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**Knowledge Rich Curriculum Plan**

Year 10 Macbeth Spring 1



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Written link the wider curriculum** | **Assessment** |
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| **Spring 1**  **Lesson 1**  **Big Question:**  What is the plot of Macbeth? | Students will know Macbeth is a famous tragedy written by William Shakespeare, sometime around 1606.  Students will know that Macbeth is a hero and loyal Scottish Lord at the start of the play. After a battle in Scotland, Macbeth and his friend Banquo meet three witches, who make three prophecies. Macbeth will be a thane, Macbeth will be king and Banquo’s sons will be kings.  The witches’ first prophecy comes true and King Duncan makes Macbeth Thane of Cawdor.  When King Duncan visits Macbeth’s castle, Lady Macbeth persuades Macbeth to murder King Duncan in his sleep to make the second prophecy come true.  With Lady Macbeth’s help, Macbeth frames King Duncan’s dead servants as the murderers. Duncan’s children, Malcolm and Donalbain, leave Scotland for their own safety  Now king, Macbeth worries about the witches’ third prophecy and sends murderers to kill Banquo and his son.  At a banquet, Macbeth is haunted by visions of Banquo’s ghost in front of all his guests.  Macbeth visits the witches and they tell him - the only person he needs to beware of is Macduff, no one a woman has given birth to can harm him and he won't be defeated until Birnam Wood moves. He thinks he's unbeatable.  While Macduff is in England convincing Duncan’s son Malcolm to fight against Macbeth, Macbeth has Macduff’s family murdered.  Macduff and Malcolm arrive in Scotland with an army. On their way to attack Macbeth's castle they cut down branches from the trees in Birnam Wood to use as camouflage. When the wood moves, one of the witches' prophecies come true.  Macduff reveals that he was born by a caesarean birth and kills Macbeth, fulfilling the final prophecy. | Tier 2:  Tyrant a cruel and oppressive ruler.  Prophesy say that (a specified thing) will happen in the future.  Regicide the action of killing a king.  Tier 3:  Tragedy: A play where there is a hero, who commits a terrible act, which causes their own downfall from a great height | Students will need to know how a play is structured and the use of stage directions. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Whole plot MCQ at the end of the lesson. |
| **Lesson 2**  **Big Question:**  How does Shakespeare create a foreboding atmosphere in A1-S1? | Students will know that in Act 1 Scene 1 Thunder and lightning crash above a Scottish moor. Three haggard old women, the witches, appear out of the storm. In eerie, chanting tones, they make plans to meet again upon the heath, after the battle, to confront Macbeth. As quickly as they arrive, they disappear.  Context – Students will know that people in Shakespeare’s time believed in witchcraft. Students will know Shakespeare used popular beliefs about witches and witchcraft. These included the belief that they could see into the future; that they could create storms, hail, thunder and lightning; stop the sun and change night into day and day into night. Students will know that James I had written a book about demonology.  Annotations for quotations:  When shall we three meet again  In thunder, lightning, or in rain? – A device used by Shakespeare to create a cold and evil tone on stage. This is important as the play is a tragedy so the opening scene reflects this.  When the hurlyburly’s done,  When the battle’s lost and won. – Use of paradox. All battles have one winning side and one losing side. Regarding the wider play, we see that Macbeth will win many battles in the play, but for each victory, he will also have a loss.  Fair is foul, and foul is fair,  Hover through the fog and filthy air. - The witches are saying that what is fair to man is foul to the witches, but what men may see as foul, the witches see as fair. This paradox also tells the audience that appearances can be deceiving, a main theme in the play. Macbeth appears to be a man of honour, unlikely to commit foul acts; however, he orders killing and himself murders.  Students will know how to use the writing frame answer the big question: How does Shakespeare create a foreboding atmosphere in A1-S1?  Suggested response:  The opening scene of the play is brief, but effective in creating a menacing and sinister atmosphere. Shakespeare’s use of the stage directions ‘Thunder and Lightning’ establishes a chaotic and violent tone, reflecting the evil and disruptive nature of the witches. Shakespeare’s use of paradox in this scene, particularly through the use of ‘Fair is foul and foul is fair’ indicates to his audience that deception is likely to be a key theme in this tragedy. | Tier 2:  Foreboding: a feeling that something bad will happen; fearful apprehension.  Menacing: Suggesting the presence of danger  Sinister: giving the impression that something harmful or evil is happening or will happen.  Paradox – a literary device which functions as a means of setting up a situation, idea, or concept that appears on the surface to be contradictory or impossible. | Students will need to know how a play is structured and the use of stage directions. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3.  Students have studied Gothic literature in KS3, | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  How does Shakespeare create a foreboding atmosphere in A1-S1? |
| **Lesson 3**  **Big Question:**  How does Shakespeare present Macbeth as a formidable warrior in A1-S2? | Students will know that in Act 1 Scene 2 a wounded captain explains to King Duncan how bravely Macbeth and Banquo fought against the rebel forces led by Macdonald and then in a fresh assault by the Norwegian King. Students will know that the rebellious Thane of Cawdor has been captured. Students will know that Duncan awars Macbeth the title of the Thane of Cawdor.  Context – Students will know that the Code of Chivalry was a moral system focused on qualities idealised by Medieval knights such as bravery, courtesy, honour and great gallantry toward women.  Students will know that Although Macbeth is a warrior rather than a knight, he would still have been expected to act in a chivalrous fashion. In this scene Macbeth fails to display a number of these virtues.  Annotations for quotations:  For brave Macbeth – well he deserves that name – Macbeth was a hero on the battle field, moreover the title is not self-proclaimed displaying that it is well deserved and implying that Macbeth is worthy of the praise given to him.  his brandish’d steel,  Which smoked with bloody execution, - illustrates one of Macbeth's qualities: that he fights well and kills mercilessly.  Like valour’s minion carved out his passage - Macbeth is “Valour’s minion”, the personification of “Valour” elevating Macbeth’s heroism to almost mythical levels  Till he unseamed him from the nave to the chaps, - The verb 'unseamed' implies an ease in the brutal attack that Macbeth has made on his enemy. This reinforces the idea that he is violent and ruthless.  As cannons overcharged with double cracks, so they  Doubly redoubled strokes upon the foe. – ‘cannon’ and charged’ give a sense of explosive and violent power. Macbeth stands above the other soldiers in terms of courage.  Classical and Biblical allusions – Students will know the meaning of the following lines:  A1-S2: Expect they meant to bathe in reeking wounds / Or memorize another Golgotha, / I cannot tell (39-41)  Golgotha in Jerusalem was the site of Christ’s crucifixion; a memorable scene of bloodshed and death.  A1-S2: Till that Bellona’s bridegroom, lapp’d in proof, / Confronted him with self-comparisons (54-55)  Bellona is the Roman goddess of war; Macbeth fights so valiantly that he is worthy to be her husband.  Students will know how to use the writing frame answer the big question: How does Shakespeare present Macbeth as a formidable warrior in A1-S2?  Suggested response:  In the beginning of the play we see Macbeth presented as a bold, brave and ruthless character who is respected by his countrymen because of his exploits in the battle against the invading armies. Shakespeare tells his audience that other characters refer to Macbeth as ‘brave Macbeth’ and comment how he fought ‘like Valour’s minion’. These descriptions emphasise how well-respected Macbeth is by his fellow countrymen due to his acts of heroism. A Jacobean audience would be familiar with the chivalric code and would recognise that Macbeth possesses a number of these positive virtues. They may also note that Macbeth fails to display some of these virtues through the violent manner in which he kills his enemies. | Vocabulary: Macbeth  Valiant - possessing or acting with bravery or boldness  Ruthless - having or showing no pity or compassion for others.  Loyal - giving or showing firm and constant support or allegiance to a person or institution.  Allusion - an expression designed to call something to mind without mentioning it explicitly; an indirect or passing reference. | Students will need to know how a play is structured and the use of stage directions. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question: How does Shakespeare present Macbeth as a formidable warrior in A1-S2? |
