











Dr Faustus: (e) The presentation of Hell

 refers to links on www.crossref-it.info

Dr Faustus: (e) The presentation of Hell

- ❖ **Lesson focus:** To examine Marlowe's picture of Hell, as it is presented in the play.
- ❖ **Opening exercise:** Discuss what the word 'Hell' means to students
 - If possible show them pictures, both contemporary and from previous ages, including around Marlowe's time
 - What would be the students' personal hells?
 - The idea of whether hell is physical or mental might arise ( The themes of *Doctor Faustus* > Religious and theological themes)
- ❖ **Textual examination:** Read aloud, in pairs, the section of Scene 3 from Mephistophilis' entrance to his exit ( *Doctor Faustus* > Synopsis and commentary > Scene three)
 - Each pair should write, on a large piece of paper, words and phrases which are related to Hell in the scene
 - They could use both quotations and their own words
 - The same pairs now look through Scene 5 ( *Doctor Faustus* > Synopsis and commentary > Scene five)
 - Add to the sheet any more words which contribute to the picture of Hell
 - Include as many ideas as possible
 - If there is time, students can also look at Scene 12 (the Old Man's speech from line 38ff) and Scene 13 (line 100ff) ( *Doctor Faustus* > Synopsis and commentary > Scene twelve) ( *Doctor Faustus* > Synopsis and commentary > Scene thirteen)
- ❖ **Discussion ideas:** Each pair should highlight the two or three words/phrases which they think are most important in the play
 - Share these ideas around the class
- Discuss the various choices and reasons
 - What kind of Hell comes out of this?
 - Is it a physical threat to Faustus, or is it a mental one? ( The themes of *Doctor Faustus* > Religious and theological themes)
- ❖ **Recreative task:** How would you create the vision of Hell in Scene 13 on a modern day stage?
 - Present a pitch demonstrating your concept to a director, in which you justify your ideas and choices
 - This exercise could be done for a film version.
- ❖ **Critical task:** 'For a modern day audience, which is unlikely to believe in Hell and damnation, the play has little real power to move them.' What is your response to this assertion? ( The themes of *Doctor Faustus* > Human and psychological themes) ( Critical approaches to *Doctor Faustus* > Critical approaches: The last hundred years)
- ❖ **Extension task:** Research the pictures of Hell given in other plays, particularly the medieval mystery and morality plays
 - Can you find any more recent examples of Hell in drama? ( The context of *Doctor Faustus* > The theatrical context > Mystery and morality plays)