

IT'S FRIDAY!

*Are you excited about
Shakespeare yet?!*

- ✿ **Grab an iPad!**
(or take out a laptop)
- ✿ **AND grab your
journal**
- ✿ **AND grab a
Macbeth handout**
- ✿ **And smile :)**



At least it's not salad...

ANNOUNCEMENTS!

- ❁ Please give a warm welcome to our substitute teacher!
- ❁ Attendance
- ❁ Baby Pic and Senior Quote due NOW
- ❁ Senior Project Packets due NOW
Put it in the blue crate above the iPads!



FOR TODAY, YOU SHOULD HAVE:

- ✿ A “Macbeth: quotations mix & match” handout
- ✿ Your journal
- ✿ An iPad / laptop / hardcopy of Macbeth: Act I
- ✿ *After reading the “Dear Students” letter, let’s take some notes on Macbeth!*

WATCHING MACBETH!

- ✿ Here's the deal: ALL of the reading for Macbeth will be done in class!
- ✿ Find PDFs of the Acts on Stoll's website
- ✿ As we read, you will be taking notes!
- ✿ And, for each ACT, you are responsible for finding a two (2) Golden Lines: these are two lines that each illustrate one of the main themes or conflicts of the scene/act/play in general

GOLDEN LINES

- ✿ **"Quotation"** (*with Act, scene, and section #*)
- ✿ **Speaker:** (*Who said it?*)
- ✿ **Context:**
 - ✿ (*What is happening / has just happened?*)
 - ✿ (*Who is involved AND who hears it?*)
- ✿ **Summary:**
 - ✿ (*What did they just say? *In plain English...*)
- ✿ **Analysis:**
 - ✿ (*Why is this important to the development of a particular character? The plot?*)
 - ✿ (*How does express an idea about power? Politics? Sharing of information?*)

NOTES FOR FOLLOWING ALONG IN MACBETH

1.6:5

1.6

Hautboys° and torches. Enter KING [DUNCAN], MALCOLM, DONALBAIN, BANQUO, LENNOX, MACDUFF, ROSS, ANGUS, and attendants

Oboes

KING DUNCAN This castle hath a pleasant seat.° The air
Nimble and sweetly recommends itself
Unto our gentle senses.

location

BANQUO This guest of summer,
The temple-haunting martlet,¹ does approve°
By his loved mansionry° that the heavens' breath
Smells wooingly here. No jutty,° frieze,
Buttress, nor coign of vantage° but this bird
Hath made his pendant bed and procreant° cradle;
Where they most breed and haunt I have observed
The air is delicate.

prove

nest building

projection

convenient corner

for breeding

Enter LADY [MACBETH]

10 KING DUNCAN See, see, our honoured hostess!
The love that follows us sometime is our trouble,
Which still we thank as love.² Herein I teach you
How you shall bid God 'yield us for your pains,
And thank us for your trouble.³

LADY MACBETH

15 All our service
In every point twice done, and then done double,
Were° poor and single° business to contend
Against those honours deep and broad wherewith
Your majesty loads our house. For those of old,
And the late dignities heaped up to them,

Would be / small

3. To . . . like the time: To deceive the world, match your expression to the occasion.

4. To alter your facial expression and thereby arouse suspicion.

1.6 Location: Outside Macbeth's castle.

1. A bird, the martin, that often built its nest in churches.
2. The . . . Love bestowed upon me sometimes causes us inconvenience, but we are still grateful to . . .
3. How . . . trouble: Ask God to reward ("yield") me for the trouble I cause you.

MACBETH: THE PLOT

- ✿ The play **takes place in the early 1000's** in Scotland, during a battle between Scotland and Norway
- ✿ The **play revolves around a murder plot** hatched by a Scottish military general, Macbeth, and his wife, Lady Macbeth
- ✿ **The Macbeths intend to kill the king of Scotland, Duncan, in order to fulfill a prophecy** that states that Macbeth will become king

MACBETH:

Driving Questions

- ✿ What does the story of Macbeth teach us about political power and how it corrupts?
- ✿ Who is ultimately responsible for the death of Duncan, and the demise of Macbeth? Why?
- ✿ How does the timing and context of how information is shared influence the major events of the play?

