

Macbeth Unit by Sean Noga

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Rationale

Do we choose our own fates or are certain aspects of our lives predetermined? In this unit, I will discuss this age old theme of determinism versus fate. How much control do we really exert over our own lives or how many circumstances are beyond our control? This topic will be explored by reading the entire play of *Macbeth* in a twelfth grade regular English/Language Arts classroom. Besides exploring the profound theme of predetermination versus free will, students will be introduced to the historical influences of the play. In depth scaffolding on the Renaissance will enable the students to understand how the culture and historical background influences the famous literary work, *Macbeth*. The play will also serve as the foundation for related exercises in writing, reading, and listening. I will be using the Signet classics edition of *Macbeth*, because it has many useful annotations and footnotes that will further students' overall comprehension of this classic tale. In addition to the text, we will also be covering some historical facts during the time period in which the story was written. They will also learn about the Middle Ages, which is the setting of the play and the Renaissance in which the play was written. These facts will help to illustrate how sociological forces have a profound influence on one of Shakespeare's famous tragedies, *Macbeth*.

Students will also be able to recognize the various forms of figurative language that are found within the play, such as: alliteration, metaphors, hyperbole, oxymoron, paradox, and simile. Technology will also be integrated into student learning through reading journal entries, QUIA games, and by using Facebook to describe the main

characters. In this unit, the students' primary task will be to write an essay describing Macbeth's point of view and address the choices he had within the story. Students will also rewrite and perform a modern adaptation of *Macbeth* in groups and act out their modern interpretation at the end of the unit.

The main question we will be asking while reading the play is whether Macbeth has control over his own life or if he is just surrendering to his fate. Besides the aforementioned theme of fate vs. determinism, we will also address feminine gender roles, the corrupting qualities of absolute power, the destructiveness of ruthless ambition, masculinity, and kingship. The themes and corresponding activities are geared towards improving students' comprehension of *Macbeth*, which addresses various motifs that every person faces in life and are certainly worth contemplating, especially at a young age.

In addition to analyzing literature, students will also be mastering grammatical skills of parallel structure, the correct use of commas after introductory clauses, the common errors of comma splice, apostrophes, and homonyms. These grammar skills will be incorporated in their formal essays which they will write based upon the literature covered in class. Besides the language skills of proper grammar, students will also be enhancing their vocabulary base for academic and personal use.

This unit embraces reading strategies, grammar usage, listening skills, technology, and effective writing. Moreover, these valuable skills will be taught to students in an engaging and thought provoking manner. The universal and timeless appeal of *Macbeth* can be applied to modern dilemmas that students face on a day by day basis, which sharpens their critical thinking skills for pragmatic and meaningful purposes.

Intended Learning Outcomes

- Students will increase their background and historical knowledge of the Renaissance.
- Students will learn the significance of Shakespeare's prominence as one of the world's most profound writers.
- Students will actively participate in Socratic seminars, discussions, and reflective reading journals.
- Students will utilize technology to analyze characters within the text and play educational games online that reinforce the curriculum.
- Students will demonstrate the ability to construct an organized, thoughtful, and grammatically correct essay on the essential theme of fate versus determinism.

- Students will enhance their vocabulary through vocabulary Pictionary, word walls, and contextually clear sentences.
- Students will translate Elizabethan language into modern English as they demonstrate an understanding of plot points, characterizations, and figurative language.
- Students will use a variety of techniques to discern their understanding of themes, setting, motifs, and literary devices.
- Students will demonstrate their dramatic interpretation of the text by assuming different character roles and enacting out various scenes.
- Students will illustrate correct grammar usage of: parallel structure, introductory clauses, comma splice corrections, apostrophes, and homonyms.
- Students will explore other texts, poetry, songs, movies, books that incorporate the theme of fate versus determinism.

- Students will learn the form of a Shakespearian sonnet and construct an original one.

Thematic Essential Questions:

Week 1: Culture Affects Literature

- Explain how literature is not created in a vacuum. What were some of the historical influences of the Renaissance that affected its literature?
- Why did Shakespeare begin *Macbeth* with the witches' scene?
- How did the Renaissance audiences' belief in the supernatural affect the theme of fate versus determinism?

Week 2: Moral Choices

- Is there divine justice in the world or some sort of karmic retribution?
- How does Macbeth disregard his conscience and choose ruthless ambition over honor?
- Would Macbeth have committed murder without the witches influence from their predictions?

Week 3: Absolute Power Corrupts Absolutely

- Provide another example from history in which a ruler displayed Macbeth's barbaric abuse of power.
- How does the king reflect the health of the country in which he rules over?
- Can one pursue love and power at the same time?

Week 4: Consequences of Immorality

- Would Macbeth have acted immorally without his wife's aggressive persuasion?
- How did Macbeth's wife suffer for her choice to convince her husband to commit treachery?
- Shakespeare wrote *Macbeth* 400 years before the advent of Freudian psychology. Analyze Lady Macbeth's obsessive compulsive disorder.

Week 5: Fate versus Determinism

- Provide two examples of fate from *Macbeth* and two examples of free will.
- In Sonnet 29, how does the narrator explore the theme of fate and fortune?
- Through the modern adaptations, what moral choices do today's teenagers face?
- Ultimately, are we responsible for the outcomes of our own lives or are there certain circumstances that lie beyond our control?

Unit Assessment

Journals..... (20 points each) 100 points

Facebook Characterization Project100 points

Modern Adaptation Project100 points

Unit Test100 points

Vocabulary Quiz 150 points

Vocabulary Quiz 250 points

Socratic Seminars25 points

Shakespearian Sonnet50 points

Hot Seat Activity10 points

Grammar Exercises100 points

Participation/Class Discussion25 points

Formal Essay100 points

Vocabulary Pictionary.....10 points

Total:820 points

Unit Final Grade

A = 729 - 820

B= 656 - 728

C = 574 - 655

D = 492 - 573

F = 0 - 483

Common Core Standards

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Directions for Succeeding

In order to complete this unit with a passing grade, students will need to complete the following projects which carry the bulk of the overall grade pertaining to this unit on *Macbeth*: a formal essay on fate vs. determinism, two vocabulary tests, a cooperative modern adaptation, a multimedia project, a reading journal, participate in Socratic seminars, create a Shakespearian sonnet, and a comprehensive unit test.

Main Assignments/Activities

- Formal essay on fate vs. determinism
- Modern adaptation project
- Reading journal
- Socratic circles
- Unit test
- Facebook characterization project
- Two vocabulary quizzes
- Shakespearian sonnet

Modern Adaptation Project

In the modern adaptation project, students will be assigned a specific scene in which they will be asked to translate the Elizabethan language into modern English. In this scene translation, students must include essential plot points, characterizations, and themes. After they have written their adaptation, students will practice performing it for the class. The final presentation will be graded more favorably with the use of props and costumes. The performance for the class will be judged on accuracy to the text, animation of the characters, clear articulation, and an engaging dramatization.

The Facebook Characterization Project

In this Facebook characterization project, a student is assigned a character, who must be accurately depicted and portrayed by the student in accordance with the rubric's requirements. Students will need to show that they have thoughtfully analyzed their character by adding quotes, in text citations, pictures, songs, activities, and friendships that will accurately portray the character they have chosen. Students are encouraged to use the Facebook characterization rubric as a guideline for this project to ensure that they receive the maximum amount of points for the project.

Reading Journals

The reading journals will be comprised of responses to a variety of prompts which relate directly to the curriculum being covered. During journal prompts, students are encouraged to express themselves, rather than worry about writing grammatically correct sentences. The focus of this assignment is to encourage expression over adherence to proper conventions of writing, which often can inhibit students' creativity and thoughts. Students will respond to quotes from the play, analyze figurative language, and record personal questions regarding text. Students' entries must be a minimum of seven complex sentences or about 200 words. Journals must be completed in a timely manner. Students must employ mature thought and sophisticated language, and they must write the minimum amount of words required.

Lesson Plans

The lesson plans for this unit were designed with an estimated class ratio of 30 students. Additionally, the lesson uses 50 minute blocks of time which is the county standard. These figures will need to be updated on a class by class basis, year after year.

Reading *Macbeth*

- The reading will be compromised of in class and out of class (home) reading.
- During in class readings, students will either be read to by the teacher or will read along with an audio recording of *Macbeth*.

Assessment Rubric for Formal Essay

The score for the formal essay assignment will be based upon the following ACT writing guidelines.

Score = 6

Essays within this score range demonstrate effective skill in responding to the task.

The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a critical context for discussion. The essay addresses complexity by examining different perspectives on the issue, or by evaluating the implications and/or complications of the issue, or by fully responding to counterarguments to the writer's position. Development of ideas is ample, specific, and logical. Most ideas are fully elaborated. A clear focus on the specific issue in the prompt is maintained. The organization of the essay is clear: the organization may be somewhat predictable or it may grow from the writer's purpose. Ideas are logically sequenced. Most transitions reflect the writer's logic and are usually integrated into the essay. The introduction and conclusion are effective, clear, and well developed. The essay shows a good command of language. Sentences are varied and word choice is varied and precise. There are few, if any, errors to distract the reader.

Score = 5

Essays within this score range demonstrate competent skill in responding to the task.

The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a broad context for discussion. The essay shows recognition of complexity by partially evaluating the implications and/or complications of the issue, or by responding to counterarguments to the writer's position. Development of ideas is specific and logical. Most ideas are elaborated, with clear movement between general statements and specific reasons, examples, and details. Focus on the specific issue in the prompt is maintained. The organization of the essay is clear, although it may be predictable. Ideas are logically sequenced, although simple and obvious transitions may be used. The introduction and conclusion are clear and generally well developed. Language is competent. Sentences are somewhat varied and word choice is sometimes varied and precise. There may be a few errors, but they are rarely distracting.

Score = 4

Essays within this score range demonstrate adequate skill in responding to the task.

The essay shows an understanding of the task. The essay takes a position on the issue and may offer some context for discussion. The essay may show some recognition of complexity by providing some response to counterarguments to the writer's position. Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details. Focus on the specific issue in the prompt is maintained throughout most of the essay. The

organization of the essay is apparent but predictable. Some evidence of logical sequencing of ideas is apparent, although most transitions are simple and obvious. The introduction and conclusion are clear and somewhat developed. Language is adequate, with some sentence variety and appropriate word choice. There may be some distracting errors, but they do not impede understanding.

Score = 3

Essays within this score range demonstrate some developing skill in responding to the task.

The essay shows some understanding of the task. The essay takes a position on the issue but does not offer a context for discussion. The essay may acknowledge a counterargument to the writer's position, but its development is brief or unclear. Development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained. The organization of the essay is simple. Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas. Transitions, if used, are simple and obvious. An introduction and conclusion are clearly discernible but underdeveloped. Language shows a basic control. Sentences show a little variety and word choice is appropriate. Errors may be distracting and may occasionally impede understanding.

Score = 2

Essays within this score range demonstrate inconsistent or weak skill in responding to the task.

The essay shows a weak understanding of the task. The essay may not take a position on the issue, or the essay may take a position but fail to convey reasons to support that position, or the essay may take a position but fail to maintain a stance. There is little or no recognition of a counterargument to the writer's position. The essay is thinly developed. If examples are given, they are general and may not be clearly relevant. The essay may include extensive repetition of the writer's ideas or of ideas in the prompt. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained. There is some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent. Transitions, if used, are simple and obvious, and they may be inappropriate or misleading. An introduction and conclusion are discernible but minimal. Sentence structure and word choice are usually simple. Errors may be frequently distracting and may sometimes impede understanding.

Score = 1

Essays within this score range show little or no skill in responding to the task.

The essay shows little or no understanding of the task. If the essay takes a position, it fails to convey reasons to support that position. The essay is minimally developed. The essay may include excessive repetition of the writer's ideas or of ideas in the prompt. Focus on the general topic is usually maintained, but focus on the specific issue in the prompt may not be maintained. There is little or no evidence of an organizational structure or of the logical grouping of ideas.

Transitions are rarely used. If present, an introduction and conclusion are minimal. Sentence structure and word choice are simple. Errors may be frequently distracting and may significantly impede understanding.

Assessment Rubric of Modern Adaptation

25 points – The group has successfully translated a scene from Elizabethan language into modern English.

_____/25

25 points - The scene must include all major plot points, characterizations, and themes.

_____/25

25 points – The group has convincingly assumed the characters which they are portraying by using believable props, costumes, and has successfully memorized their lines.

_____/25

25 points – The group has successfully dramatized their production through animated movements, clear articulation, and have provided the class with an engaging and entertaining performance.

_____/25

Assessment Rubric for Facebook Characterization Project

Name _____

Period _____

"Facebook" Project Rubric For Shakespeare's *Macbeth*

General Information

- Name of character- /5
- Picture of character- /5
- Date of Birth- /2.5
- Hometown- /2.5
- Relationship Status- /2.5
- Network- /2.5
- Gender- /2.5
- Political Views /2.5
- Total- _____ / 25

Personal Information

- Activities/Interests /10 To receive full points, you must list at least three activities/interest that your character would take part in. Be Creative!
- Quotes- /30 To receive the full amount of points, you should have 3 quotes said by your character with quotation marks.
- About Me- /10 To receive the full amount of points, you must write three complete sentences describing yourself as if you are that person.
- Total- _____ / 50

Miscellaneous

- Wall - /12.5 Post at least 5 messages your character would have received from his friends
- Causes /12.5 Must have at least 3 causes that your person believed in during that time period
- Total- _____ / 25

Total Points- /100

Assessment Rubric for the Journal

An “A” journal is organized, meets the minimum of 200 words per entry, stays on topic, and is insightful.

A “B” journal may have some entries below the minimum amount of words, is somewhat off topic, uses some unsophisticated or childish language, and may have up to one entry missing.

A “C” journal may have up to two entries missing, is sufficiently below the minimum number of words required, and shows a lack of mature thought.

A “D” journal has at least three entries missing, is consistently below the minimum number of words required, and displays a lack of overall workmanship.

A “F” journal has at least five entries missing, is usually below the minimum amount of words required, is completely unorganized, and demonstrates that the student did not follow the directions for the majority of the prompts.

Week One

Monday October 31st 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will be converting passive sentences into active voice. Please refer to the appendices for the sentence examples which will be used for this activity.

20 minutes: The teacher will conduct a unit overview by handing out the unit outline and explaining what is expected of each student to successfully complete the unit. Then, he/she will explain the upcoming unit to the class by going over this worksheet as a class. Students will need to sign the worksheet as a contractual agreement between the student and the teacher. They will also need to successfully complete at least three of the five main assignments in order to pass the unit with a grade of "D". There will also be a comprehensive unit test which will be given upon finishing the play and will include: plot, theme, characterization, literary devices, historical information, and author study.

15 minutes: Before students read, an author study of Shakespeare has already been completed. Now, students will read the introduction to the play in their Signet editions of *Macbeth*, which contains important historical information that pertains to the play. This will be read silently.

10 minutes: Students will discuss the background information they have learned on the Middle Ages in which the play takes place and on the Renaissance in which the play was written.

2 minutes: Homework will be assigned at this time. Find vocabulary definitions, parts of speech, synonymous or related words, and illustrations which depict words. In addition, students will read Act 1, Scene 1.

Tuesday November 1st 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will fix sentences that contain errors of comma splices. Please refer to the appendices "A" for this grammar exercise.

20 minutes: Students will play vocabulary Pictionary with the first 12 vocabulary words assigned for homework. Students will be separated into two teams. The vocabulary words have been written on small pieces of paper and placed in a bag. Students randomly choose one of the words from the bag. Each student has one minute to illustrate his/her word on the board. Letters and numbers are not allowed to be used in the drawings. The illustrator may not speak or explain his picture to his team. Each team has one minute to provide a guess as to which vocabulary word is being depicted. If the team fails to recognize the correct vocabulary word, then the other team may have a

guess. If the other team is unable to identify the word, then the word is placed back in the bag.

10 minutes: The teacher will discuss why Shakespeare chose to open the play with the witches' scene. The literary term, paradox, will be defined and analyzed. Students will be asked to discern the meaning of "Fair is foul, and foul is fair," and place this first quote in their journal. Mood and tone will also be discussed and how the opening scene creates a foreboding feeling for the audience.

9 minutes: Students will then be asked to enter their first journal entry. Do students personally believe that they have control over most of their lives or are certain situations predetermined?

3 minutes: The homework will be assigned at this time, in which students are to use the first twelve vocabulary words in contextually clear sentences. Furthermore, students are to read Act 1, Scenes 2 and 3.

Wednesday November 2nd, 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will be rewriting sentences in parallel structure. Please refer to the appendices for this grammar activity.

7 minutes: Students will give a journal prompt at this time that pertains to the “Unsex me here” scene. This question will address the masculine qualities that Lady Macbeth wishes to obtain in order to persuade Macbeth to kill Duncan.

15 minutes: We will discuss the silent reading at this time through a Socratic circle. Students will be given one minute to form the circle (Don’t drag desks). Students will then be asked guiding questions to promote a discussion about the elements of female/male gender roles, plot and symbolism.

20 minutes: The teacher will read out loud at this time and will intermittently ask for student volunteers to read passages of the text.

7 minutes: Students will then be introduced to the theme of fate vs. determinism. Then, students will be asked brainstorm ideas for their research paper on fate vs. determinism.

3 minutes: The teacher will check off students brainstorm ideas before students leave the class room as an exit slip.

Thursday November 3rd, 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will copy down a grammatically incorrect paragraph on the board, circle the errors, and rewrite it correctly. Please refer the appendices for the original, error filled paragraph.

10 minutes: Students will be given instructions to pack up their things and head to the library in order to work on their Facebook characterization project. The project will be explained and discussed before going. Students will choose a character from the text and create a Facebook account for this character. They will need to address accurate characteristics of these characters and will present these characters at the end of the unit. The three main criterions are that the content remains appropriate, that the privacy settings remain on maximum, and that at least three in text quotes be used from that character on the profile page.

35 minutes: Students will work on their projects at this time. Students who do not remain on task will be redirected back to the assignment three times to get back on task or they will be given an alternative assignment of writing a research paper comparing egalitarian and complementation gender roles present in the play.

5 minutes: The assigned reading will be given at this time. Students will be made aware that they need to have their profile page checked off as a “polished draft” on Friday.

Friday November 4th, 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will need to correct paragraphs with apostrophe mistakes. Please refer to the appendices for this example.

10 minutes: Students will hold a Socratic seminar discussing the assigned reading at this time (Don't drag desks). The teacher will go over a summary of the previous reading at this time, as well.

30 minutes: Students will go to the media lab again and will finish their Facebook characterization projects. They must have several pictures of the character, at least three in text quotes, and several defining characteristics pertaining to this character. Students may only befriend other students in the same class with these accounts.

10 minutes: Students will be explained what is expected of them during the following week, which includes starting the rough draft for their formal essay, turning in

their journals every other Friday, and preparing for the modern adaptation project.

Assigned reading will be given at this time, which is Act 1, Scenes 4, 5, 6, and 7.

Week 2

Monday November 7th, 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will correct sentences with homonym mistakes. Please refer to the appendices for examples.

30 minutes: The teacher will read Act 2, scenes 1 and 2 out loud at this time. After the reading, the teacher will discuss Macbeth's first visual hallucination of the dagger and the second auditory hallucination of the voices which cry "Macbeth shall sleep no more." Students will need to answer the question of how these hallucinations reveal the waning stability of Macbeth's psyche. Students will also need to compare and contrast the differences between Lady Macbeth and Macbeth's initial reactions to Duncan's murder. Finally, students need to analyze the metaphors of sleep contained within lines 36 through 40 in Act 2.

8 minutes: The teacher will assign the journal prompt at this time and will make students aware that the journals will be collected and graded after this activity. Students will be given the prompt of: Before murdering King Duncan, Macbeth's conscience is already afflicted by guilt. Does Macbeth murder Duncan because he believes it is already his destiny as the witches' predicted, or does he believe that it is in his best interest to create his own fate? The teacher will collect the journals at the end of this activity.

5 minutes: The teacher will involve students in a brainstorming activity, where they will identify viable essay topics and explore potential thesis statements that correspond directly with fate vs. determinism. The teacher will speak directly with each student to guide and approve topic choices for their formal essay assignment.

5 minutes: The teacher will assign groups for the Modern Adaptation Project at this time. The scenes assigned will correspond to sections of the play that focus on fate versus free will. Additionally, students will need to select a time slot for their Facebook presentation that will take place on Friday. Furthermore, the teacher will assign Act 2, scenes 3, 4, and 5 for homework.

Tuesday November 8th, 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will correct sentences where students must place commas after introductory clauses. Please refer to the appendices.

15 minutes: Anticipatory Set: The teacher will explain the Hot Seat activity. The teacher will pick two students to assume two character roles from the play. These students will sit at the front of the room, and each member of the class will ask these Hot Seat participants questions on the assigned reading from last night, as if they were on a talk show. The two Hot Seat characters that will make an appearance today will be

Macduff and the Porter. Additionally, the teacher will select a third student to play the role of Oprah in order to moderate the show and ask the questions from the audience.

10 minutes: The teacher will hand back the journals at this time and ask certain students if they care to share their entries from the past couple of weeks. Then, the teacher will assign the journal prompt today, which is to choose a final topic for their papers and formulate their thesis statement that addresses the theme of predetermination versus free will. Furthermore, students will be asked to write three examples from the text that support their chosen stance and corresponding thesis statement.

