

**Unit Plan: Shakespeare's Macbeth**  
**English 11**

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## **Introduction and Rationale**

This unit for English 11 students will be a study of William Shakespeare's tragedy, Macbeth. This timeframe of this unit will be based on the bell schedule at Burnett Secondary School. This unit will take four weeks and will consist of eighteen lessons (March 22 to April 16, 2004).

The purpose of this unit is for the students to gain an appreciation of the history of the English language and English literature. William Shakespeare has been considered as one of the greatest writers and pioneers of English literature. Through the study of Macbeth, it is hopeful that students will continue to value Shakespeare's contribution to literature. Students will see consistency in how the study of the play will be conducted. Reading of the play will be done in class, followed by expressive writing, then a class discussion. This method is intended to help all students complete the play at the same time, allow students to ask questions about the play and to work with each other. Assignments will ask for academic writing and creative writing and artwork. Overall, this unit is intended for the students to have fun.

## **Prescribed Learning Outcomes (Ministry of Education English Language Arts 11 I.R.P.)**

Throughout this unit, students will be able to:

- Consciously use and evaluate a wide variety of strategies before, during, and after reading, viewing, and listening to increase their comprehension and recall
- Use efficient note-making and note-taking strategies
- Explain the effects of a variety of literary devices and techniques
- Demonstrate an understanding of the main ideas, events, or themes of the play Macbeth
- Develop coherent and plausible interpretations of material
- Support their opinions or respond to questions and tasks
- analyse communications to identify weak argumentation
- compare and analyse different presentations of the same ideas and issues
- adjust their form, style, tone, and language to suit specific audiences and purposes
- clarify and focus their topics to suit their purposes and audiences
- locate, access, and select appropriate information from resources
- apply various strategies to generate and shape ideas
- assess their own and others' work for sentence clarity, precision of language use, and variety and artistry of expression
- demonstrate a willingness to accept and provide constructive criticism and feedback
- demonstrate pride and satisfaction in using language to create and express ideas and personal viewpoints
- create a variety of academic, technical, and personal communications
- demonstrate confidence in their abilities to communicate effectively
- demonstrate a commitment to increase their proficiency in all aspects of communication
- interact purposefully, confidentially, and ethically
- communicate to clarify their ideas, understanding, and opinions
- demonstrate an openness to the divergent ideas and opinions expressed by classmates and others

### **Overview of Assignments/Evaluation Techniques**

- 1) Journal: this is intended to be a study guide. Students will be asked to comment on ideas, quotes in pre-reading activities. During the reading of the play students will be given time to write questions and feelings about the play/plot and characters. Students will also make predictions in their journals. Students will also keep track of characters and make notes about them as the play progresses. (See handout in appendix)
- 2) Symbol and Paragraph: after the reading of act one, students will examine to key quotes and then use the quotes to form an opinion about Macbeth and Lady Macbeth. Students will be asked to draw a symbol to represent each character and then write a paragraph that explains their argument.
- 3) Newspaper Article: students will write an article, reporting the death of Duncan. (See handout in appendix)
- 4) Diary Entry: after the reading of act three, student will be asked to write 3 diary entries as Macbeth, one after scenes 1, 2, and 4. (See handout in appendix)
- 5) Coach's Corner: students will work in pairs to produce an in-class "Coach's Corner" segment that comments/critiques the battle at the end of Macbeth. (See handout in appendix)
- 6) Essay: students will write an essay on a topic. Topics to be announced at a later date.
- 7) Movie Review: after watching a performance of Macbeth on video, students will be asked to write a review.
- 8) Tests/Quizzes: students will write tests after Act 1, Acts 2/3, and Acts 4/5. These tests will consist of basic comprehension questions, analysis of quotes, and paragraph responses.
- 9) Discussion: this will occur after each reading session.

## **Resources**

The main text used will be The Global Shakespeare Series The Tragedy of Macbeth with Related Readings. This is edited by Dom Saliani, Chris Ferguson, and Dr. Tim Scott.

