

Summary

Hamlet's Father, the King of Denmark, was murdered by his own brother, Claudius, who then marries Hamlet's mother and becomes king. The ghost of Hamlet's father tells Hamlet that Claudius put poison in his ear to kill him. Hamlet wants to get revenge for his father's murder. Hamlet invites the king and queen to a play so he can prove King Claudius' guilt. Hamlet accidentally kills Polonius, Laertes' father. King Claudius and Laertes make a plan to kill Hamlet. In the end, Hamlet does get revenge by killing King Claudius, but Hamlet and many others die.

Use this summary along with one or more of the following hands-on activities to review the play.



Character Role-Play: Assign each student to be a character by giving them a large Character Card from the act lessons to attach to their shirt. Have students act out a summarized version of the story.



Picture Retell: Have students use the Large or Small Character Cards provided in the act lessons to retell the story. Have students draw scenes from the story and place the Character Cards within the scenes with a short description at the bottom of each scene. Divide the class and either have them choose a scene or event from the story to depict, or assign one to them. Then have students present the scenes sequentially on a display as they retell what is happening.

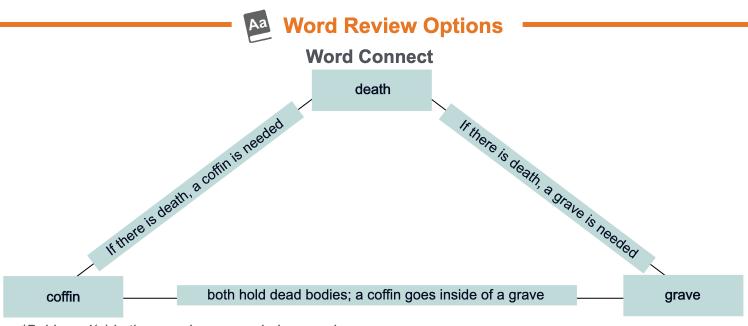


Team Question Challenge: Have students work individually or together in pairs to create 5-10 challenge questions about the play. Assign each student or pair of students to an act and allow them to choose any of the multiple-choice or short answer questions from the act, or have them use these questions or the discussion questions to create true-false questions. Once they are finished, gather the questions. Then divide the class into two teams. Ask a question to an individual student of a team. If the student is unsure, allow him or her to call for a team huddle to get assistance from the team before saying the answer. Once the team has given an answer, ask the other team to have a team huddle to decide if the answer is correct or incorrect. Then have one student from that team say whether it is correct or incorrect. Continue in this same manner alternating teams until all students have been asked one question before moving to round two.

Aa Words in Review

This list of vocabulary words comes directly from the text. The words are explicitly taught in Activity 1 of each act. Activity 1 in this lesson provides explicit instruction built around one particular strategy to review and develop a deeper understanding of the vocabulary words. In addition, optional vocabulary review activities are described below and on the next page.

	Hamlet Vocabulary Words				* Power Words		
Act 1	advice ghost	kingdom poison	revenge swear	Act 2	crazy frightened	permission scene	troubling war
Act 3	actor confess	forgive guilt	play spy	Act 4	duel pirate	plan rage	secretly
Act 5	coffin death	fault grave	jester skull				



*Bold word(s) in the sample are vocabulary words.

Choose two or three words that connect to each other in some way. Create and display a blank Word Connect diagram similar to the sample. Fill in the blanks with the three words. Discuss the connection between each word and complete the blanks on the lines connecting the words. Have students work together to create a two or three word connect diagram. The support level can be adjusted based on students' ability levels. For less support, have students find their own words to connect. For more support, assign the words and/or partially complete the diagram.



Word Review Options

Affix Sort and Study

Suffixes			
Word with Suffix	Suffix	Root Word	
troubling	-ing	trouble	
secretly	-ly	secret	

^{*}Bold word(s) in the sample are vocabulary words.

Display a selected list of the vocabulary words including some words with affixes and some without. Create and display an affix sort and study chart similar to the sample, that is appropriate for the list of words. Choose words with suffixes and write them one at a time in the first column. Discuss the suffix and the root word and how the suffix affects the meaning and/or part of speech of the word. Write the suffix and root word on the chart. Look up the definition of the root word and compare it to the definition of the original word. Discuss the findings. Have students work together to find other words with suffixes, complete the chart and use a dictionary to compare the original word to the root word. Do the same using a prefix chart with other words found in the play. The support level can be adjusted based on students' ability levels. For less support, have students find their own words with affixes. For more support, assign the words and/or partially complete the chart.

Synonyms and Shades of Meaning



^{*}Bold word(s) in the sample are vocabulary words.

Create and display a blank Synonyms and Shades of Meaning chart similar to the sample. Tell students that words can have shades of meaning just like a color can have different shades, like dark blue, medium blue and sky blue. Some words can mean the same thing, but have a stronger feeling. Choose a vocabulary word or words that work for showing shades of meaning. Write the chosen word on the chart and discuss why you placed it in that location. Then discuss other words that mean the same thing as this word, as well as, how and when they would be used. Use a dictionary to look up more synonyms and their meanings. Then ask students where they think the words should be placed on the chart. Have students work in groups to complete another Synonyms and Shades of Meaning chart using a different word. The support level can be adjusted based on students' ability levels. For less support, have students find their own words to place on the chart. For more support, assign the words and/or partially complete the chart.



Contract Lesson at a Glance -

	Activity 1	Activity 2	Activities 3-4
Instructional Activities	Review Vocabulary	Summarize Text	Answer Questions
Suggested Pacing	1 - 2 class sessions	1 - 3 class sessions	1 - 2 class sessions
ULS Materials and Resources	Word Definition Cards (Text Only or Symbol-Supported) (from Activity 1 of Acts 1-5) Making Meaning With Words (from Activity 1 of Acts 1-5)	Cloze Activity (Levels 4-1) Answer Key (Included in Lesson Plan)	Comprehension Questions Multiple-Choice (Levels 4-1) Note: Two versions of the questions are provided. One for use with Text Only Reading Pages and one for use with Symbol-Supported Reading Pages. Short Answer (All Levels) Answer Keys (Included in Lesson Plan)
	SymbolStix PRIME L³ Skills: Language Arts Skills		
Additional Materials	Print or Online Dictionary index cards		



Activity Objectives

- Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to clarify a word's meaning, part of speech, pronunciation, synonym or etymology.
- Use newly learned words and phrases in writing and when speaking.
- Determine word relationships (e.g., cause/effect [hungry/eat], part/whole[finger/hand], item/category[penny/coins]).



Instructional Routine



Introduce



- Introduce the activity by asking a focus question about word relationships. For example, ask,
 "How are the words fast and slow related—synonyms (meaning the same) or antonyms (meaning
 the opposite)?" Discuss students' responses and tell students that it is important to understand
 the relationship between words to fully understand the meaning of words.
- Tell students that they will review the vocabulary words and definitions from the story to help them make connections between words. Say, "We are going to sort the vocabulary words into categories to identify the relationships between words. Today, your job is to sort vocabulary words into like categories."
- Review the learning goal with students: I will sort vocabulary words into like categories.



Instructional Routine

2 Model

• Create and display a blank Vocabulary Word Sort Chart similar to the sample and a list of the vocabulary words. Model aloud as you choose words to place in the same category or column of the chart and then title the column. For example, say, "I see the words, 'coffin', 'grave', 'death', 'ghost', and 'skull'. All of these words have to do with death." Refer to either a dictionary or the Word Definition Cards or the Making Meaning With Word pages from the chapter lessons, and continue saying, "A coffin and a grave hold dead bodies. A ghost is the spirit of a dead person, and a skull is a symbol for death. I will place them in one category and title it, "Death'." Continue modeling different categories of words.

