**Macbeth Lesson Plans:**

**a-Day**

**Senior Class A-Day Day 1 January 18, 2013\_\_**

**Notes for the Class:**

This is the first day of teaching make sure to make Class expectations clear, concise and understandable. Put in a practice of quieting the classroom.

**Objectives:**

Students will understand classroom expectations and procedures. We will set a ground work about theatre, its elements and plays. Students will grapple with plot and props.

**Essential Questions:**

* What is needed to put on a play?
* Why do we read plays/watch plays/ study plays?
* What do we already know about Shakespeare, Macbeth, or Theatre
* Why is a script necessary?
1. **Bell Activity:** Introductions of myself and students
2. **Classroom Procedures:** Start class by discussing class expectations PowerPoint. Go over procedures and practice quieting.
3. **KWL:**  Worksheet on Shakespeare, Macbeth, Theatre.
4. **Learning:** Learn 8 theatre elements, begin Macbeth.
* Setting, Actors, Script, Audience, sound effects, lighting, costumes, Props.
* Create a setting: have class work together to decide which sound effect needed, lighting, Little mermaid you-tube video.

**5**. **Activity**: Skits in a bag. The importance of a script.

**6. Fire Drill**

**Homework/Assignment:**

KWL

**Accommodations:**

Option to draw instead of write pictorial of the scene

**Senior Class A-Day Day 2 January 23, 2013\_\_**

**Notes for the Class:**

Last time we did not have time to focus on the importance of the script. (Fire drill cut in too early.) Start off class explaining the importance. Practice Quieting procedure again today. Explain Extra Credit option this term of going to a play. Mention school play of Peter Pan which will be playing from Feb 1-2.

**Objectives:**

Students will become familiar with the text of Macbeth, they will recognize script prompts such as cues, and will look for hints of what is happening in the scene based on what is said in the test.

Students will set the scene for Act 1 scene 1.

**Essential Questions:**

How do we know what is going on in the play if all we have is the text?

How can we better understand what Shakespeare is saying?

How do you read a text? Pay attention to punctuation.

1. **Journal Prompt**: Supernatural/ Superstitious: Are you superstitious? Why? Do you do any of the following things: Knock on Wood, Don’t walk under ladders? Don’t open umbrellas inside, Pick up Lucky Pennies, Do something for good luck while playing a game. Why do you do or don’t you do these things. Tell of an experience you have had in which you had really good or really bad luck. Do you believe in the supernatural? Ghosts, Aliens, witches, Magic, etc.
2. **Discuss**: Are you superstitious. Where do superstitions come from?
3. **Watch/Read:** Curse of Macbeth: Read and then watch Macbeth snippet. Do you believe it? Why/Why not?
4. **Through**: Importance of Script
5. **Reading**: Macbeth Act 1 Scenes 1-2: Discuss Prophesy.

5. **Set the Scene:**

* Use the Witches scene to show how to set the stage.
* Discuss the supernatural Foul is fair and fair is foul

6.  **Class Assignment**: Character Bookmarks

**Homework/Assignment:**

Draw/ describe a setting for either scene 1 or scene 2.

Choose a song that you think would be good background music for either scene 1 or scene 2 explain why you think this song would be appropriate for this part.

**Accommodations:**

Option to draw instead of write on character book marks and for scene assignment.

**Senior Class A-Day Day 3 January 25, 2013\_\_**

**Notes for the Class:**

Did not have time to go over nor hand out the Character Book marks. Do so today. Mention school play of Peter Pan which will be playing from Feb 1-2. Scene sketch is due today.

**Objectives:** Students will understand the way of interpreting character by what they say, what others say about them and by what they do.

**Essential Questions:**

How can we get to know what a character is like in a play?

Do you believe in Fate and destiny? How can these elements affect a story?

1. **Journal Prompt**: Destiny: Do you believe in destiny or fate? Or do you believe that each person makes their own fate? If you could have any predetermined future what would you what to have predetermined? What future do you see for yourself? What do you plan to do to make it happen?

2. **Discuss**: Do we choose our destiny or is our destiny laid out before us. How does this apply to Macbeth.

 Demonstration of set destiny vs. make your own destiny theory.

3. **Read:** Macbeth Act 1 Scene 3

4. **Through**: Character Bookmarks. How to cite a passage from a play.

5.  **Beyond:** Discuss: Modernizing Shakespeare

**Homework:** Work on Character Book Marks

**Accommodations:**

May work with a partner on this assignment.

**Senior Class A-Day Day 4 January 29, 2013\_\_**

**Notes for the Class:**

Peter Pan, Journals will be due on the 14th of Feb for midterm check.

