

Supporting English Language Learners in a Co-taught Classroom through the Curriculum

by

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My research question is: *How can the current English Language Arts classes be aligned with the WIDA standards to make the class more accessible for English Language Learners?* The project I created was a curriculum designed for an English Language Arts (ELA) class that is co-taught with the content teacher and me as the English Language (EL) teacher. The ELA class is an English 11 class and is following the Minnesota ELA 2010 standards as well as the WIDA 2020 standards for multilingual learners. WIDA is an organization that works to support multilingual learners and the educators who support them. They also have standards and assessments that are used to support multilingual learners. The WIDA standards are based on academic English that is used in school settings.

I work at a high school in a small town school district that has a low population of ELLs and also limited EL staff and teachers to support these students. Students are required to successfully complete certain classes, such as English 11 in order to graduate. This can be a barrier for many of these students as not only are they trying to learn content, they are also trying to learn English. I am currently co-teaching in several ELA to support these students and help make the content accessible for them. The plan for my project was to take an existing curriculum that I already co-taught last year and modify the curriculum to be more accessible to English Language Learners (ELLs). The audience was not only the ELLs in the co-taught class, but also all of the students (many strategies used to support ELLs help all students) and the ELA content teachers. I completed two units for the semester. The first is a shorter unit on mythology and allusions, which gave me experience using the Understanding by Design (UbD) (Wiggins and McTighe, 2011) method of curriculum design. The second unit is on Macbeth. Of course, Shakespeare is difficult for even native speakers of English to understand, so I knew that I would

have my work cut out for me in modifying this unit. I decided to work with this unit as it is one of the first taught and also one of the most challenging due to the language of Shakespeare.

Twelve ELL students have been identified to be in the co-taught English 11 class. Nine of these students are long-term EL (LTEL) students. According to the 2021-2022 English Learner Report from MDE:

Minnesota does not have a formal definition of LTELs within its statute, and ESSA does not formally define long-term English learners. However, under ESSA, all states are required to report the number and percentage of ELs who have not attained English language proficiency within five years of initial classification as an English learner and first enrollment in the local educational agency [ESSA, Section 3122(a)(6)].” (2022, p. 3)

These LTELs ACCESS composite scores range from 3.4 to 3.9. Some of these students do not have ACCESS scores as their parents either refuse the ACCESS test or they refuse EL services. One of these students receives Special Education services.

Three of these students are recent arrivals. One is from Kenya and is a native Somali speaker and the other two are from Mexico and are native Spanish speakers. All of them have been educated in their home countries and are academically driven to succeed in school. Their ACCESS composite scores are 2.9, 2.7, and 2.2. These students will need a lot of support to be successful in this class. The rest of the class are not EL students. This co-taught class is an effort to push-in students and to help them succeed in their mainstream classes. I have had all of these students either in a push-in or pull-out class, so I am familiar with their backgrounds and strengths.

The project format is adapted from Understanding by Design (UbD) by Wiggins and McTighe (2011). I have adapted their template to meet the needs of the curriculum I created. I

started the curriculum with including the ELA Minnesota Standards as well as the WIDA standards for ELA and Social and Instructional Language. I was working with a curriculum that was already created, so I had the framework of what performance tasks the content teacher wanted to complete. I created a list of performance tasks that are typically completed in this class and I also added some of my own. All of the performance tasks, including tests, essays, and other assignments, are together in sequential order. After all of the performance tasks are listed, there is a section for learning tasks. This goes in sequential order and starts with the beginning of the unit. This section is divided into acts of Macbeth and also has language and grammar lessons that will be incorporated throughout the unit. There are also many digital handouts that are posted in Schoology (a learning management system used in my school district) that will be given to students electronically. I also have a Google Slides presentation that was adapted from a presentation the co-teacher had used. Everything has been adapted and modified as much as I was able to make it accessible to ELLs.

All of the materials were created by my co-teacher or the English Department at my school. I have modified and adapted everything from the original to be more accessible to ELLs. For example, the Macbeth Study Guide (not a required assignment, but something that will help students while reading Macbeth) was greatly modified. I modified each question to make the language as simple as possible. I also eliminated questions that were not necessary for understanding. For example, the porter scene in Macbeth is important as comic relief and it is an interesting scene to analyze. However, it is not the most important scene for students to understand, so I eliminated study questions about this scene. I also had some questions that were similar to a cloze activity, where students need to fill in words to show that they understand the basic plot of Macbeth.



**Understandings:**

*Students will understand that...*

- allusions are used in literature.
- when an author uses an illusion, there is an assumption of a shared body of knowledge between the author and the reader.
- understanding Shakespeare's plays requires the understanding of allusions.
- myths and legends from around the world are frequently used as allusions in Western literature.

**Essential Question/Big Idea:**

How are ancient or modern myths and legends relevant to today's world?

How can we find meaning in myths and legends?

*Students will know....*

- that allusions in literature are direct or indirect references to a person, thing, event, or to part of another text.
- what a theme in a text is.
- how to find the theme in a myth or legend.
- how the theme extends to another text.
- which verb tense to use in writing.

*Students will be able to....*

- summarize a mythological or legendary figure and a story or stories associated with the figure using verb tense to locate time.
- find the theme or message in the myth or legend they chose.
- explain the theme in the myth or legend they chose using timeless present.
- extend the theme to another text using timeless present.
- create a presentation on their myth or legend.
- use public speaking skills to present on their topic.

## Stage 2 – Assessment Evidence

### Performance Tasks

The goal is for students to demonstrate that they understand the theme of a story and can relate this theme to other texts. Students will be expected to create a Google Slides presentation to demonstrate this knowledge. The audience are the other students in the class as well as the teachers. Students will be working independently. The individual student will research their myth or legend, find the theme in their chosen myth or legend, and create a presentation. Students will be graded on a checklist. They need to complete all assigned tasks as well as present their information.

### Key Criteria:

Students will receive a checklist to complete their Google Slides.

### Other Evidence

Students will create and present a Google Slides that has 4 slides. They will need to present their slideshow as well to receive credit.

Observations will also be used and individual check-ins with students to see if they are on track. This is a mini-unit so we will not spend a long time on it.

## Stage 3 – Learning Plan

### Learning Activities

Learning Activity 1: Start by introducing mythology. Students will have some knowledge of it already, but we will start there. ELA teacher has prepared a Nearpod on Mythology/Allusions that will introduce the subject to the students.

Learning Activity 2: Read poems using mythological figures. There is a selection of poems about mythological figures that is taken from Creative English Teacher. Students will look through and choose one to read. In groups, they will discuss the meaning behind the poem, including who the mythological figure is and what the poem is saying about this particular figure.

Learning Activity 3: Students will choose a mythological or legendary figure. In the past, the ELA teacher only used biblical figures, but there is a non-christian population at this school, so we are using mythological or legendary figures, which does not lean towards having a knowledge of Christianity. We have a list of Greek/Roman figures, but students are free to choose one from another culture and get approval. Students must work independently to create a presentation that they can share with the class. Students will be graded on if they successfully completed the checklist and includes all of the items we are looking for.

### Resources

Resources:  
the assignment page/checklist for the slideshow  
Nearpod  
poems about mythological figures  
Internet research



## Mythology Oral Presentations

When studying literature, we need to understand mythology. We need to understand allusions in literature to help us understand the author's purpose or message. We will study some important mythological figures to help us understand literature better. Each of you will be assigned one mythological figure(s). Your job is to research this figure and present a 2-3 minute Google slide presentation on them. Your presentation will include a summary of who they are, character/theme analysis, and an extension explanation of how this story may be used as an allusion in literature. You may not read from the presentation, but you can use note cards with words and phrases to help you present. The class will be taking notes as you present.

### *Requirements*

4 Slides total

1. Title slide - Name, name of mythological figure, and some related image
2. Summary slide - you do not need to include their entire story here, just a brief synopsis of who they are what they're about
3. Character/theme analysis - what are the characters like, what is the message, if there are no "characters" affiliated with your story mention this and focus on theme
4. Extension slide - how you believe the theme/message of this story can be applied in other stories - **EXTRA CREDIT** if you locate an example and give a brief explanation

Checklist:

- Do I have at least 4 slides?
- First slide: Do I have my name, the name of the mythological figure, and a picture?
- Second slide: Do I include information describing the mythological figure?
- Second slide: Do I include a story about the mythological figure?
- Third slide: Do I include the message of the mythological figure or story? Do I include the theme/s?
- Fourth slide: Do I explain how the theme or message can be in other stories?
- Extra Credit: Do I find an example of this theme or message in another story and explain the connection?

Here are some ideas of mythological figures that you can research. Works cited will not be required for this assignment. If you have a different mythological or legendary figure in mind, please check in with Mr. Wood or Ms. Witthuhn for approval.

1. Ixion
2. The Danaides
3. Hercules
4. Hades
5. Narcissus
6. Romulus & Remus
7. Athena
8. Aphrodite
9. Apollo
10. Achilles
11. Hermes
12. Poseidon
13. Orion
14. Aegaeon
15. Artemis
16. Uranus
17. Pluto
18. Deianira
19. Venus
20. Mercury
21. Sisyphus
22. Dionysus
23. Pan
24. Ariadne
25. Antigone
26. Andromeda
27. Pandora
28. Agamemnon
29. Aegea
30. Minos

Modified from a document by Jeremy Wood.

# Mythology Presentation Example

## World on Turtle's Back



## Summary


Before this Earth existed, there was only water. In the great void of air above the ocean lived all of the creatures - a sky world.

In the sky world a man and his wife lived there and she was pregnant. One day she asked him to get some bark from one of the trees. The woman fell through the ground and was going to plummet to her death in the ocean.

In order to save her the animals below tried to help her. She placed the soil from her hand on the back of a turtle and from there grew land and plants.

The twins in the woman's belly quarrelled and fought. And one twin was born through her armpit which killed her. They continued to fight over this.

Their fighting led to the creation of many things. The right twin rules over man from above, the left twin rules over the people in the world of men.



## Character/Theme Analysis

Mother - fearful for babies  
Right twin - righteous and proper  
Left twin - devious, meddlesome

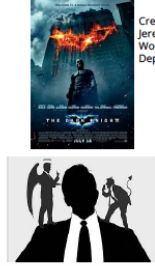


Theme - there are good and bad things in the world, and we have it within each of us to do a bit of both - it depends on which we choose to focus on

## Extension

Many stories extend this concept of internal struggle, or good and bad karma beyond the world on turtle's back.

One such example is the character Batman from the Dark Knight. Is he really being righteous and doing the "right" thing or is he just another meddlesome character causing more difficulty.



Created by Jeremy Wood.

# Mythology Presentation Template

- Remember to include:
- Your name
  - The name of the mythological figure
  - A picture or two representing the mythological figure

## Summary

Summarize your mythological figure here.

Describe the figure. What are the traits of this figure? How do they act?

Include a summary of a story the mythological figure is in.

## Character/Theme Analysis

What is the theme or message of the story?

## Extension

How can this theme or message be used in other stories?

Extra credit: What is a specific example of this theme or message in another story?

