

T H E
Tragical Historie of
Hamlet to Hamlet
An integrated unit on
William Shakespeare's Hamlet
for 12th grade.

Newly imprinted and enlarged to almost as much
again as it was, according to the true and perfect
Coppie.

By
Rondi Aastrup



Greater Boston Academy
Southern New England Conference

A T L O N D O N,
Printed by I. R. for N. L. and are to be sold at his
shoppe vnder Saint Dunstons Church in
Fleetstreet. 1605.

Atlantic Union Conference Teacher Bulletin Unit Plan

Unit Author	
First and Last Name:	Rondi Aastrup
School District:	Southern New England Conference
School Name:	Greater Boston Academy
School City, State:	Stoneham, MA
Unit Overview	
Unit Plan Title:	<i>Hamlet</i> to hamlet: on leadership and life
Curriculum-Framing Questions	
Essential Question	--Can a positive come from a negative?
Unit Questions	<p>--Can literature help us to be better people?</p> <p>--What leadership lessons can be learned from <i>Hamlet</i>?</p> <p>--What can we learn about relating to others from <i>Hamlet</i>?</p> <p>--What life lessons can we learn from the tragedy of <i>Hamlet</i>?</p> <p>--Can revenge ever be good?</p> <p>--Is it a good idea to take the law into your own hands?</p> <p>--Who has the better temperament to be a leader? Claudius or Hamlet?</p> <p>--What are the obligations and responsibilities of a leader [king] to his people?</p> <p>--Who in <i>Hamlet</i> is the most qualified to be king?</p> <p>--What went wrong between Hamlet and Ophelia and why?</p> <p>--How does Hamlet's relationship with his father affect his relationship with his mother, uncle, and others?</p>
Content Questions	<p>--Who was the better friend: Horatio, Laertes, or Rosencrantz & Guildenstern? Why?</p> <p>--Was Gertrude a better wife, mother, or queen? Why?</p> <p>--What are Hamlet's views on women and their roles? What are Shakespeare's?</p> <p>--What does it take to be a good leader [king, prince, counselor]?</p> <p>--What role does conscience play in leadership, in relationships?</p> <p>--At what age does leadership responsibility kick in?</p>

<p>Unit Summary:</p> <p>“<i>Hamlet</i> to Hamlet: on Leadership and Life” is a comprehensive unit about relationships as evidenced in William Shakespeare’s play <i>Hamlet</i>. It addresses issues of familial relationships, friendship, and leadership.</p>																							
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<p>Targeted State Frameworks/Content Standards/Benchmarks:</p> <p>Standard 1: Discussion Students will use agreed-upon rules for informal and formal discussions in small and large groups.</p>																							
<p>Standard 2: Questioning, Listening, and Contributing Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.</p>																							
<p>Standard 8: Understanding a Text Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</p>																							
<p>Standard 9: Making Connections Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.</p>																							
<p>Standard 11: Theme Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</p>																							
<p>Standard 15: Style and Language Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.</p>																							
<p>Standard 17: Dramatic Literature Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</p>																							
<p>Standard 19: Writing Students will write with a clear focus, coherent organization, and sufficient detail.</p>																							
<p>Standard 20: Consideration of Audience and Purpose Students will write for different audiences and purposes.</p>																							
<p>Standard 21: Revising Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</p>																							

Standard 22: Standard English Conventions

Students will use knowledge of standard English conventions in their writing, revising, and editing.

Standard 23: Organizing Ideas in Writing

Students will organize ideas in writing in a way that makes sense for their purpose.

Standard 24: Research

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

Standard 25: Evaluating Writing and Presentations

Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

Standard 26: Analysis of Media

Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.

Standard 27: Media Production

Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear

Student Objectives/Learning Outcomes:

- Students will learn how to deal with challenging reading material (Shakespeare)
- Students will study aspects of character and leadership development to apply to characters in *Hamlet* as well as themselves to support the essential unit question that literature can assist them in becoming better people
- Students apply previous years of knowledge (essay writing, critical reading and analysis) and combine it with technology (power point, publishing, web site design) to demonstrate what they have learned in this unit

Procedures:

Week One--Introduction to Elizabethan Period

- Student-researched publications
- Teacher-produced quizzes and discussion guides

Week Two--Introduction to Elizabethan Drama

- Student-researched power-point presentations
- Teacher-produced quizzes and discussion guides

Week Three and Four--Introduction to William Shakespeare

- A&E/Biography video on Shakespeare
- Ian McKellen video *Acting Shakespeare*
- PBS video on *The Story of English: A Muse of Fire*
- Teacher-produced quizzes and discussion guides

Week Five--Introduction to *Hamlet*

- Teacher-researched power-point presentations
- Teacher-produced quizzes and discussion guides

Week Five and Six--Watch Derek Jacobi DVD of *Hamlet*

- English subtitles on and student texts open
- Act-by-Act discussions and worksheets

Week Seven--Watch video clips

- Scenes from several versions of *Hamlet* to promote discussion of interpretation:
- Lawrence Olivier, Mel Gibson, Kevin Kline, Ethan Hawke, Kenneth Branagh
- To Be or Not to Be, Get thee to a Nunnery, graveyard scene, library scene, duel/end

