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ABSTRACT

This study guide discusses the world premiere of two made-for-television movies of classics of English literature: "The Hound of the Baskervilles" and "Hamlet." The guide first provides a synopsis of the story of "The Hound of the Baskervilles" and gives a brief biography of the author, Sir Arthur Conan Doyle. It offers discussion questions and activities for students in social studies and language arts as well as media literacy. The guide then provides a similar treatment for William Shakespeare's "Hamlet." For viewing both films, it offers teaching suggestions in English and language arts, in social studies, and in media literacy, and gives tips to teachers for using the guide. The guide also lists additional resources--books, videos, and websites. (NKA)

"The Hound of the Baskervilles" and "Hamlet." Guide
for Educators.

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TO THE EDUCATIONAL RESOURCES
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"The Hound of the Baskervilles" has been adapted for television by Joe Wisensefeld from Sir Arthur Conan Doyle's timeless novella. The production stars Matt Frewer as the famed British detective Sherlock Holmes, whose adventures were chronicled in Doyle's popular series of mysteries. Doyle's character of Holmes was so popular, in fact, that *The Hound of the Baskervilles* was published in 1901 at the behest of Sherlock's many fans, who complained mightily when the author killed him off in a previous story titled "The Final Problem." In *The*

Odyssey Network will present the world premiere of two made-for-television movies—"The Hound of the Baskervilles" and "Hamlet." These classics of great literature offer high-quality family entertainment and are a fine supplement to English and Social Studies curricula. Use the *Guide for Educators* alongside this exceptional programming to promote critical thinking among students and to strengthen the essential connection between home and school.



Hound of the Baskervilles, Holmes investigates the mysterious death of a British nobleman, whose nephew and only survivor may be the next victim of a family curse—a vicious ghostly hound. Family dynamics and ghostly visions also plague the characters in William Shakespeare's "Hamlet," "Hamlet" stars and is directed by Campbell Scott, who adapted the tragic story to a turn-of-the-century American setting with co-director Eric Simonson. The production also features acclaimed stage, film, and TV actress Blair Brown in the role of Gertrude along with Roscoe Lee Brown as Polonius. The play was first performed in 1600 as *Hamlet, the Prince of Denmark*. Generally regarded as the most famous play ever written, the story explores the provocative themes of deceit and revenge. The complex nature of Hamlet, who embarks on a tortured quest to avenge his father's murder at the request of his father's ghost, has been analyzed by scholars for centuries and invites in-depth discussions at home and in school.

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Shakespearean Classic.

A Danish prince seeks revenge against his father's killer in this 20th Century version of a

Hamlet



Uncover family secrets in two thrilling episodes, premiering this fall on ODYSSEY NETWORK.™ Check local listings.

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THE HOUND OF THE BASKERVILLES

Sherlock Holmes is back—to solve one murder, stop another, and put an end to a family's ancient curse.



THE Hound OF THE Ba

Premiering on October 21, 2000, 8 p.m.

Additional Air Dates: October 21, midnight, October 22, 4 p.m., October 26, 9 p.m., October 27, 2 p.m., October 29, 9 p.m.

Watch for more Sherlock Holmes movies to premiere on Odyssey next year.

Synopsis

Sherlock Holmes and his associate, Dr. John Watson, meet Dr. Mortimer, who is worried about the recent death of his good friend, Sir Charles Baskerville. Although an autopsy revealed the man died of a heart attack, Mortimer believes an ancient curse may be the real cause. According to legend, the Baskerville family tree began with Sir Hugo, an evil man who tried to molest a young woman. She escaped, but her dead body and his were found the next morning; apparently, a voracious hound had attacked them.

Dr. Mortimer thinks that his friend may have suffered a comparable fate: a huge animal's footprints were discovered where Sir Charles had fallen. Dr. Mortimer fears that Charles' surviving relative, Henry, is in danger, too. Henry is arriving from the Canadian provinces to settle his inheritance, and in the interim, he'll stay at Baskerville Hall. Holmes urges Watson to accompany Mortimer and Henry to the estate, while Holmes conducts some research in London. When Henry later shows them the anonymous letter he received, warning him to stay away from his ancestral home, it is clear that trouble is afoot.

