**Day 4:**

Standards:

RL 2: Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.\*

RL 3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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.

Objectives:

1. Students will be able to list words that confuse/intrigue them and make inferences from the text about what they mean.
2. Students will be able to explain the motives of the different characters from the play.
3. Students will be able to read aloud with emotion and clear voices.

Learning Activities:

Required Materials:

* Macbeth text
* Students will need their Weird Word Journals
* Final Project sheet
* Begin class by asking for questions or comments about the play so far (5-10 minutes).
* Move to Weird Word Journals. Ask students to put their weird words on the board. Discuss the meaning of the words, and ask students to consider why Shakespeare might have used these wacky words or why he might have made them up. (5-10 minutes).
* Ask for new volunteers for the reading parts, pick them if no one volunteers. Again, pick one translator for each scene of the play (5 minutes max).
* Read Act 3, stopping after every scene for the translators to explain the scene. (30-35 minutes)
* If there is time, have students do a quick turn and talk. They may partner with a person sitting near them and each student will be given 30 seconds to answer the question: “Does violence breed violence? Once someone does something bad or evil (Macbeth murdering his king), can they ever stop?” At the end of the allotted time, ask for volunteers to share their answers. Write down each different answer on the board. (5 minutes)
* Before students leave, hand out Final project sheets. The project will not be due until the second to last day of the unit, but they should begin to think about which project they would like to work on.

Assessment: Student participation and the final test and projects will be the assessments for today’s lesson.

**Final Project Choices**

You may choose one project from the list. You will also do a short (5 minute max) presentation of your project, with the exception of project #4, which has the presentation requirements included. Requirements and expectations are listed next to the project. Each project is worth 50 points.

1. Write a two-four page paper about one of the major themes previously discussed in class. Using evidence from the text, explain in detail how one of the major themes develops throughout the play, and what Shakespeare might have been commenting on by including that theme. Full sentences and complete paragraphs are expected. You must have an introduction, body, and conclusion.
2. Make a major change in the plot of the play and predict its outcomes. What if the weird sisters never told Macbeth his fate? What if Macbeth refused to kill Duncan? What if… Change a plot point and write a two page paper on how that change would make a difference in the play…or would make a difference at all. How would that change affect one of the major themes in the play? **OR** Change the setting of the play. Move *Macbeth* to ancient Egypt or to modern day Florida. You do not have to rewrite the play, and you do not have to write in iambic pentameter, but rewrite part of a scene as though it took place in a completely different setting. Give the characters action, rewrite their lines. I expect at least one full page of actual dialogue, not including the setting changes. Begin this project with a one page paper on where and when your rewrite is set, why you made the change you made, and how it might impact the entire play and one of the major themes within the play. Then list the casting changes that are relevant to the scene you are rewriting. Remember, if the setting changes, so do the titles of some of the characters. There is no king in modern day Florida… Full sentences and complete paragraphs are expected. If you write the paper, you must have an introduction, body, and conclusion.
3. Let your artistic side show and create a work of art that represents a scene, character, or theme from the play. Create a diorama, sculpture, drawing, painting, or other project of your choice. YOU MUST GET APPROVAL FROM ME BEFORE BEGINNING YOUR PROJECT! Stop by after class or send me an email to confirm what you wish to do. You will be expected to base your project off textual evidence from the play. In addition to your art project, you will need to write a one page explanation of your project. Why did you choose the subject that you chose? What lines/actions from the text inspired you to create the project? Full sentences and complete paragraphs are expected. Even though it is only a one page paper, you must have an introduction, body, and conclusion.
4. Act out a scene from the play. You may choose either to video tape this project OR act in front of the classroom. Scripts are allowed, but I expect you to use emotion and action to bring the scene to life. Costumes are not required, but are encouraged! Public speaking standards are expected with this project: Loud, clear voices and emotion are required. In addition to acting, you will write a one page paper on why you chose to act out this particular scene, which themes make an appearance in this scene, and how the events of this scene impact the rest of the play. Full sentences and complete paragraphs are expected. You must have an introduction, body, and conclusion.