Week Seven--Small group discussion

- Focus on unit questions

Week Eight—Summary and Conclusion

- Write formal essay on essential question
- Student-researched website demonstrating lessons learned

Approximate Time Needed:

Eighteen 80-minute class periods, nine 40-minute class periods (One 9-week quarter)

Prerequisite Skills:

Ability to use Publisher and Power Point; ability to create a website

Knowledge of proper essay etiquette (structure, content, and style)

Ability to focus and process challenging reading material

Materials and Resources Required For Unit

Technology – Hardware:

- | | | |
|---|---|--|
| <input type="checkbox"/> Camera | <input type="checkbox"/> Laser Disk | <input checked="" type="checkbox"/> VCR |
| <input checked="" type="checkbox"/> Computer(s) | <input type="checkbox"/> Printer | <input type="checkbox"/> Video Camera |
| <input type="checkbox"/> Digital Camera | <input checked="" type="checkbox"/> Projection System | <input type="checkbox"/> Video Conferencing Equip. |
| <input checked="" type="checkbox"/> DVD Player | <input type="checkbox"/> Scanner | <input type="checkbox"/> Other: |
| <input checked="" type="checkbox"/> Internet Connection | <input checked="" type="checkbox"/> Television | |

Technology – Software:

- | | | |
|--|--|--|
| <input type="checkbox"/> Database/Spreadsheet | <input type="checkbox"/> Image Processing | <input checked="" type="checkbox"/> Web Page Development |
| <input checked="" type="checkbox"/> Desktop Publishing | <input checked="" type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing |
| <input type="checkbox"/> E-mail Software | <input checked="" type="checkbox"/> Multimedia | <input type="checkbox"/> Other: |
| <input checked="" type="checkbox"/> Encyclopedia on CD-ROM | | |

Printed Materials: *Hamlet* text, handouts

Supplies: Videos of Shakespeare biography, *The Story of English and Acting Shakespeare*; DVDs (or videos) of *Hamlet* (Gibson, Jacobi, Branagh, Kline, Olivier, Hawke)

Internet Resources:	<p><u>Shakespeare web site sources</u></p> <p>http://www.yale.edu/ynhti/curriculum/units/1983/5/83.05.04.x.html http://www.teachwithmovies.org/samples/hamlet.html http://www.shakespearehelp.com/hamlet/main.htm http://www.bardweb.net/grammar/04gloss.html http://shakespeare.palomar.edu/works.htm http://www.freeshakespeare.org/pages/mainstage/2004season.php</p> <p><u>Hamlet web site sources</u></p> <p>http://shakespeareforums.com/ http://www.clicknotes.com/hamlet/Themeidx.html http://www.tk421.net/hamlet/hamlet.html</p>
Others:	Field trip to see professional production of a Shakespeare play in Boston; possible interview with Philip Bruso, amateur Shakespearean actor
Accommodations for Differentiated Instruction	
Resource Student:	Students are paired with AP/Honors students who guide them through small group discussions and general worksheets.
Non-Native English Speaker:	Students are paired with AP/Honors students who also speak their language. Teacher is multi-lingual and experienced in ESL teaching.
Gifted Student:	AP/Honors students meet an extra class period each week to further their skills in reading comprehension and composition. They read an extra book each quarter and write at least one advanced composition each quarter.
Student Assessment:	
<p>Student assessment takes place on a daily basis through a number of methods. The teacher will take note of students who participate actively in discussion. Credit will be given for each written assignment completed. Essays will be evaluated in four areas (contents, organization, style, and mechanics). Multimedia presentations have individual rubrics which cover a variety of production aspects. Journals will be recorded, but not graded. The final product (a web site) will be evaluated by the student, their peers, and the teacher with an appropriate rubric for each.</p>	

English Literature

Name _____

Elizabethan Publication Planning

1. Working in groups of three, choose an editor, a graphics editor, and a layout editor
2. Each group will produce a 6-page publication about the Elizabethan period
3. Each publication will include:
 - a. At least six news stories—pages 1, 3-4
 - b. An editorial—page 2
 - c. A cartoon—page 5
 - d. One ad—page 6
 - e. One column about a public figure or event—page 2
 - f. One sports article—page 5
 - g. One cultural review—page 2
4. Each group member will write/create four of the above ingredients, one of which must be a news story
5. Publication should look as authentic as possible, keeping in mind that the technology used here would not have been available then...
6. Publication needs to be printed, collated and stapled ***before*** coming to class on the due date.
7. Publications will be presented to the whole class on the due date.

William Shakespeare, publisher

Elizabethan Times

Volume 1, Issue 1 13 July 1595

Renaissance versus Elizabethan and Early Modern

By Robert Slocum

1. William Shakespeare (1564-1616) lived in a time of great change and excitement in England—a time of geographical discovery, international trade, learning, and creativity
2. This period is most commonly called the *Renaissance Period* which means rebirth. This term celebrates the rapid development of art, literature, science, and politics: in many ways the rebirth of classical Rome
3. Some scholars use *Elizabethan* and *Jacobean* to refer to the periods of the



Adapted from an image in the public domain. http://womenshistory.about.com/library/pic/bl_p_elizabeth_i.htm

sixteenth and seventeenth centuries that encompass the reigns of Elizabeth I and James I. Shakespeare's life and career spans both monarchies.