Death	Fighting	Play	Feelings
coffin grave death skull ghost	duel revenge spy war	actor play scene	guilt frightened rage troubling

3 Provide Practice

For students who require the least amount of support, provide a blank chart. For students requiring more support, assign the words and/or a partially completed chart depending on need.

- **Level 4-** Have the student sort vocabulary words to independently identify word relationships.
- Level 3: Provide support, reference materials and alternative forms of writing as needed.
- **Level 2:** Have the student select a picture or word to identify a word that is related to another word. Provide Word Definition Cards and visual supports.
- **Level 1:** Have the student make a selection to indicate a picture of a word that is related to another word from a single option or errorless choice. Provide support as needed.

Additional vocabulary review activities are provided in the Words in Review pages.



Instructional Routine



- Play a vocabulary word up game using either the Word Definition Cards from the acts or index cards with each vocabulary word written on them. Place all cards in a stack face down. Create two teams. Tell the teams that they will play a game of Word Up using their vocabulary words. Teams will take turns participating in three-minute rounds. One person will have to choose a card without looking from the pile and place it on his or her forehead so that his or her teammates can see it. Teammates must give the player clues to the word without saying the word or any part of the word or spelling the word. Tell students that they can use synonyms or antonyms. The player has to guess the word. Once the player guesses the word, he or she pulls another card until the timer runs out. Then it is the other team's turn. Continue playing until each student has had a turn to be the player.
- Prompt students to locate and review meanings of the unit vocabulary words in other situations, lessons or conversations.



✓ Check Understanding



- Level 4- Can the student independently identify word relationships? Level 3:
- Level 2: Can the student select a picture or word to identify a word that is related to another word?
- **Level 1:** Can the student make a selection to indicate a picture of a word that is related to another word from a single option or errorless choice? How?



Activity Objectives

- Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- Objectively summarize a story, play or poem including main characters, events and key details.



Instructional Routine



Introduce









Before starting this instructional routine, use the Play Review page to review the play.

- Introduce this activity by asking a focus question about the play. For example, ask, "Which
 characters from the play are the most important—King Claudius, Hamlet, or Gravediggers?"
 Discuss students' responses and explain that the most important characters, events and
 key details are needed to write a shortened summary of a story.
- Tell students they will now complete a summary about the play. Explain that important words in the summary have been left blank, and they will have to fill them in to complete the summary. Remind students that the answers that complete the summary can be found in the play. Say, "Your job is to fill in the blanks of a summary of the play. You can use the play to help you."
- Review the learning goal with students: I will fill in the blanks to summarize the play.

2 Model

- Display the play and the Cloze Activity (vary the level displayed according to student needs).
 Read and model filling in one of the blanks by referring back to the text to find your answer.
 Model how to find text that supports the answers and compare the answer choices to the text to select the correct answer. Read through all answer choices to model ruling out wrong answers.
- Model selecting your answer on the Cloze Activity page.



Instructional Routine



Provide Practice

Choose the most appropriate activity support and guidance on the basis of each student's skills and needs.

- **Level 4:** Have the student fill in the blanks to provide an objective summary of the play.
- **Level 3:** Have the student fill in the blanks to independently summarize the play without using personal opinions.
- Level 2: With support, have the student point to or select pictures or text to fill in the blank of a summary of the play using no personal opinions. Picture supports such as the Communication Boards or Character Cards may be used as needed.
- Level 1: Have the student point to or select pictures or text to fill in the blanks of a summary of the play (may be single option or errorless choice).



Review

• Revisit the learning goal. Have students retell the story using the summary as a guide. Ask students to include another key event that they think should be added to the summary.



Check Understanding (2)



- **Level 4:** Can the student fill in the blanks to provide an objective summary of a story, play or poem?
- Level 3: Can the student fill in the blanks to independently summarize the play without using personal opinions?
- Level 2: With support, can the student point to or select pictures or text to fill in the blank of a summary of the play using no personal opinions? How?
- **Level 1:** Can the student point to or select pictures or text to fill in the blank of a summary of the play through an active participation response (e.g., voice output device, eye gaze choice board)?

Cloze Activity Answers

Hamlet's (*father, mother, brother) was once the King of (Norway, Poland, *Denmark). Hamlet's father was murdered by his own brother, (*Claudius, Laertes, Horatio), who then marries Hamlet's (sister, *mother, father) and becomes king. The (*ghost, friend, jester) of Hamlet's father tells Hamlet that Claudius put (dirt, *poison, cotton) in his ear to kill him. Hamlet wants to get (*revenge, swords, flowers) for his father's murder. Hamlet invites the king and queen to a (movie, wedding, *play) so he can prove King Claudius' (innocence, *guilt, friendship). Hamlet accidentally kills (Horatio, *Polonius, Claudius), Laertes' father. King Claudius and (*Laertes, Horatio, Queen Gertrude) make a (bomb, trap, *plan) to kill Hamlet. In the end, Hamlet does get revenge by killing (Queen Gertrude, Ophelia, *King Claudius), but (*Hamlet, Horatio, Fortinbras) and many others die.

Cloze (Levels 3-2)

Hamlet's father was once the King of (Norway, Poland, *Denmark). Hamlet's father was murdered by his own brother, (*Claudius, Laertes, Horatio), who then marries Hamlet's (sister, *mother, father) and becomes king. The (*ghost, friend, jester) of Hamlet's father tells Hamlet that Claudius put (dirt, *poison, cotton) in his ear to kill him. Hamlet wants to get (*revenge, swords, flowers) for his father's murder. Hamlet invites the king and queen to a (movie, wedding, *play) so he can prove King Claudius' guilt. In the end, Hamlet does get revenge by killing King Claudius, but (*Hamlet, Horatio, Fortinbras) and many others die.

Cloze (Level 1)

Hamlet's father was once the King of (Norway, Poland, *Denmark).

Hamlet's father was murdered by his own brother, (*Claudius, Laertes, Horatio).

Claudius marries Hamlet's (sister, *mother, father) and becomes king.

The (*ghost, friend, jester) of Hamlet's father talks to Hamlet.

He tells Hamlet that Claudius killed him with (dirt, cotton, *poison).

Hamlet wants to get (*revenge, swords, flowers) for his father's murder.

Hamlet gets revenge in the end by killing (Queen Gertrude, Ophelia, *King Claudius).

(*Hamlet, Horatio, Fortinbras) and many others die.



Activity Objectives

- Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- Answer explicit and inferential questions about the main ideas and details of a story, play or poem, using text evidence to support the answer.
- Analyze the structures and order of events of a story, play or poem to determine how structures affect the meaning or style (e.g., flashback in a novel, soliloquy in a play, sonnet for poem).



Instructional Routine







1 Introduce

- Introduce this activity by asking a focus question about the play. For example, ask, "How does Queen Gertrude die at the end of the play—she gets stabbed with Laertes' sword or she drinks from the poisoned cup and dies?" Discuss students' responses.
- Tell students they will now answer other questions about the play. Remind students that answers to questions can be found in the play and should be supported by words, phrases or sentences from the text. Explain that some answers will be stated directly in the text, and for some answers, they will have to infer or think about what is in the text to know an answer. Say, "I am going to ask you questions about the play. Your job is to answer the questions. You can use the play to help you."
- Review the learning goal with students: I will answer questions using text to support my answer.

