### Medium-term Plan: ‘Macbeth’

### Overview of Unit:

### Assessing learning prior to this unit:

### Possible Resources:
- Animated Tales
- Film versions of the play
- Scripts

### Key Concepts

#### Competence
- a) Being clear, coherent and accurate in spoken and written communication.
- c) Demonstrating a secure understanding of the conventions of written language, including grammar, spelling and punctuation.
- e) Making informed choices about the effective ways to communicate formally and informally

#### Creativity
- c) Using imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters.
- d) Using creative approaches to answering questions, solving problems and developing ideas.

#### Cultural Understanding
- a) Gaining a sense of the English literary heritage and engaging with important texts in it.

#### Critical Understanding
- a) Engaging with ideas and texts, understanding and responding to main issues.
- c) Exploring others’ ideas and developing their own.
- d) Analysing and evaluating spoken and written language to appreciate how meaning is shaped.

### Key Questions

- How does Lady Macbeth change throughout the play?
- How does Macbeth change throughout the play?
- Why does Macbeth change throughout the play?
- How does Shakespeare present the character’s feelings?

### Key Words
- Banquo
- Character
- Context
- Duncan
- Iambic pentameter
- Jacobean
- Lady Macbeth
- Macbeth
- Plot
- Prose
- Shakespeare
- Structure
- Supernatural
- The Globe
- Witches

### Outline of Unit:
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<th>Week No.</th>
<th>Homework</th>
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| 1.      | Explore the context of the play:  
• Jacobean theatre  
• The role of men in the Jacobean era  
• The role of women in the Jacobean era  
• James' 1 connections to Banquo  
• The supernatural  

Read opening scene:  
• Highlight words which suggest disorder / chaos.  
• In a different colour highlight phrases that seem contradictory.  
• Analyse the language of the witches  
• Discuss setting & atmosphere  

1.2 Conversation activity  
Read 1.3 & act it out, pay attention to the imagery.  

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<td>Complete tasks on Act 1, Scene 3</td>
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2. Word sort activity based on act 2, scene 2.  
Read Lady Macbeth's speech, focus on:  
• Lady Macbeth's emotions  
• The language used  
• Imagery  
• **Extension**: the use of punctuation & structure  

Write a PEE paragraph for the following question:  

What do we find out about Lady Macbeth's character from her first scene?  

Foreshadowing exercise: What predictions do you make for the rest of the play & why?  

Write, then edit, a horoscope for each of the characters:  
• Lady Macbeth,  
• Macbeth,  
• Banquo,  
• Duncan  

How do we persuade people? (Could be explored through a drama activity)  

How does Lady Macbeth persuade Macbeth to kill Duncan?  

Explore the language and structure of Act 1, Scene 7.  

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<td>Write horoscopes in best.</td>
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3. How do we show the inner thoughts of a character in a play?

Read Macbeth's soliloquy from act 2, scene 1:
- In one colour highlight all the phrases which suggest Macbeth wants to kill Duncan
- In a different colour highlight all the phrases which suggest Macbeth does not want to kill Duncan

Analyze the language and structure of the soliloquy.

**Drama activity:** In pairs read act 2, scene 2, lines 14–74. Read the extract sitting down, every time you feel your character is in a position of power stand up. Then sit down when you feel the character has lost power.

What does this suggest about the relationship between the two characters?

Focus on Lady Macbeth & Macbeth and how they've changed since the beginning of the play. Encourage students to consider Jacobean gender stereotypes.

In what ways can a playwright create tension?

Read act 2, scene 3, lines 1–35:
- Why has Shakespeare chosen to include humour at this point?
- What is the effect of the humour on the audience?

Lines 38–end:
- Analyse how the language used creates tension
- Why has Lennox's speech (lines 47–54) been included?
- Are there any instances of foreshadowing in this section?

**Extension:**
Analyze the characterisation of Macbeth & Lady Macbeth.

4. Explain the basic storyline of the act 3, scene 4, 32–107.

In groups decide how to act the scene: do you include the ghost or not?

Rehearse extract & perform.

**Write the maid's diary entry.**
Consider the implications of the knowledge she now has.
| Explain directorial decisions for 3,4. |
| Why are the witches important to the play? |
| Read act 4, scene 1 and analyse the language used: |
| - Their use of imagery. |
| - What do you think the witches are telling Macbeth? |
| - Are there any double meanings to their predictions to Macbeth? |
| How do you show the effect of guilt and conscience in a play? |
| Read act 5, scene 1. |
| How does Shakespeare show Lady Macbeth's guilt and conscience in this scene? Consider: |
| - Language |
| - Structure |
| - The doctor |
| - The gentlewoman |

| 5. Read extracts from act 5, scenes 3, 5, 7 & 8. |
| How does Shakespeare present the fall of Macbeth? |
| Explore: |
| - The language used |
| - His characterisation |
| - Relationships: |
| - Lady Macbeth |
| - The doctor |
| - The servants |
| - The predictions |
| - The structure of the play |
| Explain how to write a good analytical essay: |
| - PEE |
| - Linking quotes |
| - Close textual analysis |
| - Structure |
| - Use of contextual information |

<p>| 6. Use planning sheet to focus on gathering evidence from the key scenes and analysing it. |
| 2 lessons, in controlled assessment conditions, writing the response to the task: |</p>
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<th><strong>Focussing on key scenes in the play, analyse how Shakespeare presents Macbeth’s destruction.</strong></th>
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**Assessing the learning outcomes of this unit:**

Analytical essay

Focussing on key scenes in the play, analyse how Shakespeare presents Macbeth’s destruction.

**APP Assessment Focuses (AFs) formally assessed:**

Reading:
AF2: Understand, describe, select or retrieve information, events or ideas from texts.
AF4: Identify and comment on the structure and organisation of texts.
AF7: Relate texts to their social, cultural and historical traditions.