4. *Early Modern* is preferred by others who recognize that this period established many of the foundations of today's modern culture.

5. Shakespeare's culture differed greatly from ours. Even though his understanding of human nature and relationships seems to apply to our modern lives, we must try to understand the world he lived in so we can better understand his plays.

Special Points of Interest about

Elizabethan Drama:

- Queen Elizabeth I cherishes the arts and encouraged artists
- Plays are popular afternoon entertainment
- Plays have to please three levels of society: royalty/government, learning, and trade
- Live music connects society; words are considered a musical element
- Musical effects make actors' memorization easier
- There was no illusion of reality in Elizabethan plays
- Actors doubled or tripled on parts in a play.

Religious dissent taints Elizabeth's reign

By Julie Rittenhouse

Although Queen Elizabeth I's reign is relatively peaceful, religion is a concern for subjects of the realm who are Catholic.

Inside this issue:

Editorial	2
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Bloody Mary	2
Reformation	3
London	4
Food and Fun	5
Ads and Staff	6

Editorial—Ptolemy's World View off the mark

By Robert Slocum

Second century philosopher Ptolemy states that the earth stands at the center of the universe, surrounded by nine concentric rings.

Nicolaus Copernicus begs to differ.



*One of the most influential Greek astronomers and geographers of his time, **Ptolemy** propounded the geocentric theory in a form that prevailed for 1400 years.*

Book Review: King James Bible a success

By Julie Rittenhouse

The new version of the Bible in English commissioned by King James I is a successful update of William Tyndale's 1525 translation.

“To catch the reader's attention, place an interesting sentence or quote from the story here.”

Bloody Mary supporters need to get a grip

By Ralph Vieux

I know. Queen Mary is dead. But that doesn't mean her politics aren't still affecting the sovereign people of the realm.



Caption describing picture or graphic.

Protestant Reformation spawns new churches

By Robert Slocum

This story can fit 150-200 words.

One benefit of using your newsletter as a promotional tool is that you can reuse content from other marketing materials, such as press releases, market studies, and reports.

While your main goal of distributing a newsletter might be to sell your product or

service, the key to a successful newsletter is making it useful to your readers.

A great way to add useful content to your newsletter is to develop and write your own articles, or include a calendar of upcoming events or a special offer that promotes a new product.

You can also research articles or find “filler” articles by accessing the World Wide Web. You can write about a

variety of topics but try to keep your articles short.

Much of the content you put in your newsletter can also be used for your Web site. Microsoft Publisher offers a simple way to convert your newsletter to a Web publication. So, when you’re finished writing your newsletter, convert it to a Web site and post it.



Caption describing picture or graphic.

Queen Elizabeth on the fence about religion

By Julie Rittenhouse

This story can fit 100-150 words.

The subject matter that appears in newsletters is virtually endless. You can include stories that focus on current technologies or innovations in your field.

You may also want to note

business or economic trends, or make predictions for your customers or clients.

If the newsletter is distributed internally, you might comment upon new procedures or improvements to the business. Sales figures or earnings will show how your business is growing.

Some newsletters include a

column that is updated every issue, for instance, an advice column, a book review, a letter from the president, or an editorial. You can also profile new employees or top customers or vendors.

“To catch the reader's attention, place an interesting sentence or quote from the story here.”

Ancestry, wealth, and power determine social status

By Ralph Vieux

This story can fit 75-125 words.

Selecting pictures or graphics is an important part of adding content to your newsletter.

Think about your article and ask yourself if the picture supports or enhances the

message you’re trying to convey. Avoid selecting images that appear to be out of context.

Microsoft Publisher includes thousands of clip art images from which you can choose and import into your newsletter. There are also several tools you can use to draw shapes and symbols.

Once you have chosen an image, place it close to the article. Be sure to place the caption of the image near the image.



Caption describing picture or graphic.

Female gender gets short-changed

By Julie Rittenhouse

This story would discuss the fact that women were not permitted to act on stage and how old men and young boys played the parts of women.



Caption describing picture or graphic.

Long days equal short life span

By Ralph Vieux

This story would explore how the lifestyle and life conditions of the Elizabethans affected the length of their life.

“To catch the reader's attention, place an interesting sentence or quote from the story here.”

London looms large

By Robert Slocum

This story would present London as a character unto itself.



Caption describing picture or graphic.

Animal-baiting becoming more popular

By Ralph Vieux

This story would explore bear- and bull-bating as entertainment.



Caption describing picture or graphic.

New options for midday meal

By Julie Rittenhouse

This story presents recipes and other tidbits about the food Elizabethans consumed.

“To catch the reader's attention, place an interesting sentence or quote from the story here.”

Fox Trot by Bill Amend

Peter, What's "Prithee" mean?

Vegetable shortening.

This is the dialogue for a cartoon about the Elizabethan language. Students would create their own cartoon.

What's "Dottage" mean?"

It's the act of cutting lumber into two-by-fours

What's "Forsooth" mean?

Kiss me, hot Momma. I'm burnin' with love.