This text is a decent text which includes visuals and notes in the margins. At the end of each act, there are review questions and at the end of the play there are a series of readings that can be used.

“Fifty Nifty Ideas for Teaching Shakespeare” prepared and presented by Sheri Field at the 2002 BCTELA Fall Conference.

P.V. Allingham’s definition of soliloquy from the BCTELA Literary Package: *King Lear* (1997).

Carol Mayne-Ogilvie writes a teacher’s resource book published by Oxford University Press. The book is from the Oxford School Shakespeare series and is the Macbeth Teacher’s Resource. It provides summaries of each scene, key quotes from scenes, and written and group activities for each act.

A video production of the play – to be selected by the teacher based on availability at the school.

## **Lesson No. 1**

**Title:** Introduction to Macbeth

Note: This is my first class with the English 11 students. This class will serve as an introduction to each other and to the play.

### **Resources**

Macbeth, (Global Shakespeare Series)

Journal Assignment Handout

### **Objectives**

In this lesson, the students and teacher will introduce each other.

Student will be able to:

Gain general background knowledge about William Shakespeare and the play Macbeth

Begin a journal that will serve as a study guide

### **Introduction (25 minutes)**

- Introduce myself to the class (**1 minute**)
- Take attendance and create seating plan (**4 minutes**)
- Independent Writing: The teacher will have the name William Shakespeare on the board. Students are asked to write what they know about the playwright and other comments about studying Shakespeare. This will be added to their journal. (**10 minutes**)
- While students write, the teacher will distribute copies of Macbeth to the class.
- Discuss student responses (**10 minutes**)

### **Body of Lesson (50 minutes)**

- Mini-Lecture: Who Is Shakespeare? (**15 minutes**)
- Intro to Macbeth: characters, setting, themes (**15 minutes**)
- Introduction to the Journal: purpose, format, content (**10 minutes**)
- Journal Writing: “Greed is the root of all evil” – students are to comment in their journal this phrase. What does this phrase tell us about human nature? Is it good to be ambitious? What do you think this has to do with Macbeth? (**10 minutes**)

### **Assessment**

Nothing this period, except that information about Shakespeare will be tested at a later date; journal entries will be graded on an on going basis.

### **Conclusion and Extension (5 minutes)**

- Review what was covered in class: biography of Shakespeare and journal assignment.
- Inform students to keep all journal entries/writings in a duo tang and bring them to every class, along with the text.

## **Lesson No. 2**

**Title:** Macbeth (I.i to I.iii)

### **Resources**

Macbeth, (Global Shakespeare Series)

### **Objectives**

Students will be able to:

- Comprehend the plot of the first three scenes of act one of Macbeth
- Express their personal feelings and questions of the first three scenes
- Discuss key quotes analytically

### **Introduction (10 minutes)**

- Take attendance
- Students will write in their journals generalizations about witches and their powers.
- Volunteers will discuss their responses.

### **Body of Lesson (65 minutes)**

- Assign roles from scenes 1 to 3 to be read out aloud; oral reading of Macbeth, act 1, scenes 1 to 3. **(25 minutes)**
- After the reading, students will write in their journals: questions, reactions, notes on the main characters. **(10 minutes)**
- The class will discuss the three scenes: questions will be based on general comprehension, selected quotes from the text, and student raised questions. **(30 minutes)**

### **Assessment**

- To check if students comprehend the plot of the play read so far, the teacher will ask basic questions at the beginning of the discussion.
- Before the quiz on Act I, the teacher will collect student journals and read them.

### **Conclusion and Extension (5 minutes)**

- Review scenes 1 to 3 of act 1.
- For homework, students should add to their journals based on the class discussion and make a prediction as to what will happen next.

### **Lesson No. 3**

**Title:** Macbeth (I.iv to I.vii)

#### **Resources**

Macbeth, (Global Shakespeare Series)

#### **Objectives**

Students will be able to:

- Comprehend the plot of the final four scenes of act one of Macbeth
- Express their personal feelings and questions of the final four scenes of act one
- Discuss key quotes analytically
- Identify the key characteristics of Macbeth and Lady Macbeth after act one.

