



MACBETH



Scheme of Work
Low Ability
G.C.S.E.



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Macbeth
Low Ability Year 10

Aims:

- to encourage pupils to feel confident with the text;
- to teach appreciation of the play as a whole and its dramatic effects;
- to encourage critical writing;
- to teach close, critical reading of the play;
- to include opportunities for speaking and listening;
- to foster independent learning through varied and appropriately challenging tasks.

Objectives:

- pupils will produce two pieces of critical written work from the scheme, either of which can be entered for coursework;
- pupils will be assessed in speaking and listening through a variety of group/pair discussions.

LESSON ONE

- Aim:**
- a) To look closely at the opening scene of the text and discuss the varied techniques used by Shakespeare to create atmosphere.
 - b) To make sense of the background of the story (witches).

Objective: a) Read and annotate the opening scene.

Introduction (5 minutes)

- ⇒ Explain aims and objectives to class. (On OHT or blackboard) Also make clear that to fully understand a play, the social context needs to be understood.
- ⇒ Do a KWL on what they know about witches. Make sure this only goes on for about a minute. Ask them if they know anything about Shakespearean attitudes to witches.

Group Work - Independent reading (15 minutes)

- ⇒ Put the class into groups of four.
- ⇒ In groups they must read the sheets and then highlight words that show chaos/ fighting/ death or evil. What they're looking for should be listed clearly somewhere for them
- ⇒ Give out the work sheet on the first scene of the play. It should be on A4 so they can annotate.

Shared Reading (10 minutes)

- ⇒ One group reads out the extract to the class.
- ⇒ Feedback from the class as to what they have discovered about the extract.

Shared Reading (5 minutes)

- ⇒ See worksheet on 'Making Sense of Macbeth'
- ⇒ Pupils read out the extracts.

Group Work (5 minutes)

- ⇒ In the same groups, pupils go back and re-read the extract. With new knowledge from the worksheet, what else do they need to add to their notes?
- ⇒ Feedback.

Plenary (5 minutes)

- ⇒ Go through what they have discovered and make sure they are aware of the nature of belief in witches in Shakespearean times. It's possible to bring in a little bit of historical background here.
- ⇒ Ensure pupils see that aims and objectives have been met.

LESSON TWO

Aim: To look at extracts from the text that give insight into Macbeth's character.

To make sure pupils know about the kind of man Macbeth is at the beginning of the play.

Objectives: To Write a front page article on the war in Scotland, based on what has been learnt in class.

Starter activity (Class activity - 5 - 10 minutes)

Check understanding from previous lesson. This can be done through question and answers but make sure the whole class have understood the previous lesson. (Possible strategies: in pairs, pupils jot down answers to questions on a white board and then they hold the answer up. Need white board/ laminated card for this.)

Introduction (5 minutes)

- ⇒ The 'hurley-burley' that the witches talked about is the battle currently raging in Scotland. What do the class know about it from the first scene of the play?
- ⇒ Pupils are going to work in pairs this time. They will have extracts from text, cut up that they need to gather into some kind of meaning. To help, put the clues on the OHP. (See Macbeth the Terminator.)
- ⇒ **note:** This is a difficult task and it may be that you want to help each group. The important thing is to get some idea about the sequence of the battle.

Pair Work: (Sequencing/jigsaw) (15 Minutes)

- ⇒ Pupils work in pairs to see if they can sequence the conversation.
- ⇒ They must be prepared to say what happened during the last day of the battle and feed back to the class.

Class Work (5 Minutes)

- ⇒ Feedback on the conversation. The order isn't that important, just as long as they get the idea of what happened.
- ⇒ In pairs again, pupils highlight and write down all the descriptions given of Macbeth and of how he fights.

Pair Work (5-10 minutes)

- ⇒ Pupils should do this fairly quickly.

Plenary Session (5 Minutes)

- ⇒ Recap on what they have learnt about Macbeth so far. Is it good or bad? Is there any threat of danger in the descriptions?

LESSON THREE

Aim: To revise the structure of Newspaper texts.
To reinforce knowledge gained of Macbeth's character.

