Megan Kapp

Unit Plan Rough Draft:

11 Day Macbeth Unit Plan-Grade 12

Some material adapted from the following websites: <http://apsaunders.wikispaces.com/Macbeth>, <http://resources.mhs.vic.edu.au/macbeth/theplay/devices.html#backtotop>, <http://www.webenglishteacher.com/macbeth.html>, <http://www.pathguy.com/macbeth.htm>,

Materials needed:

* Macbeth textbooks
* Whiteboard and markers
* Computer and projector for the video
* Worksheets attached to lesson plan
* Final test, also attached to lesson plan
* Final Project list, attached to lesson plan

Primary 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).

Secondary 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.)\*

W.1: Write arguments\* to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Unit Objectives:**

After completing this unit, students will be able to:

1. Compare historical perspectives on the supernatural with today’s understanding of these phenomena.
2. Describe how Shakespeare uses the theme of the supernatural in Macbeth.
3. Interpret a literary text by identifying the techniques used by the author and how they contribute to its meaning.
4. Analyze themes, plot, and character in Macbeth.
5. Evaluate gender roles in Shakespearean plays and modern culture
6. Determine and analyze the use of symbols, violence, and fate vs. free will in literature

**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.

**Day 2:**

**Standards:**

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).

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Objectives:**

1. Students will be able to use context to derive the meaning of unfamiliar words.
2. Students will be able to summarize the first act of *Macbeth*.
3. Students will analyze the themes present in the first act of *Macbeth*.

**Learning activities**

**Materials needed:**

* Macbeth film (2015 version)
* Macbeth textbooks
* Projector and computer for movie
* Whiteboard and markers
* Begin class by handing out the quotation worksheets from the previous day. Ask students to pay attention and see if they can recognize the quotes as they watch the play. Also let students know that they will be expected to write a short summary of the first act. (5-10 minutes)
* Turn on the movie *Macbeth.* Tell students to follow along with their textbooks. Watch first act. (25 minutes).
* Lead students in discussion of the first act. Ask what the whole class what they think of the different characters so far. If they knew anything about Macbeth in the first day’s discussion, ask them if the movie is what they expected. What do you expect to happen next? What themes are beginning to appear in the play? If answers do not include violence, ambition, fate/free will, make sure to bring those ideas up in the conversation. (10-15 minutes).
* Students have the rest of class to write a quick summary of the first act. One or two paragraphs to be turned in by the end of the hour. Also have students answer the following question at the end of their summary. “Whose ambition drives the events of the play: Macbeth’s or Lady Macbeth’s, or both? How do you know this, and do you think the answer to this question will remain constant through the play?” Complete sentences are expected.
* . Also inform students that they will be reading Act 2 out loud in class the next day. Reading ahead at home will give them a head start in class, and so is strongly encouraged. (5-10 minutes)

Assessment: Student participation and the written summary will be the assessment for this lesson, as well as the final test on day 10. Participation will be assessed in the same way as on day 1.

**Day 3:**

**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).

Objectives:

1. Students will practice reading aloud with emotion and clear voices.
2. Students will be able to analyze the progression of themes in Act 2 of *Macbeth*.
3. Students will be able to analyze the events of Act 2.

Learning Activities:

Required Materials:

* Macbeth text
* Ask for volunteers to read the different parts, assign parts if no one volunteers. In addition to the different characters, assign a “translator” for each scene: Translators summarize the events of the scene for the rest of the class. (5 minute max).
* Read through Act 2, taking time to stop after every scene to have the translators explain the scenes. (30-35 minutes)
* Lead students in discussion of the events of the act, especially about the prevalent themes and how characters are dealing with the issues of masculinity, violence, and fate. (10-15 minutes)
* Question for today’s exit slip will be “Lady Macbeth tells her husband that “A little water clears us of this deed” (2.2.65-66). Is this murder so easily washed away from Macbeth’s conscience? How much more blood do you think Macbeth will have to wash away before he can be secure in his position?” As always, complete sentences are required.

