

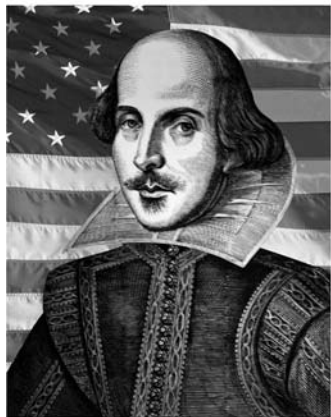
*A Guidebook to*

# HAMLET

*by William Shakespeare*



NATIONAL ENDOWMENT FOR THE ARTS  
PRESENTS



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## Spring Tour of Shakespeare 2006

### William Shakespeare's **HAMLET**

Directed by Kevin G. Coleman

Tour Manager .....	Jeff Newman
Production Manager .....	Nathan Towne-Smith
Costume Designer .....	Govane Lohbauer
Costume Design Assistant .....	Mary Bertocci
Set Designers .....	Jonathan Croy/Marc Scipione
Set Construction .....	Marc Scipione and Zac Goodwin
Sound Designers .....	Jonathan Croy, Nathan Towne-Smith
Fight Choreographers .....	Curt Klump, Kevin G. Coleman
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Notes from the Director .....	2
Preparing Students for Shakespeare in Performance .....	3
Our Touring Production: Hamlet, 2006 .....	4
The Characters Appearing in this Production .....	5
The Plot and Some Background Information for this Production.....	6
Timeline of Important and Interesting Events.....	12
Words and Phrases Coined by Shakespeare .....	15
A Glossary of Selected References Found in Hamlet.....	16
Some Discussion Questions for the Play.....	18
Exploring Scenes .....	20
Useful Websites.....	25
Works Cited .....	25
Touring Company Biographies .....	26
About Shakespeare & Company .....	27
About Shakespeare & Company's Education Program.....	28

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## An Introduction to this Guidebook:

Hamlet is a complex play. This guidebook is not intended to simplify it. Rather, we hope it inspires, provokes and engages you and your students to look into the play's richness and complexity in new ways. We offer some background information and some discoveries we've made in our research and rehearsals, but we aren't offering any definitive interpretations or answers.

The primary sources we used in preparing this guide include: *The Tragedy of Hamlet, Folio*, pub. 1623; the Riverside Shakespeare; *The Meaning of Shakespeare* by Harold C. Goddard. Other works are cited at the end of each section.

### **A Note from the Director**

In his essay, "The World of Hamlet," Professor Maynard Mack observed that Hamlet is a play full of questions. The play begins with a question, "Who's there?" and asks many more questions, both mundane and profound. "How is it that the clouds still hang on you?" "Must I remember?" "What is it, Ophelia, he hath said to you?" "Why, what should be the fear?" "What do you think of me?" "Am I a coward?" "Where is your father?" "Lady, shall I lie in your lap?" "Is't possible a young maid's wits should be as mortal as an old man's life?" And the most famous line in the play, of course, names one of the most essential questions: "To be or not to be..."

While Shakespeare raises an unparalleled number of questions in this play, he as usual provides little in the way of answers. He places us—the audience, the witnesses, the readers—in the position of silent participants in the drama when he bombards us with these questions. Questions are potent. Questions provoke us, engage us, put us on the spot, call us to action and pull us up short. Shakespeare's questions hook us and pull us deeper into the play, and into ourselves.

Hamlet is a play—possibly the play—that speaks to us on the most personal levels. It explores the most profound questions that we wrestle with throughout our lives: Who am I? What must I do? How must I act? The answers we discover or invent for ourselves become the occasion or benchmark of our maturity. One can appreciate, become inspired by and glean insight into this play—to different depths as we mature, yet we remain unable to pluck out the heart of this play. It seems to change—even as we change—between encounters. And while we feel a close affinity to this play—oftentimes especially this play—and "know" how it should be presented, the trap becomes in thinking there is no more or different insight into it than our own.

There are many ways to encounter a play: as a student for the first time, a teacher for the hundredth, an audience member, an actor, a director, etc. Shakespeare's play conjures an entirely new and changing imaginative world for us to discover. In that spirit of adventure and discovery, we chose to borrow a term from the world of travel, and offer you this guidebook. It has been a pleasure to work on this project. We hope our efforts help to further your discoveries.



Kevin G. Coleman  
*Director of Education*

# Preparing Students to See a Shakespeare Production

## ***How can I prepare my students?***

**Give them a sense of the story.** The plots of most of Shakespeare's plays are usually laid out simply and sequentially, and can be readily detailed beforehand. His plays are not murder mysteries that depend on elaborate twists or surprise revelations to keep the excitement high. It doesn't spoil the experience to know before hand that Ophelia goes mad and drowns, Romeo and Juliet die, Prince Hal will become King Henry V, or to know that in his comedies, the lovers almost always get married in the end. In Shakespeare, it doesn't detract to "give away" the ending. Shakespeare's plays are language and character-driven. The audience or reader becomes engaged by the individual characters, their thoughts, feelings, relationships and journeys. If we know the plot ahead of time, we can usually quiet our minds and focus on the who and why - the characters' interaction and the piercingly beautiful language.

**Introduce them to the characters.** Before the play starts, it's useful if the audience is able to remember who the characters are, and therefore curious about what and why the characters do what they do, their development and interpretation. Since most of Shakespeare's plays have a rather long list of characters, they either become a feast of familiar friends, or a jumble of confusing strangers. Having some pre-understanding of the complicated relationships between Hamlet, Gertrude, Claudius, Ophelia, Laertes, Horatio, Polonius and the rest, we are able to be affected by deeper meanings and themes in the play. For all the characters in any play of Shakespeare's, it is helpful to know what social status they have, degree of nobility or social position and what power (civil, political or religious) they enjoy.

**Get them excited about the language.** This preparation is probably the most difficult to do beforehand. Shakespeare's language is different from that of movie scripts, song lyrics, newspapers or novels. The language is poetic, so it can involve unusual sentence structures and syntax. At the same time, the language is also inherently dramatic, which makes it more readily accessible and alive in performance. While most people think of Shakespeare's language as 400 years older than the English we speak today, it is much more appropriate to think of Shakespeare's language as 400 years younger than what we speak now. Consequently, it can be presented as more vibrant, exciting and daring. It is a language replete with images. Shakespeare delights and nearly overwhelms our modern ear with a myriad of images that surprise, delight, inspire or even startle us. What doesn't work so well is if his language constantly confuses us.

**Discuss the qualities of live theatrical performance.** It's usually helpful for students who don't attend theater regularly to take a moment to reflect on the nature of live performance. Because we're so used to other forms of entertainment, it can be surprising to remember that everything happens in real time, in the actual moment of performance, and that each performance is unique. At Shakespeare & Company, we celebrate these aspects of live performances, placing great emphasis on the relationship between the actors and the audience. Our actors look directly at the audience, speak to them directly - sometimes even ask them for a response and to participate actively in the creation of the play. There is constant acknowledgement that this is a play, being performed in the moment and in the presence of people who have come to hear and see it - in other words - the actors will continually dance between the "real" reality of being on a stage in front of people watching, and the "imaginative" reality of say, Denmark in some distant past. We also ask students to reflect on their role as audience. Rather than focusing on "theatre etiquette," we invite students to participate as an engaged and supportive audience. When an audience is actively attentive and responsive, they share in the creation and success of the performance. It follows too that the actors are aware of this and inspired to give more generously and bravely in their performance. Great audiences help to create great performances.

## Our Touring Production

What you will be seeing is a seven-actor touring production of *Hamlet*. While this model of theatre—a small cast of actors playing multiple roles and traveling—has a long history in various parts of Europe and England stretching from the Middle Ages, we can easily imagine this model being employed from the earliest beginnings of theatre. Touring productions would leave London and take to the road for various reasons; the plague, political and religious suppression, the winter weather, or financial need. As a resident of Stratford-upon-Avon, a town whose location made it important in commerce and travel, it is very likely that Shakespeare himself was exposed to touring productions as he was growing up. While there is no hard evidence to prove this—or to propose an early fascination with theatre and performances—it is more reasonable to imagine it being true from the subsequent path of his life, than to reject it because of the absence of documented proof.

Our touring production visits schools and theatre venues across the northeast for 16 weeks. We perform in huge venues like The Egg in Albany, Symphony Hall in Springfield, the Capitol Center for the Arts in Concord, NH, and in small spaces like libraries, churches and high school auditoriums. Audience members range in age from elementary students, through middle school, high school, college, community—even to senior citizens. Because of this, our touring production and the actors performing must be extremely flexible to adjust to the wide range of audience members, their familiarity with the play, and all types of performance spaces.

The production elements (sets, sound, props, weapons and costumes) have been carefully designed to accommodate the wide variety of locations, the demands of travel, quick load-ins and assembly and the quick costume changes each actor must achieve to play multiple roles. Theatrical lights are not transported because of the time involved in setting them up and the availability of adequate power. Besides, Shakespeare's plays were written for performances in the middle of the day when the sun was the only source of light illuminating the audience as well as the action. Real swords are used because they are better constructed, balanced and can be trusted by the actors not to break in performance. The only adjustments made to the weapons are to dull the edges and blunt the tips – which the audience won't particularly notice – but which makes them safer for the actors. The design concept must serve to help the audience keep track of the characters and story – particularly that audience which is least familiar with live theatre. Attention is also paid to the style and color of the costumes, to help the audience associate characters and denote relationships (e.g. Capulets wear red, Montagues wear blue). Without additional technical staff (which keeps the cost of the tour affordable for schools) the actors themselves are responsible for transporting everything, assembling the set and caring for the props and costumes.

Our schedule is very packed. Five performances each week is normal, but with additional workshops, days of multiple performances, travel, load-in, set up, vocal and fight warm-ups, strike and more travel, the schedule calls for some very early mornings and late nights. The demand is on the actors to present multiple characters through their physical, vocal choices. Costumes help. Since playbills are impractical in most locations, the costumes become very important just for this. The same was true for those Elizabethan actors who also traveled with reduced versions of longer Shakespeare plays. Scholars are now convinced that the plays in performance were always edited and shorter than the versions that got the approval of the Master of Revels, or that we read or study in literature classes as the published versions. For example, *Hamlet*, which could take more than four hours to read aloud, most likely was only two hours in performance. Our 90-minute performance of *Hamlet* is similarly edited and performed without intermission. A bit shorter than what the Elizabethans probably heard, this version is created to better accommodate the typical high school schedule.

Shakespeare's plays are essentially about language. Elizabethan audiences went to “hear a play” – their expression. Today we go to “see a movie,” “watch TV,” or describe ourselves as “sports spectators” – our expressions. Elizabethan audiences particularly enjoyed the language of the plays, and this appreciation demanded plays in which the language was profoundly dramatic.

One final thing to keep in mind. In the Elizabethan playhouses, the actors would address the audience directly – even eliciting responses when needed. There was minimal aesthetic separation between the actors onstage and the members of the audience. Shakespeare goes out of his way to acknowledge the audience and to keep bringing their awareness to the fact that they are watching a play. This is a style of theatre that is aesthetically very different from our own.

## The Characters in this Production

Who's who in *Hamlet*

☛ **King Hamlet** is dead before the play begins, and the ghost that appears to Bernardo, Marcellus, Horatio, and Hamlet comes in the shape of him. In the play, King Hamlet is most often remembered by his son, Prince Hamlet. He was poisoned while sleeping in his orchard, but only Prince Hamlet learns of this.

☛ **The Ghost** appears in the likeness of King Hamlet. It tells Prince Hamlet that he was murdered. It urges Hamlet to revenge. The ghost is also seen by Marcellus, Bernardo and Horatio, but Hamlet is the only person to whom it speaks. When it appears to Hamlet in his mother's closet (i.e. bedroom), she does not see it.

☛ **Queen Gertrude** was wife to King Hamlet and Queen of Denmark. She is Prince Hamlet's mother. Shortly after her husband's sudden death, she marries his brother Claudius. Through this marriage, Claudius becomes king. Gertrude is accidentally poisoned at the end of the play.