**Objectives:**

Students will be able to discuss and understand the role that gender plays in Shakespeare’s plays. They will consider and apply if similar stereotypes exist today and how they manifest themselves.

**Essential Questions:**

What are gender roles? How do they influence/affect our choices and personality?

Are there some characteristics that are masculine/ feminine? Which?

1. **Journal Prompt**: **Gender Roles:** Do you think these jobs are primarily for women or for men?
* Preacher
* Nurse
* Elementary Teacher
* Construction Worker
* Truck Driver
* Homemaker
* CIA
* Police Officer
* Fire Fighter
* Clothing store representative

**Discuss**:

Do you think that there are some jobs/roles that only a man or a woman should do? Why/ Why Not.

* **Watch/Read:** Reading Act 1 scene 4-5
* **Discuss:** De sex me… What does this mean?

**Through**: Pick apart Lady Macbeth’s Character. Highlighting and annotating.

**Homework:** Finish Lady Macbeth if you did not finish in class

**Accommodations:**

Partners

**Senior Class A-Day Day 5 January 31, 2013\_\_**

**Notes for the Class:**

Extra Credit Peter Pan. Lady Macbeth Assignment due today. Remind students of Homework policy.

**Objectives:**

Students will discuss peer pressure and why people sometimes do things against their better judgment. Students will be able to recognize the means for persuasion that Lady Macbeth utilizes to get what she wants.

**Essential Questions:**

What motivates people? Why do people do things they know are wrong? How does peer pressure influence each of us. Can we escape Peer Pressure? How does it manifest itself?

**1.** **Journal Prompt**: **Peer Pressure:** Write about a time when you were pressured into doing something you didn’t want to do. What were the circumstances surrounding this situation? Who was pressuring you? If you were to encounter the same situation today, would you do the same thing?

**2.** **Discuss**: Discussion about peer pressure, fear, persuasion, shame and manipulation.

* Use you-tube video: <http://www.youtube.com/watch?v=ltaUpq_26Us>
* **Watch/Read:** Reading Macbeth Act 1 Scene 6-7
1. **Through**: What does it mean to be a man?
* **Beyond:** Music: Why can’t a woman be more like a man, be a Man, The best thing about being a woman, Girls just want to have fun…
* **Discussion**: Expectations, stereotypes, typecasts
* **Homework:** Vocabulary Assignments.

**Accommodations:**

 Partners

**Senior Class A-Day Day 6 February 4, 2013\_\_\_**

**Notes from Last Class:**

Peter Pan Extra Credit option has ended. Follow up and congratulate Dylan for his stellar performance. Last time class did not finish the last page of Act 1 Scene 5. We need to finish this reading before we take the scheduled quiz on Act 1. It is time to begin Gradual release. Allow students to work in pairs today and grapple with language. We did not have time to handout or explain literary device assignment: Do so today tell class that whoever they choose to work with on their dialog assignment will be the same person that they will do the literary device assignment with.

**Objective**:

 Students will analyze and annotate the last scene in Act 1 of Macbeth. They will become familiar with the outline of writing a script. They will understand the persuasion tactics Lady Macbeth is using to convince her husband to Murder the king, and will connect similar persuasive techniques that they and others in our society employ. Students will begin to research their literary device and prepare their class presentation. Utah Core Curriculum Standards met by this assignment:

**Essential Questions:**

1. In what way is Lady Macbeth playing on her husband’s insecurities and Pride to convince him to go against his own judgments.
2. What does the format of a dialog look like? How can we duplicate it?
3. How can we understand what the Characters are saying when we can’t understand Shakespearean language well?
4. What is a literary Device and why do I need to know them?
5. How can Association help me memorize different facts?
6. Why are we reading Macbeth so slowly? How can close reading make me a better student? What study skills will I learn from close reading Macbeth? Annotation. Attention to details, how to pull the main theme from a literary work, how to write and support a thesis in a literary essay.
7. **Journal:** The True man/woman.
8. **Pair/ Share:** Have students write down 5 words to describe a man/woman. Have them play Scatagories in their group and cross off any that are duplicates. Hand out sticky notes and have them put them on the class man and woman. Discuss. <http://www.youtube.com/watch?v=Ye6U5-xQ-Bw>
9. **Reading**: Finish Act 1 Scene 6 Reading. Warn of Quiz: 5 minutes to review.
10. **Quiz**: Act 1 of Macbeth. Explain Quiz/Test Etiquette.
11. **Assignment Explanation**: Do first paragraph as a class after release students to work on assignments in Pairs. Make sure students understand the importance of naming speakers and briquetting stage notes.) Show students the importance of annotation. EQ’s 1-3
12. **Work Time:** 25-30 minutes. Assign Literary Device groups while students are working.
13. **Review / Connections:** EQ:4-6
14. **Homework:** Begin Preparing Literary Device Presentation. Remind students who are missing work that they need to get it turned in APAP.
15. **Extra time:** Act out dialogs.

