

English IV
THS BLOCK SCHEDULING

Mr. Scheef

January 3 - February 9

Instructor: Mr. Scheef
Email: bscheefnu@hotmail.com
Phone: (785) 404-6831
Best Times: (A) Days - 12:00 - 12:20

Learning Goals:

1. Students will understand and explore the richly diverse selection of literature
2. Students will learn to interact with the response to what he or she reads.
3. Students will be able to distinguish between reading as a choice and reading as a requirement
4. Students will learn to how engage themeselves with the literary works.

“A” DAY Tuesday January (3) English IV

Course Description

Course Expectations - Keeping a Journal - Annotations (vocabulary)

Literary Analysis Expectations

For Friday: “Responding to Literature” read: Chapter One (1) “Why Read Literature”

REMINDER: Annotate as you read...

For Thursday complete: Exercise page one (1) BOC

For Friday (January 13th) Oral quiz...memorize for presentation to the class the poem
“The Road Not Taken” - R. Frost page 5

“A” DAY Thursday January (5) English IV

Discussion: “Why Read Literature”
“Bridging the Gap”

Review : Literary Terminology in Chapter One (1)

Discussion: Exercise page one (1)

Introduce: “The Road Not Taken” R. Frost

In Class complete: Exercise page 4

For Monday: Bring to class a hard copy of one poem that you have a personal connection to.

“A” DAY Monday January (9) English IV

Student Responses: Read personal poems in class

In Class Review: Literary Analysis Elements (theme, plot etc.)

In Class Review: Guidelines for Keeping a Reading Journal p. 11

For Wednesday: In class complete comparative analysis and contrasting distinction

For Friday: TRNT Oral Quiz

“A” DAY Wednesday January (11) English IV

Student Responses: Comparative Analysis and Contrasting Distinction for: Due EOC

a. “The Road Not Taken” by R. Frost

b. Personal Poem

c. Will read aloud in class.

“A” Day Friday January (13) English IV

Student Responses: “The Road Not Taken” By Frost (oral quiz)
For Wednesday: Journal Entry One (1) Handwritten - Due BOC
a. “The Road Not Taken” by Frost and Personal Poem
b. Journal Guidelines: #1, #2, #3, #4, #6, #7

“A” Day Wednesday January (18) English IV

Student Responses: Journal Entry One (1) Handwritten - Due BOC
a. “The Road Not Taken” by Frost and Personal Poem
b. Journal Guidelines: #1, #2, #3, #4, #6, #7
For Friday read: Chapter Two (2) p. 13 - 54 and Annotate

“A” DAY Friday January (20) English IV

Introduce: Chapter Two (2)
Review: Action and Events (Plot Structure - page 27-29)
For Tuesday: Chapter One (1) and Two (2) Annotations Due
For Tuesday Exam One (1)
a. Vocabulary Terms Chapter Two (2)
b. Terms Related to Actions and Events page 30
c. Terms Related to People page 38
d. Terms Related to Places and Times page 44
e. Terms Related to Words and Images page 49

“A” DAY Tuesday January (24) English IV

Student Responses: Hour Exam One (1)
Student Responses: Turn in Chapter One (1) and Two (2) Annotations - EOC
For Thursday read: “Butterflies” by P.Grace
“Theme for English B” by L. Hughes

“A” DAY Thursday January (26) English IV

Student Responses: Complete in Class and Hand In - EOC
Responding to “Butterflies” p. 14-15
Responding to “Theme for English B” p. 15-16
Note: **ALL** Homework...(HW) Handwritten and single spaced.
For Monday: **Gals** - “Education” By E. B. White
Responding to: “Education” By E.B. White
Guys - The Man in a Case” By W. Wasserstein
Responding to: “The Man in the Case” By Wasserstein

“A” DAY Monday January (30) English IV

Student Responses: **Gals** Responding to: “Education”
 Guys Responding to: “The Man in a Case”

For Friday complete: Proper heading and typed single spaced (daily work heading)
a. Exercises: People #1 (minimum one page) p. 39
b. Exercises: Places and Times #1 (minimum one page) p. 44

