

Macbeth



ISBN-10	0-7434-7710-3
ISBN-13	978-0-7434-7710
Author	Shakespeare, William
Publisher	Washington Square Press
Copyright	1992
Lexile	780L
Genre	Tragedy
Synopsis	In 1603, James VI of Scotland ascended the English throne, becoming James I of England. London was alive with an interest in all things Scottish, and Shakespeare turned to Scottish history for material. He found a spectacle of violence and stories of traitors advised by witches and wizards, echoing James's belief in a connection between treason and witchcraft.
Themes	Destruction caused when ambition goes unchecked by moral constraints
Protagonist	Macbeth
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program

Independent Study Lesson Plan

Macbeth, Introduction



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

PREVIEW

Macbeth lesson plan starts by reading a cartoon version of *Macbeth* during Day 1 – Day 4. You will develop an understanding of plays context, characters, and storyline. In Day 5 – Day 10, you will focus on five scenes. During each lesson plan day, you will read 2-3 pages of Folger Shakespeare Library's *Macbeth* and watch short clips of two *Macbeth* films. Both films are available to stream instantly online by renting or buying the films on Amazon Video. The DVD's of both films can also be purchased online. Roman Polanski produced the first film, *The Tragedy of Macbeth*, in 1971. Justin Kurzel produced the second *Macbeth* film in 2015.

Author's Note: There is mature content on in both films on Day 7, Day 9, and Day 10. Please preview content and determine whether or not the film clips are suitable for viewing. It's okay to skip scenes in the film as needed.

Reading and Film Materials for Day 5 – Day 10

Macbeth (Folger Shakespeare Library) Book

Author: William Shakespeare, Dr. Barbara A. Mowat (Editor), and Paul Werstine Ph.D. (Editor)

Series: Folger Shakespeare Library

Mass Market Paperback: 304 pages

Publisher: Simon & Schuster; 1 edition (July 1, 2003)

ISBN-10: 0743477103

ISBN-13: 978-0743477109

Amazon link: <http://amzn.to/2nDOVrW>

The Tragedy of Macbeth

1971, directed by Roman Polanski

Columbia Pictures

Amazon link: <http://amzn.to/2oxOEV2>

Macbeth

2015, directed by Justin Kurzel

The Weinstein Company

Amazon link: <http://amzn.to/2oxVOZr>

Character Based Literacy Program

Independent Study Lesson Plan

Macbeth, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Leadership Requires Engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Who is William Shakespeare?

Is it true that Banquo's heirs become king?

What was London, England like during Shakespeare's time?

What is a tragedy?

What is a thane?

Word Wall Here are vocabulary words to add to the Word Wall.

realm (37)	vanish (37)	elected (37)	heir (37)	prophecies (38)
porter (39)	appointed (39)	ambush (39)	apparition (40)	nauseating (40)
fantasizes (41)	conceal (41)	rants (41)	decency (42)	justly (42)
noble (17)	attire (17)	fantastical (17)	hail (19)	prosperous (19)
supernatural (23)	soliciting (23)	betray (23)	mold (25)	leisure (25)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read *Shakespeare Made Easy* by Muriel J Morris, "Macbeth" p. 36-42.

Read *Macbeth* by William Shakespeare, Folger Shakespeare Library, p. 13 – 25.

***The Tragedy of Macbeth* Media Study**

The Tragedy of Macbeth Media Study				
William Shakespeare's The Tragedy of <i>Macbeth</i>	Folger Library Shakespeare <i>Macbeth</i> Simon & Schuster Paperbacks		Roman Polanski's Film <i>Macbeth</i> 1971 Columbia Pictures	Justin Kurzel's Film <i>Macbeth</i> 2015 The Weinstein Company
	lines	pages		
Act 1, Scene 3				
Day 4: The prophecies of the three witches	1 – 92	13 – 21	9:30 – 12:30	11:00 – 14:05
Day 5: A message from the king: a prophecy realized	93 – 175	21 – 25	12:30 – 17:10	14:06 – 17:10
Act I, Scene 7				
Day 6: Lady Macbeth convinces Macbeth to kill the king	1 – 96	39 – 45	26:55 – 37:00	26:53 – 32:30
Act IV, Scene 1				
Day 7: Macbeth visits the three witches	1-148	119 - 128	126:15 – 132:33 Warning: This scene contains nudity.	108:34 – 111:43
Day 8: Macbeth orders for the murder of Macduff's family	149 – 177	129 - 131	136:00 - 138:38	111:44 – 114:10
Act V, Scene 1				
Day 9: Lady Macbeth plagued with guilt	1-84	161 - 165	141:39 – 145:15 Warning: This scene contains nudity.	122:37 – 126:48
Act V, Scene 8				
Day 10: Macbeth and Macduff on the battlefield	1- 88	185 – 191	211:37 – 214:20 Warning: The remainder of this film is violent and graphic.	134:24 – 146:51 Warning: The remainder of this film is violent and graphic.

