English 11

*Hamlet* Essay

Directions: Your job is to consider the broader implications of *Hamlet*. This should be a thorough analysis that meets the criteria of the Common Core Informative writing rubric. It will be submitted to turnitin.com. No exceptions.

“Everyone sees what you appear to be, few experience what you really are.” –Niccolo Machiavelli

Consider this quote as it relates to both the play and in more universal terms through a character study of the play and people.

Brainstorming Worksheet:

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| Hamlet – plot elements and quotes that support |
| Universal – list sources of information |

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“It is not titles that honour men, but men that honour titles.” –Niccolo Machiavelli

Consider this quote as it relates to both the play and in more universal terms through a study of politics as represented by Hamlet, Sr., Claudius, and Fortinbras as well as historical examples.

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| Hamlet – plot elements and quotes of support |
| Universal – include sources of information |

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“All courses of action are risky, so prudence is not in avoiding danger (that’s impossible), but calculating risk and acting decisively. Make mistakes of ambition and not mistakes of sloth. Develop the strength to do bold things, not the strength to suffer.” –Niccolo Machiavelli

Consider this quote as it relates to both the play and in more universal terms through a thematic study of decision v. indecision.

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| --- |
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“The ends justify the means.” –Niccolo Machiavelli

Consider this quote as it relates to both the play and in more universal terms through a thematic study of the concept of revenge.

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| Hamlet – plot elements and quotes of support |
| Universal – include sources of information |

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“A prudent man should always follow in the path trodden by great men and imitate those who are most excellent, so that if he does not attain to their greatness, at any rate he will get some tinge of it.” –Niccolo Machiavelli

Consider this quote as it relates to both the play and in more universal terms through a thematic/character study of the models of greatness in the play and our culture addressing the idea of “hero worship.”

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| Hamlet – plot elements and quotes of support |
| Universal – include sources of information |

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“How we live is so different from how we ought to live that he who studies what ought to be done rather than what is done will learn the way to his downfall rather than to his preservation.” –Niccolo Machiavelli

Consider this quote as it relates to both the play and in more universal terms through a character study of the minor characters Rosencrantz, Guildenstern, and Ophelia as well as other historical examples.

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| Hamlet – plot elements and quotes of support |
| Universal – include sources of information |

English 11

*Hamlet* Final Paper

Essay Frame

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| Introduction:  *Hamlet* quote that addresses the topic overarchingly.  “Emphasis” transition and introduction of general topic including the Machiavelli quote, explanation of the quote, and how the quote is exemplified universally.  “Similarity” transition and introduction of topic as it is exemplified in *Hamlet.*  Thesis: |

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| *Hamlet* portion of the essay (use as many paragraphs as you have topics to cover)  Fully develop idea w/specific textual evidence; minimum 3 quotes from play. Explain how the play demonstrates the Machiavelli quote and conclude by linking the information you provide to the thesis statement using a “Cause/Effect” transition. | Universal/Historical portion of the essay (use as many paragraphs as necessary to fully explain the universal thematic nature of the topic)  Topic sentence: use a “similarity” or “emphasis” transition that links it to the *Hamlet* section.  Fully develop the idea continuing to parallel it to the play and choosing words that continue the metaphor already created. |

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| Conclusion: use “on the whole” or “thus” or “in the end” or “in the final analysis” and restate the thesis using different phrasing.  Create a “call to action” by explaining the “take away” from the play focusing once again on the Machiavelli quote and the lessons to be learned from the play (and history) for the modern reader. |