“A” DAY Wednesday February (1) English IV (LATE START)

“A” DAY Friday February (3) English IV

Student Responses:
a. Exercises: People #1 p. 39
b. Exercises: Places and Times #1 p. 44
For Tuesday read: Chapter 3 Considering Genre and Other Voices - Annotate
 Student Responses read: Chapter 3 pages 55-81

- Introduce: Genre and expectations of short fiction and poetry
- a. Short Fiction Terminology
 - b. Early Short Fiction
- In Groups: Using power point
- 1. Complete definition of each term
 - 2. Locate one example that depicts (illustrates) each term. Maybe a Youtube version
 - 3. Present or (read) examples to the class.
-
- a. Dixie - Eric (allegory - realistic short story)
 - b. Gabby - Casey (myth - story of initiation)
 - c. Chelcie - Donovan (legend - story of epiphany)
 - d. Amber - Jacob (fairy tale - nonrealistic short story)
 - e. Reuben - Jesse (fiction and truth)
 - f. Dan - Ethan (fable and parable)

“A” DAY Tuesday February (7) English IV

Student Responses: Fiction Group Reports

For Thursday: Groups will complete the following short fiction guidelines for one of their selected titles. #1, #2, #3, #4, #5, #7, #8 and #10 pages 61 - 62 - Due EOC

A” DAY Thursday February (9) English IV

Student Responses: Groups will complete the following short fiction guidelines for one of their selected titles. #1, #2, #3, #4, #5, #7, #8 and #10 pages 61 - 62 - Due EOC

English IV
THS BLOCK SCHEDULING

Mr. Scheef

February 15 - March

Instructor: Mr. Scheef
Email: bscheefnu@hotmail.com
Phone: (785) 404-6831
Best Times: (A) Days - 10:00 - 10:30 (B) Days - 11:30 - 12:00

Learning Goals:

1. Students will understand and explore the richly diverse elements of poetry
2. Students will learn to read aloud various types of poetry
3. Students will be able to distinguish between the various poetic structures
4. Students will learn how prepare and present several poetic styles

“A” DAY Tuesday February (15) English IV

Student Responses: Group short fiction guidelines - Due EOC

In Class: Introduce: Poetry Terminology
With the use of your computer locate one example of:

- a. Enjambment
- b. Syntax
- c. Closed Form
- d. Open Form

List the following information AFTER you have located your examples and hand in at the end of class.

- a. Title
- b. Author or Unknown
- c. Theme
- d. What defines each poem...state specific examples

“A” DAY Thursday February (17) English IV

Review: Poetry Terminology

- a. Enjambment
- b. Syntax
- c. Closed Form
- d. Open Form

Introduce: Poetry Terminology

- a. Metrical Feet
- b. Metrical Line
- c. Poetry Rhyme and Sequencing (ABABAB)

For Tuesday: 4 x 8 “Always - Never” Poem

- a. Lines (A) - Start with “Always”
- b. Lines (B) - Start with “Never”
- c. ALL (A) lines must be a perfect rhyme

- d. ALL (B) lines must be a perfect rhyme
- e. ALL (A) lines must have (21 syllables)
- f. ALL (B) lines must have (21 syllables)

Prepare using your computer, power point example

“A” DAY Tuesday February (22) English IV

Student Responses: “Always - Never” Poems

Review: Metric Line and Meter

Introduce: Poetic Schematic Terminology

Introduce: “Alphabet Poem” Due Thursday (EOC)

Alphabet Poem” Prerequisites

- a. Invert the alphabet on the right side
- b. Each line contains 18 syllables
- c. Rhyming sequence is: AABBAABBAA (last words in each line)
- d. Computer generated - power point example

“A” DAY Thursday February (24) English IV

Student Responses: Lab Day - Alphabet Poem - Due EOC

For Monday: Alphabet Poem Presentations

“A” DAY Monday February (28) English IV

Student Responses: Alphabet Poem Presentations

Introduce: Haiku (Japanese Poetry)

- a. Three (3) Nonrhyming Line Poem
- b. Only Seventeen (17) Syllables (total)
- c. Five (5) Syllables in first line
- d. Seven (7) Syllables in the second line
- 3. Five (5) Syllables in the third line

Magic of Haiku...Lies in the power of suggestion.

