

ACT 3: Internal Monologue

Summary

- **Banquo Suspects Macbeth:** Banquo realises that the witches' prophecies about Macbeth have come true and suspects that Macbeth has murdered Duncan to fulfil the prophecy of becoming king.
- **Banquo is Killed:** Macbeth thinks about the witches' prophecies. He remembers about Banquo's children becoming king and is scared that it will come true like the other prophecies so far. Macbeth orders assassins to kill Banquo and his son Fleance while they are out hunting. Banquo is killed but Fleance escapes.
- **Banquo's Ghost:** Macbeth holds a banquet at his castle for the thanes. During the banquet Macbeth sees the ghost of Banquo which sends him into a fit of hysteria. Lady Macbeth suggests to the thanes that Macbeth is ill and asks them all to leave. Macbeth is worried and decides to visit the witches again.

Week 3 - Lesson 1: Drama- Banquo's Point of View

Learning Intention	To understand the inner thoughts and feelings of a character through drama
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 • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Writing</p> <ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary
Key Vocabulary	character, feelings, thoughts, emotions, body language, facial expression, voice, intonation, internal, inside, thought
Activities/ Lesson	<p><u>Warm- Up</u></p> <ul style="list-style-type: none"> - Ask the children to walk around the room utilising all the spaces without bumping into anyone. - tell them that you are going to shout out some characters and their traits and they have to respond by walking around like portraying the character and their traits. - Shout out the following: <i>powerful King Duncan, brave Macbeth, Noble Banquo, the scheming Lady Macbeth, power-hungry Macbeth, suspicious Banquo.</i> - Stop the children and tell them to imagine that they are inside King Duncan's castle. Explain that this is a time when everything was in order and everyone trusted the king and was happy. Ask the children to walk around the room like thanes. <i>How would a thane walk?</i> - Tell them that when you clap your hands, they have to greet a fellow thane who is closest to them with the given statements: 'Long live our noble king!' 'Duncan, our one true King' 'I'd give my life to protect the king!' - Remind the children to portray the emotion of the thanes through body language, facial expression and intonation. - Ask the children to stop. Tell them that they are still thanes in the castle. This time King Duncan has been murdered in his sleep and nobody knows who killed him. The air is thick with suspicion. Macbeth is now King. Tell them to walk around the room and whisper/say the following lines to themselves as they move around: 'I don't trust that Macbeth' 'She is whispering poison into his ear' 'His ambition has driven him to murder!' - Encourage the children to act out the lines through body language, facial expression and intonation. Repeat this a few times, growing with intensity each time.

	<p><u>Main Activity</u></p> <ul style="list-style-type: none"> - Explain to the children that this week we are going to explore the character Banquo and we will eventually do some writing based on him. - Ask the children to get into groups of 3. - Give out 3 x A3 thought bubbles and a set of (cut-up) Character's Thoughts (see resources) to each group. Make sure that the thoughts are mixed up and ask the children not to look at them yet. - Explain that the 3 thought bubbles represent the internal thoughts of three different characters from the play. - Tell the children that on each slip of paper is a thought from one of the characters. As a group, they have to read each one out loud and decide who says what and sort them into the 3 thought bubbles. - At the end of the task, ask them if they have figured out who the two different characters are and ask them to explain how they know. <ul style="list-style-type: none"> - Now split the children into groups of 4 / 5 and give each group a set of Banquo's Scenes (see resources). - Explain that each child in the group must come up with one line of what Banquo might think/say to himself in each scene. For each scene, each child will have a line to perform. - Ask the children to jot these down on a piece of A3 paper (keep these for future reference). - After they have come up with a line each (for each scene), they have to practise saying their lines with appropriate body language, facial expression and intonation. They might want to think about which order to perform in. - When the children have had enough time to rehearse, ask the class to stand in a large circle facing inwards (standing next to the people in their group). - When you shout out the scene, the children will perform their line one by one around the circle and freeze to listen to the other children perform. - Do this for all of the scenes and ask the children to give feedback on their favourite lines. <i>Why was it one of your favourites? What did it show about Banquo's feelings?</i> - Teacher/adult to collect the A3 paper with the lines that the children have created. Pick out the best lines to use in future lessons.
<p>Notes for Teachers</p>	<ul style="list-style-type: none"> - For this lesson you will need a space where all the children can walk around in safely e.g the hall - Encourage the children to write their ideas clearly and hold onto the A3 pieces of paper and save these for reference for the lessons ahead. You could display these on the working wall.
<p>Resources</p>	<ul style="list-style-type: none"> - A cut up set of Character's Thoughts (see resources) for each group - Three thought bubbles per group (see resources) - A3 plain paper - Whiteboard pens/felt tip pens