#### **Introduction (10 minutes)**

- Take attendance
- Students will voluntarily share their predictions
- The class will discuss what stereotypes are made about men and women and their roles in society.

#### **Body of Lesson (65 minutes)**

- Assign roles from scenes 4 to 7 to be read out aloud; oral reading of Macbeth, act 1, scenes 4 to 7. **(25 minutes)**
- After the reading, students will write in their journals: questions, reactions, notes on the main characters. **(10 minutes)**
- The class will discuss the four scenes: questions will be based on general comprehension, selected quotes from the text, and student raised questions. There will be a focus on two quotes: Lady Macbeth at the beginning of scene 5 and Macbeth at the beginning of scene 7. **(30 minutes)**

#### **Assessment**

- To check if students comprehend the plot of the play read so far, the teacher will ask basic questions at the beginning of the discussion.
- In their journals, students should make mention about the personalities of Lady Macbeth and Macbeth based on their key speeches.

#### **Conclusion and Extension (5 minutes)**

- Review scenes 4 to 7 of act 1.
- For homework, students should add to their journals based on the class discussion and make a prediction as to what will happen next.
- Announce that act one quiz will take place in two classes.
- Ask students to bring pencil crayons next class.
- Students should re-read Lady Macbeth and Macbeth's soliloquies.

## **Lesson No. 4**

**Title:** The Soliloquy and Symbolism

**Note:** This lesson is scheduled to take place on a Thursday. As a result, the time allotment has been changed to match the bell schedule at Burnett Secondary School. Instead of an 80-minute class, this class will take 66 minutes

### **Resources**

Macbeth, (Global Shakespeare Series)

### **Objectives**

Students will be able to:

- Define soliloquy
- Read a passage analytically and use the quote as a source to determine the characteristic of a character.
- Draw a symbol to represent a character and write a well-structured paragraph

### **Introduction (5 minutes)**

- Take attendance
- Define the term soliloquy on the overhead; students should copy down the definition in their journals.

### **Body of Lesson (55 minutes)**

- Students will re-read two quotes from act one: Lady Macbeth's speech at the beginning of scene 5 and Macbeth's speech at the beginning of scene 7. In their journals, students will take notes about both character's personality and other characteristics. This will be the backbone of the next assignment. **(15 minutes)**
- Assignment: Individually, students will be asked to draw a symbol that they feel represents Lady Macbeth and another symbol they believe will define Macbeth's personality. Students will then write two paragraphs: one for each character that defends their drawings. **(35 minutes)**
- Teacher will collect student journals.

### **Assessment**

- Teacher will read student journals and give a completion mark. Symbols will be marked out of 5 marks each for creativity. Paragraphs will be marked out of 10 marks each.

### **Closure and Extension (5 minutes)**

- Remind students that there will be a quiz/test next class on Act one.
- Drawings and paragraphs are due at the beginning of next class.

**Lesson No. 5**

**Title:** Macbeth Act 1 Test

**Resources**

Teacher created test

**Objectives**

Students will be able to:

- Show their comprehension of the first act of Macbeth

**Introduction (10 minutes)**

- Take attendance
- Collect homework
- Set-up desks into rows for test

**Body of Lesson (65 minutes)**

- The teacher will distribute and go over the test. **(5 minutes)**
- Students will write test independently and quietly. **(60 minutes)**
- When students turn in their test papers, the teacher will return the student's journal.

**Assessment**

- The test is the assessment!

**Conclusion and Extension (5 minutes)**

- Discuss journals – what's good about them; what could be improved on, etc.
- For homework, students should think about the death of an important person that has occurred and how the public reacted.

## **Lesson No. 6**

**Title:** Macbeth Act II

### **Resources**

Macbeth, (Global Shakespeare Series)

### **Objectives**

Students will be able to:

- Write about a death of an important figure of our society and how the public reacted.
- Comprehend the plot of act 2 of Macbeth.
- Express their personal feelings and questions of act two.
- Discuss key quotes analytically.