At the mansion, Watson and Henry hear the nocturnal howling of an angry beast, but they refuse to believe a family curse is responsible. They eventually meet the moderately impoverished Jack Stapleton, who lives on an adjacent property. He is quite friendly, but ultimately, it is clear he is not as benign as he seems.

In a climactic showdown with Henry, Jack is mauled by the angry hound that he hid, starved, and trained to kill. Holmes, who disguised himself as a vagrant all along, explains that Jack was the illegitimate son of Charles' brother. If Henry had died, the vast Baskerville property would have been his. Now the ancient family curse can be buried with Jack. Rating: TV-PG

Facts about SHERLOCK HOLMES

Share these facts about Sherlock Holmes with your class. Use them as a springboard for other information about the celebrated detective.

- Sherlock Holmes appears in 56 short stories and four novels.
- More than 200 movies have been based on Sherlock Holmes.
- There are more than 300 Sherlock Holmes clubs worldwide.
- People still visit 221B Baker Street in London, an actual address and home of the fictional detective.

About the Author

Arthur Conan Doyle, born in 1859, was a Scottish physician, but he achieved great success and certainly more fame as the creator of literature's most brilliant detective—Sherlock Holmes. Holmes was based on one of Doyle's professors, a surgeon who arrived at brilliant deductions using keen observation.

Doyle wrote many successful books featuring the famous detective, however, he grew tired of the series and killed off Sherlock Holmes with a fatal fall into the Reichenbach Waterfalls. In 1901, though, while recuperating from his military service in the Boer War, Doyle revived his character in response to his readers' heated protests

against Sherlock's death. Intrigued by a legend about a horrifying ghostly hound that haunted the English countryside, Doyle wrote *The Hound of the Baskervilles*, set before Sherlock Holmes' calamitous fall. Readers were thrilled with the return of the detective, and *The Hound of the Baskervilles* is generally regarded as the best of all the Sherlock Holmes stories.

For his many contributions as a citizen of Great Britain, he was made a knight in 1902. Sir Arthur Conan Doyle died on July 7, 1930.



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Baskervilles™



Discussion Questions

Social Studies and English History

1. What role does superstition play in *The Hound of the Baskervilles*? How do different characters react to the possibility of a ghostly hound, and what does this indicate about the time period of the story?
2. The Baskerville heir dislikes being called Sir Henry, yet the butler, Barrymore, won't drop the young man's new title. What does Barrymore's sensibility reveal about England's class system?
3. How do you think Sir Henry Baskerville traveled from his home in the Canadian provinces to London, England? Use a map of the world to help you.
4. Although the telephone had been invented before 1890, the year this story begins, why do you think Watson writes letters to communicate with Holmes?

English and Language Arts

1. How has the personality of Sir Henry Baskerville changed by the end of the story?
2. How are the personality traits of Sherlock Holmes and Dr. Watson different? In *The Hound of the Baskervilles*, Dr. Watson has a more expansive role than Holmes does. How would the story have been different if the roles were reversed?
3. What do you think will happen to Beryl Stapleton? Will she go to prison? Will she marry Sir Henry? Give reasons to support your predictions.

Media Literacy

1. In the book, *The Hound of the Baskervilles*, the story is told in the first person, through Watson's point of view. How does the television movie relay the tale?
2. Why would particular degrees of lighting be especially important to a filmed production of *The Hound of the Baskervilles*?
 3. What options might a film producer use to depict the story's terrifying animal?
 4. Correspondence by letter was important in many of Doyle's stories. Would e-mail have worked as well? How might it have affected events in *The Hound of the Baskervilles*?



Student Activities

For a Student Activity Master and projects to do at home, refer to www.kidsnet.org/studyguides/index.html.

