

## Understanding the Story of Macbeth

Week 1 planning has been organised so that children spend the first couple of days predicting and learning the main events of the play before moving on to cover the key events in Act 1 on days 3 to 5.

### ACT 1: Setting Description and Letter

#### Summary

- **The Three Witches:** On the heathlands in Scotland, three witches decide to meet with Macbeth when the battle is lost and won.
- **War:** Macbeth is leading an army fighting against rebels. Macbeth fights well and wins the battle for King Duncan. Duncan orders for the Thane of Cawdor to be sentenced to death for betraying him and announces that Macbeth will now become the Thane of Cawdor. Macbeth has yet to be told of the news.
- **The Witches' Prophecies:** As Macbeth and his good friend Banquo (also a thane) make their way from the battle, they come across three witches on the heath. The witches make three prophecies. They say that Macbeth will become Thane of Cawdor, that Macbeth will become king and finally that Banquo's children will become kings. As the witches disappear into the mist, Ross arrives and announces Macbeth as the Thane of Cawdor- the first prophecy has already come true!
- **Macbeth Writes to Lady Macbeth:** Macbeth sends a letter to Lady Macbeth, letting her know about the witches and the prophecies. The letter fills Lady Macbeth with ambition to fulfil the next prophecy but she is scared that her husband is too weak to do what he has to in order to become king. She decides that she must help her husband get the crown.
- **The Plan to Kill The King:** Macbeth travels back home to his castle. Lady Macbeth wastes no time and tells him that he must murder the king tonight as he sleeps.
- **Second Thoughts:** King Duncan and his men arrive at Macbeth's castle to celebrate their victory. Macbeth starts to have second thoughts about killing his king but Lady Macbeth persuades him that it is what they must do!

## Week 1 - Lesson 1: What do images tell us about the play?

<b>Learning Intention</b>	To learn about the main events and themes in Macbeth
<b>Curriculum Coverage</b>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Participate in discussions, presentations, performances, role play/improvisations and debates</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Increase familiarity with a wider range of books, including myths, legends and traditional stories, modern fiction from our literary heritage and books from other cultures and traditions</li> <li>Predict what might happen from details stated and implied</li> <li>Identify and discuss themes</li> </ul>
<b>Key Vocabulary</b>	images, pictures, events, plot, themes, symbolise, predict, infer
<b>Activities/ Lesson</b>	<p>- Explain that we will be learning about one of Shakespeare's plays this term. A play set in Scotland in the 11th Century (over 1000 years ago). Display different covers and images depicting the play Macbeth (see resources). Give children time to discuss with partner/small groups, writing words/ phrases that come to mind when looking at the images. Share the words and phrases together as a class. Prompt children to think carefully about the symbolism in the images (guilt, power, blinded by ambition).</p> <p>- Show Other Images (see resources) linked to the play (and objects if you can find some!) and ask children to generate phrases about what they tell us about the story. (e.g cauldron - magic/the supernatural). Scribe the ideas onto the IWB.  <i>Looking at these images, what do you think happens in this play? What does each image show? How do the images play a part in the story? Who is Macbeth?</i></p> <p>- <i>Can you predict what happens in the play using the images?</i> Give children time to discuss in pairs first. Then ask them to write a synopsis of what they think the play is about- drawing on the work from today's lesson.</p> <p>- Children share their writing in small groups. Use the time to discuss similarities and differences in their synopses. Children can also use this opportunity to peer assess writing.</p>
<b>Notes for Teachers</b>	<p>- You may choose other images or use objects or that show the themes of good and evil, betrayal, ambition, guilt, supernatural, marriage</p> <p>- Jot down some of the vocabulary generated in the session and display it on the working wall.</p>
<b>Resources</b>	<p>- Covers and Images on the IWB (see resources)</p> <p>- Other Images on the IWB (see resources)</p> <p>- Objects/props to show the themes in the play</p> <p>- Covers and Images on paper for children to write around (see resources)</p>