### **Introduction (10 minutes)**

- Take attendance
- Journal writing: students will write about a death of an important figure of society and how the public reacted to his or her death. Examples: assassination of J.F.K., death of Pierre Elliot Trudeau, etc.

### **Body of Lesson (65 minutes)**

- Assign roles from act 2 to be read out aloud; oral reading of act 2. **(35 minutes)**
- After the reading, students will write in their journals: questions, reactions, notes on the main characters. **(10 minutes)**
- The class will discuss the act: questions will be based on general comprehension, selected quotes from the text, and student raised questions. **(20 minutes)**

### **Assessment**

- Student responses during the discussion.
- Journal entries

### **Conclusion and Extension (5 minutes)**

- Review act 2
- Students should add to their journals and make a prediction as to what they think will happen in act 3.
- Students are to bring examples of newspaper articles next class (front page stories)

## **Lesson No. 7**

**Title:** Act II - A Review

### **Resources**

Macbeth, (Global Shakespeare Series)  
Newspaper Article assignment handout

### **Objectives**

- Students will be able to write a newspaper article on the death of Duncan.

### **Introduction (5 minutes)**

- Take attendance
- The teacher will ask quick comprehension questions about the second act of Macbeth as a quick refresher.

### **Body of Lesson (70 minutes)**

- If necessary, continue discussion of Act II (**20 minutes**)
- Assign newspaper article assignment – Write a front page cover story on the death of Duncan. (**5 minutes**)
- Students will work on the newspaper article assignment. (**45 minutes**)

### **Assessment**

- The newspaper article should include a headline that should grab the reader's attention. This will be marked out of 5 marks. The article itself will be marked out of 10 marks: based on written style and structure, as well as content.

### **Conclusion and Extension (5 minutes)**

- Remind the class that the article is due at the beginning of class in two days.
- Next class, we will begin reading Act III – students should think about the fear of losing something to someone else.

## **Lesson No. 8**

**Title:** Macbeth, Act III.i to III.iii

### **Resources**

Macbeth, (Global Shakespeare Series)

### **Objectives**

Students will be able to:

- Write about the fear of someone taking your place, such as losing your starting position on the basketball team.
- Comprehend the plot of act 3, scenes 1 to 3 of Macbeth.
- Express their personal feelings and questions of act three, scenes 1 to 3.
- Discuss key quotes analytically.

### **Introduction (15 minutes)**

- Take attendance
- Collect homework: newspaper article
- Journal Writing – write how you would feel and what you would do if someone took your position somewhere, such as losing your starting position on the basketball team or being demoted at work.

### **Body (60 minutes)**

- Assign roles from act 3, scenes 1 to 3 to be read out aloud; oral reading of act 3, scenes 1-3. **(20 minutes)**
- After the reading, students will write in their journals: questions, reactions, notes on the main characters. **(10 minutes)**
- The class will discuss the three scenes: questions will be based on general comprehension, selected quotes from the text, and student raised questions. **(30 minutes)**

### **Assessment**

- Student responses from discussion
- Journal entries

### **Conclusion and Extension (5 minutes)**

- Review act 3, scenes 1, 2 and 3.
- Students should add to their journals and make a prediction as to what will happen next.

## **Lesson No. 9**

**Title:** Macbeth, Act III.iv to III.vi

**Note:** This lesson is scheduled to take place on a Thursday. As a result, the time allotment has been changed to match the bell schedule at Burnett Secondary School. Instead of an 80-minute class, this class will take 66 minutes

### **Resources**

Macbeth, (Global Shakespeare Series)

### **Objectives**

Students will be able to:

- Comprehend the plot of act 3, scenes 4 to 6 of Macbeth; students will begin to see the fall of Macbeth.
- Express their personal feelings and questions of act 3, scenes 4 to 6.
- Discuss key quotes analytically.

### **Introduction (10 minutes)**

- Take attendance
- Announce that there will be a test on Acts 2 and 3 on Monday, as well as student journals will be collected on Monday.
- Journal Writing: “What goes up must come down” – students are to write about this quote in relationship to Macbeth.