Haiku - Japanese Origin

3 Line Poem with a Title

Lines 1 and 3 = (5) Syllables

Line 2 (7) Syllables

Writing Content: Nature

Haiku program consists of: Nine (9) Haiku's

- a. Write a Haiku for each segment.
- b. Alternate your voices as you record your program.
- c. You will need:
 - 1. Japanese Gong
 - 2. Japanese Background Music
- d. Power Point - record voices, sound along with Haiku's.
- e. Each Haiku is to have a picture depicting the specific element.

1. Gong
2. Kee Bow - Gong
3. So-Jew-Peek-Low - Gong
4. Haiku #1 (Nature) - Gong
5. Bi Shong - Gong
6. Haiku #2 (Alliteration about Life) - Gong
7. Kie Song - Gong
8. Haiku #3 (Man Kind) - Gong
9. Lak Sing - Gong
10. Haiku #4 (Birds) - Gong
11. Koo Jung - Gong
12. Haiku #5 (Flowers and Plants) - Gong
13. Woo Jow - Gong
14. Haiku #6 - (Alliteration about Death) - Gong
15. Kigo Song - Gong
16. Haiku #7- (Animals) - Gong
17. Chiyo Bahso - Gong
18. Haiku #8 - (Creatures of the Sea) - Gong
19. Kobayashi Issi - Gong
20. Haiku #9 - (Environment) - Gong
21. Swoo Ying - Gong
22. By - Ya - Ma - Young - Gong

English IV - CCCC

Mr. Scheef

Poetry Exam

Name _____

1. Meter produces _____ rhythm
2. List the types of “perfect rhyme”
 Masculine - feminine
3. Narrative poems do what? tell a story
4. List the two (2) Epic titles discussed in this unit.
 Homer’s Illiad, Milton’s Paradise Lost
5. The most common poetic line and meter is known as: _____
 iambic pentameter

6. In poetry what is the basic unit of measurement?
The foot
7. The Greek word for measure is _____ meter
8. Repetition of identical consonant sounds and differing vowel sounds is known as what type of rhyme? _____ consonance
9. Hark and Lark are examples of _____
masculine rhyme
10. A four (4) line stanza poem is known as a _____
quatrain
11. _____ consists of one or more feet and is named for the number of feet in it. Metrical Line
12. Identify the following metrical lines.
Three Lines _____
Five Lines _____
Seven Lines _____
13. Sequence out the following lines of poetry...include both line and meter
My heart is like a singing bird. _____
There are many who say that every dog has his day. _____
We were very tired, we were very merry. _____
Smart lad, to slip betimes away. _____
Take her up tenderly. _____
14. Arrival and Revival are examples of what? _____
feminine rhyme
15. What is the basic pattern of a metrical foot? _____

stressed - unstressed

16. Define the following elements of metrical feet

a. // u / _____ spond. Iambic

b. / u _____ trochaic

c. / / _____ spondaic

d. u u / _____ anapestic

e. u / _____ iambic

17. Define (Enjambment) and prepare four lines of the popular poetic form.

Enjambment is defined as: _____

17. (continued if needed)

18. Define “open form poetry.” Write a four line “open form” poem.

19. Define “closed form poetry.” Write a four line “closed form” poem.

20. Define Haiku. Write one Haiku about any one of the Haiku forms.

English IV - CCCC

Mr. Scheef

Poetry Exam

Name _____

1. Meter produces _____
2. List the types of “perfect rhyme”
3. Narrative poems do what?
4. List the two (2) Epic titles discussed in this unit.
5. The most common poetic line and meter is known as: _____
6. In poetry what is the basic unit of measurement?

