



About This Play

AUTHOR

William Shakespeare



1564-1616

Most famous English playwright,
but also known as a poet and
actor.

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 the introduction on page 6 of the play to support learning.



Genre

Genre: Play, Tragedy

A play or drama can be acted out in front of people or an audience and is written in the form of a script.

A tragedy is a play that has unlucky events and a sad ending.

Play Text Structure

Act - larger part of a play

Scene - smaller part of an act

Dialogue - lines of text for each character

Soliloquy - a character speaking his thoughts aloud to himself or the audience

Stage Directions - tells the actors where to go, how to move and when to say their lines; usually in parentheses

Instructional Tip



Work with students to create an anchor chart including all of the components of a drama or play. Then find examples of each in the text.



Background Building

Background

William Shakespeare lived in England in the 1600s. At this time, plays were a form of entertainment. Shakespeare wrote several plays, but Hamlet is one of his most famous plays. During this time period, Queen Elizabeth had been queen of England for over forty years. The shift in power from Queen Elizabeth to King James I caused people to worry. Kings and queens as leaders of countries and the shift in power is a theme in many of Shakespeares' plays. Shakespeare wrote Hamlet during this time, and it focuses on the lies, trickery, and greed that can happen in the pursuit for power. The main character, Hamlet, is troubled by the deception surrounding the most recent change in power of his country, Denmark.



Instructional Tip:



Draw a web on the board with the words 'Kings and Queens of the 1600s' in the center. Have students do an internet search on the topic and add information and/or images they find to the web.



About This Act

Summary

Act 1 opens with castle guards, Bernardo, Francisco and Marcellus, and Hamlet's friend, Horatio, seeing a ghost who resembles the dead king, Hamlet's father. Horatio then tells Hamlet, who is struggling to accept his father's death and his mother's marriage to his uncle, what he has seen. Hamlet joins Horatio and Marcellus that night and speaks to the ghost. The ghost tells Hamlet that he was poisoned by his brother, Hamlet's uncle. The ghost asks Hamlet to seek revenge. Meanwhile, Denmark is preparing for possible war with Norway and Laertes, son of Polonius, the new King's advisor, warns his sister Ophelia that Hamlet's love for her won't last. This Act is important to knowing why Hamlet is so troubled and sets the stage for the strange way Hamlet acts throughout the play.



Character Introduction

CHARACTERS

Hamlet
Ghost of King
Queen Gertrude

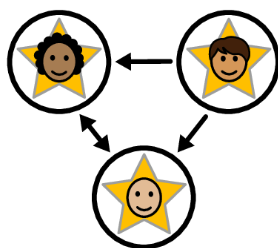
King Claudius
Polonius
Ophelia

Laertes
Bernardo
Francisco

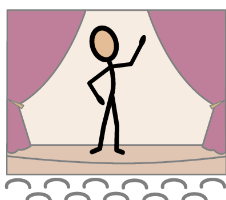
Horatio
Marcellus
Voltimand

Cornelius

Introduce the characters that are part of Act 1.



Character Mapping Journal: Using the large Character Cards, create a diagram that shows the relationships between characters. For example, place Hamlet in the middle, Claudius directly above Hamlet, Queen Gertrude to the right and slightly above Hamlet and Ghost to the left and slightly above Hamlet. Draw two lines between each character and label them to indicate the relationship. For example, label the line from Hamlet to Ghost 'father' and the line from Ghost to Hamlet 'son'. Continue labeling all characters from Act 1. Have students do the same with the smaller Character Cards in a notebook. Discuss each character and add new characters at the beginning of each Act.



Character Role-Play: Assign each student to be a character by giving them a large Character Card to attach to their shirt. Have each character tell who they are and how they are related to every other character. This is also a good way to prepare students to act out the play as a second read through.



Activate Prior Knowledge

- Ask students to talk about a time when someone did something to them that they did not like. Ask them how they felt and what they wanted to do about it. Write these down. Separate the answers into two categories; one that would be considered revenge and one that would be considered a good way to respond.
- Ask students to name each category. Allow students to discuss with their classmates. Then have students agree upon titles and write them above each category.
- Explain that Hamlet, the main character in the play, has something very bad happen to him. He wants to get revenge. Talk about the differences between getting revenge and doing the right thing.









Words to Know

Vocabulary Words come directly from the text and are explicitly taught in Activity 1. Literacy Words are words that are specifically related to literacy instruction. These words are used and defined throughout literacy activities. Power Words are words that are highly useful for communicating in social and academic settings. These words are sometimes considered "core" or "essential" words.

Vocabulary Words			Literacy Words			* Power Words
advice	kingdom	revenge	act	cover		read*
ghost	poison	swear	author	illustration/picture*		scene
			book	illustrator		setting
			chapter	play		title
			character			



Lesson at a Glance

 Instructional Activities	Activity 1 Build Vocabulary	Activity 2 Read and Discuss	Activities 3-4 Read and Answer
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) Making Meaning With Words Making Meaning With Words Answer Cards 	Word Definition Cards  (Text Only or Symbol-Supported) Act 1 Reading Pages (Text Only or Symbol-Supported) Discussion Questions (Included in Lesson Plan)	Comprehension Questions Multiple-Choice (Levels 4-1) <i>Note: For level 4, two versions of the questions are provided. One for use with Text Only Reading Pages and one for use with Symbol-Supported Reading Pages.</i> Short Answer (All Levels) Answer Keys (Included in Lesson Plan)
 Additional Materials	SymbolStix PRIME L³ Skills: Language Arts Skills http://wordcentral.com		



Activity Objectives

- Analyze clues within the context of a story, play or poem to understand the meaning of an unknown word or phrase.
- 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.



Instructional Routine

1 Introduce



Before starting this instructional routine, use the Play and Act Overview pages to build background, activate prior knowledge and introduce characters.

- Introduce the activity by asking a focus question about unknown words. For example, ask, "When we are reading, what can we do if we see a word we do not know—ask someone for help, stop and look it up in a dictionary or keep reading to look for clues?" Discuss students' responses and tell students that it is important to find out the meaning of words we do not know so that we can understand what we are reading. Depending on when and where we are reading, all three of these are smart ways to learn new words.
- Tell students that they will learn new vocabulary words and definitions to help them understand the act by using context clues in the act and a dictionary. Say, "We are going to find the meaning of new words by using clues in the act and a dictionary. Today, your job is to find the word(s) and tell what the word(s) mean."
- Review the learning goal with students: **I will use context clues from the text and a dictionary to tell the meaning of words.**

Activity 1 continues on the next page.



Instructional Routine

2 Model

- Display a Word Definition Card and identify the vocabulary word. Then model using context clues to aid in defining the word. For example, display the Word Definition Card for 'poison'. Display page 22 of the act (Symbol-Supported page XX) and read the Ghost's lines containing the word 'poison'. Reread the 2nd and 3rd sentence and say, "The ghost says that while he was sleeping, someone put poison in his ear, and he died fast. If he died right after poison was put in his ear, poison must be something that can kill people." Read the definition on the Word Definition Card and compare it to your derived definition.
- Display the Making Meaning With Words page for 'poison' and model determining if the word is a noun (person, place, thing), verb (action word), adjective or adverb (describing word) and making the selection. Then model filling out the definition section. You can use the Word Definition Card as a visual.
- Model drawing or selecting a picture that represents the word and/or model writing a sentence using the word. For example, say, "We read in the act that Hamlet's father died after poison was put in his ear. I saw a movie where someone drank poison and died. I will write a sentence that is a little different." Read the sentence as you write, "She drank the poison and died." Note: These sections of the Making Meaning With Words page are not included in online data collection.
- Display a printed or online dictionary such as <http://wordcentral.com>. Model finding the word, the part of speech and the definition, and compare these to the part of speech and definition on your Making Meaning With Words page.

3 Provide Practice

Level 4- Have the student determine the meaning of each vocabulary word and complete each

Level 3: section of the activity. Provide support, reference materials and alternative forms of writing as needed.

Level 2: Have the student point to the meaning of a vocabulary word. Have the student complete each section of the activity. Provide Word Definition Cards and visual supports. Have the student select pictures or words in a dictionary to help verify the definition of a word and its part of speech.

Level 1: Have the student identify a vocabulary word and complete each section of the activity by choosing from a single option or errorless choice. Have the student actively participate in using a dictionary by making a selection. For example, display a Word Definition Card and say, "Show me the word we are going to look up in the dictionary."

