

Lesson Plan: Macbeth #killingit

100 Minutes

Objective: By the end of the block, students will have finished *Macbeth* and begun thinking about the essential question, *can* we change our fate?

Essential Question: Can we change our fate?

Common Core Standards Addressed:

- CCSS.ELA-LITERACY.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems
- CCSS.ELA-LITERACY.RL.11-12.10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Assessments:

- *Formal:* Wrotebook Check #2, Benchmark #3
- *Informal:* Think Pair Share, accent share out, guided reading, participation in reading

Instructional Strategies and Learning Tasks

(10 minutes) Students will look to the whiteboard/ECHO to see the day's activities, and begin working on their Wrotebook #21.

Prompt: What would you rather be, a zombie, vampire, or werewolf? (submitted by Alexis Maddox)

(5 minutes) Briefly go over the events that the students watched day before. What did they understand from the movie? What happens? What happens to Lady Macbeth? What do we predict is going to happen? Then, assign the characters for the reading of the day.

(40 minutes) Read scenes 1, 2, 3, 4, 5, 6, 7, and 8. Use guiding questions to go into deeper analysis and use context clues to understand the language. "What did he just say?" "What's he saying?" "What just happened?" "So what does that mean?"

(15 minutes) Take a break from reading the script. Give students 30 seconds to switch seats with someone from a different table (leaving all of their supplies at their desk.) Then, hand out the printed *Macbeth* lines to each table. Watch the video clip from Howcast, and pause after she asks the audience to 'give that a shot.' Direct students to try out the sounds. After we have watched the video, instruct students to practice their

line in a Scottish accent. Each table needs to nominate their top 2 best speakers to stand and speak their line to the class.

<http://www.howcast.com/videos/500520-how-to-do-a-scottish-accent-accent-training/> - good video

<https://www.youtube.com/watch?v=mALkCGVA2BU> - video I actually used, much better connection

(20 minutes) Finish watching the BBC version of Macbeth (scenes 6, 7, 8). Go over the Death Toll list. Who has died by the end of the play?

<https://www.youtube.com/watch?v=w0LrdOa7uZQ>

(5 minutes) Ask students to take a minute and think about the essential question, “can we change our fate?” focusing on Macbeth’s life. Think Pair Share. Students talk to their team, and then one speaker from each team will share their thoughts to the class.

(Til end of class) Explain benchmark #3. Go over the prompt and the due date. Collect Wrotebooks. Give students time to brainstorm their benchmark #3 prompt until class ends.

ELD and Other Special Needs Strategies:

Checking for understanding, guiding questions, reading aloud, visual and audio strategies for understanding the script, Think Pair Share

Resources/ Materials Needed:

Macbeth script, ECHO, projector, printed *Macbeth* lines, Howcast video

Homework for Next Class:

- Lit Circle projects are due Monday
- Benchmark #3 due Monday at 11:55pm

“Thou hast it now: King, Cawdor,
Glamis, all, As the weird women
promised, and I fear Thou play'dst
most foully for't.” (3.1.1-3)

“O, full of scorpions is my mind,
dear wife!” (3.2.41)

“Ay, and a bold one, that dare look
on that which might appall the
devil.” (3.4.71-72)

“Beware Macduff! Beware the
Thane of Fife! Dismiss me.
Enough.” (4.1.81-82)

“Laugh to scorn the power of man,
for none of woman born shall harm
Macbeth.” (4.1.90-93)

“A little water clear us of this deed.
How easy it is, then!” (2.2.86-87)

“Is this a dagger which I see before
me, The handle toward my hand?”
(2.1.44-45)

“It is concluded. Banquo, thy soul's
flight, If it find heaven, must find it
out tonight.” (3.2.62)

“Where we are, there's daggers in
men's smiles.” (2.3.164-165)

“It will have blood; they say, blood
will have blood” (3.4.151)

“Double, double toil and trouble;
Fire burn, and cauldron bubble.”
(4.1.10-11)

“Macbeth shall never vanquish'd be
until Great Birnam wood to high
Dunsinane hill shall come against
him.” (4.1.105-107)

“Who can be wise, amazed,
temp'rate, and furious, loyal, and
neutral, in a moment? No man.”
(2.3.127-128)

“I dare do all that may become a
man. Who dares [do] more is non.”
(1.7.51-52)

“False face must hide what the
false heart doth know” (1.7.95-96)

“Look like th’ innocent flower, But
be the serpent under’t” (1.5.77-76)

“Foul is fair, and fair is foul”
(1.1.12)

“What he hath lost, noble Macbeth
hath won” (1.2.78)

“The castle of Macduff I will
surprise, seize upon Fife, give to th’
edge o’ th’ sword His wife, his
babes, and all unfortunate souls
that trace him in his line.”
(4.1.171-173)

“Come, go we to the king. Our
power is ready.” (4.3.76)

“But screw your courage to the
sticking-place, And we’ll not fail.”
(1.7.70)

“If it were done when ’tis done, then
’twere well It were done quickly.”
(1.7.1-2)

“Present fears are less than horrible
imaginings.”(1.3.150-151)

“If chance will have me king, why,
chance may crown me without my
stir.” (1.3.157-159)

“Life’s but a walking shadow, a poor
player that struts and frets his hour
upon the stage, and then is heard
no more.” (5.5.27-29)

“It is a tale told by an idiot, full of
sound and fury, signifying nothing.”
(5.5.29-31)