11.1.2    Lesson 6

Introduction

In this lesson, students listen to a masterful reading of the entire Act 1.3 of *Hamlet* (from “My necessaries are embarked. Farewell” to “Come your ways. / I shall obey, my lord”). Students then read and analyze Act 1.3, lines 1–55 (from “My necessaries are embarked. Farewell” to “Himself the primrose path of dalliance treads / And recks not his own rede”). In these lines, Laertes says goodbye to Ophelia and warns her about Hamlet’s love. Students engage in a discussion about the meaning of these lines, focusing on how Shakespeare develops the characters of Laertes and Ophelia. This excerpt also provides an opportunity for students to engage with concepts such as gender roles, family duty, and chastity, which is important for Ophelia’s character development and crucial to students’ understanding of the excerpt from Virginia Woolf’s *A Room of One’s Own* in 11.1.3. Student learning is assessed via a Quick Write at the end of the lesson: How does Shakespeare develop the characters of Laertes and Ophelia in relation to one another?

For homework, students reread all of Act 1.3 (from “My necessaries are embarked. Farewell” to “Come your ways. / I shall obey, my lord”) and respond to the following question: In Act 1.3, how does Polonius’s tone toward Ophelia differ from Laertes’s tone toward Ophelia?

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
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<tbody>
<tr>
<td>RL.11-12.3</td>
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<tr>
<td>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</td>
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<tr>
<th>Addressed Standard(s)</th>
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<tr>
<td>W.11-12.2.a, b</td>
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<tr>
<td>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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<tr>
<td>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
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<td>b. Develop the topic thoroughly by selecting the most significant and relevant facts,</td>
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extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

| L.11-12.4.a-c | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  
  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |

**Assessment**

**Assessment(s)**

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How does Shakespeare develop the characters of Laertes and Ophelia in relation to one another?

**High Performance Response(s)**

A High Performance Response should:

- Identify Laertes’s role (e.g., son of Polonius, brother to Ophelia, a male, etc.) and Ophelia’s role (e.g., daughter of Polonius, sister to Laertes, a female, etc.).

- Analyze how Shakespeare develops the relationship between Laertes and Ophelia (e.g., The interaction between Laertes and Ophelia establishes Laertes’s role as a protector and advisor to Ophelia. Laertes explains why Ophelia should not “lose [her] heart or [her] chaste treasure open” to Hamlet (line 35). The way Ophelia reacts to Laertes’s advice illustrates that she accepts Laertes’s warning as a “good lesson” (line 49). However, Ophelia demonstrates boldness in raising the concern that Laertes should not act hypocritically like “some ungracious pastors” (line 51), who give advice that they do not follow themselves.).
Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- besmirch (v.) – to cause harm or damage to (the reputation of someone or something)
- circumscribed (v.) – limited or confined, especially narrowly
- prodigal (adj.) – giving or yielding profusely
- calumnious (adj.) – of or pertaining to a false and malicious statement designed to injure the reputation of someone or something
- imminent (adj.) – likely to occur at any moment; impending
- wary (adj.) – watchful; being on one’s guard against danger

Vocabulary to teach (may include direct word work and/or questions)

- fashion (n.) – a temporary enthusiasm
- libertine (n.) – a person who is morally or sexually unrestrained, especially a dissolute man

Additional vocabulary to support English Language Learners (to provide directly)

- farewell (interjection) – goodbye
- inward (adj.) – of or relating to a person’s mind or spirit
- virtue (n.) – morally good behavior or character
- honor (n.) – a good reputation
- sustain (v.) – to deal with or experience

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
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<tbody>
<tr>
<td><strong>Standards &amp; Text:</strong></td>
<td></td>
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<tr>
<td>• Standards: RL.11-12.3, W.11-12.2.a, b, L.11-12.4.a-c</td>
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<tr>
<td>• Text: <em>Hamlet</em> by William Shakespeare, Act 1.3: Lines 1–55 (Masterful Reading: all of Act 1.3)</td>
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<tr>
<td>① In order to provide additional context, the masterful reading extends beyond the lines students read and discuss during the lesson.</td>
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Learning Sequence:
1. Introduction of Lesson Agenda
2. Homework Accountability
3. Masterful Reading
4. Reading and Discussion
5. Quick Write
6. Closing