☛ **Prince Hamlet** is away at the University of Wittenberg when his father dies. He comes home for the funeral, which is shortly followed by his mother's wedding to his uncle. A ghost appears to him in the likeness of his father, claiming he was murdered and urging Hamlet to revenge. Ophelia is urged by her brother and father to be wary of Hamlet's advances. Hamlet remains distract. His Queen Mother and Claudius ask some childhood friends to find out what's troubling him and report back to them. Claudius decides to send him to England. Hamlet stabs through a tapestry and kills his girlfriend's father who had been eavesdropping on his mother and himself. En route to England, he discovers a plot against his life, but escapes with the help of some pirates. Upon returning to Denmark he learns of his girlfriend's death. He is killed by Laertes with a sword during a fencing match and in turn kills Laertes and Claudius for poisoning his mother.

☛ **King Claudius** secretly kills his brother, King Hamlet, marries his wife and assumes the throne in Denmark. Fearing discovery, he sends Prince Hamlet to England, secretly ordering his execution. At the end of the play, he is killed by Hamlet.

☛ **Polonius** is King Claudius' advisor at court. He's not above spying on people, and even sends a servant to France to spy on Laertes. He's stabbed through a tapestry while eavesdropping on Hamlet and Gertrude.

☛ **Ophelia** is Polonius' daughter and Hamlet's girlfriend. She spends much of the play with other people telling her what to do. When her father is killed by Hamlet, she goes mad and unwittingly drowns.

☛ **Laertes** is Ophelia's brother and son to Polonius. He spends most of the play in France, but returns to avenge his father's death. He discovers his sister has gone mad, and shortly after, hears she has drowned. He fences with Hamlet, and dies of a wound from a sword he had poisoned intending to use it on Hamlet.

**Horatio** is Hamlet's friend from Wittenberg University. A stranger at court, he is the only person Hamlet confides in. At the end of the play, Horatio is left to tell Hamlet's story.

☛ **Rosencrantz & Guildenstern** are Hamlet's two friends from his youth. King Claudius uses them to discover the cause of Hamlet's distraction. While Rosencrantz and Guildenstern are on the king's business of escorting Hamlet to England, Hamlet is kidnapped by pirates. They sail on, arrive in England, and are executed there by the king, having unwittingly carried the warrant for their deaths.

**Osric** is a courier and wears a lovely hat.

**Fortinbras** is a Norwegian prince whose father was killed in single combat by King Hamlet. Pressured not to attack Denmark, he's given permission to pass through Denmark to make war on Poland. On his return, he arrives at Elsinore in the final scene. With the entire Danish royal family dead, Denmark is left to Fortinbras. (This character does not appear in our edited version.)

*Also appearing in the Play*

A traveling troupe of players

A gravedigger

A courtier

☛ Indicates the character dies before the end of the play.

## Dramatis Personae

Zac Goodwin .....	Rosencrantz/Gravedigger
Sean Jarrett .....	Laertes/Guildenstern/Marcellus
Curt Klump .....	Horatio/Polonius
Nikki O'Carroll .....	Ophelia/Osric
Marc Scipione .....	Claudius/Ghost
Sarah Taylor .....	Gertrude
Tom Wells .....	Hamlet

# A Quick Plot Synopsis of *Hamlet*

## “Stand and unfold yourself”

It is the middle of a very cold night. Bernardo, a Danish soldier guarding the castle at Elsinore, relieves a fellow soldier on guard, Francisco. For two nights Bernardo and another soldier, Marcellus have seen a ghost while on their watch. They've asked Horatio, a scholar who's returned from the University at Wittenberg, to join them and to confront it. As Bernardo describes their encounter, the ghost appears again, and we discover that it resembles the recently deceased King Hamlet, dressed for war. It stalks away without responding.

*The play begins with the question, “Who's there?” and the reply, “Nay, answer me. Stand and unfold yourself.” Bernardo and Francisco, the guards on watch, can't see one another because it is the middle of the night. Before electric lighting, the middle of the night on the battlements would have been quite dark. A performance at Shakespeare's Globe playhouse would have occurred in the afternoon in bright daylight. Without electrical lighting it was up to the playwright, the actors and the imagination of the audience to create a nighttime scene.*

## “Young Fortinbras, of unimproved mettle, hot and full” \*

As the three men speak, we discover that Denmark is preparing for war. King Fortinbras of Norway had previously challenged King Hamlet to single combat, with the winner seizing the lands of the loser. Not only did King Hamlet kill King Fortinbras, he seized his lands, which should have been inherited by his son, Young Fortinbras. We further learn that Young Fortinbras has raised an army of mercenaries to recover what his father had forfeited.

*There was no real Fortinbras in Norwegian history. There are, however, historical parallels. The Danish King Canute defeated the Norwegian King Olaf II, whose son Magnus tried to regain the kingdom his father lost (Asimov, p. 84). Fortinbras' name is French and means 'strong in arms.' It was customary for early Scandinavian kings to be known by some distinguishing characteristic, for example, Sven Forked-beard, Harold Bluetooth, Eric Bloodaxe (Asimov, p. 84).*

## “If there be any good thing to be done” \*

The ghost returns while they are talking, and Horatio again tries to speak with it. Before the ghost might answer, a rooster crows, and it hastily leaves. The men try to prevent it, but cannot. They decide to tell Prince Hamlet, the King's son, believing that the ghost will surely speak to him.

*Elizabethan Catholics believed that ghosts were souls suffering in purgatory, who had to atone for the sins they committed before entering heaven. It was also believed that ghosts would return to earth for help in this endeavor, and it was an act of charity to help them.*

## “Our sometime sister, now our queen”

Our production begins with a dumb show depicting the murder of a sleeping King, the marriage of the widowed Queen to the murderer, and the crowning of the murderer as the King. Inside the castle the following day, Claudius, the dead King Hamlet's brother, addresses an assembly. Although Denmark has been in mourning for King Hamlet's death, Claudius has become King and married the recently widowed Queen Gertrude, his sister-in-law. Claudius thanks everyone who has “freely gone with this affair along.” (He then dispatches ambassadors to the new King of Norway, who is Young Fortinbras' uncle.) \*

*In the strictest interpretation of Christian law, it would have been considered incestuous for a woman to marry her brother-in-law. There are historical references to punishments for just such a crime. Exceptions were generally made for royal families, especially when the stability of the state was in question. By marrying Gertrude, Claudius provided stability and continuity. It was a good strategy politically.*

## “You are the most immediate to our throne”

Inside the castle the following day, Claudius, the dead King Hamlet's brother, addresses an assembly. Although Denmark has been in mourning for King Hamlet's death, Claudius has become King and married the recently widowed Queen Gertrude, his sister-in-law. Claudius thanks everyone who has “freely gone with this affair along.” He dispatches ambassadors to the new King of Norway, who is Young Fortinbras' uncle. He then grants Laertes permission to return to school in France, but beseeches Hamlet not to return to school in Wittenberg. Queen Gertrude persuades Hamlet to stay.

*Most of the world's monarchies observe the custom of primogeniture (the eldest male child succeeds to the throne of the previous ruler). In earlier historical references to punishments, shorter life spans, constant warfare and greater political instability compelled the need for a mature, experienced male to succeed to the throne. Transitioning from one custom to the other was fraught with conflict. See Shakespeare's King John, Richard II and Richard III.*

\* scenes or plot lines not appearing in our 90-minute touring production

## **“But break my heart for I must hold my tongue”**

Alone, Hamlet shares his thoughts and feelings with the audience. Not only has his father recently died, but his mother has married his uncle with unusual haste. The time interval, by Hamlet’s confused report, is somewhat ambiguous. But Hamlet’s emotional response is not.

*Modern theatrical practice assumes that in soliloquies, characters talk to themselves. This was not so in Shakespeare’s time. In the Elizabethan playhouse, Hamlet would be surrounded by more than 1000 audience members sitting close to the stage. Of course he speaks directly to the audience. For an Elizabethan, it would be ridiculous for the actor and the audience to pretend otherwise, or for the audience to be ignored.*

## **“What make you from Wittenberg?”**

Hamlet is interrupted by Marcellus and Horatio. They tell him of their encounter with the ghost of his father. Hamlet questions them closely, and asks them to keep their encounter a secret. He agrees to join them that night to speak to the ghost, whose presence indicates all is not well.

*Founded in 1502, the University of Wittenberg became the center for humanist thought and the protestant reformation. Martin Luther was called to teach there in 1508, and in 1517 he nailed his 95 theses to the door of the cathedral church. In literature, Wittenberg is also where the powerful magician and alchemist Doctor Faustus studied.*

## **“His greatness weighed, his will is not his own”**

Ready to depart for France, Laertes bids farewell to his sister, Ophelia. He advises her not to lose her heart to Hamlet, whose affections she is encouraged not to trust. He expresses concern about her honor, if she behaves credulously in response to Hamlet’s attentions. She agrees to follow her brother’s cautions, but challenges him to practice what he preaches. Their father, Polonius, enters and hurries Laertes aboard the ship, after giving him copious advice. He then asks Ophelia what she and her brother had been talking about. He is also concerned about Hamlet’s intentions towards her. He forbids Ophelia from seeing or communicating with Hamlet, and she promises to obey.

*Royal marriages were often arranged, and had little to do with love. If countries were at war, a marriage could be part of the peace treaty (see Shakespeare’s Henry V). A marriage could also forge a valuable alliance among families struggling for power in civil war (see Shakespeare’s Richard III). During much of Elizabeth I’s reign, she endured great pressure to make a politically expedient marriage. England’s King Edward VIII abdicated his throne in the 1930s to marry the woman he loved, an American divorcee who was considered an unsuitable queen. Edward’s brother George became King, and George’s descendants are the current royal family of Britain.*

## **“Something is rotten in the state of Denmark.”**

Hamlet joins Marcellus and Horatio on the battlements, and shortly after their arrival, the ghost appears. It will not speak, but beckons Hamlet to follow. Marcellus and Horatio try to prevent Hamlet from following, Hamlet threatens them, and exits after the ghost. Marcellus and Horatio decide to disobey Hamlet, and set out in chase of him. Horatio makes a prophetic observation.

*As Hamlet waits for the ghost, he expounds on human flaws and their subsequent impact on the world. Hamlet’s opinions echo Aristotle’s theory of Hamartia, or “tragic flaw,” which he had probably read about at Wittenberg. Contemporary scholarship has retranslated Aristotle’s “tragic flaw” to “tragic error” (Saccio, lecture 26).\**

## **“To put an antic disposition on”**

Once they are alone, the ghost reveals to Hamlet that while everyone believes he died from a serpent sting, his brother Claudius secretly poisoned him while he slept. The ghost exits, asking Hamlet to remember him. Hamlet resolves to avenge his father’s death. Horatio and Marcellus enter, and Hamlet swears them to secrecy. He goes on to mention to them that he may even feign madness.

*In pre-Christian times, lunatics were believed to be touched by the gods. They were considered special (Asimov p. 106). In early Christian times, lunatics were often thought to be possessed by evil spirits, as a result of their sinfulness. They were treated horribly. Today, insanity is more a legal term than a religious one. An antic was also another name for the Fool, whose function was, in part, to speak the truth.*

\* scenes or plot lines not appearing in our 90-minute touring production



## **“This is the very ecstasy of love”**

A very frightened Ophelia enters and tells her father about a distressing encounter with Hamlet in her private quarters. Polonius concludes that Hamlet’s behavior is the result of a kind of ecstatic madness caused by his being in love with Ophelia. Polonius leaves with Ophelia to inform the king.

