

***Hamlet* Final Test**
Mr. Neff / English 4

Review your review!

- Review the google slides that you (and other classes) created when we finished *Hamlet*. You'll find these linked on our site at theneffwork.weebly.com.

Literary and dramatic devices:

Know the following devices and be able to recognize them and their usage in passages from *Hamlet*.

- **allusion:** an indirect reference within a work to something else from literature, history, music, culture, etc; the intended effect is usually to layer the work with additional meaning
- **antithesis:** figure of speech in which contrasting images or ideas are expressed in parallel sentence structure for emphasis (see Claudius's opening monologue in 1.2 for one example)
- **aside:** dramatic device in which a character's (often short) comments are heard by the audience but not by other characters who are on stage at the time
- **monologue:** device used in plays, film, and poetry whereby one character speaks at length to other characters or the audience
- **motif:** a recurring image, idea, action, etc. that contributes to a theme of a literary work
- **oxymoron:** a verbal contradiction
- **paradox:** a statement or situation that seems contradictory but usually holds some truth (e.g. "with mirth in funeral and dirge in marriage")
- **pun:** wordplay that exploits multiple meaning or similar sounding words, usually intended for humorous effect (see many of Hamlet's interactions with—well, nearly everybody—including his first lines to Claudius in 1.2, but also Polonius, Ophelia, and the gravedigger in 5.1)
- **setting** (review the basic context and setting of the play)
- **soliloquy:** dramatic device whereby a character speaks to himself at length, thus revealing his inner thoughts to the audience while alone on stage
- also **metaphor, simile, and tone**

Passage-Based Multiple Choice:

Be familiar with the key passages we read and watched over the course of the play. You'll be given several key passages (some of which we covered in depth together, and some of which we did not) and asked to answer multiple choice questions about them. It would be helpful to review the following key scenes, although this is not an exhaustive list:

- Act 1, scene 1 (the nature of the Ghost; the political situation between Denmark and Norway)
- 1.2 (Claudius's opening monologue to the court; Hamlet's interactions with Claudius and Gertrude)
- **1.3** (Interaction and advice of Laertes, Ophelia, and Polonius)
- **1.5** (Hamlet encounters the Ghost and makes his companions swear an oath)
- **3.1** ("To be, or not to be" and "Get thee to a nunnery")
- 3.2 (Hamlet's play)
- **3.3** (Claudius's confession)
- 3.4 (Hamlet in Gertrude's closet)
- 4.4 (Hamlet encounters Fortinbras's army)
- 5.1 ("Alas, poor Yorick")
- 5.2 ("The readiness is all")

The content of these questions include any of the following (and more):

- reading comprehension; knowledge and recall of plot developments; characters and characterization; recognition of and meaning of literary devices, including major motifs in the play; meaning of vocabulary in context; tone/attitude;

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As an example of format, here is the *Hamlet* passage from the Midterm:

Passage #5: Excerpt from *Hamlet* Act 1, Scene 2

Read this excerpt from Act 1, scene 2 of the play and answer the questions that follow it, based on the passage.

Flourish. All but Hamlet exit.

HAMLET

O, that this too, too sullied flesh would melt, 133

Thaw, and resolve itself into a dew,

Or that the Everlasting had not fixed

His canon 'gainst self-slaughter! O God, God,

How weary, stale, flat, and unprofitable

Seem to me all the uses of this world!

Fie on 't, ah fie! 'Tis an unweeded garden

That grows to seed. Things rank and gross in nature 140

Possess it merely. That it should come to this:

But two months dead—nay, not so much, not two.

So excellent a king, that was to this

Hyperion to a satyr; so loving to my mother

That he might not beteem the winds of heaven

Visit her face too roughly. Heaven and Earth,

Must I remember? Why, she would hang on him

As if increase of appetite had grown

By what it fed on. And yet, within a month

(Let me not think on 't; frailty, thy name is woman!), 150

A little month, or ere those shoes were old

With which she followed my poor father's body,

Like Niobe, all tears—why she, even she

(O God, a beast that wants discourse of reason

Would have mourned longer!), married with my uncle,

My father's brother, but no more like my father

Than I to Hercules. Within a month,

Ere yet the salt of most unrighteous tears

Had left the flushing in her gallèd eyes,

She married. O, most wicked speed, to post 160

With such dexterity to incestuous sheets!

It is not, nor it cannot come to good.