| **Lesson 4**  **Big Question:**  How are the witches presented at the beginning of the play? | Students will learn that in the beginning of this scene Macbeth meets the Witches for the first scene. Students will learn that the witches hail Macbeth as Thane of Glamis (his original title), as Thane of Cawdor and king one day. Students will learn that the witches also tell Banquo that his children will sit on the throne.  Context – Witchcraft in Macbeth – Students will know Witchcraft plays a large part in Macbeth and provides a basis for the events of the play. Students will know the witches set the pace for the play as well as serving as a warning against witchcraft, evil and bloodshed.  Annotations for quotations:  So foul and fair a day I have not seen. - Macbeth’s first line in the echoes the witches’ words and establishes a connection between them and Macbeth. It also suggests that Macbeth is the focus of the drama’s moral confusion.  So wither’d and so wild in their attire,  That look not like th’inhabitants o’ th’ earth, - Shakespeare’s choice of words allow the audience to imagine the appalling looks of these witches. Banquo’s words alienate the witches, influencing our perception of the witches by making us doubt what we see.  All hail, Macbeth, hail to thee, thane of Glamis!  All hail, Macbeth, hail to thee, thane of Cawdor!  All hail, Macbeth, that shalt be king hereafter. - The witches greet Macbeth like a king with the verb “hail” suggesting that Macbeth is praiseworthy, a feeling that is shared by King Duncan. The Witches greet Macbeth in the same manner Judas greeted Jesus before he betrayed him. The Witches will betray Macbeth in the play.  Speak then to me, who neither beg nor fear  Your favors, nor your hate – Banquo is indifferent to their prophecies. He takes the witches for what they physically appear to be - ragged old women. He doesn’t trust them so he perceives their prophecies with scepticism.  Lesser than Macbeth, and greater.  Not so happy, yet much happier. -  Thou shalt get kings, though thou be none. – The first line suggests Banquo will never be king but that his descendants will be. The second line means that Banquo will be less happy than Macbeth because of this, but he will be happier than him in another respects because he can be sure that his ancestors will be kings. Finally, the third line means that Banquo will father a line of future kings, even though he himself will never take the throne.  Students will know how to use the writing frame answer the big question: How are the witches presented at the beginning of the play?  Suggested response:  Shakespeare’s portrayal of the Witches in Act 1, Scene 3, as otherworldly and threatening, draws directly on many of the beliefs about witchcraft that his audience would have held. The witches reveal to Macbeth that he shall be `Thane of Cawdor`, `Thane of Glamis` and ` King hereafter`. Their ability to predict the future ultimately leads Macbeth to commit to a course of evil in order to fulfil the witches` prophesies. | Scheming - given to or involved in making secret and underhand plans.  Prophetic - accurately predicting what will happen in the future.  Ambiguous – open to more than one interpretation; not having one obvious meaning. | Students will need to know the events of the play up to A1S3. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  How are the witches presented at the beginning of the play? |
| **Lesson 5**  **Big Question:**  How do Macbeth and Banquo react to the prophecies and how do their reactions differ in A1-S3? | Students will learn that after the witches disappear, Macbeth and Banquo discuss the strange encounter. Their conversation is interrupted by the arrival of Ross and Angus who tell Macbeth that the king has made him thane of Cawdor, as the former thane is to be executed for treason.  Students will learn that Macbeth ignores his companions and speaks to himself, ruminating upon the possibility that he might one day be king. He wonders whether the reign will simply fall to him or whether he will have to perform a dark deed in order to gain the crown.  Annotations for quotations:  Stay, you imperfect speakers, tell me more. – Macbeth is eager to know more about the prophecies, demanding detail with the imperative “tell me more”.  Were such things here as we do speak about,  Or have we eaten on the insane root, - Banquo's own reaction to the Weird Sisters is to question his sanity and wonder whether the witches existed at all. The ‘insane root’ was hemlock, which was believed to cause madness in those who consumed it.  What, can the devil speak true?. - Banquo’s immediate and natural reaction is to link the witches to the devil. To the Jacobeans, a witch was someone who had sworn an allegiance to Satan, so his response would resonate with the contemporary audience.  That, trusted home,  Might yet enkindle you unto the crown – The use of the verb ‘enkindle’ suggests a spark, a flame Possibly a fire in the eyes, a burning desire—the sense that Macbeth has internalised, absorbed these possibilities.  oftentimes, to win us to our harm,  The instruments of darkness tell us truths. – The comparison of the witches to "instruments of darkness" reveals their truly foul nature. Shakespeare is implying through Banquo that the prophecies of the weird sisters will only bring about Macbeth's downfall.  This supernatural soliciting  Cannot be ill, cannot be good. If ill – Macbeth feels that committing regicide will be a “supernatural soliciting”. The word “supernatural” demonstrates that Macbeth acknowledges that such an act is “against the use of nature.” It suggests that if Macbeth kills Duncan, he will forever be trapped in the supernatural world for his dishonourable action.  why do I yield to that suggestion  Whose horrid image doth unfix my hair – by entertaining thoughts of becoming king, Macbeth's external and internal, physiological and psychological selves are disturbed.  If chance will have me king, why, chance may crown me,  Without my stir. - Macbeth hopes in this line, that 'chance' will take care of what is necessary to make him king i.e. murdering Duncan. The word 'may' deliberately suggests that if chance fails, Macbeth 'may' have to take matters into his own hands, which of course he does.  Students will know how to use the writing frame answer the big question: How are the witches presented at the beginning of the play?  Suggested response:  After receiving the witches’ prophecy that he will be king, Macbeth could be described as intrigued but troubled. Shakespeare’s use of the phrase, “This supernatural soliciting Cannot be ill, cannot be good” implies Macbeth acknowledges that such an act is against the natural order. Perhaps Shakespeare is suggesting that Macbeth is aware that if he decides to commit regicide he will be forever trapped in the supernatural world for his dishonourable actions. Furthermore, the intentional use of the sibilance in this phrase mirrors the sinister atmosphere created by the witches earlier in the scene.  However, when Banquo reacts to the predictions we learn that he is quite suspicious of the prophecies.  When speaking to Macbeth, Banquo comments that “oftentimes, to win us to our harm,  The instruments of darkness tell us truths”. Clearly, Shakespeare is implying that Banquo feels he needs to warn Macbeth that often evil creatures will say enticing things in order to tempt people into harming themselves. Additionally, Shakespeare’s use of the metaphor ‘instruments of darkness’ reveals Banquo feels that the Witches are foul, cruel creatures At this point in the play, Shakespeare may be highlighting to his audience that Banquo is far more intuitive than Macbeth as he has realised the Witches true intentions. | Intuitive - able to know or understand something because of feelings rather than facts or proof  Loyal - giving or showing firm and constant support or allegiance to a person or institution.  Suspicious - having or showing a cautious distrust of someone or something. | Students will need to know the events of the play up to A1S3.  Students will need to know that the Witches predicted Macbeth would be King earlier in the scene.  Students will need to know that Macbeth has been named Thane of Cawdor in a previous scene. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3.  Students have studied the concept of a ‘tempter’ in KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:** How do Macbeth and Banquo react to the prophecies and how do their reactions differ in A1-S3? |
| **Lesson 6**  **Big Question:**  To what extent is Lady Macbeth presented as an ambitious and assertive character in A1-S5? | Students will know that in Act 1 Scene 5 Lady Macbeth reads a letter from Macbeth announcing Macbeth’s promotion to the thaneship of Cawdor. Students will know that she decides to convince her husband to do whatever is required to seize the crown. Students will know that Lady Macbeth begs the dark spirits to give her the male strength needed to seize the crown. Students will know that Macbeth enters and tells his wife that Duncan plans to depart the next day, but Lady Macbeth declares that the King will die in their castle and Macbeth should leave the planning to her.  Context: Students will know that Jacobean society was patriarchal. Women were regarded as "the weaker sex", not just in terms of physical strength, but emotionally too. Students will know that even though there had been an unmarried woman on the throne in Jacobean England, the roles of women in society were very limited. There were very clear expectations of men and women, and in general men were expected to be the breadwinners and women to be housewives and mothers. Students will know that In Shakespeare's plays, the roles of women were often played by young boys as women were not allowed to act. Students will know that man was considered to be the head of a marriage, and he had the legal right to chastise his wife. Students will know that If a husband felt the need to chastise his wife, then he was not allowed to be cruel or inflict bodily harm.  Annotations for quotations:  my dearest partner of greatness - The fact the Macbeth calls his wife his 'dearest partner of greatness' puts an emphasis on their strong and loving relationship at the beginning. The use of ‘partner’ suggests equality in the relationship.  