2 Model

- Display the play and the Multiple-Choice Comprehension Questions (vary the level displayed according to student needs). Read and model answering one explicit and one inferential question aloud by referring back to the text to find your answer to each question. For the inferential questions, model how to use text to reason and compose an answer. Emphasize text that supports the answers and compare the answer choices to the text to select the correct answer. Read through all answer choices to model ruling out wrong answers.
- Model marking or selecting your answer on the Multiple-Choice Comprehension Questions page.

Activity 3 continues on the next page.



Instructional Routine



Choose the most appropriate activity format on the basis of each student's skills and needs.

- **Level 4:** Have the student independently identify evidence from the play to answer questions about the explicit and inferential meaning of the text.
- **Level 3:** Have the student independently use text from the play to answer explicit and inferential questions about the text.
- **Level 2:** Have the student point to or select pictures or text from the play to answer an explicit or inferential question. Picture supports such as the Communication Board or Character Cards may be used as needed.
- **Level 1:** Have the student point to or select pictures or text from the play to answer or support an answer to an inferential question (may be single option or errorless choice).

4 Review

• Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out how the text supports answers to questions.

Check Understanding

- **Level 4:** Can the student independently identify evidence from the play to answer questions about the explicit and inferential meaning of the text?
- **Level 3:** Can the student independently use text from the play to answer explicit and inferential questions about the text?
- **Level 2:** Can the student point to or select pictures or text from the play to answer an explicit or inferential question? How?
- **Level 1:** Can the student point to or select pictures or text from the play to answer or support an answer to an inferential question through an active participation response (e.g., voice output device, eye gaze choice board)?



SS indicates the page numbers in the Symbol-Supported version. The page numbers without SS reference the Text Only version of the chapter.

Explicit Questions

Inferential Questions

- 1. Which two characters are said to be crazy? (pg 32 and pg 79; SS pg 115 and pg 314)
 - Queen Gertrude and Laertes
 - (Hamlet and Ophelia)
 - King Claudius and Polonius
- 2. How does Hamlet find out that his father was murdered? (pg 22; SS pg 76)
 - The queen tells him.
 - (A ghost of his father tells him.)
 - He reads it in a letter.
- 3. Which sentence tells how King Claudius killed Hamlet's father?
 - ("While I was sleeping in the orchard, he put poison in my ear. I died fast.") (pg 22; SS pg 76)
 - "The tip of the sword was poisoned." (pg 103; SS pg 420)
 - "The poisoned cup! It's too late." (pg 102; SS pg 415)
- 4. How does King Claudius and Laertes plan to kill Hamlet? (pg 86; SS pgs 342-344)
 - break Hamlet's heart
 - (sword fight and poisoned cup)
 - have Polonius stab Hamlet
- 5. Who dies at the end of the play? (pgs 102-105; SS pgs 413-426)
 - (Queen Gertrude, King Claudius, Laertes and Hamlet)
 - Horatio, Hamlet and Queen Gertrude
 - Queen Gertrude, King Claudius, Hamlet and Horatio

- 6. Which two ways are Hamlet and Laertes alike? (pgs 21, 78, 94-95; SS pages 74, 311, 379-384).
 - (They both love Ophelia, and they both want revenge for their fathers' deaths.)
 - They both love King Claudius and they both use poison to kill the queen.
 - They both have fathers who are kings and they are both princes.
- 7. What does the word guilt mean in these two sentences? "When you see that act, watch my uncle. I think his hidden guilt will show itself." (pg 48; SS pg 186) and "Danger is coming. I can feel it. Guilt has crippled me with fear." (pg 75; SS pgs 297-298)
 - a mark that shows where someone was hit
 - being injured from a sickness
 - (a bad feeling when you do something wrong)
- 8. Why does Hamlet say these sentences from page 62 (SS pgs 244-245) after he killed Polonius? "Good-bye, you fool! I thought you were the king. You found out that being too nosy is dangerous."
 - Polonius asked Hamlet too many questions about the king before Hamlet stabbed him.
 - (Polonius was hiding behind a curtain to spy on Hamlet. Hamlet thought it was King Claudius and stabbed Polonius through the curtain.)
 - Polonius was a spy and gave Fortinbras secrets that started a war.
- 9. Why does Hamlet say, "Tell my story." on page 104 (SS pg 423)?
 - (Hamlet is dying and knows Horatio will tell the truth about Hamlet.)
 - Horatio is a reporter for the newspaper.
 - Hamlet is going to France and wants Horatio to tell the king his story.
- 10. What do these last words on page 105 (SS pg 425) from Hamlet make you think? "I don't want to live to hear the news. Fortinbras will be the next King of Denmark. Tell him—"
 - Hamlet is happy that Fortinbras will be the next king of Denmark.
 - (Hamlet is not happy that Fortinbras will be the next king of Denmark.)
 - Hamlet wants Horatio to be the next king of Denmark.



SS indicates the page numbers in the Symbol-Supported version. The page numbers without SS reference the Text Only version of the chapter.

- *1. What is this play mostly about? (pg 6; SS pgs 10-11)
 - King Claudius
 - (Hamlet)
 - Ophelia
- 2. Where does this story happen? (pg 6; SS pg 10)
 - (Denmark)
 - America
 - Greece
- 3. Who tells Hamlet that his father was murdered? (pg 21; SS pg 74)
 - Horatio
 - Queen Gertrude
 - (ghost)
- 4. How does King Claudius kill his brother? (pg 22; SS pg 75)
 - (poison)
 - sword
 - fight
- 5. What does Hamlet invite the king and queen to see? (pgs 41-42; SS pg 154)
 - movie
 - (play)
 - concert

- 6. Which word shows that Hamlet is acting very strange? (pg 63; SS pg 252)
 - happy
 - (crazy)
 - nice
- 7. Who cannot see the ghost? (pg 64; SS pg 255)
 - Hamlet
 - Marcellus
 - (Queen Gertrude)
- 8. Why does Laertes want to kill Hamlet? (pgs 83-86; SS pgs 330-334)
 - (Laertes thinks Hamlet killed his father.)
 - Hamlet killed Laertes' sister.
 - Laertes wants to be king.
- 9. How does Queen Gertrude die? (pgs 102-103; SS pgs 414-418)
 - Hamlet stabs her with a sword.
 - (She drinks from a poisoned cup.)
 - She is very sick.
- *10. What is important to know about this play?
 - Hamlet is sad when Ophelia dies.
 - Hamlet dies without getting revenge.
 - (Hamlet gets revenge for his father's murder.)

^{*} Indicates inferential questions.



- Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- Answer explicit and inferential questions about the main ideas and details of a story, play or poem, using text evidence to support the answer.



Instructional Routine









- Introduce this activity by asking a focus question about the play. For example, ask, "Why do the King and Polonius spy on Hamlet and Ophelia in Act 3?" Discuss students' responses and model using their responses to write a short answer to the question. Sample: "They want to see if he loves her, and this can be found on page 42."
- Tell students they will now answer other short answer questions about the play. Remind students that answers to questions can be found in the play and should be supported by words, phrases or sentences from the text. Explain that for some questions, the answers will be found directly in the text, but for other questions, they will have to infer or think about what is in the text to know an answer. Say, "I am going to ask you questions about the play. Your job is to answer the questions. You can use the play to help you."
- Review the learning goal with students: I will answer questions using text to support my answer.