Social Studies and English History

1. Visit the library to learn more about the Victorian Age, when Queen Victoria ruled England during the time frame of *The Hound of the Baskervilles*. How did many people earn a living? In what ways had life improved for workers? Share your findings with the class.
2. Sir Arthur Conan Doyle received inspiration for *The Hound of the Baskervilles* after serving in the Boer War. Conduct research to discover who Britain was fighting in this war and why.
3. As the 19th century drew to a close, the British Empire was the largest it would ever be, covering 25 percent of the globe's surface. With a partner, find out what countries were under Britain's domain. Choose one of these countries and trace its progression from the end of the 19th century to the present. Present your findings to the class.
4. What inventions took place in Britain during the last ten years of the 19th century? Make a timeline with these inventions.

English and Language Arts

1. Create a mystery story featuring a detective who uses observation, deduction, and other problem-solving strategies. Share your efforts with the class.
2. Write a newspaper article about Sherlock's latest case. Include interviews with Watson, Henry, and the great detective.
3. Visit the library and use the Internet to write a biography about Sir Arthur Conan Doyle, the creator of Sherlock Holmes. (Consult the resource section at the end of this guide for Web site suggestions.) Share your work with the class.

Media Literacy

1. With a partner, identify the job functions of these occupations: director, scenic or set designer, costumer, and sound engineer. Why are those people important to a film production such as "The Hound of the Baskervilles"?
2. Working in groups, chart how the book and film portray the story's era. Concentrate on the differences between the two.
3. With the class, watch a taped program of "The Hound of the Baskervilles". Note when nonverbal communication is used to convey emotion and further the plot.

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"Hamlet" is performed for the first time

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Hamlet™



Airing in two parts, premiering
December 10 and 11, 2000, 9 p.m.
Additional Air Dates: December 11 (Part One)
and 12 (Part Two), 2 p.m. and December 16, 2 p.m.
(Parts One and Two)

Synopsis

The time: the turn of the 20th century. The place: somewhere in the United States. At the king's manor, three night watchmen and Horatio, Prince Hamlet's close friend, discuss the recent midnight appearances of a ghost. The ghost resembles King Hamlet, the prince's father and the long-reigning monarch who died two months ago under mysterious circumstances. Horatio suggests they tell Prince Hamlet what they've seen.

Hamlet deeply mourns his father's death. He is furious that his mother, Queen Gertrude, speedily married the king's brother, Claudius, who has assumed the throne. Hamlet meets the Ghost, the king's spirit, who says that Claudius murdered the king by dripping snake poison into his ear while he was sleeping. The Ghost says that Hamlet must kill Claudius in return. Hamlet agrees and decides that feigning insanity will help him implement his plan.

Ophelia, Hamlet's girlfriend, notices that Hamlet is acting strange and tells her father, Polonius, about his seeming "madness." Polonius, who is also King Claudius' nosy adviser, informs the king of what his daughter has told him. Claudius is suspicious of Hamlet's behavior and has already asked Hamlet's friends, Rosencrantz and Guildenstern, to discover the reason for his stepson's odd conduct. Later, Hamlet mocks Ophelia, claims he no longer loves her, and wrongly suspects her of treachery. She is devastated by the loss.

During a confrontation between Hamlet and the queen, Polonius eavesdrops behind a curtain. When the queen thinks that Hamlet is about to kill her, she screams out in fright. Startled, Polonius yells too, and Hamlet, thinking it is Claudius hiding there, fatally stabs Polonius. King Claudius urges Laertes, Polonius' furious son, to kill Hamlet using a poison-tipped sword in an arranged duel. Meanwhile, Ophelia, despondent over the death of her father and over Hamlet's sudden animosity toward her, commits suicide.

While the battle rages between Hamlet and Laertes, Queen Gertrude unknowingly drinks from a poisoned cup of wine that Claudius intended for Hamlet. She dies shortly thereafter. Hamlet, wounded by the poisoned sword, manages to stab Laertes and Claudius with it. He also pours the wine into Claudius' ear and mouth, a mostly symbolic gesture. Before dying, Hamlet briefly sees the Ghost of his father, saddened, but looking somewhat more at peace. Rating: TV-PG

SHAKESPEARE'S LANGUAGE

Whether Shakespeare's plays are seen or read, many words contained in them have since undergone a change in meaning or usage. In *Hamlet*, for example, it helps to know that *avails* means "friends," *soft* means "wait," *cousin* means "relative," and *doubt* means "suspect."