## Understanding by Design (UbD) Unit Plan

**Title:** English 11 **Subject/Course:** ELA/ESL

**Topic:** Macbeth **Grade:** 11 **Designers:** Emilia Witthuhn

### Stage 1 – Desired Results (PLAN)

#### Established Goals:

MN Department of Education ELA Standards:

#### Writing Standards

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence 11.7.1.1 (2011, p. 63).
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 11.7.4.4 (2011, p. 64).
- Draw evidence from literary or informational texts to support analysis, reflection, and research 11.7.9.9 (2011, p. 65).

#### Language Benchmarks

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 11.11.1.1 (2011, p. 75).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing 11.11.2.2 (2011, p. 75).
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings 11.11.5.5 (2011, p. 76).

#### Reading

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (2011, p. 49).
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (2011, p. 49).
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text (2011, p. 49).
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole (2011, p. 49).

#### WIDA 2020 ELD Standards

ELD-SI.4-12.Argue: Multilingual learners will interpret and express arguments for social and instructional purposes that

- generate questions about different perspectives
- support or challenge an opinion, premise, or interpretation
- clarify and elaborate ideas based on feedback
- evaluate changes in thinking, identifying trade-offs
- refine claims and reasoning based on new information or evidence (2020, p. 183)

ELD-LA.9-12.Narrate.Interpretive

Multilingual learners will interpret language arts narratives by

- identifying themes or central ideas that develop over the course of the text
- analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- evaluating the impact of specific word choices on meaning, tone, and explicitly vs. implicit points of view (2020, p. 184)

ELD-LA.9-12.Argue.Expressive

Multilingual learners will construction language arts arguments that

- introduce and develop precise claims and address counterclaims
- support claims and refute counterclaims with valid reasoning and relevance and sufficient evidence
- establish and maintain a formal style and objective tone
- logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations (2020, pp. 188-189)

Student friendly objectives:

- I can use writing structure to create a formal outline on the idea of fate in *Macbeth*.
- I can write a thesis that explains how fate was used in *Macbeth*.
- I can prove the thesis with three sub topics.
- I can use textual evidence to explain my point.
- I can cite textual evidence correctly.
- I can write with few grammatical errors.

**Understandings:**

*Students will understand that...*

What understandings are desired about the big ideas of this unit?

- there are universal themes in literature
- old texts can still be relevant to everyday life
- structure a paper using formal writing conventions to write about the themes present in the play *Macbeth*
- use textual evidence to support their arguments in their writing

**Essential Question/Big Idea:**

What question(s) will guide inquiry and point toward the big ideas and transfer goals of the unit?

- Does where we come from have to determine our future?
- Are we driven by fate or free will?
- How are Shakespeare's stories relevant to my life?
- What do good readers do?
- What should I do when the text doesn't make any sense?

*Students will know....*

- the basic plot outline of Macbeth
- literary techniques
- how to analyze a play
- themes of a written text

*Students will be able to....*

- Write paragraphs
- use complex sentence structures to create an argument
- find the theme of a text
- use different clauses to provide details and to define, describe, interpret, and refute claims, evidence, reasoning
- use connectors to introduce alternative points of view, to elaborate an idea, to compare and contrast, and to sequence points in the argument
- to use language to communicate in arguments

## Stage 2 – Assessment Evidence

### Performance Tasks

Formal paper - Students will write a formal paper using correct MLA citations. For this writing activity, students will be working individually. The audience for their papers are the teachers. Students will need to write a 5 paragraph essay using a thesis statement as well as using evidence from Macbeth to support their position. Students will be graded on a rubric.

Mini-performances - Students will work together in groups to stage a part of the play. They will be able to use the original text or they can write their own script/dialogue. They can be creative and place it in a different time period or setting. They will need to perform their short scene for the whole class. They will not need

Theme Group Project - Students will work together in a group to read different quotes from Macbeth (in the original language and modern language) and collectively decide together what they think the theme of their quotes are. They will need to work together to design a poster based on the criteria. Then each group will go around and look at the others and can leave comments about each poster. Then we will debrief as a whole class.

### Key Criteria:

The Macbeth formal paper will be graded on a rubric.

The theme group project has a checklist.

### Other Evidence

Formative assessments:

Act 1 Scene 3 Comprehension Check

Macbeth Act 1 Quiz: modified by me for EL students

Act 1 Paragraph Response

Macbeth Act 2 Quiz: modified by me for EL students

Macbeth Coat of Arms Activity

Macbeth Act 3 Quiz: modified by me for EL students

Act 4 Scene 1 Analysis

Act 5 Scene Analysis Tomorrow Tomorrow Tomorrow Speech

Grammar/language assignments

Summative Assessments:

Macbeth Plot Chart

Theme Analysis Group Project



### Stage 3 – Learning Plan

#### Learning Activities

##### ***Introduction***

Students will be introduced to the topic through a slideshow on the subject of Macbeth. We have a brief Macbeth webquest where students need to find information online about Shakespeare, Macbeth, and Scotland. We will go over some of the information that students find as a class. Students read Romeo and Juliet in 9th grade, so they should have some familiarity with Shakespeare.

Anticipation Guide: There are statements in regards to some of the themes in Shakespeare. I have created a handout with these statements. Students will individually decide if they agree or disagree with the statements, so they can have extra processing time before doing an activity with the whole group. After they have filled out the first part of the anticipation guide, all students will stand up and we will read the statements out loud. Students will have to choose a side (which hopefully will be easier as they have already chosen a stance) and some students can volunteer to share why they chose that side.

After this, students have a free write, where they need to complete the phrase, “If I was the ruler of \_\_\_\_\_, I would....” Students can choose to be the ruler of anything, realistic or not. For example, “If I was the ruler of the school, I would serve tacos every day for lunch.” After they have written down their answers, all students will stand and mingle around the room with music. Once the music stops, they will share their sentence with the person standing near them. This process will be repeated a few times.

Then students will think and write introspectively on the choices they made. This is also on the anticipation guide. Students will decide if they chose to do things that benefited themselves or everyone and why they think they made those choices. Students will also answer some questions about if they would like to have that much power and if they think they would be a good ruler.

Finally, we will give some background information on the real Macbeth and there are two final questions for students to answer: what they think about the real Macbeth and how they think he will be portrayed in the play.

Students will receive a study guide that they can use to help them think about what is happening in the play. This is an optional assignment. This will help prepare students for the final paper as well as helping them remember what happens in each act.

***Reading plan:*** Before reading, we will view The Tragedy of Macbeth (2021) film. We will view by act or scene and not watch the full movie at once. We are viewing the film first to give the students an idea of what is happening in each scene before reading. Students will read a graphic novel, an abridged version, a Spanish version, or the original version. The plan is for all students to read the graphic novel first and then read the text. We will have different reading options to help students understand what they are reading.

##### ***Act 1:***

We will view Act 1 from The Tragedy of Macbeth film. Students will read the graphic novel either alone or together. They can discuss in groups what they read. Then we will read the original text or a modified version. We have discussion questions that we will talk about as a group.

Students will respond to the **Act 1 Scene 3 Comprehension Check**. Students will have access to sentence frames to help them organize their responses. I also have created an exemplar to help them understand what they need to write and how much they should write.

### **Act 1 Scene 3 Comprehension Check Prompt**

At the end of Act 1 Scene 3 Macbeth says:

*This supernatural soliciting*

*Cannot be ill, cannot be good. If ill,*

*Why hath it given me earnest of success,*

*Commencing in a truth? I am Thane of Cawdor:*

*If good, why do I yield to that suggestion*

*Whose horrid image doth unfix my hair*

*And make my seated heart knock at my ribs,*

*Against the use of nature?*

Modern Translation:

*This magical message can't be bad, but it can't be good either. If it's bad, why has it promised me success, because the prediction came true? I am now Lord of Cawdor. But if it's a good thing, why am I thinking about doing something which is so horrible that it makes my hair stand up and makes my heart beat crazily?*

*Comprehension Question: What does this quote show about Macbeth's attitude toward Duncan and the "crown"? What is he thinking?*

Students will need to write a short response that shows their understanding of these lines.

Exemplar: This quote shows that Macbeth is conflicted about the prophecy. The prophecy told him something that was already true, that he had a new title, but the prophecy is already making him ambitious. He is thinking of killing Duncan to become king and thus fulfilling the prophecy.

Sentence starters to help with responding: This quote shows that Macbeth's attitude towards Duncan is \_\_\_\_\_. Macbeth is thinking \_\_\_\_\_.

Students will need to write an **Act 1 Paragraph Response** using MLA format. They will need to discuss the conflict that is happening within Macbeth. They will have access to a paragraph frame to help them complete this assignment. Before students complete this assignment, we will discuss MLA format. Students have learned this in the past, but may need a refresher. This is included in the Google Slides.

### **Act 1 Paragraph Response**

After a period of indecision, Macbeth confirms his intent to carry out the murder of Duncan. Write a paragraph (5 to 7 sentences) analyzing his thoughts as he makes his decision. What are the reasons for his hesitation? How does he rationalize his choice? Cite at least two examples from the play to support your ideas (using MLA format).

#### Exemplar

Macbeth has trouble deciding what to do at the end of Act 1. Should he kill Duncan and claim the crown or not act at all? He wants to be king, but this means he has to kill Duncan and become a murderer. In Act 1 Scene 3, Macbeth finds out that part of the prophecy has been fulfilled and in his aside, he says, “My thought, whose murder yet is but fantastical, shakes so my single state of man that function is smothered in surmise — and nothing is, but what is not” (Shakespeare, 1.3, 41-44). He is already thinking about murder, but it is a horrible thought to him and he is hesitant to do it. In Act 1 Scene 6, he gives reasons for why he should not murder Duncan, “He's here in double trust —first, as I am his kinsman and his subject, strong both against the deed; then, as his host, who should against his murderer shut the door, not bear the knife myself” (Shakespeare, 1.6, 12-16). He is a subject of Duncan and Duncan is also a guest at his home. If he commits murder while Duncan is a guest, that goes against hospitality, where the host should protect the guests. However, Lady Macbeth convinces him to go through with it. She tells him, “When you durst do it, then you were a man; and, to be more than what you were, you would be so much more the man” (Shakespeare, 1.7, 49-51). In this quote, Lady Macbeth is attacking his manliness and manipulating him into having the courage to kill Duncan. In the end, Macbeth and Lady Macbeth plot the murder of Duncan.

#### Paragraph Frame

Macbeth has decided to murder Duncan by the end of Act 1. However, he has been hesitant, because \_\_\_\_\_ . A quote that shows this is when Macbeth says, \_\_\_\_\_ . This shows that he is hesitant to kill Duncan. Macbeth rationalizes his choice to murder Duncan through \_\_\_\_\_ . A quote that shows this is when Macbeth says \_\_\_\_\_ . This shows that he has made up his mind to kill Duncan.

The last assignment for Act 1 will be a collaborative project. There will be 7 groups, one for each scene in Act 1. Together, the group must create a picture or image that encapsulates the scene they have been given. They also must include a brief statement about the scene. They must present it to the class as well. This assignment is given in the Google Slides presentation.

