

ACT 5: Debate

Summary

- **Sleepwalking:** Lady Macbeth has been acting strange- walking around and talking in her sleep. Her servant calls for a doctor and they both watch her trying to wash her hands clean while she is sleepwalking. As she talks to herself about washing the blood off her hands, the servant and doctor realise that she is guilty of the murders but they decide to stay quiet.
- **Malcolm and Macduff's Army:** Malcolm and Macduff's army are ready to fight Macbeth. Macbeth is not worried as he believes the witches' prophecy that he cannot be beaten until Birnam Wood moves to Dunsinane. Little does he know that Malcolm's army cut down the trees and branches from Birnam Wood and uses it as camouflage as they approach Macbeth's castle.
- **Lady Macbeth Dies:** Macbeth is given the news that Lady Macbeth is dead. At the same time he is told that Birnam Wood is moving towards the castle!
- **The End of Macbeth:** Macduff and Macbeth meet and go head-to-head. Macbeth knows that he cannot be killed by a man born of a woman however Macduff tells him that he was not born naturally from a woman but was in fact born by caesarean. Macbeth realises that he will die and the witches' prophecies have come true. Macduff kills Macbeth.
- **King Malcolm:** Macduff brings Macbeth's head to Malcolm and Malcolm becomes the new King of Scotland!

Week 5 - Lesson 1: What is Debating?

Learning Intention	To understand the importance of debate
Curriculum Coverage	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play/improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication <p>Writing</p> <ul style="list-style-type: none"> • Discussing and recording ideas • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] • Proofread for spelling and punctuation errors • Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Key Vocabulary	debate, views, opinions, argument, agree, disagree, oppose, respect, formal, persuasive, listen, respond
Activities/ Lesson	<p>- Show the children the remaining clips below: Part 7 of the BBC Teach version of Macbeth: https://www.bbc.co.uk/teach/class-clips-video/english-ks2-macbeth-ep7/zdn7scw Part 8 of the BBC Teach version of Macbeth: https://www.bbc.co.uk/teach/class-clips-video/english-ks2-macbeth-ep8/zh4f92p</p> <p>- Tell the children that now we have worked through the whole play, we are going to end our work on Macbeth with some debating!</p> <p>- Start the lesson by asking the questions: <i>What is debating? Have you ever been in a debate?</i></p> <p>- Explain that a debate is a formal discussion about a subject where people have different opinions. In a debate, different opinions are presented by each side during the discussion.</p> <p>- Make it clear that debating is very different to arguing. Debating is a formal way of discussing different ideas and is used in day-to-day life to make important decisions. <i>Why is debating important? Why don't we just argue? Can we disagree and still get along?</i></p> <p>- Tell the children that it is important to learn to disagree with someone in a good way. Disagreeing with someone doesn't mean that we have to fall out with someone over it. We must learn to listen to others who have different opinions and ideas to us!</p> <p>- Show the following video up to 3:27 https://www.youtube.com/watch?v=hCu0546zkGo&t=419s</p>

