

Hamlet: Closet Scene

Sorting boards to scaffold close study of scene.

"I must be cruel only to be kind;
Thus bad begins, and worse remains
behind."
Hamlet 3.4.179



<p>Claudius</p> <p><i>Said by/when/about/ to? Explain!</i></p>	<p>A poetic rhyme</p> <p><i>Said by/when/about/ to? Explain!</i></p>
<p>Violent words</p> <p><i>Said by/when/about/ to? Explain!</i></p>	<p>Justice words</p> <p><i>Said by/when/about/ to? Explain!</i></p>

"... an't shall go hard
But I will delve one yard below their
mines
And blow them to the moon."
Hamlet 3.4.208

lots of opportunity to share
knowledge and ideas

Hamlet: Closet Scene Activities

Developed by Steven Pennells at Chorlton High School in Manchester.

Two activities here to ease the detailed study of a single scene: sorting boards with quotes and a connect four game. No pupil instructions yet and there are probably other sorting boards to be thought up. Please let us know if there are any typos in the quotes. We have checked them, but we have been updating fonts so sometimes mistakes slip in. Please try the activities out and suggest revisions adaptations etc. We would welcome similar activities from other plays.

The webaddress for this activity is: <http://www.collaborativelearning.org/hamletcloset.pdf>

Last updated 4th April 2016

Collaborative talk for learning activities are designed to:

...build on prior knowledge.

...move from concrete to abstract thinking.

...ensure everyone works with everyone else.

...extend social language into curriculum language.

...provide motivating ways to go over the same topic more than once.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible interactive teaching materials in all subject areas and for all ages.

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Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/hamletcloset.pdf>

Hamlet: Closet Scene Connect Four Game Instructions

HOW TO PLAY HAMLET CLOSET SCENCE CONNECT FOUR

You need 4 people, one gameboard (A3) and two sets of cards (different colours.) Work with your partners to make two teams of two. Each pair takes a set of cards. Teams shuffle their cards and place them in a pile facing down.

They take it in turn to turn over their top card and decide where to put it on the board. The winning team gets four in row diagonally, vertically or horizontally. You will need a copy of the scene to check each others' answers

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Hamlet: Closet Scene Connect Four Board

"I must be cruel to be kind' Act III Scene 4"

<p>Claudius <i>Said by/when/about/ to? Explain!</i></p>	<p>A poetic rhyme <i>Said by/when/about/ to? Explain!</i></p>	<p>Old Hamlet- The Ghost <i>Said by/when/about/ to? Explain!</i></p>	<p>Violent words <i>Said by/when/about/ to? Explain!</i></p>	<p>Angry words <i>Said by/when/about/ to? Explain!</i></p>	<p>Gertrude <i>Said by/when/about/ to? Explain!</i></p>
<p>Violent words <i>Said by/when/about/ to? Explain!</i></p>	<p>Justice words <i>Said by/when/about/ to? Explain!</i></p>	<p>Means more than one thing <i>Said by/when/about/ to? Explain!</i></p>	<p>Religious words <i>Said by/when/about/ to? Explain!</i></p>	<p>A poetic rhyme <i>Said by/when/about/ to? Explain!</i></p>	<p>Sexual words <i>Said by/when/about/ to? Explain!</i></p>
<p>Angry words <i>Said by/when/about/ to? Explain!</i></p>	<p>"Rude" words <i>Said by/when/about/ to? Explain!</i></p>	<p>Madness words <i>Said by/when/about/ to? Explain!</i></p>	<p>Means more than one thing <i>Said by/when/about/ to? Explain!</i></p>	<p>Sexual words <i>Said by/when/about/ to? Explain!</i></p>	<p>A poetic rhyme <i>Said by/when/about/ to? Explain!</i></p>
<p>A poetic rhyme <i>Said by/when/about/ to? Explain!</i></p>	<p>Sexual words <i>Said by/when/about/ to? Explain!</i></p>	<p>Polonius <i>Said by/when/about/ to? Explain!</i></p>	<p>Justice words <i>Said by/when/about/ to? Explain!</i></p>	<p>"Rude" words <i>Said by/when/about/ to? Explain!</i></p>	<p>Violent words <i>Said by/when/about/ to? Explain!</i></p>
<p>Madness words <i>Said by/when/about/ to? Explain!</i></p>	<p>Means more than one thing <i>Said by/when/about/ to? Explain!</i></p>	<p>Religious words <i>Said by/when/about/ to? Explain!</i></p>	<p>Gentle words <i>Said by/when/about/ to? Explain!</i></p>	<p>Madness words <i>Said by/when/about/ to? Explain!</i></p>	<p>Angry words <i>Said by/when/about/ to? Explain!</i></p>
<p>Hamlet <i>Said by/when/about/ to? Explain! Said by/when/about/ to? Explain!</i></p>	<p>Justice words <i>Said by/when/about/ to? Explain!</i></p>	<p>"Rude" words <i>Said by/when/about/ to? Explain!</i></p>	<p>Means more than one thing <i>Said by/when/about/ to? Explain!</i></p>	<p>Religious words <i>Said by/when/about/ to? Explain!</i></p>	<p>Polonius <i>Said by/when/about/ to? Explain!</i></p>