Students will take **Macbeth Act 1 Quiz**. This has been modified by me to be more accessible to ELLs.

**Grammar/Language Lessons:** Part of writing is knowing how to use language and grammar to convey ideas. We will be having mini-language and grammar lessons with the goal for students to become better writers and understand how to use language to convey their ideas in writing. We will start with a diagnostic tool from NoRedInk. This diagnostic tool focuses on the Minnesota grammar and language standards that students should know by 11th grade. These are active and passive voice, misplaced and dangling modifiers, connection clauses with colons and semicolons, parallel structure, hyphens, and commonly confused words. The EL students in the class will take a different diagnostic test at a lower level to see what they know and what they need help with. There will be targeted lessons, with the ultimate goal of EL students (but really all students) being able to write a 5 paragraph essay by the end of the semester.

Writing in 3rd person reminder. Examples on Google Slides presentation.

### ***Act 2:***

We will view Act 2 from The Tragedy of Macbeth film. Students will read the graphic novel either alone or together. They can discuss in groups what they read. Then we will read the original text or a modified version. There are discussion questions that we will discuss as a class.

Coat of Arms: Students will create a coat of arms for Macbeth. They will need to have two blank coats of arms. One coat of arms will represent what other characters think of Macbeth. The other will represent what we, the audience, know about Macbeth. Students will use drawings and symbols to convey this information. They will also need to write a short explanation explaining what drawings/symbols/images they have chosen and why.

### **Macbeth Coat of Arms Activity**

Macbeth is king by the end of Act 2. As a king, Macbeth would have a coat of arms.

Do some online research about traditional designs for a coat of arms, the elements that go into making one, and all the different ways they look.

Create two symbolic coats of arms for the newly kinged Macbeth.

The **FIRST** one: create a coat of arms that represents what the **OTHER CHARACTERS** know about Macbeth including his bravery on the battlefield.

The **second** one: create a coat of arms that represents what the **AUDIENCE** knows about Macbeth, who is willing to kill in order to gain power.

Under each coat of arms, provide a short explanation

**Macbeth Act 2 Quiz:** modified by me to be more accessible for ELLs.

**Grammar/Language Lessons:**

Noun groups will be the focus on the slideshow. There is information about noun groups and how modifiers are used to expand the noun group. Image taken from Derewianka. This is in the Google Slides presentation.

**Act 3:**

We will view Act 3 from The Tragedy of Macbeth film. Students will read the graphic novel either alone or together. They can discuss in groups what they read. Then we will read the original text or a modified version. There are discussion questions that we will discuss as a class.

**Macbeth Act 3 Quiz:** Students will take the Act 3 quiz, modified by me..

**The Banquet Scene Tableaux (Adapted from MyShakespeare)**

Students will review the banquet scene, reading the graphic novel/the original text/the movie scene. Shakespeare has little staging directions in his plays, so staging is open to interpretation when performing his plays. Staging is everything in this scene. Where is everyone sitting and why? What does Banquo's ghost look like? What does Macbeth do when he sees the ghost? We will discuss the scene together and then divide into groups of 5. Students will have to stage 5 or more tableaux illustrating this scene. They can play Macbeth, the murderers, Banquo's ghost, other guests, or can also be inanimate objects. They will need to show the whole scene with their tableaux. When is the ghost apparent and not apparent to Macbeth? How can you change things to express characters' emotions?

**Grammar/Language Lessons:**

Active/passive voice: Students will use NoRedInk to complete this assignment. After completing NoRedInk, they will complete an assignment on passive and active voice. Assignment will be modified on NoRedInk (different level) and on the assignment itself for EL students.

**Act 4:**

We will view Act 4 from The Tragedy of Macbeth film. Students will read the graphic novel either alone or together. They can discuss in groups what they read. Then we will read the original text or a modified version. There are discussion questions that we will discuss as a class.

Students will complete the Act 4 Scene 1 Analysis where they need to analyze what the witches' lines mean. There will be sentence frames to help students that need this support.

**Act 4 Scene 1 Analysis**

The line: "Double, double toil and trouble; Fire burn, and cauldron bubble" is one of the most famous lines in English literature. What do you think this line means? Respond on Schoology.

Exemplar: The line "Double, double toil and trouble; Fire burn, and cauldron bubble" means that the witches are very deceptive and deceitful with their prophecies. Double can mean a pair or it can mean that someone is

being deceptive. In this case, the prophecies that the witches show Macbeth are deceptive and not showing the full truth. It also means that something bad will come from the prophecies, since they use the word trouble when casting their spell.

Sentence frames: The line “Double, double toil and trouble; Fire burn, and cauldron bubble” means \_\_\_\_\_ . It also means that \_\_\_\_\_ .

### **Grammar/Language Lessons:**

Connectors to sequence ideas will be covered. There is a slide in the Google Slides presentation covering these connectors.

### **Act 5:**

We will view Act 5 from The Tragedy of Macbeth film. Students will read the graphic novel either alone or together. They can discuss in groups what they read. Then we will read the original text or a modified version. There are discussion questions that we will discuss as a class.

Students will complete the Act 5 Tomorrow Tomorrow Tomorrow speech from Macbeth. They will need to analyze this speech and write about what Macbeth is really saying. Students will have access to a paragraph frame to help them guide their paragraph.

### **Act 5 Scene 5 - Tomorrow and Tomorrow and Tomorrow**

Perhaps the most famous speech in the play is the one that begins “Tomorrow and tomorrow and tomorrow”. In your own words, summarize the main points that Macbeth makes in this speech. Analyze Macbeth's message (explain what he's trying to say).

Exemplar: In the Act 5 Scene 5 speech “Tomorrow, and tomorrow, and tomorrow” Macbeth is trying to say that he has ambivalence to time and to the future. He is talking about the future and how people live day after day, but everyone dies in the end. He also seems to be negative about the future and thinks that most people live their lives and then die and their lives did not matter in the end. It is a very ambivalent speech, especially coming after hearing of his wife's death and his death to come soon.

Paragraph frame: In the Act 5 Scene 5 speech “Tomorrow, and tomorrow, and tomorrow” Macbeth is trying to say \_\_\_\_\_. He is talking about \_\_\_\_\_. He also seems \_\_\_\_\_. Overall, his speech means \_\_\_\_\_.

### **Grammar/Language Lessons:**

This will be a mini-lesson on literary devices. Most students have learned about these concepts in the past, but in preparation for the final paper, we will review some, more specifically the ones that are on the Plot Chart assignment. In the Google Slides presentation.

**Final:**

Plot Chart: Students will complete a plot chart about Macbeth. They will have a choice about how they would like to complete this assignment. There is a document that has students write down the act and scene along with a quote for each part of the plot chart. On the second page, students are required to find other elements of fiction in Macbeth, for example, character vs. character conflict.

The other choice is for students to complete a storyboard either on paper like a comic strip or using an online program like StoryboardThat. The boxes should be labeled with exposition, inciting moment, rising action, climax, falling action, and resolution. This would be a good option for EL students who can use pictures and phrases to complete a plot chart.

**Final Paper:**

Students will complete an assignment where they assign different events that happen in Macbeth to fate or choice. This is in preparation for having them complete their final paper. There will be no right or wrong answers, it is only to get them thinking about what position they want to support in the final paper.

After they have completed this, they will start with completing an outline of the paper and then use this to create the final paper. The final paper will be 5 paragraphs on the topic of fate in Macbeth. Students are able to choose their own thesis and will use an outline to get started. In the outline, they will need to write their thesis, choose three topics to discuss and find quotes to support their position. There is an example outline and we will also walk through the steps of filling out an outline. Once students have filled out the outline, they will take what they have written and write a 5 paragraph essay.

EL students or other students who seem to need the extra support will be able to only write a 3 paragraph essay. The goal is to have all the EL students writing a 5 paragraph essay by the end of English 11, but starting out shorter will help with this goal. There is a paragraph frame that will help them get started in writing formally. Students will have work time in class and they can seek support from teachers. Teachers will also check in with students after they complete the outline but before they write their final paper.

**Final Test:** Students will complete a final test on all of Macbeth. This test has been modified.

**Resources**

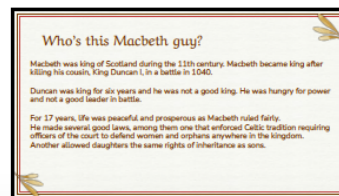
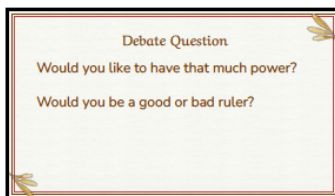
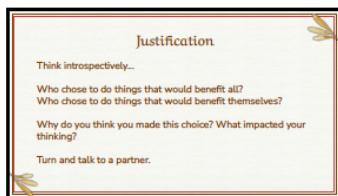
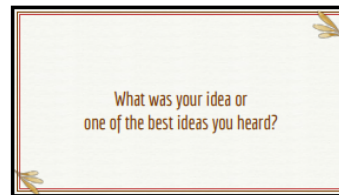
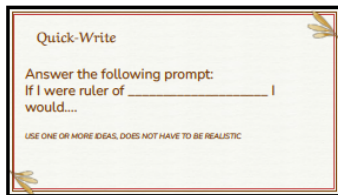
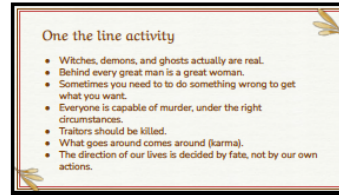
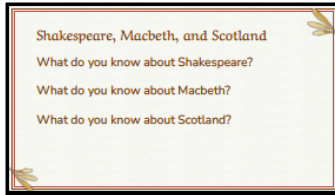
*What print and web resources best support the unit? Also provide additional resources used in planning for activities or during instruction.*

NoRedInk

Youtube Videos

MyShakespeare

# Macbeth Google Slides Presentation





**What do you think of Macbeth?**

Do you think he sounds like a decent guy or no?

How do you predict Shakespeare will depict him in the play? Why?

**Shakespeareisms**

1. "Thee" as "you." For example: "When will I see thee next?"
2. "Thou" as "you." For example: "Thou art a villain."
3. "Thy" as "your." For example: "Thy name is more hateful than thy face."
4. "Hath" as "has." For example: "He hath killed many a man." OR "He hath a horse."

**Weird Grammar**

1. Nouns or adjectives used as verbs
2. Verbs and subjects which don't agree
3. Omitted or implied words
4. Word endings such as "ly" applied inconsistently
5. Tidy sentence construction.
  - a. For instance, where we say "John caught the ball," Shakespeare might write "John the ball caught," or even "The ball John caught."

