*Hamlet* Act III, scene i Paraphrasing and Vocabulary practice

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| **Words from the text** | **My paraphrase** |
| **SCENE I. A room in the castle.** *Enter KING CLAUDIUS, QUEEN GERTRUDE, POLONIUS, OPHELIA, ROSENCRANTZ, and GUILDENSTERN*  **KING CLAUDIUS:** **(to R. & G.)**And can you, by no drift of circumstance, Get from him why he puts on this confusion, Grating so harshly all his days of quiet With turbulent and dangerous lunacy? | Setting is in the castle and a bunch of people are there, not Hamlet.  Claudius asks R & G if they figured out why Hamlet is acting crazy, or what’s wrong with him (since he and the queen already sent them to spy on Hamlet). |
| **ROSENCRANTZ:** He does confess he feels himself distracted; But from what cause he will by no means speak.  **GUILDENSTERN:** Nor do we find him forward to be sounded, But, with a crafty madness, keeps aloof, When we would bring him on to some confession Of his true state. | R & G said that Hamlet admitted he was a bit off and out of sorts, but didn’t say exactly why. |
| **QUEEN GERTRUDE:** Did he receive you well? |  |
| **ROSENCRANTZ:** Most like a gentleman.  **GUILDENSTERN:** But with much forcing of his disposition.  **ROSENCRANTZ:** Niggard of question; but, of our demands, Most free in his reply. |  |
| **QUEEN GERTRUDE:** Did you assay him? To any pastime? |  |
| **ROSENCRANTZ:** Madam, it so fell out, that certain players. We o'er-raught on the way: of these we told him; And there did seem in him a kind of joy. To hear of it: they are about the court, And, as I think, they have already order. This night to play before him. |  |
| **LORD POLONIUS:** 'Tis most true: And he beseech'd me to entreat your majesties To hear and see the matter. | Polonius confirmed what Rosencrantz just said as the truth. |
| **KING CLAUDIUS:** With all my heart; and it doth much content me To hear him so inclined. Good gentlemen, give him a further edge, And drive his purpose on to these delights.  **ROSENCRANTZ:** We shall, my lord.  *Exeunt ROSENCRANTZ and GUILDENSTERN* |  |
| **KING CLAUDIUS:** Sweet Gertrude, leave us too; For we have closely sent for Hamlet hither, That he, as 'twere by accident, may here Affront Ophelia: Her father and myself, lawful espials, Will so bestow ourselves that, seeing, unseen, We may of their encounter frankly judge, And gather by him, as he is behaved, If 't be the affliction of his love or no That thus he suffers for. | Claudius asks Gertrude to leave so that… |
| **QUEEN GERTRUDE:** I shall obey you. And for your part, Ophelia, I do wish That your good beauties be the happy cause Of Hamlet's wildness: so shall I hope your virtues Will bring him to his wonted way again, To both your honours.  **OPHELIA:** Madam, I wish it may.  *Exit QUEEN GERTRUDE* |  |
| **LORD POLONIUS:** *To OPHELIA* Ophelia, walk you here. Gracious, so please you, We will bestow ourselves  Read on this book; That show of such an exercise may colour Your loneliness. We are oft to blame in this,-- 'Tis too much proved--that with devotion's visage And pious action we do sugar o'er The devil himself. |  |
| **KING CLAUDIUS:** [Aside] O, 'tis too true! How smart a lash that speech doth give my conscience! The harlot's cheek, beautied with plastering art, Is not more ugly to the thing that helps it Than is my deed to my most painted word: O heavy burthen! |  |
| **LORD POLONIUS:** I hear him coming: let's withdraw, my lord.  *Exeunt KING CLAUDIUS and POLONIUS*  *Enter HAMLET* |  |
| **HAMLET**: To be or not to be… |  |

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| **Learning Target** | **4.0** | **3.0** | **2.0** | **1.0** |
| Determine **main**  **ideas**, central  themes, primary  arguments | **I can insightfully**  **explain** the author’s  “big picture”  **accurately beyond**  **teacher’s expectations.** | **I can plainly explain**  the author’s “big  picture” **relatively**  **accurately and**  **consistently.** | **I can just mention** the  author’s “big picture”  **somewhat accurately and**  **somewhat consistently.** | **I struggle to identify**  author’s “big picture”  I have **some inaccuracies**  **and/or need teacher assistance.** |

­I found a word I don’t know from this passage. The word is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ said it.

Here is the sentence that the word was in:

Using the word’s environment, my best guess is that the word **might** mean\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

BECAUSE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Break the word down into parts

1. Answer all questions: Does it have a prefix? What is the prefix? What does that prefix mean?
2. Answer all questions: Does it have a suffix? What is the suffix? What does that suffix mean for the word?
3. Answer all questions: Does the root word look like a word that I already know? What does the root mean?

Definition of word IN MY WORDS in 5 words or less:

New sentence that I wrote that uses (and underlines) the word correctly:

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| **Learning Target** | 4.0 | 3.0 | 2.0 | 1.0 |
| Determine meaning of  **unknown words** using  context clues, word  parts & parts of speech. | **I can insightfully** describe  **explain all examples** of  unfamiliar words **accurately**  **beyond teacher’s**  **expectations.** | **I can plainly explain**  **several examples** of  unfamiliar words  **relatively** **accurately and consistently.** | **I can mention some**  **examples** of  unfamiliar words  **somewhat** **accurately &**  **somewhat consistently.** | **I can partially identify**  **a few examples** of  unfamiliar words  with **some inaccuracies &**  **teacher assistance.** |

Student Name:

Appropriate question about Mr. Foster’s life and the answer to that question in my life: