

6-2017

Macbeth by Shakespeare

Amy R. Thomson
amy.restivo.thomson@gmail.com

Heather M. Patillo
hpatillo84@gmail.com

Follow this and additional works at: http://digitalcommons.trinity.edu/educ_understandings

Repository Citation

Thomson, Amy R. and Patillo, Heather M., "Macbeth by Shakespeare" (2017). *Understanding by Design: Complete Collection*. 379.
http://digitalcommons.trinity.edu/educ_understandings/379

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): amy.restivo.thomson@gmail.com hpatillo84@gmail.com. For information about the series, including permissions, please contact the administrator: jcostanz@trinity.edu.

Macbeth by Shakespeare UbD

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards) St. John Paul II CHS standards are based on NCTE standards and TEKS, and also include original standards based on Catholic identity.</p> <p>1. Students read extensively and intensively for different purposes from various genres. [NCTE 1,2]</p> <p>2. Students read critically to evaluate texts and analyze literary elements for their contributions to meaning. [NCTE 3]</p> <p>D. Analyze scenes and their contribution to the success of the plot as a whole, analyze the differences in the characters' moral dilemmas, evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone, and explain the functions of symbolism, allegory, and allusions.</p> <p>F. Analyze the different roles and functions that characters play in a narrative (e.g., antagonist, protagonist, foil, tragic hero); explain how relationships among character actions, thoughts, feelings, and</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Analyze the possible influences on the decisions of fictional characters. 2. Critically evaluate the motivation and morality of fictional characters. 3. Write creatively to convey a character's motives and moral development. 4. Apply the lessons learned from the fictional characters in their own lives. 5. Evaluate and recognize the importance of faith in moral decisions. 	
	Meaning	
	<p>Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Both external and internal influences can affect people's life choices. 2. Good people choose to do wrong even when they know it is wrong for complex and sometimes intertwined reasons that are ultimately all false/erroneous and harmful to their morality. 3. By keeping faith as the basis of their morality, people can always turn around, stop making wrong choices, and be redeemed. 4. Literature and literary characters imitate real life situations and people, and thus we can learn from them just as we can learn from others and from our personal experiences. 5. Narrative writing includes description that shows rather than tells, 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What/who influences our life choices? 2. Why do good people continue to make bad choices even when they know it's wrong? 3. How can someone come back or be redeemed from their wrong choices? 4. What can we learn from literature and literary characters? 5. What elements are essential to effective narrative writing?

<p>dialogue and other characters to advance the plot.</p> <p>G. Explain and illustrate how connections among motifs, setting, character traits, character development, and plot suggest story-level themes.</p> <p>4. Students read, discuss, and analyze literature with a Catholic perspective. [SJPII original standard]</p> <p>5. Students write expository, narrative, descriptive, and argumentative essays. [NCTE 4, 5]</p> <p>A. Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone.</p> <p>6. The student uses the writing process. (NCTE 5)</p> <p>A. Use prewriting strategies to generate ideas and develop a plan.</p> <p>B. Develop a draft to suit occasion, audience, and purpose</p> <p>D. Proofread writing for appropriateness of organization, content, style, and conventions.</p> <p>E. Revise for publication.</p>	<p>meaningful dialogue, a clear conflict, and a resolution.</p>	
	Acquisition	
	<p>Knowledge <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. The setting, plot, and characters of Shakespeare’s <i>Macbeth</i>. 2. The definitions and application of the literary terms, soliloquy, monologue, Plato’s “great chain of being”, setting, theme, conflict, paradox, foil character. 3. The definitions of essential elements of narrative writing including description/word choice that shows rather than tells, a conflict, and a resolution. 4. The writing process (prewriting, drafting, proofreading, revising). 	<p>Skills <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Read actively through teacher-led annotations and note-taking. 2. Analyze literary devices and how they contribute to the meaning of a scene, an act, or the play overall. 3. Analyze how literary elements and their connections contribute to the themes of the play overall. 4. Identify and explain the importance of quotes from the text. 5. Create essential elements of narrative writing including description/word choice that shows rather than tells, a clear conflict, and a logical resolution. 6. Proofread and revise writing for organization, content, style, and mechanics.