**Accommodations:**

 Think Pair Share, Group work, Extra Time on quiz if needed.

**Senior Class A-Day Day 7 February 6, 2013\_\_\_**

**Notes from Last Class:**

Assignment for Act 1 scene 7 modern day language is due. Did not assign 3 presentations for today, start on Friday. Need to explain this assignment better and show students what I expect from them.

**Objective**: Help students understand Iambic Pentameter and how using a poetic form enhances what Shakespeare is saying.

**Essential Questions:**

Do we listen to or read poetry today? Why/How?

Why do people write songs/ poems?

**Into**

**Journal: Desire:** Write about a time when you really wanted something (a toy, a grade, a date---whatever.) What did you do to get it? Was this the best way (most efficient? Most moral?) To acquire what you wanted? Think about who you are today. How do you usually get what you want?

**Discussion:** Where is the line? Good desires vs. evil desires.

**Through**

**Reading**: Finish Act 2 Scene 1 Reading.

**Movie Clip:** Is this a Dagger/ Murder of Duncan

**Iambic Pentameter:** If it were done speech: Explain Meter, Iamb, Foot, Dangler

**Assignment**: Is this a Dagger: Blank Verse

**Work Time:** 20 minutes.

**Assign Literary Device** presentations for Friday

**Review / Connections:** EQ:4-6

**Homework:** Begin Preparing Literary Device Presentation. Remind students who are missing work that they need to get it turned in APAP.

**Extra time:** Act out dialogs.

**Accommodations:**

 Fewer sentences required.

**Instructor Notes:**

**Senior Class A-Day Day 8 February 8, 2013\_\_\_**

**Notes For Class:**

**Objective**:

**Essential Questions:**

**Into**

**Journal: Regret**: Write about a time when you’ve done something and then regretted it. What were the circumstances surrounding this situation? How soon afterwards did you regret what you did – instantly, or did it take some time? WHY did you regret what you did? What did this situation teach you about yourself?

**Discussion:**

**Through**

**Reading**:

**Movie Clip:**

**Iambic Pentameter:**

**Assignment**:

**Work Time:**

**Assign Literary Device**

**Review / Connections:**

**Homework:**

**Extra time:**

**Accommodations:**

**Instructor Notes:**

**Senior Class A-Day Day 9 February 12, 2013\_\_\_**

**Notes For Class:**

**Objective**:

**Essential Questions:**

**Into**

**Journal: Web of Lies:**  Have you ever told a lie that led to another lie that led to yet another? If not have you ever seen someone get stuck in this web of lies? What happened? How can one little thing lead to bigger consequences?

**Discussion:**

**Through**

**Reading**:

**Movie Clip:**

**Iambic Pentameter:**

**Assignment**:

**Work Time:**

**Assign Literary Device**

**Review / Connections:**

**Homework:**

**Extra time:**

**Accommodations:**

**Instructor Notes:**

**Senior Class A-Day Day 10 February 14, 2013\_\_\_**

**Notes For Class:**  Journals are due today! Students do not have school on Monday due to President’s Day. Midterms are coming up next week so get your work in. Parent Teacher Conference is on the 28th.

**Objective**: Discuss what morals are: Students will know the expectations for the final essay that will be due in this class. Students will debate morality of several different issues.

**Essential Questions**: What does the word moral mean? Does everyone define moral actions the same way? Why not? What is the Danger of lowering our Moral expectations?

1. **Journal**: Survey on Homework (10 minutes). Remind students at this point that midterms are next week and that they need to get all missing work in ASAP.
2. **Final Project Expectations:** Handout the Supernatural paper and the 4 essay topics. Have students staple them to the spiral of Destruction.
3. **Presentations of Literary Terms:** Students are to take 2-3 minutes to teach their classmates their literary term. (2 presenters today)
4. **Movie Clip: Murder of the Guards:** Different Directors interpret the text differently. Discuss as a class which way they like seeing it better: L.M= shocked/horrified by husband’s actions, L.M. = compensating for a weak defense.
5. **Reading**: Macbeth Act 3 scene 1
6. **Discussion:** Moral decline. Answer Essential Questions.
7. **Work Time:** track today’s events onto the spiral of destruction.