Times are calculated from the beginning of the movie itself [after trailers]

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Open Mind Portrait

New character information can be added to an Open Mind Portrait.

KWL Chart

An answer can be added to a question from the KWL Chart.

Map

A new location or change can be added to the map.

Act I, Scene 3 Chart

Folger Shakespeare Library *Macbeth*

1. In the first row, write a word description or draw a picture to create your own visual of this setting.
2. How do you picture the Macbeth's encounter with the witches from the reading? Enter this in the Encounter with Witches column on the chart.
3. What impressions do you have of the Macbeth? The witches? Make notes or draw a picture to show how you imagined what these characters looked like based on the reading.

Roman Polanski's *Macbeth*

4. In the second row, write a word description or draw a picture to show how Polanski portrayed the setting and the encounter with the witches. Explain or draw a picture of Polanski's interpretation of the appearance of Macbeth, the witches, and Banquo.

Justin Kurzel's *Macbeth*

5. In the third row, write a word description or draw a picture to show how Kurzel portrayed the setting and the encounter with the witches. Explain or draw a picture of Kurzel's interpretation of today's reading.

Act I, Scene 3 Chart				
	Setting	Encounter with Witches	Macbeth	Witches
Folger Shakespeare Library <i>Macbeth</i> Simon & Schuster Paperbacks				

Roman Polanski's Film <i>Macbeth</i> 1971 Columbia Pictures				
Justin Kurzel's Film <i>Macbeth</i> 2015 The Weinstein Company				

Act I, Scene 3 Chart Folger Shakespeare Library *Macbeth*

1. In the first row, write a word description or draw a picture to create your own visual of this setting.
2. How do you picture the Macbeth's encounter with the messengers from the reading? Enter this in the encounter with king's messengers column on the chart.
3. What impressions do you have of the Macbeth? Make notes or draw a picture to show how you imagined what these characters looked like based on the reading.

Roman Polanski's *Macbeth*

4. In the second row, write a word description or draw a picture to show how Polanski portrayed the setting, encounter with king's messengers and of Macbeth.

Justin Kurzel's *Macbeth*

5. In the third row, write a word description or draw a picture to show how Kurzel portrayed the setting and the encounter with the king's messengers. Explain or draw a picture of Kurzel's interpretation of today's reading.

Act I, Scene 3 Chart			
	Setting	Encounter with king's messengers	Macbeth
Folger Shakespeare Library <i>Macbeth</i> Simon & Schuster Paperbacks			
Roman Polanski's Film <i>Macbeth</i> 1971 Columbia Pictures			

Justin Kurzel's Film <i>Macbeth</i> 2015 The Weinstein Company			
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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Poster for Tragedy Ahead

Review the idea of tragedy: things will go wrong, suffering will take place, because of flaws in a heroic character or the circumstances or people around him or her.

1. Look at the twelve frames that quickly tell the plot of the first half of the play.
2. Find warning signs, clues of flaws, and/or circumstance that indicate something might go wrong.
3. Place these clues on the poster by writing a list or drawing a picture of the warning sign.
4. Give the poster a title, like "Tragedy Ahead", or "Tragedy Waiting to Happen".

Materials can include poster size paper, construction paper, markers, pencils or crayons.

KWL Chart

What You Know, Want to Know, and Learn about the plot of Macbeth. The story of Macbeth lives on even in our modern day culture. What do you already know about this story? What details do you want to know? At the end of the story, write what you have learned.

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

Create a Fakebook

1. Create a fake Facebook profile page for Macbeth using colored pencils and a sheet of paper.
2. Draw/sketch/design his profile picture or find a magazine cutout.
3. Include his basic information including birthday, relatives, gender, occupation, and favorite quotes.
4. Provide a list of friends and a list of enemies.

Shakespeare Made Easy Quiz

Answer the questions on page 43 of *Shakespeare Made Easy* by Muriel J Morris, "Macbeth".

1. Answer each of the 12 questions by going back to the cartoons of the play to find the correct information.
2. Check your answers by consulting the text.
3. In the upcoming study of Macbeth, you are going to compare 3 versions of the play. The focus will be on 4 essential scenes of the play. For now, you want an overview of the whole play since you will only be dealing with pieces of it.