2 Model

- Display the play and the Short Answer Comprehension Questions. Read and model answering
 one explicit and one inferential question aloud by referring back to the text to find your answer to
 each question. For the inferential questions, model how to use text to reason and compose an
 answer. Emphasize the text that supports the answers.
- Model using the emphasized evidence from the text to write your answer on the Short Answer Comprehension Questions page, including the page number where the answer can be found.



Instructional Routine



Provide Practice

Choose the most appropriate activity support and guidance on the basis of each student's skills and needs. Some students may work independently, some may use shared or partner writing. Hand-over-hand assistance or dictation may also be appropriate.

- Level 4: Have the student independently identify evidence from the play to answer questions about the explicit and inferential meaning of the text.
- Level 3: Have the student independently use text from the play to answer explicit and inferential questions about the text.
- Level 2: Have the student point to or select pictures or text from the play to answer an explicit or inferential question. Picture supports such as the Communication Boards or Character Cards may be used as needed.
- Level 1: Have the student point to or select pictures or text from the play to answer or support an answer to an inferential question (may be single option or errorless choice).



Review

 Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out how the text supports answers to questions.



√ Check Understanding



- **Level 4:** Can the student independently identify evidence from the play to answer questions about the explicit and inferential meaning of the text?
- **Level 3:** Can the student independently use text from the play to answer explicit and inferential questions about the text?
- **Level 2:** Can the student point to or select pictures or text from the play to answer an explicit or inferential question? How?
- **Level 1:** Can the student point to or select pictures or text from the play to answer or support an answer to an inferential question through an active participation response (e.g., voice output device, eye gaze choice board)?



Example answers are provided below, however, these are not the only correct answers that are possible. A rubric is provided to score each short answer. The data collected when a student completes these questions online is for completion only. If accuracy data is wanted, use the provided rubric to score each short answer.

- 1. How does Hamlet prove that King Claudius killed his father in Act 2? (Hamlet writes a scene in a play of how the king killed his father to see what the king does when he watches it, and this can be found on pages 39-40; SS pages 145-150)
- 2. How does the king feel about Hamlet after the play in Act 3? (He is upset and does not feel safe around Hamlet, and this can be found on pages 55-56; SS pages 218-223)
- 3. What does King Claudius ask the King of England in a letter in Act 4? (He wants Hamlet to be killed, and this can be found on page 72; SS page 285)
- 4. Why is Ophelia sad in Act 4? (Ophelia is sad because of her father's death, and this can be found on page 76.) (SS pages 99-302)
- * Indicates inferential questions.

SS Indicates pages where answer is found in the symbol-supported version of the text.

Short Answer Scoring Guide

Short Answer Scoring Guide			
Component	Points Per Question		
Correct Answer	1-2		
Supporting Detail	1		
Page Number(s)	1		
Total Possible	4		

Name: _____

Choose a word for each box that correctly completes the sentence.

Hamlet's

1

was once King of

2

Hamlet's father was murdered by his own brother,

3

who then marries Hamlet's

4

and

becomes king. The

5

of Hamlet's father tells

Hamlet that Claudius put



in his ear to kill him.

Hamlet wants to get



for his father's murder.

Hamlet invites the king and queen to a



so he

can prove King Claudius'



. Hamlet accidentally

kills 10

, Laertes' father. King Claudius and

11

make a



to kill Hamlet.

In the end, Hamlet gets revenge by killing



but



and many others die.

Hamlet's father was once King of



. Hamlet's

father was murdered by his own brother,



who

then marries Hamlet's



and becomes king.

The



of Hamlet's father tells Hamlet that

Claudius put



in his ear to kill him.

Hamlet wants to get



for his father's murder.

Hamlet invites the king and queen to a



, so

he can prove King Claudius' guilt. In the end, Hamlet

does get revenge by killing King Claudius, but

8

and many others die.

Hamlet's father was once King of



. Hamlet's

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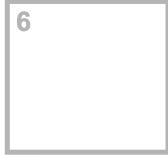
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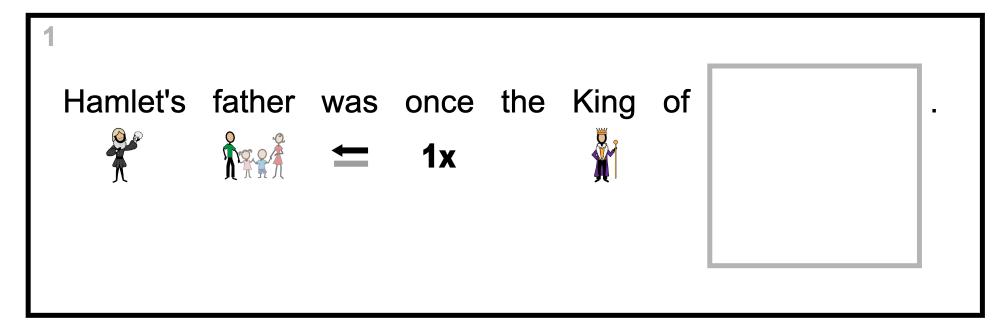


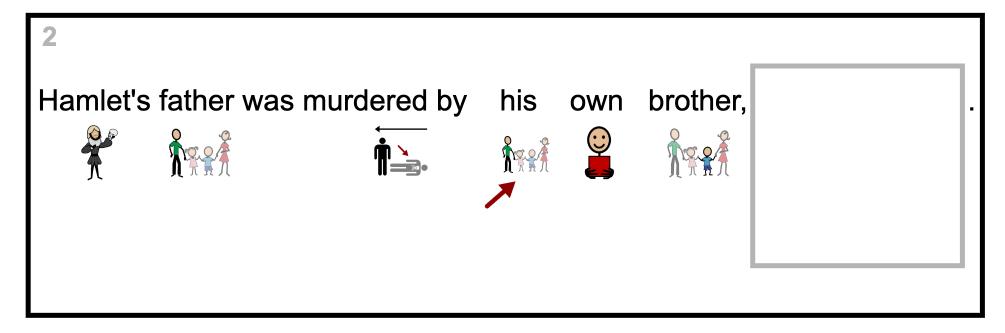
he can prove King Claudius' guilt. In the end, Hamlet

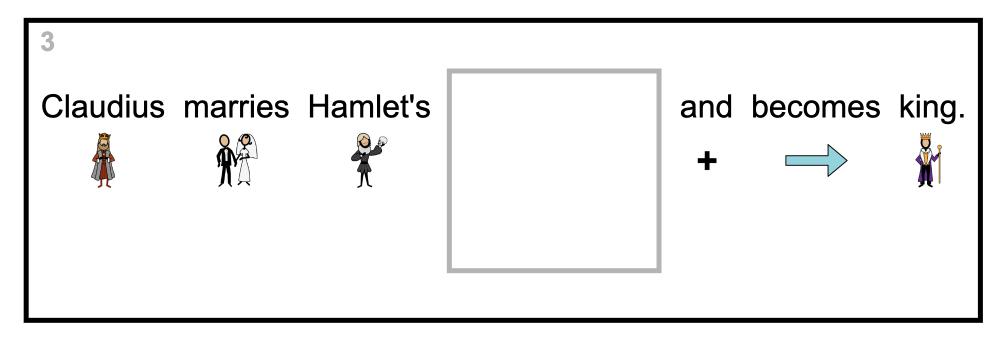
does get revenge by killing King Claudius, but