LET'S GET WEIRD...

- ☼ This play is different from many other Shakespeare plays because it **deals heavily with dark forces** like witchcraft, sorcery, and magic
- ☼ It can be considered as **very unstable in pacing and setting**; bad weather all over the place, lots of struggle between good and evil, lots of jumps in setting



ACT I: CHAOS!

- ✻ The first act of the play is **highly unstable**.
- ✻ The play is made of quick, short scenes, up until Act II
- ✻ In everything from the words used to the structuring of the scenes, the play starts off in a state of near panic
- ✻ Let's look at form:

ACT I: FORM

- ✿ **Seven scenes in an act - more than usual**
- ✿ The first four scenes start off with an **interrogative** (aka: a question sentence)
- ✿ Lots of ideas that clash/work against each other; **going back and forth** between different ideas, concepts - this is called **equivocation**
 - ✿ EX: “When the battle’s lost and won”
 - ✿ EX: “Fair is foul, foul is fair”

ACT I, Scene i:

LIST 3 THINGS

THAT:

TELL US THE

WORLD IS NOT

RIGHT

PAUSE: Play movie now

STOP at 1:45

Share-out after clip

ACT I, SCENE I: CHAOS!

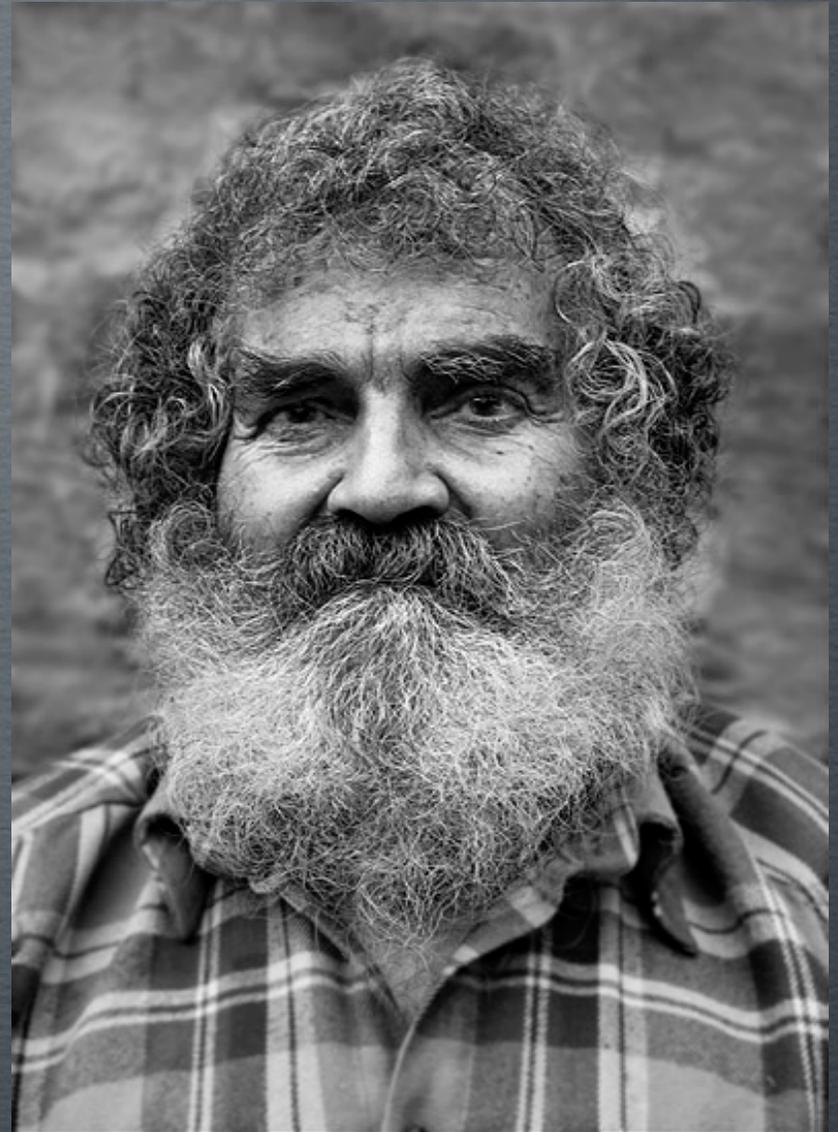
- ✿ #1: Witches! (*three was considered unlucky, too*)
- ✿ #2: Storms! (*thunder, lightening, rain*)
- ✿ #3: WAR! (*when the battle's lost and won*)
- ✿ #4: Short, sharp dialogue