7. The Greek word for measure is _____
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9. Hark and Lark are examples of _____
10. A four (4) line stanza poem is known as a _____
11. _____ consists of one or more feet and is named for the number of feet in it.
12. Identify the following metrical lines.
Three Lines _____
Five Lines _____
Seven Lines _____
13. Sequence out the following lines of poetry...include both line and meter
My heart is like a singing bird. _____
There are many who say that every dog has his day. _____
We were very tired, we were very merry. _____
Smart lad, to slip betimes away. _____
Take her up tenderly. _____
14. Arrival and Revival are examples of what? _____
15. What is the basic pattern of a metrical foot? _____

16. Define the following elements of metrical feet

a. // u / _____

b. / u _____

c. / / _____

d. u u / _____

e. u / _____

17. Define (Enjambment) and prepare four lines of the popular poetic form.

Enjambment is defined as: _____

17. (continued if needed)

18. Define “open form poetry.” Write a four line “open form” poem.

19. Define “closed form poetry.” Write a four line “closed form” poem.

20. Define Haiku. Write one Haiku about any one of the Haiku forms.

English IV - CCCC

Mr. Scheef

Poetry Exam

Name _____

1. Meter produces _____

2. List the types of “perfect rhyme”

3. Narrative poems do what?

4. List the two (2) Epic titles discussed in this unit.

5. The most common poetic line and meter is known as: _____

6. In poetry what is the basic unit of measurement?
7. The Greek word for measure is _____
8. Repetition of identical consonant sounds and differing vowel sounds is known as what type of rhyme? _____
9. Hark and Lark are examples of _____
10. A four (4) line stanza poem is known as a _____
11. _____ consists of one or more feet and is named for the number of feet in it.
12. Identify the following metrical lines.
Two Lines _____
Four Lines _____
Six Lines _____
13. Sequence out the following lines of poetry...include both line and meter
My heart is like a singing bird. _____
There are many who say that every dog has his day. _____
We were very tired, we were very merry. _____
Smart lad, to slip betimes away. _____
Take her up tenderly. _____
14. Arrival and Revival are examples of what? _____
15. What is the basic pattern of a metrical foot? _____

16. Define the following elements of metrical feet

a. u u / _____

b. // u / _____

c. / u _____

d. u / _____

e. / / _____

17. Define (Enjambment) and prepare four lines of the popular poetic form.

Enjambment is defined as: _____

17. (continued if needed)

18. Define “open form poetry.” Write a four line “open form” poem.

19. Define “closed form poetry.” Write a four line “closed form” poem.

20. Define Haiku. Write one Haiku about any one of the Haiku forms.

English IV - CCCC

Mr. Scheef

March 22 - April 5

Chapter Nine (9) PARENTS and CHILDREN

Monday March 22

English IV-CCCC Chapter Nine (9) Parents - Children Page: 791

Student Responses: Read Chapter Nine (9)

For Wednesday: Critical Thinking - Research may be required

State specific examples that specifically discuss these elements.

Page requirement: Half page minimum each (typed - proper heading)

- a. What kind of parents do children need?
- b. What are parents responsible to their children for?
- c. What are children responsible to their parents for?
- d. What type of child are you?

Will be discussed orally in class.

Tuesday March 23

English IV-CCCC Chapter Nine (9) Parents - Children Page: 791

Introduce: Parents as Children Unit

For Wednesday: Critical Thinking - Research may be required

State specific examples that specifically discuss these elements.

Page requirement: Half page minimum each (typed - proper heading)

- a. What kind of parents do children need?
- b. What are parents responsible to their children for?
- c. What are children responsible to their parents for?
- d. What type of child are you?

Will be discussed orally in class.

Note: For Friday April 2nd complete Chapter Nine (9) Annotations

Wednesday March 24

English IV-CCCC Chapter Nine (9) Parents - Children Page: 791

Student Responses: Critical Thinking #1

Page requirement: Half page minimum each (typed - proper heading)

- a. What kind of parents do children need?
- b. What are parents responsible to their children for?
- c. What are children responsible to their parents for?
- d. What type of child are you?

For Friday: Complete critical thinking #2 1-5 page 791

Page requirement: Half page minimum each question (typed - proper heading)

Note: Will be discussed orally in class.