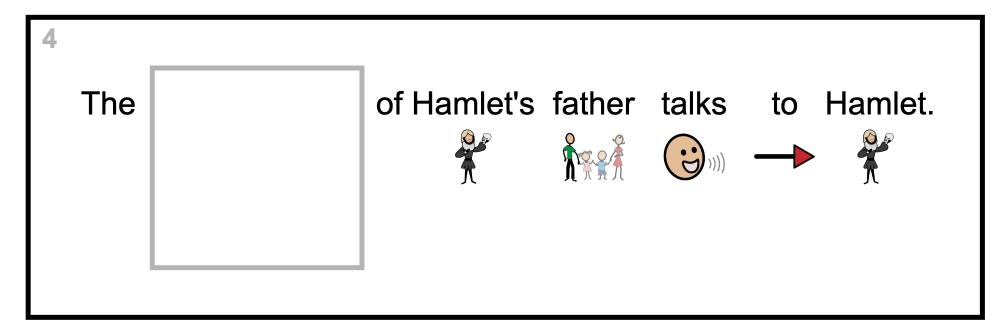


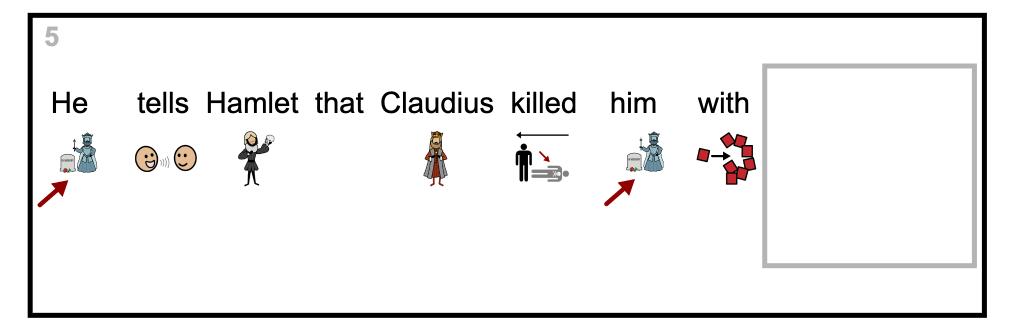
and many others die.

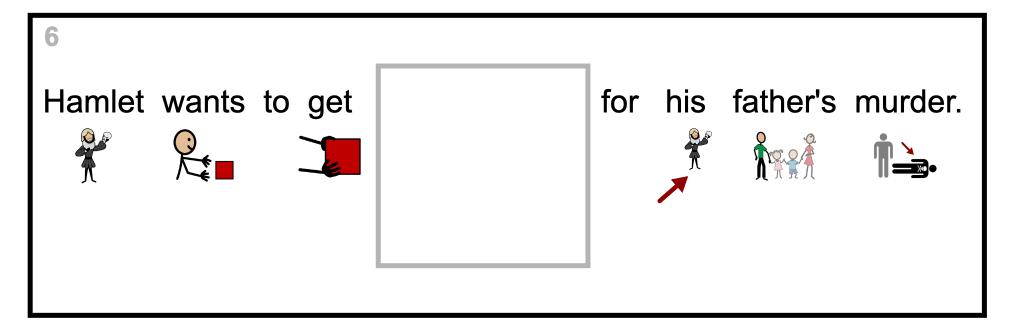


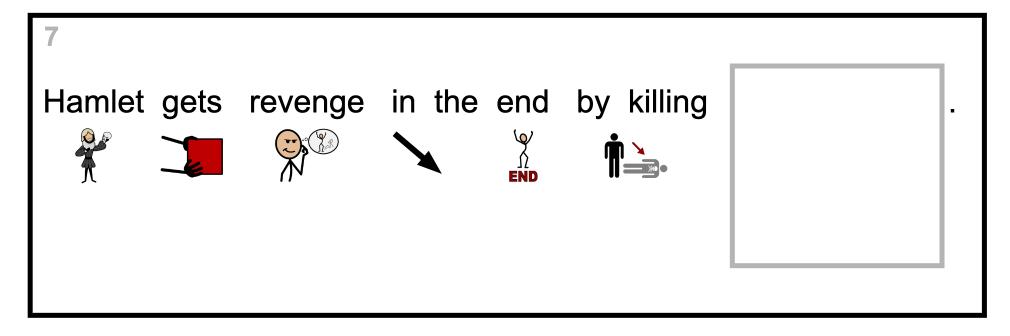


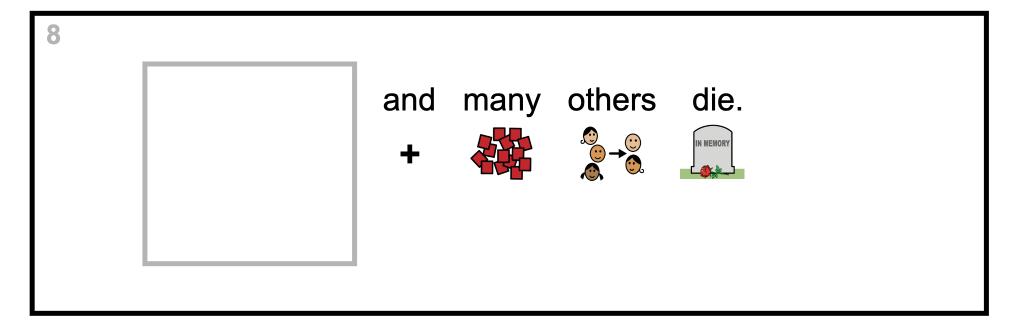














 				
father	₁ mother	brother		
Norway	Poland	Denmark		
₃ Claudius	Laertes	₃ Horatio		
sister	mother	father		
ghost	friend 5	jester		
dirt	poison	₆ cotton		
revenge	swords	₇ flowers		
₈ movie	₈ wedding	₈ play		
innocence	guilt	friendship		
Horatio	Polonius	Claudius		



Laertes	Horatio	Queen 11 Gertrude
bomb	trap	plan
Queen ₁₃ Gertrude	Ophelia	King ₁₃ Claudius
Hamlet	Horatio 14	Fortinbras

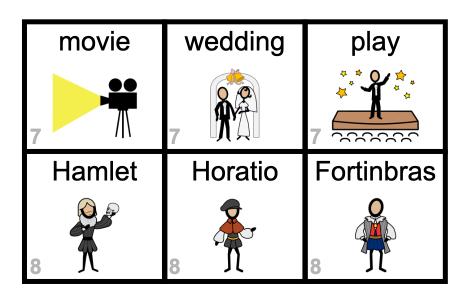


Norway	Poland	Denmark
Claudius	Laertes	₂ Horatio
sister	mother	father
ghost	friend	jester
dirt 5	₅ poison	cotton 5
revenge	swords	flowers
₇ movie	, wedding	₇ play
8 Hamlet	₈ Horatio	Fortinbras