Fill out the Setting Chart

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

Fill out the Character Profile Chart on Macbeth.

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

Discussion

Key Questions (p. 36-38)

1. Describe Macbeth's success on the battlefield.
2. Why does Macbeth's success lead Duncan to name his son Malcolm as his heir?
3. In your own words, explain the witches' prophecies for Macbeth and Banquo.
4. Describe Macbeth's reaction to the witch's prophecy?
5. Compare and contrast Banquo and Lady Macbeth's reaction to the witches' prophecy.
6. Summarize the sequence of events that lead to King Duncan's death
7. Formulate a theory for the reasons why Lady Macbeth was so eager for Macbeth to kill the king.

8. Describe the image or vision that Macbeth sees before Macbeth stabs King Duncan.
9. Elaborate on how Macbeth feels after he killed King Duncan. Select a quote from the text to support your answer.
10. Do you think the actions of Macbeth and Lady Macbeth are an example of *leadership requires engagement*? Do you think their actions promote the common good or their own interests? Explain why or why not.

Key Questions (p. 39-40)

1. In your own words describe the series of events that take place after King Duncan is discovered dead.
2. Describe how three different characters react to King Duncan's murder.
3. Why does Macbeth send murders to kill Banquo?
4. How does Macbeth feel about his murdering spree? Select a quote from today's text to support your answer.
5. Provide two examples that show Lady Macbeth supports Macbeth's actions and behavior.
6. Why does Macbeth seek help from the three witches?
7. Summarize the three apparitions.
8. Predict what you think will happen next according to the apparitions.
9. Now that Macbeth is King of Scotland, do you think he is a good example of a leader that uses their time and talent to promote the common good? How does Macbeth use his time and talent?
10. Based on today's reading, do you think Malcolm and Donalbain demonstrate leadership requires engagement? Why or why not? Provide one reason that explains your position.

Key Questions (p. 41-42)

1. In your own words describe what Macbeth sees when he asks the witches if Banquo's children will ever reign.
2. Why is the death of Lady Macduff and her son significant?
3. How does Macduff convince Malcolm to come back to Scotland with an army?
4. Elaborate on the reasons why Lady Macbeth is plagued with guilt.
5. List three adjectives to describe Macbeth's army.
6. Explain how the prophecy of the Birnam Wood comes true.
7. Describe the sequence of events from the battlefield.
8. Based on today's reading, do you think Macduff demonstrates leadership requires engagement? Why or why not? Provide one reason that explains your position.
9. Do you think Malcolm will be a good lead and King of Scotland? Provide one reason that explains your position.
10. Predict what will happen to Scotland in the future.

Key Questions (p. 13-21)

1. How would you describe the sequence of events in **Roman Polanski's** Film *Macbeth* (1971)?
2. How would you describe the sequence of events in **Justin Kurzel's** Film *Macbeth* (2015)?
3. How do the two films differ?
4. Why do you think Kurzel's film includes child witches?
5. How are the films similar and different in characters clothing, visual backgrounds, music, voices, pace and locale?
6. In your own words, how are the films and text similar and different?
7. In each film, how does Macbeth react to the witches' prophecies?
8. Elaborate on reasons why you think Macbeth continues to question the witches about their prophecies. What do you think this might say about his character?
9. Do you think Macbeth should believe in the witches' prophecies? Why or why not?
10. If you were the director of one of these Macbeth films, what would you change?

Key Questions (p. 21-25)

1. How would you describe the scene when Macbeth learns of his new title in the text? in **Roman Polanski's** Film *Macbeth* (1971)? and **Justin Kurzel's** Film *Macbeth* (2015)?
2. Describe the similarities among the text and the two films in today's scene.
3. How are the settings in the two films different in today's scene?
4. How does the text and films show that Macbeth has earned a new title?
5. How did Macbeth react to the king's messenger's news of his new title as the Thane of Cawdor?
6. What conclusions can you draw from Macbeth's new title?
7. How does Banquo react to Macbeth's new title in the text and in **Roman Polanski's** Film *Macbeth* (1971)?
8. Why do you think Banquo does not react to Macbeth's new title in **Justin Kurzel's** Film *Macbeth* (2015)?
9. Do you think Banquo is looking out for Macbeth's best interests? Why or why not?
10. Do you think Macbeth should believe in the prophecies even if 2 of the 3 were correct? Justify your answer.

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Passage, p. 37

"Banquo tries to warn Macbeth that witches are witches and don't go around doing good, but Macbeth doesn't listen" (p. 37).

