

Senior English – *Hamlet* – Study Questions for Act 1

Directions: Answer the following identified items as thoroughly as possible. Repeat the question in your answer, and if you quote specific lines, be sure to annotate with act, scene, and line numbers.

Example: "O! that this too too solid flesh would melt, / Thaw and resolve itself into a dew. . ." (1.2.129-30). [MLA format uses Arabic numbers to indicate the act, scene, and lines.]

Act 1, Scene 1

1. The first 75 words of *Hamlet* indicate the time of day, kind of place, weather, and the fact that something is wrong. Cite the phrases that convey this situation.
2.
 - a. Why has Horatio been invited to the watch?
 - b. What is gained (or what do you believe is Shakespeare's intent) by making Horatio appear to be a skeptic about the Ghost?
 - c. What does Horatio conclude is the meaning of the Ghost's visitation after he has seen it?
3.
 - a. What else is said to be abnormal in Denmark besides the Ghost?
 - b. How is this abnormal condition accounted for by Horatio?

Act 1, Scene 2

4. At the beginning of scene 2, Claudius is holding his first court since being crowned King of Denmark.
 - a. How does he justify his hasty and incestuous marriage to Gertrude?
 - b. What matter of state business does he take care here?
 - c. What petition (request) does he approve?
5.
 - a. Hamlet is set apart by his dress in this scene from the rest of the crowd. How so?
 - b. What other factors make him appear set apart, isolated, on the edge rather than in the center of this society?
6. In a soliloquy, the character in speaking to himself must also speak the truth to the audience as he sees it.
 - a. What does Hamlet's soliloquy in scene 2 tell about his world view? (Cite the text to support your answer.)
 - b. What factors about his mother's marriage have caused him to be this way?
7. What is the Hamlet's theory as to why the Ghost has appeared? (see page 39)

Act 1, Scenes 4 and 5

8. The Ghost mentions having suffered four different kinds of deprivations at the hands of Claudius (see page 61). What are they?
9. What revenge is Hamlet to take upon his mother?
10. Examine Hamlet's behavior when he returns to his friends. What does he tell them to expect of his behavior in the near future?

Lit Hamlet Act 1 Questions Awnsers

VM Jensen



Lit Hamlet Act 1 Questions Answers:

Hamlet - Literature Kit Gr. 9-12 Gideon Jagged, 2013-07-11 Students get wrapped up in a tale of betrayal and revenge leading up to a tragic end Our easy to use resource makes the study of this play more enjoyable for struggling readers Become familiar with Shakespearean language by understanding the meaning of key vocabulary words Determine whether statements about Hamlet's interaction with the ghost are true or false Explain what conclusion Polonius made from Ophelia's report and what course of action he decided on Describe what Hamlet sees that convinces him of his uncle's guilt Students write their own interpretation of Hamlet's famous To Be or Not To Be soliloquy Track Hamlet's state of mind as he descends into madness Aligned to your State Standards and written to Bloom's Taxonomy additional crossword word search comprehension quiz and answer key are also included About the Novel Hamlet is the classic tale of a king who is murdered by his brother and assumes the crown and his son who seeks revenge Hamlet is visited by the ghost of his father who informs him that his brother Claudius murdered him and married his wife He tells Hamlet that he must get his revenge by murdering his uncle and taking the throne Hamlet's strange behavior begins to raise questions from those around him Not yet convinced of the ghost's claims Hamlet attempts to prove Claudius guilt with a play that re-enacts the King's death Satisfied Hamlet attempts to receive his revenge Claudius realizes Hamlet knows the truth and attempts to have him killed The story climaxes with a tragic end *X-kit Literature Series: FET Hamlet*, 2006 **Glencoe Literature**, 2001 State adopted textbook 2001 2007 Grade 7 **Philip Allan Literature Guide (for A-Level): Hamlet** Marian Cox, 2012-11-30 Written by experienced A level examiners and teachers who know exactly what students need to succeed and edited by a chief examiner Philip Allan Literature Guides for A level are invaluable study companions with exam specific advice to help you to get the grade you need This full colour guide includes detailed scene summaries and sections on themes characters form structure language and contexts a dedicated Working with the text section on how to write about texts for coursework and controlled assessment and how to revise for exams Taking it further boxes on related books film adaptations and websites Pause for thought boxes to get you thinking more widely about the text Task boxes to test yourself on transformation analysis research and comparison activities Top 10 quotes PLUS FREE REVISION RESOURCES at www.philipallan.co.uk literatureguidesonline including a glossary of literary terms and concepts revision advice sample essays with student answers and examiners comments interactive questions revision podcasts flash cards and spider diagrams links to unmissable websites and answers to tasks set in the guide **A/AS Level English Literature B for AQA Student Book** Carol Atherton, Andrew Green, Gary Snapper, 2015-06-04 A new series of bespoke full coverage resources developed for the 2015 A Level English qualifications Endorsed for the AQA A AS Level English Literature B specifications for first teaching from 2015 this print Student Book is suitable for all abilities providing stretch opportunities for the more able and additional scaffolding for those who need it Helping bridge the gap between GCSE and A Level the unique three part structure focuses on texts

