

Equity and Ethics - *Macbeth*

English Language Arts B10: Unit One

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Unit Rationale

“Life presents us with many problems and doing the right thing is not always easy or obvious. Expected to exercise rights and to address equity, we must consider our responsibilities to ourselves and to others. It is in this consideration that our ethics are sometimes questioned, and we must decide what is right, what is just, and what is fair. Justice and equality have been and continue to be part of life, and we dedicate ourselves to their achievement” (SK Ministry of Education, 2011, pg. 10). Through our study of William Shakespeare’s tragic play *Macbeth*, students will explore the notions of rights, responsibilities, justice, and fairness. By examining the key characters, events, and symbols of this drama, students will gain a deeper understanding of the challenge of making the right choices in life and being a morally just person. We will also look specifically at the creation of inequalities and, using the lens of Feminism/Gender Literary Theory, will examine the ways in which Shakespeare uses the characters in his play *Macbeth* in order to make commentary on the role of gender in society. This unit aims to inform students that making the right decision is not always easy but making the wrong decision, one that goes against justice and fairness, has serious consequences.

Saskatchewan Ministry of Education. (2011). English Language Arts 10 [Curriculum Guide]. Regina: Ministry of Education. Retrieved from https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/English_Language_Arts/English_Language_Arts_10_2011.pdf

Unit Outcomes

Comprehend and Respond

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- identity (e.g., Diversity of Being);
- social responsibility (e.g., Degrees of Responsibility); and
- social action (agency) (e.g., Justice and Fairness).

CR B10.2 View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.

CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.

CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.

Compose and Create

CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore:

- identity (e.g., Diversity of Being);
- social responsibility (e.g., Degrees of Responsibility); and
- social action (agency) (e.g., Justice and Fairness).
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CC B10.2 Create and present a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.

CC B10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.

CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script) communications.

Assess and Reflect

AR B10.1 Establish and apply criteria to evaluate own and others' work.

AR B10.2 Set personal language learning goals and select strategies to enhance growth in language learning.

Big Ideas/Possible Questions for Deeper Understanding

Who and What is Right?

Justice and Fairness

- What are some of the factors that create inequalities?
- How have inequalities shaped our world?
- Who decides what is right?
- Why should we do the right thing?
- How can I act on the right thing?

Saskatchewan Ministry of Education. (2011). English Language Arts 10 [Curriculum Guide].

Regina: Ministry of Education. Retrieved from

https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/English_Language_Arts/English_Language_Arts_10_2011.pdf

Lesson Plan #1

Introduction to Shakespeare

Summary

1. Subject(s): English Language Arts
2. Topic or Unit of Study: Equity and Ethics (*Macbeth*)
3. Grade/Level: Grade 10
4. Big Idea/Essential Question: N/A
5. Time Allotment: 60 Minutes

Outcome(s)

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- o identity (e.g., Diversity of Being);
- o social responsibility (e.g., Degrees of Responsibility); and
- o social action (agency) (e.g., Justice and Fairness).

“I Can” Statement(s)

I can... apply prior knowledge of texts and language to develop my understanding.

I can... analyze how a text is related to the themes and issues of a certain period of time.

Procedure

Set (3 minutes)

- o Show the students a photo of Shakespeare and give the students ~3 minutes to list as many things as they can regarding what they already know about The Bard.

Development (40 minutes)

- o Mini lecture: Who is Shakespeare? The context of Shakespeare and his plays. What is *Macbeth*? Major themes? (20 min.)
- o Students will explore the globe theatre through a virtual tour. (5 minutes)

- Students will view a video modeling forms of Shakespearean insults in preparation for creating their own. (6 minutes)
 - <https://www.youtube.com/watch?v=vdCjKH5IKJ8>
- Students will generate a list of 5-8 insults based on the directions given. (5 minutes).

Closing (10-15 minutes)

- Shakespearean Insult Battle using the student generated insults.

Differentiated Instruction

Visual Learners

- PowerPoint Guide
- YouTube video platform
- Globe Theatre exploration

Auditory Learners

- YouTube video platform

Kinaesthetic Learners

- Shakespearean Insult Battle

ESL Students

- PowerPoint Guide
- YouTube video platform

Materials & Resources

Instructional Materials:

- Intro to Shakespeare Prezi
- Individual computer access
 - Alternative: Access to projector/computer
- “Shakespearean Insults” Words List (See Appendix: Activity 1)

Resources:

- <https://www.theatrefolk.com/freebies/shakespearean-insults.pdf>
- [Ted-Ed]. (2012, May 4). *Insults by Shakespeare*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=vdCjKH5IKJ8>

Assessment

Diagnostic:

- Quick Write: Picture Prompt

Formative:

- Observation: Shakespearean Insult Battle



Lesson Plan #2

Introduction to *Macbeth*

Summary

1. Subject(s): English Language Arts
2. Topic or Unit of Study: Equity and Ethics (*Macbeth*)
3. Grade/Level: Grade 10
4. Big Idea/Essential Question:
 - a. Big Idea: Who and What is Right?
 - b. Essential Question: Who decides what is right?
5. Time Allotment: 60 Minutes

Outcome(s)

CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.

CC B10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.

“I Can” Statement(s)

I can... form and support opinions about the ideas being discussed.

I can... participate actively in a group discussion while being courteous and respectful towards my fellow students and their ideas.

Procedure

Set (5 minutes)

- Distribute copies of the *Macbeth* Anticipation Guide and allow students time to respond to each statement.

Development (40 minutes)

- Deeper introduction of themes.
- “Take a Stance” Activity: the classroom will be divided into two sides (agree/disagree). Based on their responses to the Anticipation guide, as a class we will go through each statement and students will choose a side. Each point will be discussed in a casual debate-style discussion. As an add-on, each student can be given two pieces of paper as their speaking tokens allowing them to defend their opinion/speak only twice to allow all voices to be heard.

Closing (10-15 minutes)

- Categorize each statement as addressing one or more of the themes of the play.
- Provide students with copies of the blank “Theme Summaries” document.
 - They must **keep this at all times**. It is to be used throughout as we read the play.

Differentiated Instruction

Visual Learners

- “Theme Summaries” Graphic Organizer

Auditory Learners

- Discussion of themes.

Kinaesthetic Learners

- “Take a Stance” Activity

Advanced Learners

- Debate/Defending your opinion.

Materials & Resources

Materials:

- *Macbeth* Anticipation Guide (See Appendix: Activity 2)
- Speaking Tokens (if applicable)
- “Theme Summaries” Graphic Organizer (See Appendix: Activity 3)

Resources:

- <https://englishmajor89.wikispaces.com/ELA+B10> (original Anticipation Guide)

Assessment

- a. Formative:
 - Observation of discussion and understandings.

Lesson Plan #3

Act 1 Scenes 1-5

Summary

1. Subject(s): English Language Arts
2. Topic or Unit of Study: Equity and Ethics (*Macbeth*)
3. Grade/Level: Grade 10
4. Big Idea/Essential Question:
 - a. Big Idea: Who and What is Right?
 - b. Essential Question: Who decides what is right?
5. Time Allotment: 60 Minutes

Outcome(s)

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- identity (e.g., Diversity of Being);
- social responsibility (e.g., Degrees of Responsibility); and
- social action (agency) (e.g., Justice and Fairness).

CR B10.2 View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.

CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.

“I Can” Statement(s)

I can...discuss the ways in which a text challenges or supports individual and community values and behaviours.

I can...compare and contrast my own values and ideas against values and ideas presented in a text.

I can...identify recurring themes and patterns in a text.

I can...interpret and draw conclusions about the ideas presented in what was viewed and respond critically.

I can...demonstrate active listening behaviour.

I can...critically respond to what I listened to and heard and support my conclusions by referencing what was presented.

Procedure

Set (5 minutes)

- Distribute copies of blank Act 1 Study Guide.
- Hand out copies of *Macbeth* text.