But break, my heart, for I must hold my tongue.

1. These lines, spoken by Hamlet, are an example of a/n:
 - A. aside
 - B. monologue
 - C. soliloquy
 - D. antithesis
2. In lines 133-138, Hamlet reveals his thoughts about all of the following EXCEPT:
 - A. his wish for death
 - B. his belief that life is meaningless
 - C. his anger over his mother's hasty marriage
 - D. his wish that G-d was not against suicide
3. Lines 139-140 include which of the following figurative devices?
 - A. metaphor

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- B. hyperbole
 - C. antithesis
 - D. pun
4. In Hamlet's claim that "So excellent a king; that was, to **this**, / Hyperion to a satyr" (143-144) "**this**" refers to:
- A. His father
 - B. Claudius
 - C. A god
 - D. Himself
5. In these lines, Hamlet compares Claudius to (**choose all that apply**):
- A. his father, King Hamlet
 - B. a half-man, half-beast
 - C. a woman who won't stop crying
 - D. Hercules
6. In the context of Hamlet's pronouncement, "Let me not think on't—**Frailty**, thy name is woman!—" (150) the word "**Frailty**" most closely means:
- A. betrayal
 - B. love
 - C. lies
 - D. weakness

True or False, Multiple Choice, and Quotation/Character Matching

You'll have 20 total mixed format questions on the play as a whole (some True/False, some multiple choice, and some quotation matching). For example:

- 1. True or False: We first meet Prince Hamlet after Claudius addresses the court at King Hamlet's funeral.
- 2. True or False: When Ophelia meets with Hamlet to return his love letters, she knows that Claudius and Polonius are spying on her with Hamlet.
- 3. True or False: Hamlet calls the play that he stages to determine Claudius's guilt "The Mousetrap."
- 4. How would a Freudian Psychological lens interpret the source of Hamlet's hostility towards Claudius?
- 5. How do Rosencrantz and Guildenstern die?
- 6. Who says, "Alas, how is't with you, / That you do bend your eye on vacancy / And with the incorporal [immaterial] air do hold discourse?"

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The Essay

On a separate day, you'll write one in-class essay response of approximately 350 to 500 words (1 to 1 and ½ page). You'll choose from three prompts. The following list does not include the exact prompts themselves, but it does give you an idea of what you can expect to choose from:

- **#1:** We examined different directors' interpretations of some key scenes from the play (and you're creating a project that offers your own interpretation). Be prepared to watch, then compare and contrast several directors' interpretations of a key scene from *Hamlet*.
- **#2:** *Hamlet* is a play that grapples with the subject of death, but how do Hamlet's own thoughts and attitude towards death change over the course of the play? Be prepared to point to specific evidence and examples from the play to support your response, and avoid plot summary unless it's connected to your analysis.
- **#3:** Emily Dickinson wrote that "Much Madness is divinest Sense - / To a discerning Eye –" (and expanded on this idea). How does this idea apply to Hamlet and the motif of madness and performance that he adopts in the play? Be prepared to point to specific evidence and examples from the play to support your response, and avoid plot summary unless it's connected to your analysis.

Rubric (Response to Literature)
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A "4" response (Advanced) = 100%

- Offers a focused, accurate, and insightful response to the prompt/question
- Supports claims with a variety of specific, relevant, and concrete evidence, including direct quotes, paraphrased evidence, or other specific text references
- Connects evidence to claims with insightful, perceptive, and fully explained analysis that's free of plot summary
- Contains no or minimal grammatical errors that do not detract from written voice.

A "3" response (Proficient) = 80%

- Offers a clear, accurate response to the prompt/question
- Supports claims with mostly specific, relevant evidence, some of which may be repetitious
- Connects evidence to claims with adequately explained analysis that is mostly free of plot summary
- May contain minor grammatical errors.

A "2" response (Developing) = 60%

- Offers an accurate response to the prompt/question
- Flawed in ONE of the following:
 - Either lacks specific, relevant evidence: evidence is vague or repetitious
 - Or lacks adequately explained analysis: analysis is superficial or unsupported
- May contain grammatical errors that detract from written voice.

A "1" response (Limited) = score varies

- Offers an incomplete, limited, or inaccurate response to the prompt/question
- Lacks specific, relevant evidence: evidence is vague or repetitious
- Lacks adequately explained analysis: analysis is superficial or unsupported
- May contain grammatical errors that detract from written voice.