**ENG4U - *Hamlet* Seminars**

This seminar presentation is your chance to analyze a scene in *Hamlet* and for you to show up the teacher! Each person will be responsible for the analysis and oral presentation of one scene from either Act IV or Act V.



**Presentation Dates:** Monday Dec. 18th, 2017 Tuesday Dec. 19th, 2017

**Below is a list of scenes to choose from:**

* Monday Presenter 1: Act IV, Scenes I & II
* Monday Presenter 2: Act IV, Scenes III & IV
* Tuesday Presenter 3: Act IV, Scenes V & VI
* Tuesday Presenter 4: Act IV, Scene VII & Act V, Scene I

**To prepare for the seminar, each presenter will:**

* Re-read the scene out loud.
* Consult 2 reputable sources to help decode significant aspects of the scene. This will be included in a works cited page.

**Steps for Success:**

1. Provide the class with a detailed handout that provides important information from your seminar. This must be printed, and ready, at the start of your seminar.
2. Orally apply **ONE (1)** literary criticism to the scene (i.e., Marxist, Feminist, and/or Psychoanalytic).
3. Complete a close reading of a quotation from your scene listed below; your task is to do a close reading to the class and explain why it is significant to your scene.

* Act IV, scene i & ii (lines 12-22)
* Act IV, scene iii (lines 39-45)
* Act IV, scene v (lines 4-13) OR (lines 153-162)
* Act IV, scene vii (lines 9-24) OR (lines 137-154)
* Act V, scene i (lines 171-180)
* Act V, scene ii (lines 163-181)

1. Discuss a theme(s) demonstrated in your scene. You will explain how the theme is constructed, and on your class handout, you should include specific lines that demonstrate the theme.
2. You must make a case for why your scene needs to be included in any film adaption of the play. Your argument must be based around how your scene contributes to the play on a larger scale. For example, how does your scene develop character, plot, theme, image network, etc.

\*While you will be orally presenting your ideas, I will require you to write your argument and analysis in a formal paragraph. Please give your paragraph an interesting and captivating title. I will collect this on the day you present. When presenting, avoid simply reading your analysis to the class; I will provide you with a cue card so you can include major ideas.

**Critical Theory Resources**

In order to help you with your literary analysis, you may want to access the sites and academic articles below. They are by no means exclusive and you may wish to do additional research to find other articles analyzing *Hamlet* from your critical lens.

**Literary Theory & Contemporary Theoretical Approaches**

*The Purdue OWL Family of Sites*. The Writing Lab and OWL at Purdue and Purdue U, 2012. Web. 8 Apr. 2014.

Link: <https://owl.english.purdue.edu/owl/resource/722/1/>

**Feminist Theory**

Showalter, Elaine. “Representing Ophelia: Women, Madness, and the Responsibilities of Feminist Criticism.” *Shakespeare and the Question of Theory*. Eds. Patricia Parker & Geoffrey Hartman. New York: Methuen, 1985. 77-94. Print.

Link: <http://www.houseofideas.com/mscornelius/resources/hamlet/hamlet_vol_59__elaine_showalter_essay_date_1985_276850-.pdf>

**Psychoanalytic Theory**

Coursen, H.R. “'Who's There?': Hamlet.” *The Compensatory Psyche: A Jungian Approach to Shakespeare*. Lanham: University Press of America, 1986. 63-99. Print.

Link: <http://www.houseofideas.com/mscornelius/resources/hamlet/hamlet_vol_44__psychoanalytic_interpretations_277205-.pdf>

Rothman, Joshua. “*Hamlet*: A Love St<http://www.houseofideas.com/mscornelius/resources/hamlet/hamlet_vol_44__psychoanalytic_interpretations_277205-.pdf>ory.” *The* *New Yorker*. The New Yorker Magazine, 14 August 2013. Web. 11 April 2014.

Link: <http://www.newyorker.com/online/blogs/books/2013/08/hamlet-a-love-story.html>

**Marxist Theory**

Saylor Foundation – Marxist Theory

Link: <http://www.saylor.org/site/wp-content/uploads/2011/09/ENGL301-Marxist-Theory.pdf>

Davaran-*Hamlet*: A Guide to Politics

Link: <http://www.tiphane.org/guy/portfolio/hamletpolitics.htm>

**What is handed-in on the due date?**

* A handout (one per student, and one for the teacher)
* Individual critical analysis paragraph with a works cited page, attached to the back of this assignment handout

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| **Categories** | **Level 1**  **(50-59%)** | **Level 2**  **(60-69%)** | **Level 3**  **(70-79%)** | **Level 4**  **(80-100%)** |
| **Knowledge & Understanding**  Of your written paragraph | Demonstrates limited knowledge and understanding of analysis through a written response | Demonstrates some knowledge and understanding of analysis through a written response | Demonstrates considerable knowledge and understanding of analysis through a written response | Demonstrates thorough knowledge and understanding of analysis through a written response |
| **Thinking**  Proof used to support analysis (use of academic resources); effectiveness of theme and close reading | Demonstrates critical inquiry skills with a limited degree of effectiveness | Demonstrates critical inquiry skills with some effectiveness | Demonstrates critical inquiry skills with considerable effectiveness | Demonstrates critical inquiry skills with a high degree of effectiveness |
| **Communication**  Organization of powerpoint; Volume, expression, tone, pace, eye contact, well-rehearsed | Communicates and organizes powerpoint, handouts, and personal engagement with a limited degree of effectiveness | Communicates and organizes powerpoint, handouts, and personal engagement with some effectiveness | Communicates and organizes powerpoint, handouts, and personal engagement with considerable effectiveness | Communicates and organizes powerpoint, handouts, and personal engagement with a high degree of effectiveness |
| **Application**  Connection of literary criticism to your scenes | Applies literary criticism to scenes with a limited degree of effectiveness | Applies literary criticism to scenes with some effectiveness | Applies literary criticism to scenes with considerable effectiveness | Applies literary criticism to scenes with a high degree of effectiveness |