20 minutes: Students will read along with Act 3, scenes 1, 2, and 3. The teacher will pause the tape intermittently and discuss the events, characters, figurative language, and have students write down significant quote lines from the text.

2 minutes: The teachers will ask students to study the previously assigned vocabulary for a vocabulary quiz tomorrow at the beginning of class. In addition, they need to explain one of the previously discussed quotes that were highlighted in today's class reading.

Wednesday November 9th, 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will choose five of their

vocabulary words and write a short paragraph without using the “to be” verb. This exercise encourages students to use more vivid verbs, thus enhancing their writing.

12 minutes: The teacher will now ask students to clear their desks for their vocabulary quiz at this time. Students will be asked to fill in the blanks of sentences with one of the vocabulary words from a word bank. Please see the appendices for the vocabulary test.

10 minutes: The teacher will assign roles for the acting of Act 3, scene 4, when Macbeth sees Banquo’s ghost. The teacher will ask students to perform the scene, which shows Macbeth’s further descent into madness. The teacher will ask how Lady Macbeth tries to cover up her husband from implicating himself with his uncontrollable outbursts.

23 minutes: The teacher will allow students to work on their rough drafts of their formal essays at this time. They should complete the introduction, thesis statement, and a three paragraph body. Furthermore, each paragraph of the body must contain a topic sentence that refers back to the thesis. Additionally, each paragraph must have an in text citation that supports that paragraph’s topic sentence and the paper’s overarching thesis statement.

2 minutes: The teacher will assign homework at this time. Students will be required to read Act 3, scenes 5 and 6 before tomorrow’s class. Students should take note of how nature reflects monstrous activities that have taken place within the castle on the fateful night of King Duncan’s murder.

Thursday November 10th, 2011

3 minutes: Anticipatory Set: The teacher will assign a 3 minute motivator at this time. Students will be paired off into groups of two and will complete a short Big Word/ Small Word activity in which they must make big words out of small words. This activity requires that Student A will give Student B a small word less than 4 letters. Student b will then transform that word into a bigger word and will then provide Student A with a small word for them to transform and so on. The teacher will ask each group to record their word transformations on a sheet of paper and the first group to reach ten successful word transformations will receive a free writing journal pass, which will allow the two students to write a pre approved journal prompt on something other than the assigned prompt. The teacher will take attendance and write the housekeeping agenda on the board while the 3 minute motivator activity is taking place.

17 minutes: The teacher will allow students to finalize their rough drafts at this time. Students will be required to have a finished introduction, a 3 paragraph body, and a summative conclusion. The teacher will remind students that the rough drafts will be collected on Friday for a grade.

20 minutes: Students will read along with a prerecorded audio tape of Act 4, scene 1, in which Macbeth returns to visit the witches for further advice. The teacher will

pause the tape to explain each of the witches' prophecies and how they lure Macbeth into a false sense of security. Students need to examine whether or not Macbeth had to act upon the witches' prophecy or could he have executed his own will and disregarded their predictions. Additionally, students will be required to take notes on the three main quotes of the witches' prophecies and be able to explain them in modern English.

8 minutes: The will teacher will ensure that each student has a specific character role within their modern adaptation group, and that each group knows which scene they will be adapting from Elizabethan language into modern English.

2 minutes: The teacher will assign homework at this time, which is another set of twelve vocabulary words. They must look up the word definitions, parts of speech, and a corresponding synonym for each word.

Friday November 11th, 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will review the rubric pertaining to their Facebook presentation today. The teacher will also ask students to take a feedback form, where students will need to provide a specific example of something they liked about the given presentation, what they would change if it was their presentation, and identify something they believe could be improved. Please see the appendices for the feedback form.

45 minutes: The teacher will ask each student to get up and present their Facebook project. Students will need to abide by the rubric as far as length of time, body language, content, articulate language, and answer relevant questions.

2 minutes: The teacher will assign homework at this time. Students will need to write a contextually clear sentence for each of the twelve previously assigned vocabulary words, set 2. The students who were not able present will be required to present on Monday.

Week 3

Monday November 14th, 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will participate in a charades game. One student will pick a previously discussed quote from a bag and then act this quote out to the class without speaking. Student will have three minutes to guess his quote. The first student who correctly guesses the quote by quoting it verbatim will receive up to five extra credit points on the test, depending on the difficulty of the chosen quote.

22 minutes: The teacher will allow students to finish their presentations and feedback forms at this time. Students will be required to turn in all of their feedback forms and present these by the end of this time period.

15 minutes: The teacher will read Act 4, scene 2, out loud, in which Macbeth has Macduff's family slaughtered in their castle. The teacher will prepare students to answer the following journal prompt by highlighting the specific events in scene 4 to which they will be required to respond. Furthermore, the teacher will talk about this brutal carnage and how Macbeth has been corrupted by absolute power, ruthless ambition, and pathological paranoia.

8 minutes: Students will need to journal about who exactly was killed by Macbeth's tyrants. This includes all of Macduff's nine children, his wife, and every servant in the castle. Students will also need to know that Macduff escapes this slaughter because he is in England trying to assist Malcolm in reclaiming the Scottish throne.

2 minutes: The teacher will ask students to predict what happens to Lady Macbeth when she finds out that her best friend, Lady Macduff, has been murdered. Students will turn this in as an exit slip before leaving.

Tuesday November 15th, 2011

20 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will be asked to start their peer to peer reviews of their formal essay project. After taking attendance, the teacher will advise students to keep their feedback constructive and thorough. Furthermore, the teacher will advise students to write their names on their peer's paper and that they will be held accountable for writing a competent and thorough critique.

20 minutes: The students will read along with an auditory reading of Act 4, scene 3 at this time. The teacher will ask students to analyze why Malcolm is testing Macduff and what is the purpose of this test.

9 minutes: The teacher will assign a journal prompt at this time. The prompt is: When Macduff finds out that his nine children and wife have been slaughtered, Malcolm says to him, “Dispute it like a man.” Macduff responds, “I shall do so; but I must also feel it as a man.” Have students discuss Macduff’s desire to avenge his family’s death and where this desire comes from. Does Macduff want to kill Macbeth for his own vengeance or is he motivated primarily by the more noble cause of restoring Scotland to righteous rule? Therefore, how can Macduff kill Macbeth, if according to the witches’ predictions, no one born of woman can harm Macbeth?

1 minute: The teacher will advise students to meet at the computer lab during the following class to type up, revise, and edit the final drafts of their essay on fate vs. determinism.

Wednesday November 16th, 2011

15 minutes: The teacher will begin class with students playing games on QUIA that include historical information, literary devices, plot, theme, vocabulary, and author study. While this is taking place, the teacher will take attendance. These games are an effective and engaging way to reinforce information that is already being covered.

34 minutes: The teacher will now advise students to fully type up their pre-written rough drafts and to take their peer feedback into account in order to revise and edit their papers into a polished essay. Students will be made aware that their final drafts must be

submitted on Friday, November 25th for a grade. Additionally, students will be reminded to ensure they address their chosen stance on fate vs. determinism with in text citations and use clear examples that support their position.

1 minute: The teacher will then announce that homework is to study for their vocabulary quiz tomorrow. The words will be from the second vocabulary set that was already covered.