*Some Elizabethans thought of love as both a profound and dangerous experience, akin to a disease to which cures could be applied. For example, in Shakespeare’s comedy *As You Like It*, Rosalind says, “Love is merely a madness, and I tell you deserves as well a dark house and a whip as surely as madmen do; and the reason why they are not so punished and cured is that the lunacy is so ordinary that the whippers are in love too.” While Shakespeare’s characters may have held this belief, they weren’t necessarily speaking for the playwright. Shakespeare’s thoughts about love were more complex and much more conflicted.*

## **“More matter, with less art”**

Claudius and Gertrude welcome Hamlet’s school friends, Rosencrantz and Guildenstern, to Elsinore. They ask for their help to investigate the cause of Hamlet’s uncharacteristic behavior. Rosencrantz and Guildenstern agree and exit. Polonius enters and announces that he has found the cause of Hamlet’s lunacy. He then reports that the source of Hamlet’s madness is his rejected love for Ophelia. He convinces Claudius to hide with him behind his arras to witness the next encounter between his daughter and Hamlet to prove his belief.

*The art of rhetoric was very important to the Elizabethans. They studied it at school. They had heated debates about what made a good argument, and a good person. Some modeled themselves after the ancient Roman orator, Cicero, who would use words so beautifully and skillfully that he was unusually persuasive in his long speeches. Others preferred a more direct, substantive approach to speaking. In his *Advancements of Learning* (1605), Francis Bacon stated that the first distemper of learning was “when men study words and not matter.” While Polonius claims that “Brevity is the soul of wit,” he doesn’t seem to follow this belief himself.*

## **“My excellent good friends”**

Hamlet wanders in reading a book. Polonius and Hamlet have a curious conversation and then Polonius leaves. Rosencrantz and Guildenstern enter and Hamlet gets them to admit they have been sent to visit him. They announce the coming of some travelling players, who are touring the countryside because of competition in the city from a company of child actors.

*Years before Shakespeare produced *Hamlet*, his and other acting companies faced serious competition from companies of children, who performed adult roles in satirical comedies. For a time, the children became all the rage in London, and posed a financial threat to the adult companies. The children’s companies eventually disbanded.*

## **“ ‘Twas Aeneas’ tale to Dido” \***

Polonius enters with the players, whose work Hamlet has seen and enjoyed before. Hamlet asks the players to perform a speech from the famous story of King Priam’s slaughter during the fall of Troy. The speech includes both the slaying of Priam at the hands of Pyrrhus, and the reaction of his wife Hecuba. Hamlet again welcomes the players to Elsinore and asks them to prepare “The Murder of Gonzago” for a performance before the court. He adds that he’d like them to include a speech that he’ll write for the occasion.

*Aeneas was a Trojan hero who survived the war with the Greeks. After ten years, the Greeks gave up hope of conquering the city by direct attack. They built a giant hollow horse and filled it with their best soldiers. The rest of the Greek army pretended to surrender and sail away. The Trojans were convinced to accept the wooden horse as a gift, an offering from the goddess Athena. At night, the Greek soldiers emerged from the horse, and opened the gates of the city to the rest of their army. Troy was destroyed. After the war, Aeneas traveled and had wonderful adventures on his way to founding Rome. (see Virgil’s *The Aeneid*).*

## **“The devil hath power to assume a pleasing shape”**

Left alone, Hamlet compares the players’ acting ability and sense of commitment to his own performance and inability to take action against Claudius. Hamlet resolves to test the ghost’s story of King Hamlet’s murder by watching Claudius respond to the enactment of a similar story performed by the players, (The Murder of Gonzago.).

*While Elizabethan Catholics believed that ghosts were souls in Purgatory who had not yet made it to Heaven, Protestants didn’t believe in Purgatory. Ghosts were therefore either good spirits coming from Heaven (a very rare occurrence), or evil spirits sent from Hell. These evil spirits took the form of a loved one, to lure the people who saw them to damnation (Saccio, lecture 25).*

## **“He does confess he feels himself distract”**

Rosencrantz and Guildenstern brief Claudius and Gertrude on their encounter with Hamlet. They confess they can't discover the cause of his madness. They leave to try again. Polonius and Claudius ask Gertrude to leave, and set up an encounter between Hamlet and Ophelia, which they can observe without being seen.

*Hamlet was not the first hero in western civilization to pretend to be mad. In the fourth century BC, Lucius Junius Brutus feigned madness to escape execution at the hands of King Tarquin, who had killed Brutus' father and brother. He later threw off the pretense of his madness, defeated Tarquin and helped establish the Roman Republic.*

## **“Get thee to a nunnery”**

Hamlet enters and speaks to the audience. His speech, beginning “To be or not to be” is one of the most famous speeches in all dramatic literature. Ophelia confronts Hamlet and attempts to return his love tokens. Hamlet turns on her, confuses and berates her, berates himself, and demands that she go to a nunnery. Ophelia is left amazed and undone, and their relationship ends quite painfully for both.

*A nunnery was a cloister for unmarried religious women. But there are several Elizabethan references which make it clear that during Shakespeare's lifetime, the word, “nunnery” could also refer to a brothel. Hamlet's use of the word is ambiguous. So too is whether he knows he is being secretly observed in his scene with Ophelia.*

## **“O'er which his melancholy sits on brood”**

Claudius and Polonius emerge from hiding. Claudius no longer believes that Hamlet is merely lovesick, but secretive and dangerous. He decides to send him to England. Polonius assents, and advises Claudius to have Gertrude confront Hamlet later that evening about his behavior. Polonius will eavesdrop on their conversation. Ophelia says nothing.

*For an Elizabethan, melancholy was more than just being depressed. It was the result of an imbalance in one of the body's four humors. It was observed closely and well documented in Timothy Bright's Treatise of Melancholy (1586). Bright noted that a melancholic has bad dreams, thinks of his house as a prison, and finds some relief when the wind is southerly (Jenkins p. 107). These symptoms are all referred to in the play.*

## **“I did enact Julius Caesar”**

Hamlet gives the players acting advice, and talks about the function of theater. As the performance is about to begin, he asks Horatio to join him in observing Claudius' reaction. Polonius talks about having played Julius Caesar. Hamlet makes a few obscure remarks to the king, and speaks cruelly and obscenely to Ophelia. The play begins and bears a remarkable resemblance to the events surrounding his father's murder as recounted by the ghost. Claudius storms out of the performance, bringing it to a chaotic end.

*There was an added twist of meaning when Shakespeare's audience heard Polonius speak the lines, “I did enact Julius Caesar. I was killed in the capitol. Brutus killed me.” Shakespeare's Julius Caesar was written about a year before Hamlet, and may still have been in the company's repertoire. It's likely that the actor playing Polonius also played Julius Caesar, possibly John Heminges (Hibbard, p.4), and Shakespeare's leading actor, Richard Burbage, would have played both Hamlet and Brutus.*

## **“When he is fit and seasoned for his passage”**

Claudius orders Rosencrantz and Guildenstern to accompany Prince Hamlet to England. Polonius tells Claudius that Hamlet is on his way to visit Gertrude in her closet (her private chamber). He promises to spy on the visit and report back to Claudius.\* Left alone, Claudius attempts to pray for forgiveness. Hamlet discovers him praying, decides to kill him, but postpones his revenge until a time when Claudius is more vulnerable to damnation. Claudius reveals that he is unable to experience forgiveness.

*According to Christian beliefs, if a person died in the state of serious or mortal sin, their soul would be forever damned to Hell. If, however, a person died in the state of genuine repentance, their soul would go to Heaven. When the ghost speaks to Hamlet, he claims that he was murdered, “even in the blossoms of my sin.” Hamlet reasons that if he kills Claudius in the act of praying, he'll send his soul to Heaven, which wouldn't constitute the best kind of revenge.*

\* scenes or plot lines not appearing in our 90-minute touring production

## **“Now Mother, what’s the matter?”**

Polonius urges Gertrude to be direct and forceful with Hamlet and then hides behind the arras to overhear their conversation. Hamlet enters and has a bitter exchange with his mother. When he hears someone behind the arras, he immediately stabs Polonius, not knowing whom he has killed. Almost immediately, Hamlet changes the subject, praising his father and chastising his mother for marrying Claudius. The ghost re-appears to remind Hamlet of his mission, and telling him to be merciful to Gertrude. Gertrude does not see the ghost and believes that Hamlet is mad (i.e. insane). Hamlet exits his mother’s room, dragging Polonius’ body with him.

*Being summoned to his mother’s bedroom (closet) must be unusual for the adult Hamlet, and he quickly turns the conversation from being confronted to confronting. The dead body of murdered Polonius remains throughout the scene, while Hamlet compares his father to his uncle in an effort to shame Gertrude. At this moment the Ghost appears to remind Hamlet of his task (revenge) and to stop his attack on Gertrude. This is one of the most famous scenes in Shakespeare.*

## **“Now Hamlet, where’s Polonius?”**

Gertrude tells Claudius that Hamlet has slain Polonius. The King vows to ship Hamlet to England as soon as possible. Rosencrantz and Guildenstern find Hamlet and bring him to Claudius. Hamlet jokes about Polonius’ death and reveals the whereabouts of his corpse. Claudius dispatches Hamlet to England. Left alone, Claudius reveals the secret to the audience that his letters to the King of England request the immediate death of Hamlet.

*At the beginning of the eleventh century, when King Canute ruled Denmark, the Danish empire included Denmark, Norway, southern Sweden, and England. The King of England would therefore feel some compulsion to carry out the King of Denmark’s orders.*

## **“All that fortune, death and danger dare” \***

Hamlet, presumably on his way to the port to board a ship for England, encounters a Norwegian captain under Fortinbras’ command. We discover that Fortinbras and his army are passing through Denmark on their way to invade Poland. Hamlet muses about the nature of war, and unfavorably compares himself and his predicament to Fortinbras and his purpose.

*Another theory of the nature of suffering comes from the 6th century philosopher, Boethius, who was imprisoned for years before being executed. In his *Consolation of Philosophy*, he suggests that all human events are decided by the irrational strumpet goddess, Fortuna, the personification of unpredictable fate. It was a very influential book, translated into English by Alfred the Great, Geoffrey Chaucer and Elizabeth I. (Saccio, lecture 26)*

## **“There’s rosemary, that’s for remembrance”**

Her father slain by her now estranged lover, Ophelia sings songs and distributes flowers. Laertes, at the head of a mob, returns to avenge their father’s death and unceremonious funeral. He witnesses his sister’s breakdown. Claudius agrees to help Laertes seek revenge on Hamlet.

*For Elizabethans, flowers were used as symbols to express unspoken thoughts and feelings. Rosemary is for remembrance, while pansies are for thoughts. Fennel symbolized flattery, columbines: thanklessness or cuckoldry, rue: repentance, daisies: dissembling, and violets: faithfulness.*

## **“The star moves not but in his sphere”**

Some pirates arrive in Elsinore and give Horatio letters from Hamlet. We learn that Hamlet is on his way back to Elsinore. Hamlet has also sent letters to the King, who subsequently plots Hamlet’s death with Laertes. As they plan to kill Hamlet and make it appear an accident, Gertrude arrives with news that Ophelia has drowned. Laertes is comforted only by the thought of his revenge on Hamlet.

*Although Copernicus published his theory of a heliocentric (the sun at the center) universe in 1543, in this reference to a star’s orbit, Claudius assumes the geocentric (the earth at the center) universe proposed by Ptolemy in the 2nd century AD. Around the same time Hamlet was written, Giordano Bruno, an Italian astronomer who subscribed to Copernicus’ theory, was burned at the stake for the heresy of this teaching.*

## **“A ministering angel shall my sister be”**

Hamlet and Horatio enter, talk with a gravedigger and muse about mortality and decay. A funeral procession enters, including the King, the Queen, and Laertes. A priest explains why the funeral service for Ophelia was abbreviated.\* Hamlet discovers that the corpse is Ophelia and fights with Laertes.

*If Ophelia's death were determined a suicide, she could not, according to the strictest Christian law, be buried in sanctified ground. Suicide was one of the mortal sins, as it demonstrated a complete loss of hope. Also, a suicide hadn't the time to repent his or her sins and receive absolution, so according to that same doctrine, she or he would be damned.*

## **“There is special providence in the fall of a sparrow”**

Hamlet tells Horatio how he discovered the plot against him, and managed to turn it against Rosencrantz and Guildenstern sending them off to their own deaths in England. Osric, a courtier, arrives to tell Hamlet of a wager Claudius has placed on the outcome of a fencing match between him and Laertes. Hamlet agrees to it. Horatio expresses misgivings.