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<tr>
<th></th>
<th>1. 10%</th>
<th>2. 15%</th>
<th>3. 15%</th>
<th>4. 45%</th>
<th>5. 10%</th>
<th>6. 5%</th>
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Materials
- Student copies of the 11.1 Common Core Learning Standards Too (refer to 11.1.1 Lesson 1)
- Excerpt from Gregory Doran’s *Hamlet* (20:47–27:59) (optional)
- Student copies of the Short Response Rubric and Checklist (refer to 11.1.1 Lesson 1)

Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
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<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
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<tr>
<td>no symbol</td>
<td>Plain text indicates teacher action.</td>
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<td></td>
<td>Bold text indicates questions for the teacher to ask students.</td>
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<tr>
<td></td>
<td>Italicized text indicates a vocabulary word.</td>
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<tr>
<td>▼</td>
<td>Indicates student action(s).</td>
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<tr>
<td>◀</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>📚</td>
<td>Indicates instructional notes for the teacher.</td>
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Activity 1: Introduction of Lesson Agenda 10%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.11-12.3. In this lesson, students read and analyze Act 1.3, lines 1–55, the interaction between Ophelia and Laertes, and analyze how Shakespeare develops Laertes and Ophelia in relation to each other.

- Students look at the agenda.

Instruct students to take out their copies of the 11.1 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.2.a. Instruct students to individually read the standard on their tools and assess their familiarity with and mastery of it.
Students read and assess their familiarity with standard W.11-12.2.a.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

Student responses may include:

- Students include a clear introduction sentence.
- Students organize ideas in a logical order.
- Students make sure the ideas are connected.
- Students format writing in a way that helps the reader understand their ideas.

**Activity 2: Homework Accountability 15%**

Instruct students to take out their responses to first part of the previous lesson’s homework assignment. (Identify an example of “particularly fresh, engaging, or beautiful” language from the soliloquy and write about the meaning and impact of the language.) Instruct students to discuss their responses to the homework assignment in pairs and then call on students to share their responses with the class.

Student responses may include:

- Hamlet’s description of Gertrude’s rush to remarry: “or ere those shoes were old with which she followed my poor father’s body ... she ... married with my uncle” is engaging (Act 1.2, lines 151–156). This description uses the image of the shoes to show how hasty the marriage was.
- Hamlet’s accusation: “Frailty, thy name is woman!” in Act 1.2, line 150 is engaging because by personifying frailty as a woman, Hamlet shows how passionately he feels about his mother’s marriage. Using the word woman instead of calling the Queen by name also shows Hamlet’s belief that all women are weak.

Instruct students to take out their responses to the second part of the previous lesson’s homework assignment. (Conduct a brief search for information about the meaning and role of chastity in Elizabethan England.) Instruct student pairs to discuss their homework responses.

Consider reminding students that chastity means “the state or quality of being chaste (i.e., refraining from sexual intercourse that is regarded as contrary to morality or religion).”

Student responses may include:

- Chastity was an important concept in Elizabethan social and religious life.
- Chastity was held to be particularly important for women; it was believed that a woman’s social and religious virtue was based on her chastity.
Chastity did not simply mean “abstinence from sexual intercourse”; rather, it meant refraining from sexual intercourse that was not condoned by contemporary morality. A faithful married woman, for example, was considered chaste.

Lead a brief whole-class discussion of student responses.

**Activity 3: Masterful Reading** 15%

Instruct students to refer to the *Dramatis Personae* to determine the relationship between Ophelia, Laertes, and Polonius.

- Ophelia and Laertes are siblings. Polonius is their father.

Consider directing students to the description of Polonius as “counsellor to King Claudius.” As counsellor, Polonius and his family live with the royal family at Elsinore.

Have students listen to a masterful reading of Act 1.3 in its entirety (from “My necessaries are embarked. Farewell. / And, sister” to “Come your ways / I shall obey, my lord”). Ask students to note how Ophelia interacts with her brother and father.

- Students follow along, reading silently.

**Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

> How do Ophelia and Laertes’s words to each other show what they are like as characters?

**Activity 4: Reading and Discussion** 45%

Instruct students to form pairs. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss.

Instruct student pairs to read lines 1–13 (from “My necessaries are embarked. Farewell. / And, sister” to “No more but so? / Think it no more”) and answer the following questions before sharing out with the class.