and shalt be what thou art promised - Lady Macbeth's determination to succeed is clear here. She is insistent that Macbeth will become King  I fear thy nature is too full o’the milk of human kindness - Shakespeare uses this metaphor to suggest that despite his reputation as a brave warrior, Macbeth also has a strong sense of compassion.  That I may pour my spirits in thine ear - This means that Lady Macbeth hopes that she can persuade Macbeth into seeing her plan by talking to him and seducing him. The use of ‘spirits’ creates a connection between Lady Macbeth and the Witches.  Come, you spirits - Essentially, Lady Macbeth is instructing evil spirits from hell to consume her soul and transform her into a callous being  Unsex me here – Lady Macbeth sees her sex as the main obstacle. Women at this time were seen as cunning, but weak and fragile, prone to temptation. Lady Macbeth needs to be as cold and calculating as it is possible. These qualities were considered masculine. Men were thought to be ruthless killers, who could prepare a plan and proceed to it step by step.  Fill me from the crown to the toe, top-full of direst cruelty - She is calling on the spirits that tend on her evil thoughts, to come forward and fill her body with manly cruelty.  Come to my women’s breasts and take my milk for gall - The language suggests that her womanhood, represented by breasts and milk, usually symbols of nurture, impedes her from performing acts of violence and cruelty, which she associates with manliness. She wishes it to be replaced by poison.  Come thick night and pall thee in the dunnest smoke of hell - Lady Macbeth asks for the night to hide her deed from both heaven and gods eyes, and from herself and other people. She asks that the night shade covers the estate, and nobody can see her do the evil deed, as she would be punished severely.  Look like the innocent flower, But be the serpent under't – The symbolism here shows that Lady Macbeth wishes her husband to appear well-meaning and gentle to hide his deceit. The symbol also has connotations of temptation and lost innocence through the serpent’s link to the biblical story of Adam and Eve.  Leave all the rest to me. - Shakespeare uses the line to show Lady Macbeth's determination and decisiveness, and the influence she has over her husband.  Common Misconceptions  Lady Macbeth is a man  More delicate phrasing is required here: Lady Macbeth is not a submissive character and she subverts the gender hierarchy of the time. She has a desire to transcend her role as a woman (‘unsex me here’) and refuses to conform to limiting social expectations.  Students will know how to use the writing frame answer the big question: To what extent is Lady Macbeth presented as an ambitious and assertive character in A1-S5?  Students to use the following writing frame to craft a response:  On receiving Macbeth’s letter, Lady Macbeth could be described as  Lady Macbeth presented as an ambitious and ruthless character who is determined to ensure her husband is made King and she is made Queen because  Shakespeare’s use of  demonstrates that  revealing to the audience that  Furthermore, Shakespeare’s intentional use of  A Jacobean audience would be | Ambitious – having or showing a strong desire and determination to succeed.  Manipulative - exercising unscrupulous control or influence over a person or situation.- masks  Domineering – asserting one's will over another in an arrogant way. | Students will need to know the events of the play up to A5S1 including a summary of the scenes not covered in the booklet. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  To what extent is Lady Macbeth presented as an ambitious and assertive character in A1-S5? |
| **Lesson 7**  **Big Question:**  Why does Macbeth feel so conflicted about murdering Duncan in A1-S7? | Students will know that in the opening Act 1 Scene 7 Macbeth ponders the deed that he is about to perform. He is aware of the powerful reasons for murdering the king, but is nagged by self-doubt arising from his fear of retribution both in heaven and on earth and by his likely loss of reputation.  Context – The Divine Right of Kings – Students will know that It was a commonly held belief that kings were placed on the throne by God. The 'divine right of kings' is a belief asserting that a monarch is subject to no earthly authority, deriving his right to rule directly from the will of God. The doctrine implies that any attempt to depose or murder the king runs contrary to the will of God and is a sacrilegious act.  The Gunpowder Plot – Students will know that in November, 1605, a small group of angry Catholics hatched a plot to blow up King James I and his government. Shakespeare most likely would have known some of the conspirators. Macbeth became a perfect piece of propaganda which may have cleared Shakespeare’s name.  Annotations for quotations  that we but teach Bloody instructions, which, being taught, return To plague the inventor. - foreshadows the way that his deeds will eventually come back to haunt him. The dark imagery in these lines suggest that Macbeth is aware of how the murder would open the door to a dark and sinful world.  He's here in double trust — First, as I am his kinsman and his subject, - the King has so much trust in him and he is supposed to be protecting him from murderers not trying to murder him himself.  Duncan Hath borne his faculties so meek – Duncan is a fair and noble king. If Macbeth can murder this man it shows us just how atrocious the act is. It's also a clear indication that Macbeth is far removed from human kindness and morality.  that his virtues Will plead like angels, trumpet-tongued, against The deep damnation of his taking off; - Macbeth associates Duncan with heaven, and his own actions (‘taking him off’) representative of the Devil, suggesting the unnaturalness of the action and the evil of Macbeth’s character.  I have no spur To prick the sides of my intent, but only Vaulting ambition, - Macbeth is describing his lack of motivation, and the fact that the only thing driving him at present is ambition. He recognises at this point in the play that ambition can make people rush and make mistakes, so he is almost pre-empting the disasters to come.  Students will know how to use the writing frame answer the big question: Why does Macbeth feel so conflicted about murdering Duncan in A1-S7?  Students to use the following writing frame to craft a response:  In the beginning of Act 1 Scene 7, Macbeth could be described as  During his soliloquy, Macbeth states  revealing to the audience that  Furthermore, Shakespeare’s intentional use of the | Conflicted - having or showing confused and mutually inconsistent feelings.  Honour - the quality of knowing and doing what is morally right.  Soliloquy - an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play. | Students will need to know the events of the play up to A1S7.  Students will need to know that the Macbeths have considered a plot to murder King Duncan. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3.  Students have studied a complex male character in Long Way Down.  Students will be familiar with the concept of an anti-hero from their studies of Heroes. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  Why does Macbeth feel so conflicted about murdering Duncan in A1-S7? |
| **Lesson 8**  **Big Question:**  How does Lady Macbeth manipulate her husband in A1-S7? | Students will know that in the second part of Act 1 Scene 7 Lady Macbeth enters and convinces her husband to commit the murder. Her taunting of her husband's weakness, coupled with the efficiency of her own plan, convince Macbeth that he should take on the "horrid deed."  Annotations for quotations:  We will proceed no further in this business – One of the few moments in the play where Macbeth stands up to his wife. The use of the noun “business” suggests Macbeth is struggling to even say murder.  was the hope drunk Wherein you dressed yourself? - Lady Macbeth taunts her husband for his loss of resolve accusing his desire to enact the final prophecy as just drunken confidence  From this time, Such I account thy love. – Lady Macbeth is questioning as to whether Macbeth's sudden change of heart on murdering King Duncan, will soon happen to their "love". By doing this she is pushing Macbeth to go through with his idea, and if he doesn’t then he may as well say goodbye to the "love" that he shares with lady Macbeth  Art thou afeard - Macbeth's bravery and courage are called into question. This would hurt his pride.  When you durst do it, then you were a man; - Lady Macbeth is manipulating her husband Macbeth by again speaking of his masculinity.  I would, while it was smiling in my face,  Have plucked my nipple from his boneless gums  And dashed the brains out had I so sworn - Lady Macbeth demonstrates the difference between herself and her husband by stating that she would be prepared to kill her own child – a truly shocking idea for any mother to admit to. Lady Macbeth uses the verb ‘sworn’ to remind Macbeth of the vow he made to carry out the murder.  But screw your courage to the sticking place, - The idiom simply means be firm and resolute and don't lose your courage.  I am settled, and bend up - Macbeth metaphorically compares himself to an archer. He’s going to “bend up each corporal agent,” or prepare every part of himself to commit the just as an archer bends the bow when preparing to shoot an arrow.  Common Misconceptions  Macbeth is a coward  Lady Macbeth accuses Macbeth of being cowardly and says, ‘screw your courage to the sticking-place’ – but that doesn’t necessarily mean he’s actually a coward. It’s up for debate. A better way forward is to describe him as a conflicted and indecisive character.    BQ: How does Lady Macbeth manipulate her husband in A1-S7?  Students will know which evidence could be used to support the following statements about LM:   * She accuses him of being a coward * She questions his manhood * She impresses him with her own resolve/determination * She uses flattery * She reassures him that it will be easy | Ambitious – having or showing a strong desire and determination to succeed.  Manipulative – exercising unscrupulous control or influence over a person or situation.  Domineering - asserting one's will over another in an arrogant way. | Students will need to know the events of the play up to A1S7.  Students will need to know that the Macbeths have considered a plot to murder King Duncan.  Students will need to know that at the end of his soliloquy Macbeth decides not to kill King Duncan. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3.  Students have studied a complex male character in Long Way Down.  Students will be familiar with the concept of an anti-hero from their studies of Heroes. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  How does Lady Macbeth manipulate her husband in A1-S7? |