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
M, T	<u>Rewriting <i>Macbeth</i> Rubric</u> 1. Descriptive Narrative 2. Elements of a Story 3. Grammar/Usage/ Mechanics 4. Character Analysis 5. Reflection -----	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> Completing the <u>Rewriting <i>Macbeth</i> Project</u> : You will choose one character: Macbeth or Lady Macbeth or Banquo or Macduff. You will choose a point in the play where he/she has a decision to make, decide on a change to the decision and thus the path of the character, and rewrite the play to describe the effects of the new decision/path. Afterwards, you will complete reflection questions that analyze the character’s motives. ----- Other Evidence (e.g., formative)
M	1. Answers to plot and character questions	1. <u><i>Macbeth</i> Study Guide</u>
M	2. Evaluation of character motivations supported by textual evidence	2. <u>Character Motivation</u> worksheet
M	3. Answers to multiple choice, short answer, and short essay questions	3. <u>Macbeth Test Acts I and II</u>
M	4. Evaluation of Macbeth’s motives for decisions supported by textual evidence	4. Quotes and explanations for the article “Why do Good People Do Bad Things”
M, T	5. Redemption Plan and application of the plan to a fictional character/story	5. <u>Redemption</u> assignment
M, T	6. Practice/application of narrative writing skills	6. <u>Show-Don’t-Tell, Point-of-View, and Conflict-Resolution</u> sheets

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>
A, M	Use the <u>Macbeth Pre-reading Survey</u> to generate a discussion about morality and decision-making.

	Learning Activities (Attached documents are <u>underlined</u> .)	Progress Monitoring (e.g., formative data)
Day 1: A, M	Day 1: Hand out the copy of the play (Ignatius Press, 2012) and <u>Macbeth Study Guide</u> ; students begin independently completing questions and journaling for homework due on assigned dates. Have students complete the <u>Macbeth Pre-reading Survey</u> . Then do The Grid activity as an extension (from <i>Speaking Volumes: How to Get Students Discussing Books—And Much More</i> by Barry Gilmore): print and post signs (Agree Strongly, Agree, Disagree, Disagree Strongly), one in each corner of the room. Choose one statement from the <u>Macbeth Pre-reading Survey</u> and have students move to the quadrant that reflects their opinion about that statement. Take a comment from one or more people in each quadrant, or have students discuss and elect a speaker to share the group's thoughts for each quadrant. If no one is present in a quadrant, ask students to comment on that as well. Explain that these are the topics we will discuss in the play. Then, discuss the background information on <u>Notes on Shakespeare's Macbeth</u> powerpoint. While it is beneficial to get these notes before reading, these notes can be given on any lecture day. Post the essential questions in the room, read them to students, and explain that these will guide the lessons and discussions.	Day 1: <u>Macbeth Pre-reading Survey</u>
Day 2: A	Day 2: Watch <i>Macbeth</i> Act I, (we recommend the Folger Shakespeare Library version available at Amazon, but there are many good versions). Stop after every scene or as needed to discuss plot, ask questions, and help students with understanding.	
Day 3: A	Day 3: <u>Macbeth Study Guide Act I</u> due. Lecture Act I: focus on characterization and conflict.	Day 3: <u>Macbeth Study Guide Act I</u>
Day 4: A	Day 4: Watch <i>Macbeth</i> Act II; stop after every scene or as needed to discuss plot, ask questions, and help students with understanding.	