1. An example of a Shakespearean metaphor compares life to the theatre stage: "All the world's a stage, and all the men and women merely players. They have their exits and their entrances, and one man in his time plays many parts."
2. An example of a Shakespearean pun after Hamlet has killed Polonius and hidden his body, the king asks him when Polonius is Hamlet tells him he is at supper – "not where he eats, but where he is eaten," meaning that Polonius is the supper – for worms.
3. An example of a Shakespearean metaphor (the mistaken use of a word in place of a similar sounding one) after Dogberry says "You watch, do you watch?" he has intended to say "you suspicion person" (suspicious means conducive to success, however, it would make more sense to say "apprehended two suspicious persons")

Wordplay

**Things we will be doing as a class**

1. Taking notes
2. Reading Graphic Novel to comprehend
3. Re-reading when necessary
4. Summarising stanzas
5. Translating into our own words
6. Discussing the text
7. Analyzing Shakespeare's metaphors/imagery

**Shakespeare Citation**

"Fair is foul, and foul is fair  
hover through the fog and air"  
(Shakespeare 1.1. 12-13).

**Act 1 Summary**

- 1.1 - Three witches plan on meeting with Macbeth.
- 1.2 - King Duncan and the other Thanes find out that Macbeth, the Thane of Glamis, killed Macdonwald, who is a traitor to Scotland.
- 1.3 - Macbeth and Banquo meet the witches and hear the prophecy that Macbeth will be king and Banquo's descendants will be kings. Macbeth finds out that he is now the Thane of Cawdor.
- 1.4 - King Duncan praises Macbeth, but says that Malcolm, Duncan's son, will be the next king. Macbeth is a little angry about this.
- 1.5 - Lady Macbeth finds out from a letter about the prophecy. Macbeth returns home and tells her Duncan is visiting. She is ready to convince Macbeth to kill Duncan.
- 1.6 - Duncan arrives and Lady Macbeth is there to welcome him.
- 1.7 - Lady Macbeth tells Macbeth that he is not manly and convince Macbeth to kill Duncan and blame it on the servants.

**Act 1 Scene 3 Comprehension Check**

At the end of Act 1 Scene 3 Macbeth says:

*How dangerous is the great day's work,  
Which must be done ere dark, if we  
Expect to reap the seed-time's comfort,  
Whose hour is almost come, who's but  
The wicket hour of life, that will be close,  
Against the end of nature?*

Modern Translation:

The important business must be done before the day is over, and we must be done before the day is over, if we expect to reap the harvest of our labor, whose hour is almost come, whose hour is almost come, whose hour is almost come, whose hour is almost come.

Comprehension Questions:

What does this quote reveal about Macbeth's attitude toward Duncan and the "wicket" hour? What is he thinking?

**Act 1 Discussion Questions**

- Who can a king trust?
- Who will succeed Duncan?
- How can things be "foul and fair" at the same time?
- What was Macbeth thinking when he heard the Weird Sisters' prophecy? Can the Weird Sisters be trusted? What are they?
- Was Macbeth thinking of becoming King before he met the witches?
- If Macbeth is to be King, how will it happen?
- Does Macbeth need to act, or will the prophecy come true on its own?
- Why do you think Lady Macbeth asks to be "unsexed"?
- Is Lady Macbeth a step ahead of her husband?
- Is killing the King going to be the "the evil and end all" in Macbeth's plan—or will it simply open up new difficulties?

[MyShakespeare.com, n.d.]

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- 1.7 - Lady Macbeth tells Macbeth that he is not manly and convince Macbeth to kill Duncan and blame it on the servants.

Act 1 Scene 3 Comprehension Check

At the end of Act 1 Scene 3 Macbeth says:

*How dangerous is this deed that they do bid  
My partner Banquo says that before we leap  
The deep bosom of the earth he'll bear's us out  
And deeper still doth threaten us to eke  
Against the end of nature?*

Modern Translation:

The supernatural forces seem to be telling him that his deed will be dangerous. If he carries out his plan, he'll be in a bit of trouble. Banquo says that before we leap the deep bosom of the earth he'll bear's us out and deeper still doth threaten us to eke. Against the end of nature?

Comprehension Questions:

What does this quote reveal about Macbeth's attitude toward Duncan and the "troon"?  
What is he thinking?

Act 1 Discussion Questions

- Who can a king trust?
- Who will succeed Duncan?
- How can things be "foul and fair" at the same time?
- What was Macbeth thinking when he heard the Weird Sisters' prophecy? Can the Weird Sisters be trusted? What are they?
- Was Macbeth thinking of becoming King before he met the witches?
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- Does Macbeth need to act, or will the prophecy come true on its own?
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- Is Lady Macbeth a step ahead of her husband?
- Is killing the King going to be the "the evil and end all" in Macbeth's plan—or will it simply open up new difficulties?  
(MyShakespeare.com, n.d.)

### Noun Groups continued

What type? - which category does it belong to  
Examples - math class, science class, a German car, a Japanese car  
Where? Prepositional phrases that show where something is in time or space  
Examples: in the car, by the lake, for dinner, after school  
Which one? An embedded clause - it's a clause because it has a verb  
Examples: the book, found by the teacher... the pants, which were yellow... the girl, who lived with her grandmother... the students that were sick...

### Act 3 Summary

3.1 - Banquo suspects that Macbeth killed the king. Macbeth hires 2 murderers to kill Banquo and his son.  
3.2 - Lady Macbeth is feeling anxious about what they did, but Macbeth has become ruthless and he tells Lady Macbeth not to worry.  
3.3 - Banquo is killed, but Fleance escapes.  
3.4 - At a banquet, Macbeth sees Banquo's ghosts. He causes a scene and Lady Macbeth tries to calm the situation. Macbeth is feeling guilty and decides to see the witches again.  
3.5 - Hecate is mad at the witches because she isn't happy with how they are manipulating Macbeth.  
3.5 - Macduff has gone to England and plans to come back to overthrow Macbeth.

### Act 3 Discussion Questions

- Why can't Macbeth be satisfied with his newly won title?
- Has Macbeth changed since killing Duncan?
- Is Macbeth worried about the state of his soul?
- What motivates Macbeth? Ambition? Fear? Both?
- Why has Lady Macbeth begun to have doubts about the murders?
- Does Macbeth believe that murdering Banquo will be beneficial?
- Is Macbeth really "just getting started"? Is it possible for him to stop the murders and still be king?
- Would Macbeth have been a good King if he came by the crown honestly? (McShakespeare, n.d.)

### Banquet Scene Tableaux

With a group, you will review the banquet scene. Shakespeare has very little stage directions in his plays, so the way a play is staged is open to interpretation.

Staging is everything in this scene. Where is everyone sitting and why? What does Banquo's ghost look like? What does Macbeth do when he sees the ghost? Where is the ghost apparent and not apparent to Macbeth? How can you change things to express characters' emotions?

You will have to stage 5 or more tableaux that illustrate this scene. In your group, you can decide who plays who. You can play Macbeth, Lady Macbeth, the murderers, Banquo's ghost, other guests or can also be objects. You need to show the whole scene.

### Act 4 Summary

4.1 - Macbeth goes back to the witches because he wants more visions of the future. He sees four visions: Vision 1: beware of Macduff; Vision 2: Macbeth can't be harmed by anyone "of woman born." Vision 3: He can't lose until Birnam Wood comes to him. Vision 4: He sees a long line of kings who look like Banquo.  
4.2 - Macduff has left Scotland, so Macbeth has Macduff's family killed.  
4.3 - Macduff and Malcolm meet in England and discuss how to overthrow Macbeth.

### Act 4 Scene 1

The line: "Double, double toil and trouble; Fire burn, and cauldron bubble" is one of the most famous lines in English literature.

What do you think it means?

### Answer:

These lines serve as a reminder that their speech is full of double meanings and contradictions.

The witches cannot be trusted.

### Make a prediction

What do you think the visions mean for Macbeth?

### Macbeth's Next Step

What is Macbeth's plan for Macduff? What is Macbeth going to do?

#### Thought Provoker

What do you think  
not of woman born  
means?

#### Historical Allusion

"And yet the eighth appears; who bears a  
glass Which shows me many more; and  
some I see That two-fold balls and treble  
scepters carry" (4.1, 130-132).

This suggests that Banquo's descendants will rule Scotland and England which is a historical reference to James I.

#### James I

James VI and I was King of Scotland as James VI from 24 July 1567 and King of England and Ireland as James I from the union of the Scottish and English crowns on 24 March 1603 until his death in 1625.

#### Act 4 Discussion Questions

- Why do the witches speak in riddles?
- Why do the murders of Lady Macduff and her son affect Lady Macbeth, when she seemed emotionally unaffected by those of Duncan and Banquo?
- Does Macbeth believe he has been divinely selected to be King?
- Why do you think that Macbeth isn't worried about Macduff and Malcolm's plan?
- How do you suppose Malcolm managed to raise an army of 10,000 soldiers?
- Has it all become too much for Macbeth?  
(byDalepewer, n.d.)

#### Connectors

Connectors are words or short phrases that help you connect ideas. They can serve different functions in writing. The ones we will focus on today are connectors that sequence ideas.

##### Examples

- First, firstly
- In the first place
- First of all
- To start with
- To begin
- For a start
- Second, third, fourth
- At this point
- In short

##### More Examples

- All in all
- Clearly
- To summarize
- Finally
- A final point
- To conclude
- In conclusion
- Given the above points
- In light of the above

#### Act 5 Summary

5.1 - Lady Macbeth has gone crazy because of how guilty she feels.  
5.2 - All of the Thanes of Scotland meet together to overthrow Macbeth.  
5.3 - Macbeth hears that his wife is very sick and that armies are coming to fight him.  
5.4 - All the troops are at Birnam Wood. They carry a branch to conceal themselves.  
5.5 - The doctor tells Macbeth his wife is dead. Macbeth sees "Birnam Wood" approaching.  
5.6 - Malcolm and the troops reveal themselves to Macbeth.  
5.7 - Macduff and Macbeth meet in battle. Macduff tells him he was not "born of a woman" and kills Macbeth. Malcolm becomes king. Everyone rejoices!

#### Comprehension Question

What is happening with Lady Macbeth? What does she see on her hands? Why do you think this is happening?

#### Malcolm's Plan

*What is his plan? How does he plan to attack Dunsinane? Does this sound familiar?...*

#### Make A Prediction

What do you think is going to happen?  
Turn and talk to your neighbor.

**Macduff**

You can forget that charm. The evil spirit you serve can tell you I was not born from woman. They cut me from my mother's womb before she could bear me naturally.

How was Macduff born?

What about Fleance?

What do you think happened with him?

**Act 5 Discussion Questions**

- Who has undergone a bigger change over the course of the play, Lady Macbeth or Macbeth?
- Is Macbeth as confident as he appears about his ability to defeat the rebels, or is he in denial?
- Will Malcolm's reign mean an end to violence?
- Should Malcolm be nervous about being king?
- What's next for Macduff?

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**Literary Devices in Plot Chart**

Symbolism - something stands for something else. Example: American flag stands for the United States of America

Point of View

- 1st person - I/native
- 2nd person limited - he/she/they/it - but we only know the perspective of one character
- 3rd person omniscient - he/she/they/it - we know the perspective of all characters

Types of conflict

- Character versus Self - In Tangled, when Rapunzel is conflicted about leaving the tower.
- Character versus Character - Simba against Scar in The Lion King
- Character versus Society - In Mulan, only men can fight, but Mulan joins the army to fight.