| **Lesson 9**  **Big Question:**  What does Macbeth’s soliloquy reveal about his state of mind in A2-S1? | Students will know that the scene begins with Banquo telling Macbeth that he dreamed of the 'three weird sisters' last night, but Macbeth lies and says he has not thought about them. He then tells Banquo to stick with him, and he’ll be rewarded in the future. Banquo agrees, so long as he gets to keep his conscience clear. After he departs, Macbeth sees a vision of a dagger drawing him toward Duncan’s room. That’s when he hears a bell, which is his signal that the time for murder has arrived.  Annotations for quotations:  Is this a dagger which I see before me, The handle toward my hand? – His imagination brings forth the picture of a dagger in front of him, which symbolizes the impending murder. A dagger was also considered something of a coward’s weapon in that it was intended to be slipped between the ribs of someone up close as opposed to a weapon that a brave or honorable man would employ on the battlefield.  A dagger of the mind, a false creation, Proceeding from the heat-oppressed brain? - Macbeth recognizes his own insanity, and his lust, for killing Duncan.  Thou marshall'st me the way that I was going; - Macbeth accepts the dagger as an omen. Marshall in this context means "to guide or usher," so that Macbeth is saying, "you seem to guide me where I was already headed."  witchcraft celebrates Pale Hecate's offerings - The reference to Hecate exhibits the Renaissance view of her as a goddess of night and witchcraft; pale reflects her association with the moon. The main image here is of witches performing sacrifices to Hecate during the night.  Hear it not, Duncan; for it is a knell That summons thee to heaven or to hell. - if Duncan can hear the bells, it summons him to heaven and hell. This is significant as Macbeth knows the difference between heavens and hell so he knows what he is going to do is wrong consequently he will go to hell.  Classical and Biblical Allusions  **A2-S1: Witchcraft celebrates / Pale Hecate’s off’rings (51-52)**  Hecate is the Greek goddess of witchcraft; Macbeth embraces the dark power of the night.  **A2-S1: With Tarquin’s ravishing strides, towards his design / Moves like a ghost (55-56)**  The Roman king Tarquin raped and mutilated his friends wife Lucrece. To Jacobeans, he was a symbol of betrayal and cruelty  Students will know how to use the writing frame answer the big question: What does Macbeth’s soliloquy reveal about his state of mind in A2-S1?  Students to use the following writing frame to craft a response:  In Macbeth’s soliloquy in Act 2 Scene 1, Shakespeare alludes to the story of Tarquin and Lucrece.  During his soliloquy, Shakespeare personifies murder as Tarquin sneaking towards his victim. Macbeth states: ‘’  revealing to the audience that  A Jacobean audience would be aware of this allusion and feel | Conscience - a person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour.  Conflicted - having or showing confused and mutually inconsistent feelings.  Allusion - an expression designed to call something to mind without mentioning it explicitly; an indirect or passing reference. | Students will need to know the events of the play up to A2S1.  Students will need to know that the Macbeth has decided to go through with the plot to kill Duncan.  Students will need to know that Banquo is aware of the prophecies. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3.  Students have studied a complex male character in Long Way Down.  Students will be familiar with the concept of an anti-hero from their studies of Heroes. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  **Big Question:**  What does Macbeth’s soliloquy reveal about his state of mind in A2-S1? |
| **Lesson 10**  **Big Question:**  Which character is the most powerful in A2-S2? | Students will learn that in this scene, Macbeth returns from murdering Duncan, alarmed that he heard a noise. Lady Macbeth dismisses his fears and sees that he has brought the guards' daggers with him, rather than planting them at the scene of the crime. She tells him to return the daggers but he refuses and Lady Macbeth goes instead.  Context – Students will know that the King or Queen in Shakespeare’s time were considered to be a step down from God. It was believed that God spoke to the monarch. The monarch was the leader, protector, father/mother and the route to heaven. Love and obey your monarch and you will go to heaven. Defy or betray your monarch (TREASON) or kill a king (REGICIDE) and you are killing a God, and you’ll surely go to Hell. Students will know that if you were convicted as a traitor you would be hanged, drawn and quartered.  Annotations for quotations:  Had he not resembled  My father as he slept, I had done't. - Lady Macbeth is not entirely cold-blooded, because she comes up with this excuse for not doing the deed herself. This passage foreshadows her future feelings of guilt.  But wherefore could not I pronounce 'Amen'? - Macbeth believes himself incapable of uttering the sounds -- it is, for him, the immediate visitation of divine punishment for a deed he knew all along was wrong and evil. He has misjudged his capacity to commit such an act and remain recognizably himself.  These deeds must not be thought  After these ways so, it will make us mad. - Lady Macbeth rather desperately counsels her husband not to think so directly about the murder. The reference to insanity foreshadows Lady Macbeth’s own demise later in the play.  'Glamis hath murdered sleep, and therefore Cawdor  Shall sleep no more. Macbeth shall sleep no more.' - A guilty conscious, a blameful, responsible feeling of culpability leaves Macbeth guilt ridden and full of remorse. By murdering sleep, Macbeth has murdered his internal peace, for he would then live in fear and guilt in the days to come.  Infirm of purpose. - As Macbeth returns from murdering King Duncan, Lady Macbeth scolds him for bringing back incriminating evidence.  Will all great Neptune's ocean wash this blood  Clean from my hand? - Blood, specifically Duncan’s blood, serves as the symbol of that guilt, and Macbeth’s sense that “all great Neptune’s ocean” cannot cleanse him—that there is enough blood on his hands to turn the entire sea red—will stay with him until his death.  My hands are of your colour, but I shame  To wear a heart so white. – Lady Macbeth is saying that she would be embarrassed to have a pale, weak heart. A white heart is white because it has no blood, and the person with a white heart is a coward.  A little water clears us of this deed —Lady Macbeth is suggesting that the crime could simply be washed away and their consciences cleansed. By the end of the play, however, she will share Macbeth’s sense that Duncan’s murder has irreparably stained them with blood.  Wake Duncan with thy knocking. I would thou couldst - The scene ends with Macbeth's regret, as he recognises the enormity of his crime. We feel, at this point, that he does not care if he is discovered or not.  Students will know how to use the writing frame answer the big question: Which character is the most powerful in A2-S2?  Suggested response:  In Act 2 Scene 2, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is presented as the most powerful character in the scene. When  speaking to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , after the murder of King Duncan,  Shakespeare’s use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_reveals  A Jacobean audience would | Remorseful - To feel very guilty and sorry about something wrong that you have done.  Anxious - feeling or showing worry, nervousness, or unease about something with an uncertain outcome.  Regicide - the action of killing a king. | Students will need to know the events of the play up to A2S2.  Students will need to know that the murder of Duncan is committed off stage prior to this scene. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  Which character is the most powerful in A2-S2? |
