

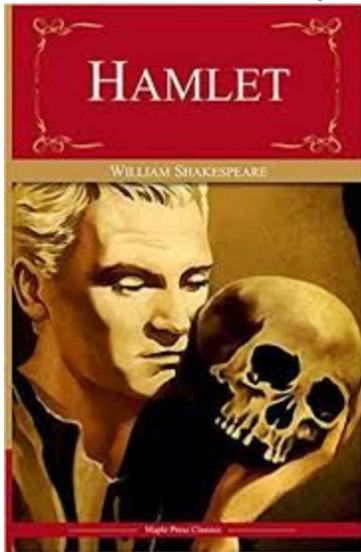
# Sample 11th Grade Lesson

Pacific Preparatory Academics

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PREPARATORY

Below is a sample lesson for 11th grade English, which typically would be completed in an hour-long 1:1 session.

## 11th Grade English | *Hamlet* Lesson Plan



### Objectives:

- Explore Shakespeare's language, initial plot points, characters and the setting of the play.
- Analyze *Hamlet's* language, meaning, and implications of the first scene.
- Determine or clarify the meaning of unknown words or phrases.
- Help students answer the question: What choices does Shakespeare make about how to begin the play? How do these choices contribute to meaning and aesthetic impact?

### Lesson Agenda/Overview

#### *Learning Sequence:*

1. Introduction of Lesson Agenda & Goals
2. Homework Accountability
3. Reading and Discussion
4. Quick Write
5. Film Viewing (optional)
6. Closing

*Materials:*

- *Hamlet* by William Shakespeare, Act 1.1: lines 1–61
- Audio version of *Hamlet*, Act 1.1: lines 1-61 (dramatic reading)
- Excerpt from [Gregory Doran's Hamlet film](#) (00:00–06:36)
- Vocabulary journal

*Differentiated Instruction Recommendations (for gifted students):*

- Design costumes for characters in the first scene, integrating the historical context of the Elizabethan era
- Create detailed and to-scale plans for a theatrical set for the first scene (integrating math)

### **Activity 1: Overview of Agenda and Goals**

By the end of this lesson the student should be able to:

- Identify the purpose behind how an author chooses to start a text.
- Analyze how structural choices affect the overall meaning of a text.
- Analyze how structural choices affect the beauty or power a text.

### **Activity 2: Homework Accountability**

*Check homework from the previous lesson and review relevant material.*

### **Activity 3: Reading and Discussion**

Take out *Hamlet*. Student reads the title and character list aloud. (The student should return to the character list whenever a new character is introduced in the play.)

*Initial discussion questions:*

- What information do you gather from the full title of the play: *The Tragedy of Hamlet, Prince of Denmark*?
- What tragedies has the student read already? What constitutes a tragedy?
- How might a play be characterized as a tragedy? What are some common elements?

Have the student listen to the audio version of *Hamlet*, Act 1.1, lines 1–190 (from “Who’s there? / Nay, answer me. Stand and unfold yourself” to “Where we shall find him most convenient”), reading and following along. The student should note new vocabulary or unknown phrases in their journal and use reference materials to provide definitions.

*Main text questions for discussion and analysis:*

- How does Shakespeare begin the play?
- What choices did he make in starting it this way? Why did he make those choices?
- Describe Barnardo and Francisco’s tone in the first 5 lines. What words demonstrate their tone?  
What is Barnardo doing in lines 6–7?

- Based on the masterful reading and the Dramatis Personae, what is likely the “thing” that Horatio asks whether it has “appeared again tonight” (line 26)? Horatio refers to the Ghost.
- Reread lines 28–30. According to Marcellus, what does Horatio think of the Ghost?
- How many times have Barnardo and Marcellus seen the Ghost? Why is Horatio present in this scene?
- In lines 36–39, what does Barnardo suggest to Horatio?
- What mood does Shakespeare create through Barnardo’s story? How does he accomplish this?
- How does each of the men react to the appearance of the Ghost?
- Whom does the Ghost look like?
- What is the cumulative impact of the men’s reactions on the mood of the text?
- What does Horatio ask of the Ghost?
- How does the Ghost react to Horatio’s speech?
- In addition to Barnardo’s story and the men’s reactions to the Ghost, how does Shakespeare create a mood in this act?

### **Activity 5: Quick Write**

*The student has five minutes to respond in writing to the following prompt: What choices does Shakespeare make about how to begin the play? How do these choices contribute to meaning and aesthetic impact? (Define “aesthetic impact” if needed). Have student read response aloud and discuss.*

### **Activity 6: Film Viewing (if time)**

*Show Act 1.1, from 0:00–6:36 of the film, which the student has heard or read during this lesson. Student should focus on the setting and the mood that the director creates.*

*Discussion questions:*

- How does the director choose to start the film? What does the first 6 mins tell you about the story to come?
- How does it reflect what you read in the book?
- What’s different/the same?

### **Activity 7: Closing**

*Display and distribute the homework assignment.*

For homework, the student will reread Act 1.1, lines 1–190 (from “Who’s there? / Nay, answer me. Stand and unfold yourself” to “Where we shall find him most convenient”) and write an objective summary of the scene using this lesson’s vocabulary wherever possible.

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*Lesson Plan based on scaffolding provided by EngageNY. Prepared and adapted by Pacific Preparatory.*