	<ul style="list-style-type: none"> - The video teaches us that it is important to listen and to have an open mind even when you disagree with an idea. - The video started with talking about debates in the US elections. <i>Have you ever seen any kind of debate on TV?</i> - Get the children's ideas on when they have seen debates e.g. House of Commons, elections, debating clubs etc. - Show the children a picture of the Houses and Parliament and ask them if they recognise the famous building. Tell them that it is the Houses of Parliament and it is where the government and MPs go to debate laws and other issues. - Show the children the following video about the Houses of Parliament https://www.youtube.com/watch?v=SIPSAOa4vR4 - Tell the children that this week they will be debating with each other. - Present the question on the board: <i>Who is the most guilty for the tragedies that happen in the play Macbeth? Macbeth, Lady Macbeth or the witches?</i> - Explain that this week, the class will be split into 3 teams. Each team will represent either Macbeth, Lady Macbeth or the witches. Explain that they will have to argue that their assigned character is guilty for the tragedies that took place in Macbeth. - Explain that their group will present their evidence and arguments to a judge in front of the other teams in a courtroom. The winners will be the group who have been the most persuasive, who listen and respond to the other teams and who speak eloquently (using appropriate and formal language). - Tell them that today they will have the lesson to write their arguments. - Get the children's ideas going. Explain to the children that it is easy to blame Macbeth but he did not want to kill Duncan in the beginning. It was Lady Macbeth who persuaded him to. Get the children to talk to each other about the details that they can recall on how Lady Macbeth encourages Macbeth to kill. -After some discussion, ask the children to split a page into 3 and write Macbeth, Lady Macbeth and The Witches at the top of each section. - Ask them to recall the details of the play and jot down all the reasons why each of them can be seen as guilty/ how they have played a part in the tragedy. - Adults might have to help children to recall details about the characters. - Adults can get a sense of how the children are doing by listening to the children working in pairs. - Tell them that they are not going to share their ideas as a class as they do not know which group they are in yet and they may have come up with ideas that someone else might magpie for their argument! - Get the children excited by pushing the competitive element of the trial. That the most persuasive and eloquent team will win!
<p>Notes for Teachers</p>	<p>This lesson should initiate lots of discussion between the children on debating, disagreeing and respecting opinions that differ from your own. Allow children time to explore the importance of being able to disagree with someone respectfully and still listening to their side. Emphasise that even strong opinions can change and that progress only comes about when we listen to others. Instil the idea that debating and disagreeing respectfully is a crucial life skill.</p>
<p>Resources</p>	<ul style="list-style-type: none"> -Part 7 of the BBC Teach version of Macbeth: https://www.bbc.co.uk/teach/class-clips-video/english-ks2-macbeth-ep7/zdn7scw - Part 8 of the BBC Teach version of Macbeth: https://www.bbc.co.uk/teach/class-clips-video/english-ks2-macbeth-ep8/zh4f92p - https://www.youtube.com/watch?v=hCu0546zkGo&t=419s - https://www.youtube.com/watch?v=SIPSAOa4vR4

Week 5 - Lesson 2: Writing Your Argument

Learning Intention	To write formal arguments to be presented in a debate
Curriculum Coverage	<p>Speaking and Listening</p> <ul style="list-style-type: none"> ● Listen and respond appropriately to adults and their peers ● Ask relevant questions to extend their understanding and knowledge ● Use relevant strategies to build their vocabulary ● Articulate and justify answers, arguments and opinions ● Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ● Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ● Speak audibly and fluently with an increasing command of Standard English ● Participate in discussions, presentations, performances, role play/improvisations and debates ● Gain, maintain and monitor the interest of the listener(s) ● Consider and evaluate different viewpoints, attending to and building on the contributions of others ● Select and use appropriate registers for effective communication <p>Writing</p> <ul style="list-style-type: none"> ● Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ● Discussing and recording ideas ● Composing and rehearsing sentences orally ● In non-narrative material, using simple organisational devices [for example, headings and sub-headings] ● Assessing the effectiveness of their own and others' writing and suggesting improvements ● Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● Proofread for spelling and punctuation errors ● Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Key Vocabulary	debate, views, opinions, argument, agree, disagree, oppose, respect, formal, language, persuasive, listen, respond, counter argument, opening statement
Activities/ Lesson	<ul style="list-style-type: none"> - Start the lesson by introducing the idea of a courtroom. A courtroom is a formal setting where decisions are made on whether people are found guilty or not guilty. You might want to show pictures of a courtroom to the class and ask if they have ever seen one on tv. - Show the children the following video on court etiquette https://www.youtube.com/watch?v=ldAsCm83Vvg - Make it clear to the children that the courtroom is a formal setting. A formal setting requires them to act and talk in a certain way. We would not argue a point as we usually would with our friends. In a court, we have to use formal language and speak with respect. <p><u>Introduce the Structure of the Debate</u></p> <ol style="list-style-type: none"> 1) Everyone stands as the judge enters the courtroom