*Hamlet refers to Matthew's Gospel, X, 29, where Jesus says, “Are not two sparrows sold for a farthing? And one of them shall not fall to the ground without your Father's consent.” Hamlet ends this speech saying, “the readiness is all,” another reference to Matthew, XXIV, 44, where Jesus says, “Therefore be ye also ready: for in such an hour as ye think not the Son of man cometh.”*

## **“I am more the antique Roman than the Dane”**

The fencing match begins, with the court in attendance. Hamlet apologizes to Laertes, who remains aloof. When they select their foils, Laertes secretly selects a poisoned sword. Hamlet wins the first bout, and nervous that Laertes might be unable to hit Hamlet, Claudius drops a poisoned pearl into a cup of wine and offers it to Hamlet, who declines to drink. Hamlet wins the second bout, and the Queen toasts Hamlet and drinks from the cup before Claudius can stop her. Laertes surprises Hamlet and wounds him with the poisoned sword. Laertes and Hamlet fight in earnest, and in the scuffle, exchange swords. Hamlet wounds Laertes with the poison sword. Gertrude dies from the poisoned wine. Laertes, dying, confesses his treachery, blames the King and asks Hamlet for forgiveness. Hamlet wounds Claudius with the poisoned sword, and forces him to drink the poisoned wine. The dying Hamlet asks Horatio to tell his story to the world but he instead attempts to join Hamlet in death. Fortinbras arrives with his army, takes charge, orders Hamlet's body to be removed and honors him with cannons firing a salute.\* Horatio speaks the last words of this version of the play.

*Horatio and Hamlet would have spent a fair amount of time at Wittenberg studying classical history. For ancient Romans, it was better to endure death than disgrace, and they often died at their own hands. Three such deaths are depicted in Shakespeare's plays. As Cassius and Brutus are facing defeat at the hands of Octavius and Antony in Shakespeare's Julius Caesar, Cassius offers his slave freedom in exchange for killing him. Brutus has to ask four of his soldiers to hold his sword while he runs on it, before he finds one who is willing to do so. In Antony & Cleopatra, after their defeat at the hands of Octavius, and upon hearing of Cleopatra's death, Antony decides he can't go on. He stabs himself, but botches the job and lives long enough to hear that Cleopatra isn't dead after all. In a lot of pain, he dies in her arms. By contrast, Shakespeare's Scottish king Macbeth, when faced with certain defeat says, “Why should I play the Roman fool and die on mine own sword? Whilst I live, the gashes do better on them.”*

# A Timeline of Important and Interesting Events

- 834** The Danes begin raids on England, where Egbert of Wessex had recently been recognized as overlord.
- 837** War between the Danes and the English kingdom of Wessex
- 839** Ethelwulf becomes King of England
- 840** Danish settlers found the towns of Dublin and Limerick. They still exist in modern-day Ireland
- 851** Danish forces enter the Thames estuary, land and march on Canterbury, sacking the cathedral; they're defeated by Ethelwulf at Oakley  
The crossbow makes its debut in France
- 860** Gorm the Elder, after uniting Jutland and the Danish isles, becomes King of Denmark
- 865** Ethelred becomes King of England  
The Danes occupy Northumbria
- 866** The Danes established a kingdom in York
- 870** The Danes occupy East Anglia, kill its last king, St. Edmund, and destroy Peterborough monastery  
Collaborated candles are first used in England to measure time
- 871** Alfred the Great becomes king of England
- 878** Alfred recaptures London from the Danes and defeats them at Edington; Treaty of Chippenham
- 881** Constantine II of Scotland is defeated and killed by the Danes
- 890** Alfred the Great establishes a regular militia and navy, extends the power of the King's courts, and institutes fairs and markets
- 893** The Danes renew their attacks on England, but are defeated
- 899** Alfred the Great dies and is succeeded by Edward the Elder, who takes the title, "King of the Angles and Saxtons"
- 916** Renewed Danish attacks on Ireland
- 925** The first play performed as part of the Christian service is performed on Easter morning in several churches
- 935** Herold Bluetooth becomes the first Christian king of Denmark
- 941** Danish settlers in England have war with the King
- 942** Linens and woolens are manufactured in Flanders
- 946** Edmund I, King of England, succeeded by his brother Edred
- 954** Eric Bloodaxe, last Danish King of York, is expelled
- 963** First record of existence of London Bridge
- 980** Danes attack England again, at Chester, Southampton and Thanet; the Vikings join them two years later, attacking Dorset, Portland and South Wales
- 983** Venice and Genoa conduct flourishing trade between Asia and Western Europe
- 985** Sven the Fork-Beard is crowned King of Denmark. He soon conquers Norway and Sweden, and invades England
- 990** Development of systematic musical notation
- 994** Olaf of Norway and Sven of Denmark besiege London
- 1000** Olaf of Norway is killed in the battle of Svolder, and Norway becomes part of the Danish Empire  
The heroic poem *Beowulf* is written in old English by an unknown author  
Leif Ericson, son of Eric the Red, is said to have 'discovered' America
- 1003** Sven of Denmark arrives in England with an army

- 1007 The English King Ethelred II pays 30,000 pounds to the Danes to gain two years freedom from the attacks.
- 1012 Ethelred II pays additional 48,000 pounds to the Danes.
- 1013 The Danes conquer England; Ethelred II flees to Normandy
- 1014 Sven dies and his son Canute succeeds  
Ethelred II returns to England  
Canute establishes Denmark as a supreme power in Northern Europe
- 1015 King Olaf II, the Saint, restores Norwegian independence and Christianity
- 1016 Ethelred II dies and Canute of Denmark ascends the English throne
- 1017 Canute divides England into four earldoms
- 1026 Canute goes on pilgrimage to Rome
- 1028 Canute, fresh from pilgrimage, conquers Norway
- 1035 Canute dies. His vast kingdom is divided among three sons: Herold gets England; Sven gets Norway; Hardecanute gets Denmark
- 1040 Duncan of Scotland is murdered by Macbeth. Macbeth becomes King, and then is killed by Macduff, the Thane of Fife (See Shakespeare's play, *Macbeth*)
- 1042 Canute's son Hardecanute dies and England gains independence from Denmark, ending its obligation to pay tribute. In the play, *Hamlet*, Claudius refers to 'neglected tribute' due from England.
- 1066 England falls to Norman conquerors. The prestige of the English language declines  
Appearance of a comet, later called "Halley's Comet"
- 1078 Building of the Tower of London begins
- 1098 The Crusades are in full swing
- 1110 Earliest record of a miracle play, in Dunstable, England
- 1120 Playing cards first appear in China
- 1170 Copenhagen established as Denmark's capital
- 1173 First authenticated influenza epidemics
- 1174 First horse races in England
- 1180 Glass windows appear in English private houses
- 1200 Engagement rings come into fashion
- 1202 First court jesters at European courts
- 1211 Genghis Khan invades China
- 1220 Saxo Grammaticus (the Saxon who could write) dies. It is in his history of the Danish people that the legendary Prince Amleth appears. (Amleth is a variation of Hamlet)
- 1250 Hats come into fashion; Goose quills are used for writing
- 1290 Spectacles, or eyeglasses are invented
- 1305 The English capture and execute the Scottish rebel, William Wallace, aka Braveheart
- 1332 Bubonic plague, later known as the Black Death, originates in India and starts to spread, devastating Europe for centuries. Millions of people die.
- 1337 Hundred Year's war between England and France begins
- 1386 Chaucer writes *The Canterbury Tales*
- 1407 Bethlehem (shortened to 'Bedlam') Hospital in London becomes an institution for the insane

- 1415** England's Henry V defeats the French in the famous battle of Agincourt (see Shakespeare's play, *Henry V*)
- 1430** Joan of Arc is burned at the stake in Rouen, France
- 1479** Leonardo da Vinci invents the parachute
- 1481** Spanish Inquisition begins under the joint direction of the church and state
- 1502** University of Wittenberg founded in the town of the same name about three hundred miles south of Elsinore
- 1508** The University of Wittenberg becomes famous when a young monk, Martin Luther, is first called to teach
- 1517** Martin Luther nails his ninety-five theses on the door of a church to protest sales of indulgences, an act which initiates the Protestant Reformation; Wittenberg University becomes the intellectual center of Protestantism
- 1523** Sweden gains independence from imperialistic Denmark
- 1558** Elizabeth I ascends the throne of England
- 1564** William Shakespeare is born in Stratford-upon-Avon
- 1567** Mary, Queen of Scots marries the Earl of Bothwell, who two years prior had assassinated her first husband. A month later Mary is imprisoned and deposed from her throne, never to return
- 1575** In Essex, a brother and sister-in law who married each other (just like Claudius and Gertrude) are convicted of incest
- 1576** Another version of Saxo Grammaticus' Hamlet story appears in the French Histories Tragiques, by Belleforest
- 1580** Francis Drake returns to England from a voyage of circumnavigation of the world
- 1589** Forks are used for the first time at the French court
- 1590** First evidence of Shakespeare in London
- 1592** Plague kills 15,000 people in London
- 1596** English dramatist Thomas Lodge writes about a play in which there is a "ghost crying like an aysterwife, 'Hamlet, revenge!'"
- 1600** Approximate year Shakespeare's *Hamlet* is first performed

**Source:** *The Timetables of History: A Horizontal Linkage of People and Events*, by Bernard Grun, based upon Werner Stein's *Kulterfahrplan*; New York, Simon & Schuster, 1991

## New Words that Appear for the First Time in the Play *Hamlet*

Shakespeare sometimes gets credit for ‘inventing’ more than 2000 English words and usages. We don’t know for sure if Shakespeare did invent them, but we do know that they appear in print for the first time in his plays. The following is a brief list of the new words as they appear in *Hamlet*.

**Amazement** (noun) bewilderment; wonder or astonishment

Derived from an Old English verb meaning “to confuse or bewilder,” the noun amazement appears in Shakespeare’s works thirteen times. In this play, Rosencrantz conveys to Hamlet his mother’s concern: “your behavior hath struck her into amazement and admiration.” Later, the ghost uses the same word, “look how amazement on thy mother sits.”

**Besmirch** (verb) to soil or stain; to make unclean

As he prepares to leave for France, Laertes warns Ophelia about Hamlet: “Perhaps he loves you now, /And now no soil nor cautel doth besmirch /The virtue of his will: but you must fear /His will is not his own...” (A cautel is a deceitful trick.)

**Buzzer** (noun) one that makes a buzzing sound; gossip or noisemaker

Upon Laertes’ return to Denmark after his father’s murder, Claudius tells Gertrude, “Her brother is in secret come from France; Feeds on his wonder, keeps himself in clouds, /And wants not buzzers to infect his ear /With pestilent speeches of his father’s death.”

**Excitement** (noun) act of arousing; stimulation; enthusiasm

This noun appears for the first time in a Hamlet soliloquy: “How stand I then, /That have a father kill’d, a mother stain’d, /Excitements of my reason and my blood, /And let all sleep?”

**Film** (verb) to coat with a thin or transparent coating

While the noun film, meaning “a thin skin or membrane” dates back to the Old English *filmen*, Shakespeare turned it into a verb: “Mother, for love of grace, /Lay not that flattering unction to your soul, /That not your trespass, but my madness speaks: /It will but skin and film the ulcerous place...” The verb form never really caught on, until modern times, with a different meaning.

**Hush** (adjective) quiet; preventing disclosure of information

The verb to hush was known for about a half century when Shakespeare adopted it as an adjective. The First Player in *Hamlet* declares, “But as we often see, against some storm, /A silence in the heavens, the rack still, /The bold winds speechless, and the orb below /As hush as death, anon the dreadful thunder /Doth rend the region.” While the verb form has remained prevalent, the adjective form lives on in the term “hush money.”

