II.B.3.13

Literatur – Plays and Radio Plays

Shakespeare's *Hamlet*: "The time is out of joint!" – Das Drama exemplarisch erarbeiten und Parallelen zur Gegenwart ziehen (S II)

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Foto: Imago Images

Was Rache mit Angst zu tun hat, wie Zweifel an Selbstsicherheit nagt, wie Entscheidungskraft gewonnen werden kann – Fragen über Fragen, von denen Hamlet getrieben wird. Die Lernenden setzen sich mit Schicksal, freiem Willen, Rollenwahl und moralischen Krisen auseinander, während sie das Shakespeare-Stück in Auszügen erarbeiten. Filmauszüge (mit Ethan Hawke) sowie Songs stehen als Beispiele für moderne Interpretationen des Klassikers. Digitale *LearningApps* inklusive!

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KOMPETENZPROFIL

LearningApps - interaktive Lernbausteine

Klassenstufe:	11/12 (G8), 12/13 (G 9)
Dauer:	16 Unterrichtsstunden (+ 3 Stunden LEK)
Kompetenzen:	1. Lesekompetenz: literarische Texte verstehen und Textdeutungen entwickeln; 2. Hör-Seh-Kompetenz: Kurzvideos zentrale Informationen entnehmen; 3. Verfügbarkeit sprachlicher Mittel: sich über das Individuum in der Gesellschaft austauschen
Thematische Bereiche:	The impact of Shakespearean drama on young audiences today, literature and media, fate versus free will, the roles of women, questions of morality, *Hamlet*
Material:	Texte, Bilder, Videos
	Verfilmung von Michael Almereyda (2000)

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Auf einen Blick

1./2. Stunde

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Thema:	*Hamlet* – the play and the character
M 1	**Let's start with a sad ending /** Bearbeiten eines Lückentexts zu den Elementen einer Tragödie, Hör-Seh-Verstehen von zwei Kurzvideos zu Tragödieninhalten
M 2	**Who is Hamlet and what happens to him? /** Recherchieren einer Inhaltsangabe zu „*Hamlet*" (Lesen/Sehen), chronologisches Anordnen von Sätzen
M 3	**Who is who? /** Zuordnen von Namen, Eigenschaften, dramatischen Funktionen
Homework:	If applicable, find answers for M 3, tasks 2–8.
Benötigt:	☐ Beamer/internetfähiger Computer/Lautsprecher für den Videoclip
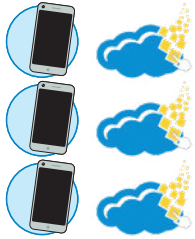
3./4. Stunde

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Thema:	Problems and reactions
M 4	**Hamlet faces many problems /** Lesen eines originalen Textauszugs (I, 2) mit Aufgaben zum Verständnis, zur Analyse und zur Evaluation (Film)
Benötigt:	☐ Beamer/internetfähiger Computer/Lautsprecher für den Videoclip

5./6. Stunde

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Thema:	The time is out of joint – when things go dreadfully wrong
M 5	**The time is out of joint /** Wortschatzsammlung zu Zeiten der Krise und des Erfolgs, Sprechen zum Transfer in die Gegenwart anhand von Bildimpulsen
M 6	**How to build confidence /** Überprüfen des Hör-Seh-Verstehens mit *True-False-Statements* sowie einer Zuordnungsübung
Benötigt:	☐ Beamer/internetfähiger Computer/Lautsprecher für den Videoclip
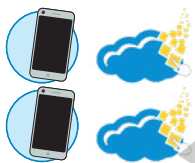
7./8. Stunde

Thema:	Times lacking love and joy
M 7, M 8	**Ophelia loves and listens – Partner A, B /** arbeitsteiliges Lesen eines Auszugs (I, 3) sowie geführte Analyseübung und Rollenspiel
M 9	**What Hamlet has lost /** Lesen eines Auszugs (II, 2) und halboffene Analyse
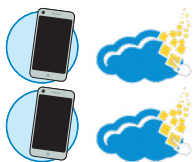
9./10. Stunde

Thema:	What it means to be human – and how to cope with this awareness
M 10	**To eat or not to eat /** Hör-Seh-Verstehen (III, 1) und Vergleich mit einem Cartoon, Analyse des Cartoons, Extra...