Activity 1 continues on the next page.



Instructional Routine

4 Review

- Review and display targeted vocabulary words in the classroom. Create a word wall using the Word Definition Cards or a word journal using the Making Meaning With Words pages, and have students review and add new words with each activity.
- Prompt students to locate and review meaning of the unit vocabulary words in other situations, lessons or conversations.
- Throughout study of the play, use the vocabulary activities provided with the End of Book Activities to explore word relationships and review word meanings.



Check Understanding



Level 4- Can the student determine the meaning of a word using context clues? Can the
Level 3: student use reference materials to verify the definition, pronunciation and part of speech?

Level 2: Can the student point to the meaning of a word based on context clues? Can the student point to pictures or words in a dictionary to verify a definition and part of speech?

Level 1: Can the student select a picture of a vocabulary word from a single option or errorless choice? Can the student actively participate in using a dictionary by making a selection (may be errorless choice)?

End of Activity 1.



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.
- Recognize figurative language (e.g., similes, metaphors, idioms, analogies, connotative meanings of word) and determine how it affects the meaning, tone and mood of the story.



Instructional Routine

1 Before Reading



or



- Review the vocabulary words from Activity 1, and then ask a focus question. For example, say, “Ghost is one of our vocabulary words. Today, we will read about a ghost. Have you ever seen a ghost? How do people in movies and on TV typically feel when they see a ghost—happy or scared?” Discuss students’ responses.
- Display Act 1 and read the introduction. Then ask, “Who is the ghost in this play?” Guide students to identify the ghost as Hamlet’s father, pointing out that the answer to this question can be found in the text on page 6 (Symbol-Supported page XX).
- Explain to students that asking and answering questions as we read can help us better understand the text. Emphasize that answers to questions should be supported by words, phrases or sentences from the text.
- Choose one or two of the provided discussion questions to display and read aloud. Then say, “As we read today, we are going to answer questions like these. We will also answer any questions you have about the text. Your job is to answer the questions using examples of text from the play to support your answers.”
- Review the learning goal with students: **I will answer questions using text to support my answer.**

Activity 2 continues on the next page.



Instructional Routine

2 During Reading

The provided discussion questions are designed to encourage discussion of important story details from the text, implied meanings, and information that is important to comprehension but may be implied or expected to be previously learned. In order to model using evidence from the text to support answers, it is recommended that at least some of the questions be answered during a teacher-led read aloud. Questions may also be divided up and used at the end of the act, during a second reading, or assigned to students to answer as they read in preparation for class discussion.

Model

- Pause during reading to ask discussion questions and model finding text to support answers. For example, after reading aloud the introduction on page 6, model answering discussion question 1, "What happened to Hamlet's father about 500 years ago in Denmark?" Display the page and think aloud as you find the answer to the question. For example, reread the first sentence and then, pointing to the words, 'Hamlet's father' and 'was murdered' say, "The answer to this question is right here. It says Hamlet's father was murdered."
- Continue modeling by answering a question that requires inference. For example, after reading page 6, model answering discussion question 2, "Why do you think Hamlet is troubled?" Display the page and then point to the last sentence and say, "This sentence says that Hamlet is troubled, but the text does not say why he is troubled. It says that Hamlet's father was murdered by his brother, and that the ghost of his father asks Hamlet to get revenge. Learning that my father was murdered and that I have to take revenge would upset or trouble me." Highlight these phrases and explain that from the text we can infer, or think, this is a good reason for Hamlet to be troubled.

Provide Practice

- During reading, continue to ask discussion questions and solicit answers from students. Also encourage students to ask and answer questions of their own.

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).



Instructional Routine

3 After Reading

- Revisit the learning goal by having students recall how they answered questions (by using examples from the text). Discuss why it is important to base answers to questions on evidence from the text.
- Continue discussing the act by examining author's craft. For example, reread pages 21-22 (Symbol-Supported pages XX-XX) and explain that "But the snake now wears my crown," is an analogy, or a comparison. Have students identify who the snake is (King Claudius, who killed Hamlet's father). Have students list words that describe a snake (slimy, slithering, scaly, sneaky, hidden, deadly, striking), and then discuss why the author makes this comparison. Finally, have students describe the feelings evoked by the author's language.