**Outbreak** (noun) sudden occurrence; eruption of violence, rebellion, or illness

In *Hamlet*, Polonius asks his servant Reynaldo to find out about Laertes’ behavior in Paris. But he warns, “...but breath his faults so quaintly /That they may seem the taints of liberty, /The flash and outbreak of a fiery mind...” While outbreak the verb had been around for a long time, it was this newer use of the word as a noun that has prevailed.

**Pander** (verb) to cater to base desires, to procure for sex

This word comes from Pandarus, the name of a character in Homer’s epic poem, the *Iliad*, who breaks the truce between the Greeks and the Trojans by wounding Menelaus. He appears again in Chaucer’s poem *Troilus and Criseyde*, in which he is a go-between for the two lovers, and repeats this role in Shakespeare’s play, *Troilus and Cressida*. In its noun form, a pander or pandar, is literally a person who arranges sexual encounters. Shakespeare is the first to use it as a verb, as Hamlet accuses his mother of lust in her decision to marry Claudius, “...proclaim no shame / When the compulsive ardour gives the charge, /Since frost itself as actively doth burn /And reason panders will.” Today the word is usually followed by ‘to,’ as in ‘pandering to common tastes.’

**Perusal** (noun) survey or close examination; act of reading through and over

When Ophelia describes to her father Hamlet’s earlier visit, she says, “He falls to such a perusal of my face As he would draw it.” Shakespeare often uses the verb *peruse*, which was fairly common, but only used the noun *perusal* twice in all of his works.

**Rant** (verb) to speak in bombastic or extravagant language; to talk excessively

At Ophelia’s grave site, Hamlet challenges Laertes, claiming that he loved Ophelia more, and that he will express more grief: “...Nay, an thou’lt mouth, I’ll rant as well as thou.” It’s the only time the word appears in Shakespeare’s plays, but it is commonly used today.

**Remorseless** (adjective) merciless; devoid of regret or guilt for past wrongs

A very popular word in Shakespeare’s plays, it derives from the 14th century word, *remorse*. In this play Hamlet uses it to describe his uncle Claudius: “Bloody, bawdy villain! /Remorseless, treacherous, lecherous, kindless villain!”

**Reword** (verb) to echo or repeat; to restate or rephrase in another way

An archaic meaning of word was ‘to speak,’ so the literal meaning of reword would be ‘to speak again.’ When the ghost appears to Hamlet, an apparition his mother cannot see, she decides that it is a fantasy of his troubled brain. He responds: “It is not madness That I have utt’red. Bring me to the test, And I the matter will reword...” Today it has a very different meaning, ‘to change the wording.’

**Trippingly** (adverb) quickly and easily; in a lively manner

Originally the word *trip* meant “to dance, step, or caper with light quick steps,” so to say or do something trippingly was to do it well. Shakespeare uses the word in *Hamlet* in the advice to the players: “Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue.”

**Source:** Coined by Shakespeare: *Words and Meanings First Penned by the Bard*, by Jeffrey McQuain and Stanley Malless; Springfield, MA: Merriam Webster, 1998.

Also here’s a list of some of the commonly used of oft-quoted phrases that are from *Hamlet*:

**Not a mouse stirring**

**Middle of the night**

**Foul play**

**To the manner born**

**Murder most foul**

**By and by**

**Heart of heart**

**Woe is me**

**High and mighty**

**Sweets to the sweet**

**Goodnight, ladies**

**Neither a borrower nor a lender be**

**To thine own self be true**

**The lady doth protest too much, methinks**

**Frailty, thy name is woman**

**The time is out of joint**

**The play’s the thing**

**Hoist by their own petard**

**Goodnight, sweet prince**

**The rest is silence**



# A Glossary of Selected References from Hamlet

## ***A little ere the mighty Julius fell (I, I)***

Julius Caesar was a Roman general, statesman, and historian who invaded Britain in 55 B.C., crushed the army of his enemy Pompey in 48 BC, pursued other enemies to Egypt, where he installed Cleopatra as queen in 47 B.C., and in 45 B.C. was given a mandate by the people of Rome to rule as dictator for life. On March 15 of the following year he was assassinated by a group of senators led by Cassius and Brutus (see Shakespeare's Julius Caesar).

## ***Hyperion to a satyr (I, ii)***

In Greek mythology, Hyperion was the Titan associated with the sun. The son of Gaea and Uranus, his children included Helios (the sun), Eos (the dawn) and Selene (the moon). A satyr, on the other hand, is a woodland creature who is half man and half goat, notorious for unrestrained revelry and an insatiable sexual appetite.

## ***Like Niobe, all tears (I, ii)***

In Greek mythology, Niobe had six sons and six daughters. She boasted about her children and her superiority over the goddess Leto, who had only two children, Artemis (Diana) and Apollo, twins fathered by Zeus. Artemis and Apollo avenged this slur on their mother by shooting down all of Niobe's children while they were out hunting. Niobe wept incessantly until the gods turned her into stone. (Asimov, p. 94)

## ***As hardy as the Nemean lion's nerve (I, iv)***

In the first of Hercules' labors, he faced the previously invincible beast, the Nemean lion. Hercules strangled it.

## ***On Fortune's cap we are not the very button (II, ii)***

Fortune was personified in the form of the goddess Fortuna, pictured with a wheel. Rosencrantz uses the metaphor to describe his state and make a sexual joke about dwelling neither at the top of fortune nor the bottom, but rather in her middle parts.

## ***Do the boys carry it away?***

Ay, that they do, my lord- Hercules and his load too. (II, ii)

In the course of his labors, Hercules enlists the aid of Atlas, the giant Titan who holds up the sky. Hercules temporarily relieves Atlas of his load, in exchange for help. In later years, Atlas is pictured holding up the earth instead of the sky, and by extension, so is Hercules. The Globe Theater, where Shakespeare's company performed, has as its sign a picture of Hercules holding up the earth. So Rosencrantz's line can be seen as a direct reference to Shakespeare's own playing company. (Asimov, p. 112)

## ***When Roscius was an actor in Rome (II, ii)***

Quintus Roscius was a famous comic actor in Rome in the first century BC. The famous orator Cicero took elocution lessons from him, and the Roman dictator Sulla raised him to a rank similar to a British knight today. (Asimov, p. 113)

## ***Seneca cannot be too heavy, nor Plautus too light (II, ii)***

Seneca was a Roman playwright who wrote bloody, passionate tragedies. Plautus was a Roman playwright who wrote bawdy, slapstick comedies. Shakespeare and his company of players performed both kinds of plays, and histories, and plays that defied categorizations as well (Poems Unlimited)

## ***O Jephthah, judge of Israel, what a treasure hadst thou! (II, ii)***

In biblical times, Jephthah was a military leader of the Israelite army. During a battle with the Ammonites, he promised that if he were victorious, he would sacrifice the first living creature to greet him on his return home. It was his daughter, and he kept his word. (Asimov, p. 113)

## ***'Twas Aeneas' tale to Dido (II, ii)***

Aeneas was a Trojan hero who escaped the fall of Troy, and wandered for seven years before settling in Italy. Virgil's Aeneid is his story. During his travels, he is rescued by the Queen of Carthage, Dido, who falls in love with him. He tells her tales of the Greek and Trojan war, including the story of the fall of Troy and Priam's slaughter at the hands of Pyrrhus. Dido shares her kingdom with Aeneas, but he leaves her. In her grief, she kills herself. Aeneas goes on to have many adventures. In some stories, he is credited with the founding of Rome.

## ***The rugged Pyrrhus, like th'Hyrcanian beast (II, ii)***

Pyrrhus, also known as Neoptolemus, was the son of the Greek hero Achilles, who was killed by Priam's son Paris during the Trojan War. He was known for some of the more despicable warlike acts during the sacking of Troy, including slaying King Priam. The term 'Pyrrhic victory' means a victory that is offset by staggering losses. Hyrcania was a country off the Caspian Sea, and the beast is a tiger.

## ***The milky head of Reverend Priam (II, ii)***

Priam was king of Troy during the Trojan war with Greece. His head is milky white because he is old. He had fifty sons and twelve daughters by various wives; his most famous children were Hector, a valiant fighter; Paris, who abducted his lover, Helen, from Sparta thereby starting the war; Cassandra, who could see the future but was cursed in never being believed; and Troilus, who was unlucky in love. Shakespeare wrote a play in which they all appear, Troilus and Cressida.

## ***Never did the Cyclops' hammers fall on Mars' armor (II, ii)***

The Cyclops were three one-eyed Titans who forged Zeus' lightning bolts. Their servants were satyrs. Mars was the god of war.

### ***Say on, come to Hecuba (II, ii)***

Hecuba was queen of Troy when the Greeks sacked the city. Her husband, Priam, a very old man, was slain before her eyes as he clung to an altar. Her sons also died in the war. Her daughter, a virgin devoted to god and the truth, was taken as the concubine of the Greek army's commander. Her daughter-in-law Andromache became the property of the man whose father killed her husband. The Greeks reduced Hecuba herself, no longer a queen, to slavery. (see Euripides' play, *The Trojan Women*)

### ***I would have such a fellow whipped for o'erdoing Termagant (III, ii)***

Termagant was a made-up Moslem deity portrayed in medieval Christian mystery plays as violent and overbearing. The term evolved to mean a quarrelsome, scolding woman, so the word went from being disrespectful to one group to being disrespectful to another.

### ***It out Herods Herod (III, ii)***

According to the New Testament, Herod was the king of Judea who, in trying to kill Jesus shortly after his birth, had all infants slaughtered. He's often depicted stomping around and ranting.

### ***My imaginations are as foul as Vulcan's stithy (III, ii)***

The god of fire and metal work, Vulcan was a black smith. The pit of fire, or forge, in which he worked, called a smithy, or here a stithy. Because of the blackness and fire, there are also associations with hell.

Full thirty times hath Phoebus' cart gone round

### ***Neptune's salt wash and Tellus' orb'd ground (III, ii)***

Phoebus is the same as Apollo, the god of the sun. Neptune is the god of the sea, so his salt wash is the ocean. Tellus is the personification of the earth, so his orb'd ground is the globe.

Since love our hearts, and Hymen did our hands

### ***Unite commutal in most sacred bands (III, ii)***

Hymen is the god of marriage. He makes an appearance in Shakespeare's comedy, *As You Like It*, and is referred to in five other Shakespeare plays.

### ***With Hecate's ban thrice blasted, thrice infected (III, ii)***

Hecate was an ancient fertility goddess who later became associated with Persephone as queen of Hades and the protector of witches. She is also a character in Shakespeare's *Macbeth*.

Let not ever the soul of Nero

### ***Enter this firm bosom (III, ii)***

Nero was Emperor of Rome from AD 54-68. His mother, Agrippina, dominated his early reign. To be rid of her meddling, he had her murdered. According to the legend, she asked her assassins to stab her in the womb that bore so unnatural a son.

It hath the primal eldest curse upon 't,

### ***A brother's murder (III, iii)***

In the Old Testament, Cain was the eldest son of Adam and Eve. He murdered his brother Abel out of jealousy, and was condemned to be a fugitive. After the Fall, it was the first, and oldest curse in the Old Testament version of human history.

Hyperion's curls, the front of Jove himself,  
An eye like Mars, to threaten and command,  
A station like the herald, Mercury,

### ***New lighted on a heaven—kissing hill (III, iv)***

Hyperion was the Titan of light; Jove, equivalent to Jupiter, was the supreme Roman god, Mars was the Roman god of war, and Mercury was the messenger god, who was very fleet of foot.

### ***They say the owl was a baker's daughter (IV, v)***

According to a folk legend, Jesus, in the guise of a beggar asked a baker for some bread. His stingy daughter cut the dough in half, and as a punishment, Jesus turned her into an owl.

### ***Alexander died, Alexander was buried, Alexander returneth to dust (V, I)***

Alexander the Great was king of Macedonia from 336-323 BC. He conquered Asia Minor, Syria, Egypt, Babylonia and Persia before his death at the age of 33. His reign marked the beginning of the Hellenistic Age.