## Week 1- Lesson 2: The Plot (Drama Lesson)

<b>Learning Intention</b>	To learn about the main events and themes in Macbeth through drama
<b>Curriculum Coverage</b>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Give well-structured descriptions and narratives for different purposes</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play/improvisations and debates</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Increase familiarity with a wider range of books, including myths, legends and traditional stories, modern fiction from our literary heritage and books from other cultures and traditions</li> <li>• Identify and discuss themes</li> </ul>
<b>Key Vocabulary</b>	plot, story, scenes, chronology, events, themes, tableaux, freeze frame, order
<b>Activities/ Lesson</b>	<p><u>Drama Lesson</u>              Today the children will be introduced to the plotline of Macbeth through drama.</p> <ul style="list-style-type: none"> <li>- Split the children into small groups. Using the 'The Story' plot points resource, give each group one or two plot points each so that all the plot points have been distributed.</li> <li>- Explain that each plot point (in bold) is accompanied by a line taken directly from the play (not in bold).</li> <li>- Ask the children to reenact each plot point. When they perform each plot point, it must include the narration (in bold) and the lines directly from the play (not in bold)</li> <li>- Ask the whole class to form a circle and invite each group into the middle to share their scenes, in the order they happen in the play.</li> <li>- Reflect with children on why Macbeth murders a king he respected and his best friend. What do they think drove him to do these things?</li> <li>- Find time at the end of the lesson and other slots throughout the day to watch the BBC Shakespeare's Animated Tale of Macbeth (approx. 25 minutes).  <a href="https://www.youtube.com/watch?v=qfnUq2_0FOY">https://www.youtube.com/watch?v=qfnUq2_0FOY</a></li> </ul>
<b>Notes for Teachers</b>	<ul style="list-style-type: none"> <li>- Find time to show animated/video versions of the play. This may have to take place outside of the main lesson.</li> <li>- Display the plot points on the working wall to refer back to throughout the unit.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>- The Story (see resources) cut into 20 strips</li> <li>- BBC Shakespeare's Animated Tale of Macbeth  <a href="https://www.youtube.com/watch?v=qfnUq2_0FOY">https://www.youtube.com/watch?v=qfnUq2_0FOY</a></li> </ul>

## Week 1 - Lesson 3: The Battle (Planning)

<b>Learning Intention</b>	To generate language for a detailed setting description
<b>Curriculum Coverage</b>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Participate in discussions, presentations, performances, role play/improvisations and debates</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Increase familiarity with a wider range of books, including myths, legends and traditional stories, modern fiction from our literary heritage and booked from other cultures and traditions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>
<b>Key Vocabulary</b>	Setting, Scottish heathland, atmosphere, battle, Norwegians, Macbeth, Banquo
<b>Activities/ Lesson</b>	<p>- Today, the children will learn about the opening of Act 1. Explain that the opening of the play starts on the wild Scottish heathland with a battle between the Scottish and the Norwegians. Macbeth is leading the Scottish army to victory.</p> <p><u>Drama Warm-up</u></p> <ul style="list-style-type: none"> <li>- Ask children to find a space in the hall/ clear classroom and walk around the space without bumping into or walking into each other.</li> <li>- Explain that this is a silent drama activity and all that they need to convey should be through their body language and facial expressions.</li> <li>- Ask the children to get into groups of 4. Explain that they have 5 seconds in their group to form a tableaux of the following scenes without discussing with their peers. Encourage children to watch their peers carefully to create the tableaux without discussion.  <i>Macbeth commanding his army, Soldiers in the midst of a bloody battle, the Scots beating the Norwaegians</i></li> <li>- Play some battle music in the background while children listen to you read the extract of the battle scene (see resources). Make sure that the children can hear you over the music.</li> <li>- After they have listened to the extract, explain that this time, they have to play the soldiers in the battle and act out the scene to the music as you read the passage over the music.</li> </ul> <ul style="list-style-type: none"> <li>- Back in the classroom, show children a range of atmospheric pictures of heathlands and battle scenes that resemble the setting at the beginning of Act 1. You can also play battle music quietly in the background during this task. Ask the children to work in pairs to jot down words and phrases to describe the setting. Prompt the children to recall any language that stood out to them from the passage read to them during the drama warm up.</li> <li>- Give children a planning sheet (see resources for an example -to be adapted) to write down their ideas.Challenge children to think of similes using the senses to describe a setting.</li> <li>- Allow children time at the end of the lesson to share their ideas to the class. Remind the children that this is a time to celebrate each other's ideas but also an opportunity for them to magpie ideas for their own writing tomorrow.</li> <li>- Class teacher to write down the most powerful vocab./language on flipchart paper as children share their best ideas with the class. This can go up on the working wall after the lesson.</li> </ul>
<b>Notes for Teachers</b>	- Record adventurous language and ideas from the children and scribe onto flipchart paper. Display this on the working wall. Use these examples to write a model setting description ready for the next lesson.