Dynamic or Static Characters

- Dynamic characters change in a story
- Static characters do not change in a story

**Choice or Fate?**

Are Macbeth's actions choice or fate? Read each event from the play and decide whether you think it was Macbeth's choice or if it was up to fate. There are no right or wrong answers! It is your opinion.

**Learning Targets**

1. I can determine a theme or central idea of the text.
2. I can collaborate with a group to create a visual image related to the text.

**Distinguishing a Theme** 10 minutes

1. Each member of the group read the quotes your group has been assigned.
2. What do you think the theme is based on the quotes you read?
3. Decide as group which theme is best.
4. Agree on the best quote to represent the theme.

**Creating a Poster** 30 minutes

1. Together, as a group, create a poster that covers the following elements:
  - a. The theme you chose and the best quote
  - b. Any interesting uses of literary devices/reflect
  - c. An explanation of the quote's meaning
  - d. The effect of the quotation on the reader
  - e. The impact on the overall work
  - f. An image
2. Each group member should be responsible for one of these aspects. If there are any leftover tasks, share those responsibilities amongst the group.

**Carousel Discussion** 10 minutes

1. Leave your poster on your group's table.
2. Travel with your group to read each of the other group's posters. Bring a pen/pencil.
3. On each poster, leave a sticky note with any of the following - sticky notes are on each group of desks:
  - a. A statement of agreement
  - b. A statement of disagreement
  - c. A question
  - d. A thought regarding their theme

Debriefing 10 minutes

1. Return to your own group's poster.
2. Read your comments.
3. Be prepared to share with the class the 3 most interesting comments your group read and why.
  - a. Nominate 2 people from your group to speak

Exit Ticket

Take out a sheet of paper. Respond to the following questions:

1. What do you believe is the most important theme in the play?
2. Why?/What about the play makes you think that?

After completing the exit ticket you may go grab a computer and begin working on your outline/final paper.

Macbeth Fate Paper

- 5 paragraphs
- Exemplar and student example
- Outline
- MLA citations

Language/Grammar for Final Paper

- declarative statements
- noun groups
- connectors - to elaborate ideas
- variety of clauses
- words to describe positive/negative qualities
- comparing/contrasting connectors
- connectors to sequence

Thanks!

Do you have any questions?



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Adapted from a presentation by Jeremy Wood.

Name: \_\_\_\_\_

## Anticipation Guide: Macbeth

Directions: Read the statements below. Decide if you agree or disagree with the statement. You must pick one side!

	Agree	Disagree
Witches, demons, and ghosts actually are real.		
Behind every great man is a great woman.		
Sometimes you need to do something wrong to get what you want.		
Everyone is capable of murder, under the right circumstances.		
Traitors should be executed.		
What goes around comes around (karma).		
The direction of our lives is decided by fate, not by our own actions.		

Answer the following prompt:

If I were ruler of \_\_\_\_\_ I would....

Did you choose to do things that benefited everyone or only benefited yourself?

Why do you think you made this choice? What impacted your thinking?

Would you like to have that much power? Why or why not?

Would you be a good or bad ruler?

Do you think Macbeth is a decent person or not?

How do you predict Shakespeare will depict him in the play? Why?

Modified from documents by Jeremy Wood/ELA Department





**Macbeth - Study Questions**

**Name** \_\_\_\_\_

In the first three scenes of Act 1, we don't meet Macbeth. Instead, we hear what other characters think about Macbeth. Scene 1 begins with the witches who are symbols of evil. They will meet Macbeth soon. They also introduce the central paradox of the play: fair is foul, foul is fair.

**Act 1**

***Scene 1: We meet three witches.***

1. Describe the first scene:
2. The meaning of the line "Fair is foul, foul is fair" is \_\_\_\_\_.

***Scene 2: Introduces us to Duncan, the King. A Captain tells us what happened during the battle.***

3. What has happened in the battle?
4. Is Macbeth a hero after the battle?

***Scene 3: Macbeth and Banquo meet the witches.***

5. The witches tell Macbeth that he will be \_\_\_\_\_ and that Banquo will \_\_\_\_\_.
6. How does Banquo react to the prophecy?
7. How does Macbeth react to the prophecy?
8. What is Macbeth thinking about at the end of this scene?

***Scene 4: Macbeth and Banquo are received by Duncan.***

9. How does Macbeth react to Malcolm, Duncan's son, being the next king?
10. What does Macbeth mean when he says: Stars hide your fires; Let not light see my black and deep desires: The eye wink at the hand; yet let that be What the eye fears, when it is done, to see?

***Scene 5: We meet Lady Macbeth who has just received a letter from her husband.***

11. What does Lady Macbeth think about Macbeth's ambition?
12. What does Lady Macbeth say at the end of this scene? What is she trying to do?

***Scene 6: Duncan arrives at Macbeth's castle.***

13. Duncan comments on how pleasant the castle is at the beginning of this scene. How is this ironic? Remember that dramatic irony is when we know more about the situation than the characters in the play.

***Scene 7: Macbeth and Lady Macbeth talk about murdering Duncan.***

14. What reasons does Macbeth have for killing Duncan?
15. What reasons does Macbeth have for NOT killing Duncan?
16. Lady Macbeth says that Macbeth is not \_\_\_\_\_ if he doesn't kill Duncan.
17. What is the plan to kill Duncan?

**Act 2**

***Scene 1: The murder of Duncan is about to happen!***

18. Macbeth thinks he sees something. What is it? Why do you think Macbeth sees it?

***Scene 2: Lady Macbeth waits for Macbeth to return from killing Duncan.***

19. How is Macbeth acting after killing Duncan?
  
20. What does Lady Macbeth do after Macbeth kills Duncan?

***Scene 3: Everyone discovers that Duncan was killed.***

21. What do Malcom and Donalbain do when they find out their father is murdered? Is what they do a good idea? Why or why not?

***Scene 4: Ross and an old man talk about recent events***

22. An old man and Ross talk about how strange things are happening, like horses eating each other. What other strange things have happened in the play at this point?

**Act 3**

***Scene 1: Banquo is suspicious of Macbeth.***

23. Why is Macbeth worried about Banquo?
  
24. Macbeth tells the murderers that their enemy is \_\_\_\_\_.

***Scene 2: Macbeth and Lady Macbeth are anxious about the murders.***

25. Macbeth is jealous of Duncan because Duncan is \_\_\_\_\_ and at peace.

***Scene 3: The murderers carry out Macbeth's orders.***

26. The murderers kill \_\_\_\_\_, but \_\_\_\_\_ escapes. Why is this a problem for Macbeth?

***Scene 4: Macbeth sees Banquo's ghost at the banquet.***

27. What does Lady Macbeth do when Macbeth sees Banquo's ghost?
28. What does Macbeth mean when he says, "We are yet but young in deed"? (Act 3, scene 4)

***Scene 5: Hecate and the witches meet.***

29. Hecate is a \_\_\_\_\_.
30. Hecate tells the witches to meet \_\_\_\_\_ in the morning and tell him more about the \_\_\_\_\_.

***Scene 6: Lennox and another Lord talk about the recent events in Scotland.***

31. Lennox doesn't directly criticize Macbeth because Macbeth is \_\_\_\_\_.
32. Macduff is planning to ask \_\_\_\_\_ for help.

***Act 4***

***Scene 1: Macbeth finds the witches to learn more.***

33. The witches tell Macbeth four new prophecies/visions. Explain each one in a few words.

Vision 1:

Vision 2:

Vision 3:

Vision 4:

***Scene 2: Macduff has left his family in Scotland.***

34. What happens to Lady Macduff and her son?
35. Macduff talks about the widows and orphans, but he doesn't know that \_\_\_\_\_ and \_\_\_\_\_ are dead.

***Scene 3: Malcolm and Macduff meet to talk about overthrowing Macbeth.***

36. Macduff talks about the widows and orphans, but he doesn't know that \_\_\_\_\_ and \_\_\_\_\_ are dead.
37. Malcolm doesn't trust Macduff because Macduff left his \_\_\_\_\_ in Scotland.
38. Malcolm pretends to be more evil than Macbeth because he doesn't \_\_\_\_\_ Macduff.

**Act 5**

***Scene 1: Lady Macbeth is not well.***

39. Lady Macduff is talking to \_\_\_\_\_ and trying to wash her \_\_\_\_\_.

***Scene 2: The Thanes of Scotland meet.***

40. Angus says that Macbeth's title of king is like a \_\_\_\_\_ wearing the stolen robes of a \_\_\_\_\_.

***Scene 3: Macbeth learns that his wife is sick and an army is coming to overthrow him.***

41. Macbeth says that he will not have things in old age like \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. He will have \_\_\_\_\_ instead.

***Scene 4: The armies gather together.***

42. Why do the soldiers cut down branches from the trees of Birnam Wood?

***Scene 5: Macbeth finds out his wife has died and sees the armies approach.***

43. Macbeth says that he has forgotten what \_\_\_\_\_ feels like. Do you believe him? Why or why not?

***Scene 6: Malcolm and the armies reveal themselves.***

44. Macbeth is only scared of fighting someone who is not born of a \_\_\_\_\_.

***Scene 7: Macduff and Macbeth fight. Macbeth is killed.***

45. Macduff says he will not fight the \_\_\_\_\_. He will either kill \_\_\_\_\_ or put away his \_\_\_\_\_.

46. Macbeth is not \_\_\_\_\_ of fighting \_\_\_\_\_. He thinks that \_\_\_\_\_ was \_\_\_\_\_.

Modified from a document by Jeremy Wood/ELA Department.