Homework: If applicable, do further internet research for M 10, task 4.

Benötigt: ☐ für das Extra M 10, Aufgabe 4: internetfähiger Computer

11./12. Stunde

Thema: Time for making a decision

M 11   **How to talk about major topics in the play *Hamlet* /** Wortschatzsammlung
                       zu Themen des Stücks sowie Kreuzworträtsel

M 12   **Thinking about morality and mortality /** Lesen (IV,4), Verständnis, Analyse

M 13   **How to make a good decision /** Hör-Seh-Verstehen mit Multiple-Choice-Aufgabe

Homework: If applicable, put M 12, task 2 into writing.

Benötigt: ☐ Beamer/internetfähiger Computer/Lautsprecher für den Videoclip

13./14. Stunde

Thema: Time for women to come to the fore

M 14   **The role of women /** Aktivieren von Vorwissen zu Ophelia und Gertrude, Hören
                       einer Kurzgeschichte, Hör-Seh-Verstehen zu einem *TED-Talk*

Benötigt: ☐ Beamer/internetfähiger Computer/Lautsprecher für den Videoclip

15./16. Stunde

Thema: Time for modern versions

M 15   **Hamlet in various interpretations /** Hör-Seh-Verstehen zu Songs, einer Paro-
                       die, einem Kurzfilm und Diskutieren über moderne Interpretationen

Benötigt: ☐ Beamer/internetfähiger Computer/Lautsprecher für den Videoclip

Digitale *LearningApps*

M 16:   **Shakespeare's *Hamlet*: "The Time is out of joint" /** Übersicht *LearningApps*

17.–19. Stunde

LEK   **Part A: Comprehension, analysis and evaluation /** Thema: Frauenrollen
                       Part B: Mediation / Thema: Soforthilfe

Minimalplan

Im Grundkurs wird nur M 7 bearbeitet, M 8 kann entfallen (damit ebenso die Arbeitsteilung und der
Austausch darüber). Bei Zeitknappheit Verzicht auf M 6 und M 12. Bei M 10 Verzicht auf die Extra-
aufgabe in der 9./10. Stunde. Bei M 15 reicht es, zwei Beispiele zu be

M 1   # Let's start with a sad ending

Discover the basic elements of a Shakespearean tragedy.

Typical features of a Shakespearean tragedy

In general, a tragedy is a theatre play with a sad _____ (1). It is concerned with the conflict and suffering experienced by the main character, the _____ _____ (2).

William Shakespeare (1564–1616) mostly wrote tragedies that consist of five _____ (3). His most famous ones are *Hamlet*, *Macbeth*, *King Lear* and *Othello*. In these plays, the tragic hero is a person of a high _____ (4) whose actions have far-reaching consequences.

The audience can _____ (5) to the character because the tragic hero is mostly good. Yet, the tragic hero has a character trait that will turn out to be _____ (6) or evil in the course of the play. Either the tragic hero commits serious mistakes or has a strange view of reality which results in his _____ (7). In the end, the hero suffers physically. He may also develop a guilty conscience if still alive. So, the tragedy represents a _____ (8) between the opposed forces of good and evil.

As regards the typical structure of a five-act tragedy, the first act starts with the _____ (9). In act two, the _____ (10) rises and often the conflict reaches its climax in act three. In act four, the action falls and the final fifth act contains the dénouement and/or the catastrophe.

Tasks

1. Fill the words into the right gap. You can also complete this task in *LearningApps*. Follow the link or QR code on the left.

action	acts	conflict	downfall	exposition	fatal
outcome	rank	relate	tragic	hero	

2. Watch a video (2:05 min.). It belongs to the rising action of the play *Macbeth*, act I scene 5. The tragic hero's wife, Lady Macbeth, prepares for the visit of King Duncan. She wants her husband to become king. Depict her position towards good and evil as represented in this short film:
   https://raabe.click/MacbethShakespeareLives [last access: 14/10/2021]
   Watch the video on *King Lear* (4:02). Depict the feelings and conflicts of this tragic hero in act II, scene 4 as presented in the short film.
   https://raabe.click/KingLearShakespeareLives
   [last access: 14/10/2021]

3. Brainstorm together. What other conflicts could cause a tragic ending?

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M 3   Who is who?