Hamlet: Closet Scene Connect Four Cards

<i>"...thou hast thy father much offended"</i>	<i>"A bloody deed? Almost as bad, good mother,/ As kill a king and marry with his brother."</i>	<i>"Thou wretched, rash intruding fool, farewell./ I took thee for thy better. Take thy fortune."</i>	<i>"...an act/ That blurs the grace and blush of modesty, / Calls virtue hypocrite, takes off the rose/ From the fair forehead of an innocent love..."</i>	<i>"Look here upon this picture, and on this,/ The counterfeit presentment of two brothers."</i>
<i>"...What devil was't/ That thus hath cozened you at hoodman-blind?"</i>	<i>"...Thou turn'st my eyes into my very soul,/And there I see such black and grained spots/ As will not leave their tinct."</i>	<i>"...to live/In the rank sweat of an enseamed bed, / Stewed in corruption, honeying and making love/ Over the nasty sty"</i>	<i>"These words like daggers enter in my eyes"</i>	<i>"Do you come your tardy son to chide,/That lapsed in time and passion lets go by /Th'important acting of your dread command</i>
<i>"Do not forget. This visitation/ Is but to whet thy almost blunted purpose."</i>	<i>"...amazement on thy mother sits./ Oh step between her and her fighting soul:/ Conceit in weakest bodies strongest works."</i>	<i>"...how is't with you,/ That you do bend your eye on vacancy,/ And with th'incorporal air do hold bold discourse?"</i>	<i>"Upon the heat and flame of thy distemper/ Sprinkle cool patience. "</i>	<i>"...Look you how pale he glares./ His form and cause conjoined, preaching to stones,/ Would make them capable."</i>
<i>"...Do not look upon me,/ Lest with this piteous action you convert/ My stern effects."</i>	<i>This is the very coinage of your brain./ This bodiless creation ecstasy/ Is very cunning in."</i>	<i>"...for love of grace,/ Lay not that flattering unction to you soul, /That not your trespass but my madness speaks;"</i>	<i>"...rank corruption, mining all within,/ Infects unseen</i>	<i>"...Confess yourself to heaven,/ Repent what's past, avoid what is to come,/ And do not spread the compost on the weeds/ to make them ranker."</i>
<i>"...thou hast cleft my heart in twain."</i>	<i>"... go not to my uncle's bed;/ Assume a virtue if you have it not."</i>	<i>"...Refrain tonight,/ And that shall lend a kind of easiness/ To the next abstinence,..."</i>	<i>"... when you are desirous to be blessed,/ I'll blessing beg of you."</i>	<i>"...heaven hath pleased it so,/ To punish me with this, and this with me,/ That I must be their scourge and minister."</i>
<i>"I must be cruel only to be kind;/ Thus bad begins, and worse remains behind."</i>	<i>"Not this... / Make you to ravel all this matter out,/ That I essentially am not in madness,/ But mad in craft."</i>	<i>"...if words be made of breath,/ And breath of life, I have no life to breathe,/ What thou hast said to me?"</i>	<i>"...and my two school fellows,/ Whom I will trust as I will adders fanged,/ They bear the mandate."</i>	<i>"... 'tis the sport to have the engineer/ Hoist with his own petar. "</i>

“I must be cruel to be kind”

Who Speaks to Whom About What

Hamlet - Act III Scene 4 “The Closet Scene”

Claudius

Gertrude

Old Hamlet (Ghost)

Hamlet

Polonius

Others

“I must be cruel to be kind”

Themes – Sorting Board

Hamlet – Act III Scene 4 “The Closet Scene”

Who is it?

It’s not clear who they are talking about.

Contrasting ideas–

A paradox or joke

Advice

Make a break (with the past)