Assessment: Student participation and the exit slip will be the assessment for this lesson, as well as the final test on day 10

**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 will be the assessment for today.

**Day 5**

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 evaluate gender roles in *Macbeth* and in modern society
2. Students will be able to compare historical understandings of the supernatural with today’s understanding of phenomena.

Learning Activities:

Materials needed:

* White board and markers
* Begin class by asking students if they have any questions about the final project sheet. They are allowed to choose 1 project from the list, which will be due on day 10 of the unit. Rubrics for the paper option will be available upon request. (5-10 minutes)
* Ask students to explain what has happened so far in the play. I want specific details, especially about the characters and their actions. Have the students diagram the character’s interactions on the board, drawing lines to connect the characters, with short captions to explain their actions. Example: Macbeth\_\_\_\_\_\_murders\_\_\_\_Duncan. Map may look confusing, but it will come in handy. Students should copy chart into their notes (15-20 minutes)
* Have the students consider the diagram on the board. How many women are on the board compared to the men? What kinds of actions are the women involved with, what kind are the men? How does Shakespeare treat his female characters? Are there any similarities to the way men and women treat each other today? (15-20 minutes)
* If there is time left over, transition to the supernatural. Have the students get out a sheet of paper and list all of the supernatural events that have happened so far in the play. Next to that list, ask them to come up with modern day interpretations of those supernatural phenomena. Example: Thunder as a sign of God’s anger vs. Thunder as a natural phenomenon that occurs during most storms. This will not be turned in, but it will be discussed during class the next day. (10 minutes)
* As an entrance slip, due the next class period, students must choose a quotation from the play that they feel has significance to the play. Using complete sentences, students will analyze the quote. Who says it? What does it mean? Why is it significant to the play?
* Assessment: Dialectical journal (entrance slip for next day): Quote: Analysis

**Day 6**

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).

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives:

1. Students will be able to compare historical understandings of the supernatural with today’s understanding of phenomena.
2. Students will be able to analyze the decisions of directors and how movies and plays are different and similar.

Learning Activities

Materials needed:

* Macbeth film
* Macbeth textbooks
* If time ran short in the previous day, allow students 10 minutes to work on their supernatural phenomena lists. If they had time to work on them the previous day, begin discussion. Have students write their ideas on the board. After several ideas have been put up, ask the students to consider why people might have believed in such silly superstitions. Are they silly? What superstitions do we believe in today? (10-15 minutes).
* Begin Act 4 of the play on the movie. Ask students to try to follow along in their textbook and think about how well the director portrays the actions of the play. Students will be expected to write a paragraph (at least 4 sentences) explaining their analysis of the director’s choices and what the students might have chosen to do if they were the director and why. (30-40 minutes).
* If there is any time left at the end of class, allow students to begin working on their final project for the unit.
* Assessment: paragraph on movie.

**Day 7**

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 interpret a literary text by identifying the techniques used by the author and how they contribute to its meaning.
2. Students will be able to give a detailed summary of the events of *Macbeth* so far.

Learning Activities:

Materials needed:

* Popsicle stick name cards
* White board and markers
* Begin class by reminding student that their project is due in two days. Ask if anyone has any questions or concerns. (5 minutes)
* Play popcorn summary: One student, randomly selected by Popsicle stick name cards (Popsicle sticks with names written on them), begins to tell the story of *Macbeth*. After a few sentences, a new student is chosen and must pick up the story where the other person left off. Continue like this until the story has been told, correcting details as needed (10 minutes)
* Ask students if they remember any of the different figures of speech they should have learned in earlier grades. Also ask what they remember of the techniques of foreshadowing, allusion, irony, aside, and soliloquy. What the students remember should be put on the board. If they get something wrong or leave something out, wait until most of the information has been added to the board, and then correct/fill in the gaps. Dedicate a few minutes (2 maybe) to explain the idea of elision. Shakespeare lets major events take place off stage, such as the murder of Duncan, in order to keep the play flowing smoothly. He manages to convey the horror and drama of the events that take place off stage, using the behaviors of characters who appear onstage (Macbeth’s reaction to the blood on his hands) (15 minutes)
* Ask students to discuss in groups where they have seen the different techniques in *Macbeth* so far. When the talking dies down, ask a representative from each group to put one answer on the board. (15 minutes).
* Rest of the time can be devoted to working on projects.