Get an overview on the main characters in the play *Hamlet* with the help of this character list. You can also complete this task in *LearningApps*. Follow the link *https://learningapps.org/view21767385* or QR code.

Hamlet	•Prince of Denmark •_____ of King Claudius
Claudius	•King of _____ •Hamlet's uncle
_____	•Queen of Denmark •Hamlet's mother

Polonius	•_____ to Claudius •father of Laertes and Ophelia
Ophelia	•Polonius's _____ •in love with Hamlet
_____	•Polonius's son •goes to France but returns for family matters

_____	•Hamlet's fellow student at Wittenberg •Hamlet's loyal friend
Rosencrantz	•Hamlet's fellow student at Wittenberg •_____
Guildenstern	•Hamlet's fellow student at Wittenberg •courtier

The ghost	•supernatural apparition •claims to be the spirit of the deceased _____

Tasks

1. Fill in the missing words below into the list on the left.

> supernatural – nephew – Gertrude – daughter – counsellor – Horatio – courtier – uncle – Laertes – King – Denmark – King Hamlet

Now answer the following questions with your partner.

2. Who is the tragic hero?

_____

_____

3. Who is the antagonist?

_____

_____

4. Who takes revenge in the course of the play?

_____

_____

5. Who is an innocent victim?

_____

6. Who is corrupt?

_____

_____

7. Who becomes mad in the course of the play?

_____

_____

8. Who is still alive at the end of the play?

_____

_____

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M 5 **The time is out of joint**

Hamlet experiences a feeling of crisis that, to a certain degree, is familiar to many people in act I, scene 5. He states, "The time is out of joint."

Tasks

1. Underline every word that stands for the term "crisis" in the box below.

(to) face a challenge	(to) benefit from sth.	(to) have a problem	(to) experience a loss
(to) assist so.	(to) recover	(to) damage sth.	(to) succeed in sth.
(to) lead to a natural disaster	(to) represent a miracle	(to) cause a catastrophe	(to) suffer from a health issue
(to) run the risk of	(to) be in trouble	(to) end in failure	(to) show resilience
(to) assure safety	(to) threaten so.	(to) protect so. from	(to) be upset
(to) be in an emergency			(to) be disappointed about sth.

2. Look at the terms you did not underline. Find the general topic they represent?
3. Look at the pictures below. Describe your ideas about times of crisis.
4. With a partner, talk about moments in your lifetime when events seemed out of order for you or someone you know.
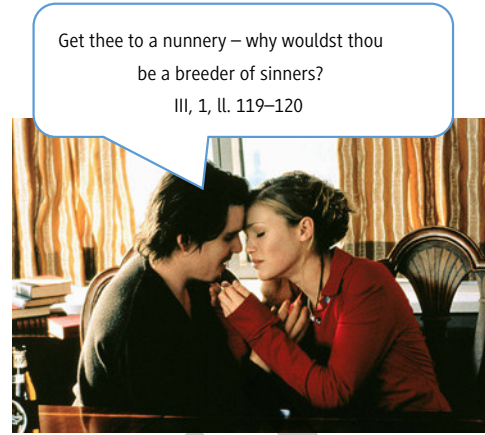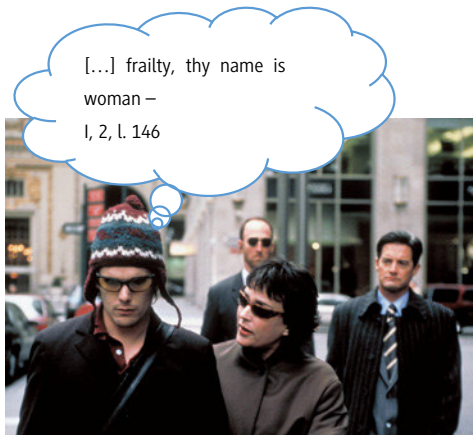
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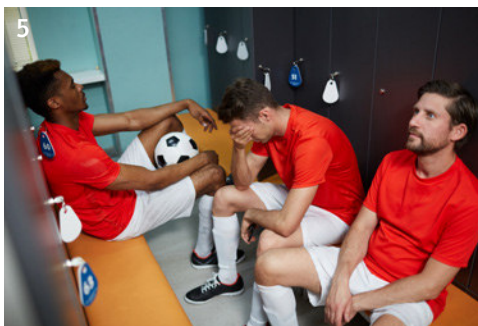
Photos: © www.colourbox.com