Week 3 - Lesson 2: Features of an Internal Monologue

Learning Intention	To understand the features and to write an internal dialogue
Curriculum Coverage	<p>Reading</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • provide reasoned justifications for their views <p>Writing</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proofread for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Key Vocabulary	internal, monologue, audience, perform, first person, describe, character, action, rhetorical question,
Activities/ Lesson	<ul style="list-style-type: none"> - Tell the children that a monologue is a long speech that is given by one person. Monologues are often found in plays but they can also be found in stories and writing. <i>When was the last time that you heard a monologue?</i> <i>Why might an author choose to use a monologue?</i> <i>What sort of effect do you think it would have on the audience or reader?</i> - Explain to the children that an internal monologue happens inside a character's head. It gives you an idea of what they are thinking about. - Teach the main features of a monologue: <ol style="list-style-type: none"> 1) Written in first person: pronouns I, me, my, mine etc. 2) Describe the character: The way the character talks and the opinions they express give the audience clues about their personality. 3) Describe what is happening (the action): They describe what has been happening and what might happen next 4) Use rhetorical questions: To use rhetorical questions to engage the audience and to make it feel like you're talking to them directly. - Give the children a couple of examples of internal monologues. Ask them to work in pairs to read and to look for the 4 features discussed. Allow the children to underline/highlight the features. - Bring the class back together to discuss where the features are shown. Focus on point 2. <i>What do you think this character is like? How can you tell by the way they talk?</i> - Tell the children that today they will have a go at writing an internal monologue making sure that they cover the 4 features discussed. - Show the following video and stop the video at the point where the flyer falls to the floor (0:58 seconds). https://www.literacyshed.com/supportingact.html - Tell the children that they can write an internal monologue as the girl or the dad. - Provide the features as a checklist (see resources) for children to ensure that they include all 4 features in their writing. - Ask children to write independently.

	<ul style="list-style-type: none">- When the children finish, ask them to edit and improve their writing.- If there is time after the lesson, ask for volunteers to read their writing to the class.
Notes for Teachers	This lesson is used to get the children used to the features of an internal monologue and to have a go at writing one as practice.
Resources	<ul style="list-style-type: none">- A couple of examples of inner monologues for children to analyse- https://www.literacyshed.com/supportingact.html watch and stop at 0:58 seconds- Features checklist/success criteria checklist (see resources)

