



Hamlet

Multi-media project

Estimated Time:
Five 45-minute work periods and one day of presentations.

Materials:

- Garage Band/sound editing software •
- Microphones, mixer (optional) •
- Digital/phone video •
- IMOVIE or other editing software •
- Stop motion animation program •
- Hamlet* •
- Handouts •

Objective:

Students will produce a multi-media project that incorporates at least thirty lines from *Hamlet*. The project will enable students to dig deeper into a specific piece of text and they will also learn how to manipulate technology. The students will employ critical thinking skills, kinesthetic skills, verbal skills, collaboration skills, spatial relation skills, and sequencing skills in the project.



Introduction:

After the students have finished reading and discussing *Hamlet*, break them up into four groups (with about three students in each group). Students will then be given the first handout (see attached). I also recommend giving the students a copy of the daily work log and the grading rubric (see handouts 2 and 3).





Handout #1

Hamlet project guidelines

Procedure:

1.

Choose at least thirty lines of text from

Hamlet that interests your group.

Your group can choose either a section of a scene between a few characters or a section of a monologue/soliloquy. If your group is ambitious, you may choose several chunks of text from throughout the play that somehow connect together (but then your project must be abstract rather than a literal reproduction of a section of the play).

2.

Your group must

then decide how to use the text as part of a multi-media project.

You can either produce a literal film or radio show version of the text. Your radio or film version must also somehow illustrate a major theme in the text (public versus private, appearances versus reality, chaos versus order, lying versus authenticity, etc.). Your group may also choose to create an abstract multi-media project that embodies the text and themes from *Hamlet* (This particular focus asks you to “think outside the box.” But the group must never lose sight of the play itself).

3.

Once your group has decided on the project “angle,” make a list of the media you will need. You will have access to any sound/video tools such as Garage Band, IMOVIE, digital video cameras, sound effects, microphones, stop motion animation, digital photography, and Smart Board technology.

4.

You will have five class periods in which to work on your project. For each in class work period, your group must fill out a “work log” (see handout). Outside time might be required, however.

5.

The following items are during the sixth day of class: five work logs, a one-page write up that explains the project’s purpose, and the project itself.





Handout #2

Hamlet project worklog

Date _____

What did each member of the group do today?

Name _____

Tasks:

Name _____

Tasks:

Name _____

Tasks:

Name _____

Tasks:





Handout #3

Hamlet Project Rubric

Category	19-20 points	17-18 points	15-16 points	13-14 points
Connection to themes found in the play	Excellent Clear, creative. The theme is incorporated smoothly.	Clear and creative. The theme is incorporated somewhat smoothly.	Clear and creative, but theme seems like an afterthought.	No clear connection to a theme, has to be explained or it is not there at all.
Use of text	Excellent Interesting use of the text. The text is delivered with emotion and clarity.	Strong use of the text. There is some emotional connection to the text and the words are clear.	The text is clear, but there is no emotional connection.	There is minimal emotional connection to the text and it is unclear in places.
Media quality	Excellent The effects/edits/filming, etc. are smoothly done and enhance the quality of the project.	The effects, etc. are very well done and do not distract the viewer.	The effects, etc. are fairly well done and are distracting on only a few instances.	The effects, etc. need work and distract from the project.
Level of complexity	Excellent The group went beyond the basics and produced a professional quality project.	The project had several moments that illustrated a strong level complexity.	The project had only a few moments of complex effects.	The project was not very complex.
Overall	Excellent	Proficient	Satisfactory	Unsatisfactory

Score _____

Grade _____