### **Body of Lesson (50 minutes)**

- Assign roles from act 3, scenes 4 to 6 to be read out aloud; oral reading of act 3, scenes 4-6. **(15 minutes)**
- After the reading, students will write in their journals: questions, reactions, notes on the main characters. **(10 minutes)**
- The class will discuss the three scenes: questions will be based on general comprehension, selected quotes from the text, and student raised questions. The following question could be asked: Is it over for Macbeth? **(25 minutes)**

### **Assessment**

- Student responses from discussion
- Journal entries

### **Conclusion and Extension (5 minutes)**

- Review scenes 4 to 6
- For homework, students should add to their journals and make a prediction as to what might happen next.

## **Lesson No. 10**

**Title:** Macbeth: Act III Review – the downfall of Macbeth?

### **Resources**

Macbeth, (Global Shakespeare Series)

Diary Entry assignment handout

### **Objectives**

Students will be able to:

- Define the terms guilt and paranoid
- Write about an incident where they have felt guilty and/or paranoid
- Come to a possible conclusion that Macbeth feels paranoid at the banquet when he sees the figure of Banquo
- Write diary entries as Macbeth

### **Introduction (15 minutes)**

- Define the terms guilt (feeling) and paranoia
- Journal Writing: write about an incident when you (the student) have felt guilty and/or paranoid about doing something.

### **Body of Lesson (60 minutes)**

- Continued discussion of Act 3, scenes 4-6: focus on Macbeth and his mental state of mind. **(20 minutes)**
- Introduce diary entry assignment: Students are to write three diary entries (minimum one page typed, double spaced. They are to write as Macbeth after each scene. **(5 minutes)**
- Work on assignment **(35 minutes)**

### **Assessment**

- Diary Entries: 5 marks each
- Journal: to be collected next class and marked for completion
- Student responses from discussion

### **Conclusion and Extension (5 minutes)**

- Remind the class that the next class (Monday) is the test on Acts 2 and 3.
- Journals are to be handed in next class.
- Diary entries are due in two classes (Tuesday).

**Lesson No. 11**

**Title:** Macbeth Test: Acts 2 and 3

**Resources**

- Teacher created test

**Objectives**

Students will be able to:

- Show their comprehension of the second and third acts of Macbeth

**Introduction (10 minutes)**

- Attendance
- Collect journals
- Arrange desks into rows

**Body of Lesson (65 minutes)**

- Distribute and go over test (**5 minutes**)
- Students will write test on acts 2 and 3 (**60 minutes**)

**Assessment**

- The test itself

**Conclusion and Extension (5 minutes)**

- Remind students that the diary entry assignment is due at the beginning of next class.

## **Lesson No. 12**

**Title:** Macbeth - Act IV

### **Resources**

Macbeth, (Global Shakespeare Series)

### **Objectives**

- Comprehend the plot of act 4 of Macbeth; see the signs of a revolt/overthrow of government
- Express their personal feelings and questions of act four.
- Discuss key quotes analytically.

### **Introduction (10 minutes)**

- Take attendance
- Return journals
- Collect diary assignment
- The teacher will mention: Russia 1905 and 1917, Germany 1830s – what happened during this time? Desired response: an attempt of overthrowing of government that either failed or succeeded. In Act IV, we will see clues of an attempt to overthrow the monarch.

### **Body of Lesson (65 minutes)**

- Assign roles from act 4 to be read out aloud; oral reading of act 4 **(25 minutes)**
- After the reading, students will write in their journals: questions, reactions, notes on the main characters. **(10 minutes)**
- The class will discuss the act: questions will be based on general comprehension, selected quotes from the text, and student raised questions. **(30 minutes)**

### **Assessment**

- Journal Entry
- Student responses in discussion

### **Conclusion and Extension (5 minutes)**

- Review act 4
- Students should add to their journals and make predictions for homework

## **Lesson No. 13**

**Title:** Macbeth, Act V.i to V.iii – The Beginning of the end

### **Resources**

Macbeth, (Global Shakespeare Series)

### **Objectives**

Students will be able to:

- Comprehend the plot of Act 5, scenes 1 to 3: Lady Macbeth might be becoming mentally unstable; the beginning of warfare.
- Express their personal opinions and questions of the scenes.
- Discuss key quotes analytically.
- Begin planning their essay.