Week 3 - Lesson 3: Planning

Learning Intention	To plan an internal monologue for a known character
Curriculum Coverage	<p>Writing</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] proofread for spelling and punctuation errors
Key Vocabulary	plan, setting, sense, coronation, personality, feelings, empathise, fears, scared, wary
Activities/ Lesson	<p>- Tell the children that Shakespeare loved to use monologues in his plays to show a character's thoughts and feelings to the audience.</p> <p>- If the children have studied or performed Shakespeare before, you can ask them if they remember any of the characters performing monologues.</p> <p>- Ask: <i>Can you remember the 4 main features of an internal monologue from the last lesson? Did you manage to include all the features? What could you have improved?</i></p> <p>- It's likely that the trickiest feature is describing the character through the way they speak and their opinions.</p> <p>- Tell the children that today we are going to think about how we will write Banquo's internal monologue tomorrow.</p> <p>Watch Part 4 of BBC Teach version of Macbeth: https://www.bbc.co.uk/teach/class-clips-video/english-ks2-macbeth-ep4/zn4f92p</p> <p>- Go back and stop the video at 2:20. Pay special attention to the part that starts with 'Banquo watches alone from the dark corner of the great hall' (from 2:20). <i>Where is Banquo at this point?</i></p> <p>- Explain to them that they will be writing Banquo's monologue from this point. When he stood in a dark corner of the great hall in Macbeth's castle, watching him being crowned.</p> <p>- Tell them that today, they will plan their monologue in 4 parts. Tell them that they will have a piece of paper that has been split into 4 sections (widthways like a leaflet). At the top of each section will be questions to help them plan their monologues. Ask them to answer the questions in each section with notes or bullet points. <i>To answer the questions you must put yourself into Banquo's shoes</i> (empathise with him).</p> <p>- Tell them that they will use the four parts in the next lessons to help them write their monologues.</p> <p>- Show the children the sheet and what sections that they have to answer:</p> <p>Part 1) <i>What can Banquo see, hear and feel in this setting (the great hall where everyone is celebrating Macbeth's coronation)? Can you include a simile/personification for one of the things that he can see or hear? Thanos cheering, glasses clinking, wine sloshing, men and women sharing battle stories, candles flickering, men raising their swords in celebration, shouting Macbeth's name, Lacy Macbeth's sly smile etc.</i></p> <p>Part 2) <i>What is Banquo's personality? How would he speak? How is he feeling right now</i></p>

	<p><i>(watching the coronation)? What are his opinions? Banquo is noble, brave and just. The children should show this by the way he speaks in his monologue. That he has not been swayed by the witches' prophecies. That he suspects that Macbeth on the other hand has been poisoned by their words.</i></p> <p>Part 3) What did Banquo used to think of Macbeth and what does he think of him now? What does he suspect Macbeth of doing? <i>Banquo thought of Macbeth like a brother. They fought together in multiple wars and they trusted each other. Ever since meeting the witches, Macbeth's personality has started to change. He used to be ___ and now he has become _____. He suspects that Macbeth has been influenced by the witches and has chosen a path of evil, He suspects that Macbeth killed the king for the crown.</i></p> <p>Part 4) What is Banquo wary/scared of? What does he need to do to stop it from happening? Can you include a couple of rhetorical questions here? <i>He might be scared that his son Fleance might be in danger. He would probably hatch a plan to keep him safe. Give details of the plan. Maybe he decides to go hunting with his son to take his mind off it all?</i></p> <ul style="list-style-type: none"> - Briefly go over the questions and get the children thinking and talking to their partners. - Allow children time to complete the planning sheet with notes and bullet points. - Move around the classroom supporting children with empathising with Banquo and adding detail to each point. - Throughout the lesson, jot some of the best ideas/language onto your the planning sheet for the children to see (on the IWB).
<p>Notes for Teachers</p>	<p>- Some children might need support with coming up with similes, personification and rhetorical questions.</p>
<p>Resources</p>	<p>- Planning sheets with the 4 questions at the top of each section. The sheet should be divided into four widthways.</p>