Thursday November 17th, 2011

10 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will take their second vocabulary quiz on set 2.

30 minutes: The teacher will read aloud Act 5, scenes 1 and 2, at this time. In the first scene, the teacher will discuss Lady Macbeth's obsessive compulsive habit of trying to wash the imaginary blood off her hands. Furthermore, students will compare and contrast Lady Macbeth's present mental state with her initial reaction to King Duncan's murder when she uttered, "a little water clears us of these deeds." Additionally, the teacher will ask students to consider whether or not Lady Macbeth believed it was her husband's fate to be king and thus had to murder King Duncan, or did she choose to make the witches' prophecy self fulfilling?

10 minutes: Students will silently read scenes 3 and 4 of Act 5 which are 3 pages. The homework for today is to continue refining their final draft of their paper, which is due on Friday, November 25th.

Friday November 18th, 2011

15 minutes: The teacher will have prearranged the desks in a circle and will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will hold a Socratic seminar to discuss how one of the witches' predictions looks like it will become true. Will Macbeth still believe in the witches' predictions when he sees the forest move towards the castle as the witches prophesized when they said, "Macbeth shall never vanquished be until great Birnam Wood to high Dunsinane hill shall come against him."

29 minutes: The teacher will ensure that every student is in their proper groups and has a specific role to which they have been assigned. Each group must translate the Elizabethan language into modern English. Students will need to include in their translations: essential plot points and characterizations. After their translation is complete, they must begin practicing acting out their scene, which will be presented in front of the class. The class will vote on the group that presents the most effective dramatization. The group that wins will receive an entire grade level higher on their essays. If the student already has an A on their essay, then they will receive 5 additional points on their unit test.

1 minute: The teacher will remind students that their Formal Essays are due on Friday November 25th.

Week 4

Monday November 21st, 2011

5 minutes: The teacher will have prearranged the desks in a circle and will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will turn in their formal essays for a grade and hold a guided imagery exercise to motivate the students for today's class. The teacher will instruct students to close their eyes and visualize Macbeth as he sees the forest advancing towards the castle.

30 minutes: The teacher will have students read along with an auditory tape of scenes 5 and 6 of Act 5.

14 minutes: The teacher will lead students to discuss Lady Macbeth's suicide. Was Lady Macbeth's madness so unbearable, or did she have another choice besides suicide in order to end her mental suffering? In response to his wife's suicide, Macbeth delivers one of the most poignant soliloquies in all of Shakespeare's dramas. The students will analyze this soliloquy for figurative language, diction, and theme.

1 minute: The teacher will assign homework at this time. Students will be required to read scenes 7 and 8 of Act 5 for homework so we can discuss the ending tomorrow. The teacher will also announce the unit test will be given this Friday.

Tuesday November 21st, 2011

25 minutes: The teacher will have prearranged the desks in a circle and will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will form a Socratic circle and discuss the ending of the play. More specifically, students will talk about how the witches' prophecy did come true as Macduff was able to slay Macbeth even though he was from "woman born." The audience learns that Macduff was not naturally born but was surgically removed from his mother through a caesarian section. Therefore, was Macbeth's death an act of fate or was it brought about by his own actions? Another facet of fate of which the Elizabethan audience was aware is that King James could indeed trace his heritage back to Banquo. Therefore, once again, it appears as though the witches' prophecy has some credence.

24 minutes: Students will get into their modern adaptation groups and practice their individual lines with their group at this time. The teacher will circulate the room and offer feedback for each groups' scene.

1 minute: Students will take note that Friday is the unit test and that presentations for the modern adaptation project will begin on Thursday and be continued on Monday. Students will also be asked to meet at the computer lab for the first half of tomorrow's class.

Wednesday November 22nd, 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will take their place at their computers and start studying for the unit test on QUIA.

27 minutes: Students will study for their unit tests today on QUIA. They will need to specifically study theme, characterization, plot, figurative devices, quote recognition, historical information, and author study. This activity will be the review for the unit test on Friday. The teacher will monitor whether students are playing the educational games by monitoring the statistics from his or her own computer.

20 minutes: The teacher will collect the class at this time and head back to the home classroom. For the remainder of the period, students will be polishing their final performances for Thursday. Students will be made aware that the groups chosen tomorrow to present will be randomly chosen by the teacher, so each group needs to be ready to present on Thursday.

Thursday November 23rd, 2011

5 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will take note of the groups presenting today and prepare accordingly.

44 minutes: Students will present their modern adaptations at this time. The teacher will grade students according to the rubric for these presentations. Students who are not presenting will need to fill out a feedback form for each group presenting.

1 minute: The teacher will remind students to study on QUIA and their notes for tomorrow's unit test.

Friday November 24th, 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will sit quietly, sharpen pencils, and fill out their scantrons: full name, test number, the subject of the test, the date, and the class period. Additionally, all formal essays are due today and will be collected at this time.

45 minutes: The students will take their tests at this time. The teacher will monitor students to ensure everyone takes the test in compliance with school procedures and the code of ethics.

2 minutes: The teacher will collect all of the tests at this time. Additionally, students will need to be ready to present their modern adaptation projects on Monday if they have not presented already. The teacher will also remind students that their journals will be collected on Monday and must be completed.

Week 5

Monday November 27th, 2011

5 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will take out their feedback forms and the remaining groups that need to present will take note of the order in which they will need to present their modern adaptation scene to the class. The teacher will also ask students to turn in their journals at this time for a grade.

45 minutes: The teacher will monitor students and grade the remaining modern adaptation presentations at this time. Students will be actively listening to the presentations and filling out their feedback forms or will be presenting their modern adaptations within their given groups.

Tuesday November 28th, 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will take a viewing guideline form that needs to be filled out as they watch the *Macbeth* movie today and tomorrow. Please see the appendices for the viewing guideline form.

45 minutes: The teacher will play the *Macbeth* movie at this time. Students will need to actively watch the movie so that they will be able to successfully fill out their viewing guideline worksheets, which will be graded.

2 minutes: The teacher will collect these viewing guideline forms and hand them back to students tomorrow. If the forms are blank or uncompleted up to the part of the movie viewed today, then those students will receive points off on their final grade for this assignment.

Wednesday November 29th, 2011

3 minutes: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will take their viewing guideline forms and continue to fill them out as they watch the last half of the *Macbeth* movie.

45 minutes: The teacher will play the second half of the *Macbeth* movie at this time. Students will need to actively watch the movie so that they will be able to successfully fill out the second part of their viewing guideline worksheets.

2 minutes: The teacher will collect these viewing guideline forms for a final grade at this time. Students will be given their homework assignment, which is to familiarize themselves with the format of a Shakespearian sonnet for tomorrow's class.

Thursday November 30th, 2011

12 minutes: Anticipatory Set: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will then turn to the section on Shakespearian sonnets in their literature anthology. The teacher will ask to collect their viewing guides for the *Macbeth* movie. Students have already been given a mini lesson on the importance of imagery in poetry. The teacher will provide the following sentences and ask students to think outside the box and use sensory images in unconventional ways. For instance, the student will complete the following sentences. Laughter tastes like _____. Fear smells like _____. Death sounds like _____. Love looks like _____. Sadness feels like _____. Students will be asked to share their responses at the end of this writing exercise.