ACT I, SCENE I: WITCHES!

- ✻ The fact that the play starts with witches is a sign that this is going to be a strange play
- ✻ Thinking back to what we learned about Elizabethan theater:
 - ✻ Witches = women = male actor
 - ✻ However! The witches were NOT played by boys! The witches were played by:

BEARDED MEN!

The Witches were
portrayed by men with
beards, NOT by boys,
adding an extra element of
weirdness to the start of the
play



ACT I.1-I.4

MIX & MATCH!

- ❖ To help understand the first half of Act I, try to **put these important moments in order!**
- ❖ Keep an eye and an ear out for the **bolded quotations**
- ❖ If you have the correct order, than you should be able to decode the message at the bottom!
- ❖ Read these quotations together as a class - **popcorn around to help get a feel for Act I**

AFTER reading lines: Play movie now
STOP at 18:25



THE FIRST MESSAGE IS...

PAUSE: Before revealing message, give tables 3 minutes to work

THE FIRST MESSAGE IS...

LADY MACBETH READS!

ACT I, SCENES 2-4: WAR, WITCHES & REWARDS

☼ Scene 2:

The King (Duncan) and his court come across an injured soldier on the battlefield and then two Scottish thanes (ie: lords) who have an important update

☼ Scene 3:

The Witches return! And they have a strange, interesting message for Macbeth and his BFF, Banquo.

☼ Scene 4:

Duncan doles out new titles to his favorite dudes, rewarding them for a battle well won

ACT I: SCENE 5

✱ The grand entrance of **Lady Macbeth!**

✱ Immediately, **Lady Macbeth** would have been perceived as a powerful (ie: “scary”) woman

1) She makes statements
(first scene that does NOT start with an interrogative)

2) She reads!

3) She talks to evil spirits

4) She is overtly sexual *(you’ve been warned...)*

ACT I.5-I.7

MIX & MATCH!

- ✱ To help understand the **SECOND** half of Act I, try to **put these important moments in order!**
- ✱ Keep an eye and an ear out for the **bolded quotations**
- ✱ If you have the correct order, than you should be able to decode the message at the bottom!
- ✱ Read these quotations together as a class - **popcorn around to help get a feel for Act I (part 2)**

PAUSE: Play movie now
STOP at 33:15



THE FIRST MESSAGE IS...

PAUSE: Before revealing message, give tables 3 minutes to work

THE FIRST MESSAGE IS...

LONG LIVE THE KING!

ACT I, SCENES 2-4: WAR, WITCHES & REWARDS

☀ Scene 5:

Lady Macbeth hears about the witches' prophecy and gets *very* excited about Macbeth becoming King. She immediately tries to convince Macbeth that Duncan has got to go...

☀ Scene 6:

Duncan enters the castle and says "how nice"... proving how unexacting he is of their plot!

☀ Scene 7:

During a dinner for the king, Macbeth tells Lady Macbeth that he can't kill Duncan, so she insults his masculinity until he agrees... which he does. The official plan is hatched.

Act I: Golden Lines

Use your remaining time to find 2 Golden Lines for Monday!

- ✿ **"Quotation"** (*with Act, scene, and section #*)
- ✿ **Speaker:** (*Who said it?*)
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