Development (40-45 minutes)

- Part One: (30 minutes)
 - Act 1; Scene 1&2: students will listen to audio-book version of scene 1&2 and follow along with the text.
 - If audio version is unavailable, the teacher will read the first two scenes of act 1.
 - **Act 1; Scene 3:** Students will watch a clip of scene 3 while following along in the text.
 - 11:03 - <https://www.youtube.com/watch?v=9Ef3Mv7B4ZE>
 - Act 1; Scenes 4-7: Students will volunteer for reading a part in each scene. (Different students volunteer for different scenes)
- Part Two: (10-15 minutes)
 - Class Discussion: What have the Weird Sisters provided Macbeth? How do Macbeth and Banquo differ in their views about the prophecy? Who believes it, who does not? What conclusion does Macbeth come to because of the prophecy? Is this the right thing to do? Is it the only way for Macbeth to become king? What would you do? Why?

Closing (5-10 minutes)

- Allow students to fill out the Act 1 Study Guide
 - This will be handed in to the teacher to be checked over and handed back.

Differentiated Instruction

Visual Learners

- YouTube video: Act 1; Scene 3
- Follow along with text

Auditory Learners

- Audio-book option
- YouTube video

Kinaesthetic Learners

ESL Students

- Audio-book option
- Follow along with text
- YouTube video

Advanced Learners

- Reading roles

Materials & Resources

Materials:

- Act 1 Study Guide (See Appendix: Activity 4)
- *Macbeth* text

Resources:

- [Shakespeare at Play]. (2015, July 11). *Macbeth - Act 1 Scene 3 - Shakespeare at Play*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=9Ef3Mv7B4ZE>

Assessment

Formative:

- Act 1 Study Guide - check for understanding.



Lesson Plan #4

Act 1 Scene 5 - Gender/Feminist Theory

Summary

1. Subject(s): English Language Arts
2. Topic or Unit of Study: Equity and Ethics (*Macbeth*)
3. Grade/Level: Grade 10
4. Big Idea/Essential Question:
 - a. Big Idea: Justice and Fairness
 - b. Essential Question: What are some of the factors that create inequalities? How have these inequalities shaped our world?
5. Time Allotment: 60 Minutes

Outcome(s)

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- o identity (e.g., Diversity of Being);
- o social responsibility (e.g., Degrees of Responsibility); and
- o social action (agency) (e.g., Justice and Fairness).

CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.

CC B10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.

“I Can” Statement(s)

I can...identify how human experiences and values are reflected in texts.

I can...identify recurring patterns and themes in a text.

I can...read and make generalizations about key concepts, characters, themes, and techniques and support them using specific details.

I can...interact in group discussions purposefully, confidently, and appropriately.

Procedure

Set (10-15 minutes)

- Distribute copies of the “Social Construction of Gender” activity.
- Have students categorize each word as male, female, both, or neither without overthinking. Go with their gut reaction to the word.
- On the board, have 10 of the words written down on the vertical and have the categories written on the horizontal.
 - Choose a variety of simply categorized words and some that may be more complex.
- Take a survey of where the class placed each word that appears on the board.

Development (35 minutes)

- Mini Lecture: Explore Feminist literary theory and how it is an essential part of *Macbeth*.
 - Hand out a copy of Lady Macbeth’s soliloquy (Act 1; Scene 5)
- In pairs, have students discuss and record their responses to the prompts on the “Guiding Questions” sheet provided to them.
- Have students get together with another group to share their responses.
- Come together as a whole class and have groups volunteer their responses.

Closing (10 minutes)

- Twitter Exit Slip: In 140 characters or less, have students summarize the main points of Lady Macbeth’s soliloquy. Feel free to include creative hashtags.

Differentiated Instruction

Visual Learners

- PowerPoint
- Physical copy of Lady Macbeth’s soliloquy

Auditory Learners

- Discussion of topic

ESL Students

- Pair with advanced learners who can help guide them.

Advanced Learners

- Twitter exit slip summary – limited in # of characters to be used. Could challenge them to do it in 100 characters or less.

Materials & Resources

Materials:

- “Social Construction of Gender” Activity Handout (See Appendix: Activity 5)
- Feminist Theory PowerPoint
- Hard copy of Lady Macbeth’s Soliloquy (See Appendix: Activity 6)
- “Guiding Questions” Handout(See Appendix: Activity 7)
- Twitter Exit Slip Handout (See Appendix: Activity 8)

Resources:

- Appleman, D. (2015). *Critical Encounters in Secondary English: Teaching Literary Theory to Adolescents*. (3rd ed.). (pp. 198-200). New York: Teachers College Press.

Assessment

Formative:

- Twitter Exit Slip



Lesson Plan #5

Act 2 Scenes 1-2

Summary

1. Subject(s): English Language Arts
2. Topic or Unit of Study: Equity and Ethics (*Macbeth*)
3. Grade/Level: Grade 10
4. Big Idea/Essential Questions:
 - a) Big Idea: Justice and Fairness
 - b) Essential Question: Who decides what is right?
5. Time Allotment: 60 Minutes

Outcome(s)

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- identity (e.g., Diversity of Being);
- social responsibility (e.g., Degrees of Responsibility); and
- social action (agency) (e.g., Justice and Fairness).

CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.

CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.

“I Can” Statement(s)

I can... apply prior knowledge of texts and language to develop understanding and interpretations of different texts.

I can... discuss ways in which the text challenges individual and community values and behaviours.

I can... listen to and understand a text that addresses identity, social responsibility, and personal agency.

I can... understand and apply language cues and conventions and confirm meanings when listening to a text provided.

I can... demonstrate active listening behaviours.

I can... read and summarize a text that address identity, social responsibility, and personal agency.

I can... understand and apply language cues and conventions and confirm meanings when reading a text provided.

I can... demonstrate active reading behaviours.

I can... read and interpret main ideas, events, and themes from a text and respond with critical responses to what was read.

Procedure

Set (5-10 minutes)

- Provide time for students to finish Act 1 Study Guide
- Collect study guide from students
- Hand out Act 2 study guide

Development (30 minutes)

- Students read Act 2; Scenes 1-2 in graphic novel
- Class discussion of the two scenes and the events that have played out
- After reading students will create a prediction to get them thinking about what will occur from this point on in.
- Prediction:
 - What do you think will happen next? Will he ascend to the throne? Will he be successful as king? Will he fail?

Closing (10 minutes)

- The Muddies Point: Clarify if there is any confusion up to this point.
- Read Act 2 Scene 3 and 4 on your own finish for next class.

Differentiated Instruction

Visual Learners

- Graphic novel.
- Act 1 Study Guide

Auditory Learners

- Audio-book option

ESL Students

- Graphic novel.
- Act 1 Study Guide

Advanced Learners

- Challenge students to create a prediction alongside a synopsis for the play.
- Reading roles.

Materials & Resources

Instructional Materials:

- Act 2 Study Guide (See Appendix: Activity 9)
- *Macbeth* Graphic Novel
- The Muddies Point: Exit Slip (See Appendix: Activity 10)

Resources:

- Macbeth: The Graphic Novel Original Text Version by John McDonald; William Shakespeare; John Haward; Clive Bryant
https://books.google.ca/books?id=kti7vZn1DH0C&pg=PA3&lpg=PA3&dq=Act+two+scene+1+macbeth+comic+book&source=bl&ots=rz9SkhJ3FM&sig=KliOw-wzGrD-8okflVGu1xluPgLQ&hl=en&sa=X&ved=0ahUKEwjzoNGl_7rSAhVl64MKHfPRDvUQ6AEISjAI#v=onepage&q&f=true

Assessment

Formative:

- Act 1 Study Guide - check for understanding
- Prediction
- The Muddies Point: Exit Slip - check for uncertainties



Lesson Plan #6

Dramatic Reading of *Macbeth*

Summary

1. Subject(s): English Language Arts
2. Topic or Unit of Study: Equity and Ethics (*Macbeth*)
3. Grade/Level: Grade 10
4. Big Idea/Essential Questions:
 - a) Big Idea: Who and What is Right?
 - b) Essential Question: How have inequalities shaped our world? Who decides what is right?
5. Time Allotment: 3 days (60 Minutes per day)

Outcome(s)

CC B10.2 Create and present a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.

