

# *Macbeth*



*"Fair is foul, and foul is fair."*

12<sup>th</sup> Grade English

By: Samantha Jroski

## Information

- A. Grade/Subject/Track: 12<sup>th</sup> Grade Regular English Classroom
- B. 25 Students
  - a. 15 Male
  - b. 10 Female
- C. Schuylkill Valley High School
- D. Leesport, Pennsylvania
  - a. A small suburb located approximately fifteen minutes from Reading
  - b. Predominantly white community but several families are moving here from the Philadelphia and New Jersey area.
- E. Size of student body in the high school totals around 700 students
- F. 85% of the student body is white, 10% is African American, and the remaining 5% is a mixture of other cultures
- G. Preceding Unit: The Anglo-Saxon Medieval Periods
- H. Following Unit: The Restoration and Enlightenment
- I. Grading Scale

A+: 97 – 100	B+ : 87 – 89	C+ : 77 – 79	D+ : 67 – 69	F : 59 and below
A: 93 – 96	B: 83 – 86	C: 73 – 76	D: 63 – 66	
A- : 90 – 92	B- : 80 – 82	C- : 70 – 72	D- : 60 – 62	

Students need a 65% to pass the course and receive credit.

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I. PA Standards Revise June 1, 2009, Section 1.1.12A, 1.1.12B, 1.1.12C, 1.1.12D, 1.2.12A, 1.2.12C, 1.3.12A, 1.3.12B, 1.3.12C, 1.3.12D, 1.5.12A, 1.5.12F, 1.6.12A, 1.9.12A

## II. Objectives

### A. General

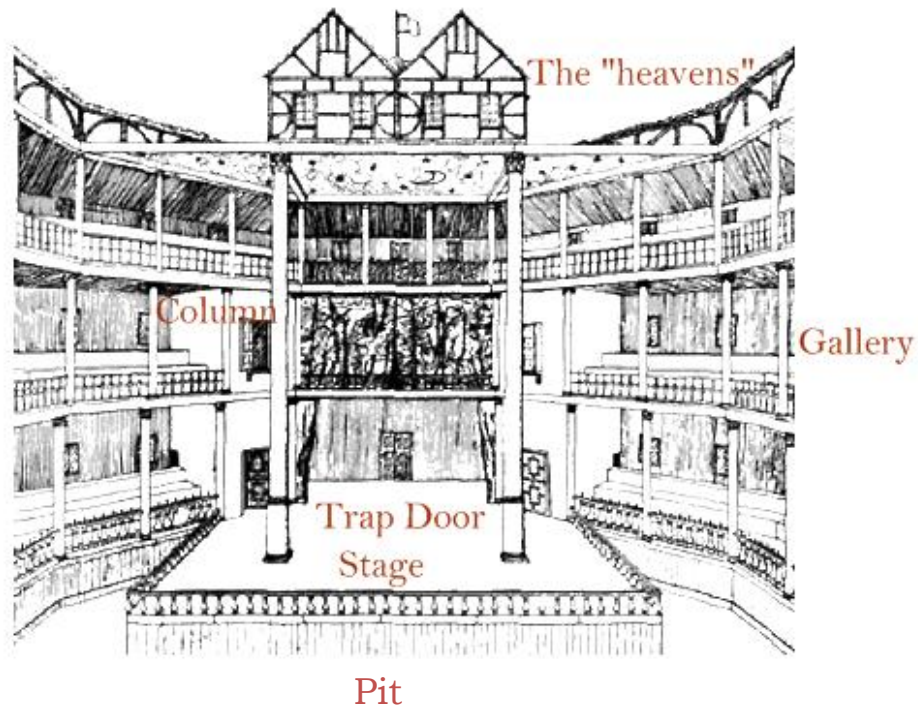
1. Students will
2. Develop an understanding of Elizabethan times
3. Expand vocabulary
4. Use appropriate literary terminology in class discussions
5. Enjoy reading
6. Read, analyze, and discuss *Macbeth*
7. Participate in group work
8. Develop character through improvisation scene work
9. Use creative writing strategies
10. Improve writing
11. Demonstrate listening, comprehension, and speaking skills
12. Relate the events of *Macbeth* to real-life experiences
13. Use technology to assist learning
14. Create a group video project, demonstrating creativity and comprehension of text

