***Hamlet* Reading Log Assignments**

While reading the play, you will keep a log of your journey through it. Log entries will consist of such things as scene summaries; comments on the action, characters, language, themes, and so forth; and your personal reactions to those elements of the play.

You may record all entries on notebook paper or you may type them.

You are in charge of your own personal log. **You will decide what to write and in what form, but there are three rules:**

1. Clearly label each entry with the **act** and **scene number**.
2. Write after *every* reading assignment (after each scene).
3. Over the course of the play, respond to a *variety of the components* so that by the end you will have considered each component several times.

Write in your own voice about the things on your mind at that point of the play. Interact with the play. Grades will be based on the thoroughness of your responses and the depth of your ideas.

\*\*If at any point two incredibly similar reading logs are submitted, both parties submitting will receive 0’s!

**Entries**: For each **scene**, do a minimum of *three* of the following reading responses:

1. **Summarize the action of the scene.**

1. **Comment on what you think is the significance of the scene. What would the play be like without it?**

1. **Ask questions about the scene. Has anything caused you confusion? Ask one of the characters in the scene a question – or ask me or your class members a question.**

1. **Quote lines from the scene that you enjoyed and comment on them.**

Example: 1.1  – Horatio says “Most like. It harrows me with fear and wonder.” This line really explains to us what all three of the guards are thinking when they see the ghost. They are all frightened by it, yet they wonder why it came to them and why it is dressed the way it is. It really sets the mood for the whole scene because it lets us know that they are anxious. The first few lines in this scene really shocked me because we didn’t know anything about these characters, yet they were all so nervous and jumpy. Plus they were very suspicious and cautious of everything.

1. **Describe your reaction to a character, action, or idea in the scene.**

Example: 1.2  – King Claudius seems like a flake to me. He seems to know what he’s talking about but to me it’s like it’s rehearsed or something. I can understand him trying to be friends with Hamlet, but it seems to me that he is just doing it to make himself look good. I don’t think he means any of what he said to Hamlet because. . .

1. **Talk about the relationship characters have with one another, quoting specific words or phrases to give evidence for your opinions.**

Example: 4.1 – I’m not sure if Gertrude is honest to Claudius or Hamlet. I can’t decide if she’s trying to fool Claudius or if she has betrayed Hamlet. I felt really confused about just who was on whose side. I want Gertrude just to be covering for Hamlet, telling Claudius what he thinks he already knows, not that Hamlet is in complete control. But then again, Hamlet told his mother not to go to Claudius and she did, so Gertrude doesn’t seem so great to me.

1. **Pretend you are an actor playing one of the characters in the scene. Get inside that character’s mind. Tell how the character feels about him or herself, about the other characters, about the situation of the scene.**

Example: 1.3  – I feel sorry for Hamlet! He comes home to find out that his mother is married to his uncle and his father is dead. Then to find out that his friends are seeing his father’s ghost! He’s really getting confused and messed up in the head. No wonder he wishes it was legal to commit suicide. This poor kid must have some problems, big time! I think he’s getting curious as to why all this is happening at once. I think he’s getting a whiff of a rat!

\*\*\* **Your reading logs will be due at the end of each Act**. If you keep on top of everything, this assignment should not only be beneficial to your thinking about the play, but it should also be extremely easy. Feel free to take notes about what interests you as we read in class.

**Reading Schedule**

**Wednesday, March 25:** Intro to Acting and Multiple Interpretations

**Thursday, March 26:** DUE: Read 1.1. Bring an answer: What word appears 4 times in the opening scene? Why is that significant? (HINT: A four letter word)

**Friday, March 27:** DUE: Read 1.2 and be ready to discuss (especially Hamlet’s 1st soliloquy: “O, that this too too solid flesh would melt”)

**Monday, March 30:** DUE: Read 1.3 and 1.4

**Tuesday, April 1:** DUE: READ 1.5 **ACT 1 Reading Log Due**

**Wednesday, April 2:** DUE: READ 2.1-2.2

**Thursday, April 3:** ACT 2 Reading Log Due: Also, be prepared to discuss 2.2 and soliloquy “O, what a rogue and peasant slave am I!”