Writing Prompt

Some friends can be a positive influence on our lives while other friends encourage us to make poor choices. Banquo warns Macbeth not to pay close attention to the three witches. On the other hand, Lady Macbeth encourages Macbeth to take action and kill King Duncan to secure the throne.

Think about your circle of family and friends. Write an informative paragraph describing a friend you have that has been a positive influence on your life. How does this friend encourage you to use your time and talent to make positive choices or promote the common good or better your community? Provide an example.

Key Passage, p. 39

“When we next see the Macbeths, they are king and queen. Macbeth questions Banquo about where he is going and when, because Macbeth intends to kill him and his son, Fleance. Banquo knows too much. Remember the prophecies” (p. 39).

Writing Prompt

The Macbeths become the king and queen of Scotland, but do you think they exemplify *leadership requires engagement*? Do they use their time and talent to promote the common good?

In an informative paragraph describe three of Macbeth’s actions as king. Defend whether or not these actions serve the common good or his self-interest. In a second explanatory paragraph, describe what advice would you give Macbeth so that he can better his community as the King of Scotland?

Key Passage, p. 40

“Meanwhile, Lady Macbeth has gone mad. She sleepwalks around the castle, rubbing at the “blood” she fantasizes is still staining her hands. She talks of the other murders, too, so that what she says is so dangerous no one will dare to help her” (p. 40).

Writing Prompt

Lady Macbeth is plagued with guilt. She sleepwalks around the castle and tries to rub the “blood” off her hands. Think about a time when you felt guilty for your actions or words. What would you have done differently?

In an informative paragraph describe a time when you felt guilty for past actions and/or words. Explain what happened first, second, and third. What would or should you have done/said instead?

Key Passage, p. 19

Macbeth

*Stay, you imperfect speakers. Tell me more.
By Sinel’s death I know I am Thane of Glamis.
But how of Cawdor? The Thane of Cawdor lives
A prosperous gentleman, and to be King
Stands not within the prospect of belief,
No more than to be Cawdor. Say from whence
You owe this strange intelligence or why*

*Upon this blasted heath you stop our way
With such prophetic greeting. Speak, I charge you.*
(Folger Shakespeare Library, page 19, lines 73-81).

Writing Prompt

After Macbeth hears the prophecies from the witches he demands to learn more. Macbeth is hooked and eventually becomes intently focused on how he can become king. This scene reveals Macbeth's interest in the glory, power, and prestige of becoming king. Do you think a leadership is about glory, power, and prestige or do you think it is about serving people in your community?

Leadership requires engagement. Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Write Macbeth a letter explaining that people should not seek leadership positions for the glory, power, and prestige. In an informative paragraph, explain how leaders use their time and talent to be a servant to their community. Provide an example of a leader that service to better their community.

Key Passage, p. 23

Banquo

*That, trusted home,
Might yet enkindle you unto the crown,
Besides the Thane of Cawdor. But 'tis strange.
And oftentimes, to win us to our harm,
The instruments of darkness tell us truths,
Win us with honest trifles, to betray's
In deepest consequences. –
Cousins, a word, I pray you.*

(Folger Shakespeare Library, p. 23, lines 132 – 139).

Writing Prompt

Having watched Act I Scene 3 in both film versions, as well in your reading of the text, how do they differ in the their presentation of the scene? **In an explanatory paragraph, detail what you consider to be the most significant difference and similarity in the two film versions of this scene. Provide an example of the most significant difference and most significant similarity.**

Close Close by extending today's lesson to life and the world.

- Do you think you are a positive influence on your friends?
- How can you encourage your friends to make good choices?
- Describe a time when you were in a leadership role.
- Did you make decisions based on the common good or for your self-interest?

- How do you act when you feel guilty?
- How can you redeem yourself for past actions?
- What do you wish to learn about your future?
- If you learned something about your future, do you think it would change your decisions and actions in the present? Why or why not?
- Would you recommend the movie or the book? Why?
- Name a book you like more than the movie.
- Name a movie you like more than the book.

Character Based Literacy Program

Independent Study Lesson Plan

Macbeth, Week 2



PREPARE

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How to make a tough decision?

Is it true Shakespeare didn't write any of his plays?

Who is the real Macbeth?

What is a *gentlewoman*?

What does it mean to be untimely ripped from a mother's womb?

Word Wall Here are vocabulary words to add to the Word Wall.

plague (39)	virtues (39)	ambition (41)	courage (43)	enterprise (43)
assurance (125)	fate (125)	sovereignty (127)	cauldron (127)	eternal (127)
hag (129)	doom (129)	charm (129)	dread (131)	boasting (131)
nightgown (161)	dignity (163)	deeds (165)	divine (165)	physician (165)
untimely (185)	womb (185)	tyrant (187)	yield (187)	debt (187)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read *Macbeth* by William Shakespeare, New Folger Library, p. 39 – 45.