I can't understand this play at all!

Moron.


The Elizabethan Times

**William Shakespeare,
publisher**

5 Globe Drive #6
London, England

Advertisement goes here

**To be or not to be, that is
the question.**

Elizabethan Times Staff

Editor.....Robert Slocum

**Layout Editor.....Julie
Rittenhouse**

**Graphics Editor.....Ralph
Vieux**

**Guest Cartoonist.....
Bill Amend**



Caption describing picture
or graphic.

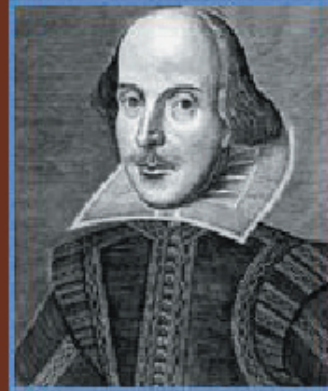
Newspaper: The Elizabethan Times

Teacher:

Student:

CATEGORY	4-- Ready for Publication	3-- Needs Editing	2-- Needs Rewriting	1-- Needs Total Retooling
Requirements	All of the required content was present.	Almost all the required content was present.	At least 75% of the required content was present.	Less than 75% of the required content was present.
Articles - Purpose	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Articles - Supporting Details	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the articles are clear and pertinent 90-100% of the time.	The details in the articles are clear and pertinent 75-89% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.
Articles - Interest	The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	The articles contain facts, figures, and/or word choices that make the articles interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.
Layout - Headlines & Captions	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
Contributions of Group Members	Each person in the group has contributed at least two articles and one graphic without prompting from teachers or peers.	Each person in the group has contributed at least one article and one graphic with a few reminders from peers.	Each person in the group has contributed at least one article with some minimal assistance from peers.	One or more students in the group required quite a lot of assistance from peers before contributing one article.

Theater in Shakespeare's Day



By Rondi Aastrup
For the "*Hamlet to Hamlet*" unit
English Literature, Grade 12
12 July 2005

View a student sample of this assignment in the Power Point section of the Teacher Bulletin.

Powerpoint Appearance and Content :

Theater in Shakespeare's Day

Teacher Name: _____

Student Name: _____

CATEGORY	4-- Excellent work!	3--Good Job!	2-- Needs More Work...	1-- You missed the boat
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.

Multimedia Project: Theater in Shakespeare's Day

Teacher Name:

Student Name:

CATEGORY	25-- Excellent Work!	20--Good Job!	15--Needs Work...	5-- Missed the Boat
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.

English Literature

Name _____

Planning a Web Site

Overall goal:

To create a web site demonstrating knowledge and understanding of William Shakespeare's *Hamlet* and its themes of _____

Title of my student Web site:

Elements necessary to address the Essential and Unit Questions:

Topics and reference materials I will research on the Internet:

Other resources I will use in the creation of my student Web site

Internet, text of *Hamlet*, completed discussion sheets from previous class discussions, reference books on Shakespeare and *Hamlet*

To achieve targeted student learning objectives, my student Web site will include:

____ Links to related Web sites

____ Response form or survey

____ Compilation of collaborative data

- _____ E-mail correspondence
- _____ Charts or graphs
- _____ Scanned student-created illustrations or computer-assisted graphics
- _____ Works cited (bibliography)
- _____ Other: Rationale for and explanation of project
- _____ Other: forum for discussion of pertinent questions

To ensure that content is the primary focus, my student Web site will have:

- Minimum of 5/maximum of 8 pages
- Minimum of 5 graphics, photographs and animations
- Minimum of 5 Web links
- Minimum of 5 resources

What will be your site's content for each page?

- _____ 1. _____
- _____ 2. _____
- _____ 3. _____
- _____ 4. _____
- _____ 5. _____
- _____ 6. _____
- _____ 7. _____
- _____ 8. _____

What type of links do you want to have?

Links to web site resources on Shakespeare and *Hamlet*

Link to e-mail

What other content and design elements do you want to include?

Photos, clip art, color blocks and shapes

English Literature

Name _____

Shakespeare Quiz--Biography

Choose the answer that best answers the following questions—22 points

_____ **1.** In what year was Shakespeare born?

- A. 1564
- B. 1616
- C. 1558
- D. 1592

_____ **2.** Shakespeare was born in what town or city?

- A. London
- B. Stratford-upon-Avon
- C. Snitterfield
- D. Oxford

_____ **3.** The names of Shakespeare's father and mother were:

- A. Abraham and Sara
- B. William and Anne
- C. John and Mary

_____ **4.** Shakespeare attended the Stratford Grammar School, also known as the King's New School:

- A. From 1569 to 1579
- B. He did not attend school.
- C. There are no records of his school attendance, but it is highly likely he attended that school.

_____ **5.** Who did Shakespeare marry?

- A. Judith Sadler
- B. Susanna Hall
- C. Anne Hathaway
- D. Mary Queen of Scots

_____ **6.** Shakespeare was the father of how many children?

- A. 3
- B. 2
- C. 10
- D. 1

_____7. Shakespeare left his home town of Stratford because:

- A. He was caught poaching on the lands of Sir Thomas Lucy and fled to avoid prosecution.
- B. He was apprenticed to his father who was a butcher. He hated the work and ran away to London.
- C. He took a job as a school teacher in the country, and left to pursue this career.
- D. It is not known for sure how or why he left.