| **Lesson 11**  **Big Question:**  How does the Porter’s speech both create and relieve tension? | Students will learn that the scene begins with a moment of light comedy, which serves to heighten the suspense. The porter of Macbeth's castle, drunk from the previous night's revels, complains that his job is worse than that of the porter of hell. In a private game with the audience, he engages in a piece of stand-up comedy in which he imagines himself as that beleaguered servant, opening and closing the gate on the damned. The humour continues when the porter unbolts the door to Macduff and Lennox and offers a series of bawdy jokes, momentarily distracting the audience from the fact that Macbeth must at this very moment be washing his hands of the blood of the previous scene.  Context – Students will learn that Shakespeare’s tragedies generally contain comic scenes and characters to provide light relief for the audience. Students will learn that the porter’s main function is to come between two of the most intense and harrowing scenes in the play, the murder of Duncan and the discovery of that murder, interposing his common humour and down-to earth persona to make the peaks of high tragedy stand out by contrast.  Annotations for quotations:  If a man were porter of hell-gate – Much of the language in this scene is linked to ideas of hell, implying that the murder of the king has turned the castle into the underworld  Faith, here's an equivocator - This quote has been understood as a reference to Father Garnet, the principal culprit of the Gunpowder Plot of 1605, which occurred five years before the first performance of Macbeth in 1611. Father Garnet, after equivocating so much in the trial, was hanged as plotter of regicide; this can be related back to Macbeth killing Duncan.  i' the name of Beelzebub? - Unknowingly, he compares Macbeth with Belzeebub, “the prince of the devils”; this is dramatic irony, since, unbeknownst to the Porter, Macbeth has now become a devil after murdering Duncan.  Lechery, sir, it provokes, and unprovokes;  it provokes the desire, but it takes  away the performance - this comic exchange about how getting drunk makes men lustful, but removes their physical ability to perform in bed, has links to the central themes of the play. There are many references to the gap between the ‘desire’ and the ‘act’ or performance of something in Macbeth. Consider, for instance, Lady Macbeth’s question to her husband: ‘Art thou afeard / To be the same in thine own act and valour / As thou art in desire?’  Students will know how to use the writing frame answer the big question: How does the Porter’s speech both create and relieve tension?  Students to use the following words in their independent response –  DRAMATIC IRONY FORESHADOWING HUMOUR EQUICOVATOR SOUND EFFECTS | Comic Relief - humorous content in a dramatic or literary work intended to offset more serious episodes.  Equivocator - to use ambiguous or unclear expressions, usually to avoid commitment or in order to mislead  Lechery - excessive or offensive sexual desire; lustfulness. | Students will need to know the events of the play up to A2S3.  Students will need to know about the Elizabethan understanding of witchcraft. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question: How does the Porter’s speech both create and relieve tension?  How does the Porter’s speech both create and relieve tension? |
| **Lesson 12**  **Big Question:**  How does Macduff react to discovering Duncan’s dead body in A2-S3? | Students will know that Macbeth shows Macduff to Duncan's chambers, where he uncovers the horrible murder. They sound alarms which wake all the sleeping thanes and Lady Macbeth. Lennox tells Duncan's sons that their father has been murdered by his guards, and Macbeth explains that he killed the guards out of 'fury'.  Annotations for quotations:  The night has been unruly: where we lay,  Our chimneys were blown down; and, as they say,  Lamentings heard i' the air; strange screams of death,  , the earth  Was feverous and did shake. – Lennox tells Macbeth about the violent storm that occurred outside the castle on the night of the king’s murder. Powerful winds blew down through people’s chimneys, noises that sounded like “strange screams of death” could be heard and the earth shook. Lennox describes these events in supernatural terms, implying that the strange storm is a prophecy of terrible events to come.  'Twas a rough night. – This is an example of dramatic irony as we (the audience) know Macbeth has killed Duncan.  O horror, horror, horror! Tongue nor heart  Cannot conceive nor name thee! – Macduff expresses raw, honest grief at the King's murders. This immediately shows his love for Duncan and how there are themes of revenge already starting to creep into his character. This is emphasised by the repetition of horror.  Most sacrilegious murder hath broke ope  The Lord's anointed temple, - Macduff is using a common biblical metaphor comparing the body to a temple. Since kings were believed to be God’s chosen representative on earth, Duncan’s body is described as an anointed temple.  O gentle lady, - This is ironic as Macduff is saying that the news of Duncan's murder is too much for Lady Macbeth to hear, when she is the one who planned his murder.  Wherefore did you so? – Macduff asks Macbeth why he killed the guards, probably thinking they could have given some important details in relation to king. This could perhaps be the first indication of Macduff’s distrust of Macbeth.  Help me hence, ho! – This line could be said in a theatrical way to distract attention. This pretended weakness is actually a sign of her power as she is manipulating the men around her.  There's daggers in men's smiles: the near in blood,  The nearer bloody. - Donalbain is saying that he and his brother Malcolm are not safe if they stay where they are. That the men who smile at them are actually concealing daggers, wanting their blood. Of all these men, it is their closest relatives that they should be most wary of.  Classical and Biblical Allusions:  A2-S3: Approach the chamber and destroy your sight / With a new Gorgon (68-69)  In Greek mythology, the Gorgon Medusa turned those who looked at her into stone; the Duncan’s body is an equally horrific sight.  Students will know how to use the writing frame answer the big question: How does Macduff react to discovering Duncan’s dead body in A2-S3?  Suggested response:  In Act 2 Scene 3, after discovering King Duncan’s body, Macduff is presented as  After returning from the King’s chamber Macduff says ‘\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’.  This reaction would suggest  Shakespeare’s use of  At this point in the play a Jacobean audience would feel | Loyal - giving or showing firm and constant support or allegiance to a person or institution.  Moral - holding or manifesting high principles for proper conduct.  Emotional - arousing or characterized by intense feeling. | Students will need to know the events of Act 2 Scene 3.  Students will need to know about the Macbeth’s relationship prior to this scene. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  How does Macduff react to discovering Duncan’s dead body in A2-S3? |
| **Lesson 13**  **Big Question:**  How is the relationship between Macbeth and Banquo presented after the murder of Duncan in A3-S1? | Students will learn that in this scene, Banquo thinks about the coronation of Macbeth and the prophecies of the weird sisters. They foretold Macbeth would be king and that Banquo’s line would eventually sit on the throne. If the first prophecy came true, Banquo thinks, why not the second? Macbeth enters, dressed as king. He is followed by Lady Macbeth, and the court. They ask Banquo to attend a feast they will host that night.  Annotations for quotations:  I fear,  Thou played’st most foully for't – At this point in the play, Banquo begins to grow suspicious of Macbeth's integrity. He recalls the witches' prophecy for his offspring to become kings, yet now Macbeth has the throne  Why, by the verities on thee made good,  May they not be my oracles as well,  And set me up in hope? – Banquo is saying that he wants the prophesies to come true for him also and make him the king and the beginning of a long line of kings.  Common Misconceptions  Banquo does not care about the prophecies (Act 3 Scene 1)  Banquo is initially sceptical about the prophecies, but that doesn’t mean he’s not intrigued by them. He reflects alone on stage in A3S1 that Macbeth ‘has it now, King, Cawdor, Glamis, all’ and wonders ‘May they not be my oracle as well’.  Students will learn later in the scene, when Banquo goes, Macbeth delivers a soliloquy about his fears that Banquo’s children will become future kings. If true, his murderous deeds to seize the ‘barren sceptre’ will have been fruitless for his own family. He convinces two murderers to kill Banquo and his son Fleance.  Annotations for quotations:  Our fears in Banquo  Stick deep, and in his royalty of nature – Macbeth uses metaphor to describe his fear as sticking “deep”, as though they themselves are plunging a dagger into him. And this fear is what drives Macbeth more and more insane as he is almost assaulted and attacked by his fear. Fears Banquo’s inherent nobility which, in a personified metaphor ‘reigns’ over Macbeth’s fears, just as Banquo’s descendants will one day reign over the Kingdom.  He hath a wisdom that doth guide his valor  To act in safety. - Macbeth knows that Banqo is not so irrational and risky as Macbeth, and that his logical and rational thinking will lead him to not take so many risks while also ensuring his sons kingship.  Upon my head they placed a fruitless crown,  And put a barren scepter in my gripe, - In this metaphor, Macbeth notes that the witches handed him a scepter by prophesying that he would become king. But the scepter is barren, or infertile, because they also predicted that he will not have male heirs, and thus the scepter and the kingship will pass to an unrelated person.  For Banquo's issue have I filed my mind.  For them the gracious Duncan have I murdered - Macbeth thinks that everything he has done has ultimately been for the benefit of Banquo’s descendants.  Classical and Biblical Allusions  **A3-S1: There is none but he Whose being I do fear, and under him My genius is rebuked, as it is said Mark Antony’s was by Caesar. (3.1.56–59)**  This is an allusion to Mark Antony and Julius Caesar, two famous Roman politicians and leaders of the Roman Republic, as well as a reference to Shakespeare’s play Antony and Cleopatra, in which a soothsayer predicts Antony’s fortunes would be lesser than Caesar’s.  Students will know how to use the writing frame answer the big question: How is the relationship between Macbeth and Banquo presented after the murder of Duncan in A3-S1  Suggested response:  At the beginning of Act 3, Macbeth and Banquo’s relationship could be described as  Shakespeare presents Banquo as  Shakespeare presents Macbeth as | Distrust - the feeling that someone or something cannot be relied upon.  Paranoia - unjustified suspicion and mistrust of other people.  Betrayal - the action of betraying one's country, a group, or a person; treachery. | Students will need to know about the prophecies the witches have given Macbeth and his reaction. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  How is the relationship between Macbeth and Banquo presented after the murder of Duncan in A3-S1? |