Read *Macbeth* by William Shakespeare, New Folger Library, pp. 119 – 131.

Read *Macbeth* by William Shakespeare, Folger Shakespeare Library, p. 161 - 165.

Read *Macbeth* by William Shakespeare, Folger Shakespeare Library, p. 185 – 191.

***The Tragedy of Macbeth* Media Study**

William Shakespeare's The Tragedy of <i>Macbeth</i>	Folger Library Shakespeare <i>Macbeth</i> Simon & Schuster Paperbacks		Roman Polanski's Film <i>Macbeth</i> 1971 Columbia Pictures	Justin Kurzel's Film <i>Macbeth</i> 2015 The Weinstein Company
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Act I, Scene 7				
Day 6: Lady Macbeth convinces Macbeth to kill the king	1 – 96	39 – 45	26:55 – 37:00	26:53 – 32:30
Act IV, Scene 1				
Day 7: Macbeth visits the three witches	1-148	119 - 128	126:15 – 132:33 Warning: This scene contains nudity.	108:34 – 111:43
Day 8: Macbeth orders for the murder of Macduff's family	149 – 177	129 - 131	136:00 - 138:38	111:44 – 114:10
Act V, Scene 1				
Day 9: Lady Macbeth plagued with guilt	1-84	161 - 165	141:39 – 145:15 Warning: This scene contains nudity.	122:37 – 126:48
Act V, Scene 8				
Day 10: Macbeth and Macduff on the battlefield	1- 88	185 – 191	211:37 – 214:20 Warning: The remainder of this film is violent and graphic.	134:24 – 146:51 Warning: The remainder of this film is violent and graphic.

Times are calculated from the beginning of the movie itself [after trailers]

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Act I, Scene 7 Chart

Folger Shakespeare Library *Macbeth*

1. In the first row, write a word description or draw a picture to create your own visual of this setting, the scene of Lady Macbeth convincing Macbeth to kill the king, and of Lady Macbeth. Make notes or draw a picture to show how you imagined what these characters looked and how they acted based on reading the text.

Roman Polanski's *Macbeth*

2. In the second row, write a word description or draw a picture to show how Polanski portrayed the setting and Lady Macbeth's interaction with Macbeth. Explain or draw a picture of Polanski's interpretation of the appearance of Lady Macbeth.

Justin Kurzel's *Macbeth*

3. In the third row, write a word description or draw a picture to show how Kurzel portrayed the setting, the scene of Lady Macbeth convincing Macbeth to kill the king, and of Lady Macbeth. Explain or draw a picture of Kurzel's interpretation of today's reading.

Act I, Scene 7 Chart			
	Setting	Interaction between Lady Macbeth and Macbeth	Lady Macbeth
Folger Shakespeare Library <i>Macbeth</i> Simon & Schuster Paperbacks			
Roman Polanski's Film <i>Macbeth</i> 1971 Columbia Pictures			

Justin Kurzel's Film <i>Macbeth</i> 2015 The Weinstein Company			
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Act IV, Scene 1 Chart

Folger Shakespeare Library *Macbeth*

1. In the first row, write a word description or draw a picture to create your own visual of today's reading.

Roman Polanski's *Macbeth*

2. In the second row, write a word description or draw a picture to show how Polanski portrayed today's reading.

Justin Kurzel's *Macbeth*

3. In the third row, write a word description or draw a picture to show how Kurzel portrayed today's reading.

Act IV, Scene 1 Chart			
	Setting	Encounter with Witches	Macbeth
Folger Shakespeare Library <i>Macbeth</i> Simon & Schuster Paperbacks			
Roman Polanski's Film <i>Macbeth</i> 1971 Columbia Pictures			
Justin Kurzel's Film <i>Macbeth</i> 2015 The Weinstein Company			

Act IV, Scene 1 Chart

Folger Shakespeare Library *Macbeth*

1. In the first row, write a word description or draw a picture to create your own visual of today's reading.

Roman Polanski's *Macbeth*

2. In the second row, write a word description or draw a picture to show how Polanski portrayed today's reading.

Justin Kurzel's *Macbeth*

3. In the third row, write a word description or draw a picture to show how Kurzel portrayed today's reading.

Act I, Scene 3 Chart			
	Setting	Ordering for the murder of Macduff's family	Macbeth
Folger Shakespeare Library <i>Macbeth</i> Simon & Schuster Paperbacks			
Roman Polanski's Film <i>Macbeth</i> 1971 Columbia Pictures			
Justin Kurzel's Film <i>Macbeth</i> 2015 The Weinstein Company			

