

**ФИФЕЛИНА ЕЛИЗАВЕТА, школа 1208, Москва, 8 класс. 2016.**

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## **SHAKESPEARE'S POTIONS, or "to kill or not to kill"**

*The research work is done in English (the first foreign language).*

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### **Methodological characteristics of the research**

***The research is dedicated  
to 400<sup>th</sup> anniversary  
of W.Shakespeare's death  
1616-2016***

#### Topicality:

A large number of new drugs appear every day; in this connection my attention was drawn to those of the past centuries, especially to poisons. They have always been of particular interest to me. An opportunity to research Shakespeare's "silent

killers” intrigued me greatly, especially in 2016, when the world is marking the anniversary of the bard’s death.

The problem can be expressed by the following questions:

what types of poison were used in Shakespeare’s masterpieces? In what centuries did they come into use? Where did the dramatist take information about them?

Object:

poisons in Shakespeare’s plays.

Subject:

a variety of poisons used in some of Shakespeare’s plays and their main properties.

Aim:

- to research, analyze and describe poisons used by some of Shakespeare’s characters.

Tasks:

- to define what poison is;
- to explore the history of various poisons,
- to investigate what poisons were used in the past;
- to reveal their influence on a man;
- to describe the symptoms and consequences of poisoning;
- to investigate what poisons were used in Shakespeare’s works.

The hypothesis: W.Shakespeare could have known 14-16 century books about herbals.

Methods: studying the original sources, selection of materials, comparison, polls, making charts, tables, graphs, analysis and generalization.

Novelty:

- I gained valuable experience researching the subject (the history of “Shakespeare’s poisons”);
- I learnt how to gather information, quotes and examples in order to write my research;
- I managed to penetrate into the depth of the issues Shakespeare raises in his tragedies.

In the research work there are the following parts.

The 1<sup>st</sup> part (introduction) mentions the worldwide project which is on nowadays “Shakespeare Lives”, particularly “Shakespeare Lives in Science”.

The 2<sup>nd</sup> part studies the plays in which poisoning takes place and presents a table systematizing it.

The 3<sup>d</sup> chapter deals with the bio-chemical aspect of the drugs mentioned and tries to answer the question how Shakespeare got that information. Here there are results of the polls made among our school students.

The 4<sup>th</sup> is conclusions.

In the appendices you can see some quotes and illustrations.

The work can be used in English and Natural Sciences classes.