Objective: To look at the layout of Newspapers.
To write a newspaper report on the battle for Scotland.

Introduction: (5 minutes only)

- ⇒ Explain that for the first part of the lesson, the class are going to be looking at newspaper front pages.
- ⇒ Brainstorm what they already know about newspaper layouts. Make sure they are put up on the board or on OHT.
- ⇒ Put class into pairs/groups and give them the front pages only. Either give half the class tabloids and the other half broadsheets or give them an example of each.

Group Work (10 minutes)

- ⇒ Pupils work in groups looking at what they notice about the layout of the front page. Direction can be given at what they should be looking for, or let them work it out.

Shared Reading/Writing (20 minutes)

- ⇒ Feedback on what they have found out about the layout of newspapers. Make sure they have worked out most of the important areas. Point out what they have missed.

- ⇒ Modelling. Put an example of Newspaper report that you have done for them to see on the OHT. Point out the most important features.
- ⇒ Give them a copy of the plan so they can use it for their own report if wished. Encourage them to use their own format and their own ideas for the content of the report.
- ⇒ Remind them of the events of the play that are going to be written about in the report. Encourage them to use quotations from the text.

Individual Work

- ⇒ Pupils begin planning and drafting their newspaper reports.
- ⇒ **Homework:** Complete draft of the report. (A lesson can be given over to them marking each other's work and helping with re-drafting it. Also they can check the format is right. Another homework can be given over to copying it up.)

LESSON FOUR

Aim: To look at the characterisation of Macbeth.

To look how Shakespeare uses language to create atmosphere and build character.

Objective: Watch the video of this scene.

Give out extracts of Macbeth and Banquo's reactions.

Starter Activity: (5 Minutes)

- ⇒ Do a quick quiz on the events so far. This can be in pairs, using laminated cardboard again.
- ⇒ Any that are wrong, get a pupil who is right to explain to the class.

Introduction (5 minutes)

- ⇒ Explain that this is the first time we see Macbeth in the play. As we read his reaction to their prophecies, look for clues as to what he is thinking.
- ⇒ In pairs, pupils are given certain sections of the text. (See worksheet). They then have to answer the questions in pairs.

Pair Work (15 minutes)

- ⇒ Pupils look at the sections on the worksheet and answer questions.
- ⇒ Half way through put the pairs into groups of four and they add what ever is missing.

Group Work (15 minutes)

- ⇒ In same groups: give out the brainstorm sheet for them to start writing down their observations.
- ⇒ Explain that one person from the group will be giving a presentation on this to the class.
- ⇒ Pick three groups and give each of them a OHT for them to jot down their findings to show to the class.

Presentations (As much time as necessary)

- ⇒ Each of the three groups presents their findings. The others make notes.

LESSON FIVE

Aim: To ensure understanding of Macbeth's character and thoughts.

Revision of paragraphs and opening and closing of informal letters.

Objective: To show understanding through the writing of an informal letter.

Introduction (5-10 minutes)

- ⇒ Remind class of Macbeth's reactions to the witches.
- ⇒ Tell them that he is going to write a letter about it to his wife.
- ⇒ Make sure they know that the relationship is a very powerful one and an equal one.

Group Work (10 minutes)

- ⇒ Pupils discuss what they are going to put in the letter. They should jot down the facts of what happen.
- ⇒ They should then jot down how he is feeling.
- ⇒ Discuss what terms of endearment he might use for his wife.

Shared Writing (10 minutes)

- ⇒ Model a letter for them to see on the board/OHP.
- ⇒ Pupils help with the salutation and then open up discussion on what the first paragraph will be about.
- ⇒ Elicit all the information from the class.
- ⇒ Class should also say what should go in each paragraph.

Individual work (20 minutes)

- ⇒ Pupils draft the letter.
- ⇒ Letters can be marked and checked by their neighbours, using the grade descriptors for language (the writing, not response to Shakespeare) to guide them.

Homework: Finish the letter in neat.

LESSON SIX

Aim: To discuss the presentation of women in literature and in the media.

To make pupils aware that Lady Macbeth is not a typical woman.