| **Lesson 14**  **Big Question:**  How does Shakespeare present the changing relationship of the Macbeths? | Students will learn that in this scene Lady Macbeth is concerned about Macbeth’s misery. She advises him not to think on past deeds saying ‘what’s done is done’. Macbeth is plagued by fears about potential threats and ‘terrible dreams’. He envies Duncan who ‘sleeps well’ in his grave. Lady Macbeth encourages Macbeth to put on a brave face for his guests that evening. He tells his wife that his mind is ‘full of scorpions’ with fears about Banquo and Fleance. He will not tell her what he has done but asks the ‘seeling night’ to disguise his deeds.    Annotations for quotations:  Nought's had, all's spent,  Where our desire is got without content. – Lady Macbeth’s words echo Macbeth's words immediately after the murder when he realized the irreconcilable nature of his act  Why do you keep alone – This line reveals the growing distance between the Macbeths.  We have scorched the snake, not killed it. - Macbeth indicates that the 'snake' is wounded but is still dangerous and despite their weak attempt to kill it off, it will threaten them in the future. The snake can be interpreted as symbolic of Banquo and more generally the Witches' predictions concerning Banquo's children.  In the affliction of these terrible dreams  That shake us nightly. - Macbeth’s having nightmares: this comes back again and again, and it’s a reminder of the curse he heard, that he repeated after the murder: Sleep no more, Glamis hath murdered sleep and therefore Cawdor shall sleep no more. Macbeth shall sleep no more.  O, full of scorpions is my mind, dear wife. - Macbeth uses a metaphor to explain that his guilty conscience is attacking and stinging him.  Be innocent of the knowledge, dearest chuck,  Till thou applaud the deed. - Macbeth has detached himself from his reliance on his wife and pursues his own course. Here he belittles Lady Macbeth. Macbeth doesn't want Lady Macbeth to know about the plan because he is afraid that she might try to stop him.  So, prithee, go with me. – The roles have been reversed. Macbeth is now in charge of the decisions.  Students will know how to use the writing frame answer the big question: How does Shakespeare present the changing relationship of the Macbeths?  Suggested response:  In Act 3 Scene 2, Macbeth and Lady Macbeth’s relationship could be described as\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  It is clear in this scene that \_\_\_\_\_\_\_\_\_\_\_\_ controls the relationship. When speaking to \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_says “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Shakespeare is emphasising  Shakespeare’s use of  When speaking to her husband, Lady Macbeth  This further emphasises  At this point in the play, it would be clear to the audience that | Secrecy – the action of keeping something secret or the state of being kept secret.  Control – the power to influence or direct people's behaviour or the course of events.  Discontent - dissatisfaction with one's circumstances; lack of contentment. | Students will need to know the events of the play up to A3S1.  Students will need to know what the Macbeths relationship was like earlier in the play. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  How does Shakespeare present the changing relationship of the Macbeths? |
| **Lesson 15**  **Big Question:**  How is Macbeth’s state of mind presented after he sees the ghost of Banquo in A3-S4? | Students will learn that Macbeth and Lady Macbeth enter their feast. As Macbeth walks among the court, the first murderer appears at the doorway. Macbeth speaks to him, learning that Banquo is dead and Fleance has escaped. The news of Fleance’s escape angers Macbeth—if only Fleance had died, his throne would have been secure. Returning to his guests, Macbeth goes to sit at the head of the table but finds Banquo’s ghost sitting in his chair. Horror-struck, Macbeth speaks to the ghost, which is invisible to the rest of the company. Lady Macbeth makes excuses for her husband, saying that he occasionally has such “visions” and that the guests should simply ignore his behaviour. The ghost disappears and reappears.  Annotations for quotations:  Thou can not say I did it. Never shake  Thy gory locks at me. – Macbeth is trying to convince himself that by hiring assassins, he was free of guilt. The guilt had started degrading his sanity and this is the pivotal point as it begins to overtake his mentality.  Sit, worthy friends. My lord is often thus, - Lady Macbeth reassures the guests and tries to keep order during Macbeth’s fit.  Are you a man? - Lady Macbeth asks her husband as he exhibits signs of unstableness when confronted with Banquo 's ghost. One again she is questioning his masculinity.  When now I think you can behold such sights,  And keep the natural ruby of your cheeks,  When mine is blanched with fear. – Macbeth is questioning himself. Here, the words "ruby" and "blanched" clearly recall the distinction that Lady Macbeth made between the "red" hands of murder and the "white" heart of a coward  Why do you make such faces? When all's done,  You look but on a stool. - Lady Macbeth remains constant in her judgement. Her tone is pragmatic. She appears to want to calm his rages, but anger simmers beneath her conciliatory words.  Prithee, see there, behold, look, lo, how say you? - Displays Macbeth frantic mind running when he sees the ghost of Banquo appearing in front of him.  Stand not upon the order of your going,  But go at once. - She is saying for them to leave the banquet at once and to not worry about the manners of the way they leave. She wants them to leave at once because her husband is going crazy and she wants to protect him and see what is going on with him.  Students will know how to use the writing frame answer the big question: How is Macbeth’s state of mind presented after he sees the ghost of Banquo in A3-S4?  Suggested response:  In this scene, Macbeth is attempting to conduct himself with the appropriate bearing and grace of a lord welcoming guests, but when the ghost of Banquo appears his demeanour changes. Macbeth’s state of mind after seeing Banquo’s ghost could be described as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Shakespeare reflects a change in Macbeth’s personality when he says\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The appearance of the ghost has affected Macbeth as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  At this point in the play the audience\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Shakespeare further emphasises Macbeth’s loss of control when he states\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  This would indicate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The use of the \_\_\_\_\_\_\_\_implies | Distressed – suffering from extreme anxiety, sorrow, or pain.  Paranoia – unjustified suspicion and mistrust of other people.  Guilty - culpable of or responsible for a specified wrongdoing. | Students will need to know the events of the play up to A3S4.  Students will need to know that Macbeth has ordered the murder of Banquo in an earlier scene. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question: How is Macbeth’s state of mind presented after he sees the ghost of Banquo in A3-S4?  How is Macbeth’s state of mind presented after he sees the ghost of Banquo in A3-S4? |
| **Lesson 16**  **Big Question:**  How does Macbeth react to the failure of the banquet at the end of A3-S4 and what does this reveal? | Students will learn that at the end of the scene Lady Macbeth sends the alarmed guests out of the room as the ghost vanishes again. Macbeth mutters that “blood will have blood” and tells Lady Macbeth that he has heard from a servant-spy that Macduff intends to keep away from court. He says he will visit the witches again tomorrow in the hopes of learning more about the future and about who may be plotting against him.  Annotations for quotations:  It will have blood. They say, blood will have blood.- Macbeth recognizes that just as he murdered people to gain power, others on a quest for power may murder him to gain what he has. There is a vicious cycle of bloodshed and violence as a result of Macbeth’s actions.  And betimes I will — to the weird sisters.  More shall they speak for now I am bent to know – Macbeth vows to revisit the witches. The use of the word ‘bent’ implies Macbeth has been manipulated by the prophecies.  I am in blood,  Stepped in so far that should I wade no more,  Returning were as tedious as go o'er. - For Macbeth, it would be equally difficult to try to reform his ways as to continue in tyranny. He has reached a halfway point in all his slaughter and tyranny, so it will make little difference if he retreats from it or just keeps pushing through.  You lack the season of all natures, sleep - She is saying that without sleep anyone will go crazy, and Macbeth hasn't been getting his sleep.  We are yet but young in deed – Macbeth is going to commit more murders. Perhaps it implies he plans to mature from a murderer who is, as yet, “young in deed,” to an even more murderous, immoral monster.  Students will know how to use the writing frame answer the big question: How does Macbeth react to the failure of the banquet at the end of A3-S4 and what does this reveal?  Suggested response:  In Act 3 Scene 4, Macbeth could be described as\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ after the failed banquet.  Shakespeare highlights Macbeth’s feelings of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_when he says\_\_\_\_\_\_\_\_\_\_\_\_\_  It is clear that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  At this point in the play the audience\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Distressed – suffering from extreme anxiety, sorrow, or pain.  Paranoia – unjustified suspicion and mistrust of other people.  Guilty - culpable of or responsible for a specified wrongdoing. | Students will need to know about the events at the banquet. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  How does Macbeth react to the failure of the banquet at the end of A3-S4 and what does this reveal? |