### B. Specific

Students will

1. Define the term Elizabethan
  - a) The time associated with Queen Elizabeth's reign
  - b) Lasted from 1558 – 1603
2. Explore the history and politics of Elizabethan England
  - a) English Renaissance
    - (1) Flowering of literature, art, music, poetry, theatre
    - (2) Science and discovery is not as important
  - b) Protestant Reformation
    - (1) Change from Catholicism to Protestantism
    - (2) Catholics begin to face persecution
  - c) The Age of Plots and Conspiracies
    - (1) Attempted assassination of Elizabeth I to replace her with Mary I, Queen of Scots was exposed before the attempt took place
    - (2) Throckmorton Plot to overthrow Queen and reinstate Catholicism
  - d) Education

- (1) Boys attended Grammar School
3. Girls only allowed to attend Petty School from ages 5 to 7 which taught basic manners and good behaviors
4. Discuss possible influences of Queen Elizabeth on literature of the time period
  - a) Many of Shakespeare's women are strong and independent and take charge of their own destinies by defying social norms
  - b) Beatrice from *Mucho Ado About Nothing* is sharp tongued and quick witted, refusing suitors and verbally assaulting each for being insufficient as men and suitors
  - c) Lady Macbeth from *Macbeth* is the driving force behind the assassination of Banquo
5. Interpret possible influences of the historical context on *Macbeth*
  - a) Written around 1606
  - b) Regarded as a tribute to the monarch of the time, King James I, who took over after Elizabeth's death in 1603
    - (1) Play set in Scotland where James previously reigned
    - (2) Deals with regicide, which is the assassination of royalty, and both of James' parents were assassinated
  - c) Also draws on historical information from Raphael Holinshed's *Chronicles of England, Scotland, and Ireland* (1578)
    - (1) Macbeth and Banquo conspire to assassinate King Duncan in the historical version
    - (2) In *Macbeth*, only Lady Macbeth devises the plot which is carried out by Macbeth and Macbeth alone
6. Recall key information about Shakespeare's life
  - a) Born in April of 1564 in Stratford Upon Avon
  - b) A major poet and playwright of his time period
  - c) Worked for the Globe Theatre
  - d) Died in April of 1616
7. Label the Globe Theatre, the site of Shakespeare's theatrical career
  - a) Stage
  - b) Trap door
  - c) Columns
  - d) The "heavens"
  - e) Pit
  - f) Gallery



8. Examine Shakespeare's language and develop reading strategies for easier reading and comprehension of the text

a) Record unfamiliar vocabulary in a journal for discussion

b) Thou/Thee/Thy vs. You/ Your

(1) Thou is the familiar form of you and can also be used in a derogatory and insulting way depending upon the situation and the context

(a) In *King Lear* we see an excellent example of this when Lear is talking to his youngest daughter Cordelia

(b) Lear uses thou in the beginning to plead but by the end of the conversation has grown angry and his speech takes on a much nastier tone

Cordelia: ...Sure I shall never marry like my sisters,  
To love my father all.

Lear: But goes thy heart with this?

...

Let it be so! Thy truth, then, be thy dower!

...

And as a stranger to my heart and me

Hold thee, from this, for ever

...

As thou my sometime daughter.

(2) You is the polite way to saying you

9. Define

a) Tragedy

(1) a work in which the main character succumbs to an unhappy ending

(2) *Macbeth* is a tragedy because the title character does not survive

b) Tragic hero

(1) The main character who usually must die in order for order to re-establish in the world

(2) Macbeth, the great general, must die at the end of the play so that order can return to the kingdom and the throne be placed in the hands of someone legitimate

c) Tragic flaw

(1) A fatal error in judgment or weakness of character that leads directly to the tragic hero's downfall

(2) Macbeth follows his wife advice and kills Duncan which leads to a string of unfortunate events

d) Soliloquy

(1) A speech that a character makes while alone on stage to reveal his inner thoughts to the audience

(2) Seen often in tragedy

e) Aside

(1) A remark that a character makes in an undertone to the audience or another character on stage

