

***Hamlet* by William Shakespeare**

Study Guide

ACT I

I.i

1. Where and at what exact hour does this scene take place?
2. What does the Ghost look like? (l. i.47-8)
3. Why are the soldiers on guard? What military concerns do they discuss?
4. How did King Fortinbras of Norway lose his lands?
5. Why is Prince Fortinbras becoming aggressive?
6. List three signs--natural phenomena--which occurred before the murder of Caesar. Why is this relevant to this play?
7. Why and when does the Ghost disappear?

I.ii

1. How does Hamlet feel about the king and queen? (Hint: go for the mixed feelings).
2. How does Claudius deal with the threat of aggression from Fortinbras? Who are his messengers?
3. What does Laertes want and why is the king willing to grant it?
4. Which clothes images and stage images are used in lines 77-78 and 82-84 to suggest that appearance and reality are not the same?
5. List three things Claudius asks of Hamlet.
6. What will accompany each toast drunk in Denmark that day? Hamlet thinks this is...
7. Explain the garden imagery in lines 135-136.
8. Why is Hamlet so depressed? Be specific.
9. What additional information about the appearance of the Ghost do we get at the end of this scene?

I.iii

1. What does Laertes think of Hamlet's attentions to Ophelia?
2. Why is Hamlet unlikely to marry Ophelia?
3. What advice does Polonius offer Laertes about his clothing?
4. Why is it ironic that Polonius gives Laertes lengthy advice at this particular time?
5. In Polonius' speech to Ophelia, he uses "tender" in four ways. What are these ways and what is the effect of this repetition?

Hamlet Study Guide Teacher Copy

ML Morrison

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the author's name.

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Continuing Teacher Education Shahnaz Shoro,2025-02-05 Continuing Teacher Education gives details of two Additional Basic Qualification ABQ courses to teach in the Ontario Canadian school education system The book is divided into two parts in Part One it deals with the English Course for the Senior Division and in Part Two it addresses Special Education Part One each part comprised of six modules In these intense but compact courses each component of every module had clear instructions The modules cover multiple topics and contain curriculum documents a course syllabus short research papers dimensions of social media Special Education Policy strategies to address behavioural exceptionalities a structured learning environment individual education plans IEPs lesson sharing learning case studies and a lesson plan template In this book the details of each module are given before the assignments of the module After each of them I have added a few rubrics which could be helpful for future teachers

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Table of Contents Hamlet Study Guide Teacher Copy

1. Understanding the eBook Hamlet Study Guide Teacher Copy
 - The Rise of Digital Reading Hamlet Study Guide Teacher Copy
 - Advantages of eBooks Over Traditional Books
2. Identifying Hamlet Study Guide Teacher Copy
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Hamlet Study Guide Teacher Copy
 - User-Friendly Interface
4. Exploring eBook Recommendations from Hamlet Study Guide Teacher Copy
 - Personalized Recommendations
 - Hamlet Study Guide Teacher Copy User Reviews and Ratings
 - Hamlet Study Guide Teacher Copy and Bestseller Lists
5. Accessing Hamlet Study Guide Teacher Copy Free and Paid eBooks
 - Hamlet Study Guide Teacher Copy Public Domain eBooks
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 - Highlighting and Note-Taking Hamlet Study Guide Teacher Copy
 - Interactive Elements Hamlet Study Guide Teacher Copy
8. Staying Engaged with Hamlet Study Guide Teacher Copy
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Hamlet Study Guide Teacher Copy
9. Balancing eBooks and Physical Books Hamlet Study Guide Teacher Copy
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Hamlet Study Guide Teacher Copy
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Hamlet Study Guide Teacher Copy
 - Setting Reading Goals Hamlet Study Guide Teacher Copy
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Hamlet Study Guide Teacher Copy
 - Fact-Checking eBook Content of Hamlet Study Guide Teacher Copy
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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