within a particular time period and supports students in interpreting texts and reflecting on how writers make meaning An enhanced digital version and free Teacher s Resource are also available *Experiencing Epiphanies in Literature and Cinema* Bradley Lewis,2024-07-09 *Experiencing Epiphanies in Literature and Cinema* uses health humanities and psychological humanities to explore literary and cinematic epiphanies James Joyce first adopted the term epiphany from its religious use to articulate moments of luminous intensity or sudden spiritual manifestation This study develops and extends Joyce s use of epiphany through a range of literary and cinematic examples from William Shakespeare to Ruth Ozeki and from Yasujiro Ozu to Jim Jarmusch This wealth of epiphanies in the arts is important from a health humanities perspective in that they provide access to aesthetic and sustainable experiences of well being joy and human flourishing They also provide antidotes to aesthetics of anti epiphany a showing forth of terror horror and panic *Experiencing Epiphanies* is accordingly both critical and affirmative diagnostic and therapeutic It uses critique to understand the increasing need for well being in contemporary times and it uses affirmation to develop underutilized resources in the arts for transforming configuring and refiguring our everyday lives

GCSE English Literature for AQA A Christmas Carol Student Book Imelda Pilgrim,2015-09-10 A new series of bespoke full coverage resources developed for the 2015 GCSE English qualifications Approved for the AQA 2015 GCSE English Literature specification this print Student Book is designed to help students develop whole text understanding and written response skills for their closed book exam The resource provides chapter by chapter coverage of Dickens s novella as well as a synoptic overview of the text and its themes Short memorable quotations and striking images throughout the book aid learning while in depth exam preparation includes practice questions and sample responses See also our A Christmas Carol print and digital pack which comprises the print Student Book the enhanced digital edition and a free Teacher s Resource *How to Begin Studying English Literature* Nicholas Marsh,2016-06-07 *How to Begin Studying English Literature* has established itself as one of the most successful and popular introductory student guides in the field This fourth edition has been fully revised and expanded throughout and now includes more examples and commentary on texts as well as a third essay writing chapter tackling critics and context This book shows the reader how to approach novels plays and poems featuring chapters on themes characters structure style irony and analysis In addition sections on revision exams and further development of study skills make this book an invaluable companion for anyone beginning to study English literature **The Literary Digest** ,1891 **Loose Ends in Western Literature** Michael Skupin,2009-12-01 This book is about literary and educational questions that are off the beaten track Topics range from modern American fiction to classical comedy All are discussed in a reader friendly style **Lippincott's Magazine of Popular Literature and Science** ,1874 **The Academy and Literature** ,1904 **Literary Digest: a Repository of Contemporaneous Thought and Research as Presented in the Periodical Literature of the World** Edward Jewitt Wheeler,Isaac Kaufman Funk,William Seaver Woods,1907 **The Tain of Hamlet** Laurie

Johnson, 2014-10-17 Shakespeare's Hamlet is considered by many to be the cornerstone of the English literary canon a play that remains universally relevant Yet it seems likely that we have spent so long reading the play for its capacity to reflect ourselves that we have lost sight of the thing itself The goal of this book is to look beyond the Hamlet that has bedazzled critics for centuries to seek to apprehend the play in all of its historical distinctness This is not simply the search for what the play means

Good Literature, 1882 **Academy; a Weekly Review of Literature, Learning, Science and Art**, 1895 The Poetical gazette the official organ of the Poetry society and a review of poetical affairs nos 4 7 issued as supplements to the Academy v 79 Oct 15 Nov 5 Dec 3 and 31 1910 **T.P.'s Weekly**, 1914 Teaching Literature Rhetorically Jennifer Fletcher, 2023-10-10 English language arts teachers often find themselves defending their discipline and the practical values it has When will I read this again is an all too common question heard in classrooms Author Jennifer Fletcher faced the same questions and more In Teaching Literature Rhetorically Transferable Literacy Skills for 21st Century Students she shows you how to help your students develop transferable literacy skills that allow them to succeed not just in their English language arts classes but in their future lives and careers The book is built around eight high utility literacy skills and practices that will help students communicate effectively and with confidence as they navigate important transitions in their lives Integrating skills and knowledge from texts Reading closely and critically Assessing rhetorical situations Negotiating different perspectives Developing and supporting a line of reasoning Analyzing genres Communicating with self and others in mind Reading and writing with passion Teaching Literature Rhetorically offers readers writing prompts readings discussion questions graphic organizers as well as examples of student work and activities for helping students to understand key rhetorical concepts As Fletcher writes in her introduction rhetorical thinking promotes the transfer of learning the single most important goal we can have as teachers if we hope to have a positive impact on our students lives This book will help teachers everywhere do just that