Objective: Analyse women in the media through a video of adverts/ pictures of women in magazines.

Introduction: (5 - 10 minutes)

- ⇒ Women are not treated the same as men in society. Ask for responses to this statement. Keep it relatively short.
- ⇒ What are the differences do they think? Brainstorm on the board.

Pair work (10 - 15 minutes)

- ⇒ Show them the video (no more than five adverts) or look at magazine adverts, and get them to look at how women are presented in each one.
- ⇒ They should also look at how men are presented.
- ⇒ Discuss and add anything new to the brainstorm.

Class activity. (10 minutes)

- ⇒ Pupils should think about crimes committed. Do they think it's mainly men or women?
- ⇒ Introduce information on Myra Hindley and Rosemary West.
- ⇒ Why is it worse when women kill?
- ⇒ What qualities are women supposed to have?

Individual Work (5 minutes)

- ⇒ Jot down what they think women were like in Shakespeare's / Macbeth's time.
- ⇒ Feedback.

Shared Reading. (10 minutes)

- ⇒ Read out Lady Macbeth's response to Macbeth's letter. Do not give them a copy. Make them listen.
- ⇒ When you've finished reading get them to jot down as many phrases as they can remember from the speech.
- ⇒ Read the speech again if necessary.
- ⇒ Pupils then jot down how Lady Macbeth doesn't fit into the typical picture of a woman.

LESSON SEVEN

Aim: To look at the language used by Lady Macbeth to create character.

Revision of a number of narrative/poetic techniques.

Objectives: Close analysis of Lady Macbeth's speech and behaviour.

Introduction: (5 minutes)

- ⇒ Recap on the previous lesson making sure the pupils do all the work.
- ⇒ Explain close analysis of Lady Macbeth's speech is going to follow.

Shared Reading: (25 minutes)

- ⇒ Show the class the video of Act 1 scene 5
- ⇒ Read the three speeches going to be looked at to the class.
- ⇒ Divide the class into groups. Give each group a speech to analyse.
- ⇒ Speech one is Lady Macbeth talking about her husband. Pupils highlight what they learn about his character from what she says of him.
- ⇒ Speech two is her desire to be evil. Pupils should underline the imagery and think what impression it gives of her.
- ⇒ Speech three is her conversation with her husband. Look at how she speaks to him. What instructions does she give to him.

Presentations (20 minutes)

- ⇒ Pupils go through what they have discovered about their sections.
- ⇒ Make sure there is an OHT of each speech for them to annotate for the class.

LESSON EIGHT

Aims: To consolidate what has been learnt about Lady Macbeth and her relationship with her husband.

To practise effective analysis of text.

Objective: To fill in the worksheet on Lady Macbeth.

Introductions (5 minutes)

- ⇒ Re cap on what was learnt the previous lesson.
- ⇒ Explain aims and objectives of the lesson.

Group/Class work (15 minutes)

- ⇒ Give pupils the diary sheet on Lady Macbeth to fill out. This can be done as a class or in pairs to feed back to the class.
- ⇒ Worksheet on the information needed to be included should be completed in pairs and then shared with the class.

Shared Writing (15 minutes)

- ⇒ Pupils should write Lady Macbeth's diary entry for the scene.
- ⇒ Go through what is needed to write a good diary.

Framework (10 minutes)

- ⇒ Give pupils a tight structure on what to include in the diary entry. Either use the framework in the resources or go through it with the class.

Conclusion

- ⇒ Remind pupils of the demands of a diary entry.
- ⇒ Set homework.

Homework: Diary Entry.

LESSON NINE

Aim: To look closely at Macbeth's soliloquy and recognise some of the techniques Shakespeare has used to create effect.

Objective: Write a poem using the words from Macbeth's Speech

Introduction: (5 minutes)

- ⇒ Explain aims and objectives of the lesson.
- ⇒ Give out sheet (or put on OHT). Pupils have to write a 15 word poem based on the words on the sheet.

Individual work (10 minutes)

- ⇒ Pupils write a poem based on the soliloquy.
- ⇒ Volunteers read back about five of them.