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)?

End of Activity 2.



Discussion Questions

The first set of page numbers indicate where to ask the discussion question in the text only version of the play. SS indicates where to ask the discussion question in the symbol-supported version.

Discussion Questions (Levels 4-1)

1. What happened to Hamlet's father about 500 years ago in Denmark? (pg 6) (SS pg 10)
2. Why do you think Hamlet is troubled? (pg 6) (SS pg 11)
3. At what time of day does this play begin? How do you know? (pg 7) (SS pg 12)
4. Who do Bernardo and Horatio think they see? How do you know? (pg 8) (SS pgs 17-18)
5. Why do you think Horatio wants the ghost to speak? (pg 8) (SS pg 18)
6. Why is the country getting ready for war? (pgs 9-10) (SS pgs 21-23)
7. Why does Horatio think the ghost will speak to Hamlet? (pg 10) (SS pg 26)
8. Why does King Claudius write a letter to the King of Norway? (pg 11) (SS pgs 31-33)
9. What does King Claudius call Hamlet? How does Hamlet feel about this? (pg 12) (SS pgs 37-38)
10. Why does King Claudius tell Hamlet to stop being so sad? (pg 13) (SS pg 40)
11. What does Laertes tell Ophelia about Hamlet? Where is Laertes going? (pg 16) (SS pgs 50-51)
12. What advice does Polonius give to Laertes before he leaves for France? Why? (pg 17) (SS pg 55)
13. What does Ophelia mean when she says Hamlet has feelings for her? (pg 18) (SS pg 60)
14. How does Polonius feel about Ophelia seeing Hamlet? How do you know? (pg 18) (SS pgs 60-61)
15. At what time of day does Hamlet see the ghost? How do you know? (pg 19) (SS pgs 63-64)
16. Why does Hamlet follow the ghost? What does he want the ghost to do? (pg 19-20) (pgs 65-66)
17. Who does the ghost say he is? What does he want? (pg 21) (SS pg 73)
18. What lie has Denmark been told? What is the truth? (pg 21-22) (SS pg 75)
19. What does "the snake now wears my crown" mean? (pg 22) (SS pg 75)
20. What secret do Hamlet's friends swear to keep? Why is it a secret? (pg 24) (SS pg 83)



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 Act 1. For example, ask, "What caused Hamlet to be upset or troubled—finding out his father was murdered by his uncle or getting news that Denmark is going to war?" Discuss students' responses.
- Tell students they will now answer other questions about Act 1. Remind students that answers to questions can be found in the act 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 act. Your job is to answer the questions. You can use the act to help you."
- Review the learning goal with students: **I will answer questions using text to support my answer.**

2 Model

- Display the act 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

3 Provide Practice

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.
- Continue discussing the act by examining how Scene 5 contributes to the plot. For example, reread pages 21 and 22 (SS pages XX-XX), and have students recall what the ghost asks Hamlet to do (seek revenge for his death). Discuss Hamlet's response, and explain that this scene reveals the problem of seeking revenge that Hamlet struggles with for the rest of the play. Further discuss how this explains the reason why Hamlet dislikes his uncle/step-father.



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)?

End of Activity 3.



Questions and Answers

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

Explicit Questions

1. What does Horatio ask the ghost?
 - Did you kill our dead king?
 - (Are you our dead king?)
 - Are you going to kill us?
2. Which sentence tells why Denmark is getting ready for war?
 - (Fortinbras raised an army and wants the land back.)
 - I would not have believed it.
 - It looks just like him.
3. What does Laertes tell Ophelia to be careful of?
 - The queen, because she doesn't like Ophelia.
 - (Hamlet and his love, because it won't last.)
 - Fortinbras, because there will be war.
4. What did the ghost tell Hamlet?
 - that Queen Gertrude stole money from him
 - that King Claudius stabbed him in the garden
 - (that King Claudius put poison in his ear to kill him)
5. What secret does Hamlet tell Horatio and Marcellus?
 - (There's a villain living in Denmark.)
 - The ghost was sleeping in the orchard.
 - Hamlet has a ring for Ophelia.