<p>Day 5: A</p>	<p>Day 5: <u>Macbeth Study Guide</u> Act II due. Lecture focusing on the moral dilemma of Macbeth and the factors that influence his decisions, along with paradox.</p>	<p>Day 5: <u>Macbeth Study Guide</u> Act II</p>
<p>Day 6 M</p>	<p>Day 6: Today students will analyze the characters of Macbeth and Lady Macbeth. Divide the class into pairs. Have them read Act I, scene 5 Lady Macbeth’s “unsex me” soliloquy and Act I, scene 7 Macbeth’s soliloquy. They will complete the <u>Character Motivation</u> worksheet to evaluate the factors that influence their decision to kill the king. They must provide evidence to support their answers. Next, students will compare the soliloquies of Macbeth and Lady Macbeth and note similarities and differences. Finally, each pair of students will share their findings with each other, and then each group will share out one comment with the whole class. Help guide students to the fact that while the characters came to the same conclusion, how they got to that conclusion is different, and discuss why this is.</p>	<p>Day 6: <u>Character Motivation</u> worksheet</p>
<p>Day 7 M</p>	<p>Day 7: <u>Macbeth Test Acts I and II</u></p>	<p>Day 7: <u>Macbeth Test Acts I and II</u></p>
<p>Day 8 A</p>	<p>Day 8: Watch <i>Macbeth</i> Act III; stop as needed to discuss plot, ask questions, and help students with understanding.</p>	
<p>Day 9 A, M</p>	<p>Day 9: <u>Macbeth Study Guide</u> Act III due. Act III lecture with a focus on the character of Macbeth and how he grows increasingly evil/immoral. Hand out the article “Why Do Good People Do Bad Things” by Wayne Jackson (available at https://www.christiancourier.com/articles/1323-why-do-good-people-do-bad-things); alternate options for this include http://www.businessinsider.com/27-psychological-reasons-why-good-people-do-bad-things-2012-8 and https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2117396 (those have a more secular focus). For homework due at the beginning of class, students will read the article and complete the following homework assignment: <i>Read the article, and for each of the five sections of the article (The Power of Choice, Unique Weakness, Eroding Conscience, Evil Companionships, A Destroyed Foundation) find/write/cite textual evidence from the play that shows an example for that specific type of reason. Then, in a short paragraph for each, explain how the quote shows Macbeth exhibiting each of the different reasons. This should be typed. Be ready to discuss this in class for a grade tomorrow.</i> (If using another article, students can complete a similar assignment.)</p>	<p>Day 9: <u>Macbeth Study Guide</u> Act III</p>

<p>Day 10 M</p>	<p>Tomorrow they will discuss these passages using the <u>Wagon Wheels Protocol</u>.</p> <p>Day 10: Today students will discuss the <i>Macbeth</i> in terms of the five areas discussed in the article from yesterday using the <u>Wagon Wheels Protocol</u> (adaptation - instead of using multiple wheels, we will be using one large wheel for the whole class). Each student should have their completed homework assignment and their book. Divide the class into two circles, one inside the other; the inside circle should be facing out and the outside circle should be facing in. Students in the inside circle should be paired up with a student in the outside circle. The teacher will set the time for 6 minutes (this can be adjusted as needed). During each round, one student will begin by sharing one of his/her textual passages. The other student will explain which section from the article (The Power of Choice, Unique Weakness, Eroding Conscience, Evil Companionships, A Destroyed Foundation) that passage shows and explain why. The first student will confirm if this is correct, the two will discuss, and the first student will write down one comment that his/her partner made during the discussion. Then the process will repeat for the other student in order to complete the round. When the time for the round time is up, the outer circle students move over one so that now everyone has a new partner, and the process is repeated but with a different passage. Do four rounds (or five, if time allows). Tell the students they should use a different quote for each round. Leave time at the end to debrief their learning and the protocol. Did they discover anything new or confirm what they already knew about Macbeth? What did they like or not like about the protocol? Before leaving, students turn in their typed homework assignments with comments added from the activity.</p>	<p>Day 10: Quotes and explanations for the article "Why do Good People Do Bad Things"</p>
<p>Day 11 A</p>	<p>Day 11: Watch <i>Macbeth</i> Act IV; stop after every scene or as needed to discuss plot, ask questions, and help students with understanding.</p>	
<p>Day 12 A</p>	<p>Day 12: <u>Macbeth Study Guide</u> Act IV due. Lecture on Act IV. Focus on characterization of Macbeth. Is he more evil? Can he turn back now? Focus on the foil character of Macduff.</p>	<p>Day 12: <u>Macbeth Study Guide</u> Act IV</p>
<p>Day 13 M</p>	<p>Day 13: Today students will explore ways a person can redeem him/herself. Divide the class into small groups of 3-4 and hand out the <u>Redemption</u> assignment sheet. Each group will work together to create a step-by-step plan for a person to be</p>	<p>Day 13: <u>Redemption</u> assignment sheet</p>