Class Discussion (5 minutes)

- ⇒ What words seem to be repeated in the extract?
- ⇒ What does this tell you about Macbeth's state of mind?

Shared Reading (15 minutes)

- ⇒ Read Macbeth's soliloquy.
- ⇒ Do a flow chart on the board to trace Macbeth's arguments/doubts about killing the King.

Discussion (10 minutes)

- ⇒ What is he going to do next?

Plenary

- ⇒ Go over what has been learnt during the lesson.

Homework: Illustrate poem.

LESSON TEN

Aim: Understand the relationship between Macbeth and Lady Macbeth.

Look at techniques used by Shakespeare to create tension. Rhetorical questions / violent imagery.

Objective: Read the rest of the scene

Introduction: (10 minutes)

- ⇒ Recap on what was learnt in the previous lesson about Macbeth's state of mind.
- ⇒ Discuss what is going to happen next.

Shared Reading: (20 minutes)

- ⇒ Read the rest of the scene.
- ⇒ Focus on evidence of the mood of the two characters.

Group Work (10 minutes)

- ⇒ How does Lady Macbeth convince Macbeth to go ahead with the plan?
- ⇒ Pupils write down three techniques used.
- ⇒ Feedback.

Set Homework: At this stage who seems to be in control? What is the relationship like? Pupils write at least 5 points about what they have learnt about Lady Macbeth's character so far. This should be in the form of point, quote explanation.

LESSON ELEVEN

Aim: To analyse how Shakespeare creates tension in Act 11 Scene 2

Objective: Read the scene and annotate it, paying specific attention to language/structure/content.

Introduction: (5 minutes)

- ⇒ Explain aims and objectives.
- ⇒ Give out the photocopy of the scene It should be on A3 to encourage annotation.

Shared Reading (20 minutes)

- ⇒ Before reading, set the scene.
- ⇒ Read the scene together.
- ⇒ Put pupils in pairs to read the scene again, highlighting punctuation, images and anything that might lead to tension.
- ⇒ Allow pupils to watch/listen to the scene one more time - making notes on anything that stands out as a result of a third reading.

Feedback. (10 minutes)

- ⇒ Class discussion on how tension is created. Ideas should be put on the board.
- ⇒ Pupils should not look at the differences between Macbeth and his wife. A table should be drawn and filled in, drawing attention to action/words/thoughts.

Plenary

- ⇒ Look back on all that is known about Macbeth and his wife. Discuss sympathies and the idea of conscience.

LESSON ELEVEN

Aim: Discuss the use of pathetic fallacy in the play.
Knowledge of the Divine Order and the chaos that ensues once it is disrupted.

Objective: Close study of Act 11 scene 4

Introduction (5 minutes)

- ⇒ The King is dead, his body has been found. Macbeth is to be crowned at Scone.
- ⇒ Introduce the idea of pathetic fallacy. How would nature reflect what is happening on earth.

Shared Reading (15 minutes)

- ⇒ Read Act 11 scene 4
- ⇒ In pairs pupils make a list of all the strange things that have been happening.
- ⇒ List on the board what has happened.
- ⇒ Pupils explain what effect this has on the mood of the play. What kind of things will they expect to happen in the play with Macbeth as King.

Class Work (15 minutes).

- ⇒ Pupils prepare an obituary on the death of King Duncan.
- ⇒ Give them an example of an obituary from a newspaper and go through what would be expected to be in it.
- ⇒ Give pupils a framework for the obituary of Duncan.

Homework: Complete the obituary.

LESSON TWELVE

Aim: To discuss the change in Macbeth's character through the murder of Banquo

Objective: Read Act 111 scene 2

Introduction

- ⇒ Recap on what we know of Macbeth's character and on his relationship with his wife.
- ⇒ Explain he has ordered the death of Banquo and Fleance because of the witches' prophecies.
- ⇒ Predict what the relationship with his wife will be no.

Shared Reading.

- ⇒ Read Act 111 scene 2 or watch it on the video.
- ⇒ What are the differences now.
- ⇒ What is Macbeth's state of mind?

