

LESSON 3	Macbeth's Soliloquy: Act 1 Scene 7 PART 2
Drama Mime Hot-seating	<p><u>Mime:</u> Play warm up games which allow children to end up in pairs. Children choose to be an angel or a witch in their pairs. Then instruct all angels and all witches to gather into groups of 4/5. Explain that the devils want to persuade Macbeth to commit regicide whereas the angels want him to prevent him from doing so. Give children a few minutes to brainstorm some ideas and allow time for them to rehearse a quick mime for each compelling reason. Invite some groups to perform their silent mimes; can the other pupils guess what their reasons are?</p> <p>As an alternative, you may prefer a different exercise. Instead of the previous activity, consider placing an angel and witch either side of Macbeth. As the angel and witch whisper their reasons, Macbeth could move towards the side he feels more persuaded by.</p> <p>Some children may need support. Some reasons are provided here:</p> <p>WITCHES - REASONS FOR:</p> <ul style="list-style-type: none"> • To achieve the crown • To gain power over all of Scotland, and advance his station in life • To fulfil the witches' prophecy • To look like a 'man' in his wife's eyes • To gain a sense of satisfaction having fulfilled such a long held ambition • Macbeth deserves it <p>ANGELS - REASONS AGAINST:</p> <ul style="list-style-type: none"> • Murder goes against the laws of nature • Killing a monarch will disrupt the cosmology; chaos will result • The weird sisters may not be a reliable source of information. Why should he trust what they say? • Macbeth will inevitably suffer guilt, a stained conscience and psychological distress • Duncan is his cousin • The King is a gentle man, with many virtues • Macbeth is the host, which emphasises the cruelty of his act

• Duncan admires and respects Macbeth
Discuss which features of the groups' mimes were most effective.

Hot-seating

Divide class into threes and assign roles: angel, witch or Macbeth. The angel and witch take it in turns to 'hot-seat' Macbeth, urging him to make the 'right' decision. How will Macbeth respond? Provide a language bank and encourage children to use as many words as possible within their scenes (they will remember from the previous lesson that these are examples of antithesis).

*Vaulting
Ambition
Horrid
Deed
Intent
Consequence
Assassination
Trammel (entangle)
Plague
Justice
Poisoned
Chalice
Trust
Host
Murderer
Knife
Angels
Damnation
Pity*

Extension:

This could then develop into an improvised drama activity where the children act out a scene from beginning to end. This could start with Macbeth coming on looking agonised and troubled, and show him being haunted by the witch and angel, pulling him in two different directions.

Writing

Macbeth's Diary

Children now compose a diary entry, in role as Macbeth, exploring the full range of tormented thoughts racing through his mind. Generate a

vocabulary bank, and a suggested success criteria:

- Written in first person
- Use of questions
- Use of powerful, descriptive vocabulary

‘Macbeth’ Diary Entry



A scroll-like graphic with a parchment texture, featuring four metal fasteners at the corners and horizontal dotted lines for writing.