### **Introduction (10 minutes)**

- Take attendance.
- The teacher will ask general comprehension questions of act 4 as a refresher.
- Students will voluntarily give their predictions as to what will happen in the final act.

### **Body of Lesson (65 minutes)**

- If necessary, have a continued discussion on Act IV. **(15 minutes)**
- Assign roles from act 5, scenes 1 to 3 to be read out aloud; oral reading of act 5, scenes 1 to 3 **(15 minutes)**
- After the reading, students will write in their journals: questions, reactions, notes on the main characters. **(10 minutes)**
- The class will discuss the act: questions will be based on general comprehension, selected quotes from the text, and student raised questions. **(20 minutes)**
- Assign essay topic(s). Essays will be due at the beginning of the 18<sup>th</sup> lesson. **(5 minutes)**

### **Assessment**

- Journal entries
- Student responses from discussion
- Essays will be marked out of 25 based on style/structure and content.

### **Conclusion and Extension (5 minutes)**

- Review of act 5, scenes 1 to 3
- Students should add to their journals based on what was discussed.

## **Lesson No. 14**

**Title:** Macbeth, Act V.iv to V.viii: The End

**Note:** This lesson is scheduled to take place on a Thursday. As a result, the time allotment has been changed to match the bell schedule at Burnett Secondary School. Instead of an 80-minute class, this class will take 66 minutes

### **Resources**

- Macbeth, (Global Shakespeare Series)
- Video clip of a “Coach’s Corner” segment from CBC’s Hockey Night in Canada
- “Coach’s Corner” Assignment Handout

### **Objectives**

Students will be able to:

- Comprehend the plot of the final scenes of Act 5
- Express their personal opinions and questions of the scenes.
- Begin the production of a “Coach’s Corner” segment

### **Introduction (5 minutes)**

- Announce that there will be a test on Acts 4 and 5 on Tuesday, the first class after the Easter long weekend. Students should finalize their journal so that they are presentable. There should be a title page. Journals will be collected at the beginning of Tuesday’s class.
- Class discussion: What do we expect in an “old fashion” war (pre-WWI)? In the final scenes of the play, we will witness a battle.

### **Body of Lesson (55 minutes)**

- Assign roles from act 5, scenes 4 to 8 to be read out aloud; oral reading of act 5, scenes 4 to 8 **(15 minutes)**
- After the reading, students will write in their journals: questions, reactions, notes on the main characters. **(10 minutes)**
- The class will discuss the act: questions will be based on general comprehension, selected quotes from the text, and student raised questions. **(15 minutes)**
- Assign “Coach’s Corner” assignment – presentation on Wednesday’s class, the class after the test. Show video clip of a segment of Ron Maclean and Don Cherry’s “Coach’s Corner”. **(15 minutes)**

### **Assessment**

- Journal entry – completed journals will be collected at the beginning of next class.
- Student responses from discussion
- Final comprehension will be assessed through a test next class
- “Coach’s Corner” – assess creativity, analytical thinking of the text

### **Conclusion and Extension (5 minutes)**

- Review the final scenes of the play
- Remind class of important dates: test on Tuesday, journals due on Tuesday, Coach’s Corner presentation on Wednesday, and essay due next Friday.

**Lesson No. 15**

**Title:** Macbeth, Acts 4 and 5 Test

**Resources**

Teacher created test

**Objectives**

- Students will be able to show their comprehension of acts 4 and 5 of the play Macbeth

**Introduction (10 minutes)**

- Take attendance
- Collect journals
- Arrange desks into rows for test

**Body of Lesson (65 minutes)**

- Distribute and go over test (**5 minutes**)
- Students write test (**60 minutes**)

**Assessment**

- The test

**Conclusion and Extension (5 minutes)**

- Remind students that presentations are tomorrow; Essays are due on Friday.