Week 3 - Lesson 4: Writing

Learning Intention	To write an internal monologue for a known character
Curriculum Coverage	<p>Writing</p> <ul style="list-style-type: none"> ● Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● Assessing the effectiveness of their own and others' writing ● Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● Ensuring the consistent and correct use of tense throughout a piece of writing ● Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● Proofread for spelling and punctuation errors ● Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Key Vocabulary	setting, sense, coronation, personality, feelings, empathise, fears, scared, wary, first person, rhetorical questions, simile
Activities/ Lesson	<ul style="list-style-type: none"> - Tell the children that we are going to spend today and tomorrow writing Banquo's monologue using the ideas from our 4-part plan. - As it is an internal monologue, tell the children that it will be written in first person. <p><u>Shared Writing</u></p> <ul style="list-style-type: none"> - Shared write Part 1 and the beginning of Part 2 with the children. Model thinking aloud when writing. - Make sure to include year group objectives and draw on learning and ideas from previous lessons <p>Part 1) <i>What can Banquo see, hear and feel in this setting (the great hall where everyone is celebrating Macbeth's coronation)? Can you include a simile/personification for one of the things that he can see or hear?</i></p> <p>Part 2) <i>What is Banquo's personality and how is he feeling right now (watching the coronation)?</i></p> <ul style="list-style-type: none"> - Tell the children that you have shown them how to write the first two parts of Banquo's internal monologue and now they have to write all four parts independently. - Provide the features of an internal monologue as a checklist for children to ensure that they include all 4 features. Remind the children to use the checklist frequently to stay on track. - Ask children to write independently. - When the children finish, ask them to check and proofread.

Notes for Teachers	- Encourage children to read their writing back to themselves after every couple of sentences to avoid children using the same sentence structure or repeatedly starting with 'I'. - It is useful to have written a good example before to maintain flow and engagement during the shared write.
Resources	- Features checklist/success criteria checklist (see resources)

Week 3- Lesson 5: Writing and Editing

Learning Intention	To write an internal monologue for a known character
Curriculum Coverage	<p>Writing</p> <ul style="list-style-type: none"> ● Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● Assessing the effectiveness of their own and others' writing ● Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● Ensuring the consistent and correct use of tense throughout a piece of writing ● Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● Proofread for spelling and punctuation errors ● Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Key Vocabulary	setting, sense, coronation, personality, feelings, empathise, fears, scared, wary, first person, rhetorical questions, simile
Activities/ Lesson	<ul style="list-style-type: none"> - Start the lesson by sharing a good example of writing from the last lesson. - Remind the children of the features of the 4 parts of their plan. - Explain that today they will have time to finish our internal monologues. - Tell the children that after they have finished, they should proofread their monologues. <i>Have you covered all 4 features?</i> - Tell the children that after they have edited and improved writing then they can rehearse their monologues as though they are Banquo. Remind them that the monologue should be performed with the expression and intonation. <i>How is Banquo feeling when he is saying this sentence? How would he say this part?</i> - If there is time, ask children to read/perform their monologues to the class or they could film each other performing their monologues using the iPad. <p>- Finish by watching the killing of Banquo - Part 5 of the BBC Tech version of Macbeth: https://www.bbc.co.uk/teach/class-clips-video/english-ks2-macbeth-ep5/zm3tbdm</p>
Notes for Teachers	- As monologues are made to be performed on stage in Shakespeare's time, you might want to spend an extra lesson where children can work in pairs to practise and perform their monologues.
Resources	<ul style="list-style-type: none"> - Dictionaries - Different colour pen for editing and improving - Part 5 of the BBC Tech version of Macbeth:

https://www.bbc.co.uk/teach/class-clips-video/english-ks2-macbeth-ep5/zm3tbdm

Resources

Lesson 1: Characters' Thoughts

Cut this sheet up into strips and mix them up before giving a set to each group.

BANQUO:
I will fight with my friend on the battlefield until my last breath!
Who are these ghastly creatures? How can he become Thane of Cawdor? How can my children become king?
I can't believe it... The first prophecy has already come true! Will the prophecy about my children also come true?
They look too happy now that they sit on the throne. Do they feel any sadness at all for the death of Duncan?
This is now the second prophecy to come true. Is this because of the magic of the witches or the actions of a power-hungry man?
I look around and see suspicious faces - just like mine.
MACBETH:
I will lead this army to victory for my king.
How can this be true? I will become king and so will his children?
I am now the Thane of Cawdor! What do I have to do to make the next prophecy come true?

I have to tell my wife.

She is right, I have to do this.