Now pile your dust upon the quick and dead  
Till of this flat a mountain you have made  
T'o'ertop old Pelion or the skyish head

### ***Of blue Olympus (V, I)***

In Greek mythology, two young giants, Otus and Ephialtes, decided to attack the gods who lived on Mount Olympus. They planned to pile Mount Pelion, about 1 mile high, onto Mount Ossa, 1.2 miles high. This would create a platform higher than Mount Olympus (1.8 miles high) from which the giants could hurl down missiles on the gods. But they were killed before they could carry out their plot. (Asimov, p. 141)

And if thou prate of Mountains, let them throw  
Millions of acres on us, till our ground,  
Singeing his pate against the burning zone,

### ***Make Ossa like a wart! (V, I)***

The Aristotelian picture of the world consisted of the four elements in layers. At the center of the universe was solid earth; around that was a sphere of water (with the dry land we live on sticking out); surrounding that was a sphere of air; and around that was a sphere of fire. Beyond were the heavenly spheres of planets and stars. The burning zone would be the sphere of fire. (Asimov, p. 141)

# Some Discussion Questions for the Play

## Madness

HAMLET      But come;  
Here, as before, never, so help you mercy,  
How strange or odd soe'er I bear myself,  
As I perchance hereafter shall think meet  
To put an antic disposition on, ...to note  
That you know aught of me: this not to do,  
So grace and mercy at your most need help you,  
Swear.

Hamlet, immediately after his private encounter with the ghost, swears Marcellus and Horatio to silence. They are to keep any knowledge of the ghost secret. He has them swear an oath in three parts. He cautions Horatio and Marcellus that he may take on "an antic disposition"; i.e. act strangely, inappropriately, feign madness.

**Why might Hamlet choose to assume a strange behavior? What advantage does this give him? What are the disadvantages?**

**For the remainder of the play, how do the other key characters (Polonius, Ophelia, Claudius, Gertrude, Rozencrantz and Guildenstern – even Horatio) react when Hamlet behaves in this manner?**

**Knowing what you know about Hamlet, how do you respond to his behavior?**

CLAUDIUS      How do you, pretty lady?

OPHELIA      Well, God 'ild you! They say the owl was a baker's daughter. Lord, we know what we are, but know not what we may be.

Ophelia's behavior changed dramatically after her father has been killed by Hamlet. She sings songs. She speaks differently. She speaks disjointedly.

**How is Ophelia's behavior different from Hamlet's "antic disposition"? Why do you think she behaves this way? How do you respond to Ophelia?**

**Does your opinion of other key characters change when you perceive how they respond to Ophelia?**

GERTRUDE      ...an envious sliver broke,  
When down her weedy trophies and herself  
Fell in the weeping brook. Her clothes spread wide;  
And, mermaid-like, awhile they bore her up:  
Which time she chanted snatches of old lauds;  
As one incapable of her own distress...

Gertrude reports to Claudius and Laertes that Ophelia has died, and the manner of her death.

**Do you think Ophelia's death was an accident or suicide?**

**How do you respond to the news of her death?**

**How does her death affect Gertrude? Claudius? Laertes? Hamlet?**

## Honor and Revenge

GHOST      List, list, O, list!  
If thou didst ever thy dear father love—  
HAMLET      O God!  
GHOST      Revenge his foul and most unnatural murder.  
HAMLET      Murder!  
GHOST      Murder most foul, as in the best it is;  
But this most foul, strange and unnatural.  
HAMLET      Haste me to know't that I, with wings as swift  
As meditation or the thoughts of love,  
May sweep to my revenge.

The ghost reveals how Prince Hamlet's father, King Hamlet, was murdered. The ghost wants revenge. Hamlet consents.

**What effect does the ghost have on Hamlet?**

**What problems does revenge create for Hamlet?**

LAERTES      To hell, allegiance! Vows, to the blackest devil!  
Conscience and grace, to the profoundest pit!  
I dare damnation...only I'll be revenged  
Most thoroughly for my father.

Laertes, returning from France, speaks to King Claudius about how he will revenge his father's death.

**How would you describe Laertes' emotional state? His feelings for his father?**

**How might Claudius handle this situation?**

CLAUDIUS      ...what would you undertake,  
To show yourself your father's son in deed  
More than in words  
LAERTES      To cut his throat I' the church  
CLAUDIUS      No place, indeed, should murder sanctuarize;  
Revenge should have no bounds

In a previous scene, Claudius answers Laertes' questions about the circumstances surrounding his father's death. Here, Claudius questions Laertes.

**Having recently been threatened by Laertes, why might Claudius seemingly provoke him now?**

HAMLET      Free me so far in your most generous thoughts,  
That I have shot mine arrow o'er the house,  
And hurt my brother.  
LAERTES      I am satisfied in nature,  
Whose motive, in this case, should stir me most  
To my revenge: but in my terms of honour  
I stand aloof;

In a previous scene, Laertes and Claudius have plotted the 'accidental' murder of Hamlet during a bout of fencing. Here, Laertes and Hamlet shake hands prior to the match.

*What do you think Laertes means when he says, “satisfied in nature” and “terms of honor”? Does Laertes forgive Hamlet?*

*What is revenge, and how is it related to honor? To justice? How is it justified?*

*What do you think of the practice of revenge?*

## Oaths, Obedience and Swearing

GHOST            Swear!

There is an unusual amount of swearing, formal promising and obeying in this play, compared to other plays by Shakespeare. In the opening scene, even in the first lines of the play, Bernardo must formally “stand and unfold” himself to Francisco standing watch. Ophelia makes a promise solicited by her brother, and formally states “I will obey” to her father when told to stay away from Hamlet. The Ghost repeats the word “Swear” four times in succession. Hamlet exacts a three-part oath from Horatio and Marcellus. Even at his death. Hamlet demands an implied promise from Horatio.

*Why do you think these conventions are employed so often in this play?*

*What do you think it means to give one’s word? To “swear an oath”? To formally state one’s obedience?*

## The Ghost

HAMLET            The spirit that I have seen  
                          May be the devil: and the devil hath power  
                          To assume a pleasing shape; yea, and perhaps  
                          Out of my weakness and my melancholy,  
                          As he is very potent with such spirits,  
                          Abuses me to damn me...

The ghost of King Hamlet appears four times in this play and speaks to Hamlet

*What are a few of the problems this creates for Hamlet?*

*What are a few of the problems this creates for us?*

## The Function of the Theatre

HAMLET            ...suit the action to the word, the word to the action; with this special observance, that you o’erstep not the modesty of nature: for any thing so overdone is from the purpose of playing, whose end, both at the first and now, was and is, to hold, as ‘twere, the mirror up to nature; to show virtue her own feature, scorn her own image, and the very age and body of the time his form and pressure..

In Shakespeare’s plays, the audience is spoken to directly in short asides and longer soliloquies. In so doing, the playwright and the actor/characters draw the audience’s attention to the fact that they are watching a play, actors are portraying characters in a story, past events are happening in the present and everyone is participating in the creation of an imaginative reality of another time, another place and other people.

*How might the convention of being spoken to directly enhance or diminish one’s experience as an audience member?*

*If, as an audience member, we get ‘caught up’ in the story we see and hear, why would a playwright want to draw our attention to that?*

*What does it mean to “hold the mirror up to nature”?*

*How does one imaginatively enter the world of the play?*

# Exploring Scenes

Some Shakespeare & Company techniques for exploring Shakespeare dramatically.

## Feeding In

One of the biggest obstacles to doing scenes in the classroom is trying to read them and act them at the same time. At Shakespeare & Company, we use a technique called “feeding in” to eliminate this obstacle in rehearsals. The students who are actors in the scenes don’t hold scripts. Instead, they have feeders who stand behind them with the script. The feeders give the actors the text, a line or a phrase at a time, which the actor then interprets. It’s important that the feeder gives the lines loudly enough for the actor to hear, but with absolutely no interpretation. Interpreting is the actor’s job. The feeder is simply there to serve the actor, and in a sense should be invisible. The actor can ask the feeder to be louder, to be faster, to give fewer words at a time, to repeat something they didn’t quite get, but they shouldn’t have to turn around to look at the text. Encourage generosity among all of the students. Feeding in takes a little practice before it is comfortable for everyone. The feeders may forget to wait for the actors to speak. The actor may keep turning around to hear what the feeder is saying. Gentle encouragement and patience are needed, but the payoff can be enormous. With this technique, the actors are free to look at one another, to talk and listen to one another, to move around, to jump and shout, in a word, act. For students who aren’t strong readers, just the prospect of reading aloud in front of a class may be so frightening that enjoying themselves is impossible. But with feeding in, all of the students, not just the strong readers, can have a chance to play any of the roles.

## Non-judgmental language

When students have finished doing a scene, it’s often our habitual response to comment on whether or not it was “good”. This response, although it is our habit, doesn’t provoke useful discussion or new insights. It’s worth the effort to encourage a habit of non-judgmental language. Questions to ask after students work on a scene include: “What came up for you?” “What just happened between you?” “What feelings came up when you said that text?” “What feelings came up for you as you listened to what the other character said to you?” “Did anything surprise you?” “What can we do to make the scene even more exciting?” It’s more respectful to let the actor speak first. The audience might then throw in their ideas, or ask the actors to play them out. Non-judgmental language is essential to create an atmosphere where the students will risk exposing their immediate thoughts and feelings. Fearing to be wrong, to look stupid, to not “get it right” shuts them down and kills any enjoyable experience or new insight they might have.

## “Getting it Alive” vs. “Getting it right”

Sometimes, the more outrageous a scene becomes, the more alive, the more illuminating it can be. And often, allowing students to express themselves comically can lead to greater expression in the tragic scenes. One way to create excitement is to put non-speaking characters on stage. Let your own students’ imaginations play. Give yourself and them the huge permission they need to play the scenes boldly, to bring it alive. Shakespeare set the play in his own time period. Let students set it in theirs. Encourage them to rise to the outrageous language and situations of the play.

## Some Sample Scenes

The following are examples of scenes we have cut for classroom performances. You may wish to use them. You may wish to add lines back in. You may wish to cut your own. You may even wish to let your students cut their own. Cutting scripts involves significant decisions based upon a good understanding of the scene. Cut scenes should be able to stand alone in meaning, and flow well dramatically.

### Laertes Says Goodbye To Ophelia

LAERTES, OPHELIA

LAERTES      My necessaries are embark'd: farewell:  
                  And, sister, do not sleep,  
                  But let me hear from you.

OPHELIA      Do you doubt that?

LAERTES      For Hamlet and the trifling of his favour,  
                  Hold it a fashion and a toy in blood,  
                  The perfume and suppliance of a minute; No more.

OPHELIA      No more but so?

LAERTES      Think it no more;  
                  His greatness weigh'd, his will is not his own;  
                  For he himself is subject to his birth:  
                  Then weigh what loss your honour may sustain,  
                  If with too credent ear you list his songs,  
                  Or lose your heart, or your chaste treasure open  
                  To his unmaster'd importunity.  
                  Fear it, Ophelia, fear it, my dear sister,

OPHELIA      I shall the effect of this good lesson keep,  
                  As watchman to my heart. But, good my brother,  
                  Do not, as some ungracious pastors do,  
                  Show me the steep and thorny way to heaven;  
                  Whiles, like a puff'd and reckless libertine,  
                  Himself the primrose path of dalliance treads,  
                  And recks not his own rede.

LAERTES      O, fear me not.  
                  I stay too long: but here my father comes.

### Ophelia Recounts A Bad Experience

OPHELIA, POLONIUS

POLONIUS    How now, Ophelia! What's the matter?

OPHELIA    O, my lord, my lord, I have been so affrighted!

POLONIUS    With what, I' the name of God?

OPHELIA    My lord, as I was sewing in my closet,  
                  Lord Hamlet, with his doublet all unbraced;  
                  As if he had been loosed out of hell  
                  To speak of horrors,--he comes before me.

POLONIUS    Mad for thy love?

OPHELIA    My lord, I do not know;  
                  But truly, I do fear it.

POLONIUS    What said he?