Inferential Questions

6. Read page 7 (SS pg 12). When does Bernardo take over the watch?
 - during the day
 - (after midnight)
 - in the morning
7. Which sentence from page 12 (SS pgs 37-38) tells about Hamlet's feelings for King Claudius?
 - "Now, my nephew and my son, Hamlet ..."
 - "I may be your nephew."
 - ("But I will never be your son!")
8. What does King Claudius say shows weakness on page 13 (SS pgs 38-40)?
 - "Why are you so upset?" (SS pg 38)
 - ("But to keep on crying is unmanly." (SS pg 40))
 - "Please stay with us." (SS pg 41)
9. What do these sentences from page 19 (SS pgs 65-66) tell you about Hamlet? "I will speak to you. I'll call you Hamlet, King, Father. Please answer me! Why are you here? Why are you dressed in armor? What should we do?"
 - (Hamlet wants the ghost to tell him why it has appeared.)
 - Hamlet is afraid of the ghost and wants it to go away.
 - Hamlet wants to wear armor like the ghost.
10. What do these sentences from page 21-22 (SS pg 75) tell Hamlet? "The story is that a snake bit me while I was sleeping in the orchard. All Denmark has been told this lie. But the snake now wears my crown."
 - The snake is Hamlet's mother and she killed the king.
 - The snake stole the King's crown while he was sleeping.
 - (The snake is King Claudius and he killed Hamlet's father.)



Questions and Answers

Multiple-Choice (Levels 3-1)

- | | |
|--|---|
| <p>*1. What is this Act about?</p> <ul style="list-style-type: none">• guards' armor• (ghost of Hamlet's father)• big castles <p>2. What is the country getting ready for?</p> <ul style="list-style-type: none">• (war)• land• tonight <p>3. What does Horatio tell the ghost to do?</p> <ul style="list-style-type: none">• sing• (speak)• leave <p>4. Who does Horatio think this ghost will speak to?</p> <ul style="list-style-type: none">• King Claudius• the Queen• (Hamlet) <p>5. Who does King Claudius write a letter to?</p> <ul style="list-style-type: none">• (king of Norway)• king of Denmark• king of France | <p>6. Who did Hamlet's mother marry?</p> <ul style="list-style-type: none">• Hamlet's servant• (Hamlet's uncle)• Hamlet's guard <p>7. Who says that Hamlet has feelings for her?</p> <ul style="list-style-type: none">• Queen• (Ophelia)• Laertes <p>8. What was put in Hamlet's father's ear that killed him?</p> <ul style="list-style-type: none">• cotton• cricket• (poison) <p>9. What does the ghost tell Hamlet to take?</p> <ul style="list-style-type: none">• (revenge)• gold• love <p>*10. What is important to know about this Act?</p> <ul style="list-style-type: none">• Hamlet lives in a castle with his mother.• King Claudius is a good king.• (Hamlet finds out his father was murdered by his uncle.) |
|--|---|

* Indicates inferential questions.



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.



Instructional Routine

1 Introduce



or



- Introduce this activity by asking a focus question about Act 1. For example, ask, "Who was the ghost and what did he want?" Discuss students' responses and model using their responses to write a short answer to the question. Sample: "The ghost was Hamlet's father, and he wanted to tell Hamlet to take revenge for his murder, and this can be found on page 6."
- Tell students they will now answer other short answer questions about Act 1. Remind students that answers to questions can be found in the act 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 act. Your job is to answer the questions. You can use the act to help you."
- Review the learning goal with students: **I will answer questions using text to support my answer.**

2 Model

- Display the act 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.

Activity 4 continues on the next page.



Instructional Routine

3 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 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)?

End of Activity 4.



Questions and Answers

Short Answer (Levels 4-1)

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. What has Horatio heard about young Fortinbras and why they are getting ready for war?
(Young Fortinbras has raised an army, found on pages 9-10.) (SS pages 21-23)
2. What does Polonius tell Ophelia about Hamlet?
(He tells her not to spend time with him or talk to him, found on page 18.)
(SS pages 60-61)
3. Why does the ghost tell Hamlet to take revenge?
(Hamlet must make someone pay for his father's murder, found on page 21.) (SS page 74)
4. How does Hamlet make sure that Horatio and Marcellus will keep his secret?
(He makes them swear to it on his sword, found on pages 24-25.) (SS pages 85-88)

* 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