CC B10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.

AR B10.1 Establish and apply criteria to evaluate own and others' work.

“I Can” Statement(s)

I can... prepare and present a visual presentation.

I can... understand and apply language cues and conventions to construct and communicate meaning when using various forms of representing.

I can... select, interpret, and understand information from texts and present it effectively.

I can... prepare and role play an event and present the role play to the class.

I can... participate in small - and large-group discussion and demonstrate effective group interaction skills and strategies.

I can... use feedback to evaluate own effectiveness.

I can... establish and apply criteria to evaluate others' work.

Procedure

Set (10 minutes)

- Split students into groups of three or four.
- Students will choose, as a group, a scene to act out before the class. A signup sheet will be provided highlighting key events.

Development

- Day 1:
 - Each group will assign roles to each individual.
 - Students will be informed to keep language in Shakespearean language.
 - Recommended: each group watch a video of their scene to get a sense of the interaction of characters and the emphasis of words.
- Day 2:
 - Students will be instructed to become creative and fluent (but still allowed to have script).
 - Students will rehearse with groups.
 - Second half of the class period groups will pair up with another group and perform their skit giving meaningful feedback.
- Day 3:
 - Groups will be instructed to present their skit to the class (scripts could be provided).

Differentiated Instruction

Visual Learners

- Viewing of an important scene - Youtube video platform

Auditory Learners

- Listening to an important scene - Youtube video platform

Kinesthetic Learners

- Acting out of an important scene

ESL Students

- Viewing of an important scene - Youtube video platform

Advanced Learners

- Students will be encouraged to take on a larger role in a scene.

Materials & Resources

Instructional Materials:

- Skit assignment sheet and rubric (See Appendix: Activity 11)

Resources:

- Youtube video platform

Assessment

Formative:

- Feedback from peers

Summative:

- Script group presentation - authenticity and oral presentation



Lesson Plan #7

Character Analysis “Fakebook Profile”

Summary

1. Subject(s): English Language Arts
2. Topic or Unit of Study: Equity and Ethics (*Macbeth*)
3. Grade/Level: Grade 10
4. Big Idea/Essential Questions:
 - a) Big Idea: N/A
 - b) Essential Question: N/A
5. Time Allotment: 60 Minutes

Outcome(s)

CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore:

- o identity (e.g., Diversity of Being);
- o social responsibility (e.g., Degrees of Responsibility); and
- o social action (agency) (e.g., Justice and Fairness).

CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script) communications.

“I Can” Statement(s)

I can... develop a project-focused inquiry related to a theme or issue of the course.

I can... write informational and literary texts pertain to audience.

I can... understand and apply language cues and conventions to construct and communicate meaning when writing.

I can... write a biographical profile that includes key ideas learned the person, begins by sharing some important background information, describes the subject and explains what he or she accomplished, and ends by learning the readers with something to think about and consider.

Procedure

Set (10 minutes)

- Show examples of famous people Facebook profiles to demonstrate the information given, the people followed/friended, status updates, recent activity, etc.

Development (minutes)

- Students will create a Facebook profile that explores a main character from *Macbeth* (ie: Macbeth, L. Macbeth, Banquo)
- They will create:
 - A profile picture of their character by either finding or drawing a picture that is symbolic of their character.
 - An about section describing their character.
 - A list of friends that the character may have based on the play.
 - 3-5 status' that demonstrate their understanding of the character's role in the play. Optional: create hashtags to go with their status'.
 - Recent activity: they will make a "comment" on another character's profile, one page that they have liked, ect.
- Students will have time to work on their Facebook profiles for the remainder of the class period.

Closing (minutes)

- Students will hand in profiles which will be graded based on a rubric.

Differentiated Instruction

Visual Learners

- Examples of famous people facebook profile.
- Ability to draw to represent understanding.
- Instructions explained visually on assignment sheet.

Auditory Learned

- Instructions explained orally.

Kinesthetic Learners

- Ability to use motor skills to draw.

ESL Students

- Instructions explained orally and visually.

Advanced Learners

- Encouraged to create comments on each status by other characters.

Materials & Resources

Instructional Materials:

- Facebook Profile assignment sheet and rubric. (See Appendix: Activity 12)

Resources:

- Famous person Facebook Profile - <https://www.facebook.com/ellentv/>
- *other profiles available

Assessment

Summative: Character Facebook Profile



Lesson Plan #8

Act 3

Summary

1. Subject(s): English Language Arts
2. Topic or Unit of Study: Equity and Ethics (*Macbeth*)
3. Grade/Level: Grade 10
4. Big Idea/Essential Questions:
 - a) Big Idea: Who and What is Right?
 - b) Essential Question: Who decides what is right?
5. Time Allotment: 60 Minutes

Outcome(s)

CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script) communications.

“I Can” Statement (s)

I can... write a biographical profile that includes key ideas learned the person, begins by sharing some important background information, describes the subject and explains what he or she accomplished, and ends by learning the readers with something to think about and consider.

Procedure

Set (10 minutes)

- Take in Facebook Profiles from previous day.
- Recap summary of Act 2
- Hand out Act 3 Study Guide

Development (45-50 minutes)

- As a class summarize Act 3; Scene 1-3
- Watch Act 3; Scene 4
- Write a fictionalized journal entry
 - Macbeth, Banquo, L. Macbeth, etc.
- Provide students the opportunity to work on their fictionalized journal entries.

Differentiated Instruction

Visual Learners

- Youtube video: Act 3; Scene 4
- Act 2 Study Guide

Auditory Learners

- Youtube video: Act 3; Scene 4

ESL Students

- Act 2 Study Guide
- Youtube video: Act 3; Scene 4

Advanced Learners

- Provide students with the opportunity to

Materials & Resources

Instructional Materials:

- Act 3 Study Guide (See Appendix: Activity 13)
- Fictionalized Journal Entry assignment sheet and rubric. (See Appendix: Activity 14)

Resources:

- Act 3; Scene 4 <https://www.youtube.com/watch?v=7U0DwUC0BuE>

Assessment

Formative:

- Act 2 Study Guide - check understanding of play

Summative:

- Fictionalized Journal Entry - check understanding of character development and understanding of play



Lesson Plan #9

Act 4 and 5

Summary

1. Subject(s): English Language Arts
2. Topic or Unit of Study: Equity and Ethics (*Macbeth*)
3. Grade/Level: Grade 10
4. Big Idea/Essential Question:
 - a) Big Idea: Who and what is right?
 - b) Essential Question: Who decides what is right?
5. Time Allotment: 2 days (60 minutes per day)

Outcomes:

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- identity (e.g., Diversity of Being);
- social responsibility (e.g., Degrees of Responsibility); and
- social action (agency) (e.g., Justice and Fairness).

CR B10.2 View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.

“I Can” Statement(s)

I can...view, listen to, read, and respond to historically or culturally significant works (texts) that reflect and enhance studies in history and social science.

I can... identify recurrent patterns and themes in texts.

I can... analyze how a text is related to the themes and issues of a particular period in time.

I can... understand and apply language cues and conventions to construct and confirm meaning when reading including.

I can... select, use, and evaluate purposefully a variety of before, during, and after strategies to construct meaning when viewing.

I can... understand and apply language communication cues and conventions to construct and confirm meaning when viewing.

I can... view a performance of a play (*Macbeth* movie) and discuss the specific scenes, main character, and technical production aspects of the presentation.

Procedure

Set (15 minutes)

- Have students partner up.
- Distribute the a list of key events for Act 4 and 5
- Have the students construct a timeline of events for Act 4 and 5 and select what they think is the most important event.
- Take a poll of the groups and see what they think is the most important event in the two acts. Have the students provide brief rationale for why they feel their event is the most important.

