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| **Lesson Title/Focus** | **Macbeth**  **Introduction**  **April 18, 2016**  **ELA 20-1**  Time: 1:22-2:42 p.m. | **Teacher** | Ms. Alisha Sims |

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| **LEARNING OBJECTIVES** | | | | |
| **Students will:**   1. Assess personal expectations for texts to be studied in light of prior experiences with and observations about similar contexts, content and text forms (2.1.3.b) 2. Explain the relationship between text and context in terms of how elements in an environment can affect the way in which a text is created [for example, the historical context in which the text is written; gender-biased language can provide information about the context in which a text was created in terms of dominant culture] (2.1.1.c) | | | | |
| **ASSESSMENTS** | | | | |
| **Observations:** | | * Observation will be done throughout the lesson while students record the literary term definitions, work cooperatively and individually, and participate in class discussion. | | |
| **Key Questions**: | | * Why are we studying a centuries-old play today? | | |
| **Products/Performances:** | | * Group/class discussions on agree/disagree statements * Case studies’ discussions * Students’ literary terms definitions | | |
| **LEARNING RESOURCES CONSULTED** | | | **MATERIALS AND EQUIPMENT** | |
| * Alberta Education English Language Arts Program of Study | | | * SMARTBoard with document projection capabilities * That’s So Eleventh Century… or is it? Handout and case studies (x23) * Keynote with literary terms * Macbeth textbooks | |
| **PROCEDURE** | | | | |
| **Introduction** | | | | **Time** |
| ***Advance Organizer/Agenda*** | | 1. Attendance 2. **Hook:** Why study a centuries old play? Statements & case studies 3. Week 1: Literary Terms 4. Macbeth background and context 5. Act 1 audio recording (sponge) | | 1:22-1:25 |
| ***Expectations for Learning and Behaviour*** | | Students will transition quickly between tasks.  Students will work cooperatively to discuss the statements.  Students will participate in the class discussions. | |  |
| ***Attention Grabber*** | | *Do attendance, Block 2*  We start the course with a study of Shakespeare’s *Macbeth*. Why? The province says Grade 11 students must study at least one Shakespeare play. But are there other reasons? Why should we study a centuries old play? *Ask students to think-pair-share* | | *1:25-1:30* |
| ***Assessment of Prior Knowledge*** | |  | |  |
| ***Transition to Body*** | | The answer lies in Shakespeare’s gift for understanding human nature, what makes us tick. Macbeth, a Scottish king who reigned in the 11th century, can still teach us many valuable lessons today.  Questions to consider during our study of the play: What does Macbeth teach us about human nature? How can I apply these lessons in my life? As well as the course question: In what ways do individuals respond to conflict arising from different perspectives? | | Until 1:35 |
| **Body** | | | | **Time** |
| ***Learning Activity #1*** | **That’s So 11th century…:** *Handout and review statements.* I’m going to number you off into groups and then hand out a list of 9 statements. #1s discuss statement 1, #2s discuss statements 2, etc. You’ll assemble in your group and discuss whether you agree or disagree with your statement, and record your reasons why. It’s OK to have differing opinions within your group. Then, you’ll choose one group member to lead a class discussion on your assigned statement. Number students. Ask to keep their fingers up so others can see. Groups meet and discuss.  Teacher circulates among groups. Students may stay within their groups for class discussion.  **Case studies:** Hand out case study 1 and 2. Read to them and ask them to consider the attached questions. May do individually or with an elbow partner. Once they have discussed each scenario, ask students to draw parallels between the two stories.  Also, hook students into seeing that even though most of us won’t turn into cold-blooded murderers, we are still tempted by both our desires and those who are close to us. Sometimes we even given into these temptations, and as a result, good people do bad things. | | | *30 minutes*  *until 2:05* |
| *Assessments/ Differentiation:* | Statements/case studies read aloud.  Students work in groups of 2 or 3 for statements. May choose a partner for case studies. | | |  |
| ***Learning Activity #2*** | **Literary terms**: Keynote with literary terms of note for this week. Students will record the definitions. (allusion, aside, iambic pentameter, blank verse, mood/atmosphere, paradox, pathos, soliloquy, symbolism, and motif) | | | *15 minutes*  *until 2:20 p.m.* |
| *Assessments/ Differentiation* | Definitions are projected on the SMARTBoard and posted to Moodle for future reference. | | |  |
| ***Learning Activity #3*** | **Macbeth background**: Shakespeare introduction & talking points. See Keynote.  *Sponge: begin listening to audio recording of Macbeth* | | | *Until 2:42 p.m* |
| *Assessments/ Differentiation* |  | | |  |
| **Closure** | | | | **Time** |
| ***Assessment for Learning:*** | | Class discussion. | |  |
| ***Feedback From Students:*** | | Do they have “buy in” for the study of this text? | |  |
| ***Feedback To Students*** | | Students check Moodle for handouts and literary terms. Reminder that tomorrow we launch the symbol project. | |  |
| ***Transition To Next Lesson*** | | Students are dismissed for the day. | |  |
| **Reflections** | | | | |
| ***What went well? What changes would you make in your planning? What have you learned to improve upon future instruction?*** | | Next time, I’d do either the statements or the case studies. It seemed like overkill to do both and the introduction to this text dragged on. I sensed that students just wanted to get into the text.  There was great class discussion concerning the statements, which is good to see considering this is Day 2 of the quarter.  I talked a lot during the Macbeth background/context. Next time either speed up the pace or assign slides to students to read aloud. | | |