| **Lesson 17**  **Big Question:**  Why does Macbeth visit the Witches again in A4-S1 and what does he learn? | Students will know that in this scene the witches cast a spell around a cauldron and Hecate congratulates them. Macbeth visits the witches and they show him three apparitions. Firstly, an armed head appears saying that Macbeth should ‘beware Macduff’. Secondly, a bloody child appears, saying ‘none of woman born shall harm Macbeth’. Thirdly, a crowned child holding a tree appears, saying that he will never be defeated ‘until Great Birnam Wood to high Dunsinane hill shall come against him’. Macbeth is reassured, but asks if Banquo’s descendants will ever reign. The witches advise against his question, but he demands that they answer. An apparition of eight kings appears following Banquo’s ghost. Macbeth is terrified and angry, but the witches disappear. Lennox arrives with word that Macduff has fled to England. Privately, Macbeth vows to kill all of Macduff’s family including ’his wife, his babes, and all unfortunate souls that trace him in his line’.    Annotations for quotations:  How now, you secret, black, and midnight hags.  What is't you do? - Macbeth arrives at the Witches' lair with extraordinary boldness, knocking at the entrance in a way that ironically recalls the entry of Macduff into Macbeth's castle in Act II, Scene 3. The word “hag”, by definition, has a negative connotation. Also, by using the word to refer to characters that are known to be evil, it brings forth feelings of distrust and fear. As for meaning, the character Macbeth uses “night” as his shield to hide his evil actions or deeds.  [Thunder. First Apparition: an armed Head] - The first apparition, the armed head, represents Macbeth's head when it will be cut off by Macduff. It's a foretelling of the battle that will follow between Macbeth and Macduff.  [Thunder. Second Apparition: A bloody Child] - The second apparition, the bloody child, represents Macduff. He's bloody because, as a baby, he was ripped from his mother's womb.  for none of woman born  Shall harm Macbeth - While assuring Macbeth that none of woman born can harm him, the witches show him Macduff, was was “not of woman born” and will defeat him. There's dramatic irony here: we see the hypocrisy of the witches and how they betray Macbeth.  Then live, Macduff. What need I fear of thee? - Macbeth will murder Macduff despite his belief that he has no need to fear him, as it will help him sleep easier.  [Thunder. Third Apparition: a child wearing a crown, holding a tree in his hand] - The third apparition, the child crowned with the tree in his hand, represents Malcolm who is the real King and will come with the Birnam Wood to destroy Macbeth.  Macbeth shall never vanquished be, until  Great Birnam wood to high Dunsinane hill  Shall come against him. - Macbeth will not be conquered until the trees from Birnam Wood approach his castle on Dunsinane Hill. Macbeth takes this literally and believes this statement offers him some security, since trees cannot walk, but it is actually deceptively worded to make Macbeth only feel secure.  That will never be.  Who can impress the forest, bid the tree  Unfix his earth-bound root? - Macbeth interprets the prophecies. He reasons that since all men are born from women and woods can't move, he is invincible.  (A parade of Eight Kings, the last with a mirror in his hand; Ghost of Banquo following) - The show of eight kings are all ancestors of James I, from Banquo's line down to James' grandfather.  Filthy hags!  Why do you show me this? - Macbeth, furious at this sign that Banquo's heirs will get the throne, demands answers. His horror at Banquo's ghost has much to do with his sense of powerlessness to prevent Banquo's family eventually succeeding to the throne.  Students will know how to use the writing frame answer the big question: How confident does Macbeth feel after the second prophecies?  Suggested response:  Macbeth’s hubristic nature is revealed during his second interaction with the witches. Macbeth acts angrily and demands information stating ‘\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  It is clear that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Here Shakespeare is demonstrating to his audience that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Apparition – a ghost or ghostlike image of a person.  Equivocator – to use ambiguous or unclear expressions, usually to avoid commitment or in order to mislead  Hubristic - excessively proud or self-confident. | Students will need to know about Macbeth’s fear of Banquo’s prophecy. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  Why does Macbeth visit the Witches again in A4-S1 and what does he learn? |
| **Lesson 18**  **Big Question:**  How does Macduff react to the news that his family have been murdered in A4-S3? | Students will learn that in this scene Malcolm tests the loyalty of his newest recruit, Macduff. When Ross appears with news of the slaughter of Macduff's family, Macduff is finally convinced not only to engage in the rebel army but also to take personal revenge upon Macbeth. This scene also includes a passage in which it is reported that England's king, Edward the Confessor, has provided more than political aid to Malcolm; he has been healing the sick by supernatural means.  Annotations for quotations:  It cannot  Be called our mother, but our grave - Ross describes the hellish place that Scotland has become under Macbeth's rule. He can no longer think of Scotland as his mother country, but only as his grave.  My children too?  My wife killed too? - Macduff is so overcome with emotion that he chokes up. He does not want to believe what he has heard, and continues to ask questions.  What, all my pretty chickens and their dam  At one fell swoop? - By now Macbeth has become a murderous tyrant and the image casts him as a kite. Kites are birds of prey that swoop silently in a curved projectile and grab their prey – mainly small mammals and birds. Then we have the image of a mother hen with her chickens and the almost visual image of a kite swooping down and taking them all in one go.  I shall do so,  But I must also feel it as a man. - Macduff shows that manhood comprises more than aggression and murder; allowing oneself to be sensitive and to feel grief is also necessary.  Bring thou this fiend of Scotland and myself.  Within my sword's length set him – Macduff transfers his own guilt for his family’s death to vengeful rage against Macbeth.  Students will know how to use the writing frame answer the big question: How does Macduff react to the news that his family have been murdered in A4-S3?  Suggested response:  On hearing that his wife and children have been killed by Macbeth, Macduff is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When speaking to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Macduff says ‘\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’  This detail reveals\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Through Shakespeare’s use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  The audience\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Principled – A person acting in accordance with morality and showing recognition of right and wrong.  Honest –free of deceit; truthful and sincere.  Vengeful - seeking to harm someone in return for a perceived injury. | Students will need to know that Macbeth has killed Duncan in the precious scene. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  How does Macduff react to the news that his family have been murdered in A4-S3? |
| **Lesson 19**  **Big Question:**  How is Lady Macbeth presented in A5-S1 and how has she changed? | Students will learn in this scene a doctor and a gentlewoman discuss Lady Macbeth’s strange habit of sleepwalking. Suddenly, Lady Macbeth enters in a trance with a candle in her hand. Bemoaning the murders of Lady Macduff and Banquo, she seems to see blood on her hands and claims that nothing will ever wash it off. She leaves, and the doctor and gentlewoman marvel at her descent into madness.  Annotations for quotations:  take forth paper, fold it,  write upon't, read it, afterwards seal it, and again  return to bed – It was in a letter Lady Macbeth received in Act 1, scene 5, from her husband that she became aware of the witches' prophecies for Macbeth . Lady Macbeth's sleepwalking symbolizes the distress and psychological pain she is in. Since she demands Macbeth to kill innocent people, she becomes restless from guilt.  She has light by her  continually; - Lady Macbeth fears of the darkness that comes from her bad deeds, she wants to have a light kept by her at all times. She knows that she lives in darkness, and tries to use the light to keep her guilt away.  It is an accustomed action with her, to seem thus  washing her hands – Lady Macbeth has aroused the doctor’s suspicions with her erratic behaviour.  