About the Author

William Shakespeare was born in Stratford-on-Avon, England, in 1564. He is widely considered to be the best playwright who ever lived. His work has been produced more often and translated into more languages than writings by any other author. The lasting quality of his work has been largely credited to the vivid characters he invented, notably the anguished Prince Hamlet.

While no one knows exactly how Shakespeare's writing career began, it is certain that he wound up in London's theatrical world. By age 28, he was a recognized actor and playwright. Over the years, he bought stock in several theater companies—the famed Globe Theatre among them—and became quite wealthy from profit sharing and real estate investments. Yet he continued acting and writing plays such as *Romeo and Juliet*, *As You Like It*, *Othello*, *King Lear*, *Macbeth*, and *Antony and Cleopatra*.

Shakespeare died on April 23, 1616. He was only 52 years old, but his legacy will endure forever.



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British scientist Isaac Newton publishes his book on gravity, *Principia Mathematica*

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Britain recognizes U.S. independence with the Treaty of Paris



Discussion Questions

Social Studies and English History

1. What role did superstition play in *Hamlet*? How did people's feelings about supernatural phenomenon change in the late 19th century setting of *The Hound of the Baskervilles* from the Elizabethan era of this play?
2. Hamlet and Ophelia suffered from and were undone by depression, a common mental illness. What symptoms do Hamlet and Ophelia exhibit and how do other characters in the play react to them? Describe how you think attitudes have changed about depression in young people since Shakespeare's time? What resources can you think of that might have helped them today?
3. What are the differences between the autocratic government in the original *Hamlet* and the political system of the United States around the time that the movie is set (circa 1900)? Although this production of "Hamlet" remains true to Shakespeare's language and uses titles such as "King" and "Queen," who actually ruled America in 1900?

English and Language Arts

1. What are the elements of a tragedy? What is Hamlet's flaw, and how does this qualify him as a classic tragic hero?
2. How do the following characters differ in their relationship with Hamlet? Horatio, Claudius, Queen Gertrude, Polonius, and Ophelia.
3. The concept of revenge weighs heavily in *Hamlet*. What does the story convey about using revenge as a form of justice? Do you think people should pursue vengeance, or should righting wrongs be left to fate, as the Ghost in *Hamlet* suggests?
4. If the story began before King Hamlet's death, do you think his son would have the same personality? Give reasons to support your opinion.

Media Literacy

1. Many stage and film directors choose to update the settings in Shakespeare's plays. What are the advantages of adapting a play by Shakespeare to a different setting and time period? What adjustments were made in the television adaptation of "Hamlet" to depict its time and setting?
2. Several well-known playwrights emerged during the Elizabethan era. Why do you think the theater was important then as a form of entertainment and creative expression?
3. What advantages and disadvantages does a cinematic rendering of *Hamlet* have over a print version? Give examples from the movie.
4. What choices did the director of this production of "Hamlet" make about casting? How can the race or ethnicity of characters affect the way the audience perceives the play? If you were the director of "Hamlet" what choices would you make when casting the play?

The ELIZABETHAN AGE

You may want to share the following facts with students for additional insight about the Elizabethan Age. Use this information to encourage in-depth research of this fascinating era.

- The Elizabethan Age encompasses the years 1588 to 1603, when Queen Elizabeth I reigned as Britain's monarch. It was an abundantly prolific period for English literature.
- The sovereign, Elizabeth I, was sometimes called "Good Queen Bess." Her regime is noted as a prosperous and progressive time for Britain, though marked by duplicity.
- During this period, actresses were not allowed on stage. Boys wearing wigs, costumes, and makeup played female roles.

Student Activities

For a Student Activity Master and projects to do at home, refer to www.kidsnet.org/studyguides/index.html.

Social Studies and English History

1. Choose a character from *Hamlet* and give an oral report to the class that concentrates on your character's psychological profile in the play. Explain why you think your character acted the way he or she did and how both internal and external actions contributed to these actions.
2. With a partner, trace the history of the English theater, using the library's resources to help you.
3. Conduct research with a group to discover what life was like in Elizabethan England. Write skits that explore these topics: typical homes, everyday dress, popular foods, units of currency, education, and sports and recreation.