Assessment: Student participation will be the assessment for today, as well as the final test.

Day 8

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 evaluate the motives and actions of the characters in *Macbeth*.
2. Students will be able to consider alternative endings/events for *Macbeth*.
3. Students will be able to recount the entirety of *Macbeth.*

Learning Activities:

* Begin class by asking if anyone has any questions about the play or the projects. Answer any questions (5 minutes).
* Ask for volunteers to read the final act of the play, including a translator for every *two* scenes. If no one volunteers, assign parts. (5 minutes)
* Read through Act 5, stopping for the translators to do their work. Pause halfway through (about scene 6) to ask students if there is anything that is confusing them or anything they want to talk about in detail before moving on. (30 minutes).
* Lead students in a discussion of the final act. Is there anything that surprised them? Are they satisfied with the ending? Why would Shakespeare write such a violent play (it’s worse than Romeo and Juliet!)? Does Macbeth deserve his ending? Is it really his fault, or was he destined to murder all those people and end up dead? What about Lady Macbeth’s death? (10 minutes).
* Inform students that the next day will be a work day. They are expected to be working on their projects, studying for the final *Macbeth* test (which will include all short answer questions), or working quietly on other homework.

Day 9

Today is a work day for students to finish up their projects and ask questions. If they are not working on their projects or studying for the test (which they may do in small groups of no more than three), they need to be working quietly on other homework or reading.

Day 10

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.

W.1: Write arguments\* to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives:

1. Students will be able to explain the events of *Macbeth.*
2. Students will be able to analyze the major themes of the play, as previously discussed in class.
3. Students will be able to make inferences about unfamiliar words using context.
4. Students will be able to create arguments against or in defense of characters from the play.

Learning Activities:

Materials needed:

* Test papers
* Begin class by collecting projects. (5 minutes)
* Ask students if they have any questions before they start the test. (5-10 minutes)
* Hand out test, explaining that all are short answer questions, except the last essay question. Complete sentences are required, and the only minimum requirement is that they develop a complete answer. Vague answers will not be accepted: I want details from the play.

Day 11

Today is intended for the showing of the video projects, if anyone chose to do a video project. Students were allowed to get together with a group of friends and record a scene from the play. If they chose this option, they could use whatever props and costuming they wanted, as long as the clothing was appropriate. Scripts are allowed, but I want to see some acting, not just bland script-reading. They could also choose to modernize the play instead of setting it in its traditional time and place. If no one chose to do a video, we would move on to the next unit.

**2. PRE-DETECTING KEY LINES FROM MACBETH (PRE-READING ACTIVITY)**

The following lines come from Act I of William Shakespeare's Macbeth. Read each line aloud. What do you think the line means? Who do you imagine is speaking the line—a man or woman, someone old or young, powerful or weak, good or evil? Human or supernatural? To whom (or what) is he or she speaking? Write your ideas under each quote.

 "Fair is foul, and foul is fair." (I,i 11)

"Thou shalt get kings, though thou be none: So all hail, Macbeth and Banquo!" (I,iii 68-9)

"The earth hath bubbles as the water has, And these are of them. Whither are they vanish'd?" (I,iii 80-1)

"Thou art so far before That swiftest wing of recompense is slow To overtake thee; would thou hadst less deserv'd, That the proportion both of thanks and payment Might have been mine!" (I,iv 16-20)

"Come, you spirits, That tend on mortal thoughts! Unsex me here, And fill me from the crown to the toe top full Of direst cruelty." (I,v 38-41)

"To beguile the time, Look like the time; bear welcome in your eye, Your hand, your tongue: look like the innocent flower, But be the serpent under't." (I,v 61-4)