Thursday	March 25	English IV-CCCC Chapter Nine (9) <u>Parents - Children</u> Student Responses: Lab Day - Critical Thinking - Due Friday
Friday	March 26	English IV-CCCC Chapter Nine (9) <u>Parents - Children</u> Student Responses: Critical Thinking #2 1-5 page 791 For Monday (April 5): Critical Thinking #3 <ol style="list-style-type: none">1. Minimum three (3) E4 type written pages (double spaced) Minimum five (5) C2 type written pages (double spaced)2. Thesis statement - Dominant Impression3. Portfolio entry
		<i>“Discuss one decision that you have made that significantly impacted your relationship with your parents?”</i>
Monday	March 29	English IV-CCCC Chapter Nine (9) <u>Parents - Children</u> Student Responses: Critical Thinking #3 <ol style="list-style-type: none">1. Minimum two (2) type written pages (double spaced)2. Thesis statement - Dominant Impression3. Will read aloud in class4. Portfolio entry For Friday complete: Chapter Nine (9) Annotations
Tuesday	March 30	English IV-CCCC Chapter Nine (9) <u>Parents - Children</u> Student Responses: Lab Day For Thursday read the following: <ol style="list-style-type: none">a. #1’s <u>The Conversion of the Jews</u> by Roth Destiny, Stetson, Kristy, Jefferyb. #2’s <u>The Circling Hand</u> by Kincad Angela, Tyler, DC, Brittanyc. #3’s <u>Shopping</u> by Oates Emilee, Andrea, Dustin, Jerica For Thursday complete for each #1-#2-#3 Considerations For Friday complete: Chapter Nine (9) Annotations
Wednesday	March 31	English IV-CCCC Chapter Nine (9) <u>Parents - Children</u> Student Responses: Lab Day For Thursday read the following: <ol style="list-style-type: none">a. #1’s <u>The Conversion of the Jews</u> by Roth Destiny, Stetson, Kristy, Jefferyb. #2’s <u>The Circling Hand</u> by Kincad Angela, Tyler, DC, Brittanyc. #3’s <u>Shopping</u> by Oates Emilee, Andrea, Dustin, Jerica For Thursday complete for each #1-#2-#3 Considerations For Friday complete: Chapter Nine (9) Annotations
Thursday	April 1	English IV-CCCC Chapter Nine (9) <u>Parents - Children</u> Student Responses:

- a. #1's The Conversion of the Jews by Roth Destiny, Stetson, Kristy, Jeffery
 - b. #2's The Circling Hand by Kincad Angela, Tyler, DC, Brittany
 - c. #3's Shopping by Oates Emilee, Andrea, Dustin, Jerica
- For Thursday complete for each #1-#2-#3 Considerations
For Friday complete: Chapter Nine (9) Annotations

Friday April 2 English IV-CCCC Chapter Nine (9) Parents - Children
Student Responses: For Friday complete: Chapter Nine (9) Annotations
For Monday (April 5: Critical Thinking #3

1. Minimum three (3) E4 type written pages (double spaced)
Minimum five (5) C2 type written pages (double spaced)
2. Thesis statement - Dominant Impression
3. **Extra Credit - Read in class**
4. Portfolio entry

“Discuss one decision that you have made that significantly impacted your relationship with your parents?”

Monday April 5 English IV-CCCC Chapter Nine (9) Parents - Children
Student Responses: Critical Thinking #3

“Discuss one decision that you have made that significantly impacted your relationship with your parents?”

English IV - CCCC
Chapter Five (5) Innocence - Experience

Mr. Scheef

April 5 - May 10

Monday April 5 English IV - CCCC Chapter Nine (9) Parents-Children
Student Responses: Critical Thinking #3 Due - BOC
Students: May read in class for extra-credit
For Tuesday: Read Chapter Five (5) Innocence and Experience
For Friday: Chapter Nine (9) Annotations - Due BOC

- a. Summarize the Theme and Conflict of Short Stories
- b. List and discuss the Protagonist-Antagonist of Short Stories

Innocence is: Lacking worldliness, sophistication, knowledge, ability, state of being naïve: deficient in worldly wisdom or informed judgment;

Experience as a general concept which comprises **knowledge** of or skill in or **observation** of some thing or some event gained through involvement in or exposure to that thing or event.
An event or a series of events participated in or lived through.

