

#10435

HAMLET PERFORMANCES

CLEARVUE/SVE, 2003
Grade Level: 10-13+
24 Minutes
1 Instructional Graphic Included

CLEARVUE & SVE



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#2288 HAMLET](#)

[#8375 WILLIAM SHAKESPEARE: A LIFE OF DRAMA](#)

[#9940 KING LEAR](#)

HAMLET: FILM & STAGE SCENES

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Intended for Junior and Senior High School Students

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INTRODUCTION.....

Hamlet: Film & Stage Scenes demonstrates the range of interpretations available to directors of Shakespeare on stage and in film. By giving two performances each of two key scenes, the return of Hamlet's letters from Ophelia and the exchange between Gertrude and Hamlet, students will see how the choices available for stage interpretation vs. film interpretation can affect the way the audience responds to the characters and their relationships.

LEARNING OBJECTIVES.....

After completing the program and participating in discussion and activities, students will be able to:

- Recognize how different interpretations of scenes give each new performance a new representation of the characters involved;
- Understand the difference between directing a scene for film and for the stage;
- Understand multiple readings of the same scene; and
- Direct a scene for either film or stage, knowing the different parameters for each medium.

INTENDED AUDIENCE.....

This program is intended for junior (grades 7 through 9) and senior high school (grades 10 through 12) students.

PRESENTING THE PROGRAM.....

You may wish to follow this procedure in presenting the program.

1. Preview the program and familiarize yourself with this teacher's guide and the reproducible master(s). Review the learning objectives, discussion starters, and review questions.
2. Next, introduce students to the program, using the discussion starters to relate the upcoming information to what they already know.
3. Have students complete the program in its entirety the first time.

4. Check for understanding by discussing and reviewing the information and concepts presented in the program, using the review questions in this teacher's guide as an outline.
5. If time permits, allow students to complete the program a second time, pausing for discussion at points of interest.
6. Assign the enclosed reproducible worksheet(s) for guided and independent practice. Students may complete the activities alone, with a partner, or in a cooperative learning group. Choose the activities appropriate to your objectives and your students' level(s) of understanding. Be creative and integrate some activities of your own design that are based on concepts found in the program.

DISCUSSION STARTERS.....

Begin a discussion about films of Shakespeare's plays. How do they differ from plays that students have seen or performed in? What would directors be able to do (or not able) during film productions compared to theater productions?

Explain to students that the program they are about to watch will demonstrate two different readings of two scenes from *Hamlet*. The students should pay attention to the choices the director has made in each scene and the differences between the scenes on film and the scenes for the stage.

REVIEW QUESTIONS & ACTIVITIES.....

Use these discussion topics and questions to review the program material.

1. Which two scenes were performed?
2. Which characters were in the first scene? The second?
3. What famous speech is used in the first scene?
4. What is the setting used for the film version of the first scene?
5. How does the setting affect that scene?
6. When on stage, how does a director have to change placement (i.e., the staging of the actors) compared to film?

7. What changes do the actors have to make if they are on stage rather than film?
8. How does the director of the second film scene give us information about Polonius?
9. How does this affect the tone of his murder?
10. How do the close-ups in film affect the tone of the scenes?
11. Besides facial expressions, how do stage actors convey emotion?
12. Access one or more of the Web sites cited in the “Web Resources” section of this guide by going to your school or library computer lab. As a group, go to one of the sites and explore the subject in more detail.
13. Assign the enclosed worksheet(s) to reinforce the skills students have learned from the program, the review questions, and the discussion activities.

WEB RESOURCES.....

The following Web sites may be helpful for both teachers and students in further learning about Shakespeare in text and performance. Additional WWW resources may be found using common search engines such as Excite, Yahoo!, HotBot, or Lycos. The Web is constantly evolving, so some of these sites may have changed locations or may no longer be available.

<http://www.shakespeare.com/>

Dedicated to the understanding and appreciation of Shakespeare’s works; find reviews, questionnaires, poetry, complete works, and more.

<http://www.absoluteshakespeare.com/>

Study the famous playwright’s sonnets and plays, take an online quiz, learn interesting facts, and tour the Globe Theatre.

<http://www.shakespearesglobe.com>

Introduces readers to the new Globe Theatre, modeled on Shakespeare’s home theater. Gives performance notes on current and past productions, background on the new building and the original, links to research materials, and more.

<http://www.rsc.org.uk>

Home of the Royal Shakespeare Company in Stratford-on-Avon, England. Details the work that goes into each production, the history of the company over the last 130+ years, background on Shakespeare himself, and more.

<http://www.redbirdstudio.com/AWOL/acting2.html>

Visit this site for aspiring actors to find acting lessons and advice, book lists, and acting links.

<http://www.stemnet.nf.ca/~mcoady/litless.htm>

Gather useful teacher resources, including quizzes, glossaries, classroom projects, and study questions.

<http://www.jetlink.net/~massij/shakes/>

Features study questions, images, FAQs, useful facts, and links to other Shakespeare sites.

<http://www.folger.edu/education/teaching.htm>

Posted by the Folger Shakespeare Library; lists unique lesson plans submitted by teachers, texts of primary sources online, other Shakespeare links, and more.

<http://parallel.park.uga.edu/shaxper>

Lists advanced placement and college level teaching ideas, articles, writing prompts, and other Shakespeare sites.

<http://www.stemnet.nf.ca/~mcoady/dramlink.htm>

Features sites related to drama history, directing, Shakespeare, theater companies, and improv theater.

<http://www.richmond.edu/~rreilly/Shakes/shakespearelinks.html>

Lists extensive links about Shakespeare films, which include interviews, essays, music, casting, and study guides.

<http://www.shakespeare.org.uk>

Home of the Shakespeare Birthplace Trust. Outlines his life, shows his home in Stratford and other buildings and museums related to his life, and gives links to research sites, including an invitation to contact the trust with questions or request copies of primary sources in their extensive archives.

<http://www.bardweb.net>

Collects such diverse resources as Shakespeare's will, essays about authorship, Elizabethan language, reading lists, and links to other Shakespeare sites.

NOTES:

Hamlet: Film & Stage Scenes

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Shakespeare: Hamlet: Film & Stage Scenes

Act 3, scene i

1. What is done in this scene that could not be done onstage?
2. How does film enhance the relationship between Ophelia and Hamlet?
3. When Hamlet leaves the scene, what is the overall tone? How does it make you feel? Does the setting affect this tone at all? How?
4. Compare and contrast how tone is presented in film and on stage. What must the director consider? The actors?

Act 3, scene iv

5. What is done in the film scene that would be difficult to portray on stage?
6. How is the film version of this scene more intimate than the one performed on stage?
7. How do the actors convey emotion on stage compared to in film?

Activity

Divide into groups. Use a video camera to film your own version of a scene from *Hamlet*. Then, perform the same scene in class. Take into consideration the differences between film and stage and how your setting will affect the scene.