**Lesson No. 16****Title:** Coach's Corner**Resources**

None

**Objectives**

Students will be able to:

- Work cooperatively with a partner
- Present a critique of the battle at the end of Macbeth in the form of a "Coach's Corner" segment

**Introduction (10 minutes)**

- Take attendance
- Establish order of presentations
- Address evaluation criteria

**Body of Lesson (60-65 minutes)**

- 12 five-minute presentations to be made by students

**Assessment**

- Was the segment creative?
- Did the presenters comment on the battle?
- Did they make an argument and use supporting material?
- Teacher and peer evaluations

**Conclusion (5 minutes)**

- Comment on the presentations made.
- Remind what groups will present next class, if any. Remind students that essays are due on Friday.
- During the next two classes, the class will be watching a video presentation of Macbeth

**Lesson No. 17**

**Title:** Presentations Continued and Video

**Note:** This lesson is scheduled to take place on a Thursday. As a result, the time allotment has been changed to match the bell schedule at Burnett Secondary School. Instead of an 80-minute class, this class will take 66 minutes

**Resources**

- Video of Macbeth – version not known yet, it will depend on what is available at Burnett Secondary School.

**Objectives**

Students will be able to:

- Appreciate a video presentation of Macbeth

**Introduction (3 minutes)**

- Take attendance
- Establish who still needs to make presentations, if any.

**Body of Lesson (60 minutes)**

- Complete any presentations (time TBA)
- Begin video of Macbeth

**Conclusion (3 minute)**

- Remind students that essays are due next class.
- We will finish watching the video next class and students will be asked to write an in-class review.

**Lesson No. 18**

**Title:** Macbeth, the video concluded

**Resources**

- Video of Macbeth – version not known yet, it will depend on what is available at Burnett Secondary School.

**Objectives**

Students will be able to:

- Appreciate a video presentation of Macbeth

**Introduction (3 minutes)**

- Take attendance

**Body of Lesson (70 minutes)**

- Complete the viewing of the video
- Upon the completion of the video, students are to write a one-page review that is due the next class.

**Assessment**

- Movie Review – marked out of 5 marks

**Conclusion (7 minutes)**

- This will be my final class with the English 11s. Say goodbyes and good luck.

# APPENDIX

- #1) Journal Assignment Handout
- #2) Newspaper Article Assignment Handout
- #3) Diary Entry Assignment Handout
- #4) Coach's Corner Assignment Handout
- #5) Soliloquy Definition
- #6) Breakdown of unit assessment and evaluation

## English 11

### MACBETH JOURNAL ASSIGNMENT

Throughout the study of the play, you will be asked to keep a journal. In your journal you will be asked to write on a variety of things. The main objective of the journal is to be a study guide and resource of notes for later assignments.

After the reading of scenes, you will be given time in class to write in your journals. You should write down questions you have about the play itself, the characters, the language, etc. You should also write down your feelings about the characters and plot.

After the in-class discussion, you should add to your journals. Write down new ideas you heard in class, challenges to other student responses, and commentaries on certain quotes. You will also be asked to write predictions.

In your journal you should also keep track of the development of the following characters: Duncan, Macbeth, Lady Macbeth, Banquo, and Macduff.

You should also have a title page that is artistic, creative, and original – do not use the computer! You must produce your own art.

**Evaluation:** The journal will be assessed on an on-going basis. Throughout the unit, you will hand in your journal it will be checked for completion (5 marks). At the end of the unit, you will turn in your journals again and an overall grade will be given out of 20.

You will be assessed on the following:

- Are all your entries there?
- Are your responses valuable? Have you made a statement and used material from the play to support your argument?
- Have you kept track of the characters? Did you make predictions and assess your own predictions?
- Do you have a title page?
- Would another reader find your journal useful as a guide to the play?