35 minutes: The teacher will hold a guided discussion with the students in which the form of a Shakespearian sonnet will be examined. This form is 14 lines, 10 syllables per line, iambic pentameter, 3 quatrains, an ending couplet, and a rhyme scheme of ABAB, CDCD, EFEF, and GG. The teacher will then read Shakespeare's sonnet # 29. Then, he/she will discuss the literary devices, theme, and how poem turns during the last

quatrain. Students will also make connections with the theme of fate vs. determinism within this sonnet.

SONNET 29

When, in disgrace with fortune and men's eyes,
I all alone beweep my outcast state
And trouble deaf heaven with my bootless cries
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possess'd,
Desiring this man's art and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee, and then my state,
Like to the lark at break of day arising
From sullen earth, sings hymns at heaven's gate;
For thy sweet love remember'd such wealth brings
That then I scorn to change my state with kings.

2 minutes: The teacher will ask students to think about a theme or topic for tomorrow's sonnet exercise. Students will need to think about a theme in which they can write at least 14 lines and is personally meaningful to them.

Friday November 30th, 2011

3 minutes: Anticipatory Set: The teacher will take attendance and write the class agenda on the board at this time. While the teacher is doing this, students will participate in a 3 Minute Motivator. This activity entails one student asking the class to do a

breathing exercise, where students will close their eyes and focus on breathing slowly through their abdomens instead of their chest. This activity should relax the class in order to prepare students for the following class activity, which is writing a sonnet on their own.

20 minutes: The teacher will instruct students to take out a clean sheet of paper and to try writing a sonnet together as a class. After the teacher has written a model sonnet, line by line, the teacher will instruct students to individually create a sonnet of their own. This sonnet must follow the Shakespearian sonnet structure.

25 minutes: The teacher will instruct students to now write their own sonnets. This sonnet should follow the same form that we previously used when we created a sonnet together as a class. Students will need to ensure they follow the proper form and that the content is thoughtful. They will need to demonstrate their diligence in fashioning their sonnets through sophisticated language, proper conventions, and meaningful content.

2 minutes: The teacher will collect these sonnets at the end of class for a grade. Furthermore, students should be vigilantly viewing the internet grade book during the next few days to ensure that all of their work has been submitted in a timely manner and that nothing is missing from the unit.

Macbeth Main Events, Act by Act

Act 1

Scotland

Weird Sisters

Macbeth's Reward

Persuasion

Treason

Act 2

Dagger Vision

Fakery

Foul is Fair and Fair is Foul

Act 3

Fearing Banquo

Murder

Crazy Dinner

Macduff suspect

Act 4

New Vision

Murder

Malcolm and England

Act 5

Madness

Suicide

Invulnerability

C-Section Savior

A new king

Appendices

A – November 1st, 201

Name _____ Date _____ Period _____

Comma Splices

A comma splice may usually be fixed by adding a period and a capital letter, a semicolon (and sometimes a conjunctive adverb), or simply a coordinating conjunction.

Directions: Revise the following sentences using the method listed in parenthesis.

- 1.(semicolon) Every person is vulnerable to skin cancer he or she must be very careful about exposure to the full power of the sun.
2. (period) People are affected differently by the sun each person's system produces a different amount of skin pigment called melanin.
3. (coordinating conjunction) Overexposure to the sun can hurt anyone, so sunblock is important.

4. (coordinating conjunction) During the 1800's, most people protected themselves from the sun's rays, it would improve the health of many individuals if this behavior were adopted again.

5. (semicolon and conjunctive adverb) You should expose yourself gradually to the sun's rays, you should use a suitable sunscreen product.

6. (semicolon) Sunscreen won't work if it is washed off by a dip in the pool, it must be reapplied after swimming.

7.(coordinating conjunction) Scientific experts have studied the sunscreen products available over the counter, and they have concluded that the products may help to prevent harmful effects of overexposure to the sun's rays.

8. (period) There really is no perfect prevention for sun damage the sunblock products simply extend the time it takes to get burned by the ultraviolet rays.

B- November 2nd, 2011

Name: _____ Date : _____

Parallel Construction in a sentence is achieved by arranging similar ideas in a similar way. If this is not done, the sentence becomes choppy and unclear.

Underline the parts of each sentence that are not parallel. Then rewrite the sentence using the instructions listed in parentheses.

1. To become a top mechanic, you must acquire the necessary knowledge, developing the proper skills, and you should get hands-on experience. (Use a series of three phrases. Begin each phrase with a verb and add a direct object.)

2. In 1918, he received a sever wound, suffered a leg amputations, and a Purple Heart medal was awarded to him. (Use a series of three phrases. Begin each phrase with a verb and add a direct object.)

C- November 3rd, 2011

Please correct and then re-write the following paragraph.

Gun Control is when you keep firearms plus guns away from people. Many people think that gun control is right because they think keeping people away from guns will reduce the amount of deaths each year. They also think that guns cause many of the deaths that had been committed each year. Also when ever people hear the word gun, the thoughts are of violence and negativity. Many people, myself included think gun control is wrong because we know that it is not necessary, since we know that guns were not involved in many of the deaths caused each year. While many other people disagree and think it is good because of the safety for people. In this essay I will tell you why gun control is unnecessary and why there shouldn't be any gun control at all.

*Quoted directly from 123Helpme.com

D- November 4th, 2011

Apostrophes –

Please correct the following sentences using **apostrophes**.

1. Dont you ever wonder why clocks run “clockwise?”
2. Its too late to call home.
3. The childrens song was beautiful.

E – November 7th, 2011

Homonyms - Words that sound alike but have different meanings.

Directions: In the sentences below, insert the correct homonym.

Name _____ Date _____ Period _____

1. _____ going over to Tom’s house.
(They’re, Their, There)
2. _____ dog was so sick .
(They’re, Their, There)
3. You have _____ leave.

(to, two, too)

4. _____ or not you decide to go, is of no concern to me.
(Weather, Whether)

5. _____ one of you ate all the brownies?
(Witch, Which)

6. _____ too young to enlist in the army.
(Your, You're)

7. She wears _____ much make-up.
(to, too, two)

F – November 8th, 2011

Commas After Introductory Phrases & Clauses

Name _____ **Date** _____ **Period** _____

Directions: Underline the independent clauses in the sentences below and add the missing commas.

1. If you carefully watch the skies above America's mountain ranges and coastal wetlands you might be lucky enough to spy a bald eagle.
2. Even while soaring lazily on thermal currents the eagle maintains an average speed of roughly 20 mph.
3. Our majestic national bird can reach speeds of up to 100 mph while diving for food.
4. Although it prefers fish to other types of food the bald eagle occasionally eats carrion and waterfowl.
5. While eagles have been known to live up to 40 years in captivity their average life span in the wild is only 20 years.
6. As the bald eagle's worst enemy human beings cause 80 percent of all eagle deaths (through hunting, poaching, and polluting).
7. According to a book I read Benjamin Franklin did not want the bald eagle to be our national bird; he chose the wild turkey instead.
8. Soaring high against the clouds the bald eagle is a magnificent sight even for those who are not true bird-watchers.
9. The bald eagle has been removed from the endangered species list within the last few years.