Tuesday April 6 English IV - CCCC Chapter Five (5) Innocence and Experience
Discussion: Innocence and Experience
For Thursday: Respond to each of the questions listed on page 154.

- a. Minimum of ½ page per response...single spaced
- b. Typed - Proper Heading
- c. Critical Thinking #1 Due BOC (We will discuss in class Thursday)

Student Responses: Lab Day

Wednesday	April 7	<p>English IV - Chapter Five (5) <u>Innocence and Experience</u> Student Responses: Lab Day For Monday: Critical Thinking #2 - <u>GARCIA</u> Discuss in a minimum of two (3) typed written pages.</p> <p>Discuss an event in your life that transformed you from innocence to experience.</p>
Thursday	April 8	<p>English IV - Chapter Five (5) <u>Innocence and Experience</u> Student Responses: Critical Thinking #1 For Monday: Critical Thinking #2 - <u>GARCIA</u> Discuss in a minimum of two (3) typed written pages.</p> <p>Discuss an event in your life that transformed you from innocence to experience.</p>
Friday	April 9	<p>English IV - Chapter Five (5) <u>Innocence and Experience</u> Student Responses: Lab Day Chapter Five (5) Annotations Due For Monday: Critical Thinking #2 - <u>GARCIA</u> Discuss in a minimum of two (3) typed written pages.</p> <p>Discuss an event in your life that transformed you from innocence to experience.</p>
Monday	April 12	<p>English IV - Chapter Five (5) <u>Innocence and Experience</u> Student Responses: Critical Thinking #2 - <u>GARCIA</u> Discuss in a minimum of two (3) typed written pages.</p> <p>Discuss an event in your life that transformed you from innocence to experience. Extra credit if read aloud in class.</p>
Tuesday	April 13	<p>English IV - CCC Chapter Five (5) <u>Innocence and Experience</u> Discussion: Revenge For Wednesday: Bring to class three (3) examples whereby individuals were impacted, influenced or effected by revenge. NOTE: Baseball-Softball</p>
Wednesday	April 14	<p>English IV - CCC Chapter Five (5) <u>Innocence and Experience</u> Student Responses: Bring to class three (3) examples whereby individuals were impacted, influenced or effected by revenge. For Thursday: Introduce <u>Hamlet</u> by Willy Shake</p>
Thursday	April 15	<p>English IV - CCC Chapter Five (5) <u>Innocence and Experience</u> Introduce <u>Hamlet</u> by Willy Shake</p> <p><u>Hamlet</u> Groups</p> <p>Act I Angela - Emilee - Destiny Act II Stetson - Andrea Act III Brittany - Kristy Act IV Jerica - Tyler Act V - Commentary Danielle - Dustin - Jeffery</p>

- a. Contrast the attitudes towards the death of the old King as expressed by Claudius and Hamlet.
- b. Compare the advice given to Ophelia by Laertes with the advice by Polonius.

Act II

- a. Prepare a character profile of Polonius from his interactions in this act with Reynaldo (scene 1), Ophelia (scene 1), Gertrude and Claudius (scene 2), Hamlet (scene 2) and the Players (scene 2).
- b. Compare and contrast the relationship which the King and Queen have with Rosencrantz and Guildenstern, to the relationship which Hamlet has with Rosencrantz and Guildenstern as defined in scene 2.

Act III

- a. Discuss the connection between Hamlet's scene with Ophelia where he speaks of *honesty*, his speech to the Players on *acting*, and his speech to Horatio on *flattery*.
- b. Compare Claudius' thoughts on his own guilt as he tries to pray to Gertrude's recognition of her own guilt when confronted by Hamlet.

Act IV

- a. Using specific detail from the play trace the way Claudius tries to manipulate the following characters in this act in order to achieve his own ends: Gertrude, Rosencrantz and Guildenstern, Hamlet and Laertes.
- b. Write down Ophelia's song lyrics. Using specific detail from the play discuss the implications of Ophelia's song lyrics...what do they mean, what do the lyrics forecast? What do the lyrics suggest about her relationship with Hamlet, and her grief for her Father, especially as causes for her apparent madness?