	<p>2) The judge introduces today's topic: Who is guilty for the tragedies that took place in the play Macbeth?</p> <p>3) The first group presents their opening statement and then their arguments while the other groups listen and take notes if they wish to present counter arguments later on. It is essential that the other groups listen at this point of the debate. The teams will be judged on the quality of their counter arguments.</p> <p>4) Repeat this with the other 2 groups.</p> <p>5) Once all groups have presented their arguments, the judge will announce that the groups have 10 minutes to discuss and decide if they would like to present counter arguments to anything that they have heard from the other groups.</p> <p>6) After 10 minutes the judge will open the floor for counter arguments to be presented. This means that you can ask questions or challenge anything that you have heard from another team. As a counter argument is presented, groups can respond using the appropriate formal vocabulary where possible (see resources).</p> <p>7) After the counter arguments and responses have been made, the judge thanks the teams for their efforts and tells them that a decision will be made by the end of the week- after the closing statements have been written.</p> <ul style="list-style-type: none"> - The judge (teacher) will decide on the winning team based on who has been the most persuasive, who listened and responded to the other teams and who spoke eloquently. <p><u>Group Work</u></p> <ul style="list-style-type: none"> - Split the class into 3 groups and assign a character to each group (Macbeth, Lady Macbeth and the witches). - Ask each group to decide among themselves how they will present their arguments. Suggest to the children that they could work in pairs to write an argument /point together so that the group has at least 5 points to make to prove their character guilty. - Explain that they can write it with their partner and decide who presents which part of the argument. - Show the children the debating vocabulary (see resources) and go through it with them. Remind them of the importance of speaking eloquently and that the judge will take this into account when making their decision. For younger year groups, it might be trickier for them to use the formal language and they will need help from adults to do so. - Ask the children to use the rest of the lesson writing the group opening statement (see template in resources) and the different arguments that they will present to prove their character guilty. - Explain that they do not need to learn their part by heart as they will have the paper in front of them. However, the better they know it, the better they'll be able to present it so it is advisable for them to spend time familiarising themselves with what they will say. - Tell the children that if they have time, they could also work together to anticipate some of the counter arguments that they might get as it's always good to be prepared!
<p>Notes for Teachers</p>	<p>The aim of this lesson is for the children to prepare their group opening statement and arguments which will be presented and role played in the next lesson. It is important to go over the debate vocabulary (see resources) with the children and adults may need to support children to incorporate the language into their parts. Some children will struggle to include the formal language into their arguments. Do not insist that they have to include it at the expense of their enthusiasm!</p>
<p>Resources</p>	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=ldAsCm83Vvg - Debate Vocabulary (see resources) - Opening Statement Template (see resources)

Week 5 - Lesson 3: Drama - The Court Hearing

Learning Intention	To debate ideas through drama
Curriculum Coverage	<p>Speaking and Listening</p> <ul style="list-style-type: none"> ● Listen and respond appropriately to adults and their peers ● Ask relevant questions to extend their understanding and knowledge ● Use relevant strategies to build their vocabulary ● Articulate and justify answers, arguments and opinions ● Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ● Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ● Speak audibly and fluently with an increasing command of Standard English ● Participate in discussions, presentations, performances, role play/improvisations and debates ● Gain, maintain and monitor the interest of the listener(s) ● Consider and evaluate different viewpoints, attending to and building on the contributions of others ● Select and use appropriate registers for effective communication
Key Vocabulary	debate, views, opinions, argument, agree, disagree, oppose, respect, formal, language, persuasive, listen, respond, counter argument, opening statement
Activities/ Lesson	<ul style="list-style-type: none"> - Go over the structure of today's court hearing (see below) with the class - Ensure that the classroom is set up so that the judge sits at the front of the room and the 3 teams sit in chairs against the other 3 walls. - Remind the children that the courtroom is a formal setting and therefore using formal language and speaking eloquently and respectfully will earn them points! - Remind the children of what you are looking for: <ul style="list-style-type: none"> ● Presenting persuasive arguments ● Speaking eloquently and using formal language ● Actively listening to the other groups so that you can present counter arguments ● Responding to counter arguments eloquently - Allow the children a few minutes to prepare their arguments and to read over their arguments from the last lesson. - Start the court proceedings! <ol style="list-style-type: none"> 1) Everyone stands as the judge enters the courtroom 2) The judge introduces today's topic: <i>Who is guilty for the tragedies that took place in the play Macbeth?</i> 3) The first group presents their opening statement and then their arguments while the other groups listen and take notes if they wish to present counter arguments later on. It is essential that the other groups listen at this point of the debate. The teams will be judged on the quality of their counter arguments. 4) Repeat this with the other 2 groups. 5) Once all groups have presented their arguments, the judge will announce that the groups have 10 minutes to discuss and decide if they would like to present counter arguments to anything that they have heard from the other groups. 6) After 10 minutes the judge will open the floor for counter arguments to be presented. As a

	<p>counter argument is presented, groups can respond using the appropriate formal vocabulary where possible (see resources).</p> <p>7) After the counter arguments and responses have been made, the judge thanks the teams for their efforts and tells them that a decision will be made by the end of the week- after the closing statements have been written.</p>
Notes for Teachers Resources	<p>For this lesson, prepare the classroom so that it is set up appropriately. All the children need to be able to see each other and the judge. Children sit and listen when they are not presenting and stand when they are. Have the debating vocabulary (especially the Presenting Your Counter Argument and Responding to Counter Arguments) available to the children. The children will be writing their closing statements in the next lesson. The teacher/judge will decide on the winning team after the closing statements have been written.</p>
Resources	<ul style="list-style-type: none">- Debating Vocabulary (see resources)- A hammer and cloak for the judge!

