**Day 1:**

**Standards:**

RL 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)\*

**Objectives:**

1. Students will be able to identify characteristics of tragedy.
2. Students will be able to explain the function of important dramatic elements/devices in the playwright’s craft.
3. Students will be able to make inferences about characters from lines from the play.
4. Students will demonstrate understanding why history is important when exploring literature.
5. Students will demonstrate understanding why Shakespeare’s work is still important today.

**Learning Activities:**

Materials Needed:

* Computer and projector
* PowerPoint on Oral Tradition, Drama, and Shakespeare
* White board and markers
* Pre-reading quotation worksheet
* Students will need their journals
* Macbeth Trailer from youtube.com

**Day 1:**

* Begin class with 5 minute journaling exercise: If someone told you that you were destined to achieve something great (become king/queen, for example, or president,prom queen, football star, etc.) but someone was in your way, how would you act?
* Continue lesson with questions from the pdf: • **Is Shakespeare still important today? If so, why? If not, why?** What do you know about Shakespeare? When did he live and what was his world like? What plays have you read or heard of? •\* What do you know about Shakespeare's language? Are iambic pentameter, prose, and verse familiar or unfamiliar terms? • What are your anxieties about Shakespeare? Is there anything that has confused you in past attempts to study Shakespeare? (10 -15 minutes, Have students write answers on board)
* Go over the answers written on the board, correcting any incorrect answers. Pay particular attention to their answers about why Shakespeare is still important. If students do have concerns, and voice them, address those concerns. (5-10 minutes) - -
* Make sure students are taking notes before beginning the PowerPoint. Explain importance of public speaking and historical impact of poetry and drama. Include importance of oral tradition (Homer’s Iliad and Odyssey, Beowulf), first public theaters (Also Greek), how poetry and drama evolved with widespread education. Also discuss how satire can figure into drama (10 minutes)
* Introduce Tragedy: First ask students to hypothesize what might be features of Tragedy, specifically Shakespearean tragedy. Write answers on board as they come up. Correct any false assumptions and cover any information they might have missed. (10 min.)
* Give students the Quotations worksheet and ask them to fill it out before the class period ends. Do the first problem as an example. Have them turn in the worksheets before they leave. They have the rest of the class period to work. (10 minutes).
* Assign reading of Act 1, Scenes 1-4 for homework. Emphasize the importance of taking the time to read each line carefully and understand what it means and how it sounds out loud.

Assessment: Student participation will be the assessment for today’s lesson, as well as the final test. Participation will be tracked with a list of the students’ names, each one getting a check mark every time they contribute.