3. WEIRD WORD LOG (PRE-READING ACTIVITY)

Reproduce the following words from Act One of Macbeth on a transparency. Have students guess meaning, first by the word alone, then by interpreting it in context. Have students create a "Weird Word Log" to keep track of unusual words. For each word, students may wish to write a definition or synonym and write and illustrate a sentence of their own that employs the word. \_

**hurlyburly** SECOND WITCH: "When the hurlyburly's done, When the battle's lost and won." (I,i 3-4)

**nave** SERGEANT: "…Which ne'er shook hands, nor bade farewell to him, Til he unseam'd him from the nave to the chops, And fix'd his head upon our battlements." (I,ii 21-3).

**deign** ROSS: "Nor would we deign him burial of his men Till he disbursed, at Saint Colme's Inch, Ten thousand dollars to our general use." (I,ii 61-3)

**corporal** MACBETH: "Into the air, and what seem'd corporal melted As breath into the wind." (I,iii 80-1)

**wrack** ANGUS: "Whether he was combin'd With those of Norway, or did line the rebel With hidden help or vantage, or that with both He labour'd in his country's wrack, I know not." (I,iii 112-5)

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**enkindle** BANQUO: "That, trusted home, Might yet enkindle you unto the crown, Besides the Thane of Cawdor." (I,iii 121-3) cleave BANQUO: "New honours come upon him, Like our strange garments, cleave not to their mould But with the aid of use." (I,iii 145-8)

**compunctious** LADY MACBETH: "Make thick my blood, Stop up the access and passage to remorse, That no compunctious visitings of nature Shake my fell purpose, nor keep peace between The effect and it!" (I,v 41-5)

**pall** (verb) LADY MACBETH: "Come, thick night, And pall thee in the dunnest smoke of hell, That my keen knife see not the wound it makes…" (I,v 48-50)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Macbeth Final Test

On separate sheets of paper, answer the following questions. Each question is worth 4 points. The long essay question is worth 10 points. Complete sentences and descriptive answers are expected. Good Luck!

1. What kind of a ruler is King Duncan? How would you compare his leadership to that of Macbeth (once the latter is crowned king)?
2. What is the play's attitude toward the murder of King Duncan?
3. Does the play ever portray an ideal monarch? If so, use details from the text to explain your answer? If not, why do you think the play never shows a good monarch?
4. What kind of hallucinations and visions occur in the play? What purpose do they serve?
5. The play ends with as much violence as the original battle against another traitor to the crown. What might Shakespeare be suggesting? Is there any way to argue against Macbeth's claim that blood demands blood? And when will all the killing stop?
6. When Malcolm takes a break in England with Macduff, he wishes to stop and grieve. Macduff tells him instead that violence in the name of Scotland is a better cure. Yet when Macduff finds out his family is murdered, he grieves deeply and then turns to revenge. Is violence a justified reaction to a wrong, or is it just an emotion out of control that can be rightfully calmed with thought?
7. How does the play define "manhood"? What is it that makes one a "man" in Macbeth?
8. How are women characters portrayed in Macbeth? What kinds of roles do they play?
9. Macbeth starts the play as a hero and ends up a tyrant. Does this mean there are no truly evil people and power corrupts, or just that some people have bad judgment when choosing heroes?
10. The three witches, the weird sisters, are also often blamed for planting the seed of treachery in Macbeth's mind – yet the root of the word "wyrd" goes back to the Anglo Saxon word for "fate." Does one only need to think a thing is fate to make it happen? How much personal agency does one have against fate?

Long Essay Question: Throughout the play, many different characters commit good and bad acts. Choose a character and an action they take and use examples from the play to defend or condemn those actions. **Example, the Weird sisters tell Macbeth and Banquo their fates….** This essay should be at least three paragraphs long, with introduction, body, and conclusion. Each paragraph should have an introductory sentence and a concluding sentence.

