt and the repetition of the word “too” emphasize his unhappiness.
- He wishes that he could die or that suicide was not a crime in the eyes of the Christian church (lines 133–136).
- He describes the world as “stale, flat and unprofitable” (line 137) and curses it, saying “Fie on’t, ah fie!” (line 139).
- He compares the world to an unweeded garden (lines 139–140).
- He exclaims “Heaven and earth / Must I remember?” (lines 146–147) when he describes his parents’ happiness.

### Activity 5: Assessed Discussion

**20%**

Ask students to briefly review the SL.11-12.1.a, c Speaking and Listening Rubric and Checklist (included in this lesson).

- ▶ Students review the SL.11-12.a, c Speaking and Listening Rubric and Checklist independently.

Direct students to establish new small groups. Explain to students that they are going to participate in an assessed small-group discussion around the following prompt:

**Review your Quick Writes from Lessons 2 and 3. What new or different information did you learn about Hamlet in this soliloquy?**

Display and distribute the prompt and hand back Quick Writes from Lessons 2 and 3. Distribute chart paper and different colored markers to each group. Instruct students to write down their ideas with supporting textual evidence as they discuss, each using a different colored marker, for purposes of assessment.

- ▶ Students discuss the prompt in groups and write down their ideas and evidence as they discuss.
- ① The prompt for this discussion scaffolds students towards the Quick Write by asking them to reconsider what they learned about Hamlet from Claudius’s monologue in the light of this soliloquy.
  - ① Consider instructing students to write down their ideas with supporting textual evidence as they discuss, each using a different colored marker, for purposes of assessment.

### Activity 6: Quick Write

**15%**

Instruct students to respond briefly in writing to the following prompt:



**Review your Quick Write from Lessons 2 and 3 before answering the following question: What is the impact of Shakespeare’s choice to introduce Hamlet through Claudius’s monologue and then Hamlet’s soliloquy?**

Instruct students to look at their text and notes to find evidence. Remind students to use the Short Response Rubric and Checklist to guide their written response.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see or provide the prompt in hard copy.

Transition students to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.

☞ See the High Performance Response at the beginning of this lesson.

## Activity 7: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to reread Act 1.2, lines 133–149 and respond in writing to the following prompt:

**What evidence do we have that Hamlet’s appeal to divine forces shapes his character and decisions? Cite two pieces of textual evidence to support your claim.**

To support the assignment above and to prepare for 11.1.2 Lesson 5, direct students to conduct searches outside of class (using resources online or in the library) about the figure of Niobe.

① Hamlet mentions Niobe in Act 1.2, line 153.

Also for homework, instruct students to continue their Accountable Independent Reading through the lens of their focus standard (RL.11-12.2 or RI.11-12.2) and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

## Homework

Reread Act 1.2, lines 133–149 and respond in writing to the following prompt:

**What evidence do we have that Hamlet’s appeal to divine forces shapes his character and decisions? Cite two pieces of textual evidence to support your claim.**

Conduct searches outside of class using resources online or in the library about the figure of Niobe.

Continue AIR through the lens of focus standard RL.11-12.2 or RI.11-12.2.

## Speaking and Listening Rubric

**Assessed Standards: SL.11-12.1.a, c**

*Comprehension and Collaboration*

	<b>2-Point Participation</b>	<b>1-Point Participation</b>	<b>0-Point Participation</b>
<b>Preparation</b> SL.11-12.1.a	Student demonstrates strong evidence of preparation; student draws on preparation by referring to strong and thorough evidence from text(s).	Student demonstrates some evidence of preparation; student refers to some evidence from text(s).	Student demonstrates no evidence of preparation; student does not refer to evidence from text(s).
<b>Responsiveness to Others</b> SL.11-12.1.c	Responds well to others by often engaging in the following: propels conversation by probing reasoning; considering a full range of positions; clarifying, verifying, or challenging ideas; and promoting divergent and creative perspectives.	Student responds to others, occasionally engaging in the following: probing reasoning; considering a full range of positions; clarifying, verifying, or challenging ideas; and promoting divergent and creative perspectives.	Student does not respond to others, rarely engaging in the following: probing reasoning; considering a full range of positions; clarifying, verifying, or challenging ideas; and promoting divergent and creative perspectives.

## Speaking and Listening Checklist

**Assessed Standard: SL.11-12.1.a, c**

*Comprehension and Collaboration*

	Did I...	✓
<b>Preparation</b>	Prepare for the discussion by reading all the necessary material, annotating my text(s), and organizing my notes?	<input type="checkbox"/>
	Refer to strong evidence from my text(s) and notes during the discussion?	<input type="checkbox"/>
<b>Responsiveness to Others</b>	Probe others' reasoning?	<input type="checkbox"/>
	Consider the full range of positions in the discussion?	<input type="checkbox"/>
	Clarify and/or respectfully challenge others' ideas?	<input type="checkbox"/>