Pair Work

- ⇒ Pupils jot down five things they know about the relationship from before the death of Duncan.
- ⇒ Pupils write down five new things.

Group Work

- ⇒ Pairs then join up to look over their answers and include only the relevant ones after discussion.
- ⇒ They must look at language.

Feedback

Produce a table showing the differences.

LESSON THIRTEEN

Aim: Examine the influence of the supernatural and Shakespeare's presentation of the witches.

Objective: Read Act 1v scene 1

Introduction:

- ⇒ Recap on the changing relationship between Macbeth and Lady Macbeth.
- ⇒ Why is Macbeth going to the witches?

Shared Reading

- ⇒ Read the witches' scene. Look at their prophecies.
- ⇒ Pupils must write down what the prophecies are.

Pair Work

- ⇒ They are deliberately misleading. Can pupils use lateral thinking to work out how all of them can come true.
- ⇒ Feedback to the class.

Plenary

- ⇒ Macbeth's downfall is imminent. What has he done to encourage it?
- ⇒ Role of the witches needs discussion here as well as Macbeth's behaviour.

LESSON FOURTEEN.

Aim: To look at the changes in Macbeth and Lady Macbeth and notice the differences.
To understand the disintegration of the relationship.

Objective: To read Act v scene 1 and Act v scene v

Introduction:

- ⇒ Elicit from the class the progression of the relationship towards this point.
- ⇒ Discuss Lady Macbeth's character and any changes it might have gone through.

- ⇒ Question class on Macbeth's character. Is he a sympathetic character? Do we hope he will die?

Shared Reading

- ⇒ Read Act v scene 1.
- ⇒ Discuss what has happened to Lady Macbeth. How different is she now?
- ⇒ Read Act v scene v.
- ⇒ Look at Macbeth's reaction to Lady Macbeth's death and his mood at this point in the play. What are the differences.

Class Activity

- ⇒ Produce a flow diagram tracing the relationship from the beginning to the end. It might be an idea to have some useful quotes handy for the class to use. (See worksheet).
- ⇒ Feedback.

Plenary

- ⇒ How and why did the relationship change?

LESSON FIFTEEN

Aim: To remind the pupils of the story line and show them the end.

Objective: Watch the animated tales.

Video lesson. Make sure class is aware of major turning points in the play. Why does Macbeth go to the witches?

LESSON SIXTEEN

Aim: To begin to gather together information for the piece of coursework on Macbeth.

Objective: Group work to get information.

Introduction:

- ⇒ Explain aims and objectives of lesson.
- ⇒ Put assignment on board: **Is Lady Macbeth solely responsible for Macbeth's downfall?**
- ⇒ Pupils put into groups of four. Six pupils are picked separately to be scribes to move from group to group with their area of study.

- ⇒ Give each of the scribes a piece of A3 or A2 with an area of study written on.
- ⇒ The following areas could be given: Macbeth's character, Lady Macbeth's character, the role of the witches, the relationship, Macbeth's downfall, the divine order.
- ⇒ Give ten minutes for the first grouping and then rotate scribes only. They should then work in each new group for between 5 - 10 minutes depending on how much time is necessary.

LESSON SEVENTEEN

Aim: To bring together all information needed for the assignment.

Objective: Scribes give a quick presentation on what they have come up with.

Introduction

- ⇒ Explain to class that they are going to be getting important information for their assignments from the presentations and so they should take notes.

Presentations

- ⇒ Each scribe goes through what has been discovered.

Teacher led.

- ⇒ Go through the structure of the assignment with the pupils.
- ⇒ The assignment should be done under teacher supervision.
- ⇒ Remind of important techniques and what areas must be commented on for grades C or above. It's worth going through the grade descriptors with them.

Individual

- ⇒ Pupils begin working on the assignment.

Alternative Titles:

- ⇒ Discuss Shakespeare's presentation of evil in 'Macbeth'.
- ⇒ At the end of the play, Malcolm calls Macbeth a 'butcher' and Lady Macbeth 'his fiend-like queen'. How far do you agree with his assessment of their characters?