Look at where I am now. Sat on the throne, looking down at my thanes.
Hold on, where is Macduff? Why is he not here?

What if the last prophecy is true? Will his children take the throne from me?

I have come this far, I will not let anyone take the crown from my head.

LADY MACBETH:

He must kill King Duncan. There is no other way.

Without me, he will never do it. I must persuade him when he comes home
from battle.

I must take the daggers back before anyone finds out!

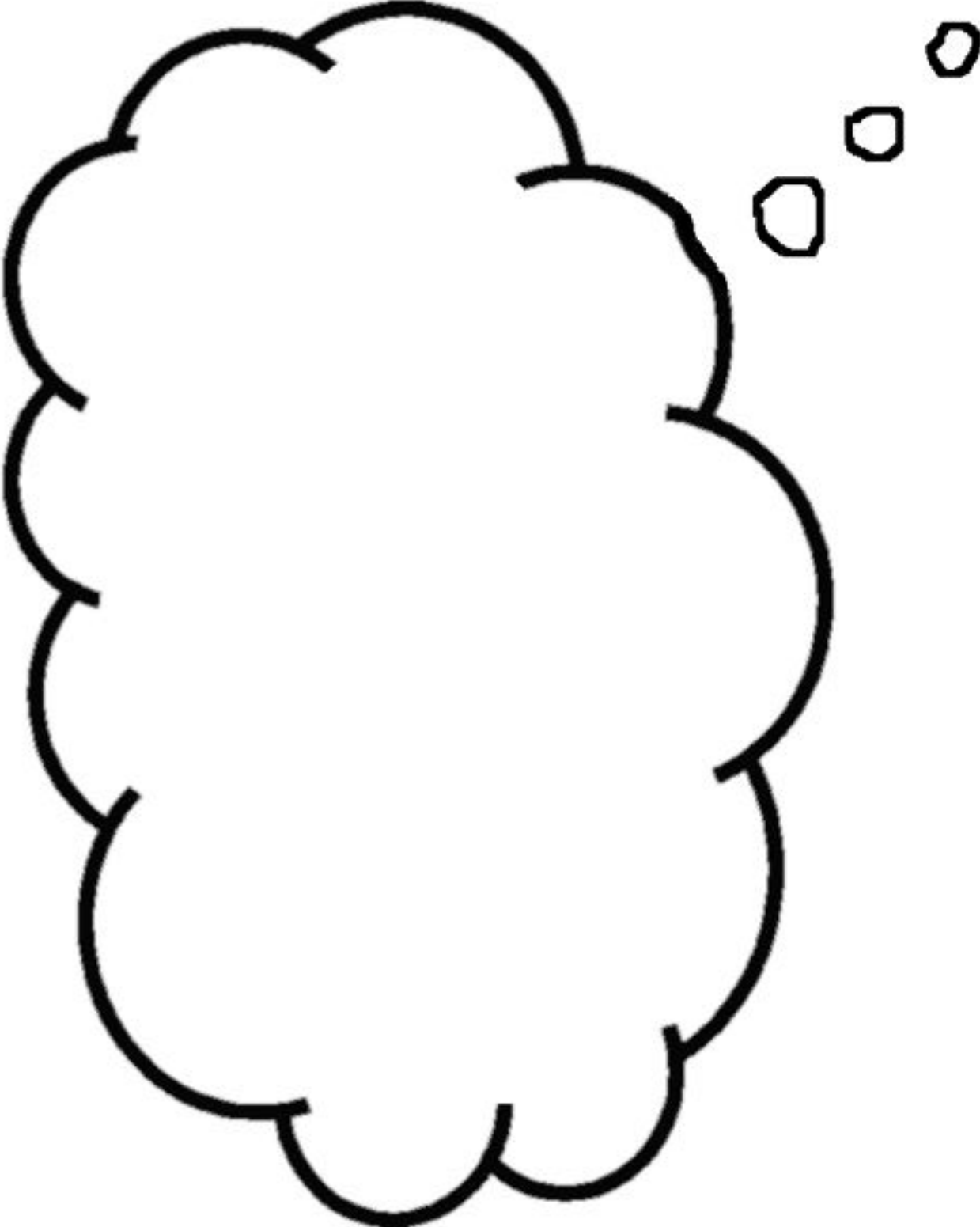
He wants greatness but he's not ruthless enough to get it...