**Differentiation Consideration:** Consider providing students with the following definition: *farewell* means “goodbye.”

- Students write the definition of *farewell* on their copies of the text or in a vocabulary journal.

Direct students to the explanatory notes for definition of the following word: *fashion*.

**Differentiation Consideration:** Consider drawing students’ attention to their application of standard L.11-12.4.c through the process of determining word meaning through the glossary in the explanatory notes.
What does Laertes mean when he uses the phrase “Hamlet, and the trifling of his favor” (line 6)?

- Laertes uses the phrase “trifling of his favor” to describe Hamlet’s flirting with Ophelia.

**Differentiation Consideration:** If students struggle with this question, consider reminding them to use the explanatory notes to help with challenging language.

How does Laertes describe Hamlet’s affection in lines 6–11? How does Laertes tell Ophelia to react to Hamlet’s affection?

- Laertes describes Hamlet’s attention as “sweet” but “not lasting” (line 9). He tells Ophelia to hold the affection like a “toy” and a “fashion” (line 7), meaning it is temporary, and she should not take it seriously.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read lines 14–27 (from “For nature, crescent, does not grow alone” to “that body / Whereof he is the head”) and answer the following questions before sharing out with the class. Remind students that the explanatory notes in the text are helpful in reading these lines.

Provide students with the following definitions: *besmirch* means “soil; tarnish; discolor” and *circumscribed* means “limited or confined, especially narrowly.”

**Differentiation Consideration:** Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the group.

- Students write the definitions of *besmirch* and *circumscribed* on their copies of the text or in a vocabulary journal.

**Differentiation Consideration:** Consider providing students with the following definitions: *inward* means “of or relating to a person’s mind or spirit” and *virtue* means “morally good behavior or character.”

- Students write the definitions of *inward* and *virtue* on their copies of the text or in a vocabulary journal.

How are Hamlet’s choices different from the choices of “unvalued persons” (line 22)? Whom do Hamlet’s choices affect?

- “Unvalued persons” can make their own choices. But Hamlet’s choices are more complicated because they affect the “safety and the health of [the] whole state” (line 24).
According to Laertes, why is it that Hamlet’s “will is not his own” (line 20)?

- Hamlet’s “will is not his own” because he cannot make his own choices without the judgment and consent of Denmark.

Consider reminding students of their work with will in relation to the Duke from “My Last Duchess” in 11.1.1 Lesson 4, where will was defined as “a person's choice or desire in a particular situation.”

What do lines 14–27 suggest about Laertes's views about Hamlet?

- Laertes does not want Ophelia to have a relationship with Hamlet. However, Laertes has no personal complaints about Hamlet. Laertes believes that “Perhaps [Hamlet] loves [Ophelia] now” (line 17), but Laertes also understands that Hamlet’s relationships are complicated because he will become king of Denmark.

Differentiation Consideration: If students struggle with this question, consider reminding students to use the explanatory notes and consider asking the following questions:

What does Laertes mean when he says, “no soil nor cautel doth besmirch / The virtue of his will” (lines 18–19)?

- Laertes means that Hamlet does not have bad intentions for Ophelia.

To what do the terms “the body” and “the head” refer on lines 26–27? What is the relationship between “the body” and “the head” in this context?

- The body refers to the State of Denmark. The head refers to Hamlet. Hamlet is an important political figure in Denmark.

If students struggle with this question, remind them to reference the explanatory notes for the symbolic meanings of the words “body” and “head.”

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read lines 27–48 (from “Then, if he says he loves / you “ to “Youth to itself rebels, though none else near”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: prodigal means “giving or yielding profusely,” calumnious means “of or pertaining to a false and malicious statement designed to injure the reputation of someone or something,” imminent means “likely to occur at any moment; impending,” and wary means “watchful; being on one’s guard against danger.”

Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the group.
Students write the definitions of *prodigal*, *calumnious*, *imminent*, and *wary* on their copies of the text or in a vocabulary journal.

**Differentiation Consideration:** Consider providing students with the following definitions: *honor* means “a good reputation” and *sustain* means “to deal with or experience.”

Students write the definitions of *honor* and *sustain* on their copies of the text or in a vocabulary journal.

What is Laertes’s concern for Ophelia?