English and Language Arts

1. Using photocopied sections from a text, enact favorite scenes from *Hamlet*.
2. Analyze the soliloquies that contain these well-known quotations from *Hamlet*.
"This above all: to thine own self be true."
(Polonius, Act I, Scene 3)
"To be or not to be—that is the question."
(Hamlet, Act III, Scene 1)
3. Use the library to write a biography about Shakespeare.

Media Literacy

1. Create an advertisement for Shakespeare's newest play—*Hamlet*.
2. Tape-record a mock interview between a reporter and Shakespeare. Use the research gathered about the famous author to form meaningful questions.
3. Write a review about the televised version of "Hamlet."

Alexander
Graham Bell
invents the
telephone

Thomas Edison
invents the
electric
light bulb

Boer War
ends in
South
Africa

*Hound
of the
Baskervilles*
is published

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1876

1879

1902

Teaching with 'The Hound of the Baskervilles' and 'Hamlet'

Grades: 6-12

Curriculum Areas: English and Language Arts, Social Studies, Media Literacy

Educational Objectives

Teachers can use the dramatic presentations to achieve the following:

- Appreciate and examine two English literary classics and their authors.
- Consider how each work was affected by its era.
- Learn about the historical events that occurred when these stories first appeared.
- Foster media literacy by comparing and contrasting each story's print and televised presentations.

Tips for Using the Guide For Educators

Odyssey's productions of "The Hound of the Baskervilles" and "Hamlet" will generate a wealth of activities that will constructively engage students at school and at home. The following suggestions may help when planning lessons or family entertainment:

- Tape Odyssey's productions of "The Hound of the Baskervilles" and "Hamlet" for a classroom activity, assign the viewing of both shows as homework, or schedule them on the family calendar.
- After watching each movie, see the Discussion Questions and Student Activities sections in this guide to inspire reflection and to enhance the viewing experience.
- Assign students to read all or segments of *The Hound of the Baskervilles* and *Hamlet* or read them as a family.
- Have print copies of *The Hound of the Baskervilles* and *Hamlet* available to encourage comparative study between the print and cinematic versions of both stories.

Visit www.kidsnet.org/studyguides/index.html or www.odysseychannel.com for an online version of this guide including a Student Activity Master and projects for students to do at home with their families.



Resources

Use the following resources for more information about *The Hound of the Baskervilles* and *Hamlet*. Teachers are encouraged to review resources before classroom use.

Books

Doyle, Arthur Conan. *The Hound of the Baskervilles* (unabridged). Mineola, NY: Dover Publications, 1994.

Doyle, Arthur Conan. *The Mysterious Adventures of Sherlock Holmes*. New York: Puffin Classics, 1995.

Durband, Alan. *Hamlet (Shakespeare Made Easy: Modern English Version Side-by-Side with Full Original Text)*. Hauppague, NY: Barron's Educational Series, 1985.

Foster, Cass, and Lynn G. Johnson. *Shakespeare: To Teach or Not to Teach*. Chandler, AZ: Five Star Publications, 1992.

Shakespeare, William. *Hamlet: Prince of Denmark*. Stanley Applebaum and Shane Weller, eds. Mineola, NY: Dover Publications, 1992.

Thrasher, Thomas. *The Importance of William Shakespeare*. San Diego, CA: Lucent Books, 1999.

Web Sites

Let's Find Out: Sir Arthur Conan Doyle
<http://www.letsfindout.com/subjects/art/arthur-conan-doyle.html>

This Web site offers a brief biography of Doyle and his famous character, Sherlock Holmes.

Sherlockian Holmepage
<http://www.sherlockian.net>

This Web site offers many informational resources on Doyle, the world of Holmes and Watson, examples of adaptations of Sherlock Holmes stories to stage and screen, plus general information on life in Victorian England and the mystery genre in general.