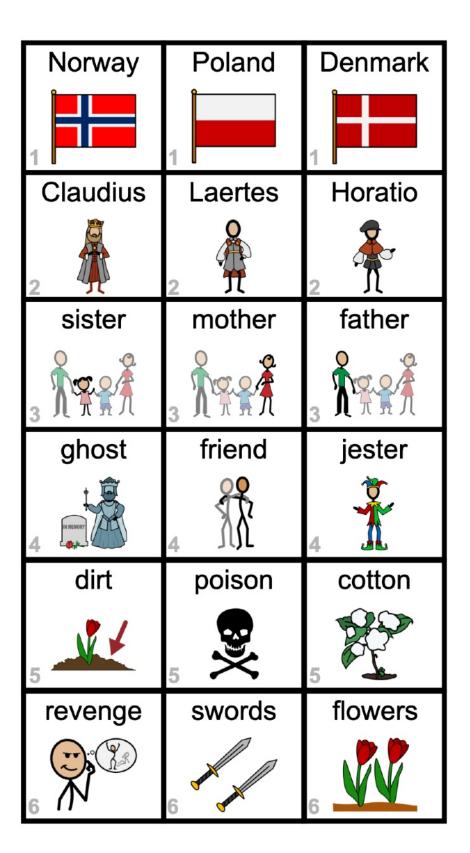








Cloze Activity Level 1





Cloze Activity Level 1

Queen Gertrude	Ophelia 7	King Claudius
Hamlet	Horatio	Fortinbras
8	8	8

	Name.	
Us	the pages from the play to help you choose the correct answer.	
1.	Which two characters are said to be crazy? page 32 and page 79)	
	a. Queen Gertrude and Laertes	
	b. Hamlet and Ophelia	
	c. King Claudius and Polonius	
2.	How does Hamlet find out that his father was murdered?	
	page 22 ()	
	a. The queen tells him.	
	b. A ghost of his father tells him.	
	c. He reads it in a letter.	
3.	Which sentence tells how King Claudius killed Hamlet's father?	
	a. "While I was sleeping in the orchard, he put poison in my ear. I died fast." (page 22 [1])	1
	b. "The tip of the sword was poisoned." (page 103)
	c. "The poisoned cup! It's too late." (page 102 [1])	
4.	How does King Claudius and Laertes plan to kill Hamlet?	
	page 86 🚺)	
	a. break Hamlet's heart	
	b. sword fight and poisoned cup	
	c. have Polonius stab Hamlet	

Namo:

	Use the pages from the play to help you choose the correct answer.					
5.	Who dies at the end of the play? (pages 102-105 [11])					
	 a. Queen Gertrude, King Claudius, Laertes and Hamlet 					
	b. Horatio, Hamlet and Queen Gertrude					
	C. Queen Gertrude, King Claudius, Hamlet and Horatio					
6.	Which two ways are Hamlet and Laertes alike? (pages 21), 78 , 94 and 95)					
	 a. They both love Ophelia, and they both want revenge for their fathers' deaths. 					
	 b. They both love King Claudius and they both use poison to kill the queen. 					
	 c. They both have fathers who are kings and they are both princes. 					
7.	What does the word guilt mean in these two sentences? "When you see that act, watch my uncle. I think his hidden guilt will show itself." (page 48) and "Danger is coming. I can feel it. Guilt has crippled me with fear." (page 75)					
	a. a mark that shows where someone was hit					
	b. being injured from a sickness					
	c. a bad feeling when you do something wrong					

Name: _____

	Name.				
Us	se the pages from the play to help you choose the correct answer.				
8. Why does Hamlet say these sentences from page 62 after killed Polonius? "Good-bye, you fool! I thought you were the king. You found of that being too nosy is dangerous."					
	 a. Polonius asked Hamlet too many questions about the king before Hamlet stabbed him. 				
	 b. Polonius was hiding behind a curtain to spy on Hamlet. Hamlet thought it was King Claudius and stabbed Polonius through the curtain. 				
	 c. Polonius was a spy and gave Fortinbras secrets that started a war. 				
9.	Why does Hamlet say, "Tell my story." on page 104 [1]?				

Namo:

a. Hamlet is dying and knows Horatio will tell the truth

Name:									

- 10. What do these last words on page 105 from Hamlet make you think? "I don't want to live to hear the news. Fortinbras will be the next King of Denmark. Tell him---"
 - a. Hamlet is happy that Fortinbras will be the next king of Denmark.
 - b. Hamlet is not happy that Fortinbras will be the next king of Denmark.
 - c. Hamlet wants Horatio to be the next king of Denmark.

Us	se the pages from the play to help you choose the correct answer.
1.	Which two characters are said to be crazy? (page 115 and page 314)
	a. Queen Gertrude and Laertes
	b. Hamlet and Ophelia
	c. King Claudius and Polonius
2.	How does Hamlet find out that his father was murdered? (page 76)
	a. The queen tells him.
	b. A ghost of his father tells him.
	c. He reads it in a letter.
3.	Which sentence tells how King Claudius killed Hamlet's father? a. "While I was sleeping in the orchard, he put poison in my ear. I died fast." (page 76)
	b. "The tip of the sword was poisoned." (page 420 1)
	C. "The poisoned cup! It's too late." (page 415 💓)
4.	How does King Claudius and Laertes plan to kill Hamlet? (pages 342-344 [])
	a. break Hamlet's heart
	b. sword fight and poisoned cup
	c. have Polonius stab Hamlet

Name:

1 10		Name:
		the play to help you choose the correct answer. e end of the play? (pages 413-426 [1])
	a. Que	een Gertrude, King Claudius, Laertes and Hamlet
	O b. Hor	atio, Hamlet and Queen Gertrude
	C. Que	een Gertrude, King Claudius, Hamlet and Horatio
6.	6. Which two way 311 and 3	s are Hamlet and Laertes alike? (pages 74 \iiint , 79-384 🚺)
		y both love Ophelia, and they both want revenge heir fathers' deaths.
	_	y both love King Claudius and they both use son to kill the queen.
		y both have fathers who are kings and they are princes.
7.	"When you see will show itself.	word guilt mean in these two sentences? that act, watch my uncle. I think his hidden guilt " (page 186) and "Danger is coming. I can feel opled me with fear." (page 297-298)
	○ a. a m	ark that shows where someone was hit
	Ob. beir	ng injured from a sickness
	O c. a ba	ad feeling when you do something wrong

Name:	

8.	3. Why does Hamlet say these sentences from page 244-245 after he killed Polonius? "Good-bye, you fool! I thought you were the king. You found out that being too nosy is dangerous."						
	a.	Polonius asked Hamlet too many questions about the king before Hamlet stabbed him.					
	b .	Polonius was hiding behind a curtain to spy on Hamlet. Hamlet thought it was King Claudius and stabbed Polonius through the curtain.					
	C .	Polonius was a spy and gave Fortinbras secrets that started a war.					
9.	Why does	Hamlet say, "Tell my story." on page 423 [1]?					
		Hamlet is dying and knows Horatio will tell the truth about Hamlet.					
	b.	Horatio is a reporter for the newspaper.					
	○ c.	Hamlet is going to France and wants Horatio to tell					

the king his story.

- 10. What do these last words on page 425 from Hamlet make you think? "I don't want to live to hear the news. Fortinbras will be the next King of Denmark. Tell him---"
 - a. Hamlet is happy that Fortinbras will be the next king of Denmark.
 - b. Hamlet is not happy that Fortinbras will be the next king of Denmark.
 - c. Hamlet wants Horatio to be the next king of Denmark.

1. Who is this play mostly about? (page 6 [1])

- a. King Claudius
- b. Hamlet

c. Ophelia

2. Where does this story happen? (page 6 [1])

a. Denmark

b. America

c. Greece

3. Who tells Hamlet that his father was murdered? (page 21)

- a. Horatio
- b. Queen Gertrude
- c. ghost

4. How does King Claudius kill his brother? (page 22 1)

a. poison

b. sword

c. fight

5. What does Hamlet invite the king and queen to see? (page 41- 42 [1])

a. movie

b. play

c. concert

	Name:						
Use the pages from the pages	lay to help you choose the	correct answer.					
6. Which word shows that Hamlet is acting very strange? (page 63 💓)							
a. happy	b. crazy	c. nice					
7. Who cannot see the g	host? (page 64 🔰)						
a. Hamlet	b. Marcellus	c. Queen Gertrude					
8. Why does Laertes war	nt to kill Hamlet? (pages 8	3-86 🔰)					
a. Laertes thinks Hamlet killed his father. b. Hamlet killed Laertes' sister. c. Laertes was to be king.							
9. How does Queen Gert	rude die? (pages 102-103)					
a. Hamlet stabs her with a sword.	b. She drinks from a poisoned cup.	c. She is very sick.					
10. What is important to	know about this play?						
a. Hamlet is sad when Ophelia dies.							
b. Hamlet die	s without getting reveng	je.					
c. Hamlet gets revenge for his father's murder.							