G – November 9th, 2011

***Macbeth* Vocabulary Test 1**

Name _____ Date _____ Period _____

Directions: You may write on this test. Choose the best word from the word bank and fill in the blanks. You may only use each word once.

equivocation	rancor	chastise	palpable	entreat
desolate	infirmity	corporal	consort	pretense
impediment	mirth	harbinger	augment	suborned
appease	dauntless	rapt	largess	repentance
posterity	blanched	surmise	malice	incensed

1. Macbeth's face _____ when he saw Banquo's ghost.
2. When Macbeth told Banquo that he had not thought at all about the witches, Macbeth was speaking with _____.
3. Macbeth showed his bravery in battle as a _____ warrior.
4. The witches meet Macbeth in a _____ and bleak place.
5. When King Duncan declares Malcolm as the heir to the throne, Macbeth sees this as an _____ for him to become king and fulfill the witches' prophecy.
6. Lady Macbeth tries to _____ Macbeth's tormented mind.
7. Malcolm and Donalbain felt _____ and _____ for Macbeth because he killed their father.

8. Macbeth ruined the _____ and joy of the banquet, when he started screaming at Banquo's ghost.

9. When Macbeth changed his mind about killing King Duncan, Lady Macbeth saw this as a weakness or _____ in his nature.

10. Was the dagger _____ or just a figment of Macbeth's imagination?

11. Why did Lady Macbeth angrily _____ Macbeth, when he brought the daggers downstairs?

12. The raven sitting outside of Macbeth's castle is an ominous _____ to King Duncan's arrival.

H- November 11th and 14th, 2011

Name: _____

Date: _____

Feedback Form

Name of presenter:

Name of character portrayed on Facebook:

What I liked about this presentation:

What I would change:

Name of presenter:

Name of character portrayed on Facebook:

What I liked about this presentation:

What I would change:

provide a specific example of something they liked about the given presentation, what they would change if it was their presentation, and identify something they believe could be improved.

I- Thursday November 17th, 2011

Name _____ Date _____ Period _____

Directions: You may write on this test. Choose the best word from the word bank and fill in the blanks. You may only use each word once.

equivocation	rancor	chastise	palpable	entreat
desolate	infirmity	corporal	consort	pretense
impediment	mirth	harbinger	augment	suborned
appease	dauntless	rapt	largess	repentance
posterity	blanched	surmise	malice	incensed

1. Macbeth became _____ and lost in his thoughts when the witches gave him their predictions.

2. Why did everyone _____ that Donalbain and Malcolm had killed their father?
Was it because they fled the country?

3. Anne Boleyn became Henry VIII second _____.

4. When King Duncan gave Lady Macbeth a diamond, this demonstrated his _____.

5. What ways did Lady Macbeth manipulate, convince, beg, and _____ Macbeth to kill the king?

6. Lady Macbeth's _____ of a warm and friendly greeting to King Duncan illustrates an example of dramatic irony, because the audience knows she actually plans to kill him.

7. Macbeth _____ the murderers to kill Banquo and Fleance.

8. The first Thane of Cawdor showed _____ and remorse before his execution as a traitor.

9. Malcolm intends to _____ the size of his troops by joining forces with the British army.

10. Macbeth became _____ when he learned that Macduff was plotting to help Malcolm win back the Scottish throne.

11. How will _____ remember King Macbeth?

12. Many of the prisoners of war received _____ punishment.

J - Friday November 24th, 2011

Name: _____

Date: _____

Macbeth Unit Test

Directions: On your scantron sheet, mark the best answer.

1. The fact that Duncan was deceived by the Thane of Cawdor suggests that Duncan

- a. will never be deceived again.
- b. rules with a harsh hand.
- c. has political savvy.
- d. is too trusting.

2. Lady Macbeth's welcome to Duncan can best be described as

- a. charitable.
- b. hypocritical.
- c. generous.
- d. kind.

3. In the line "There's husbandry (economy) in heaven; / Their candles are all out," the candles represent

- a. eyes.
- b. evil.
- c. stars.
- d. pride.

4. Macbeth's vision of the dagger is the result of

- a. the turmoil of his conscience.
- b. foul play by those who stand against him.
- c. his fear of Lady Macbeth's strength.
- d. exhaustion from the battles he fought.

5. Macbeth realizes that by murdering Duncan, he has

- a. destroyed his peace of mind forever.
- b. gained the support of his countrymen.
- c. ensured that all will turn out well.
- d. saved the future of Scotland.

6. When the prophecies for Macbeth come true, how does Banquo react?

- a. He decides to make sure the prophecy about him also comes true.
- b. He suspects Macbeth of murdering Duncan.
- c. He realizes that he will have to conspire with Macbeth.
- d. He realizes that he can change his fate.

7. At the banquet, Lady Macbeth saves her husband from saying too much by

- a. distracting everyone by asking about Macduff.
- b. asking the guests to leave quickly.
- c. fainting.
- d. criticizing Malcolm for going to England.

8. In the last apparition that Macbeth sees, the last king holds a mirror to show that

- a. Macbeth will have children.
- b. Macbeth can change history by killing Macduff.
- c. kings from Banquo's line never end.
- d. Macbeth cannot bear to see his own reflection.

9. Malcolm leaves Scotland quietly and quickly because he

- a. wants to see Donalbain in Ireland.
- b. is afraid of being convicted of his father's murder.
- c. is too afraid to stay in Scotland.
- d. knows Macbeth will try to kill him.

10. Macduff finds Malcolm in England to form an alliance. How does Malcolm test Macduff?

- a. Malcolm says I would be a greedy king.
- b. Malcolm says I would be a lustful king.
- c. Malcolm says he supports Macbeth.
- d. Both a. and b.
- e. All of the above.

11. Malcolm is the rightful king of

- a. England.
- b. Wales.

- c. Ireland.
- d. Scotland.

12. What is Macbeth's tragic flaw?

- a. his superstition
- b. the murder of Banquo
- c. his personal ambition
- d. his trust in Lady Macbeth

13. When Macbeth hears of Lady Macbeth's death, he seems to feel

- a. a desire to abdicate and leave Scotland.
- b. angry with Lady Macbeth.
- c. empty and emotionally drained.
- d. relieved.

14. In Act Five, Birnam Wood in a sense does come to Dunsinane because

- a. Macbeth has the forest cut and the wood taken to the castle.
- b. Hecate orders it to happen.
- c. the soldiers cut tree boughs to use as camouflage.
- d. the witches intervene with their magic.

15. The lines "Fair is foul" and "When the battle's lost and won" are what type of literary device?

- a. metaphor
- b. hyperbole
- c. paradox
- d. oxymoron

16. Where was Shakespeare born?

- a. London, England

- b. Stratford upon Avon, England
- c. Dublin, Ireland
- d. Glasgow, Scotland

17. What is the setting of *Macbeth*?

- a. Scotland, 1100's
- b. Ireland
- c. Renaissance England
- d. both b. and c.

18. Who kills Lady Macbeth?

- a. Macduff
- b. Lady Macbeth
- c. the king's men
- d. Donalbain and Malcolm
- e. Macbeth

19. Who does Lady Macbeth frame for the murder of King Duncan?

- a. Malcolm and Donalbain
- b. Duncan's drunken and drugged guards (chamberlains)
- c. Banquo and Fleance
- d. the porter

20. A modern day equivalent of an aside is a

- a. slow motion.
- b. voice over.
- c. split screen with two different people talking.
- d. none of the above.