## Macbeth Act 1 Quiz

1. What do the witches mean when they say: "Fair is foul and foul is fair."?
  - a. Looks can be misleading
  - b. What is fair is not always the right thing
  - c. All good people are really bad people
  - d. There is no such thing as right or wrong
2. The witches greet Macbeth as -
  - a. Thane of Glamis, Thane of Fife, and father of kings
  - b. Thane of Glamis, Thane of Cawdor, and king hereafter
  - c. Thane of Cawdor, Thane of Forres, Thane of Wrexham
  - d. Thane of Canterbury, Thane of Fife, and king to rule
3. How do the witches greet Banquo?
  - a. "Thou shalt be king of Scotland!"
  - b. "O valiant cousin!"
  - c. "Thou shalt get kings, though thou be none."
  - d. "Hail, king Banquo hereafter!"
4. Banquo is told by the witches that he will be \_\_\_\_\_ and \_\_\_\_\_ than Macbeth.  
Which two best fill in the blanks?
  - a. fatter and thinner
  - b. sadder and happier
  - c. greater and lesser
  - d. richer and poorer
5. In Scene 5, Lady Macbeth reads a letter from Macbeth and shows doubt about –
  - a. her own ambition
  - b. Macbeth's ambition
  - c. the witches' prophecies
  - d. Macbeth's cruel character
6. Lady Macbeth asks spirits to help her –
  - a. make a decision
  - b. overcome temptation
  - c. trick her husband
  - d. be as cruel as she needs to be
7. Macbeth doesn't want to kill Duncan at Macbeth's castle because of a "double trust." This means that Duncan —
  - a. is both his king and guest
  - b. has named him Thane of Cawdor and Thane of Glamis
  - c. and his two sons are guests
  - d. commands both Macbeth and Lady Macbeth



8. Macbeth and Lady Macbeth want to get away with the murder of Duncan by making it seem like –
  - a. he killed himself
  - b. he was killed by his guards
  - c. he died of natural causes
  - d. he deserved what happened to him
9. Lady Macbeth believes that her husband's murder of Duncan would be –
  - a. manly
  - b. cowardly
  - c. difficult
  - d. dangerous
10. At the end of Act 1, Macbeth agrees to kill Duncan for the following reasons but NOT...
  - a. Lady Macbeth demands it, and deep down he really wants to
  - b. he does not want to seem cowardly or unmanly
  - c. he sees an opportunity to seize the throne
  - d. Banquo promises not to reveal the evil plan to anyone

**Answer Key: 1. B 2. B 3. C 4. C 5. B 6. D 7. A 8. B 9. A 10. D**

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## Macbeth Act 2 Quiz

1. Who wants to find the murderer and punish him/her?
  - a. Macbeth
  - b. Banquo
  - c. Lady Macbeth
  - d. Duncan
2. Name the speaker: "My hands are the same color as yours—but I'd be ashamed to have a heart as white as yours!"
  - a. the porter
  - b. Lady Macbeth
  - c. Banquo
  - d. Macbeth
3. Why didn't Lady Macbeth just kill the king herself?
  - a. He looked too much like her father.
  - b. She wanted her husband to do it.
  - c. It went against her morals.
  - d. She wasn't strong enough.
4. Complete Macbeth's quotation: "I thought I heard a voice crying, 'Macbeth has murdered \_\_\_\_\_!'"
  - a. truth
  - b. Duncan
  - c. honor
  - d. sleep
5. Which of the following did NOT happen on the night Duncan was killed?
  - a. earthquakes
  - b. a servant woman killed herself
  - c. violent storms
  - d. horses ate each other
6. What does Macbeth accidentally take with him after murdering the king?
  - a. the murder weapons
  - b. the king's crown
  - c. a book
  - d. the king's bloody pillow
7. Who runs away shortly after Duncan's death?
  - a. Banquo and Fleance
  - b. Macbeth and Lady Macbeth
  - c. Malcolm and Donalbain
  - d. Macduff and Lennox
8. What does Macbeth see that makes him go through with killing the king?
  - a. One of the witches is in his bedroom
  - b. A nightmare about the murder.
  - c. He sees a floating dagger pointing toward Duncan's bedroom.
  - d. The ghost of his father visits him.

9. Who else does Macbeth kill in Act 2 Scene 3 after he kills Duncan?
- Fleance
  - Duncan's guards
  - Ross
  - Lennox
10. Name the speaker: "If I had died an hour before this happened, I'd have lived a blessed life span. From now on, there's nothing left worth living for. Everything is a sham. Honor and dignity are dead."
- Lady Macbeth
  - Macduff
  - Macbeth
  - Banquo

Answer Key: 1. B 2. B 3. A 4. D 5. B 6. A 7. C 8. C 9. B 10. B

Modified from a quiz by Jeremy Wood/ELA Department.

## Macbeth Act 3 Quiz

1. Why does Macbeth hate Banquo?
  - a. Banquo's nobility
  - b. Banquo's wisdom
  - c. Banquo's anger
  - d. Banquo's prophecy
2. Macbeth hires murderers to:
  - a. kill his wife
  - b. spy on Malcolm
  - c. kill Banquo and Fleance
  - d. find out who his allies are
3. Macbeth doesn't tell his wife about his plans to kill Banquo. This shows that:
  - a. he doesn't trust her
  - b. he doesn't believe in his plan
  - c. he is cruel on his own
  - d. he feels guilty about having her help
4. Who is Hecate?
  - a. Lady Macbeth's mother
  - b. Duncan's sister
  - c. Goddess of the witches
  - d. Macbeth's cousin
5. Macbeth is acting strange at the dinner. What does Lady Macbeth say to explain this?
  - a. no sleep
  - b. worry over Banquo
  - c. a health problem
  - d. an allergy
6. What seems to be the thanes' opinion of Macbeth as king?
  - a. he is better than Duncan
  - b. he is better than Malcolm would have been
  - c. they think Banquo would have been better
  - d. they believe he is a bad king
7. Why is it important that Fleance escapes?
  - a. So he can live a good life
  - b. So he can complete the witches' prophecy
  - c. So he can find Duncan's murderer
  - d. So he can support Malcolm
8. What does Macbeth mean when he says: "I am in blood / Stepped so far that, should I wade no more, / Returning were as tedious as go o'er"?
  - a. he can't swim
  - b. he has gone too far and cannot turn back
  - c. he knows he will be punished for his crimes
  - d. he knows he's going to die

9. What is Macduff's plan?
- a. to find an army and fight Macbeth
  - b. to attack the king of England
  - c. to go to France
  - d. to write a book
10. Who is this line about: "Never shake/Thy gory locks at me"?
- a. the porter
  - b. Banquo's ghost
  - c. Lady Macbeth
  - d. Macduff

Answer Key: 1. D 2. C 3. C 4. C 5. C 6. D 7. B 8. B 9. A 10. B

Modified from a quiz by Jeremy Wood/ELA Department.

# Macbeth plot chart

*Label the plot chart elements with the event that happened, and add a quotation that shows the event.*

*Make sure you use a citation for each quotation, for example:*

- *Act 1 ends with - "Fair is foul and foul is fair," (Shakespeare 1.1 Line 12).*

- Exposition (sets the scene before the play begins)

- 

- Inciting Moment (kicks off the action)

- 

- Rising Action 1

- 

- Rising Action 2

- 

- Rising Action 3

- 

- Rising Action 4

- 

- Climax (turning point in the story)

- 

- Falling Action 1

- 

- Falling Action 2

- 

- Falling Action 3

- 

- Falling Action 4

- 

- Resolution (Problem is solved and story ends)

-

<p>Give an example of Symbolism in Macbeth</p> <p><i>Use a quote to show the importance of the Symbol</i></p>	
<p>Point of View</p> <p><b>Highlight one</b></p>	<p>1st Person 3rd Person Limited 3rd Person Omniscient</p>
<p>Example of Character vs. Self Conflict</p> <p><i>No quote needed</i></p>	
<p>Example of Character vs. Character conflict</p> <p><i>no quote needed</i></p>	
<p>Example of Character vs. Society conflict</p> <p><i>o quote needed</i></p>	
<p>Identify 2 Dynamic Characters (characters who change the story)</p> <p><i>Explain why they are dynamic characters. No quote needed.</i></p>	
<p>Identify 2 Static Characters (characters that stay the same)</p> <p><i>Explain why they are static characters, no quote needed.</i></p>	
<p>What is a theme (lesson learned from the play) of Macbeth? Explain why.</p> <p><i>No quote needed.</i></p>	

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# Choice or Fate?

Copy and paste the following events from the play into whichever category you believe they fall under. To copy and paste highlight the text and hit Ctrl+C, then to paste Ctrl+V.

- Macbeth killing King Duncan
- Macbeth killing the guards
- Macbeth acting on the 1st set of prophecies by the three witches
- Macbeth acting on the 2nd set of prophecies by the three witches
- Macbeth killing Banquo
- Macbeth killing Macduff's family
- Macbeth seeing the spirit of Banquo (was it in his head? Was it put there by supernatural powers? Was it the ghost of Banquo?)
- Macbeth still fighting at the end of the play, despite knowing that Macduff hasn't been born of a woman
- Lady Macbeth going crazy
- Lady Macbeth killing herself

Choice	Fate

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## Macbeth Final Test

1. Macbeth is killed by:
  - a. Macduff
  - b. Malcolm
  - c. Siward
2. Which character says the following line: "Out out brief candle! Life's but a walking shadow, a poor player that struts and frets his hour upon the stage and then is heard no more"?
  - a. Lady Macbeth
  - b. the witches
  - c. Macbeth
3. At the end of the play, Malcolm reveals that Lady Macbeth:
  - a. killed herself
  - b. was killed by her servant
  - c. went to France
4. What is the magic number for the witches?
  - a. 3
  - b. 2
  - c. 5
5. Immediately after murdering Duncan, Macbeth...
  - a. starts to feel strong and confident
  - b. is in shock
  - c. wants to have nothing to do with his wife
6. When Macbeth says to Lady Macbeth: "Bring forth men-children only" he means that:
  - a. she has the strength and courage of a "man"
  - b. he is worried about who will be king
  - c. he doesn't want to go with her plan
7. After Macbeth kills Duncan, Lady Macbeth has to:
  - a. wash the knife
  - b. kill the guards
  - c. put false evidence in the room
8. What do the witches tell Macbeth?
  - a. his wife will die
  - b. he will fight in many battles
  - c. he will be king

9. Duncan is welcomed to Macbeth's castle with kindness, graciousness, and love. This is an example of:
- hyperbole
  - dramatic irony
  - metaphor
10. At the dinner party, Macbeth is acting strange. Lady Macbeth says that:
- he is not sleeping well because being king is hard
  - he is drinking something that makes him act strange
  - he has a health problem and they must ignore him
11. The play ends with the feeling that:
- Scotland will continue to have problems
  - Malcolm will also be a cruel king
  - Scotland will be a better place
12. When the audience knows something that characters onstage do not, this is called:
- soliloquy
  - dramatic irony
  - blank verse
13. When Lady Macbeth reads her husband's letter she:
- is happy and proud of his new title
  - wants to make Macbeth more cruel to complete the prophecy
  - prays that God will help her stop having evil thoughts
14. At the end of Act II, the murder suspects are:
- Macbeth and Banquo
  - Malcolm and Donalbain
  - Macduff and Malcolm
15. Macbeth scares his dinner guests in Act III by:
- arguing with a ghost that only he sees
  - trying to wash the blood from his hands
  - having a health problem
16. Lady Macbeth says that she would have killed Duncan herself, but what stopped her was:
- she couldn't get into his room
  - he looked too much like her father
  - one of Duncan's guards saw her trying to sneak in
17. Why does Macbeth have Lady Macduff and her children murdered?
- she tried to escape to England
  - Macbeth thinks Macduff is a traitor
  - her son was next to be king

18. Who do Macbeth's hired murderers not kill in Act III?
- Banquo
  - Macduff
  - Fleance
19. Who kills Banquo?
- Macbeth
  - Lady Macbeth
  - hired murderers
20. Who was not "born of woman"?
- Macduff
  - Malcolm
  - Macbeth
21. This play is said to be a tribute to:
- Queen Elizabeth
  - King James
  - the Scottish
22. The army approaching from Birnam Wood is led by:
- Macduff
  - Malcolm
  - Lennox
23. When Macbeth is told that Birnam Wood is moving, he:
- is confident that he will win
  - kills the messenger for telling a lie
  - tells his men to fight
24. Birnam Wood comes to Dunsinane when:
- the witches meet Macbeth
  - the soldiers of Malcolm wear leaves and branches
  - Lady Macbeth tells her husband to stand and fight
25. Macbeth's tragic flaw is:
- pride
  - ambition
  - vanity
26. Malcolm and Donalbain run away after their father's murder because:
- they don't trust anyone
  - they killed their father
  - they plan to join Macduff in England