**Accommodations:**

Small reading parts for struggling readers.

**Instructor Notes:**

**Senior Class A-Day Day 11 February 19, 2013\_\_\_**

**Notes For Class:**

**Objective**:

**Essential Questions:**

**Into**

**Journal:**

**Discussion:**

**Through**

**Reading**:

**Movie Clip:**

**Iambic Pentameter:**

**Assignment**:

**Work Time:**

**Assign Literary Device**

**Review / Connections:**

**Homework:**

**Extra time:**

**Accommodations:**

**Instructor Notes:**

**Senior Class A-Day Day 12 February 21, 2013\_\_\_**

**Notes For Class:**

**Objective**:

**Essential Questions:**

**Into**

**Journal:**

**Discussion:**

**Through**

**Reading**:

**Movie Clip:**

**Iambic Pentameter:**

**Assignment**:

**Work Time:**

**Assign Literary Device**

**Review / Connections:**

**Homework:**

**Extra time:**

**Accommodations:**

**Instructor Notes:**

**Senior Class A-Day Day 13 February 25, 2013\_\_\_**

**Notes For Class:**

**Objective**:

**Essential Questions:**

**Into**

**Journal:**

**Discussion:**  moral dissention and ascending

**Through**

**Reading**: Macbeth 4. 1-2

**Movie Clip:**

**Iambic Pentameter:**

**Assignment**:

**Work Time:**

**Assign Literary Device**

**Review / Connections:**

**Homework:**

**Extra time:**

**Accommodations:**

**Instructor Notes:**

**Senior Class A-Day Day 14 February 27, 2013\_\_\_**

**Notes For Class:** Tonight is Parent teacher Conference. Remind students. Grades are up to date as of today. Character Book Marks will be due next Friday.

**Objective**: Discuss and define attributes of a good leader and failings that should disqualify candidates. Should leaders have their lives investigated before taking office?

**Essential Questions:**

**Introduction:** Remind students of the due dates for presentations. Hand out the flyers and explain the drive.

**Presentations:** Have assigned students present. Keep presentations to 15 minutes.

**Quiz:**  Macbeth Quiz #2, 15 minutes

**Group Activity:** Colored posters. Create a list of attributes a good leader should have. Create a separate list of attributes that would disqualify someone from being a good leader. Choose the top 5 from each list and create a poster to present to the class. Be prepared to explain why you chose each attribute.

**Group Presentations:**  Good/bad leader presentations

**Discussion:** Malcolm’s deception

**Assignment**:

**Accommodations:**

Group work and presentations done as a group.

**Instructor Notes:**

**Senior Class A-Day Day 15 March 4, 2013\_\_\_**

**Notes For Class:** last time we did class poster activity to highlight the attributes of a good leader and which characteristics should disqualify someone for a leadership position. Build on that at the start today.

Remind Students that next class is the last presentation day; make-ups are due that day. Handed out the flyers for the supply drive; reminded students that it ends on the 15th of March. Today is the last day to read for Extra Credit. School has asked that 45 minutes be spent on School survey today.

**Objective**: Students will be able to understand, identify, and back their interpretation of characters reactions and Characters actions by the dialog. Students will understand the contradictory idea of what it means to be a man. Students will take the required School survey.

**Essential Questions:** Why do people lie to those they care about? How can we tell how people in a play are reacting if there are no cues? What is the idea that has been presented up till this point of the play on what it means to be a man? How does Macduff challenge that idea? Why is this an important theme in the Play?

**Introduction:** Remind students of the due dates for final presentations and of the ongoing drive. Assign presentation order have students take out their literary device assignment.

**Presentations:** Have assigned students present. Keep presentations to 15 minutes.

**School Survey:** Read and give out the 45 minute survey to students. Read the instructions.

**Discussion:** Spirals of destructions that were on the survey. What should you take from doing such surveys? Grain of salt, issues that adults are worried about among teenagers.

**Reading:** Macbeth Act 4 Scene 3; Act 5 scene 1. Class readings assigned.

**Movie:** Watch War Act 5

**Accommodations:**

Presentations may be done in partners. The survey does not need to be all the way finished. Surveys are anonymous.

**Instructor Notes:**

We did not get to read any of Act 5 today; we ran out of time. Students didn’t like the survey, but we needed to get through it. They understood and had good ideas about inferring emotion from the text. Start next time reading Lady Macbeth scene. Told class that next time is the last time to do their Literary Device Presentation. Need to finish writing test for the literary Devices. Be a good idea to do a review activity to remind students of the definitions. Find your partner would be a good idea. We need to finish the Play on Thursday.