(2) It is assumed that the other characters on stage do not hear these remarks

f) Foreshadowing

(1) Clues are provided that predict what will happen in the future

(2) The Three Witches do this in the very beginning of the text

10. Demonstrate listening comprehension and oral communication through a partner Lego activity

a) Develops and tests listening comprehension

b) Improves oral communication

c) Engages students in physical activity

11. Identify main characters of the tragedy

a) Macbeth

(1) Scottish general

(2) Married to Lady Macbeth

(3) Never comfortable in role as villain

(4) Unable to bear the psychological consequences of his atrocities

- (5) Death symbolizes reinstating order
- b) Lady Macbeth
  - (1) Wife of Macbeth
  - (2) Ambitious and lusting for power
  - (3) Devises murder of King Duncan
  - (4) Falls victim to guilt and madness greater than her husband's
- c) Duncan
  - (1) Good King of Scotland whom Macbeth murders
  - (2) Has a son Malcolm who is the rightful heir
  - (3) Model of a virtuous and benevolent ruler
  - (4) Death symbolizes destruction of order
- d) The Three Witches
  - (1) Witches who prophesize Macbeth's rise to King
  - (2) Resemble mythological Fates but relatively little is known about them
- e) Banquo
  - (1) Scottish General
  - (2) Murdered per Macbeth's orders
  - (3) Ghost returns to haunt Macbeth
- f) Macduff
  - (1) Hostile to Macbeth's kingship
  - (2) Flees to England to persuade Malcolm to come back to Scotland
  - (3) Leads a crusade to unseat Macbeth and put Duncan's son Malcolm on the throne
- g) Malcolm
  - (1) Duncan's son and rightful heir
  - (2) Appears weak and uncertain at the beginning of the play but with Macduff's help he rises to power
  - (3) Reinstating the rightful heir on the throne reinstates order in Scotland

12. Construct a timeline of events that will be used throughout the unit in order to organize thoughts and events

13. Paraphrase the events of Act I

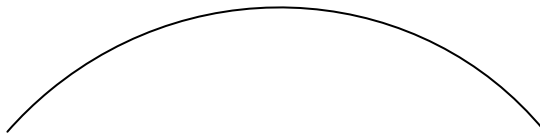
- a) The Three Witches "Fair is foul and foul is fair" to open play and set the scene for the themes of the play
  - (1) Betrayal
  - (2) Treachery
  - (3) Murder
- b) Scotland is victorious in war against Norway due to efforts of Macbeth
- c) Thane of Cawdor executed and King Duncan decides to reward Macbeth with the title of Thane of Cawdor, unbeknownst at this time to Macbeth



- d) Three Witches on the battlefield inform Macbeth and Banquo of Macbeth's new title and his future as king
  - e) Lady Macbeth receives the news of Macbeth's title and begins plotting Duncan's death so Macbeth can become king immediately
  - f) Macbeth consents to his wife's plan although he shows some hesitation
14. Discuss Macbeth's motives
- a) Lady Macbeth as the prime mover prodding Macbeth to action
    - (1) She wants Macbeth to be king more than he wants to be
    - (2) She thirsts for power
  - b) The witches who inform Macbeth of their predictions
15. Use memory to recall information from previous lessons and outside readings to complete a matching and fill-in the blank quiz with 80% proficiency
16. Improve verbal communication through class discussion of Act II
17. List the events of Act II
- a) Macbeth murders Duncan but is unable to carry out the rest of the plan so Lady Macbeth must carry out the rest of the plot to place suspicion on the guards
  - b) Macduff and Lennox discover Duncan's body
  - c) Guards are immediately suspected and Macbeth kills them in a "fit of rage"
  - d) The King's sons, Malcolm and Donalbain, flee the castle and head for England because they are afraid that they will be blamed for their father's murder
  - e) The King is buried
18. Answer questions to demonstrate knowledge and comprehension of the main events and characters thus far
- a) Macbeth's "dream" in 2.1 about the dagger and Duncan's murder
    - (1) Foreshadowing of what Macbeth will do later in the play
    - (2) Also demonstrates Macbeth's uncertainty and hesitations concerning the plan his wife has created
  - b) How does Lady Macbeth take control of the situation in 2.2 to ensure that the plan succeeds?
    - (1) Smears Duncan's blood on the guard's shirts to throw suspicion off Macbeth's trail
    - (2) Takes the daggers into the room and leaves them with the guards
  - c) Macbeth and Lady Macbeth in 2.3
    - (1) Lady Macbeth faints, overacting to try and throw any possible suspicion off her and her husband