Development (1 hour 30 minutes)

- Show Act 4 and 5 of *Macbeth*- if times allows show different adaptations and show just the key scenes (witches scene, Lady Macbeth “out damned spot”, Macbeth’s death).
- While the students are watching the film adaptations of the Acts they will be filling out a viewing guide.

Closure (15 minutes)

- Discuss the ending of the play with the students
 - Tie the key scenes back to the themes:
 - Was it right for Macduff to kill Macbeth?
 - Was Macbeth an inherently bad person or was he corrupted by ambition?
 - How do the deaths of Lady Macbeth and Macbeth add to our understanding of gender construction within the play?

Differentiated Instruction

Visual Learners

- Timeline of events
- Video of Act 4 and 5 provides visual of key scenes
- Viewing guide

Auditory Learners

- Video of Act 4 and 5 allows students to hear the old english and understand better

ESL Students

- Timeline of events
- Viewing guide

Advanced Learners

- Defending position on key point

Materials & Resources

Materials:

- List of key events in Act 4 and 5 (See Appendix: Activity 15)
- Viewing guides (See Appendix: Activity 16)
- *Macbeth* video adaptations (may choose to show just one or selections from a variety)

Resources

- Polanski, R. (Director). (1971). *Macbeth* [DVD]. England: Seabourne Enterprises
- *This will depend on what is available through your school. Copies are also available through the local library

Assessment

Formative:

- Viewing guide- checking for understanding



Lesson Plan #10

Macbeth Review

Summary

1. Subject(s): English Language Arts
2. Topic or Unit of Study: Equity and Ethics (*Macbeth*)
3. Grade/Level: Grade 10
4. Big Idea/Essential Question:
 - a) Big Idea: Justice and Fairness
 - b) Essential Question: Who decides what is right? Why should we do the right thing?
5. Time Allotment: 60 minutes

Outcomes:

CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries, and a short script) communications.

“I Can” Statement(s)

I can... recall prior knowledge about *Macbeth* and demonstrate my learning in a group game setting.

I can... work cooperatively with my peers in a game setting.

I can... experiment with and explore a variety of written text forms (such as letter of complaint, obituary, brochure).

I can... focus on a made-up character or someone read about or observed and write an obituary that captures them accurately.

I can... create an obituary for a character in the play that contains impressions, reflections, and observations.

Procedure

Set (20 minutes)

- Provide students with 1 page comic summary of Macbeth.
- “Hot Seat” Review Game- split the class in two and play hot seat as a review game. (See attached directions) Possible topics/terms for student in the hotseat: characters (Macbeth, Lady Macbeth, Duncan, Macduff) themes (corruption, greed, ambition), symbols (ghosts, blood, dagger).

Development (55 minutes)

- Introduce the obituary assignment. Students must write about a different character than they did for their character profile assignment. Students will be provided with guidelines and sample obituaries from newspapers.

Closure (5 minutes)

- Check in to clear up final questions and to check in that everyone has a start on it and to assign it for homework

Differentiated Instruction

Visual Learners

- Directions for “Hot Seat” will be projected on the screen.
- Sample obituaries will be provided

Auditory Learners

- All instructions will be explained verbally

ESL Students

- Review game is low-stakes and good practice with questioning
- Could ensure that they get a main character as their term so not as many questions need to be asked
- Could write the obituary in their own language first and then use a translator
- Obituary template could be provided

Advanced Learners

- The terms for the Hot Seat game can range from simplistic to more difficult
- Challenge them to do an obituary for a minor character who it may be harder to find information for.

Materials & Resources

Materials:

- “Hot Seat” Powerpoint and list of possible terms
- Sample obituaries from newspapers or online
- Obituary Assignment Guidelines (See Appendix: Activity 17)
- *Macbeth* text as reference

Resources

- Leader Post- recent editions

Assessment

Formative:

- Informal observation: if students struggle with certain terms in the game may want to stop the game to review and clarify if there is confusion.

Summative:

- Character Obituary



Lesson Plan #11

Thematic Collage Final Project

Summary

1. Subject(s): English Language Arts
2. Topic or Unit of Study: Equity and Ethics (*Macbeth*)
3. Grade/Level: Grade 10
4. Big Idea/Essential Question:
 - a) Big Idea: Justice and Fairness/Who and what is right?
 - b) Essential Question: How have inequalities shaped our world? Who decides what is right? Why should we do the right thing?
5. Time Allotment: 4 days (60 minutes per day)

Outcomes:

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- identity (e.g., Diversity of Being);
- social responsibility (e.g., Degrees of Responsibility); and
- social action (agency) (e.g., Justice and Fairness).

CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore:

- identity (e.g., Diversity of Being);
- social responsibility (e.g., Degrees of Responsibility); and
- social action (agency) (e.g., Justice and Fairness)

AR B10.1 Establish and apply criteria to evaluate own and others' work.

AR B10.2 Set personal language learning goals and select strategies to enhance growth in language learning

“I Can” Statement(s)

I can...identify recurrent patterns and themes in texts.

I can...analyze how a text is related to the themes and issues of a particular period in time.

I can...create spoken, written, and other representations that include: a clear thesis and logical points to support thesis, appropriate details to support thesis, a style and voice appropriate to audience and purpose, coherence, logical progression, and support for ideas, clear patterns of organization, a justifiable conclusion.

I can.... celebrate special accomplishments by using language to describe and discuss achievements.

I can... use feedback to evaluate own effectiveness as a communicator.

Procedure

Set (15 minutes)

- Carousel Brainstorm activity: Place large sheets of paper around the room and write a theme on each one. Then break students up into groups and rotate them through the stations, they can bring the text with them. At each station have them brainstorm and write down ways that theme is represented in the play. Students can include direct quotes, write down characters that represent the theme and why. Once the groups have rotated through briefly have each group share their theme and three key points.
- Themes may include: Ambition, Appearance vs. Reality, Atmosphere, Disorder, Trust and Betrayal, Fear, Greed and Power, Excuses, Visions, Desperation, Good and Evil, Guilt, and The Supernatural

Development

- Day One
 - Introduce the theme_collage final project.
 - Give students time to engage in the pre-drawing stage (see assignment attached)
 - Students can form groups and begin drafting their collages
- Day Two
 - Student groups will engage in 3-5 minute conferences with the teacher to discuss their intention and their rationale for their collage.
 - Students will be given time to work on their collages.
 - ***This could be a great opportunity for some cross-curricular collaboration. The art teacher could come in and give the students some tips on creative ways to achieve the look they are going for (ex. Creating texture)
- Day Three
 - Final work period. Put the finishing touches on the collages and finalize the artist statement explaining their piece and why they made the creative decisions they did.
- Day Four
 - Gallery walk (45 mins). The groups will post their collages and artist statement around the room for their peers to view. Jazz music will play in the background and there will be cheese and cracker type horderves for while the students view each other's' art.

Closure (15 minutes)

- Students will complete the self-assessment based on the final project.

Differentiated Instruction

Visual Learners

- Samples could be provided for students to look at

Auditory Learners

- All instructions will be explained verbally

ESL Students

- Working in groups for this project
- Pictorial representations will help with comprehension
- Minimal writing

Advanced Learners

- May ask to pick a fifth theme and propose a way to create a collage using a theme not listed on the assignment.