1. What kind of a ruler is King Duncan? How would you compare his leadership to that of Macbeth (once the latter is crowned king)? (Kind, wise, fair, etc. vs. chaotic, ambitious, paranoid etc..)
2. What is the play's attitude toward the murder of King Duncan? Macbeth’s guilt and the big spiral of death that occurs after the first murder seems to show that Shakespeare thinks violence leads to violence, and that the murder of an innocent and good king is bad.
3. Does the play ever portray an ideal monarch? If so, use details from the text to explain your answer? If not, why do you think the play never shows a good monarch? Details describing Duncan, Macduff, and Malcolm will be acceptable. These men show loyalty to their country and friends, nobility, kindness, etc.
4. What kind of hallucinations and visions occur in the play? What purpose do they serve? Macbeth sees a dagger, signifying his murder of the king, he sees Banquo’s ghost, Lady Macbeth sees blood on her hands. These all show the psychological effects that guilt has on the Macbeths, and possibly the effects that violence has on any person
5. The play ends with as much violence as the original battle against another traitor to the crown. What might Shakespeare be suggesting? Is there any way to argue against Macbeth's claim that blood demands blood? And when will all the killing stop? The answer to this is up to the student. As long as they stay on topic and give evidence, any answer will do.
6. When Malcolm takes a break in England with Macduff, he wishes to stop and grieve. Macduff tells him instead that violence in the name of Scotland is a better cure. Yet when Macduff finds out his family is murdered, he grieves deeply and then turns to revenge. Is violence a justified reaction to a wrong, or is it just an emotion out of control that can be rightfully calmed with thought? Hopefully, students will respond with a resounding NO to the idea that violence is justified, but any answer using evidence from the text will work.
7. How does the play define "manhood"? What is it that makes one a "man" in Macbeth? Violence, ambition, confidence, loyalty, it depends on the man the student looks at.
8. How are women characters portrayed in Macbeth? What kinds of roles do they play? Witches, mysterious and mischeivious, Lady Macbeth, ambitious and violent, Hecate, a goddess who helps the witches, Lady Macduff, loving mother and abandoned wife.
9. Macbeth starts the play as a hero and ends up a tyrant. Does this mean there are no truly evil people and power corrupts, or just that some people have bad judgment when choosing heroes? Complete sentences and an answer backed up by textual examples earns full points.
10. The three witches, the weird sisters, are also often blamed for planting the seed of treachery in Macbeth's mind – yet the root of the word "wyrd" goes back to the Anglo Saxon word for "fate." Does one only need to think a thing is fate to make it happen? How much personal agency does one have against fate? Again, students need to provide a thoughtful and text-supported answer for full points.

Long Essay Question: Throughout the play, many different characters commit good and bad acts. Choose a character and an action they take and use examples from the play to defend or condemn those actions. **Example, the Weird sisters tell Macbeth and Banquo their fates….** This essay should be at least three paragraphs long, with introduction, body, and conclusion. Each paragraph should have an introductory sentence and a concluding sentence.

Answers for the long essay questions need to meet the requirements listed above. Any character and any choice that character makes can be written about. Full points will be awarded for thoughtful and detail responses.

**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.

**Final Project Objectives**

Project 1:

1. Students will demonstrate ability to analyze a theme as it progresses though a text.
2. Students will use textual evidence to aid in their analysis.
3. Students will demonstrate grade-level writing abilities, as evaluated by the rubric.

Project 2:

1. Students will demonstrate an ability to analyze a theme as it progresses through a text.
2. Students will make conjectures, based on textual evidence, at how changes to a text might affect the plot/themes in a text.
3. Students will demonstrate grade-level writing abilities, as evaluated by the rubric.

Project 3:

1. Students will use textual evidence to create a work of art that represents some aspect of the play.
2. Students will explain the significance of the aspect of the text that they chose to work with.
3. Students will demonstrate grade-level writing abilities, as evaluated by the rubric.

Project 4:

1. Students will demonstrate understanding of how a theme is shown in a single scene in the text.
2. Students will demonstrate understanding of how a single moment can impact the events of a larger plot.
3. Students will demonstrate public speaking skills, as graded by the rubric.
4. Students will demonstrate grade-level writing abilities, as evaluated by the rubric.