- (2) Macbeth's "fit of rage" in which he murders the guards
19. Read and perform sections of the text to build upon speaking, listening, reading, and comprehension skills
20. Develop opinions and predictions about the plot and the characters and share these with classmates
21. Demonstrate understanding of Act III through a class discussion and performance
  - a) Perform, in a group, a 3 to 5 minute skit with classmates that portrays the events of Act III through the group's understanding of the events
  - b) Summarize the events of Act III
    - (1) Macbeth is now king, which greatly troubles Banquo
    - (2) Banquo begins to suspect Macbeth for Duncan's death
    - (3) Macbeth sends out thugs to murder Banquo and his son because he greatly fears Banquo and the possibility that Banquo and his son will take over the crown
    - (4) Banquo's murder successful but Fleance is able to escape
    - (5) Ghost of Banquo presents itself to Macbeth at the banquet
      - (a) Only Macbeth sees the ghost, causing him to begin to rant and rave
      - (b) Lady Macbeth tries to play this off as an illness that sometimes afflicts her husband
    - (6) Macduff, suspecting Macbeth, has left for England to look for aid
22. Analyze the progression of Macbeth's downfall
  - a) Begins with the murder and becoming king
    - (1) He is unable to handle the stress
    - (2) He carries with him guilt which is slowly eating away at him
  - b) The ghost greatly disturbs Macbeth's conscience
  - c) He is deeply troubled by Macduff's absence from court
  - d) The Three Witches prophecies trouble him
23. Continue to construct timeline of events and characters, building understanding of the material and plot
24. Summarize the events of Act IV
  - a) The Three Witches predictions and visions
    - (1) Floating head saying beware Macduff, which is foreshadowing of what is to come
    - (2) Bloody child saying none of woman born shall harm Macbeth

- (3) Crowned king holding a tree telling him he is safe until a forest marches up a hill
    - (4) Procession of eight crowned kings, one carrying a mirror and Banquo's ghost
  - b) Lady Macduff and her sons are murdered while Macduff is away in England
  - c) Macduff learns of the murder and vows revenge on Macbeth
- 25. Discuss how the relationship between Macbeth and Lady Macbeth has changed since Duncan's murder
  - a) Macbeth's view of Duncan's murder
    - (1) He is unable to cope and recover from this deed and becomes deeply psychologically troubled
    - (2) The ghost at the banquet
      - (a) Is the ghost really there?
      - (b) Is Macbeth going insane?
  - b) Lady Macbeth's view of Duncan's murder
    - (1) She takes charge after the murder to ensure that nothing goes amiss
    - (2) The murder was necessary because she desired the power and wanted her husband to be king
  - c) Macbeth's fit at the banquet and his wife's reaction
    - (1) Macbeth feels the guilt of his actions finally catching up with him
    - (2) Lady Macbeth realizes that her husband is no longer able to cope with the events that have taken place and soon begins her own descent into madness
- 26. Discuss and analyze the shape of a tragedy
  - a) It looks like a sad face, so it is easy to remember that a tragedy ends in an unpleasant way
  - b) The tragedy begins with rising action so everything for the tragic hero seems to be going well and he or she is very successful
  - c) At the apex of success, something happens that changes everything and the tragic hero begins to see a downward curve
  - d) At the end of the tragedy, the tragic hero succumbs to a horrible fate, usually death, which marks the end of the arc



- 27. Demonstrate comprehension of text through a multiple choice and fill-in the blank quiz with 80% proficiency

28. Continue adding to the timeline and finish with major events from Act V
29. Paraphrase the events of Act V
  - a) Lady Macbeth is sleepwalking, feeling the guilt of Duncan's murder and confessing her sins
    - (1) "Out, damned spot, out I say..."
    - (2) Psychological and emotional distress
  - b) English army, led by Macduff, is advancing
  - c) Macbeth feels confident about the looming battle because the witches prophesied that "none of woman born" can harm him
  - d) We receive word that the queen dies but it is not clear whether it was suicide or murder or something else that could have killed her
  - e) Macbeth and Macduff encounter each other on the battlefield
    - (1) Macduff is not of woman born because he was born through caesarian section
    - (2) Macbeth begins to fear for his life and the two fight
  - f) Macduff succeeds in killing Macbeth and enters the final scene with Macbeth's head and Malcolm is restored as the rightful King
30. Compare and contrast two different media that both represent the same story
  - a) The text that is being read in class
  - b) 1971 film by Roman Polanski
    - (1) Film is not limited in terms of special effects, space, location, costumes, etc. and brings the text to life in a way that the stage and reading cannot
    - (2) Due to time constraints, films must cut out a great deal of plot and a few characters
    - (3) Directors often take liberties with the script and move scenes and lines around to fit their specific vision
31. Demonstrate understanding of text through in class group performances
32. Build on verbal communication skills through public speaking and performance
33. Respond critically to other performances
34. Discuss the lack of stage directions present in the text and how that constructs the students understanding of the scene
  - a) Although the script lacks stage direction, often the verbal lines indicate the action that is to take place or possible actions to take place
  - b) The lack of formal stage direction grants the actors a great deal of freedom to interpret and move as they desire
  - c) Allows the actor to create and build the character as he or she feels comfortable to do so