1. Who is this play mostly about? (pages 10-11 [)

- a. King Claudius
- b. Hamlet

c. Ophelia

2. Where does this story happen? (page 10 [1])

a. Denmark

b. America

c. Greece

3. Who tells Hamlet that his father was murdered? (page 74 [1])

- a. Horatio
- b. Queen Gertrude
- c. ghost

4. How does King Claudius kill his brother? (page 75 1)

a. poison

b. sword

c. fight

5. What does Hamlet invite the king and queen to see? (page 154 [1])

a. movie

b. play

c. concert

	Name:							
Use the pages from the pages	lay to help you choose the	correct answer.						
6. Which word shows that Hamlet is acting very strange? (page 252 [[]])								
a. happy	b. crazy	c. nice						
7. Who cannot see the gl	7. Who cannot see the ghost? (page 255 💓)							
a. Hamlet	b. Marcellus	c. Queen Gertrude						
8. Why does Laertes war	nt to kill Hamlet? (pages 3	30-334 🔰)						
a. Laertes thinks Hamlet killed his father. b. Hamlet killed Laertes' sister. c. Laertes wan to be king.								
9. How does Queen Gert	rude die? (pages 414-418							
 a. Hamlet stabs b. She drinks from her with a sword. b. She drinks from c. She is very sick. 								
10. What is important to	know about this play?							
a. Hamlet is sad when Ophelia dies.								
b. Hamlet dies	s without getting revenç	ge.						
c. Hamlet gets revenge for his father's murder.								

Name:				

1. Who is this play mostly about? (page 6)



a. King Claudius



b. Hamlet



c. Ophelia



2. Where does this story happen? (page 6 [1])



b. America



c. Greece



3. Who tells Hamlet that his father was murdered? (page 21 L)

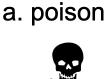


- b. Queen Gertrude
- c. ghost





4. How does King Claudius kill his brother? (page 22 [1])



b. sword







a. movie



b. play



c. concert



Name:							

6. Which word shows that Hamlet is acting very strange? (page 63



a. happy



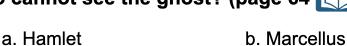
b. crazy



c. nice



7. Who cannot see the ghost? (page 64)





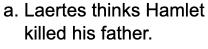




c. Queen Gertrude



8. Why does Laertes want to kill Hamlet? (pages 83-86 [1])





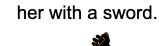
b. Hamlet killed Laertes' sister.



c. Laertes wants to be king.



9. How does Queen Gertrude die? (pages 102-103 [)



a. Hamlet stabs



b. She drinks from a poisoned cup.



c. She is very sick.



10. What is important to know about this play?

	a. Hamlet is	sad when	Ophelia	dies.
--	--------------	----------	---------	-------



b. Hamlet dies without getting revenge.



c. Hamlet gets revenge for his father's murder.



1. Who is this play mostly about? (pages 10-11 1)



a. King Claudius



b. Hamlet



c. Ophelia



2. Where does this story happen? (page 10)

a. Denmark



b. America



c. Greece



3. Who tells Hamlet that his father was murdered? (page 74)

- a. Horatio
- b. Queen Gertrude
- c. ghost







4. How does King Claudius kill his brother? (page 75)













5. What does Hamlet invite the king and queen to see? (page 154 [])





b. play







Hamlet	Name:	
Use the pages from the pla	ay to help you choose the d	correct answer.
6. Which word shows that	t Hamlet is acting very str	ange? (page 252 🔰)
a. happy	b. crazy	c. nice







7. Who cannot see the ghost? (page 255 [])



a. Hamlet



b. Marcellus



c. Queen Gertrude



8. Why does Laertes want to kill Hamlet? (pages 330-334 [1])



a. Laertes thinks Hamlet killed his father.



b. Hamlet killed Laertes' sister.



c. Laertes wants to be king.



9. How does Queen Gertrude die? (pages 414-418 1)



a. Hamlet stabs her with a sword.



b. She drinks from a poisoned cup.



c. She is very sick.



10. What is important to know about this play?

a. Hamlet is sad when Ophelia dies.



b. Hamlet dies without getting revenge.



c. Hamlet gets revenge for his father's murder.



1. Who is this play mostly about ? (page 6 💟)







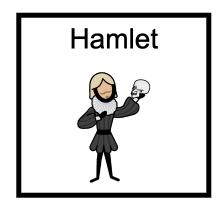


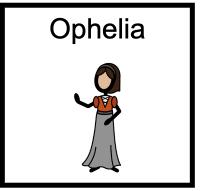


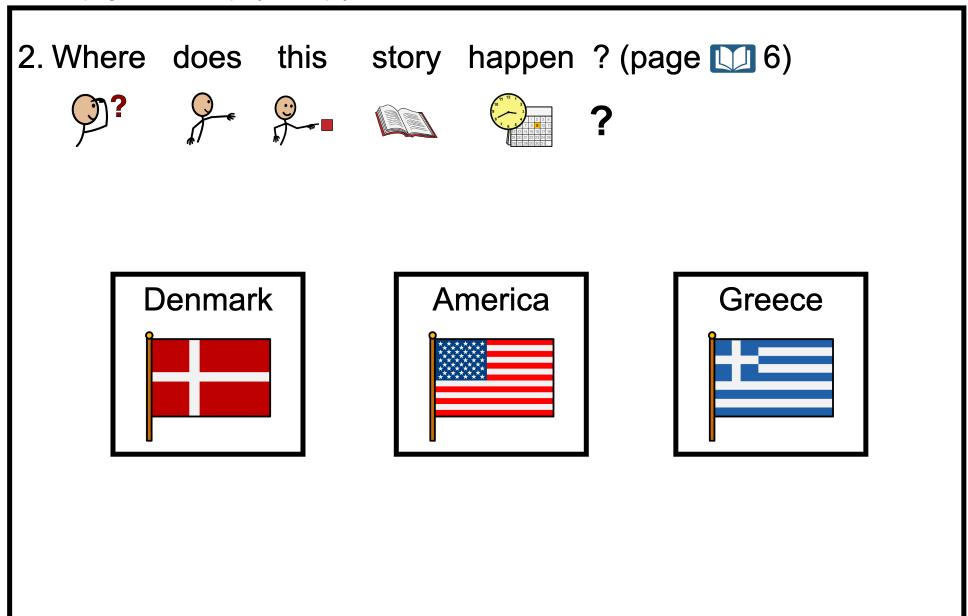


?