Materials & Resources

Materials:

- Large chart paper and markers
- Theme Collage Assignment Sheet, Rubric, and Self-Assessment (See Appendix: Activity 18)

Assessment

Formative:

- Carousel brainstorm
- Theme Collage Self-Assessment

Summative:

- Theme Collage Final Project



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Activity One**Shakespearean Insults**

To create a Shakespearean insult, combine one word from each of the three columns below, prefaced with "Thou":

Column 1

artless
 bawdy
 beslubbering
 bootless
 churlish
 cockered
 clouted
 craven
 currish
 dankish
 dissembling
 droning
 errant
 fawning
 fobbing
 froward
 frothy
 gleeking
 goatish
 gorbellied
 impertinent
 infectious
 jarring
 loggerheaded
 lumpish
 mammering
 mangled

Column 2

base-court
 bat-fowling
 beef-witted
 beetle-headed
 boil-brained
 clapper-clawed
 clay-brained
 common-kissing
 crook-pated
 dismal-dreaming
 dizzy-eyed
 doghearted
 dread-bolted
 earth-vexing
 elf-skinned
 fat-kidneyed
 fen-sucked
 flap-mouthed
 fly-bitten
 folly-fallen
 fool-born
 full-gorged
 guts-griping
 half-faced
 hasty-witted
 hedge-born
 hell-hated

Column 3

apple-john
 baggage
 barnacle
 bladder
 boar-pig
 bugbear
 bum-bailey
 canker-blossom
 clack-dish
 clotpole
 coxcomb
 codpiece
 death-token
 dewberry
 flap-dragon
 flax-wench
 flirt-gill
 foot-licker
 fustilarian
 giglet
 gudgeon
 haggard
 harpy
 hedge-pig
 horn-beast
 hugger-mugger
 jointhead

Activity Two

Macbeth Anticipation Guide

Directions: Do you agree or disagree with each statement? Circle your response. Choose one or two statements that you feel strongly about to expand your thinking on at the end of class.

	Statement	
Agree	1. Behind every great man is a great woman (every great man is supported, guided, helped and even pushed by a great woman).	Disagree
Agree	2. Witches, demons, and evil spirits actually exist.	Disagree
Agree	3. Sometimes it is necessary to do something wrong to get what you want.	Disagree
Agree	4. What goes around comes around (karma).	Disagree
Agree	5. Human beings are easily tempted by things they want, even if it's wrong.	Disagree
Agree	6. If someone feels that the ruler/s of his/her country is destroying the country, that person should try to overthrow the ruler/s.	Disagree
Agree	7. There are circumstances or events that justify murdering someone.	Disagree
Agree	8. Success is worth any price you have to pay.	Disagree
Agree	9. Kings are appointed by God, and they rule as His representatives on Earth.	Disagree
Agree	10. Your astrological forecast (your horoscope) is a good indicator of how your day will go.	Disagree
Agree	11. Traitors should be executed.	Disagree

Activity Three*Macbeth Major Themes*

Directions: This play contains many important themes. As you read this play, keep track of events, quotes, and examples of each of the following themes. This information will be used to complete your final project on the play.

Appearance vs. Reality

Blood

Darkness

Sleep vs. Sleeplessness

Activity Four**Macbeth**

By William Shakespeare

Characters List:

- MACBETH: A general in the Scottish army; a fierce warrior.
- LADY MACBETH: His wife.
- DUNCAN: King of Scotland.
- MALCOME & DONALBAIN: King Duncan's sons.
- BANQUO: A general in the Scottish army and a co-leader with Macbeth.
- FLEANCE: Banquo's son.
- MACDUFF, LENOX, ROSS, MENTEITH, ANGUS, CAITHNESS: Scottish noblemen.
- LADY MACDUFF: Macduff's wife.
- SIWARD: A general of the English forces (Earl of Northumberland).
- YOUNG SIWARD: Siward's son.
- SEYTON: One of Macbeth's attendants.
- HECATE: The head witch.
- THE WEIRD SISTERS: Three witches.
- APPARITIONS: Ghostly figures.
- PORTOR, DOCTORS
- SERVANTS, MURDERERS, MESSENGERS, SOLDIERS

Act One Study Guide

Scene One:

Write two sentences explaining the action of this scene. _____

Scene Two:

1. The Sergeant describes a battle in war between _____ and _____.
2. The heroes in that battle were _____ and _____.
3. The Thane of Cawdor turns out to be a traitor. King Duncan sentences him to death and gives his title to _____.
4. What do we learn about Macbeth's *character* in this scene? _____

Scene Three

1. What do the witches predict for Macbeth?
 - a. _____
 - b. _____
2. What do they predict for Banquo? _____
3. Dramatic irony is when the audience knows the truth of a situation, but the characters do not. Explain the dramatic irony in the witches' first prediction.

-
-
4. When the prediction comes true immediately, what does Macbeth think about the witches' other prediction?

-
-
5. What does Macbeth plan to do about the possibility of becoming king?
-
-
-

Scene Four

1. King Duncan greets Macbeth and Banquo returning home from battle. Duncan is in such good spirits he decides to name his successor.
- a. To whom does King Duncan give the title Prince of Cumberland?

- _____
- b. What does Macbeth think about this choice? Quote a line and then explain.

Scene Five

1. Lady Macbeth reads a letter from _____.
2. Lady Macbeth says of Macbeth: "Yet I do fear thy nature. It is too full of the milk of human kindness to catch the nearest way." What does she mean by this?

3. What message does the servant give Lady Macbeth? _____

4. Explain your understanding of Lady Macbeth's soliloquy (lines 41-57). _____

5. Macbeth arrives. What do he and Lady Macbeth discuss? _____

6. What advice does Lady Macbeth give her husband? _____

Scene Six

1. King Duncan arrives at Macbeth's palace along with Banquo, Lennox, Macduff, Ross, Angus, his sons, and attendants. Explain the dramatic irony in this scene. _____

Scene Seven

1. In this soliloquy, Macbeth is thinking over the plot to kill Duncan. He is having second thoughts. List four reasons Macbeth finds to talk himself out of committing this murder (lines 1-28).

- a. _____
- b. _____
- c. _____

- d. _____

Activity Five

Macbeth and the Social Construction of Gender

ELA B10: Unit One

Equity and Ethics

Directions: Using the words in the bank below, categorize each as being male, female, both, or neither in the chart below. Try not to think too hard but rather go with your first instinct.

Word Bank

Fashion, Football, Breadwinner, Pilot, Strength, Flower, Ambitious,
Perseverance, Compassionate, Bossy, Helpless, Thoughtful, Soft, Brassy,
Dangerous, Perpetrator, Victim, Attractive, Opinionated, Hostile, Emotional

Male	Female	Both	Neither

Activity Six

Lady Macbeth's Soliloquy

A **soliloquy** is a device that is often used in drama when a character speaks to him or herself, relating thoughts and feelings to the audience and speaking while not paying attention to any other characters who are present.

Act I Scene V Lines 1- 31; 39-55

Lady Macbeth:

'They met me in the day of success: and I have

learned by the perfectest report, they have more in
 them than mortal knowledge. When I burned in desire
 to question them further, they made themselves air,
 into which they vanished. Whiles I stood rapt in
 the wonder of it, came missives from the king, who
 all-hailed me 'Thane of Cawdor;' by which title,
 before, these weird sisters saluted me, and referred
 me to the coming on of time, with 'Hail, king that
 shalt be!' This have I thought good to deliver
 thee, my dearest partner of greatness, that thou
 mightst not lose the dues of rejoicing, by being
 ignorant of what greatness is promised thee. Lay it
 to thy heart, and farewell.'

10

Glamis thou art, and Cawdor; and shalt be
 What thou art promised: yet do I fear thy nature;
 It is too full o' the milk of human kindness
 To catch the nearest way: thou wouldst be great;
 Art not without ambition, but without
 The illness should attend it: what thou wouldst highly,
 That wouldst thou holily; wouldst not play false,
 And yet wouldst wrongfully win: thou'ldst have, great Glamis,
 That which cries 'Thus thou must do, if thou have it;

20

And that which rather thou dost fear to do
Than wishest should be undone.' Hie thee hither,
That I may pour my spirits in thine ear;
And chastise with the valour of my tongue
All that impedes thee from the golden round,
Which fate and metaphysical aid doth seem 30
To have thee crown'd withal.

