

Macbeth

Content Area: **English Language Arts**
Course(s): **Language Arts Literacy IV**
Time Period: **6 weeks**
Length: **6 weeks**
Status: **Published**

Unit Overview

Read and analyze *Macbeth*. The purpose of this unit is for the students to gain an appreciation of the history of the English language and English literature. William Shakespeare has been considered as one of the greatest writers and pioneers of English literature. Through the study of *Macbeth*, it is hopeful that students will continue to value Shakespeare's contribution to literature.

Transfer

Throughout this unit, students will be able to:

- Demonstrate an understanding of the main ideas, themes, or events of the play *Macbeth*.
- Analyze the complexity of Shakespeare's language and apply it to modern day literary tropes.
- Investigate Elizabethan England and its historical role in Shakespeare's work.
- Analyze the figure of the tragic hero and/or the tragic flaw as presented in *Macbeth*.
- Develop coherent and plausible interpretations of the Shakespeare play *Macbeth*.

Meaning

Understandings

Students will understand that...

- Shakespeare's commentary on power, corruption, and blind ambition is still relevant to our own politics today.
- Things are not always as they appear.
- People have often relied on superstition and frequently still do today.
- Our perceptions and interpretations are based on a variety of factors.
- Literature is a comment on the human condition.

Essential Questions

Students will keep considering...

- What impact did the Elizabethan era have on the creation of Macbeth?
- Does gender play a significant part in Macbeth?
- How does power corrupt people?
- How does superstition affect human behavior?
- How can appearances be different from reality? What influences our perceptions?

Application of Knowledge and Skill

Students will know...

Students will know...

- The historical context of the play (Elizabethan England).
- Plot details
- Character details & development (key figures: Macbeth, Lady Macbeth, Macduff, Banquo, Duncan, etc.)
- Themes present in play (ambition, greed, loyalty, superstition, fate, free will, magic, etc.)

Students will be skilled at...

Throughout this unit, students will understand that...

- 1-Consciously use and evaluate a wide variety of strategies before, during, and after reading, viewing, and listening to increase their comprehension and recall of Macbeth.
- 2-Explain the effects of a variety of literary devices and techniques in Macbeth.
- 3-Demonstrate an understanding of the main ideas, events, or themes of the play Macbeth.
- 4-Develop coherent and plausible interpretations of Macbeth.
- 5-compare and analyze different presentations of Macbeth (modern, film, etc.)
- 6-demonstrate confidence in their abilities to communicate effectively through the study of complex Shakespearian language.
- 7-demonstrate an openness to the divergent ideas and opinions expressed by classmates and others while analyzing the play Macbeth.

Academic Vocabulary

Key terms to know...

- Tragic hero
- Tragic flaw
- Fate
- Free will
- Tragedy
- Elizabethan England

Learning Goal 1

Students will understand...

- Analyze multiple interpretations of Macbeth (for example, recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

Objective 1-- Levels 2, 3, and 4

SWBAT:

- Analyze the plot details of Shakespeare's Macbeth in a dramatic interpretation of the play.
- Compare and contrast the themes, plot, or events of the play with an adaptation of Shakespeare's play.
- Recall specific vocabulary such as: analyze, drama, evaluate, format, information, live, media, play, etc.)

LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections 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.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.5	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.
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets

LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1	the source text. (e.g., Shakespeare and other authors.) 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.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Learning Goal 2

Students will understand...

- Analyze the development of two or more themes or central ideas over the course of *Macbeth*, including how they interact and build on one another.

Objective 2-- Level 4

SWBAT:

- Analyze themes from the play *Macbeth*, including greed, power, and betrayal through a variety of written responses.

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections 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.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.11-12.CCSS.ELA-	Read closely to determine what the text says explicitly and to make logical inferences from

Literacy.CCRA.RI.1	it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.6	Assess how point of view or purpose shapes the content and style of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.10	Read and comprehend complex literary and informational texts independently and proficiently.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1	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.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5	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.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10	Read and comprehend complex literary and informational texts independently and proficiently.

Learning Goal 3

Students will understand...

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

Objective 4 -- Levels 3 and 4

SWBAT:

- Define unknown vocabulary words for figurative and connotative meanings to apply to text.
- Interpret quotations from Macbeth and analyze them for contextual and thematic meaning.

LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections 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.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	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.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.10	Read and comprehend complex literary and informational texts independently and proficiently.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1	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.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Summative Assessment

- End of Unit Test
- Extended Written Response
- Formal Written Response
- Group Presentation
- Performance Assessment
- Portfolios
- Research Project

Career Ready Practice and Awareness Standards

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.

Technology

TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

Formative Assessment and Performance Opportunities

- Class discussion
- Comprehension questions
- Journal entries/free writes
- Reading quizzes
- Teacher observation
- Vocabulary quizzes

Accommodations/Modifications

- Audio text
- Film versions of text
- make use of visual/graphic organizers
- Modify length of written work
- reading aids/notes summaries
- study guides per Act

Interdisciplinary Connections

- History of Witchcraft
- King James I
- Scottish King - Mac Bethad
- The Elizabethan/Renaissance Era
- The Globe Theatre
- William Shakespeare's Life

SOC.6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
SOC.6.2.12.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)
SOC.6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.
SOC.6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
SOC.6.2.12.D.2.e	Assess the impact of the printing press and other technologies developed on the

	dissemination of ideas.
SOC.6.2.12.CS2	Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Unit Resources

- copy of play Macbeth
- dramatic interpretations
- film adaptation
- modern interpretation
- notes/summaries
- quotation guides
- study guides
- textbook

Informational Text/Non-Fiction

["How Power Causes Brain Damage" from the Atlantic](#) (how power relates to neuroscience, reduces empathy, sympathy, increases risk-taking, etc)

[The Great Chain of Being](#) (Explains the belief in the hierarchical order and the repercussions of moving into a position that one should not attain- *works well at the end of the 2nd Act*)

[NY Times Theatre Review of a 2011 production](#) (which emphasizes what the characters are seeing in their minds)