Sherlock Holmes: Teaching English Through Detective Fiction

<http://www.yale.edu/ynhtml/curriculum/units/1989/4/89.04.04.x.html>

This curriculum unit from the Yale-New Haven Teachers' Institute uses Sherlock Holmes mysteries as motivation for learning both basic and advanced skills for reading and writing on the high school level.

The Baker Street Connection

<http://www.citsoft.com/holmes3.html>

The full text of Doyle's 56 Sherlock Holmes short stories and four novels is available on this site.

All Shakespeare Hamlet Guide

<http://www.allshakespeare.com/plays/hamlet/start.shtml>



The guide includes an overview and a scene-by-scene summary of the play, plus a searchable text of the play, essays and criticism on *Hamlet*, quotes and additional resources.

Educating Shakespeare

<http://homepages.nationwideisp.net/~gsa/welcomeeduc.htm>

This Web site provides information about Shakespeare's schooldays and life in Elizabethan England, as well as the general education system at that time in England. It provides additional resources and links on the topic.

The Complete Works of William Shakespeare
<http://tech-two.mit.edu/Shakespeare/works.html>

This site includes the full text of most of Shakespeare's plays and poems, plus a glossary, discussion pages, and links to other web resources.

Shakespeare Festivals and Theater Companies

<http://daphne.palomar.edu/Shakespeare/festivals.htm>

This site is a comprehensive listing of Shakespeare festivals and theaters worldwide. It provides links to the official site for each theater, company, festival, or organization.

TeachersFirst Shakespeare Resources

<http://www.teachersfirst.com/shakespr-f.htm>

This resource is part of the TeachersFirst web site and provides guides, lessons, links and interactive quizzes for teaching *Hamlet* as well as other plays by Shakespeare.

Falcon Education Link: A Resource for Students and Teachers

<http://www.falconedlink.com>

This resource was created by Rodger Burnich, a high school educator of 32 years, and has won several education awards. The site includes a scene-by-scene breakdown of the play in modern language and presents *Hamlet* in contemporary cultural context, while maintaining its place in history and giving valuable analysis.

Videos

"Hamlet" (starring Kenneth Branagh and Kate Winslet; 1996)

Distributed by Social Studies School Service, (800) 421-4246.

"Hamlet" (starring Mel Gibson; 1990)

Distributed by Social Studies School Service, (800) 421-4246.

"Discovering Hamlet" (1999)

Available from PBS Home Video, \$49.95 (800) 645-4727.

"Hamlet in the Meantime" (Standard Deviants TV; 2000)

Available on www.amazon.com, \$9.99.

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National Curriculum Standards Standards for English and Language Arts

"The Hound of the Baskervilles" and "Hamlet" can target eight of the twelve standards developed by the National Council of Teachers of English and by the International Reading Association when used with this guide. Within these standards, students are expected to do the following:

- Read a wide range of print and non-print texts to learn about themselves, human nature, and world cultures.
- Use a variety of writing methods to analyze and critique literature and media.
- Conduct research, and use a variety of technological and information resources to gather and communicate information.
- Apply spoken, written, and visual language to express their ideas and to aid in their development as knowledgeable, reflective, creative, and critical members of society.

Visit www.ncte.org/standards for more information.

Standards for Social Studies

Studying "Hamlet" and "The Hound of the Baskervilles" can help students address four of the ten themes that compose the National Curriculum Standards for Social Studies: time, continuity, and change; people, places, and environments; individual development and identity; and power, authority, and governance.

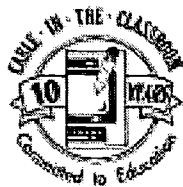
Visit www.ncss.org/standards/home.html for more information.

Standards for Media Literacy

Viewing these two productions and using the Guide for Educators can help students understand ideas that fall within the two main standards for Media Literacy, developed by the Mid-continent Research for Education and Learning. The two main standards are:

- **Viewing:** Students use viewing skills and strategies to understand and interpret visual media, and to understand that visual media use a variety of conventions to convey messages.
- **Media:** Students understand the characteristics and components of the media and how they affect the messages that are conveyed. Students learn how to evaluate the many conventions used in production in order to intelligently access those messages.

Visit www.mcrel.org/standards for more information.