35. Demonstrate ability to work in groups to answer a variety of multiple choice, fill-in, and matching questions
36. Use memory to recall important facts about Elizabethan times, Shakespeare, the Globe Theatre and Macbeth
37. Identify literary terms reviewed in the beginning of the unit
38. Demonstrate knowledge of the Elizabethan Era, Shakespeare, the Globe Theatre, Macbeth and vocabulary through a series of matching, fill-in the blank and short answer questions with 80% proficiency
39. Use time management skills to complete a formal assessment of the unit in a 45 minute class period
40. Demonstrate ability to use technology and show individual and group creativity through a 5 – 8 minute group film project
41. Develop responses to other student productions
42. Demonstrate listening comprehension through a partner Lego activity
  - a) Assesses listening comprehension
  - b) Develops oral communication

### III. Procedure of Presentation

#### A. Daily Lessons

1. Day 1
  - a) Objectives 1 – 5
  - b) Method
    - (1) Teacher led discussion
    - (2) Socratic
    - (3) Brainstorming
  - c) Activities
    - (1) Defining terms
    - (2) Exploring history and politics of time period
    - (3) Discussing influence of Queen Elizabeth I on literature
    - (4) Interpreting historical context of Macbeth
2. Day 2
  - a) Objectives 6 – 9
  - b) Method
    - (1) Brainstorming
    - (2) Visual organizers
    - (3) Socratic
  - c) Activities
    - (1) Recalling key information
    - (2) Labeling the Globe Theatre
    - (3) Developing reading strategies
    - (4) Defining key theatre terms
3. Day 3
  - a) Objectives 10 – 11
  - b) Method
    - (1) Organizer
    - (2) Reflective inquiry
    - (3) Role playing
    - (4) Student led discussion
  - c) Activities
    - (1) Lego partner activity
    - (2) Identifying main characters and filling in organizer
4. Day 4
  - a) Objectives 12 – 14
  - b) Method
    - (1) Teacher talk
    - (2) Brainstorming
    - (3) Group discussion

- (4) Graphic organizer
  - c) Activities
    - (1) Construct a timeline
    - (2) Paraphrase Act I
    - (3) Discuss Macbeth's motives
- 5. Day 5
  - a) Objectives 15 – 17
  - b) Method
    - (1) Assessment
    - (2) Socratic
    - (3) Teacher led discussion
    - (4) Graphic organizer
  - c) Activities
    - (1) Quiz
    - (2) Class discussion
    - (3) Listing events of Act II
    - (4) Updating timeline
- 6. Day 6
  - a) Objectives 18 – 20
  - b) Method
    - (1) Socratic
    - (2) Performance
    - (3) Brainstorming
    - (4) Group discussion
  - c) Activities
    - (1) Answering questions
    - (2) Reading and performing
    - (3) Developing theories about possible outcomes
- 7. Day 7
  - a) Objectives 21 – 22
  - b) Method
    - (1) Performance
    - (2) Teacher led discussion
    - (3) Graphic Organizer
  - c) Activities
    - (1) Group performances
    - (2) Discussion
    - (3) Updating timeline
- 8. Day 8
  - a) Objectives 23 – 24

- b) Method
    - (1) Graphic organizer
    - (2) Group Discussion
  - c) Activities
    - (1) Updating timeline
    - (2) Discussion of Act IV
9. Day 9
- a) Objectives 25 – 26
  - b) Method
    - (1) Teacher led discussion
    - (2) Graphic organizer
    - (3) Observation
    - (4) Film presentation *Throne of Blood* by Akira Kurosawa
  - c) Activities
    - (1) Discussion of Macbeth and Lady Macbeth's changing relationship
    - (2) Discuss and analyze the shape of a tragedy
    - (3) Viewing scenes from *Throne of Blood* that demonstrates Macbeth and Lady Macbeth's relationship
10. Day 10
- a) Objectives 27 – 30
  - b) Method
    - (1) Assessment
    - (2) Teacher led discussion
    - (3) Observation
    - (4) Film presentation *Macbeth* by Roman Polanski
  - c) Activities
    - (1) Quiz #2
    - (2) Updating timeline
    - (3) Paraphrasing Act V
    - (4) Viewing and discussing scenes from Roman Polanski's 1971 film
11. Day 11
- a) Objectives 31 – 34
  - b) Method
    - (1) Performance
    - (2) Student led discussion
    - (3) Socratic
  - c) Activities
    - (1) Group performance