Act V, Scene 1**Folger Shakespeare Library *Macbeth***

1. In the first row, write a word description or draw a picture to create your own visual of today's reading.

Roman Polanski's *Macbeth*

2. In the second row, write a word description or draw a picture to show how Polanski portrayed today's reading.

Justin Kurzel's *Macbeth*

3. In the third row, write a word description or draw a picture to show how Kurzel portrayed today's reading.

Act V, Scene 1 Chart			
	Setting	Doctor and the Gentlewomen's observation of Lady Macbeth	Lady Macbeth

Folger Shakespeare Library <i>Macbeth</i> Simon & Schuster Paperbacks			
Roman Polanski's Film <i>Macbeth</i> 1971 Columbia Pictures			
Justin Kurzel's Film <i>Macbeth</i> 2015 The Weinstein Company			

Act I, Scene 3 Chart

Folger Shakespeare Library *Macbeth*

1. In the first row, write a word description or draw a picture to create your own visual of this setting.
2. How do you picture the battle between Macbeth and Macduff from the reading? Enter this in the battle between Macbeth and Macduff column on the chart.
3. Make notes or draw a picture to show your impressions do you have of the Macbeth from this scene.

Roman Polanski's *Macbeth*

4. In the second row, write a word description or draw a picture to show how Polanski portrayed the setting and the battle between Macbeth and Macduff. Make notes or draw a picture to show Polanski's impressions of Macbeth from this scene.

Justin Kurzel's *Macbeth*

5. In the third row, write a word description or draw a picture to show how Kurzel portrayed the setting and the battle between Macbeth and Macduff. Make notes or draw a picture to show Kurzel's impressions of Macbeth from this scene.

Act V, Scene 8 Chart			
	Setting	Battle between Macbeth and Macduff	Macbeth

Folger Shakespeare Library <i>Macbeth</i> Simon & Schuster Paperbacks			
Roman Polanski's Film <i>Macbeth</i> 1971 Columbia Pictures			
Justin Kurzel's Film <i>Macbeth</i> 2015 The Weinstein Company			

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Character Interaction Chart

Fill out the Character Interaction Chart for Macbeth, Lady Macbeth, and King Duncan.

1. Choose 3 characters you have profiled and wish to analyze. Fill the name of each character in one of the 3 boxes.
2. Each character box has another character box on each side. On the side of the first character box near the second character box, write down what the first character thinks about the second character, and how the first character interacts or gets along with, the second character.
3. Then do the same thing for how the second character thinks about and interacts with the first, in the second characters box.
4. Continue doing this until you have filled out each box: the second for the third, the third for the second, the third for the first and the first for the third.

Illustration

Draw a picture of each apparition. Write a couple sentences explaining what each apparition mean.

Wanted Poster Activity

Macbeth wants Macduff dead. Create a wanted poster of Macduff. Be sure to include the following:

- Picture of Macduff
- A written description
- Describe where he was last seen

- Explain what he is wanted for
- List the reward amount
- Provide details on how to obtain the reward

Obituary Activity

Lady Macbeth's sleepwalking reveals her guilty conscious; which eventually leads her to take her own life. Create an obituary for Lady Macbeth. Be sure to include the following:

- Name and age of deceased
- Place, date of birth
- Names of family members she left behind
- Biographical information (title, employment, hobbies, and life accomplishments)
- Brief explanation of death
- Funeral arrangements (date, time and place)

Beginning-Middle-End Chart

Fill out the Beginning-Middle-End Chart.

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

Fill out the Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

Cartoon Comic Strip

Create a cartoon comic strip to retell the parts of Macbeth you thought were most important.

Discussion

Key Questions (p. 39-45)

1. How would you describe the scene of Lady Macbeth convincing Macbeth to proceed with the murder of the king in the text? in **Roman Polanski's** Film *Macbeth* (1971)? and **Justin Kurzel's** Film *Macbeth* (2015)?
2. Describe the similarities and differences of the scene from the text and the two films.
3. In Polanski's film, why do you think the director decided to have Macbeth and Lady Macbeth's conversation during the dinner festivities?
4. Why do you think Macbeth makes a pro/con list on whether or not he should murder the king? How does he feel about this plan?
5. What are the reasons Macbeth should not proceed with the murder?
6. How would you describe Lady Macbeth's character?
7. Describe the relationship between Lady Macbeth and Macbeth.
8. What does Macbeth think of Lady Macbeth? Select a quote from today's text or films to support your answer.
9. How does Lady Macbeth convince Macbeth to go through with the murder?
10. Summarize the plan to kill King Duncan.