21. Who does Macbeth see sitting in his chair during the banquet?

- a. Macduff
- b. Duncan's ghost
- c. Lady Macbeth
- d. Banquo's ghost

22 . Who was Queen Elizabeth I's mother?

- a. Catherine
- b. Bloody Mary
- c. Anne Boleyn
- d. Mary Queen of Scots

23. Henry VIII started his own church because

- a. the Catholic church was corrupt.
- b. the Pope would not grant him an annulment for his marriage.
- c. he wanted the gospel preached a certain way.
- d. both a. and c.

24. Who were the two monarchs that reigned while Shakespeare was alive?

- a. King Duncan and King Edward
- b. Queen Elizabeth I and Queen Elizabeth II
- c. Henry II and Henry VIII
- d. Queen Elizabeth I and King James VI

25. Where is King Duncan killed?

- a. in the battle with Norway
- b. in his bedchamber at Macbeth's castle
- c. in Birnam Woods

d. in his own castle

26. At the end of a drama, when the audience has a release of emotion, it is called:

- a. emoting.
- b. empathy.
- c. hubris.
- d. catharsis.

27. The word 'Renaissance' literally means:

- a. rebirth
- b. raison d' etre (French expression: 'reason for living').
- c. reality
- d. remorse

28. When King Duncan is arriving at Macbeth's castle he says, "This castle hath a pleasant seat." Because he is unaware that Macbeth is plotting his murder, this is an example of what literary device?

- a. oxymoron
- b. metaphor
- c. irony
- d. catharsis

29. Why do you think the play begins with the witches' scene?

- a. The play is primarily about witches.
- b. Shakespeare audience really liked witches.
- c. It establishes the idea that the supernatural will play a roll in the story.
- d. It sets an eerie, dark and foreboding tone to the play.
- e. both c. and d.

30. What is the shape of the *Globe Theater*?

- a. L
- b. 7
- c. U
- d. O

31. Read the following two passages which have been translated into modern English and choose WHICH LITERARY DEVICE IS BEING USED IN BOTH PASSAGES.

I. Macbeth says, *Could all of the oceans wash my hands clean from this blood? No, instead, my hands would turn the enormous green seas the color of blood red.*

II. Macbeth says, *I have waded up to my knees in blood; even if I tried to stop, it would be just as difficult to go back as it would to go the rest of the way across.*

- a. simile
- b. metaphor
- c. personification
- d. hyperbole

32. Macbeth is surprised when he is first addressed as the Thane of Cawdor because

- a. one of the prophecies has come true.
- b. he feels he does not deserve the title.
- c. Banquo should have the title.
- c. he knows that the Thane of Cawdor is a traitor.

33. Who reformed the Catholic Church and started the Protestant religions?

- a. Martin Luther
- b. Martin Luther King, Jr.
- c. Jesus Christ
- d. King Henry VIII

34. As King Duncan approaches Macbeth's castle to spend the night, Lady Macbeth says, "The raven himself is hoarse that croaks the fatal entrance of Duncan under my battlements." What literary device is the 'raven?'

- a. a symbol of death
- b. a foreshadowing of evil
- c. a hyperbole
- d. both a. and b.
- e. all of the above

35. Mr. Nichols is 6'8. Referring to him as "Shorty" is an example of

- a. situational irony.
- b. dramatic irony.

- c. oxymoron.
- d. verbal irony.

36. Why does Macbeth feel that by murdering Duncan he is betraying the king on more than one level?

- a. Macbeth is the king's cousin.
- b. Macbeth is the king's countryman and subject.
- c. Macbeth is the king's host.
- d. all of the above
- e. none of the above

Vocabulary -

Directions: Choose the **antonym** (opposite meaning) for each word.

37. mirth

- a. joy
- b. music
- c. sadness
- d. muscles

38. dauntless -

- a. dumb
- b. fearless
- c. crazy

d. scared

39. posterity

a. ancestors

b. posters

c. descendants

d. prediction

40. chastise

a. punish

b. praise

c. chase

d. presume

41. equivocation

a. equally

b. lies

c. truth

d. false

e. both b. and d.

42. malice

a. good intentions

45. Which of the following lines does

NOT reflect the theme of

appearance vs. reality?

a. "There's daggers in men's smiles."

b. "Look like the innocent flower
but be the serpent underneath."

c. "There's no art to find the mind's
construction in the face."

b. evil intentions

c. massacre

d. measure

d. all of the above

e. none of the above

43. incensed

a. angered

b. pleased

c. fragrant

d. stinky

46. The witches recite the line,

"Fair is foul, and foul is fair."

What does this line mean?

a. good triumphs over evil

b. right and wrong are

confused in the world

c. Scotland is no place to play

baseball

d. beauty and smell are similar

44. largess

a. generosity

b. small minded

c. cheap

47. What is iambic pentameter?

a. a line of five stressed syllables

b. a line made up of five unstressed and stressed syllables

c. a line of five unstressed syllables

d. all of the above

48. In the Renaissance, who invented the printing press?

- a. King Henry VIII
- b. Queen Elizabeth I
- c. Johannes Gutenberg
- d. Martin Luther

49. To whom was Shakespeare married?

- a. Belinda Shakespeare
- b. Melinda Shakespeare
- c. Anne Hathaway
- d. Julie Andrews
- e. He never married.

50. Which of the following is NOT a characteristic of a tragedy or tragic hero?

- a. tragic hero has a tragic flaw
- b. reversal of fortune
- c. audience experiences a catharsis
- d. the hero has extraordinary abilities
- e. none of the above

51. How many wives did Henry VIII have?

- a. eight
- b. six
- c. four
- d. three

52. A Renaissance man/woman is an individual who:

- a. was born in the Renaissance.
- b. is an scholar of the Renaissance.
- c. has many diverse interests and abilities.
- d. is a recluse or hermit.
- e. is very old.

53. Figurative language :

- a. communicates meanings beyond the literal meaning of the words.
- b. is the exact meaning of the words.
- c. is language which cannot be figured out.
- d. is language used when people figure you are crazy.

54. When Macbeth says, "Tomorrow, tomorrow, and tomorrow creeps in this petty pace from day to day..." , he means:

- a. Don't be petty.
- b. Life is nothing but monotonous, meaningless repetition.
- c. Tomorrow will be better.
- d. I'll think about it tomorrow.

55. When Lady Macbeth says, "Out, out damned spot," she is referring to:

- a. the blood on King Duncan's sheets.
- b. the blood on Lady Macbeth and Macbeth's clothing.
- c. the imaginary blood on her hands.

d. sun spots

K - Tuesday November 28thth, 2011

Viewing Guide for the *Macbeth* movie

Name: _____

Date: _____

- 1. The opening scene of the play, the witches meet on a bleak deserted heath. What is the opening setting of the movie?**

- 2. What significant line of Lady Macbeth's is left out of the movie?**

- 3. In the play, Lady Macbeth's suicide takes place off stage. In the movie, how does she kill herself?**

4. How is Lady Macbeth's demeanor and physical appearance different from how it is portrayed in the play?

5. At the end of the movie, the audience infers that the witches are approaching Malcolm next. What does this infer about the ongoing struggle between Fate and Determinism?

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