_____8. What Elizabethan writer called Shakespeare an "upstart crow"?

- A. John Lyly
- B. Christopher Marlowe
- C. Ben Jonson
- D. Robert Greene

_____9. The London theaters were closed on account of a virulent outbreak of the plague in 1593 and part of 1594. Specifically, what disease was this?

- A. Tuberculosis
- B. The Plague of Frogs
- C. Bubonic Plague
- D. The pox

_____10. To whom did Shakespeare dedicate his long narrative poems *Venus and Adonis* and *The Rape of Lucrece*?

- A. Queen Elizabeth
- B. Sir Walter Raleigh
- C. William Herbert, Earl of Pembroke
- D. Henry Wriothesley, Earl of Southampton

_____11. In 1598 Francis Meres published a commonplace book (diary) called *Palladis Tamia*. In it he listed several of Shakespeare's plays:

Two Gentlemen of Verona

The Comedy of Errors

Love's Labour's Lost

Love's Labour's Won

A Midsummer Night's Dream

The Merchant of Venice

Richard II

Richard III

Henry IV

King John

Titus Andronicus

Romeo and Juliet

So we know that these were written by 1598. Which play known to exist by that time is **NOT** in Meres' list?

- A. *The Jew of Malta*
- B. *The Taming of the Shrew*
- C. *The Tempest*
- D. *The Two Noble Kinsmen*

_____12. Is it possible to say in exactly what order Shakespeare's plays were written?

- A. Yes
- B. No.

_____13. In 1594 Shakespeare became one of the founding members of what acting company?

- A. The Lord Chamberlain's Men
- B. The King's Men
- C. The Royal Shakespeare Company

_____14. In what year was the Globe Theater built?

- A. 1594
- B. 1599
- C. 1608
- D. 1613

_____15. Some time after 1599-1600 Shakespeare turned from writing predominantly romantic comedies and history plays to tragedies. Which five plays are known as his "great tragedies"?

- A. *Hamlet, Othello, Macbeth, King Lear, Antony and Cleopatra*
- B. *The Merchant of Venice, Henry IV Part 1, Henry IV Part 2, Henry V, Twelfth Night*
- C. *King John, Henry VI Part 1, Richard II, Richard III, Henry VIII*
- D. *Measure for Measure, Troilus and Cressida, Coriolanus, Timon of Athens, Cymbeline.*

_____16. In 1603 Shakespeare's acting company, The Lord Chamberlain's Men, became the King's Men. Which king was their patron?

- A. George III
- B. James I
- C. Edward III
- D. Henry VIII

_____17. Beginning around 1608 Shakespeare wrote 4 plays, *Pericles Prince of Tyre*, *Cymbeline*, *The Winter's Tale*, and *The Tempest*, often categorized as:

- A. Masques
- B. Romances
- C. Melodramas
- D. Dark Tragedies

_____18. In his later years, Shakespeare collaborated with what author on the play *The Two Noble Kinsmen*?

- A. Thomas Middleton
- B. Francis Beaumont.
- C. Christopher Marlowe.
- D. John Fletcher.
- E. Ben Jonson

_____19. In what year did Shakespeare die?

- A. 1599
- B. 1616
- C. 1623
- D. 1642

_____20. In what year was the first collected edition of Shakespeare's plays, called the First Folio, published?

- A. 1599
- B. 1616
- C. 1623
- D. 1685

_____21. You are truly a Shakespeare aficionado if you know this one: which fellow actor(s) did Shakespeare remember in his will?

- A. Richard Burbage, John Heminges and Henry Condell.
- B. Will Kempe
- C. Robert Armin
- D. Thomas Pope, Will Sly and William Beeston

_____22. Is it reasonable to think that someone other than William Shakespeare (1564-1616) of Stratford-upon-Avon wrote the works attributed to him?

- A. Yes.
- B. No.

Planning a Student Sample Web Site

Overall goal:

To create a web site demonstrating knowledge and understanding of William Shakespeare's *Hamlet* and its themes of leadership and relationships.

Title of my student Web site:

Hamlet to Hamlet: on leadership and life

Elements necessary to address the Essential and Unit Questions:

- Articles about leadership and relationship in *Hamlet*
- Surveys and quizzes to take to determine leadership and friendship styles
- graphics to illustrate text and prompt written responses via forums and e-mails
- links for further study

Topics and reference materials I will research on the Internet:

- Leadership and relationship themes in Shakespeare's *Hamlet*;
- other examples of leadership and relationships in Shakespeare plays
- leadership and relationship styles

Other resources I will use in the creation of my student Web site

Internet, text of *Hamlet*, completed discussion sheets from previous class discussions, reference books on Shakespeare and *Hamlet*

To achieve targeted student learning objectives, my student Web site will include:

- Links to related Web sites
- Response form or survey
- Compilation of collaborative data
- E-mail correspondence
- Charts or graphs

- Scanned student-created illustrations or computer-assisted graphics
- Works cited (bibliography)
- Other: Rationale for and explanation of project
- Other: forum for discussion of pertinent questions

To ensure that content is the primary focus, my student Web site will have:

- Minimum of 5/ maximum of 8 pages
- Minimum of 5 graphics, photographs and animations
- Minimum of 5 Web links
- Minimum of 5 resources

What will be your site's content?