- Laertes is concerned Ophelia will give up her “chaste treasure”—a reference to her chastity—to Hamlet (line 35).

**Differentiation Consideration:** If students struggle with this question, consider asking the following question:

**What does Laertes say might happen to Ophelia if she gets too close to Hamlet?**

- Laertes says Ophelia will lose her honor.

As students determine that *honor* on line 33 and *virtue* on line 42 both refer to chastity, consider addressing the difference between connotation and denotation. Students should understand that *honor* and *virtue* could refer something other than chastity in a different context.

What metaphor for Hamlet’s pursuit of Ophelia does Laertes develop in his speech? What is the impact of the metaphor?

- To warn Ophelia, Laertes uses a warfare metaphor: “keep you in the rear of your affection / Out of the shot and danger of desire” (lines 38–39). The serious “life and death” nature of the metaphor illustrates Laertes’s serious concern for Ophelia’s chastity.

**Differentiation Consideration:** If students struggle with this question, consider explaining that a metaphor is a type of figurative language used to show or create a similarity between ideas or things that seem to be unrelated.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read lines 49–55 (from “I shall the effect of this good lesson keep” to “Himself the primrose path of dalliance treads / And reck not his own rede”) and answer the following questions before sharing out with the class.
How does Ophelia respond to Laertes’s advice about chastity?

❖ Ophelia indicates that she will remember Laertes’s advice when she says, “I shall the effect of this good lesson keep” (line 49).

What does Ophelia mean when she tells Laertes, “Do not as some ungracious pastors do” (line 51)?

❖ Ophelia means she does not want Laertes to give her advice that he will not follow himself. She does not want him to speak like a “pastor[]” to Ophelia while he acts like a “reckless libertine” (line 53).

ฆ Differentiation Consideration: If students struggle with this question, consider asking the following questions:

What words and phrases around the word libertine help define the word? What word parts within the word libertine help define the word?

❖ The words “reckless” and “recks his own rede” (which from the explanatory notes means “heeds not his advice”) show that the word libertine means someone who is reckless and does not listen to advice. The word part liberty within the word libertine confirms that the word libertine means someone who lives freely, without following rules or listening to advice.

ฆ Consider drawing students’ attention to their application of standard L.11-12.4.a, b through the process of determining word meaning through context and word parts.

Lead a brief whole-class discussion of student responses.

Ask the whole class:

What does the conversation between Ophelia and Laertes demonstrate about gender roles in the play?

❖ Student responses may include:

○ Ophelia’s response reveals that expectations for men and women are different.

○ Laertes’s strong concern for Ophelia’s chastity demonstrates a view that men are responsible for women.

ฆ Although this curriculum does not treat gender roles and chastity as central ideas of Hamlet, these concepts are important to the development of Ophelia’s character. Analyzing gender roles and chastity in Hamlet prepares students to analyze similar concepts in the excerpt from Virginia Woolf’s A Room of One’s Own in 11.1.3.

ฆ Consider showing a film interpretation of Hamlet to support students’ analysis of the text from this lesson. Gregory Doran’s Hamlet presents the lines from this lesson’s reading in 7 minutes and 12 seconds (20:47–27:59).
Activity 5: Quick Write

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

How does Shakespeare develop the characters of Laertes and Ophelia in relation to one another?

Remind students to look at their texts and notes to find the most significant and relevant evidence (W.11-12.2.b), and to practice writing a strong introductory statement and organizing their ideas (W.11-12.2.a). Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.
- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

Display and distribute the homework assignment. For homework, instruct students to reread all of Act 1.3 (from “My necessaries are embarked. Farewell. / And, sister” to “Come your ways / I shall obey, my lord”) and respond briefly in writing to the following question:

In Act 1.3, how does Polonius’s tone toward Ophelia differ from Laertes’s tone toward Ophelia? Use evidence from the text to support your response.

Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

Homework

Reread all of Act 1.3, lines 1–145 (from “My necessaries are embarked. Farewell” to “Come your ways / I shall obey, my lord”) and respond briefly in writing to the following question:

In Act 1.3, how does Polonius’s tone toward Ophelia differ from Laertes’s tone toward Ophelia? Use evidence from the text to support your response.

Use this lesson’s vocabulary wherever possible in your written response. Remember to use the Short Response Rubric and Checklist to guide your written response.