OPHELIA    He took me by the wrist and held me hard;  
                  Then goes he to the length of all his arm;  
                  And, with his other hand thus o'er his brow,  
                  He falls to such perusal of my face  
                  As he would draw it. Long stay'd he so;  
                  He raised a sigh so piteous and profound  
                  As it did seem to shatter all his bulk  
                  And end his being: that done, he lets me go:

POLONIUS    Come, go with me: I will go seek the king.  
                  This is the very ecstasy of love,

*Exaunt*

## Hamlet and Polonius Exchange Pleasantries

HAMLET, POLONIUS

- POLONIUS     How does my good Lord Hamlet?
- HAMLET        Well, God-a-mercy.
- POLONIUS     Do you know me, my lord?
- HAMLET        Excellent well; you are a fishmonger.
- POLONIUS     Not I, my lord.
- HAMLET        Then I would you were so honest a man.
- POLONIUS     Honest, my lord!
- HAMLET        Ay, sir; to be honest, as this world goes, is to be one man picked out of ten thousand.
- POLONIUS     That's very true, my lord.  
                  What do you read, my lord?

## Hamlet and Polonius Exchange More Pleasantries

HAMLET, POLONIUS

- POLONIUS     What do you read, my lord?
- HAMLET        Words, words, words.
- POLONIUS     What is the matter, my lord?
- HAMLET        Between who?
- POLONIUS     I mean, the matter that you read, my lord.
- HAMLET        Slanders, sir: for the satirical rogue says here that old men have grey beards, that their faces are wrinkled, their eyes purging thick amber and plum-tree gum and that they have a plentiful lack of wit, all which, sir, though I most powerfully and potently believe, yet I hold it not honesty to have it thus set down, for yourself, sir, should be old as I am, if like a crab you could go backward.
- POLONIUS *[Aside]* Though this be madness, yet there is method in 't. Will you walk Out of the air, my lord?
- HAMLET        Into my grave.
- POLONIUS     Indeed, that is out o' the air. How pregnant sometimes his replies are! —My honourable lord, I will most humbly take my leave of you.
- HAMLET        You cannot, sir, take from me any thing that I will more willingly part withal: except my life, except my life, except my life.
- POLONIUS     Fare you well, my lord.
- HAMLET        These tedious old fools!

## Hamlet and Ophelia Meet Publically

HAMLET, OPHELIA, (CLAUDIUS, POLONIUS hidden)

HAMLET       The fair Ophelia! Nymph, in thy orisons  
                  Be all my sins remember'd.

OPHELIA       My lord, I have remembrances of yours,  
                  That I have longed long to re-deliver;  
                  I pray you, now receive them.

HAMLET       No, not I; I never gave you aught.

OPHELIA       My honour'd lord, you know right well you did;  
                  And, with them, words of so sweet breath composed  
                  As made the things more rich: their perfume lost,  
                  Take these again; for to the noble mind  
                  Rich gifts wax poor when givers prove unkind.  
                  There, my lord.

## Hamlet and Ophelia Continued

HAMLET, OPHELIA, (CLAUDIUS, POLONIUS hidden)

HAMLET       I did love you once.

OPHELIA       Indeed, my lord, you made me believe so.

HAMLET       You should not have believed me; I loved you not.

OPHELIA       I was the more deceived.

HAMLET       Get thee to a nunnery: why wouldst thou be a breeder of sinners?  
                  I am myself indifferent honest; but yet I could accuse me of such  
                  things that it were better my mother had not borne me:  
                  What should such fellows as I do crawling between earth and heaven?  
                  We are arrant knaves, all; believe none of us.  
                  Go thy ways to nunnery.

OPHELIA       O, help him, you sweet heavens!

HAMLET       If thou dost marry, I'll give thee this plague for thy dowry:  
                  be thou as chaste as ice, as pure as snow, thou shalt not escape calumny  
                  Get thee to a nunnery, go: farewell. Or, if thou wilt needs marry,  
                  marry a fool; for wise men know well enough what monsters you  
                  make of them. To a nunnery, go, and quickly too. Farewell.



## Ophelia Mourns Her Father

GERTRUDE, HORATIO, OPHELIA, CLAUDIUS

OPHELIA Where is the beauteous majesty of Denmark?

GERTRUDE How now, Ophelia!

OPHELIA (*sings*) He is dead and gone, lady,  
He is dead and gone;  
At his head a grass-green turf,  
At his heels a stone.

*Enter* CLAUDIUS

GERTRUDE Alas, look here, my lord.

CLAUDIUS How do you, pretty lady?

OPHELIA Well, God 'ild you! They say the owl was  
a baker's daughter. Lord, we know what  
we are, but know not what we may be.

CLAUDIUS Conceit upon her father.

OPHELIA Pray you, let's have no words of this  
(*sings*) To-morrow is Saint Valentine's day,  
All in the morning betime,  
And I a maid at your window,  
To be your Valentine.  
Then up he rose, and donn'd his clothes,  
And dupp'd the chamber-door;  
Let in the maid, that out a maid  
Never departed more.

CLAUDIUS Pretty Ophelia!

OPHELIA I hope all will be well. We must be patient: but I  
cannot choose but weep, to think they should lay  
him I' the cold ground. My brother shall know of it  
and so I thank you for your good counsel. Come,  
my coach! Good night, ladies; good night,  
sweet ladies; good night, good night.

*Exit* OPHELIA

CLAUDIUS Follow her close; give her good watch,  
I pray you.

*Exit* HORATIO

## In the Graveyard

HAMLET, HORATIO, GRAVEDIGGER (called clown)

HAMLET Whose grave's this, sirrah?

CLOWN Mine, sir.

HAMLET What man dost thou dig it for?

CLOWN For no man, sir.

HAMLET What woman, then?

CLOWN For none, neither.

HAMLET Who is to be buried in't?

CLOWN One that was a woman, sir; but, rest her soul,  
she's dead.

HAMLET How absolute the knave is! We must speak by  
the card, or equivocation will undo us. How  
long hast thou been a grave-maker?

CLOWN Of all the days I' the year, I came to't that  
day that young Hamlet was born; he that is  
mad, and sent into England.

HAMLET Ay, marry, why was he sent into England?

CLOWN Why, because he was mad: he shall recover his  
wits here; or, if he do not, it's no great matter  
there.

HAMLET Why?

CLOWN 'Twill, a not be seen in him there; there the men  
are as mad as he.

# Websites

## Play Texts

<http://etext.virginia.edu/shakespeare/folio>

<http://web.uvic.ca/shakespeare/Annex/DraftTxt/index.html>

Both sites offer the Folio text.

[www.it.usyd.edu.au/~matty/Shakespeare/](http://www.it.usyd.edu.au/~matty/Shakespeare/)

They claim to be the “Web’s oldest Shakespeare site.” This is our favorite site because when you copy and paste the text into Microsoft Word, the text is formatted into tables, rather than with nasty tabs.

<http://the-tech.mit.edu/Shakespeare/>

Businesslike and scholarly texts of the plays, supported by MIT.

## Elizabethan/Renaissance

<http://renaissance.dm.net/compendium/home.html>

Life in Elizabethan England: *A Compendium of Common Knowledge 1558-1603*. This site offers a concise, yet superficial view of basic daily existence in Elizabethan England. Good for a basic introduction to the period and quick fact searches.

<http://library.byu.edu/~rdh/eurodocs/homepage.html>

Eurodocs: Primary Historical Documents from Western Europe. Contains facsimiles of documents from the period concerning wedding ceremonies, 16th & 17th century newspapers and writings authored by Queen Elizabeth I.

<http://www.fordham.edu/halsall/mod/1577harrison-england.html>

Modern History Sourcebook: *Holinshed’s Chronicles of England 1577*. Holinshed’s Chronicles are a primary source account of daily living in England during the Renaissance. It includes a discussion of topics such as laws, policies, inventions and public health.

<http://renaissance.dm.net/sites.html>

Renaissance Resources: Designed for scholars and Renaissance Faire aficionados, this page has links to nearly anything and everything, from portraits of Elizabeth I to the rules of rapier and dagger fighting to Elizabethan gardening and the Great Chain of Being. If the site is missing anything at all, you bet it links to a page where that something can be found.

<http://www.uni-koeln.de/phil-fak/englisch/shakespeare/spear.html>

Guide to Shakespeare’s playhouses and playing

[www.sca.org/](http://www.sca.org/)

Official web site: for The Society for Creative Anachronism (SCA) is an international organization dedicated to researching and re-creating pre-17th-century European history. Some of the material is highly esoteric, but the SCA is a wonderful resource for finding helpful people in your area.

## Sources

<http://www.utexas.edu/depts/classics/chaironeia/>

<http://www.e-classics.com/plutarch.htm>

Either of these websites include anything and everything you would want to know about Plutarch, including the text of Plutarch’s Lives.

## Lesson Plans and study guides

<http://www.lausd.k12.ca.us/lausd/resources/shakespeare/hamletmain.html>

Unit designed for teaching Hamlet to grade 12 students.

<http://www.folger.edu/template.cfm?cid=618>

Links and lesson plans for teaching Shakespeare’s plays to primary and secondary students.

<http://www.rsc.org.uk/home/344.asp>

Play guides for all of Shakespeare’s works, from The Royal Shakespeare Company in England, for both teachers and students.

<http://www.allshakespeare.com/hamlet/>

Features high-quality study guides and lesson plans in various academic areas

<http://www.gradesaver.com/ClassicNotes/Titles/hamlet/>

An act-by-act summary and analysis of Hamlet, as well as an e-text of the play

<http://shakespeare.palomar.edu/>

A thorough guide and links to all and anything Shakespeare

## Miscellaneous

[www.webweaving.org](http://www.webweaving.org)

Personalized Shakespearean insults: We dare you to go to this site, thou tottering shard-borne pumpion!

## Please Note:

If you have any suggestions of other websites to add to our list, please email us at [education@shakespeare.org](mailto:education@shakespeare.org).

Also, due to the constantly changing nature of the web, let us know if any of these sites are no longer accessible, so that we can update our list.

## Works Cited

Maynard Mack, *The World of Hamlet* (in *The Yale Review*, 41)1953: pp. 502-23.

Isaac Asimov, *Asimov’s Guide to Shakespeare*, New York: Avenel Books, 1970.

Harold Jenkins, from the introduction to *Hamlet*: The Arden Shakespeare, Routledge, 1988.

G.R. Hibbard, from the introduction of *Hamlet*: Oxford World Classics, 1998.

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J.A. Simpson, et. al., *The Oxford English Dictionary*, Oxford University Press, April 1989

Park Honan, *Shakespeare: A Life*, Oxford University Press, March 2000

Stephen Greenblatt, *Will in the World*, W.W. Norton, September, 2005

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William Shakespeare, Gary Taylor, et. al., *Oxford Shakespeare: The Complete Works*, Oxford University Press, May 2005

William Shakespeare, Harry Levin, *Riverside Shakespeare*, Houghton Mifflin Company College Division, March 1997

# The Company

## **Tom Wells** (Hamlet)

This is Tom Wells' sixth season. Shakespeare & Company roles include: *The Tamer Tamed* (Petruccio), *Scarlet Letter* (ensemble), *Much Ado About Nothing* (Claudio), *Romeo and Juliet* (Friar Laurence/Nurse). *A Midsummer Night's Dream* tour (Demetrius/Flute), *Macbeth* tour (Malcolm/Witch), *Julius Caesar* tour (Cassius). New York credits include: Purgon in Moliere's *The Imaginary Invalid* and Stepan in Gogol's *The Marriage*, both at the Pearl Theatre Company. Tom has directed many productions for the Education Program's Fall Festival of Shakespeare, has co-directed Riotous Youth, and is on the faculty of Shakespeare and Young Company, teaching voice and text. AEA candidate. Education: BFA from Drake University, Alumni of The National Theater Institute's Acting and Advanced Directing Programs, has also studied with Royal Shakespeare Company and the Moscow Art Theater.