I'd do it myself if he didn't look so much like my father.

Lesson 1: Banquo's Scenes

1. Banquo fighting alongside Macbeth
2. Banquo and Macbeth meet the witches and hear their predictions
3. Banquo and Macbeth are told that he is now the Thane of Cawdor
4. Banquo finds out that King Duncan was murdered in his sleep
5. Banquo at Macbeth's coronation

Lesson 1: Thought Bubble



Lesson 2: Features of an Internal Monologue Checklist

1	Write in first person	
2	Describe the character through how they talk + their opinions	
3	Describe the action/what has been happening	
4	Use rhetorical questions	

Extract from Macbeth Retold by Tony Bradman

Act Three- A Ghost at Dinner

Strange things happened in the days that followed Duncan's death. The weather was dark and gloomy. The skies over Scotland filled with such thick clouds that noon seemed like midnight, and the whole country felt like a grave. A small owl was seen to kill a great falcon. Then the horses in the royal stables went mad, and ate each other.

Macbeth was crowned king. It didn't take him long to blame Malcolm and Donalbain for Duncan's murder. The fact that they had fled the country made it obvious, said Macbeth — they must have plotted against their father, and bribed the grooms to do the deed. Nobody argued with him. He soon made it pretty clear that no one was allowed to.

Many people were unhappy with the way things had turned out, though. Macduff refused to go to Macbeth's coronation. And Banquo often found himself thinking about Macbeth's sudden run of amazing good luck — Macbeth had everything the Weird Sisters had promised him. He was Thane of Glamis and Cawdor, and now he was king, too. But was it luck and nothing more?

Banquo had thought about it, and was now convinced that Macbeth had murdered Duncan. Everything pointed to it. And if

the Weird Sisters had been right about Macbeth, perhaps the things they had said to him might have some truth in them as well...

Then one day, a messenger came with an order for Banquo to visit the new king. Macbeth was living in Duncan's palace, so Banquo made his way there. He marched down its dark passageways, his mind racing.

Banquo entered the great hall and stood before the king. Macbeth sat on his throne, in rich robes with a golden crown upon his head. Lady Macbeth was on her throne beside him. Lennox and Ross were there, and a crowd of thanes and servants and guards. Banquo tried to keep his face blank. He didn't want to show what he had been thinking.

'Ah, welcome, Banquo,' said Macbeth. Banquo bowed low. Macbeth stood up and came over to him. 'We're having a dinner party tonight,' he said, taking his friend's arm. 'I'd like you to be one of the guests.'

'Oh, do say you will, Banquo, please,' said Lady Macbeth. 'It won't be the same without you.'

'Your wish is my command, Your Royal Majesties,' Banquo replied.

'Wonderful!' said Macbeth. He gave him a big smile. But Banquo noticed the king's eyes were cold. 'Tell me, old friend, are you going riding this afternoon?'

Banquo nodded.

'That's a shame. I was hoping you'd be here for my council meeting. You know how much I value your advice. He leaned closer to Banquo. 'Have you heard what Malcolm and Donalbain are up to?' he whispered. 'They're claiming they didn't kill their father, and they're spreading all sorts of wild stories. But we can talk about that tomorrow. Are you taking Fleance riding with you?'

'I am, my lord,' said Banquo. 'And we really should get going...'

'Fine, off you go then, old friend!' said Macbeth, smiling again as Banquo left. 'And I'll say goodbye to everyone else until this evening, too. I'll enjoy the party more if I have some time alone now.'