27. When she is sleepwalking, Lady Macbeth reveals:
- Macbeth has plans for future evil
  - that she is cruel
  - that she feels guilty
28. When a character is alone on stage and speaks his/her thoughts out loud it is called:
- soliloquy
  - dramatic irony
  - aside
29. Who did Duncan name as the next king?
- Macduff
  - Malcolm
  - Donalbain
30. Hecate is:
- the guard at the gate of Hell
  - an evil murderer
  - Goddess of witches
31. Who is to be king of Scotland at the end of the play?
- Macduff
  - Malcolm
  - Siward
32. King Duncan rewards Macbeth for helping in the battles by naming him:
- Earl of Glasgow
  - Thane of Cawdor
  - Archduke of Aberdeen
33. What action is Lady Macbeth obsessed with when she is sleepwalking?
- lighting candles
  - washing her hands
  - cleaning the castle
34. The witches tell Banquo that:
- he will die
  - his descendants will be kings
  - he will be king somewhere else
35. What type of play is Macbeth?
- comedy
  - history
  - tragedy

36. How does Lady Macbeth convince Macbeth to kill Duncan?
- by questioning his manhood
  - making a game out of it
  - threatening to get someone else to do it
37. What do we learn from the hurt sergeant at the start of the play?
- the Scottish army has lost
  - King Duncan is loved by everyone in Scotland
  - Macbeth is brave in battle
38. Whose ghost appears at Macbeth's banquet?
- Banquo
  - Duncan
  - Lady Macbeth
39. Macbeth convinces murderers to kill Banquo by telling them:
- Banquo was responsible for their problems
  - If they don't kill Banquo, he will make them leave the country
  - he will give them land and title
40. King Duncan is shown to be:
- an honorable and trusting man
  - a cruel, bloodthirsty king
  - not interested in being king
41. When Macbeth returns to his castle in Act 1, Lady Macbeth tells him to:
- be happy with his reward
  - ask for God's forgiveness
  - be ambitious and take action
42. In the plot to kill Duncan, Lady Macbeth will:
- get the chamber guards drunk
  - put blood on Duncan's face
  - have an alibi for Macbeth
43. How does Banquo feel about the witches' prophecies?
- excited
  - jealous of Macbeth's prophecies
  - cautious
44. At the dinner party, in Act III, after Banquo's murder, Macbeth saw:
- another prophecy
  - Banquo's ghost
  - Fleance escaping

45. Who kills Duncan?
- Fleance
  - Macbeth
  - Macduff
46. When speaking with Macduff in Act IV, Malcolm...
- makes Macduff be loyal to him
  - makes himself sound bad to see if Macduff is loyal
  - doesn't accept Macduff's help
47. What do we call dialogue that other actors on stage cannot hear?
- soliloquy
  - conversation
  - aside
48. Shakespeare introduces the Porter after Duncan's death as an element of:
- foreshadowing
  - irony
  - comedy
49. At the end of Act III, the witches try to fool Macbeth with:
- a promise of great wealth
  - a vision of greatness in Scotland
  - prophecies that make him suspicious
50. In the opening scene, the three witches say that:
- fair is foul and foul is fair
  - Duncan will be a cruel ruler
  - Hecate will come to rule Scotland

Answer Key: 1. A 2. C 3. A 4. A 5. B 6. A 7. C 8. C 9. B 10. C 11. C 12. B 13. B 14. B 15. A 16. B 17. B 18. C 19. C 20. A 21. B 22. B 23. C 24. B 25. B 26. A 27. C 28. A 29. B 30. C 31. B 32. B 33. B 34. B 35. C 36. A 37. C 38. A 39. A 40. A 41. C 42. A 43. C 44. B 45. B 46. B 47. C 48. C 49. C 50. A

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## Macbeth Fate Outline

### Language Arts Standards:

#### Reading:

11.4.1.1.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11.4.5.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

#### Writing:

11.7.9.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Learning Targets:

- I can use writing structure to create a formal outline on the idea of fate in *Macbeth*.
- I can write a thesis that explains how fate was used in *Macbeth*.
- I can prove the thesis with three sub topics.
- I can use textual evidence to explain my point.
- I can cite textual evidence correctly.
- I can write with few grammatical errors.

### How:

Students will create an outline (not a full paper) that proves the idea of fate in *Macbeth*.

### Thesis Examples:

- Fate makes Macbeth powerless.
- Macbeth's actions drive his fate.
- Macbeth puts too much trust in the witch's prophecy.
- It is better to not know what fate holds.

**Outline Format:**

Introduction: Completely written out. *Title* and Author are referenced. Thesis is clear. Preview statement is used.

Three body paragraphs:

- Topic Sentences are completely written out.
- Contains two sub topics for each topic.
- Sub Topics can be “phrased out”.
- Quotes are written with the first three words and correct MLA citation.
- Each quote has at least one point of explanation.
- Wrap up sentences are used effectively

Conclusion: Completely written out. Thesis is restated. Title and Author are reiterated.

Extras: MLA Citation is correct. Third person narration and formal language is used.

Grading Rubric

Name \_\_\_\_\_

Criteria	Exceeds	Meets	Does Not Meet
Introduction & Conclusion (10)	Completely written out. <i>Title</i> and Author are included. Thesis is clear. Preview statement has three topics.	Completely written out. <i>Title</i> and Author are included. Thesis is clear. Preview statement has three topics.	Completely written out. <i>Title</i> and Author are referenced. Thesis is unclear.
Topic 1 (10)	Topic Sentences are completely written out. Contains two sub topics. Quotes use correct MLA citations. Each quote has at least one point of explanation. Wrap up sentences are used effectively.	Topic Sentences are completely written out. Contains two sub topics. Quotes use correct MLA citations. Missing explanation to prove the point. Wrap up sentences are used effectively.	Topic Sentences are completely written out. Contains one sub topic. Quotes do not use correct MLA citations. Missing explanation to prove the point. Does not have a wrap up sentence.



Topic 2 (10)	Topic Sentences are completely written out. Contains two sub topics. Quotes use correct MLA citations. Each quote has at least one point of explanation. Wrap up sentences are used effectively.	Topic Sentences are completely written out. Contains two sub topics. Quotes use correct MLA citations. Missing explanation to prove the point. Wrap up sentences are used effectively.	Topic Sentences are completely written out. Contains one sub topic. Quotes do not use correct MLA citations. Missing explanation to prove the point. Does not have a wrap up sentence.
Topic 3 (10)	Topic Sentences are completely written out. Contains two sub topics. Quotes use correct MLA citations. Each quote has at least one point of explanation. Wrap up sentences are used effectively.	Topic Sentences are completely written out. Contains two sub topics. Quotes use correct MLA citations. Missing explanation to prove the point. Wrap up sentences are used effectively.	Topic Sentences are completely written out. Contains one sub topic. Quotes do not use correct MLA citations. Missing explanation to prove the point. Does not have a wrap up sentence.
Grammatical Correctness (10)	Few or no grammar mistakes. Formal language & 3 <sup>rd</sup> person narration used.	There are many grammar mistakes but the ideas make sense. Contractions and first person narration are used, but not a lot.	Many grammar mistakes make it hard to understand. Contractions and first person narration are used frequently.
MLA Correctness (10)	All quotes use proper MLA citation.	There are mistakes in MLA citations.	There are no citations in the text or the text is copied from somewhere else.

Total Points \_\_\_\_\_ / 60

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Your Name

Mr. Wood & Ms. Witthuhn

English 11

Date

Macbeth Fate Paper - Final Draft

**Complete Outline First Before Writing Paper Below**

1. Introduction
  - a. Preview statement:
  - b. Intro 1st Topic:
  - c. Intro 2nd Topic:
  - d. Intro 3rd Topic:
  - e. Thesis statement:
2. Topic 1:
  - a. Topic Sentence:
  - b. Subtopic 1:
    - i. Quote in MLA format
    - ii. Explanation of quote
  - c. Subtopic 2:
    - i. Quote in MLA format
    - ii. Explanation of quote
  - d. Conclusion/wrap up sentence
3. Topic 2:
  - a. Topic Sentence:
  - b. Subtopic 1:
    - i. Quote in MLA format
    - ii. Explanation of quote
  - c. Subtopic 2:
    - i. Quote in MLA format
    - ii. Explanation of quote
  - d. Conclusion/wrap up sentence
4. Topic 3:
  - a. Topic Sentence:
  - b. Subtopic 1:
    - i. Quote in MLA format
    - ii. Explanation of quote
  - c. Subtopic 2:
    - i. Quote in MLA format

- ii. Explanation of quote
  - d. Conclusion/wrap up sentence
5. Conclusion:
- a. Restate thesis in other words
  - b. Commentary on topic one
  - c. Commentary on topic two
  - d. Commentary on topic three
  - e. Concluding statement

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## Exemplar Outline and Paper

### 1. Introduction

- a. Preview statement: Macbeth's actions drive his fate, as he chooses to murder Duncan, murder Banquo and Macduff's family, as well as fight Macduff at the end of the play.
- b. Intro 1st Topic: In the prophecy from the witches, Macbeth is told he will be king, though the witches do not tell him how this will happen. He fulfills this prophecy by killing Duncan.
- c. Intro 2nd Topic: Macbeth has Banquo killed and attempts to also have his son, Fleance, killed as Macbeth was told in the prophecy that Banquo's descendants would be kings.
- d. Intro 3rd Topic: Macbeth also has Macduff's family killed because he was told to beware of Macduff. Macbeth chooses to fight Macduff at the end of the play, even though Macduff has revealed that he was "not born of woman."
- e. Thesis statement: In William Shakespeare's play Macbeth, the actions that Macbeth takes throughout the play drive his ultimate downfall.

### 2. Topic 1:

- a. Topic Sentence: The witches prophesied that Macbeth will be king, but they do not tell him how this will happen. Macbeth takes this prophecy into his own hands and makes it come true.
- b. Subtopic 1:
  - i. Quote in MLA format This supernatural soliciting cannot be ill, cannot be good. If ill, why hath it given me earnest of success, commencing in a truth? I am Thane of Cawdor. If good, why do I yield to that suggestion whose horrid image doth unfix my hair, and make my seated heart knock at my ribs, against the use of nature? (Shakespeare, 1.3, 132-139).
  - ii. Explanation of quote Macbeth says this to himself after he hears the witch's prophecy. He is not sure if the prophecy is good or evil, but he references the thoughts in his mind that are causing him anxiety, that is, killing Duncan.
- c. Subtopic 2:
  - i. Quote in MLA format: When you **durst** do it, then you were a man; and, to be more than what you were, you would be so much more the man. (Shakespeare, 1.7, 49-51).
  - ii. Explanation of quote Macbeth has been hesitant to kill Duncan, though he does desire to be king. It is not until Lady Macbeth questions his manhood and tells him he will only be a man if he kills Duncan, thus fulfilling the prophecy.