- Introduction to Shakespeare and *Hamlet*
- Comparison/Contrast graphics of the relationships in *Hamlet*
- Comparison/Contrast chart of leadership in Shakespeare (i.e. Henry V vs. Claudius; Hamlet vs. Romeo, etc.)
- Survey/Poll on who is the best friend: Laertes, Horatio, Rosencrantz & Guildenstern
- Survey/Poll on Gertrude as wife, mother, or queen
- e-mail link for thoughts
- blog/reader's journal

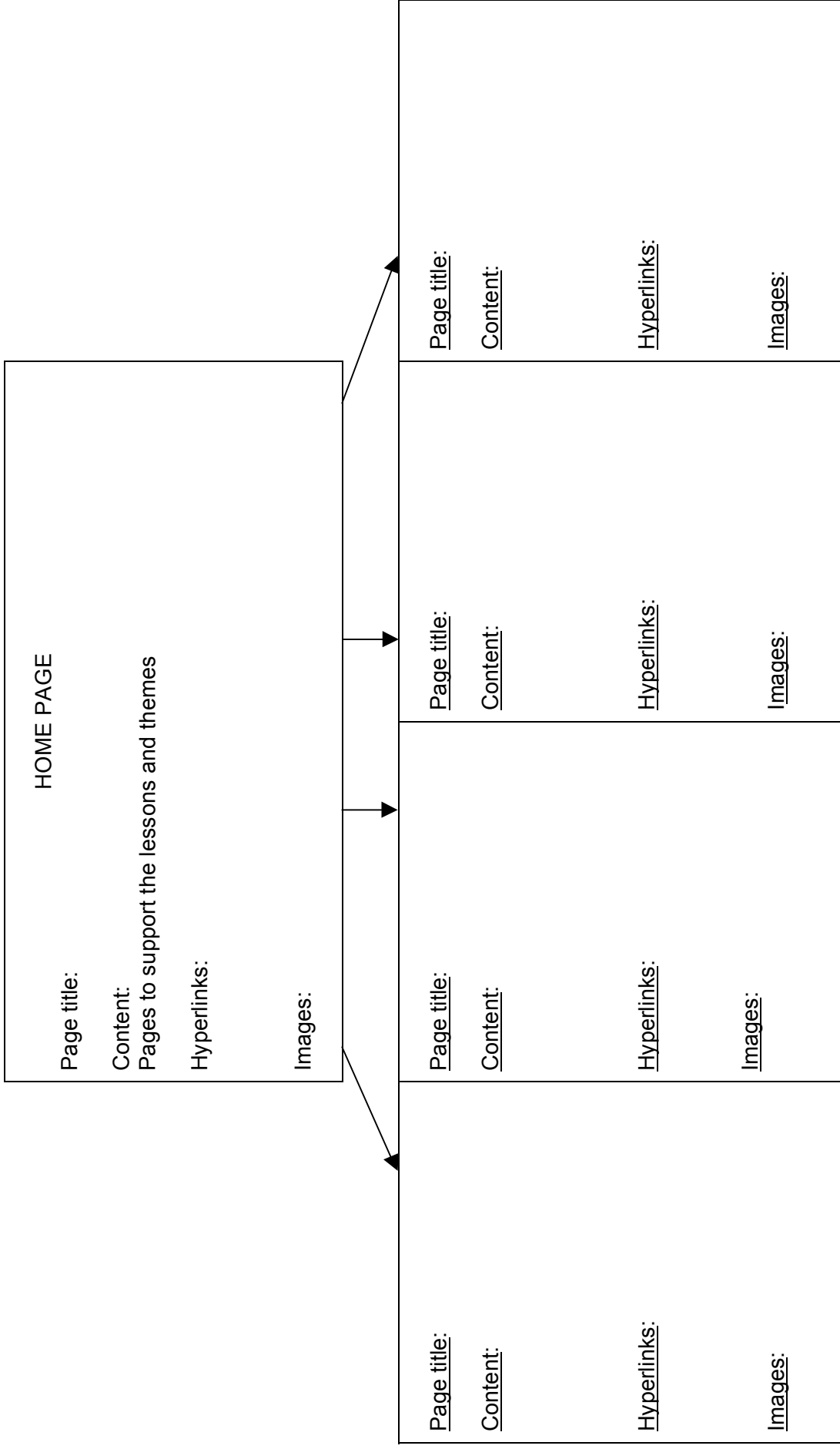
What type of links do you want to have?

- Links to web site resources on Shakespeare and *Hamlet*
- Link to e-mail

What other content and design elements do you want to include?