## **Curt Klump** (Polonius, Horatio)

Born and raised north of Boston, Curt has been at Shakespeare & Company off and on since 1999. Most recently he directed *Hamlet* at Lee High School as part of the 2005 Fall Festival of Shakespeare and played Julius and Octavius Caesar in last year's touring production of *Julius Caesar*. Previously, he appeared as Antonio in *The Tempest*, Verges in *Much Ado About Nothing*, and a clutch of characters for this past summer's Rose Footprint production of *Romeo and Juliet*. Outside of Shakespeare & Company, Curt has played numerous roles for Shakespeare East and Shakespeare Now! In productions of *As You Like It* (Charles & Silvius), *Breath of Kings!*, *Hal, Harry, Henry*, *Flow the Thief*, *A Midsummer Night's Dream* (Flute & Lysander) and *Romeo and Juliet* (Mercutio). For the Fall Festival of Shakespeare, Curt has directed *Henry V* at Lee High School, *Richard III* at Mount Everett Regional High School, and worked as a Festival Coordinator in fall of 1999. He has also brought Shakespeare to younger children as well, directing Riotous Youth and several Middle and Elementary School Residencies.

## **Sarah Taylor** (Gertrude)

Sarah Taylor has been a Shakespeare & Company member since 1998. Most recently, performance experience with Shakespeare & Company includes: Bianca in *The Tamer Tamed*, *The House of Mirth*, and Dibble Dance 2005. Other plays at Shakespeare & Company include the 2004 Spring Tour of *Romeo and Juliet* (Lady Capulet, Benvolio, Sister Joan), the 2003 Spring Tour of *A Midsummer Night's Dream* (Puck/Titania/Hippolyta), *The Tempest*, *Love's Labor's Lost*, *A View Beyond* and Dibble Dance. Some of Sarah's credits in the Greater Boston area include Kate in the Coast-to-Coast Theatre's production of *The Taming of the Shrew* and Lady Macduff in the Worcester Foothills Theatre's production of *Macbeth*. She has worked with Shakespeare & Company's Education Program as a director, teacher and actor with the Fall and Spring Festivals of Shakespeare, Shakespeare & Young Company, Shakespeare in the Courts, the Jackson Shakespeare Institute, Young Audiences of Massachusetts and many other residencies. She has also worked as a director, teacher and actor with the education programs at Merrimack Repertory Theatre's Young Artists at Play, The Orlando Shakespeare Festival, Once Upon a Time and the Play Ground Children's Theatre. Sarah holds a BFA in Performance Theatre from the University of Central Florida in Orlando.

## **Marc Scipione** (Claudius, Ghost of Hamlet)

Marc is very pleased to return to Shakespeare & Company and to the Spring Tour after working around the United States for the past two years. During his absence he directed *Much Ado About Nothing* at St. Edward's University in Austin, TX, served as Director of Education and acted in *Othello* (Roderigo) and *Romeo & Juliet* (Paris) for The Austin Shakespeare Festival, and was guest faculty for the University of Utah's actor training program. At Shakespeare & Company Marc has worked as an actor, electrician, company manager, sound/set designer, and composer. This is Marc's fourth tour having previously played Theseus/Oberon in *A Midsummer Night's Dream*, Gratiano/Balthasar in *The Merchant of Venice*, and Montague/Peter/Balthasar in *Romeo & Juliet*. Designing sets and sound for previous tours, Marc enjoyed making this year's set for *Hamlet* with his fellow player Zac. Marc has directed nine productions for the Fall Festival of Shakespeare, and served as the Program Director of Shakespeare & Young Company for four years. He also worked as faculty for the Spring Young Company, Riotous Youth, and for Shakespeare & Company's Juvenile Court program. Starting in 2000, Marc became the first artist to integrate Dr. Dawna Markova's Open Mind System of learning patterns into various elements of classical theatre training. He has lead learning pattern workshops for public school teachers, actors, and teachers of theatre arts. Marc has been a guest artist directing *The Tragedy of King Lear* for the Railroad Street Youth Project in Great Barrington, MA, *A Midsummer Night's Dream* for the Fountain Valley School in Colorado Springs, CO and *A Midsummer Night's Dream* for Hanover High School in Hanover, NH. Since 2002, Marc has taught text for Shakespeare & Company's month long intensives and summer training programs for professional actors. Marc received his BFA in acting from Emerson College.

## **Nikki O'Carroll** (Ophelia, Osric)

Nikki O'Carroll was born in Los Angeles where she grew up dancing and performing in musicals with The Jewish Community Center, performing in her first music video with The Stone Temple Pilots at age 11. Nikki then moved to Sydney, Australia where she later studied with the Australian Academy of Dramatic Arts. While studying, Nikki trained with The National Institute of Dramatic Arts, and completed her ANZCA Level 4 in modern singing. Nikki has worked in Australian TV and film but her passion lies in theatre. She has performed in such plays as: *Road* (Claire), *The Golden Age* (Bethsheb), *The Would-be Gentleman* (Nicole), and *Blackrock* (Tracey Warner), to mention a few. While at Shakespeare & Company, Nikki trained at the Summer Training Institute, and then directed *A Midsummer Night's Dream* as part of the Fall Festival. Nikki holds citizenships for both The United States and Australia.

**Zachariah Goodwin** (Marcellus, Rosencrantz, Player, Gravedigger)

Zachariah Goodwin comes to us from the swamps of Louisiana where he grew up among the alligators and snapping turtles. Zac is a graduate of Berea College. His theatre career has included many roles both on and off stage. Among his notable on stage roles are: Laurant from *Tartuffe*, Shawn Kewoe from *Playboy of the Western World*, and Ferdinand from *The Tempest*. Off stage he has spent time working as the Master Carpenter for Shakespeare & Company where he has designed sets for two Spring Tours, including this one with Marc Scipione. He is also the set designer for the Riggs Theatre in Stockbridge, MA. Zac most recently made his directorial debut with *Romeo & Juliet* at Monument Mountain Regional High School, part of the 17th Annual Fall Festival of Shakespeare.

**Sean Jarrett** (Laertes, Guildenstern)

Sean Jarrett is a recent graduate of Florida State University where he received his BA in Theatre. While in Tallahassee he performed in over a dozen plays including Florida State's 2005 production of *Romeo & Juliet* (Mercutio). He was a founding member of the Organic Artist's Forum in Tallahassee, as well as OAF's Slusher Street Theatre, which sought to provide the community with original, independent art and theatre. This past summer, he participated in Shakespeare & Company's Summer Training Institute. This past fall, he served as assistant director for Mount Greylock Regional High School's production of *Much Ado About Nothing* for Shakespeare & Company's Fall Festival. He resides in Athens, Georgia, which has been his home for the past 17 years.

## About Shakespeare & Company

Founded in 1978, Shakespeare & Company aspires to create a theatre of unprecedented excellence rooted in the classical ideals of inquiry, balance and harmony; a company that performs as the Elizabethans did -- in love with poetry, physical prowess, and the mysteries of the universe.

With a core of over 120 artists, the Company performs Shakespeare, generating opportunities for collaboration between actors, directors, and designers of all races, nationalities, and backgrounds. Shakespeare & Company provides original, in-depth, classical training and performance methods, influencing theatre professionals and actors-in-training from all over the world. Shakespeare & Company also develops and produces new plays of social and political significance, with particular interest in plays that emphasize language.

This synergy is further enhanced as Shakespeare & Company's Education Program brings our work to students and teachers across the nation. Through a company-wide commitment to performance, education and training, Shakespeare & Company inspires actors, directors, designers, students, teachers and audiences to rediscover the resonance of Shakespeare's truths in the everyday world, demonstrating the influence that classical theatre can have within a community and the world.

# About Shakespeare & Company's Education Program

Shakespeare & Company's Education Program strives to bring the classical poetry and plays of Shakespeare alive and into the lives of as many students and teachers as possible in ways that are personally meaningful, educationally inspiring, and theatrically compelling.

One of the most extensive arts-in-education programs in the northeast, Shakespeare & Company's Education Program reaches more than 40,000 students and teachers each year with innovative, socially responsive and educationally challenging performances, workshops and residencies. Identified by the Arts Education Partnership, the GE Foundation, the MacArthur Foundation and the President's Committee on the Arts and Humanities as a Champion of Change, Shakespeare & Company's Education Program is recognized as an innovative leader in the field of integrating the arts into education. In 2005, the Education Program received the Massachusetts Commonwealth Award, the highest honor offered by the state for significant contributions in the fields of the arts, sciences and the humanities. Since the program was founded in 1978, over a million elementary, middle and high school students – and their teachers – have taken part.

Shakespeare & Company's Education Program immerses students in the world of classical theatre in the most active, personally engaging, and educationally personally meaningful ways. Through the process of rehearsing and performing the plays of William Shakespeare for themselves, for each other, and for the community, students inhabit a Renaissance world of beautiful language, profound thought, and passionate feeling that articulates and celebrates the full spectrum of human experience. What could be more exciting?

## Programs for Schools

\* The Spring Tour of Shakespeare: A team of six Shakespeare & Company actor/teachers travels to almost 100 schools throughout the northeast, performing a 90-minute production of one of Shakespeare's plays with emphasis on the language, pleasure in playing and the relationship that exists between the actors and the audience.

\* Fall Festival of Shakespeare: This extensive residency program for nearly 500 students includes high schools in western Massachusetts and parts of New York State. Shakespeare & Company directors lead students through a nine-week, language-based exploration of a Shakespeare play culminating in a full-scale production. At the end of the residency, students gather, in a spirit of celebration, to perform their plays for one another and the public in a four-day non-competitive festival on Shakespeare & Company's main stage.

\* Residency Program: Company artists lead students through an active, imaginative exploration of Shakespeare's language, themes and characters. The students approach the plays as actors, and share their work in a final performance for the public.

## Programs for Youth

\* Shakespeare & Young Company (Spring and Summer): Led by master teachers and Shakespeare & Company's Education Program faculty, this training program for actors aged 16-20 includes classes in voice, movement, acting, text analysis, dance, stage combat and clown.

\* Riotous Youth (Spring and Summer): This summer program gives actors aged 7-16 the opportunity to explore Shakespeare's

plays through acting. Each session explores one of the Shakespeare plays that is also produced in our summer performance season, and culminates in a student performance.

\* Shakespeare In The Courts (Spring and Summer): In this collaboration with the Berkshire Juvenile Court, adjudicated juvenile offenders work with Shakespeare & Company artists and participate in classes, rehearsals and performances of scenes from Shakespeare's plays. During the 10 – 14 week project, the participants explore Shakespeare's text and prepare their own performance piece as part of the terms of their probation.

## Programs for Teachers

\* Professional Development Workshops: These workshops for teachers and teaching artists introduce educators to Shakespeare & Company's methods for creating dynamic, engaging experiences of Shakespeare in the classroom. The workshops are offered in the Berkshires and around the country, and vary in length from a single day to two weeks.

\* Discovering Macbeth: A Multi-media Guide and unique resource for teachers and students, the guide offers background on the play, curricular ideas and examples of Shakespeare & Company's techniques for exploring the play through performance.

\* National Institute on Teaching Shakespeare: This four-week institute, funded by the National Endowment for the Humanities, brings classroom teachers from across the nation together with Shakespeare & Company master teachers, and international scholars. Teachers are immersed in the exploration of Shakespeare's plays, and in the context of their original performance conditions, unleashing the power, and playfulness of Shakespeare's language, bringing it alive in the classroom.

“To meet the demands of classical theatre, theatre created for language, we must help students to breathe more deeply, free their voices, and commit their bodies through acting, stage combat, and dance. We must help them to speak sublime poetry with clear thought and deep feeling; to listen openly and respond passionately and reflectively; to embrace the paradox of human nature as it is expressed in dramatic situations; and to be sensitive, flexible, and expansive intellectually, physically, imaginatively and emotionally.

We must help them to work collaboratively, strive for honesty with themselves and others, and add their energy to the group through conviction – or through conviction, to stand alone. We must help them manage both success and failure, praise, and criticism, and through the words of Shakespeare, expose them to a more vital experience of their own and others' humanity.

This is the ethic and aesthetic that guides all our programs.



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