	<p>redeemed. Once they have created a group plan and each person has written it down on their sheet, then, individually, each student will apply those steps to a villain from a (different) movie. Each student should write their example on their own sheet; when done, students will share their individual examples with their small group, and can help each other add to or fix their individual examples if necessary. Then, have each group share their Redemption Plan and one individual example out with the class. Finally, hand out /read <u>How to Fix a Bad Decision Article</u> and discuss as a class how their plans compare to the one in the article. Emphasize that there are multiple paths to redemption. The plan from the article is no better or correct than theirs; it is just another example and alternative. Students turn in the <u>Redemption</u> assignment sheet before leaving.</p>	
Day 14 A	<p>Day 14: Watch <i>Macbeth</i> Act V; stop after every scene or as needed to discuss plot, ask questions, and help students with understanding.</p>	
Day 15 A	<p>Day 15: <u>Macbeth Study Guide</u> Act V due. Lecture Act V: focus on resolution.</p>	<p>Day 15: <u>Macbeth Study Guide</u> Act V</p>
Day 16 M	<p>Day 16: Introduce the <u>Rewriting Macbeth Project</u> and <u>Rewriting Macbeth Rubric</u>. Then using stations, students review the three main parts of the assignment: <u>Show-Don't-Tell</u>; <u>Point-of-View</u>; <u>Conflict-Resolution</u>. We suggest having at least two of each station so you can divide the class into 6 smaller groups. Each triad will rotate through each of the three stations. Each station should take approximately 10 minutes to complete the short review and practice. After all triads have completed the stations, answer any questions students might have regarding point-of-view, conflict and resolution, and show-don't-tell. Review the project and rubric again, and answer any questions. Students will have the next three class periods to work on the project. The project is due on Day 20.</p>	<p>Day 16: <u>Show-Don't-Tell</u>, <u>Point-of-View</u>, and <u>Conflict-Resolution</u> sheets</p>
Day 17 M, T	<p>Day 17: <u>Rewriting Macbeth Project</u> work day (students should brainstorm, plan, and begin drafting)</p>	
Day 18 M, T	<p>Day 18: <u>Rewriting Macbeth Project</u> work day (students should work on drafting and revising/editing)</p>	

<p>Day 19 M, T</p>	<p>Day 19: <u>Rewriting <i>Macbeth</i> Project</u> work day (after completing revising/editing, students should work on character analysis and personal reflection)</p>	
<p>Day 20 M, T</p>	<p>Day 20: Read-Off! Each student should have his/her final written project in hand. Divide the class into groups of three. Each student in the group will read their story aloud. After all three have read their stories, they will vote on which story is the best. Then, combine three groups together to make groups of nine. In a class of 27, there would now be three groups of nine. Each group will read the three stories that were voted as the best (1 from each of the smaller groups) from the last round. The members of this nine-person group now will vote on the best story of these three. Finally, the whole class will return to their seats, and the best three stories will be read to the class as a whole. Students will then vote to decide which story should be awarded 1st place, 2nd place, and 3rd place. Before leaving, students will turn in the project along with the <u>Rewriting <i>Macbeth</i> Rubric</u>.</p>	<p>Day 20: <u>Rewriting <i>Macbeth</i> Project</u></p>