English 20-1

# macbeth MACBETH

# That’s So Eleventh Century… Or Is It?

*Why are we studying a centuries old play today?* The answer lies in Shakespeare’s gift for understanding human nature, what makes us tick. Macbeth, a Scottish king who reigned in the 11th century, can still teach us valuable lessons today.

**Instructions:**

The teacher will form groups of 2-3 students and assign each group a statement below. In your group, discuss whether you agree or disagree with each statement, and record your reasons why. Choose one of your group’s members to lead a class discussion on your assigned statement.

**WHAT DO YOU THINK:**

**Do you agree or disagree with each statement? State your reasons why.**

1. There are strong forces of evil in this world.
2. Supernatural forces exist in this world.
3. We are only just tapping the power of the human mind; there are people who can read others’ thoughts and/or predict the future.
4. It’s OK to do something immoral if the outcome is something good.
5. The truth will come out and good will triumph in the end.
6. Peer pressure is a powerful force that even good people succumb to.
7. It’s important to go after what is important to you, even if people get hurt or disappointed as a result?
8. There are circumstances or events that justify doing something.
9. If you see something wrong, you must do all you can to stop it.

**CASE STUDY ONE:**

Katie is in the top five in her class; in fact, at mid-semester, she was tied with Jennifer, one of her friends, for top spot. Finishing first is very important for Katie. She doesn’t really need the money that will go along with it; she just wants the prestige, knowing that all her efforts have paid off and she will walk across the stage as the best student in her school. Her parents are also dropping major hints that they’d like to see her finish first in her class. It’s tough being in such tough competition with a good friend, but she still wants more than anything to beat Jennifer.

By the end of the term, Katie realizes she is ahead of Jennifer in every subject but calculus. She is doing really well in the subject, but she has to work like a dog for everything she gets. At the end of May, she has a major research paper due for English, and, at the same time, a big make-up test in calculus. She’s had to spend every waking minute cramming for the test, and as a result, has not put much effort into the English paper. Her parents are constantly reminding her that this is it...she needs to put her all into going for that prize. Desperate, she downloads an essay from the internet, complete with all of the sources her teacher wanted. She feels awful about it, especially since she knows that Jennifer has spent hours perfecting her paper. But, it pays off in the end, because she beat Jennifer on both the test and the essay. And, she had her moment in the sun when her principal announced that she was the top student, in front of all her friends and relatives.

What internal factors influenced Katie?  
What external factors influenced her?  
What are the short term consequences of her actions? What are the long term consequences?

**CASE STUDY TWO:**

Jarrod has had a huge crush on Sara for as long as he can remember. But, for as long as he can remember, she pretty much ignored him. That is until he made the Triple A Midget team. You see Sara had a thing for hockey players and a guy just didn’t have it, in her eyes, if he wasn't on a good team; no small time rec league guy would do. Jarrod was pretty much blinded by her big blue eyes and gorgeous smile, and couldn't see her for the shallow puck bunny that she was. So, the winter that he made the midget team, and started getting lots of ice time, Sara started flashing that gorgeous smile his way. They started going out and Jarrod was a happy man. That is, until the next fall. He had to move up to Junior and because he was small and there weren't many places on the team, he knew there was a good chance he wouldn't make it. He also knew that if he didn't, Sara would start looking around for someone else. She was already making comments about how great it would be when he was on the team.

After a few tryouts, he figured that it was down to him and one other guy, Andy. Andy was a really good player, but he had sat out a lot of the previous year because of knee problems. So, one day during gym class, Andy and Jarrod were playing basketball, when Andy tripped and fell. Seeing his opportunity, Jarrod made a split second decision, pretended to trip, and came down hard, on top of Andy's bad knee. He heard a sickening crack and knew that Andy's hockey days were over for a while. Andy had surgery to put his kneecap back on, Jarrod made the team and Sara, the hottest girl in the school stood by her man.

What internal factors influenced Jarrod?  
What external factors influenced him?  
What are the short term consequences of his actions? What are the long term consequences?