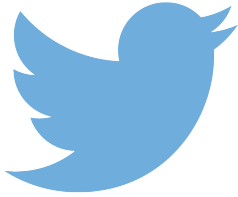
After the servant has come to tell Lady Macbeth that King Duncan is coming:

The raven himself is hoarse

That croaks the fatal entrance of Duncan 40
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe top-full
Of direst cruelty! make thick my blood;
Stop up the access and passage to remorse,
That no compunctious visitings of nature
Shake my fell purpose, nor keep peace between
The effect and it! Come to my woman's breasts,
And take my milk for gall, you murdering ministers,
Wherever in your sightless substances 50
You wait on nature's mischief! Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes,
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'

Activity Eight

Twitter Exit Slip



“Tweet” a summary of Lady Macbeth’s soliloquy in Act I Scene 5 Lines 39-55 that demonstrates your understanding of it’s affect on the play and what it says about the character. Limit yourself to the space provided. **Note:** Twitter handle must be your first and last name. No inappropriate name handles or hashtags.

@_____

#

Activity Nine**Act Two Study Guide****Scene One**

1. Banquo leaves and Macbeth is left with his thoughts. Explain Macbeth's soliloquy and his feelings as he goes to commit the murder. _____

2. What does the ringing of the bell mean? _____

Scene Two

1. After Macbeth murders King Duncan, he agonizes over something. What is it?

- a. _____

- b. _____

- c. _____

2. What mistake does Lady Macbeth scold Macbeth for when he returns from murdering Duncan? _____

Scene Three

1. Explain the purpose of the porter's speech. _____

2. Why is Macduff's statement "O gentle lady, 'tis not for you to hear what I can speak" ironic? _____

3. What has Macbeth done when he says "O, yet I do repent me of my fury"?

4. What does Banquo decide should be done?

5. Why do you think he does not accuse Macbeth of the murder?

6. Why do Malcolm and Donalbain decide to flee the country?

Scene Four

Ross and the old man are riding along discussing the terrible murder. Along comes Macduff and states he suspects Macbeth because he has killed the only ones who could lead them to the murderer.

1. What does this scene foreshadow? _____

2. Shakespeare shows how nature corresponds to man's acts. List the strange things that have been happening.

3. Why is Macbeth named the successor to King Duncan?

Activity Ten

Name:

Date:



The Muddies Point

In one to two sentences clarify if there is any confusion up to this point. If there is, explain how this confusion could be clarified better for you. If you feel there is no confusion state one or two questions you may still have pertaining to the play.

Activity Eleven

Macbeth: A Dramatic Reading

Directions: In a group based on the number of people in the scene, prepare and rehearse a dramatic reading of one of the major events up to this point from the list provided. Within each group, assign a role that each individual will have to play. NOTE: The language must remain in the original text from the play but you will not have to memorize every word. You will be allowed a script of your lines with you. Be creative but you are not required to go above and beyond with props and costumes (though you may if you wish!). The goal is to read with emphasis and expression to get a sense of the scene.

Scenes to choose from:

Act I Scene 7 (Group of 2)

Characters: Macbeth; Lady Macbeth

Act II Scene 1: (Group of 3)

Characters: Macbeth*; Banquo; Fleance

*The person who plays Fleance will be required to take on half of Macbeth's lines.

Act II Scene 2 Line 1- 31 (Group of 2)

Characters: Macbeth; Lady Macbeth

Act II Scene 2 Line 32 – 73 (Group of 2)

Characters: Macbeth; Lady Macbeth

Act II Scene 3 Line 1 – 56 (Group of 3)

Characters: Porter; Macduff; Lennox

Act II Scene 3 Line 57 – 101 (Group of 4)

Characters: Macbeth; Macduff; Lennox; Lady Macbeth; Donalbain; Malcolm

*The three smaller parts of Lady Macbeth, Donalbain, and Malcolm will be played by one person.

Act II Scene 3 Line 102 – 142 (Group of 5)

Characters: Macbeth; Macduff; Malcolm; Donalbain; Banquo

You will be **evaluated** based on pitch of voice, tone of voice (dramatization of emotion), pacing, phrasing, and volume. See the attached rubric for clear descriptions of criteria

Dramatic Reading Rubric

	Exceeding	Meeting	Progressing	Beginning
Tone of Voice	Student uses tone of voice effectively to convey emotions; student successfully read the poem with feeling and meaning.	Changes in tone and expression were used but were not exactly fitting for the passage.	Changes in tone and expression were rarely used; the student wasn't able to read the passage with feeling and meaning.	Tone of voice was not used to convey emotion or meaning.
Pacing	Student read the passage at a rate that was neither too fast nor too slow; used the pace to add meaning to the poem (slowing down for dramatic effect or speeding up when appropriate based on content)	Student read the poem at a rate that was neither too fast nor too slow but didn't use the pace as a means to convey meaning in the poem (for dramatic effect)	Student read the poem too fast or too slow but attempted to use pace to convey the meaning of the passage	Student read the passage too fast or too slow and made no attempt to use pace to help convey the meaning of the passage
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Volume/Pitch	Voice projection is varied throughout to emphasize dramatic points. Voices	Voice projection is loud enough that everyone in the audience can hear what is being said.	Voice projection is adequate. Most of the audience is able to hear the presentation.	Voice projection is low and the audience struggles to hear to presenters.

	can be heard from anywhere in the room.	Volume varies when necessary for dramatic purposes.		
Flow	Pauses were always effectively used based on punctuation or to improve meaning and/or dramatic effect; did not pause at end of lines just because they were ends of lines	Pauses were almost always effectively used based on punctuation, to improve meaning and/or dramatic effect; there may have been some unnecessary pauses at the ends of lines	Pauses based on punctuation were intentionally used but were not effective in improving meaning or dramatic effect; reader paused at the end of many lines	Pauses were not intentionally used and bore little to no relationship to punctuation in the passage; reader paused at the end of lines because they were the ends of lines

Activity Twelve

Fakebook Profile

Select a character from the play *Macbeth*. Create a fake Facebook profile for this character. Follow the template provided.

You will need to create:

- A profile picture of their character by either finding or drawing a picture that is symbolic of their character.
- An about section describing their character.
- A list of friends that the character may have based on the play.
- 3-5 status' that demonstrate their understanding of the character's role in the play. Optional: create hashtags to go with their status'.
- Recent activity: they will make a "comment" on another character's profile, one page that they have liked, ect.

Characters to choose from:

- Macbeth
- Lady Macbeth
- Banquo
- One of the Three Witches
- King Duncan
- Fleance

*if you chose a character not listed above please notify the me before hand.

Fakebook Profile Rubric

Criteria	Exceeding (4)	Meeting (3)	Progressing (2)	Beginning (1)
Content	Shows a full understanding of the character. All content is related to the topic and made the topic easy to understand.	Shows a good understanding of parts of the character's life. Almost all information is related to the topic and made the topic easier to understand and read.	Does not seem to understand the person very well. Had very little information. Few of the information presented was related to the topic and made the topic easier to understand and read.	Is totally off topic. Cannot understand. Did not add any valuable information. Information is not related to the topic.
Profile Picture	Profile picture exceeds expectations through creativity. The picture was either found or drawn. The picture is symbolic of the character presented.	Profile picture meets expectations through creativity. The picture was either found or drawn. The picture is symbolic of the character presented.	Profile picture is close to expectations through creativity. The picture was either found or drawn. The picture is partially symbolic of the character presented.	Profile picture does not show creativity. The picture was either found or drawn. The picture does not symbolically represent the character.
Posts	Had over five status' and creative posts that illustrate the character's life.	Had three to five original and creative status' that illustrate the character's life.	Had two to three original and creative status' that illustrate the character's life.	Had two or less original and creative status' that illustrate the character's life.
Identified Friends	Had more than three friends who were identified by name.	Had three friends who were identified by name.	Had two friends who were identified by name.	Had one or no friends who were identified by name.
Recent Activity	Had more than four recent activity: comments on friends post or liked posts.	Had four recent activity: comments on friends posts or liked posts.	Had two or three recent activity: comments on friends posts or liked posts.	Had one or no recent activity: comments on friends posts or liked posts.