Yet here's a spot  Out, damned spot, out, I say. - Lady Macbeth is trying to wash imaginary blood from her hands. Although Lady Macbeth’s hands are physically clean, they are figuratively stained with her guilt. This is a turnaround from Lady Macbeth’s earlier confidence: after Macbeth had complained about the depths of his guilt ( ‘Will all great Neptune’s ocean’)  Yet who would have thought the old man  to have had so much blood in him? – A rare hint of compassion from Lady Macbeth, an unconscious moment that shows her guilt and regret at their actions.  What, will these hands ne'er be clean? – The crime of regicide is so great that she feels she will have blood on their hands forever and that they will always be haunted by it.  Common misconceptions  Lady Macbeth is just a villain (Act 5 Scene 1)  Lady Macbeth is manipulative and ruthless, but she’s also vulnerable. She concedes that she doesn’t have it in her to kill Duncan herself because he resembles her ‘father as he slept’ and, later on, she becomes increasingly concerned by Macbeth’s tyranny. And then there’s A5S1: ‘Out, damned spot!’  Students will know how to use the writing frame answer the big question: How is Lady Macbeth presented in A5-S1 and how has she changed?  Suggested response:  At the beginning of the play, Lady Macbeth is presented as power hungry and domineering. Her desire for power becomes her obsession and it is clear she will do whatever she can in order to obtain it. However, her obsession becomes her downfall and in Act 5, Scene 1, she is presented as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, someone driven mad by the guilt she clearly feels.  Whilst sleepwalking, Lady Macbeth states\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Here Shakespeare is demonstrating to the audience\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  This is a marked change in character from the Lady Macbeth in Act 1 Scene 5. After receiving the letter from Macbeth, Lady Macbeth remarked”  At this point in the play the character was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Her use of the\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Her devious actions and those of her husband have changed this character and by the beginning of Act 5 she  Shakespeare is perhaps suggesting to his audience\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Agitated – feeling or appearing troubled or nervous.  Weak – liable to break or give way under pressure; easily damaged.  Guilty - culpable of or responsible for a specified wrongdoing. | Students will need to know about Duncan’s murder and its aftermath. Students will need to know about the murder of the Macduff family.  Students will need to know how Lady Macbeth’s character was presented earlier in the play. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  How is Lady Macbeth presented in A5-S1 and how has she changed? |
| **Lesson 20**  **Big Question:**  How does Macbeth react to the new of Lady Macbeth’s death in A5-S5? | Students will learn that in this scene Macbeth orders that banners be hung and boasts that his castle will repel the enemy. A woman’s cry is heard, and Seyton appears to tell Macbeth that the queen is dead. Shocked, Macbeth speaks numbly about the passage of time and declares famously that life is “a tale / Told by an idiot, full of sound and fury, / Signifying nothing”. A messenger enters with astonishing news: the trees of Birnam Wood are advancing toward Dunsinane. Resignedly, he declares that he is tired of the sun and that at least he will die fighting.  Annotations for quotations:  I have almost forgot the taste of fears. – This metaphor highlights how long Macbeth has been on his power reign, and shows how he has mentally changed. Fear is normal in life but when Macbeth says that he forgets the taste of fear, highlights how he is inhumane.  She should have died hereafter;  There would have been a time for such a word. – Four possible meanings are (1) she should have died after the battle when there would be time to mourn properly; (2) she should have waited for me, seeing that my death is so near; (3) she would have died at sometime, either now or later; (4) she should have died after the battle for now, with her gone, I know I shall not win.  Out, out, brief candle.  Life's but a walking shadow, a poor player,  That struts and frets his hour upon the stage, - In this soliloquy Macbeth articulates his disappointment. After the ardent pursuit of his ambition to become king he arrives at a conclusion – life has become a burden, tedious and heading for only one destination: death. Also can be read as Shakespeare's somewhat deflating reminder of the illusionary nature of the theatre. After all, Macbeth is only a “player” himself, strutting on an Elizabethan stage.  I pull in resolution and begin  To doubt the equivocation of the fiend  That lies like truth, - To the servant, he must deny the truth he has been told but he must also secretly accept the truth of the prophecy, even if logic persuades him that a moving wood is a lie. It is an understandably human reaction to such a paradoxical problem that Macbeth admits that he is literally stuck.  Students will know how to use the writing frame answer the big question: How does Macbeth react to the new of Lady Macbeth’s death in A5-S5?  Suggested response:  When he is informed that his wife has died, Macbeth reacts \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  In his soliloquy Macbeth says “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Here Shakespeare is demonstrating to the audience\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Additionally, Shakespeare’s use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  A Jacobean audience, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Isolated – having minimal contact or little in common with others.  Nihilistic – rejecting all religious and moral principles in the belief that life is meaningless.  Tyrant - a cruel and oppressive ruler. | Students will need to know the events of the play up to this scene.  Students will need to know that Birnam Wood is ‘moving’ towards Macbeth’s castle. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  How does Macbeth react to the new of Lady Macbeth’s death in A5-S5? |
| **Lesson 21**  **Big Question:**  How is the final confrontation between Macbeth and Macduff presented in A5-S8? | Students will learn that in this scene Macduff confronts Macbeth inside the castle. Macbeth taunts Macduff but Macduff just wants to fight. Macbeth claims that he cannot be defeated because of the witches' prophecy but Macduff then reveals that he was born by Caesarean birth. Macbeth vows to fight on and the two men battle.  Annotations for quotations:  Why should I play the Roman fool, and die - Disparagingly alluding to ancient roman warriors who deemed suicide nobler than surrender as "roman fools", emphasising his nature as a fearless warrior as he is contrasted as a superior against such Roman soldiers in his perseverance.  Turn, hell-hound, turn! - An evil dog from the depths of hell. Macduff is comparing Macbeth to something inhuman and devilish.  I bear a charmed life, which must not yield,  To one of woman born. - Macbeth still believes the witches' prophecies.  Tell thee, Macduff was from his mother's womb  Untimely ripp'd. – Macbeth’s hopes for success in battle are quickly extinguished when Macduff reveals that, technically, he was not of woman born since he was delivered by Caesarean section.  And be these juggling fiends no more believed, - Macbeth has realised that the three witches have been deceiving him since he first encountered them. Like jugglers, they have kept changing their forecasts in order create confusion.  I will not yield, - Macbeth knows that Malcolm is close to taking the future throne of Scotland and Macbeth will not stop until he claims it, even if Macduff wants to kill him.    Classical and Biblical Allusions  A5-S8: Why should I play the Roman fool and die / On my own sword? (1-2)  Roman soldiers were encouraged to commit suicide rather than surrender; Macbeth vows to continue fighting.  A5-S8: Turn, hell-hound, turn (1)  In Greek mythology, a three-headed dog called Cerberus guards the entrance to Hades; Macduff calls Macbeth a monster.  Common Misconceptions:  The play ends happily (Act 5 Scene 9)  The play does end happily in the sense that Malcolm is rightly restored to the throne – ‘Hail, King of Scotland’ exclaims Macduff in A5S9. However, those words reflect the cries of ‘Hail’ from the three Witches in A1S3. This subtle mirroring casts a degree of uncertainty on the longevity of Malcom’s reign. A happy ending, no doubt, but also a menacingly ambiguous one.  Students will know how to use the writing frame answer the big question: How is the final confrontation between Macbeth and Macduff presented in A5-S8?  Suggested response:  In Act 5 Scene 8 Macbeth is portrayed as\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When fighting with Macduff, Macbeth says “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Here Shakespeare is demonstrating to the audience\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Additionally, Shakespeare’s use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  A Jacobean audience, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Deceived – deliberately cause (someone) to believe something that is not true, especially for personal gain.  Vengeance – punishment inflicted or retribution exacted for an injury or wrong.  Tyrant - a cruel and oppressive ruler. | Students will need to know the events of the play up to this scene.  Students will need to know the second set of prophecies. | Students have studied Shakespearean plays in years 7-9.  Students have studied the characteristics and role of a hero at KS3. | Students will be assessed on these skills for GCSE Literature Paper 1  Knowledge of plot assessed via Tassomai weekly goals.  Weekly use of Quizlet to test knowledge of quotations  Big Question:  How is the final confrontation between Macbeth and Macduff presented in A5-S8? |