- (2) Student discussion concerning performances
  - (3) Discussion about lack of written stage directions
- 12. Day 12
  - a) Objectives 35 – 37
  - b) Method
    - (1) Problem solving
    - (2) Group discussions
    - (3) Assessment
  - c) Activities
    - (1) Jeopardy review game
    - (2) Review for test
- 13. Day 13
  - a) Objectives 38 – 39
  - b) Method
    - (1) Assessment
  - c) Activities
    - (1) Unit test
- 14. Day 14
  - a) Objectives 40 – 41
  - b) Method
    - (1) Film presentations
    - (2) Student led discussions
  - c) Activities
    - (1) View student made films
    - (2) Discuss process and inspiration for film
- 15. Day 15
  - a) Objectives 40 – 42
  - b) Method
    - (1) Film presentations
    - (2) Student led discussions
    - (3) Partner work
  - c) Activities
    - (1) View student made films
    - (2) Discuss process and inspiration for film
    - (3) Lego partner activity to demonstrate listening and oral communication

B. List of Materials

- 1. The Language of Literature: 12<sup>th</sup> Grade British Literature
- 2. Folger Shakespeare Library Edition of *Macbeth*
- 3. Bibliography

a) Teacher

- (1) Applebee, Arthur N., comp. *The Language of Literature: British Literature*. Evanston, IL: McDougal Littell, 2006.
- (2) Greene, Gayle, Carolyn Lenz, and Carol Neely, eds. *The Woman's Part: Feminist Criticism of Shakespeare*. Urbana: University of Illinois, 1983.
- (3) *Macbeth*. Dir. Roman Polanski. Perf. Jon Finch, Francesca Annis, Martin Shaw, John Stride, and Nicholas Selby. Columbia Pictures Presents, 1971. DVD.
- (4) Mowat, Barbara A., and Paul Werstine, eds. *Macbeth*. New York: Simon & Schuster, 2003.
- (5) Spencer, Theodore. *Shakespeare and the Nature of Man: Lowell Lectures, 1942*. 2<sup>nd</sup> ed. Collier Books. New York and London: Collier Macmillan Publishers, 1974.
- (6) *Throne of Blood*. Dir. Akira Kurosawa. Perf. Toshiro Mifune, Isuzu Yamada, Takashi Shimura, and Minoru Chiaki. Toho, 1957. DVD.

b) Student

- (1) Friedlander, Ed. "Enjoying "Macbeth" by William Shakespeare." *The Pathology Guy*. 30 Jan. 2005. 02 Dec. 2010. <<http://www.pathguy.com/macbeth.htm>>.
- (2) *Macbeth*. Dir. Roman Polanski. Perf. Jon Finch, Francesca Annis, Martin Shaw, John Stride, and Nicholas Selby. Columbia Pictures Presents, 1971. DVD.
- (3) *Macbeth in 96 Seconds*. *Youtube*. 02 Dec. 2010. <<http://www.youtube.com/watch?v=F5nlx2XzP-4>>.
- (4) Mowat, Barbara A., and Paul Werstine, eds. *Macbeth*. New York: Simon & Schuster, 2003.
- (5) *Throne of Blood*. Dir. Akira Kurosawa. Perf. Toshiro Mifune, Isuzu Yamada, Takashi Shimura, and Minoru Chiaki. Toho, 1957. DVD.

