

## **Hamlet Study Guide, Act II**

*You do not need to write out any answers to these questions. However, they may help you to identify information to review for the quiz.*

### **III.i.**

1. Why does Polonius send Reynaldo to Paris?
2. Briefly describe the how Polonius suggests that "by indirection" Reynaldo might seek "directions out." That is, how does Polonius suggest that Reynaldo gather information?
3. What has frightened Ophelia?
4. How was Hamlet dressed?
5. What did Ophelia think was wrong with Hamlet?
6. How does Polonius explain this incident?
7. Why does Polonius set off to see the King?

### **III.ii.**

1. Why has the King sent for Rosencrantz and Guildenstern?
2. Compare the beginning of the scene with the beginning of the previous scene. How are they alike?
3. What reward does the Queen suggest that Rosencrantz and Guildenstern may receive? (lines 25-6)
4. From line 43, does Claudius seem to value Polonius or to disregard him?
5. To what causes does Gertrude attribute Hamlet's "distemper" or "lunacy"?
6. Old Norway thought young Fortinbras was preparing to fight the \_\_\_\_\_.
7. Fortinbras, however, was actually preparing to fight \_\_\_\_\_.
8. What is old Norway's state of age, health and power?
9. What request does Norway make of Denmark?
10. What is Polonius' definition of madness.
11. What does Gertrude mean when she says "more matter with less art"?
12. To what does Polonius attribute Hamlet's madness?

# Hamlet Study Guide Questions Answers Act 2

**Annelies Wilder-Smith**



## Hamlet Study Guide Questions Answers Act 2:

Study Guide for Decoding Hamlet Steven Smith, 2023-07-10 Decoding Hamlet offers in depth analysis and insights into William Shakespeare's Hamlet one of English literature's most profound and enduring works Tailored to facilitate a deeper understanding of the play's intricate plot complex character development and rich thematic content this guide is invaluable for students educators and enthusiasts alike It explores the pivotal themes of revenge madness betrayal and the existential contemplation of life and death with detailed references to key scenes and soliloquies The guide also discusses the historical context of the Elizabethan era Shakespeare's literary techniques and critical interpretations that have contributed to the play's lasting legacy Whether you're preparing for an examination writing an essay or wishing to appreciate Hamlet more profoundly this study guide illuminates the play's timeless relevance and complexity *Beyond the Five Paragraph Essay* Kimberly Campbell, Kristi Latimer, 2023-10-10 Love it or hate it the five paragraph essay is perhaps the most frequently taught form of writing in classrooms of yesterday and today But have you ever actually seen five paragraph essays outside of school walls Have you ever found it in business writing journalism nonfiction or any other genres that exist in the real world Kimberly Hill Campbell and Kristi Latimer reviewed the research on the effectiveness of the form as a teaching tool and discovered that the research does not support the five paragraph formula In fact research shows that the formula restricts creativity emphasizes structure rather than content does not improve standardized test scores inadequately prepares students for college writing and results in vapid writing In *Beyond the Five Paragraph Essay* Kimberly and Kristi show you how to reclaim the literary essay and create a program that encourages thoughtful writing in response to literature They provide numerous strategies that stimulate student thinking value unique insight and encourage lively personal writing including the following Close reading which is the basis for writing about literature Low stakes writing options that support students thinking as they read Collaboration in support of discussion debate and organizational structures that support writing as exploration A focus on students writing process as foundational to content development and structure The use of model texts to write in the form of the literature students are reading and analyzing The goal of reading and writing about literature is to push and challenge our students thinking We want students to know that their writing can convey something important a unique view to share defend prove delight discover and inspire If we want our students to be more engaged skilled writers we need to move beyond the five paragraph essay Forensic Shakespeare Quentin Skinner, 2014-10-30 *Forensic Shakespeare* illustrates Shakespeare's creative processes by revealing the intellectual materials out of which some of his most famous works were composed Focusing on the narrative poem *Lucrece* on four of his late Elizabethan plays *Romeo and Juliet* *The Merchant of Venice* *Julius Caesar* and *Hamlet* and on three early Jacobean dramas *Othello* *Measure for Measure* and *All's Well That Ends Well* Quentin Skinner argues that major speeches and sometimes sequences of scenes are crafted according to a set of rhetorical precepts about how to develop a persuasive judicial case either in accusation or

defence Some of these works have traditionally been grouped together as problem plays but here Skinner offers a different explanation for their frequent similarities of tone There have been many studies of Shakespeare s rhetoric but they have generally concentrated on his wordplay and use of figures and tropes By contrast this study concentrates on Shakespeare s use of judicial rhetoric as a method of argument By approaching the plays from this perspective Skinner is able to account for some distinctive features of Shakespeare s vocabulary and also help to explain why certain scenes follow a recurrent pattern and arrangement More broadly he is able to illustrate the extent of Shakespeare s engagement with an entire tradition of classical and Renaissance humanist thought

**Utilization-Focused Evaluation** Michael Quinn Patton, Charmagne E. Campbell-Patton, 2021-10-11 The Fifth Edition of the bestselling Utilization Focused Evaluation provides expert detailed advice on conducting evaluations that promote effective use of the findings Chock full of useful pedagogy this book presents Michael Quinn Patton s distinctive opinions based on more than forty years of experience and also the expertise of new co author Charmagne E Campbell Patton The authors begin by describing the essence of utilization focused evaluation and then outline 10 operating principles They conclude with chapters focused on how evaluation can be used to promote a more thoughtful equitable and sustainable world Richly illustrated with examples figures and cartoons this engaging text shows readers how to design and conduct evaluations that provide useful findings and which contribute to a more equitable society A companion website is available to accompany this book

**Grazing and Growing** Megan Meyers, 2018-02-27 This book explores the impact of contextualized worship arts on the development of church ministry and missions in urban churches in Beira Mozambique This applied research which took place over the course of two years focuses on expanding the song writing workshop model in an effort to enhance culturally appropriate worship in the local church Results of this study include increased use of local hymnody intentional use of worship to teach theological truths engaged pastors and empowered worship leaders and a greater missional involvement through the use of contextualized worship arts This book clearly demonstrates the necessity of contextualized worship arts as a key component of local church growth and the development of its members encouraging personal discipleship growing local ministry and empowering for mission

**Classroom Teaching Skills** James Michael Cooper, 1990 **Justice of the Peace and Local Government Review**

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Shakespeare, 1998-09 **Questions and Answers from the Justice of the Peace** , 1902 *Justice of the Peace* , 1894

**The Bookseller** , 1900 *The Encyclopaedia Britannica* Thomas Spencer Baynes, 1888 *The Encyclopædia Britannica*

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Incorporated law society, done into questions and answers, and a guide to the portions of [H.J.] Stephen's Commentaries

prescribed for that examination Richard Mosey Stephenson, 1888

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