Act V

- a. Compare Claudius' use of the "arranged" fencing match between Laertes and Hamlet to Hamlet's use of "The Mousetrap," and his rewriting of the letters carried by Rosencrantz and Guildenstern.
- b. Discuss the professions of love and grief expressed at Ophelia's funeral by Laertes and Hamlet, as compared to similar scenes featuring Claudius, in terms of their implications for the play's outcome: who is honest, deserving, and just among the play's key players?

Final Essay: SEMESTER EXAM Requirements and Due Dates

Weighting: 10% of Semester GPA

Topic: Discuss in detail how the elements of "revenge" or "madness" impacted/effected the major characters in Hamlet as they pertain to:

- a. The character's overall development from Act I through the conclusion.
- b. The character's relationships with the other main players.
- c. Impact on:

1. Theme
2. Plot
3. Complication
4. Crisis
5. Conflict
6. Conflict Resolution

Format: Typed (DS) - Garcia Heading

Documentation: In text citation (MLA)

Length: You are finished when you are finished.

Due Date: May 10, 2010

For Your Perusal: I have attached a SAMPLE copy of a project over this same topic. The name of the student and date due have been deleted.

I have single spaced the project for purposes of saving space.

Student Name

Instructor: Mr. Scheef

Composition II – Hamlet Final

10 May 2010

Not-So-Sweet Revenge

Throughout the story of “Hamlet” by William Shakespeare, a definite theme of revenge arises and majorly impacts the plot and characters of the play. The story begins with the eerie account of old King Hamlet’s ghost informing Hamlet of his wicked murder. Hamlet is disgusted and furious at the news he has discovered and promises his father’s ghost that he will get revenge! From that moment of promising revenge and on, Hamlet’s every move and thought is consumed with getting vengeance.

With the knowledge of what his newly, married uncle and mother have done, Hamlet begins to transform from sulking and being depressed to going mad with the challenge of getting even and pleasing his dead father. Because of his increasingly agitated mood, Hamlet’s friends and acquaintances soon begin to be afraid of what he might do. For example, Ophelia’s

brother and father, Laertes and Polonius, are both concerned with her relationship with Hamlet. The concern Ophelia's brother and father have about Hamlet negatively impacts the love relationship between Ophelia and Hamlet. It is first believed that Hamlet has gone mad because he has been forbidden to see Ophelia, but when Polonius stages a meeting Hamlet acts like he never really had affections for her. (Act III, Sc.1, 144) This revelation puts a strain on their relationship and as the story moves on and Hamlet is sent away, we discover through Ophelia's songs that they were closer than we knew. Not only was Hamlet affected with grief and madness, but Ophelia was also. Ophelia's madness was not in a cause for getting revenge, but it was madness due to the loss of her father and lover. In the end, the madness Hamlet displayed affected innocent Ophelia's feelings and played a part in her killing herself.

Student Last Name 2

As we go from Act II to Act IV we find that Hamlet become increasingly confused and angered with himself and with keeping his promise. This causes the plot to become more and more devious between each of the characters. Hamlet conspires a way to get retribution at his uncle once he discovers he is truly guilty from the reenactment Hamlet had performed. Hamlet is in conflict with himself as shown in the following lines.

“ To be or not to be, that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles
And by opposing end them. To die – to sleep,
No more; and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to: 'tis a consummation
Devoutly to be wished. To die, to sleep;
To sleep, perchance to dream- ay, there's the rub...”

(Shakespeare 142)

It seems that Hamlet is contemplating suicide and is not sure whether it is better to live with overwhelming odds and problems or to die with the dread of the unknown. After a while Hamlet comes to a sort of peace with himself, and toward the end of the story is not worried about whether he lives or dies.

Once Claudius discovers that Hamlet knows about the murder of his father, Claudius schemes to have Hamlet disposed of. Throughout most of the story the new King pretends to like Hamlet, but we see that he only is using this as a cover to manipulate others. There are even more twists and complications in the plot when Hamlet discovers the documents to the King of England with a request to kill him!