4. Computer Software

- a) Smartboard Software
- b) Powerpoint
- c) Microsoft Word
- d) Macbeth in 96 on Youtube

5. Worksheets, Quizzes, Tests

- a) Globe Theatre Labeling
- b) Timeline of events for Acts 1 – 5
- c) Discussion Questions Acts 1 – 5

- d) Shape of the Tragedy Worksheet
- e) Character Block Worksheet
- f) Vocabulary List
- g) Quizzes
  - (1) Quiz 1 on Elizabethan Era, Shakespeare, *Macbeth* Acts I and II
  - (2) Quiz 2 on *Macbeth* Acts III and IV
- h) One unit test
- i) Group Video Project
  - (1) Guidelines
  - (2) Rubrics
- j) Jeopardy Review
  - (1) Question and Answer Master Key
  - (2) Score Sheet
- k) Extra Credit Opportunities
- l) “Who Said it?” Memorable Quotes
- m) Lady Macbeth Reading from *The Woman’s Part: Feminist Criticism of Shakespeare*

6. Additional Materials

- a) Legos for partner activity
- b) 1971 film version of *Macbeth*
- c) *Throne of Blood* film by Akira Kurosawa
- d) Mini whiteboards and markers for Jeopardy
- e) Abbreviated script for class script readings

C. Provisions for Individual Difference

1. Exceptional Needs Student

- a) Emily Stones
  - (1) Gifted Program
  - (2) Finishes work early while in class and needs additional projects and assignments to maintain interest
  - (3) Independent project to be worked on in free class time and outside of class which will be an in depth study of one character
    - (a) Uses information brought up in discussion and does research outside of class
    - (b) Analyzes the character’s development throughout the course of the play
    - (c) Develops a clear and complex thesis and supports that thesis with the main text and additional sources
    - (d) 3 to 4 pages
- b) Nathanael Rehrig

- (1) Diagnosed and medicated ADHD
  - (2) Takes all quizzes and tests in Special Education room with an aide
  - (3) Daily checks to ensure Nathanel is staying on track
  - (4) Sign agenda after Nathanel has written down homework for the evening
2. Multicultural Strategies
  - a) 1971 film by Roman Polanski
  - b) *Throne of Blood* film by Akira Kurosawa
  - c) 2010 film with Patrick Stewart
  - d) Lady Macbeth Reading from *The Woman's Part: Feminist Criticism of Shakespeare*
  - e) *Shakespeare and the Nature of Man* by Theodore Spencer
3. Projects for Enrichment
  - a) View a film version of *Macbeth* and write a paper in which you compare and contrast the text to the film. 3 to 4 pages required. Up to 20 points extra credit available.
  - b) Perform a monologue from the text. You must memorize the text and the performance needs to include some movement and evident thought. To be performed in front of the class on the final two days of the unit. Up to 10 points extra credit available.
  - c) Read another Shakespeare play and discuss the similarities and differences. Compare and contrast the thematic elements, the characters, and the overall shape of the story in a well written paper. 3 to 4 pages required. Up to 20 points extra credit available.
  - d) Create a cd that could be used as an accompaniment to the text. For each song, write a short response and state why that song fits the selected scene. Up to 10 points extra credit available.
4. Special Help Strategies
  - a) 7:30 AM office hours for students who arrive early
  - b) Lunch hour from 11:20 to 12:05 in classroom for students who need additional help
  - c) 2:35 PM to 3:30 PM office hours for students who are able to stay after school
  - d) Email
  - e) Diigo Page Links

#### IV. Assessment and Summary

##### A. Overall Grading Scheme

1. 240 graded points possible plus 10 – 20 additional extra credit points and 15 participation points
  - a) Unit test worth 100 points
  - b) Two quizzes worth 20 points each
  - c) One group video project worth 100 points
    - (1) Script submission equals 20 points
    - (2) Final project equals 80 points
  - d) Class participation worth up to 15 points. The more the student participates, the more points available. This grade can only help, not hinder.
2. Extra credit available from 10 – 20 points

##### B. Quizzes

1. Quiz #1
2. Quiz #2

##### C. Unit Test

##### D. Final Group Project

1. Rubric
2. Requirements

##### E. Jeopardy Review

1. Question and Answer Master Key
2. Score Worksheet

##### F. Extra Credit Opportunities

V. Additional Materials

A. Worksheets

1. Act I Timeline
2. Act II Timeline
3. Act III Timeline
4. Act IV Timeline
5. Act V Timeline
6. Character Block

B. Handouts

1. Globe Theatre Labeling
2. Vocabulary List
3. Discussion Questions Acts 1 – 5
4. Shape of the Tragedy
5. Murder Scene Performance
6. “Who Said It?” Memorable Quotes
7. Lady Macbeth Reading from *The Woman’s Part: Feminist Criticism of Shakespeare*
8. *Shakespeare and the Nature of Man* handout