Violence

Other topics

Hamlet: Closet Scene - Quotes for sorting Set A

<p><i>"...thou hast thy father much offended"</i></p> <p>Hamlet 3.4.9</p>	<p><i>"A bloody deed? Almost as bad, good mother, As kill a king and marry with his brother."</i></p> <p>Hamlet 3.4.27</p>	<p><i>"...thou hast cleft my heart in twain."</i></p> <p>Hamlet 3.4.157</p>
<p><i>"...What devil was't That thus hath cozened you at hoodman-blind?"</i></p> <p>Hamlet 3.4.76</p>	<p><i>"...Thou turn'st my eyes into my very soul, And there I see such black and grained spot As will not leave their tinct."</i></p> <p>Hamlet 3.4.90</p>	<p><i>"I must be cruel only to be kind; Thus bad begins, and worse remains behind."</i></p> <p>Hamlet 3.4.179</p>
<p><i>"Do not forget. This visitation Is but to whet thy almost blunted purpose."</i></p> <p>Hamlet 3.4.109</p>	<p><i>"...amazement on thy mother sits. Oh step between her and her fighting soul: Conceit in weakest bodies strongest works."</i></p> <p>Hamlet 3.4.111</p>	<p><i>"... an't shall go hard But I will delve one yard below their mines And blow them to the moon."</i></p> <p>Hamlet 3.4.208</p>
<p><i>"...Do not look upon me, Lest with this piteous action you convert My stern effects."</i></p> <p>Hamlet 3.4.126</p>	<p><i>This is the very coinage of your brain. This bodiless creation ecstasy Is very cunning in."</i></p> <p>Hamlet 3.4.138</p>	<p><i>"This man shall set me packing"</i></p> <p>Hamlet 3.4.212</p>

Hamlet: Closet Scene - Quotes for sorting Set B

<p><i>"Thou wretched, rash intruding fool, farewell. I took the for thy better. Take thy fortune."</i></p> <p>Hamlet 3.4.31</p>	<p><i>"...an act That blurs the grace and blush of modest, Calls virtue hypocrite, takes off the rose From the fair forehead of an innocent love..."</i></p> <p>Hamlet 3.4.43</p>	<p><i>"Look here upon this picture, and on this, The counterfeit presentment of two brothers."</i></p> <p>Hamlet 3.4.53</p>
<p><i>"...to live/In the rank sweat of an enseamed bed, Stewed in corruption, honeying and making love Over the nasty sty."</i></p> <p>Hamlet 3.4.94</p>	<p><i>"These words like daggers enter in my eyes."</i></p> <p>Hamlet 3.4.95</p>	<p><i>"Do you not come your tardy son to chide, That lapsed in time and passion lets go by Th'important acting of your dread command?"</i></p> <p>Hamlet 3.4.106</p>
<p><i>"...how is't with you, That you do bend your eye on vacancy And with th'incorporal air do hold bold discourse?"</i></p> <p>Hamlet 3.4.115</p>	<p><i>"Upon the heat and flame of thy distemper Sprinkle cool patience."</i></p> <p>Hamlet 3.4.121</p>	<p><i>"...Look you how pale he glare His form and cause conjoined, preaching to stones, Would make them capable."</i></p> <p>Hamlet 3.4.124</p>
<p><i>"...for love of grace, Lay not that flattering unction to your soul, That not your trespass but my madness speaks;..."</i></p> <p>Hamlet 3.4.145</p>	<p><i>"...rank corruption, mining all within, Infects unseen."</i></p> <p>Hamlet 3.4.149</p>	<p><i>"...Confess yourself to heaven, Repent what's past, avoid what is to come, And do not spread the compost on the weeds To make them ranker."</i></p> <p>Hamlet 3.4.150</p>

Hamlet: Closet Scene - Quotes for sorting Set C

<p><i>“ ... go not to my uncle’s bed; Assume a virtue if you have it not.”</i></p> <p>Hamlet 3.4.160</p>	<p><i>“... when you are desirous to be blessed, I’ll blessing beg of you.”</i></p> <p>Hamlet 3.4.172</p>	<p><i>“...heaven hath pleased it so, To punish me with this, and this with me/ That I must be their scourge and minister.”</i></p> <p>Hamlet 3.4.174</p>
<p><i>“Not this... Make you to ravel all this matter out, That I essentially am not in madness, But mad in craft.”</i></p> <p>Hamlet 3.4.182</p>	<p><i>“...and my two schoolfellows, Whom I will trust as I will adders fanged, They bear the mandate.”</i></p> <p>Hamlet 3.4.205</p>	<p><i>“...’tis the sport to have the engineer Hoist with his own petar.”</i></p> <p>Hamlet 3.4.207</p>
<p><i>“...Oh ‘tis most sweet When in one line two crafts directly meet.”</i></p> <p>Hamlet 3.4.210</p>	<p><i>“...Indeed, this counsellor is now most still, most secret, and most grave, Who was in life a foolish prating knave.”</i></p> <p>Hamlet 3.4.215</p>	<p><i>“Tell him his pranks have been too broad to bear with And that your grace hath screened and stood between Much heat and him.”</i></p> <p>Hamlet 3.4.??</p>
<p><i>“...Refrain tonight And that shall lend a kind of easiness To the next abstinence,...”</i></p> <p>Hamlet 3.4.166</p>	<p><i>“...if words be made of breath, And breath of life, I have no life to breathe, What thou hast said to me.”</i></p> <p>Hamlet 3.4.198</p>	