To complicate things even further, Gertrude; Hamlet's mother, had a hand in her husband's murder but is now being manipulated by King Claudius. She does not know of Claudius' plans to kill Hamlet and because of her naivety she ends up drinking the poisoned

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wine meant for Hamlet. Also, the Queen is a large hindrance for Hamlet's revenge. Hamlet was told by his father to not seek revenge on Gertrude, but this is a struggle for him because he is very disgusted with her for marrying his uncle. Yet, at the same time, Gertrude is still his mother and he doesn't want to get her hurt.

Once Hamlet has fully decided to act on his emotions of getting revenge, he stops at nothing. When he speaks with his mother, who is trying to coerce him into explaining what he is angry about, he goes crazy and turns the tables on her. Gertrude is very frightened when Hamlet reminds her of her malicious acts and threatens her. She screams for help, which makes Polonius, who has been hiding behind the curtain, also scream. This results in Hamlet stabbing Polonius to death. (Act III, Sc.4, 190) We soon see that this is a major crisis implication because Hamlet has now just committed his first murder and we know that Laertes is going to be furious when he learns what happened to his father.

After the killing of Polonius, Hamlet is sent away on what it supposed to be a fatal journey to England. However he switches the King's documents and makes his way back to Denmark. Once he reaches home, he discovers the death of his beloved Ophelia and his madness seems to grow even stronger. During the funeral of the young maiden, Hamlet gets into a scuffle with Laertes and this marks the beginning of the huge conflict between several of the main characters. (Act V, Sc.5, 276)

Laertes has sworn revenge for his father's death and is in cohorts with Claudius to kill Hamlet. The King wants Hamlet's death to be an accident; therefore, he sets up a duel between Laertes and Hamlet and has poisoned wine and a poisoned sword ready for Hamlet's demise. The duel at first seems to be a friendly challenge, but when Laertes cheats and slashes him with the poisoned dagger the game has become deadly. Hamlet is angered and fights fiercely with Laertes until finally wounding him with the poison after they mistakenly switched daggers.

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Meanwhile, Queen Gertrude has just taken a drink of the poisoned wine. (Act V, Sc.2, 300)
This is the part that is the greatest point of tension because the reader realizes that both Hamlet and his mother are going to die, but so far the evil King is just fine.

After wounding Laertes, Hamlet sees that his mother has just collapsed and is told a lie by the king when he asks what is wrong with her.

"She swoons to see them bleed."

(Shakespeare 304)

This is just another example of the King's treachery seen through the story. Claudius is always trying to protect his image and save his own skin. It had been working for Claudius up until the moment Queen and Laertes tell Hamlet the truth.

" Queen: No, no, the drink, the drink! Oh my dear Hamlet!

The drink, the drink! I am poisoned. “

“ Laertes: It is here Hamlet. Hamlet thou art slain.
No medicine in the world can do thee good;
In thee there is not half an hour of life.
The treacherous instrument is in they hand,
Unbated and envenomed. The foul practice
Hath turned itself on me. Lo, here I lie,
Never to rise again, They mother’s poisoned.
I can no more. The King – the King’s to blame.”

(Shakespeare 304)

With this discovery, Hamlet snaps. All the built up anger and overwhelming thought of getting revenge overtakes him and he quickly stabs the King and forces him to drink the poison until he dies. Soon after, Laertes dies and Horatio, realizing that Hamlet is doomed also, tries to commit suicide, but Hamlet will not allow him to. Horatio has been a true friend to Hamlet throughout

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the story and Hamlet needs him to live and to tell the account of all that has occurred. Once assured that Horatio will make his memory last on, Hamlet passes away.

As the story concludes with Fortinbras and Horatio cleaning up the aftermath, the reader can reflect on how the theme of revenge has turned this text into a tragedy. Nearly all the characters die by the time we reach the end of the book. Hamlet did succeed in getting his revenge, but he did not get to live long with the knowledge of his success. Others such as Gertrude, Ophelia, and Polonius suffered untimely and unfortunate deaths due to the madness and treachery of Hamlet and King Claudius. Laertes was also like Hamlet and got revenge for the death of his father, but died because of it. I believe one lesson we can learn from this ordeal is that revenge is not always the answer and is not as sweet as it may seem.