Signifying as a Scaffold for Literary Interpretation Carol D. Lee, 1993 Signifying a traditional form of expression in African American communities includes rapping sounding playing the dozens loud talking and testifying According to this report's author all forms of signifying share common qualities of indirection understatement and irony Can the skills of expression found in signifying lead to an understanding of the books we teach in the classroom Can the social use of innuendo and figurative language transfer serving as a framework for the comprehension of literary texts Using as sample texts Alice Walker's The Color Purple and Zora Neale Hurston's Their Eyes Were Watching God Lee has tested her hypothesis that novice African American adolescent readers bring into classrooms a powerful intellectual tool which too often goes unnoticed devalued and untapped Her report she promises will give an example of an instructional approach which speaks to the problems of literacy in African American and by extension other ethnically diverse populations as well as to the problems that plague literature instruction in U S schools This book delivers on that promise

The Folger Guide to Teaching Hamlet Peggy O'Brien, 2024-11-12 Created by experts from the world's largest and most well

respected Shakespeare archive The Folger Guide to Teaching Hamlet provides an innovative approach to teaching and understanding one of Shakespeare's most well known plays Hamlet follows the form of a revenge tragedy in which the hero Hamlet seeks vengeance against the man he learns is his father's murderer his uncle Claudius now the king of Denmark Much of its fascination however lies in its mysteries Among them Should Hamlet believe a ghost What roles do Ophelia and her family play in Hamlet's attempts to know the truth Was his mother Gertrude unfaithful to her husband or complicit in his murder or both How do the visiting actors cause the truth to begin to reveal itself The Folger Guides to Teaching Shakespeare series is created by the experts at the Folger Shakespeare Library the nation's largest archive of Shakespeare material and a leading center for both the latest scholarship and education on all things Shakespeare Based on the proven Folger Method of teaching and informed by the wit wisdom and experiences of classroom teachers across the country the guides offer a lively interactive approach to teaching and learning Shakespeare offering students and readers of all backgrounds and abilities a pathway to discovering the richness and diversity of Shakespeare's world Filled with surprising facts about Shakespeare insightful essays by scholars and a day by day five week teaching plan these guides are an invaluable resource for teachers students and Shakespeare fans alike

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Table of Contents Lit Hamlet Act 1 Questions Awnsers

1. Understanding the eBook Lit Hamlet Act 1 Questions Awnsers
 - The Rise of Digital Reading Lit Hamlet Act 1 Questions Awnsers
 - Advantages of eBooks Over Traditional Books
2. Identifying Lit Hamlet Act 1 Questions Awnsers
 - 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 Lit Hamlet Act 1 Questions Awnsers
 - User-Friendly Interface
4. Exploring eBook Recommendations from Lit Hamlet Act 1 Questions Awnsers
 - Personalized Recommendations
 - Lit Hamlet Act 1 Questions Awnsers User Reviews and Ratings
 - Lit Hamlet Act 1 Questions Awnsers and Bestseller Lists
5. Accessing Lit Hamlet Act 1 Questions Awnsers Free and Paid eBooks
 - Lit Hamlet Act 1 Questions Awnsers Public Domain eBooks
 - Lit Hamlet Act 1 Questions Awnsers eBook Subscription Services
 - Lit Hamlet Act 1 Questions Awnsers Budget-Friendly Options
6. Navigating Lit Hamlet Act 1 Questions Awnsers eBook Formats
 - ePub, PDF, MOBI, and More
 - Lit Hamlet Act 1 Questions Awnsers Compatibility with Devices
 - Lit Hamlet Act 1 Questions Awnsers Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Lit Hamlet Act 1 Questions Awnsers
 - Highlighting and Note-Taking Lit Hamlet Act 1 Questions Awnsers
 - Interactive Elements Lit Hamlet Act 1 Questions Awnsers
8. Staying Engaged with Lit Hamlet Act 1 Questions Awnsers

- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Lit Hamlet Act 1 Questions Awnsers
9. Balancing eBooks and Physical Books Lit Hamlet Act 1 Questions Awnsers
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Lit Hamlet Act 1 Questions Awnsers
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Lit Hamlet Act 1 Questions Awnsers
- Setting Reading Goals Lit Hamlet Act 1 Questions Awnsers
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Lit Hamlet Act 1 Questions Awnsers
- Fact-Checking eBook Content of Lit Hamlet Act 1 Questions Awnsers
 - 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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