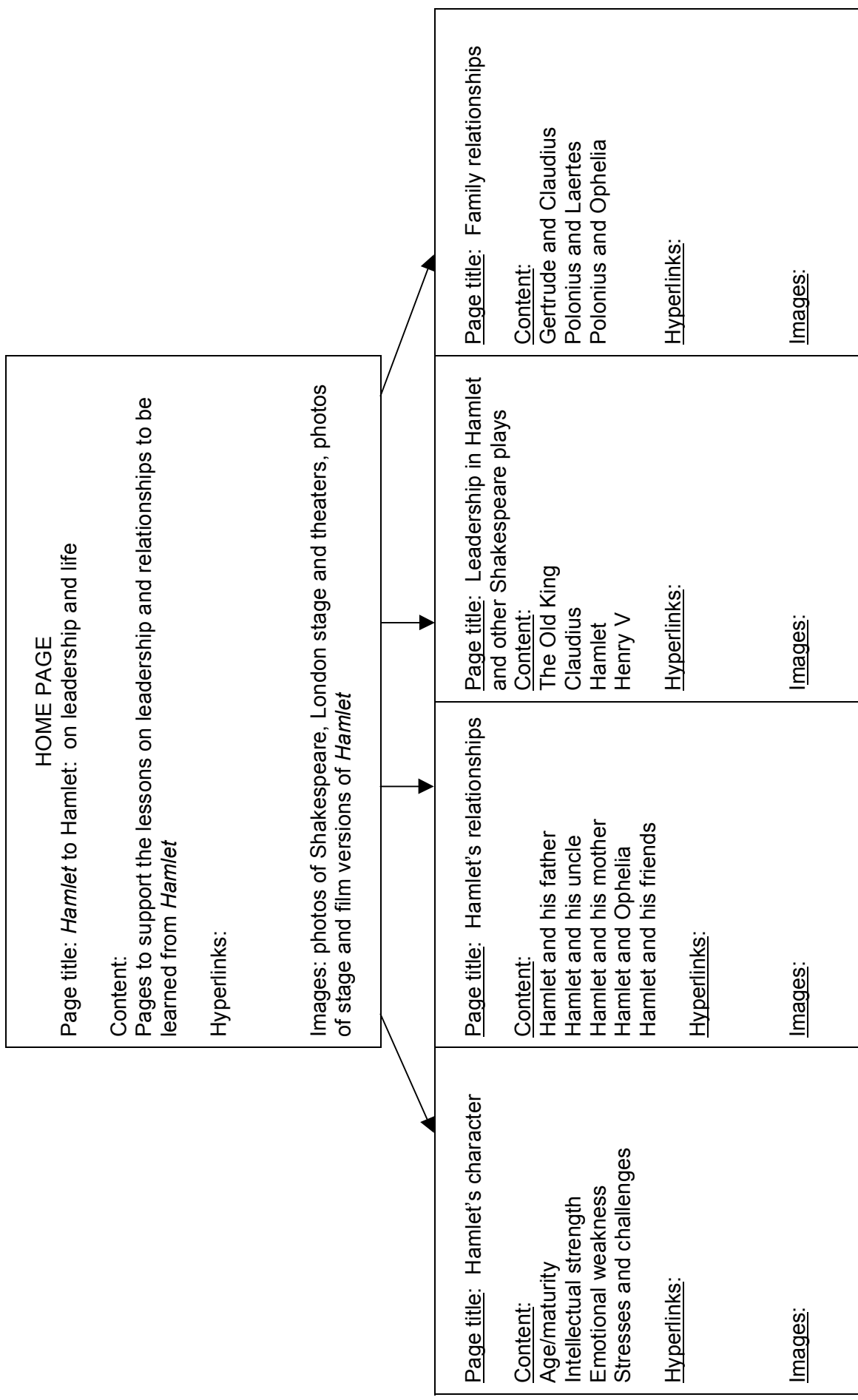
- Photos, clip art, color blocks and shapes

Creating a Web Site Storyboard



Creating a Web Site Storyboard

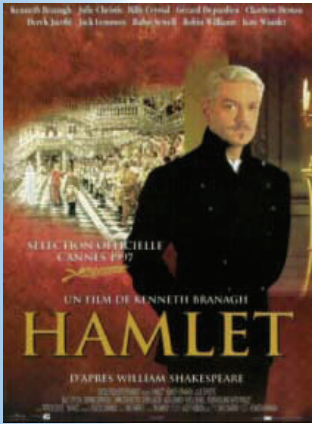
Remember that you are creating this Web site as if you were a student. Use the storyboard to plan the content, layout, and navigation of your student Web site.



HAMLET TO HAMLET

LESSONS ON LEADERSHIP AND LIFE

GREATER BOSTON ACADEMY
ENGLISH LITERATURE
JULIE RITTENHOUSE



HOME PAGE

About Shakespeare

About Hamlet

About Leadership

About Relationships

Share with Me

- Hi. My name is Julie and I created this web site as my final project of a unit on William Shakespeare and his play *Hamlet*.
- The essential question of the unit is “Can studying a tragedy help us become better people?”
- The assumption is that these are rhetorical questions, and yet the purpose of the web site is to share the personal thinking that got me to that assumption and then to translate the lessons into practical, personal application.
- There are articles to read and quizzes to take along the way and a survey at the end.
- I hope you will take the time to share your thoughts with me about your experience with *Hamlet* and the lessons on leadership and life it has taught you.