King Claudius







3. Who tells Hamlet that his father was murdered ? (page 21 1111)











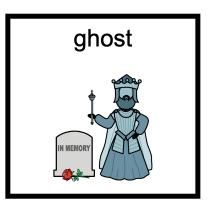












4. How does King Claudius kill his brother ? (page 22 111)





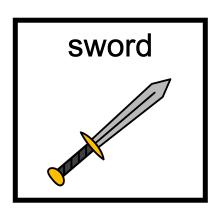


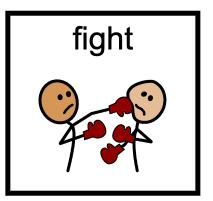




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5. What does Hamlet invite the king and queen to see ? (pages 41- 42 1)









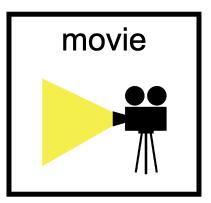




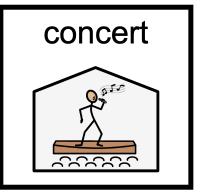












word shows that Hamlet is acting very strange ? (page 63 🔰) 6. Which



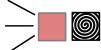


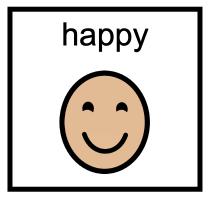


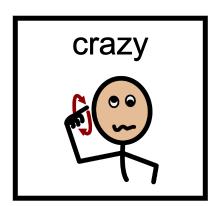


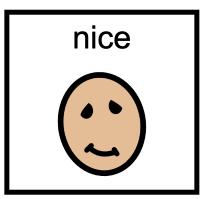












7. Who cannot see the ghost ? (page 64 111)

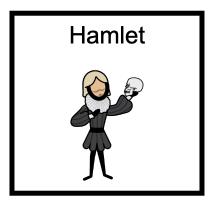


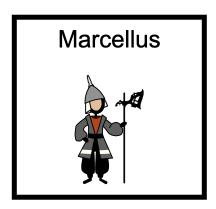


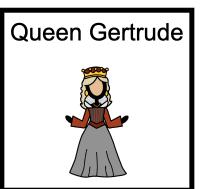




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8. Why does Laertes want to kill Hamlet ? (page 83 - 86 11)













Laertes thinks Hamlet killed his father.



Hamlet killed Laertes' sister.



Laertes wants to be king.



9. How does Queen Gertrude die ? (pages 102 - 103 1111)







Hamlet stabs her with a sword.



She drinks from a poisoned cup.



10. What is important to know about this play?















?

Hamlet is sad when Ophelia dies.



Hamlet dies without getting revenge.



Hamlet gets revenge for his father's murder.



1. Who is this play mostly about ? (pages 10-11 1 1)





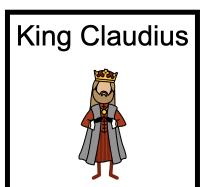


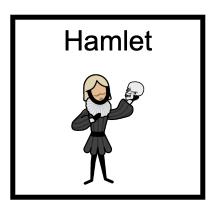


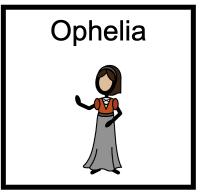


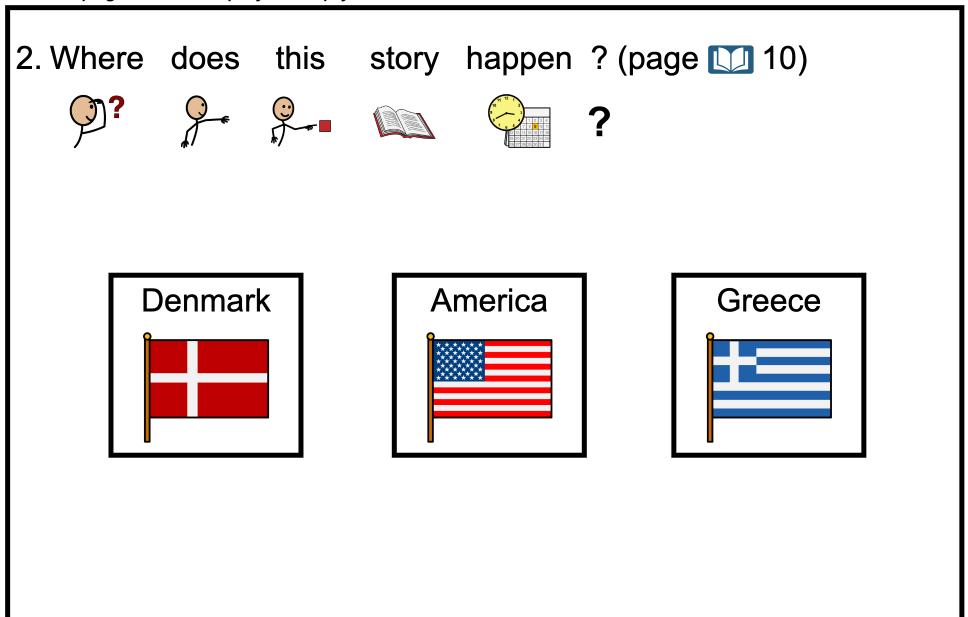












3. Who tells Hamlet that his father was murdered ? (page 74 💓)























4. How does King Claudius kill his brother ? (page 75 1)





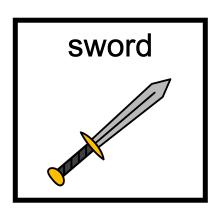


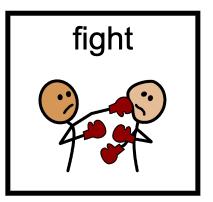




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5. What does Hamlet invite the king and queen to see ? (page 154 [1])







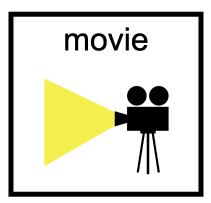




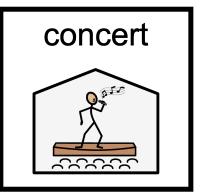




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6. Which word shows that Hamlet is acting very strange? (page 252 [1])





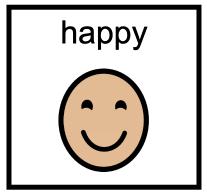


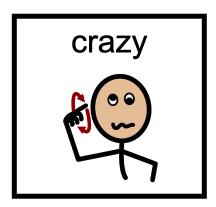


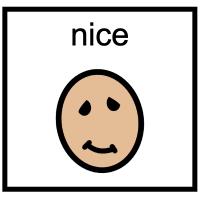












7. Who cannot see the ghost ? (page 255 [1])

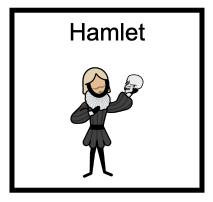


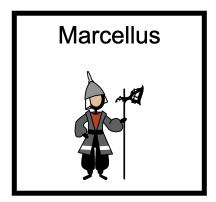






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8. Why does Laertes want to kill Hamlet ? (pages 330-334 [1])













Laertes thinks Hamlet killed his father.



Hamlet killed Laertes' sister.



Laertes wants to be king.



9. How does Queen Gertrude die ? (pages 414-418 11)







?

Hamlet stabs her with a sword.

She drinks from a poisoned cup.

She is very sick.

10. What is important to know about this play?















?

Hamlet is sad when Ophelia dies.



Hamlet dies without getting revenge.



Hamlet gets revenge for his father's murder.



	Name:
Us	e the play to help you find and write an answer.
Lis	t the page number where the answer is found.
1.	How does Hamlet prove that King Claudius killed his father in Act 2?
2.	How does the king feel about Hamlet after the play in Act 3?
3.	What does King Claudius ask the King of England in a letter in Act 4?
4.	Why is Ophelia sad in Act 4?