Key Questions (p. 119-128)

1. How would you describe Macbeth's second encounter with the witches in the text? in Roman Polanski's Film *Macbeth* (1971)?
2. Describe the similarities and differences among the text and Polanski's film in today's scene?
3. How are the settings in the text and Polanski's film different in today's scene?
4. Elaborate on reasons why Macbeth wanted to meet with the witches again.
5. What does Macbeth learn from the witches?
6. How does Macbeth react when he learns that Banquo's heir will inherit the throne?
7. Do you think the witches predict the future or do you think the witches decide the future? Explain why?
8. What kind of leader is Macbeth? Paraphrase a quote from the text or the film that supports your thoughts on Macbeth's leadership style.
9. In your own words, how would you describe the character of the witches?
10. Do you think the witches are looking out for Macbeth's best interests? Why or why not?

Key Questions (129-131)

1. How would you describe the scene when Macbeth sends murderers to kill Macduff's family in the text? in **Roman Polanski's** Film *Macbeth* (1971)? and **Justin Kurzel's** Film *Macbeth* (2015)?
2. Describe the similarities and differences of the scene from the text and the two films.
3. How are the settings similar and/or different?
4. Elaborate on reasons why Macbeth wants Macduff's family dead.
5. Paraphrase quotes from the text or the films that demonstrate Macbeth's insecurities as king.

6. Why did Macduff flee to England?
7. Predict how Macduff will respond once he learns Macbeth killed his family.
8. Do you think Macbeth can change the outcome of the witches' prophecies? Why or why not?
9. What kind of leader is Macbeth? Do you think he demonstrates leadership requires engagement?
10. How has Macbeth changed since the beginning of the play?

Key Questions (p. 161-165)

1. How would you describe the scene when the Doctor and Gentlewomen observe Lady Macbeth sleepwalking in the text? in Roman Polanski's Film *Macbeth* (1971)? and Justin Kurzel's Film *Macbeth* (2015)?
2. Describe the similarities among the text and the two films in today's scene?
3. How are the settings in the two films different in today's scene?
4. Why do you think Kurzel's film of Macbeth does not include the Doctor and Gentlewomen? Why do you think this film includes images of a child and of the witches?
5. Elaborate on the reasons why Lady Macbeth is plagued with guilt.
6. Select a quote from the text or paraphrase a quote from one of the films that proves Lady Macbeth is guilty of assisting a murder.
7. How has Lady Macbeth changed since the beginning of the play?
8. How would you describe the character of the Doctor and the Gentlewoman?
9. What would happen if the Doctor or the Gentlewoman turned in Lady Macbeth to the authorities for the murder of Banquo?
10. Do you think Lady Macbeth regrets her involvement in the murder? Why or why not?
11. What do you think Lady Macbeth should do about her guilty conscious? What advice would you give Lady Macbeth?

Key Questions (p. 185-191)

1. How would you describe the battle scene between Macbeth and Macduff in the text? in Roman Polanski's Film *Macbeth* (1971)? and Justin Kurzel's Film *Macbeth* (2015)?
2. Describe the similarities among the text and the two films in today's scene?
3. How are the endings in the two films different in today's scene?
4. Why did Macbeth feel confident going into battle?
5. Why was Macduff hesitant to fight Macbeth?
6. Elaborate on the reasons why Macduff wanted to kill Macbeth.
7. If you were Macduff, would you kill Macbeth? Why or why not?
8. How would you describe Macduff's character?
9. Describe the sequence of events takes place after Macbeth's death in both films. How are they different?
10. Predict the sequence of events that would take place if Macbeth killed Macduff.

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Passage, p. 39-40

Macbeth

*If it were done when 'tis done, then 'twere well
It were done quickly: if the assassination
Could trammel up the consequence, and catch
With his surcease success; that but this blow
Might be the be-all and the end-all here,
But here, upon this bank and shoal of time,
We'd jump the life to come. But in these cases
We still have judgment here; that we but teach
Bloody instructions, which, being taught, return
To plague the inventor: this even-handed justice
Commends the ingredients of our poison'd chalice
To our own lips. He's here in double trust;
First, as I am his kinsman and his subject,
Strong both against the deed; then, as his host,
Who should against his murderer shut the door,
Not bear the knife myself. Besides, this Duncan
Hath borne his faculties so meek, hath been
So clear in his great office, that his virtues
Will plead like angels, trumpet-tongued, against
The deep damnation of his taking-off;
And pity, like a naked new-born babe,
Striding the blast, or heaven's cherubim, horsed
Upon the sightless couriers of the air,
Shall blow the horrid deed in every eye,
That tears shall drown the wind. I have no spur
To prick the sides of my intent, but only
Vaulting ambition, which o'erleaps itself
And falls on the other.*

(Folger Shakespeare Library, p. 39 – 40, lines 1 – 28).