Cable in the Classroom

"The Hound of the Baskervilles" and "Hamlet" are important parts of Odyssey's commitment to Cable in the Classroom, the industry-wide effort to offer commercial-free, curriculum-based programming for school use. Teachers may record these programs for use in the classroom for instructional purposes only.

Cable in the Classroom Air Dates:

"The Hound of the Baskervilles" Sunday, October 29, 2000, 2-4 a.m.

"Hamlet" Part 1 of 2 Sunday, December 10, 2-4 a.m.

"Hamlet" Part 2 of 2 Sunday, December 17, 2-3:30 a.m.

Credits

"The Hound of the Baskervilles" and "Hamlet" *Guide for Educators* was produced for Odyssey Network by KIDSNET, a national resource for children's media in Washington, D.C. Consult the KIDSNET monthly *Media Guide* for information about other educational programming for children in preschool through high school. The KIDSNET Web site at www.kidsnet.org contains *Media Guide* listings, Media Alerts, and other information about educational programming.

The Odyssey "The Hound of the Baskervilles" and "Hamlet" *Guide for Educators* may be downloaded from the official Odyssey Network Web site at www.odysseychannel.com. This guide will be permanently archived at www.kidsnet.org.



Odyssey Network is a 24-hour cable television network that provides high-quality family entertainment programming. The channel is distributed through 1,500 cable systems, Direct TV (Channel 312), Echostar (Channel 185), and Primestar (Channel 84) direct-to-home satellite services, and C-Band dish owners across the country. Check local newspaper listings for the Odyssey channel in your area.



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The Hound of the Baskervilles and Hamlet are closed captioned for the hearing impaired.

Visit www.odysseychannel.com for more information about the Odyssey Network and its programming.

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A C T I V I T Y M A S T E R

“The Hound of the Baskervilles” and “Hamlet”

The following suggested activity master may be used after viewing “The Hound of the Baskervilles” and “Hamlet.” You will need unabridged texts of both stories.

1. List examples of well-known phrases from *Hamlet*. What did they mean in the context of the play? What do they mean when used in modern language?

2. Investigate Act III, Scene 4, Line 30, in *Hamlet* and try to interpret the phrase contextually: “...hoist with his own petard.”

3. Review the text of *The Hound of the Baskervilles*, or try to recall from the television movie how the phrase “hoist with his own petard” is relevant to this story as well. Who in *The Hound of the Baskervilles* was “hoist with his own petard?” How does the phrase apply to scenes in *Hamlet*, other than the one in which it is spoken?

4. What are the characters’ flaws in both stories? How do these flaws contribute to the characters’ ultimate demise? Describe a contemporary situation, real or imagined, involving someone who was “hoist with his own petard.”

The Hound of the Baskervilles

1. Just as Holmes and Watson communicated through correspondence, write a letter to or send an e-mail to a friend or relative about a real or imagined mystery that was solved using deductive reasoning. Let each family member help convey the tale.
2. Visit the library to borrow and read other Sherlock Holmes books. Select a favorite passage and read it aloud to the family. Ask listeners to predict what may happen next in the story.
3. The next time keys are lost or a book is missing, role-play Holmes and Watson with a family member, applying the famed detective's problem-solving strategies of logic and deductive reasoning.
4. Hide a frequently used living-room item (the remote control, for example) and ask family members to identify what is missing from the room. Encourage participants to use their memory and observational skills, just as Sherlock would.

Hamlet

1. Compare Hamlet's family relationships with that of Polonius and his children. How do the interactions of these characters differ from those of the typical modern family?
2. Visit a library to borrow other plays by Shakespeare. Read and discuss them with your family. Note the various parent-child relationships in works such as *King Lear*, *Othello*, and *Romeo and Juliet*.
3. Visit a Shakespeare Festival during your next family vacation, or attend a production of a play by Shakespeare in your area. Visit <<http://daphne.palomar.edu/Shakespeare/festivals.htm>> for a listing of Shakespeare festivals, theaters, and organizations all over the world.
4. Ask members of your family to pick a character from *Hamlet* that is similar to one in a modern film or television show. Discuss these selections.



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