***Hamlet* Key Scene Analysis and Seminar Task**

**Group Members: Act/Scene(s):**

**Seminar Expectations**

A seminar is a discussion-based exchange of ideas and knowledge about a work of literature, or an extract from a larger work. Because of this, we approach seminar preparation not as a lecture, an essay/report “reading”, nor an “info-dump”. We must plan to allow the free-flow of ideas between presenters and audience. Each member of the group will be responsible for at least **ONE/1** scene (depending on the Act you sign up for)

**Task:** You are responsible for being the experts on the scene and guiding a class discussion. You will be a member of a group responsible for an entire Act. Although you are a member of a larger group, you will be marked individually.

Your presentation should include:

1. **An introduction** that gives a concise summary of the scene and places it in context. This introduction should also introduce important themes or ideas that will be discussed.
2. **An abbreviated analysis** of the scene in short paragraph form that covers the elements of passage analysis (see your previous handout) such as important themes, symbols, language, moments of change, character development, etc. as the scene progresses. You are also responsible for researching and analysing allusions that are made within the scene.
3. Don’t merely focus on plot; consider also onomastic and symbolic representations; biblical and mythological references; parallel figures in other texts, etc. (examples in *Hamlet* include Hercules, the Nemean Lion, etc.)
4. Use the literary text as your primary focus. **Remember the three Es: Engage, Explore, Extend.** Ensure that you have at least one significant passage that can be given to detailed close reading with the class (per scene). The passages should be considered microcosms of both the larger work and the author’s world view. Therefore you must communicate with your group members. Finally, the passages should represent significant observations on the character and/or on the overall theme of the play or play section
5. **Important connections** that can be made to the rest of the text (echoes)
6. **A conclusion** that resolves the importance of the scene and what it suggests about the events to come.
7. **Some guiding questions** that will be used to instigate discussion. Note: these are just a starting point. You must be ready to lead discussion but also develop interesting ideas that are presented in the moment. It is better to be over prepared here. Plan 10+ questions.

Notes:

* Our schedule is set in stone. If there is a day you cannot make, don’t sign up for it!
* If you prefer to work alone, no problem! You will be responsible for your scene. However, your handout and presentation must be cohesive and include the entire Act.
* You are responsible for making your own copies of your handout.
* It is essential that you come to class prepared to discuss the act and scene under review. You will be marked on your participation during other presentations (minimum 2 contributions each day).
* “Not prepared” or “can I have an extension” are not permissible. We are examining a play in the order it is written, which means you must be ready to lead the class and be an expert on your scene.
* Creativity is ENCOURAGED. You can bring in props, create an activity, read (act?) out pieces of the scene…
* Your seminar will be successful if it demonstrates the following characteristics:
	+ Thorough knowledge of the work and/or extract, as well as its context
	+ Exemplary interpretation, critical analysis, understanding of effect, and of supporting evidence from the text
	+ **Clear and thorough documentation of sources when used**
	+ Effective structure and organization of the seminar, especially regarding personal engagement, extension of the ideas into the wider world, and management of the overall discussion.