Writing Prompt

Macbeth makes a mental pro and con list about his decision to kill King Duncan or not. He thinks about the potential consequences of killing the king and reasons why he should not kill the king.

In an explanatory paragraph, describe a time in your life when you had to make a big decision to either “do something” or “not do something”. Explain the pros and cons for this decision. Describe how you came to your decision. How might a pro/con list help you in future decision-making dilemmas?

Key Passage, p. 125-127

Macbeth

*Then live, Macduff: what need I fear of thee?
But yet I'll make assurance double sure,*

*And take a bond of fate: thou shalt not live;
That I may tell pale-hearted fear it lies,
And sleep in spite of thunder.*

Thunder. Third Apparition: a Child crowned, with a tree in his hand

*What is this
That rises like the issue of a king,
And wears upon his baby-brow the round
And top of sovereignty?*

(Folger Shakespeare Library, p. 125 – 127, lines 93 – 101).

Writing Prompt

Macbeth is now king, but wants to secure his throne at all cost! Macbeth seeks out the witches to learn how to maintain his position as king. Pretend you are Macbeth. Write a journal entry about your encounter with the witches. **In an informative paragraph, explain how you found the witches, what you learned from them, and how you feel about their prophecies.**

Key Passage, p. 131

Macbeth [aside]

*Time, thou anticipat'st my dreadexploits.
The flighty purpose never is o'ertook
Unless the deed go with it. From this moment
The very firstlings of my heart shall be
The firstlings of my hand. And even now,
To crown my thoughts with acts, be it thought and
done:*

*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. No boasting like a fool;
This deed I'll do before this purpose cool.
But no more sights!- Where are these gentlemen?
Come bring me where they are.*

(Folger Shakespeare Library, p. 131, lines 164 – 177).

Writing Prompt

Now that Macbeth is king, he has the power to make people disappear. **Write an informative paragraph explaining Macbeth's decision to send murders to kill Macduff's family. In your paragraph be sure to give evidence from the text and film versions.** When answering the question above, consider the following:

- Based on this decision, what kind of leader is Macbeth?
- What else could he have done?
- How is Macbeth pictured as a leader differently in the two movie versions?

Key Passage, p. 163

Lady Macbeth

*Out, damned spot, out, I say! One. Two.
Why then, 'tis time to do 't. Hell is murky. Fie, my
lord, fie, a soldier and afeard? What need we fear
who knows it, when none can call our power to
account? Yet who would have thought the old man
to have had so much blood in him?*

(Folger Shakespeare Library, p. 163, lines 37 – 42).

Writing Prompt

The Doctor and Gentlewomen observe Lady Macbeth sleepwalking in her nightgown and talking about the murder of Lady Macduff and Banquo.

Pretend you are the Doctor. **In two informative paragraphs write a medical report. In the first paragraph describes your observation of Lady Macbeth. This paragraph should only include the facts. In the second paragraph explain your “medical opinion” of what should be done to cure Lady Macbeth.**

Key Passage, p. 185

Macbeth

*Despair thy charm,
And let the angel whom thou still hast served
Tell thee Macduff was from his mother's womb
Untimely ripped.*

(Folger Shakespeare Library, p. 185, lines 17 – 20).

Writing Prompt

Pretend you are Macbeth. Write a journal entry explaining lessons you learned during your life. What did you love about life? What did you regret? **In an explanatory paragraph reflect on the sequence of events that lead to your death. In a second paragraph describe what you would have done differently if you were given a second chance at life.**

Close Close by extending today's lesson to life and the world.

- Who do you count on for advice?
- Who is a responsible role model in your life? What makes them responsible?
- Describe a time when you fibbed or lied to not hurt someone's feelings.
- What did you learn from this experience?
- Describe a time when you made a difficult decision.
- How do you think about your decisions? Do you make a pro con list? Do you talk to a friend or mentor?
- Describe a time when you felt guilty.
- What lessons can you learn from this situation?

- Going into battle, Macbeth thought he knew the future; he thought he knew it all. He was unfortunately mistaken. Describe a time when you mistakenly thought you knew it all.
- What lessons did you learn from this experience? What did Macbeth learn?