About	An about section is clearly stated emphasizing who the character is, what their role is society is, and where they are from. About section helps give an understanding of the character.	An about section is clearly stated emphasizing who the character is, what their role is society is, and where they are from. Furthers the character development.	An about section is there but lacking emphasis on who the character is, what their role in society is, and where they are from.	There is no or little about section lacking emphasis on who the character is, what their role in society is, and where they are from. Doesn't further the character development.
-------	--	--	---	--

Activity Thirteen**Act Three Study Guide****Scene One**

Macbeth is now King of Scotland. In their conversation, Macbeth learns that Banquo is going on a mission and Fleance will be going with him. He plans to have Banquo murdered.

1. According to this soliloquy, what reasons does Macbeth have for being jealous of Banquo and wanting him dead?

2. According to this soliloquy, what reasons does Macbeth have for wanting Fleance dead?

Scene Two

1. Quote lines that show that Macbeth and Lady Macbeth have reversed roles in their relationship compared to Act One, when King Duncan's murder was planned.

2. What does Macbeth mean when he says, “Things bad begun make strong themselves by ill”? _____

Scene Three

1. What went wrong with Macbeth’s plot to have Banquo and Fleance killed? _____

2. How does this relate to the prophecy? _____

Scene Four

1. Dramatic irony is when the audience is aware of something that some of the characters are not. What ironic situation leads to the climax of the play?

2. What is the climax of the play?

3. What two things does Macbeth plan to do? Why?

a. _____

b. _____

Scene Five

How does this scene reveal Macduff as the possible nemesis of Macbeth?

Activity Fourteen

Name:

Date:

Fictionalized Journal Entry

Write a biographical profile about a character from *Macbeth* that:

- includes key ideas learned the person,
- begins by sharing some important background information,
- describes the subject and explains what he or she accomplished,
- and ends by learning the readers with something to think about and consider.

You are to write a journal entry from the perspective of one of the characters from *Macbeth*. Be sure to use events and characteristics your character has and has witnessed throughout the play. Your purpose is to establish the development and understanding of characters represented in *Macbeth*.

Characters to choose from are:

- Macbeth
- Lady Macbeth
- Banquo
- One of the Three Witches
- King Duncan
- Fleance

*Make sure not to choose the same character you did for your Fakebook Profile.

Fictionalized Journal Entry Rubric

Criteria	Exceeding (4)	Meeting (3)	Progressing (2)	Beginning (1)
Purpose - to establish the development and understanding of characters represented in <i>Macbeth</i> .	Strong voice and tone that clearly addresses the purpose for writing.	Appropriate voice and tone. The purpose is largely clear.	Attempts to use voice and tone of the character. Somewhat addresses the intended purpose.	Demonstrates limited awareness of use of voice and tone. Limited evidence of intended purpose.
Understanding	Many interesting, specific facts and ideas are included.	Many facts and ideas are included.	Some facts and ideas are included.	Few facts and ideas are included.
Conventions	All grammar and spelling is correct. Shows risks being taken with grammar and punctuation.	Only one or two grammar and spelling errors. Shows risks being taken with grammar and punctuation.	A few grammar and spelling errors. Little to no risks being taken with grammar and punctuation.	Many grammar and spelling errors. No risks being taken with grammar and punctuation.

Activity Fifteen**KEY EVENTS IN ACT 4 AND 5 OF MACBETH**

A doctor and a gentlewoman discuss Lady Macbeth's strange habit of sleepwalking. Lady Macbeth enters in a trance with a candle in her hand. Haunted by the murders of Lady Macduff and Banquo, she seems to see blood on her hands and claims that nothing will ever wash it off. She leaves, and the doctor and gentlewoman marvel at her descent into madness.

A bloody child appears and tells Macbeth that "none of woman born / shall harm Macbeth" (4.1.96–97).

A procession of eight crowned kings walks by, the last carrying a mirror. Banquo's ghost walks at the end of the line. Macbeth demands to know the meaning of this final vision, but the witches perform a mad dance and then vanish.

Macbeth suddenly fears for his life, but he declares that he will not surrender "[t]o kiss the ground before young Malcolm's feet, / And to be baited with the rabble's curse" (5.10.28–29).

They exit fighting.

At Macduff's castle, Lady Macduff accosts Ross, demanding to know why her husband has fled. She feels betrayed. Ross insists that she trust her husband's judgment and then regretfully departs.

Suddenly, a messenger hurries in, warning Lady Macduff that she is in danger and urging her to flee. Lady Macduff protests, arguing that she has done no wrong.

Macbeth enters and he asks the witches to reveal the truth of their prophecies to him. To answer his questions, they summon horrible apparitions, each of which offers a prediction to allay Macbeth's fears.

A group of murderers enters and when one of them denounces Macduff, Macduff's son calls the murderer a liar, and the murderer stabs him. Lady Macduff turns and runs, and the pack of murderers chase her.

Lennox enters and tells Macbeth that Macduff has fled to England. Macbeth resolves to send murderers to capture Macduff's castle and to kill Macduff's wife and children.

Malcolm tests Macduff to see if he is really loyal to his cause or if he is a traitor. Macduff passes Malcolm and Siward walk together in the castle, which they have captured. Macduff emerges with Macbeth's head in his hand and proclaims Malcolm King of Scotland. Cursing Macbeth and his "fiend-like" queen, Malcolm calls all those around him his friends and invites them all to see him crowned at Scone (5.11.35).

Macbeth meets Macduff in battle. They fight, and when Macbeth insists that he is invincible because of the witches' prophecy, Macduff tells Macbeth that he was not of woman born, but rather "from his mother's womb / Untimely ripped" (5.10.15–16).

A floating head warns Macbeth to beware Macduff.

Malcolm's test and they embrace as allies.

Three witches appear onstage and circle a cauldron, chanting spells and adding ingredients to their stew—"eye of newt and toe of frog, / Wool of bat and tongue of dog" (4.1.14–15). One of the witches then chants: "By the pricking of my thumbs, / Something wicked this way comes" (4.1.61–62).

Ross urges Malcolm to return to his country, listing the woes that have befallen Scotland since Macbeth took the crown. Malcolm says that he will return with ten thousand soldiers lent him by the English king, Edward.

Outside the castle, a group of Scottish lords discusses the military situation: the English army approaches, led by Malcolm, and the Scottish army will meet them near Birnam Wood.

Next, a crowned child holding a tree tells Macbeth that he is safe until Birnam Wood moves to Dunsinane Hill.

Ross confesses to Macduff that Macbeth has murdered his wife and children. Macduff is crushed with grief. Malcolm urges him to turn his grief to anger, and Macduff assures him that he will inflict revenge upon Macbeth.

A woman's cry is heard, and Seyton appears to tell Macbeth that the queen is dead. Shocked, Macbeth speaks numbly about the passage of time and declares famously that life is "a tale / Told by an idiot, full of sound and fury, / Signifying nothing" (5.5.25–27).

A messenger enters with astonishing news: the trees of Birnam Wood are advancing toward Dunsinane. Outside the castle the battle has begun.

On the battlefield, Macbeth battles fearlessly because no man born of woman can harm him.

Activity Sixteen

MACBETH VIEWING GUIDE

Discussion Questions: Act Four

1. How are the witches portrayed? Note things about the costuming and the set. How is mood created in this scene?
2. What are the 3 things they tell Macbeth?
3. Where is Macduff?
4. How does Polanski show Lady Macbeth's madness? How does this relate to our discussion of the feminist and gender lens?