- d. Conclusion/wrap up sentence: Macbeth and Lady Macbeth choosing to kill Duncan shows that these actions are completely in their hands. Macbeth listens to the prophecy and does briefly decide not to follow through, but ultimately, his and Lady Macbeth's actions fulfill the prophecy, thus showing that their actions are driving the plot and not fate.
3. Topic 2:
    - a. Topic Sentence: Macbeth also takes action into his hands when he decides that Banquo and his son must be killed to stop the prophecy that Banquo's descendants will be kings.
    - b. Subtopic 1: Macbeth is worried that Banquo suspects that Macbeth murdered Duncan.
      - i. Quote in MLA format Then, prophet-like, they hailed him father to a line of kings. Upon my head they placed a fruitless crown, and put a barren scepter in my gripe, thence to be wrenched with an unlineal hand, no son of mine succeeding (Shakespeare, 3.1, 57-62)
      - ii. Explanation of quote This quote shows that Macbeth is frustrated with the prophecy and that his royal line will end with him and not continue. These thoughts spur him on to have Banquo killed.
    - c. Subtopic 2:
      - i. Quote in MLA format I will tomorrow — and betimes I will — to the weird sisters. More shall they speak for now I am bent to know by the worst means, the worst. For mine own good, all causes shall give way. I am in blood, stepped in so far that should I wade no more, returning were as tedious as go o'er. Strange things I have in head that will to hand, which must be acted ere they may be scanned (Shakespeare, 3.4 135-143).
      - ii. Explanation of quote Macbeth is already deep into his evil deeds and despite the fact that he is driving the action, he wants to go see the Weird Sisters to see what further prophecies he can hear.
    - d. Conclusion/wrap up sentence Banquo was the only other person with Macbeth when they heard the prophecies, and because of this, Macbeth is worried about what Banquo suspects and might do against Macbeth. Again, Macbeth takes action and drives his fate again, even to the point where he wants to hear more prophecies.
  4. Topic 3:
    - a. Topic Sentence: Macbeth hears from the witches to beware of Macduff and that no one born from a woman can hurt Macbeth and thus these prophecies again fuel his actions to destroy Macduff.
    - b. Subtopic 1: Macbeth decides to kill Macduff, because he is told to beware of Macduff, but he also learns that Macduff has fled Scotland.

- i. Quote in MLA format The castle of Macduff I will surprise, seize upon Fife, give to the edge o' the sword his wife, his babes, and all unfortunate souls that trace him in his line (Shakespeare, 4.1, 166-169)
    - ii. Explanation of quote Macbeth cannot kill Macduff at the moment, so he decides to hurt Macduff by killing his family. This action causes Macduff to have even more reason to want to kill Macbeth, even though Macbeth thinks no one can kill him.
  - c. Subtopic 2: Macduff reveals to Macbeth that he was not born of a woman and commands Macbeth to surrender.
    - i. Quote in MLA format I will not yield to kiss the ground before young Malcolm's feet, and to be **baited** with the **rabble's** curse. Though Birnam wood be come to Dunsinane, and thou, **opposed**, being of no woman born, yet I will try the last. Before my body I throw my warlike shield. **Lay on**, Macduff, and damned be him that first cries, 'Hold, enough' (Shakespeare, Act 5.7, 57b-64).
    - ii. Explanation of quote At this point in the play, Macbeth realizes that the second prophecies he heard from the witches were misleading and he now knows that Birnam wood has come to him and that Macduff can kill him. Despite this, he refuses to surrender to Macduff and is killed. Again, Macbeth's actions have fulfilled the prophecy.
  - d. Conclusion/wrap up sentence In the final acts, Macbeth still chooses to take actions that will fulfill the prophecy and ultimately, his demise.
5. Conclusion:
- a. Restate thesis in other words William Shakespeare's play shows that fate is not as important as the actions the characters decide to take.
  - b. Commentary on topic one From the first prophecies, which say Macbeth will be king, Macbeth is already taking action to fulfill these prophecies.
  - c. Commentary on topic two By also having Banquo killed, Macbeth is using his free will, rather than fate, to fulfill the prophecies.
  - d. Commentary on topic three Finally, even though Macbeth knows the witches' final prophecies, he still chooses to meet Macduff in battle, thus sealing his fate.
  - e. Concluding statement Ultimately, Macbeth shows that what a character chooses to do rather than their fate is the action that drives the plot.

## Final Paper Combined Exemplar

Macbeth's actions drive his fate, as he chooses to murder Duncan, Banquo and Macduff's family, as well as fight Macduff, rather than let fate play out. First the witches tell Macbeth that he will be king, though they do not tell him how this will happen. He fulfills this prophecy by killing Duncan, the king, as well as having Banquo killed. He also attempts to have Banquo's son, Fleance, killed. Macbeth also has Macduff's family killed and chooses to fight Macduff at the end of the play, even though Macduff has revealed that he was "not born of woman." In William Shakespeare's play *Macbeth*, the actions that Macbeth takes throughout the play drive his ultimate downfall.

The witches prophesied that Macbeth will be king, but they do not tell him how this will happen. Macbeth takes this prophecy into his own hands and makes it come true. Macbeth hears the witches' prophecy and this spurs his ambition to be king. Macbeth says to himself, "This supernatural soliciting cannot be ill, cannot be good. If ill, why hath it given me earnest of success, commencing in a truth? I am Thane of Cawdor. If good, why do I yield to that suggestion whose horrid image doth unfix my hair, and make my seated heart knock at my ribs, against the use of nature?" (Shakespeare, 1.3, 132-139). He is not sure if the prophecy is good or evil, but he references the thoughts in his mind that are causing him anxiety, that is, killing Duncan. Lady Macbeth hears the prophecy from Macbeth and that is partially fulfilled. She sets her mind on convincing her husband to go through with the deed. Lady Macbeth says, "When you **durst** do it, then you were a man; and, to be more than what you were, you would be so much more the man" (Shakespeare, 1.7, 49-51). Macbeth has been hesitant to kill Duncan, though he does desire to be king. It is not until Lady Macbeth questions his manhood and tells him he will only be a man if he kills Duncan, thus fulfilling the prophecy. Macbeth and Lady Macbeth choosing to kill Duncan shows that these actions are completely in their hands. Macbeth listens to the prophecy and does briefly decide not to follow through, but ultimately, his and Lady Macbeth's actions fulfill the prophecy, thus showing that their actions are driving the plot and not fate.

Macbeth also takes action into his hands when he decides that Banquo and his son must be killed to stop the prophecy that Banquo's descendants will be kings. Macbeth is worried that Banquo suspects that Macbeth murdered Duncan. Macbeth says to himself, "Then, prophet-like, they hailed him father to a line of kings. Upon my head they placed a fruitless crown, and put a barren scepter in my gripe, thence to be wrenched with an unlineal hand, no son of mine succeeding" (Shakespeare, 3.1, 57-62). This quote shows that Macbeth is frustrated with the prophecy and that his royal line will end with him and not continue. These thoughts spur him on to have Banquo killed. Macbeth does have Banquo killed, but finds out that Banquo's son, Fleance, has escaped. Upon hearing this news, he says, "I will tomorrow — and betimes I will — to the weird sisters. More shall they speak for now I am bent to know by the worst means, the worst. For mine own good, all causes shall give way. I am in blood, stepped in so far that should

I wade no more, returning were as tedious as go o'er. Strange things I have in head that will to hand, which must be acted ere they may be scanned" (Shakespeare, 3.4 135-143). Macbeth is already deep into his evil deeds and despite the fact that he is driving the action, he wants to go see the Weird Sisters to see what further prophecies he can hear. Banquo was the only other person with Macbeth when they heard the prophecies, and because of this, Macbeth is worried about what Banquo suspects and might do against Macbeth. Again, Macbeth takes action and drives his fate again, even to the point where he wants to hear more prophecies.

Macbeth hears from the witches to beware of Macduff and that no one born from a woman can hurt Macbeth and thus these prophecies again fuel his actions to destroy Macduff. Macbeth decides to kill Macduff, because he is told to beware of Macduff, but he also learns that Macduff has fled Scotland. Macbeth says, "The castle of Macduff I will surprise, seize upon Fife, give to the edge o' the sword his wife, his babes, and all unfortunate souls that trace him in his line" (Shakespeare, 4.1, 166-169). Macbeth cannot kill Macduff at the moment, so he decides to hurt Macduff by killing his family. This action causes Macduff to have even more reason to want to kill Macbeth, even though Macbeth thinks no one can kill him. Macduff reveals to Macbeth that he was not born of a woman and commands Macbeth to surrender. Macbeth instead states "I will not yield to kiss the ground before young Malcolm's feet, and to be **baited** with the **rabble's** curse. Though Birnam wood be come to Dunsinane, and thou, **opposed**, being of no woman born, yet I will try the last. Before my body I throw my warlike shield. **Lay on**, Macduff, and damned be him that first cries, 'Hold, enough'" (Shakespeare, Act 5.7, 57b-64). At this point in the play, Macbeth realizes that the second prophecies he heard from the witches were misleading and he now knows that Birnam wood has come to him and that Macduff can kill him. Despite this, he refuses to surrender to Macduff and is killed. Again, Macbeth's actions have fulfilled the prophecy. In the final acts, Macbeth still chooses to take actions that will fulfill the prophecy and ultimately, his demise.

William Shakespeare's play shows that fate is not as important as the actions the characters decide to take. From the first prophecies, which say Macbeth will be king, Macbeth is already taking action to fulfill these prophecies. By also having Banquo killed, Macbeth is using his free will, rather than fate, to fulfill the prophecies. Finally, even though Macbeth knows the witches' final prophecies, he still chooses to meet Macduff in battle, thus sealing his fate. Ultimately, Macbeth shows that what a character chooses to do rather than their fate is the action that drives the plot.



### Three Paragraph Essay Frame

In William Shakespeare's play *Macbeth*,

\_\_\_\_\_ . (thesis statement) This theme of

\_\_\_\_\_ is evident throughout the play as shown through

\_\_\_\_\_ and \_\_\_\_\_. (Example from play that shows the theme)

*(Main Topic)* To develop this theme further, Shakespeare uses \_\_\_\_\_

\_\_\_\_\_ . A good piece of evidence to demonstrate

this is when the play states, " \_\_\_\_\_

\_\_\_\_\_ "

( \_\_\_\_\_ citation \_\_\_\_\_ ). This example shows that \_\_\_\_\_ .

The theme is evident again when \_\_\_\_\_ .

The play states, " \_\_\_\_\_ "

( \_\_\_\_\_ citation \_\_\_\_\_ ). This quote reveals \_\_\_\_\_ .

\_\_\_\_\_ .

In *Macbeth*, Shakespeare clearly establishes the theme of \_\_\_\_\_ .

*(Restate main topic here, in different words)*

\_\_\_\_\_ .

*(Restate analysis of evidence in different words)*

\_\_\_\_\_ .

*(Conclusion sentence)*

\_\_\_\_\_ .

## Resources

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