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M 14   The role of women

Resume why the prevalent presentation of the two female characters in Hamlet is negative.

> […] frailty, thy name is woman –
> I, 2, l. 146

> Get thee to a nunnery – why wouldst thou be a breeder of sinners?
> III, 1, ll. 119–120

Photos: Imago Images

Gertrude	Ophelia
☐	☐
☐ has genuine feelings of love for Hamlet.	☐ has genuine feelings of love for Hamlet.
☐ is obedient to the family.	☐ is obedient to the family.
☐ does not speak up nor express her individual desires.	☐ does not speak up nor express her individual desires.
☐ worries about Hamlet's feigned madness.	☐ worries about Hamlet's feigned madness.
☐ does not deserve the bad treatment by Hamlet.	☐ does not deserve the bad treatment by Hamlet.
☐ seems to have lost her identity and her memory because of grief.	☐ seems to have lost her identity and her memory because of grief.
☐ sings about sex and hands out flowers – a strange mixture of bawdy comments and innocent playfulness.	☐ sings about sex and hands out flowers – a strange mixture of bawdy comments and innocent playfulness.
☐ is a victim in a man's world.	☐ is a victim in a man's world.
☐ does not talk back to Hamlet's mean reproaches.	☐ does not talk back to Hamlet's mean reproaches.
☐ is powerless and dependent on men.	☐ is powerless and dependent on men.
☐ is reduced to her sex life by Hamlet.	☐ is reduced to her sex life by Hamlet.
☐ has been distrustful towards her partner.	☐ has been distrustful toward her partner.

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Hamlet in various interpretations   **M 15**

The play *Hamlet* remains part of the world's cultural knowledge. It has inspired artists for centuries and the story has been creatively adapted for various genres like film, dance, pop culture or even music.

Tasks

1. Watch and listen to the song (4:53 min.) *I'll call thee Hamlet* by the German pop group Woods of Birnam from the album *Woods of Birnam* in 2014 : *https://raabe. click/HamletWoodsOfBirnam [last access: 15/10/2021]*. Name the element of the play *Hamlet* that has inspired this song.

2. Listen to the German song (3:48 min.) "*Hamlet"* by the German vocal group Wise Guys from the album *"Klassenfahrt"* in 2010: *https://raabe.click/HamletWiseGuys [last access: 15/10/2021]*. Discuss in how far this song relates to a school context just like the album's title.

3. Watch the parody of the play *Hamlet* by the Simpsons in the 14th episode of the 13th season, 3rd segment (5:01): *https://raabe.click/HamletSimpsons [last access: 15/10/2021]*. Of what do they make fun?

4. Watch the short film adaptation of *Hamlet* by the British Council (4:01): *https:// raabe.click/HamletBritishCouncil [last access: 15/10/2021]*. Describe what new ideas have been tried out in this version.

5. Discuss what adaptation you liked best from the four presented here and why.

6. Now to you. Time to become creative. You are approaching A-levels and think about designing an English course T-shirt/hoodie that refers to Hamlet.
    Everybody knows that a person holding up a skull represents a symbol of the character Hamlet. The most famous line, *To be or not to be, that is the question,* is unforgettable, but has been repeated over and over again. Here is the challenge: Your course wants something different as a reference to Hamlet. Discuss what symbol or quotation you would like to wear on your T-shirt that represents a cunning, fresh idea.

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