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[About Leadership](#) | [About Relationships](#) | [Share with Me](#)

TO CONTACT US:

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Fax: 781-438-6857

Web Site: www.greaterbostonacademy.com

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Stoneham, MA 02180

About Shakespeare



- This page will have my essay (written earlier in the unit) about William Shakespeare.
- It will have links to the best Shakespeare sites I could find and will have little tidbits about Shakespeare that I found interesting and that connect with the unit questions about leadership and relationships.

THERE WILL BE A
PERTINENT
SHAKESPEAREAN
QUOTE HERE

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About Hamlet



Kenneth Branagh as Hamlet

- This page will have some discussion about the character of Hamlet...emphasizing his temperament
- I will explore briefly the four temperaments
- I will then have readers take a temperament quiz *in the character of Hamlet* to see what his temperament is according to the experts.

I WILL HAVE AN
INTERESTING
QUOTE ABOUT
HAMLET HERE.

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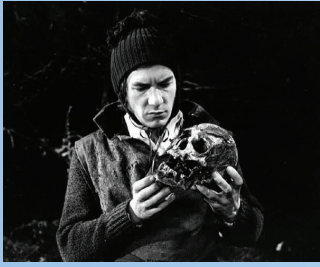
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About Leadership



Ian McKellen as Hamlet

- Here, I will introduce my conclusions about Hamlet and leadership.
- I will support this with text and observation.
- Then I will have reader participation such as:
- Read this [article](#) about leadership styles.
- Take this [quiz](#) to find out what kind of leader you are.

Managers are people who do things right, while leaders are people who do the right thing.
—Warren Bennis, Ph.D.
"On Becoming a Leader"

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About Relationships



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- Here I will have some discussion about the various friendships exhibited in *Hamlet*.
- I will share my thoughts about friendship and then have readers check out the quizzes at the right to see what kind of friends they are and how they might improve their relationships.
- I will also discuss Hamlets relationship with his parents and have some activity to relate to these thoughts to their own experiences.

WHAT KIND OF
FRIEND ARE YOU?
TAKE THIS [QUIZ](#) TO
FIND OUT.

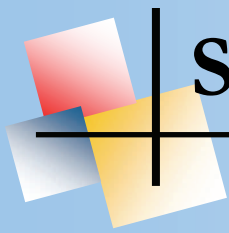
HOW CAN YOU
IMPROVE YOUR
RELATIONSHIP
WITH OTHERS?
TAKE THIS [QUIZ](#)
TOGETHER.

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Share with Me

Hamlet: lessons on leadership and life

Based on your understanding of leadership and friendship styles, choose the option you feel best answers the question.

WHAT DO YOU THINK

ABOUT HAMLET AS A

LEADER? AS A FRIEND?

SHARE YOUR THOUGHTS

WITH ME

--Who has the better temperament to be a leader?

Claudius

Hamlet

Horatio

--Who in *Hamlet* is the most qualified to be king?

Claudius

Hamlet

Horatio

--Who was the better friend: Horatio, Laertes, or Rosencrantz

Horatio

Laertes

Rosencrantz & Guildenstern

--Was Gertrude a better wife,

wife

mother

queen

What leadership and relationship lessons do these characters teach you?

Name:

School:

State/Country

Grade:

E-mail:

Submit

Reset

View Results

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Web Site Design: Hamlet to Hamlet

Teacher:

Student:

CATEGORY	4--Excellent Work!	3--Good Job!	2--Needs Improvement...	1--What were you Thinking?!
Learning of Material	The student has an exceptional understanding of the material included in the unit and where to find additional information. Can easily answer questions about the unit and activities used to draw the final conclusion.	The student has a good understanding of the material included in the unit. Can easily answer most questions about the unit and activities used to draw the final conclusion.	The student has a fair understanding of the material included in the unit. Can easily answer some questions about the unit and activities used to draw the final conclusion.	Student did not appear to learn much from this project. Cannot answer most questions about the content and the procedures used to make the web site.
Content Accuracy	All information provided by the student on the Web site is accurate and all the requirements of the assignment have been met.	Almost all the information provided by the student on the Web site is accurate and all requirements of the assignment have been met.	Almost all of the information provided by the student on the Web site is accurate and almost all of the requirements have been met.	There are several inaccuracies in the content provided by the students OR many of the requirements were not met.
Interest	The author has made an exceptional attempt to make the content of this Web site interesting to the people for whom it is intended.	The author has tried to make the content of this Web site interesting to the people for whom it is intended.	The author has put lots of information in the Web site but there is little evidence that the person tried to present the information in an interesting way.	The author has provided only the minimum amount of information and has not transformed the information to make it more interesting to the audience (e.g., has only provided a list of links to the content of others).
Layout	The Web site has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The Web pages have an attractive and usable layout. It is easy to locate all important elements.	The Web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The Web pages are cluttered looking or confusing. It is often difficult to locate important elements.
Graphics	Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, and are of good quality.	Graphics seem randomly chosen, are of low quality, OR distract the reader.
Spelling and Grammar	There are no errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 1-3 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 4-5 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are more than 5 errors in spelling, punctuation or grammar in the final draft of the Web site.