As we read finishing reading through *Hamlet*, we will be beginning a two-part research project. Part one will be writing an annotated bibliography covering some aspect of Elizabethan life. Part two will be constructing a visual and giving a brief presentation connecting your research topic to a specific event/situation in *Hamlet* (if that’s unclear, by the end of this handout it should be cleared up).

**Part I**

Research Topics – Choose one topic and its *Hamlet* counterpart. Some topics are easier than others (don’t ask which ones are easiest). Some topics have lots of information. Some don’t. The topic you choose will be binding, so choose wisely.

1) How revenge/deception is shown in Elizabethan/Revenge Tragedies
2) Supernatural/Religious beliefs in Elizabethan London
3) The importance of comic relief to Elizabethan Dramas
4) Significance of soliloquies in Elizabethan Plays
5) Theater Life/Acting Troupes in Elizabethan London**
6) Flowers(Nature) as a symbol in Elizabethan Dramas

**there is no specific *Hamlet* connection for this topic. In your visual/presentation you will need to speculate how these topics affected the writing/production/performance of *Hamlet.*

**Annotated Bibliography**

After selecting one of the topics listed above you will complete an annotated bibliography consisting of 3-5 entries.

For examples of what an annotated bibliography see the attached page. This handout will be discussed in class prior to going to the library.

Completed Annotated Bibliographies will be turned into turnitin.com and in class (typed) on **Monday, December 11.**

To research we will be in the library **Tuesday, December 5.**
Part II

*Hamlet* Visual/Presentation

For this part of the project you and your reading group will need to connect what you researched about life in Elizabethan London with what is happening in the play, *Hamlet*.

You and your reading group will need to create a visual/presentation of your choosing explaining to the class the significance of this particular event to *Hamlet* and how it was influenced by daily life in London.

Here are the research topics with their *Hamlet* connections:

1) How revenge/deception is shown in Revenge/Elizabethan Tragedies/How revenge/deception is shown in *Hamlet*

2) Supernatural/religious beliefs in Elizabethan London/How the supernatural/religious elements in *Hamlet* shape the outcome of the play

3) The importance of comic relief to Elizabethan Dramas/How comic relief is shown in *Hamlet*

4) The significance of soliloquies in Elizabethan Plays/The significance of soliloquies to *Hamlet*

5) Theater Life/Acting Troupes in Elizabethan London**/Show the significance of *The Murder of Gonzago* to *Hamlet*

6) Flowers (Nature) as a symbol in literature/The meaning and symbolism behind Ophelia’s flowers in *Hamlet*

**there is no specific *Hamlet* connection for this topic. In your visual/presentation you will need to speculate how these topics affected the writing/production/performance of *Hamlet*.

Visuals/Presentations can be:
* detailed poster
* video
* speech given to the class (you will need to provide a transcript)
* collage
* art piece
* something of your own choosing that you have cleared with me

This part of the assignment is in place of writing a research paper on this topic so the amount of work/effort put into this should be comparable to that.

This part of the assignment will be due in class on **Thursday, December, 14**. Please note that this due date may chance depending on completion of reading *Hamlet* in class. This date may be moved up or back. You will be informed in class of any changes.
Annotated Bibliography:

<table>
<thead>
<tr>
<th>Category</th>
<th>A(100-90)</th>
<th>B(89-80)</th>
<th>C(79-75)</th>
<th>D(74-70)</th>
<th>E(69 and below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of sources 5 pts</td>
<td>Document cites the number of sources outlined in the assignment. (5)</td>
<td>Document is either one source under the required number of sources (4)</td>
<td>Document is two to three sources under the required number of sources. (3)</td>
<td>Document is four to five sources under the required number of sources. (2)</td>
<td>Document is more than five sources under the number of required sources. (1)</td>
</tr>
<tr>
<td>Quality/Reliability of sources 10 pts</td>
<td>All sources cited can be considered reliable and/or trustworthy. (10-9)</td>
<td>Most sources cited can be considered reliable and/or trustworthy. (8-7)</td>
<td>Some sources can be considered reliable and/or trustworthy. (6-5)</td>
<td>Few sources cited can be considered reliable and/or trustworthy. (4-3)</td>
<td>Little or no reliable and/or trustworthy sources cited</td>
</tr>
<tr>
<td>Variety of sources 10 pts</td>
<td>Excellent variety of sources; cites more than four types of sources. (10-9)</td>
<td>Good variety of sources; cites four types of sources. (8-7)</td>
<td>Adequate variety of sources; cites three types of sources. (6-5)</td>
<td>Poor variety of sources; cites two types of sources. (4-3)</td>
<td>No variety of sources; cites only one type of source. (2-1)</td>
</tr>
<tr>
<td>Writing Fluency of annotations 13 pts</td>
<td>All annotations are thoughtful, complete, and well written. (13-11)</td>
<td>Most annotations are thoughtful, complete, and well written. (10-8)</td>
<td>Some annotations are well written but some are lacking in completeness, thought, and/or writing quality. (7-5)</td>
<td>Most annotations are lacking in completeness, thought, and/or writing quality. (4-3)</td>
<td>All annotations are lacking in completeness, thought, and/or writing quality. (2-1)</td>
</tr>
<tr>
<td>MLA documentation 12 pts</td>
<td>Citations are formatted correctly in the document. (12-10)</td>
<td>There are a few formatting errors in the document's citations. (9-7)</td>
<td>There are some formatting errors in the document's citations. (6-5)</td>
<td>There are many and/or frequent formatting errors in the document's citations. (4-3)</td>
<td>There is little or no adherence to MLA format in the document. (2-1)</td>
</tr>
</tbody>
</table>

Self Score: _______/50  Official Score: _______/50

Visual/Presentation:

<table>
<thead>
<tr>
<th>Category</th>
<th>A(100-90)</th>
<th>B(89-80)</th>
<th>C(79-75)</th>
<th>D(74-70)</th>
<th>E(69 and below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Visual 5 pts</td>
<td>Visual clearly illustrates the topic in a thoughtful and creative manner (5)</td>
<td>Visual clearly illustrates the topic in a thoughtful manner (4)</td>
<td>Visual illustrates the topic in a satisfactory manner. (3)</td>
<td>Visual does not satisfactorily illustrate the topic (2)</td>
<td>Visual fails to give insight into the chosen topic. (1)</td>
</tr>
<tr>
<td>Accuracy of information 10 pts</td>
<td>Information given is correct and relevant to the topic (10-9)</td>
<td>Information given is correct although not completely relevant (8-7)</td>
<td>Information given is mostly correct. May or may not be relevant to the topic (6-5)</td>
<td>Information is somewhat correct and not particularly relevant to the topic (4-3)</td>
<td>Information is incorrect and not relevant to the topic (2-1)</td>
</tr>
<tr>
<td>Integration of researched information 10 pts</td>
<td>Integration of researched material with analysis of Hamlet is smooth and natural (10-9)</td>
<td>Integration of researched material is mostly smooth although not fully natural (8-7)</td>
<td>Researched information is integrated with analysis of Hamlet although it is forced (6-5)</td>
<td>Researched information is integrated into analysis in a superficial manner. (4-3)</td>
<td>Researched information is not integrated with analysis of Hamlet (2-1)</td>
</tr>
<tr>
<td>Analysis of Hamlet 13 pts</td>
<td>Thoughtful analysis shows a deep understanding of Hamlet (13-11)</td>
<td>Thoughtful analysis shows an understanding of Hamlet (10-8)</td>
<td>Analysis shows a superficial level of understanding of Hamlet (7-5)</td>
<td>Analysis does not reflect an understanding of the play (4-3)</td>
<td>Analysis is incorrect and shows a lack of understanding (2-1)</td>
</tr>
<tr>
<td>Quality/Relevance of information 12 pts</td>
<td>Presentation as a whole is full of relevant, engaging information that adds to understanding of the play (12-10)</td>
<td>Presentation is full relevant information that helps to understand the play (9-7)</td>
<td>Presentation as a whole is somewhat effective in helping to understand Hamlet (6-5)</td>
<td>Presentation does significantly add to an understanding of Hamlet (4-3)</td>
<td>Presentation does not add any understanding to Hamlet (2-1)</td>
</tr>
</tbody>
</table>

Self Score: _______/50  Official Score: _______/50