Week 5 - Lesson 4: Writing a Closing Statement

Learning Intention	To summarise an argument by writing a closing statement
Curriculum Coverage	<p>Speaking and Listening</p> <ul style="list-style-type: none"> ● Articulate and justify answers, arguments and opinions ● Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ● Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ● Speak audibly and fluently with an increasing command of Standard English ● Participate in discussions, presentations, performances, role play/improvisations and debates <p>Writing</p> <ul style="list-style-type: none"> ● Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ● Discussing and recording ideas ● Composing and rehearsing sentences orally ● Assessing the effectiveness of their own and others' writing and suggesting improvements ● Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● Proofread for spelling and punctuation errors ● Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Key Vocabulary	Summarise, argument, closing statement, points, vocabulary, evidence
Activities/ Lesson	<ul style="list-style-type: none"> - Tell the children that today they will be writing a closing statement to summarise their group's argument. - Explain to the children that the closing statement is a recap of what has been said however not all of the details of the argument needs to be included- focus on the most powerful reasons. - Go over how you would write a closing statement: <ol style="list-style-type: none"> 1. Restate your claim: What is the main idea of your argument? (That ___ is guilty) 2. Remind your audience of the evidence. Explain how each piece of evidence justifies your claim. How does the evidence show that your argument is true? 3. Finally, address why the judge and the audience members should find the character guilty. Try to do this in a punchy sentence! <p><u>Shared Write</u></p> <ul style="list-style-type: none"> - Work through the 3 parts with the children to write point 1 and 3 of the closing statement. The children should be able to write point 2 by themselves as they should be clear of the arguments that they'd like to include.

	<ul style="list-style-type: none">- Model thinking aloud whilst making formal language choices to suit the purpose and audience of writing.- Have the closing statement vocabulary (see resources) visible while writing so that children can see you selecting vocabulary. Add vocabulary to the word bank if children come up with new ideas.- Ask the children to write their own closing statements. Have the vocabulary available on the tables for children to use.- Children can edit and improve their closing statements.- The teams can decide on 2 children to read their closing statements to the class.- Once closing statements have been read, the 'judge' can announce the overall winning team.
Notes for Teachers	There might not be enough time in this lesson for the children to read out their closing statements. This might carry over into the next lesson, when a decision on the winning team can be made.
Resources	<ul style="list-style-type: none">- Closing Statement Template (see resources)- Closing Statement Vocabulary (see resources)

Resources

Lesson 2: Opening Statement Template

Good morning, your honour.

I stand before you as a member from Team _____ .

We believe that (character name) should be found responsible for the tragedies in Macbeth.

Write a couple of sentences explaining what you are going to present to the court today and what you think about the evidence that you have.

Lesson 2: Debate Vocabulary

Introducing Your Argument

I strongly believe that ...

I ask you to consider that ...

It is undeniable that ...

The fact is that ...

In my opinion ...

I think that ...

Developing Your Argument

Furthermore...

In addition to...

Next...

Firstly...

Presenting Your Counter Argument

We think that your point about ...

I disagree with your point about ...

So you previously said that ... however

I would like to question the point that you made about ...

Responding to Counter Arguments

I understand your point about ... however

I can understand that ... however ...

I appreciate that ... but...

Although it is true that ...we would argue that ...

Lesson 4: Closing Statement Template

In conclusion, it is clear that Lady Macbeth should be found guilty of the tragedies that took place as there is significant evidence to prove this. We have found that ... (explain the most powerful arguments to prove your character guilty here).

Given that Lady Macbeth did everything in her power to lead her husband to commit the despicable crimes, it is clear that she played a key role in the tragedies. Without her, Macbeth would not have killed Duncan and further tragedies would not have taken place.

You honour, as there is so much evidence proving that the tragedies would not have happened without Lady Macbeth, I ask you to find Lady Macbeth guilty.

Lesson 4: Closing Statement Vocabulary

In summary..

In conclusion...

I believe

significant

substantial

evidence

consider

prove

guilty

commit

crimes

lead

tragedies

you honour

judge

ladies and gentleman

justice