### Newspaper Article

The King is dead! Duncan has just been found dead at Macbeth's residence.

The editors of your newspaper have assigned you to report on the tragic event.

**You need to do the following:**

- Come up with a headline that catches the attention of the reader
- Have a picture of the crime scene
- Write a minimum one-page, single spaced, 12 point font article that reports on the event. What happened? Who are the suspects? What evidence is there? You should also include interviews.

**To complete this assignment, you should consult:**

- The examples of articles you brought to class – what do they look like, what style of writing is used, what type of paper are you writing for?
- Your journal – what was discussed in class, what notes do you have on the event?

**Evaluation: 10 marks**

Is there a headline that catches the reader's attention?

Is there a picture that is creative, original, and artistic?

Your report – did you summarize what happened? Did you include interviews? Did you report on who might be suspects and what evidence was found?

Is the report clear? Are there spelling errors that takes away from the quality of the report?

**Due Date:** \_\_\_\_\_

Lates – all assignments are due at the beginning of class on the due date assigned. Late work will be penalized 1 mark per day up to three days. If you do not hand in the assignment after 3 days after the original due date, you will be given a mark of zero on the assignment.

MACBETH DIARY ENTRIES

The class has just finished reading Act III. Macbeth is beginning to change mentally. In scene 4, he begins seeing the ghost of Banquo at the banquet hall. Is he going crazy?

For this assignment, you are asked to write diary entries after scenes 1, 2, and 4. You are Macbeth. What happened? What are you thinking at that moment after the scene?

Remember, this is a private diary. This should be personal and revealing.

Each entry must be a minimum of one page, typed, double spaced, 12 point font.

**Evaluation: 15 marks (5 marks each entry)**

- Do you have three entries handed in?
- Are they typed and double spaced?
- Is it in the format of a diary?
- Have you written down what happened in the scene?
- Did you write down your personal feelings about what happened and what you were thinking?
- Are your entries revealing and interesting or are they dry?
- Remember, on television shows they value the moment when a younger sibling steals the diary of an older sibling so they can find the dirt. Are you giving the reader any dirt to read about?

**Due Date** \_\_\_\_\_

## English 11

### Coach's Corner

During the hockey season, Don Cherry and Ron MacLean are national icons. Every Saturday night, during the first intermission of Hockey Night in Canada, the two have a segment name "Coach's Corner." During this segment, the two personalities discuss an issue about hockey from highlight goals to clothes.

After watching the sample clip in class, you are now to prepare, with a partner, a script to be performed in-class.

Your segment of the "Coach's Corner" will be focusing on the final battle in Macbeth. You can comment on the characters, the outcome of the battle, etc. In other words, you are analysing the scene.

Evaluation: 15 marks

5 – content (script)

5x2 – performance (was it entertaining and creative?)

A classmate will evaluate the performance and the teacher will evaluate the script and performance.

Student evaluation:

1 – not entertaining

5 – very entertaining

Feedback is required to validate the mark given

## SOLILOQUY

(*n.* from Latin “solus,” along + “loqui,” to speak)

The soliloquy is the act of talking to oneself, silently or aloud. In drama, it denotes the convention by which a character, by himself or herself on stage, utters his thoughts out loud so that the audience may “overhear.” Elizabethan dramatists in particular used this device as a convenient way to convey to the audience information about a principal character’s thoughts, motives, and state of mind, as well as for purposes of general exposition (necessary background and antecedent action).

In a soliloquy, the speaker believes himself or herself to be alone. The soliloquist thus reveals his or her inner thought and feelings to the audience, either in supposed self-communion or in a consciously direct address.

(Adapted from P.V. Allingham, 1997. BCTELA Literary Package: *King Lear*)

## Assessment and Evaluation

Journals	(35 marks)
Symbols and Paragraphs	(30 marks)
Newspaper Article	(10 marks)
Diary Entries	(15 marks)
Coach's Corner	(15 marks)
Movie Review	(5 marks)
Tests	(150 marks: 3 tests, 50 marks each)
Total:	260 marks