5. How is the murder of the Macduff family shown?

Discussion Questions: Act Five

1. What do the Doctor and the Nurse see Lady Macbeth doing?

2. What news does Ross bring Macbeth?

3. Why is Macbeth unafraid?

4. What news does Ross bring to Macduff?

5. What is Macduff's reaction to this news?

6. What is Macbeth's reaction to the news about Malcolm?

7. How does Lady Macbeth die?

- 8. How does Macbeth react to his wife's death?**

- 9. What is Macbeth's reaction to the news that Birnam Wood is moving?**

- 10. What happens when Macbeth faces Macduff?**

- 11. What happens when Macbeth hears that Macduff was born by Caesarian section?**

- 12. How does Macbeth die?**

Adapted from:

<https://mrsbyron.wikispaces.com/file/view/Macbeth+Study+Guide+2010+blank.doc>

Activity Seventeen

CHARACTER OBITUARY ASSIGNMENT

You are the obituary writer for a Scottish newspaper. You will pick one of the main characters from *Macbeth* and write their obituary.

You may choose one of the following:

- ❖ Macbeth
- ❖ Lady Macbeth
- ❖ Banquo
- ❖ Duncan

Your obituary should include all of the following information (If the information cannot be found in the text you have creative license to make it up but it has to be believable):

- Full name of the character/person
- Date of birth (estimate this)
- Date of death
- Cause of death
- Occupation/Role
- Major accomplishments/achievements
- What they did in their free time
- Names of the character's closest deceased and surviving relatives
- Place of residence
- Place of funeral/burial

Remember that obituaries are short summaries of the deceased person.

*****ALSO:** You will want to consider tone in this piece. As the obituary writer do you want to glorify the deceased or not. You may choose to take a sarcastic or hateful tone if you wish.

CHARACTER OBITUARY RUBRIC

	2	4	6
Content	The obituary contains few of the necessary information about the character and paints a foggy picture of who the character was in life and how they died. Pertinent information is missing and reader has no sense of who this person was.	The obituary contains most of the necessary information about the character and paints a somewhat clear picture of who the character was in life and how they died.	The obituary contains all of the necessary information about the character and paints a vivid picture of who the character was in life and how they died. Detailed and eloquent summary of the deceased character.
Tone	The obituary carries no tone at all.	The obituary attempted to deliver a tone but it is not carried throughout the piece or is unintentional.	The obituary has a clear tone throughout the piece. Author's intent is clear and cohesive throughout the piece.
Grammar/Spelling	This obituary is contains many spelling and grammar errors. Author uses basic vocabulary. Reader has a hard time picturing the deceased character	This obituary is mostly free from spelling and grammar errors. Author uses somewhat varied vocabulary to evoke an image of the character in the reader's mind.	This obituary is free from spelling and grammar errors. Author uses diverse vocabulary to evoke an image of the character in the reader's mind.

Feedback:

Activity Eighteen**Macbeth Themes Collage**

For the next four classes, you will be creating a collage of TWO themes which are presented in the play:

- Appearance vs. Reality
- Blood
- Darkness
- Sleep vs. Sleeplessness

Pre-Drawing:

Using the Themes Worksheet you filled out during the course of the play, develop and brainstorm ideas for your collage:

- Which 6 quotations might you use (3 for each theme)?
- What images will you develop for each quotation?

Identify these quotations and sketch a few ideas for your images. You will not receive paper for your collage until your pre-drawing has been approved.

Planning:

Based on your pre-drawing, decide the approach you will take for your collage:

1. If you are planning to draw **literal** imagery (draw what the quote describes) then your imagery must be visually connected to show the relationship between the quotes.
2. If you are planning to draw **figurative** imagery (draw what the quote means) then your imagery can be drawn in isolation from each other (framed or separated).

Drafting:

The imagery and quotations in your collage must be entirely hand-drawn, hand-written, and include all of the following:

1. Six quotations pertaining to the themes in the play (correctly documented MLA).
2. Visual depictions of characters, scenes, and/or symbols important to or indicative of the themes and the quotations.
3. A meaningful title.

Gallery Walk

As a wrap up for the final assignment, you will prepare an artist statement to go along with your piece which will be posted up in our classroom. We will complete a gallery walk on the final day where you can view the completed collages and talk with your fellow “artists.” In your artist statement, include the following:

- The title of your collage.
- Artist name.
- A description of the themes presented.
- Commentary on the technical aspects of your collage (colour and use of space).

Evaluation:

Your collage will be evaluated based upon the following criteria*:

- Accuracy and relevance of the quotations pertaining to the themes.
- Accurate documentation of quotations.
- Accuracy and relevance of the depictions of characters, events, and symbols pertaining to the themes and quotations.
- The connections between your images OR the meaningful nature of the imagery.
- Neatness, effort, and aesthetic appeal evident in the collage.
- Effective use of space and colour.

You will also receive a completion evaluation on your artist statement.

*See the attached rubric for more detail on the criteria for evaluation.

Assess and Reflect:

Once you have completed your collage and are prepared to submit it, evaluate your efforts by completing the *Macbeth Themes Collage (Student Evaluation)* sheet.

Themes Collage Evaluation Rubric

	Exceeding	Meeting	Progressing	Beginning
Accuracy and Relevance	Quotations are helpful and accurate in understanding the themes. Show evidence of thinking outside the box. Citations are complete according to MLA style.	Quotations are appropriate and fit the themes. Quotations may be slightly predictable but still serve the purpose they intend. Citations are evident and follow MLA style.	Quotations are only slightly relating to the themes. Citation is done but has some mistakes.	Collage is missing quotations or has quotations that are unrelated to the theme. Quotations are not properly cited using MLA style.
Depiction of Characters, Events, and Symbolic Imagery (Connected Imagery)	Themes are fully represented and connected in a unique and interesting manner.	Images accurately represent the themes being presented. Themes are easily identified. Connections are made between images.	Theme is somewhat evident based on images. The connection to the theme is there but is limited. Representations are minimal/basic but accurate.	Images are not accurate representations of the characters, events, and symbols of the play. Themes are not apparent.
Depiction of Characters, Events, and Symbolic Imagery (Figurative Imagery)	All characters, events, and figurative images fully represent the themes. Themes are evident and are overall engaging to the viewer.	Characters, events, and figurative imagery are adequately related to the themes being presented. Theme is apparent based on the images.	Images are rather literal and/or predictable. Images are able to accurately convey the themes being presented.	Images are missing and/or are literal depictions of characters, events, and symbols.
Creativity and Effort	Collage is presented with clear evidence of care, strong efforts, and excellent use of space. Colour is used to help emphasize the themes being presented.	Collage is reflective of careful consideration and significant effort. It appears neatly done with effective use of space and colour.	Collage reflects some time spent on it but effort seems minimal. Use of space and colour could have been improved to better emphasize the themes.	Very little effort evident. There is very little colour being used. There is lots of blank space on the paper that takes away from the overall conveying of themes.
Assess and Reflect	Reflection shows careful and honest consideration of the work done and specific efforts to support further goals to be developed. Goals are realistic for representing.	Reflection is completed in full. In-depth reflection of both process and the final product is evident with use of details to support the ideas.	Reflection is complete but shows lack of personal reflection and goals for improvement.	Reflection is incomplete or is not an in-depth, honest assessment of the work presented.

Artist Statement	Statement is completed in full and shares rich description and commentary that enriches the viewers understanding of the themes being represented.	Statement is complete with good description/commentary and clear articulation of the ideas/themes being conveyed in the collage.	Statement is complete but lacks effective commentary that would help to convey the themes being represented.	Statement is incomplete with little to no description of the themes being represented and commentary.
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Macbeth Themes Collage Self Assessment

Once your collage is completed and ready to submit, respond to the following questions and submit separately. The depth and specifics of your responses will impact your overall assessment.

1. Which visual image on your collage MOST EFFECTIVELY represents the quote you have chosen? Why? Be specific.
2. What do you think was done well on your collage? Why?
3. What do you think could use improvement on your collage? Why?
4. If you were to complete this assignment again, what stage of the process would you do differently? What, SPECIFICALLY, would you do different to ensure improvement?