<b>Resources</b>	<ul style="list-style-type: none"><li>- Battle music <a href="https://www.youtube.com/watch?v=H6_dbF1IMnM">https://www.youtube.com/watch?v=H6_dbF1IMnM</a> or <a href="https://www.youtube.com/watch?v=ujVnKQrYSuk">https://www.youtube.com/watch?v=ujVnKQrYSuk</a></li><li>- Atmospheric pictures of heathlands and battle scenes</li><li>- Setting description planning sheet (see planning sheet in resources - to be adapted)</li><li>- Flipchart paper and pens to collect language</li></ul>
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## Week 1 - Lesson 4: The Battle - Setting Description

<b>Learning Intention</b>	To write a detailed setting description
<b>Curriculum Coverage</b>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>● Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>● Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>● using a wide range of devices to build cohesion within and across paragraphs</li> <li>● Evaluate and edit by:</li> <li>● Assessing the effectiveness of their own and others' writing</li> <li>● Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>● Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>● Proofread for spelling and punctuation errors</li> </ul>
<b>Key Vocabulary</b>	atmosphere, senses, contrast, detail, powerful language, language devices, simile
<b>Activities/ Lesson</b>	<ul style="list-style-type: none"> <li>- Tell the children that today they will be writing a detailed setting description of the battle scene between the Scots and the Norwegians in Act 1.</li> <li>- Remind the children of the images of the heathland and battle scenes shown to them yesterday. Remind them of the language that was generated.</li> <li>- Show the children this short video clip of the battle.  <a href="https://www.youtube.com/watch?v=puV69CWPfP8">https://www.youtube.com/watch?v=puV69CWPfP8</a></li> <li>- Discuss the following questions as a class and jot down ideas on a flipchart. <i>How does the scene start? What is the mood link in the beginning? What do you think the soldiers are thinking? How are they feeling? What does it feel like to stand waiting on the heathland? What could you hear in the clip? How does the mood change from the beginning to the end of the clip? What in the scene creates atmosphere?</i></li> <li>- Talk about the contrast that can be seen in the video. The contrast of of calm and battle, silence and screams, apprehension and rage, cold weather and hot-blooded fighting,</li> <li>- Explain that in their writing, they will describe the scene in 3 parts:             <ol style="list-style-type: none"> <li>1) The calm before the battle/storm</li> <li>2) Two sides waiting to charge</li> <li>3) The two sides battling to their death</li> </ol> </li> <li>- Show the children two setting descriptions of the battle (these need to be written by the teacher before the lesson). One example lacks detail, adventurous language choices and cohesion. The other example should be a model of writing which the children can aspire to and includes, powerful language choices, fronted adverbials, expanded noun phrases, similes, and language to create atmosphere.</li> <li>- Ask the children to judge which piece is more powerful and ask them to explain why. Remind the children to include such examples in their own writing today.</li> <li>- Provide an optional sentence starter on the board for children to use.</li> <li>- Ask the children to write their descriptions using ideas from yesterday and today's lesson.</li> </ul>

	<p>Encourage children to use working walls and their plans from yesterday to support their writing.</p> <ul style="list-style-type: none"> <li>- Children to edit and improve their writing at the end of the lesson. Ask children to share their writing to the class if there is time. You could play the battle music quietly in the background as children read their writing to each other/the class.</li> </ul>
<p><b>Notes for Teachers</b></p>	<p>The class teacher will have to prepare two setting descriptions of the battle before the lesson- a strong example and a weaker example for children to compare.</p>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>- Battle music</li> <li>- Atmospheric pictures of heathlands and battle scenes</li> <li>- The children will need their setting description planning sheet from yesterday</li> <li>- Flipchart paper and pens to collect language</li> <li>- Video clip of the battle <a href="https://www.youtube.com/watch?v=puV69CWPfP8">https://www.youtube.com/watch?v=puV69CWPfP8</a></li> </ul>

## Week 1- Lesson 5: Letter to Lady Macbeth

<b>Learning Intention</b>	To write an informal letter
<b>Curriculum Coverage</b>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Noting and developing initial ideas</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Proofread for spelling and punctuation errors</li> </ul>
<b>Key Vocabulary</b>	informal tone, personal thoughts and feelings, prophecies, future, supernatural, Thane (a Scottish lord)
<b>Activities/ Lesson</b>	<ul style="list-style-type: none"> <li>- Explain that today we will learn about a crucial part of the story. On their way back from battle, Macbeth and his friend Banquo meet three witches on the heath. The witches make three prophecies: Macbeth will become the Thane of Cawdor; Macbeth will become king; and Banquo's children will be kings. Almost immediately, Ross arrives to tell Macbeth he is now the Thane of Cawdor.</li> <li>- Watch the following video to remind the children of what happens after the battle. Macbeth BBC Teach Part 1: <a href="https://www.youtube.com/watch?v=6yo9XbFA1zU&amp;list=PLcvEcrsF_9zIurVvUQFZxC2_OUlu09Un6">https://www.youtube.com/watch?v=6yo9XbFA1zU&amp;list=PLcvEcrsF_9zIurVvUQFZxC2_OUlu09Un6</a></li> <li>- Display the witches' prophecies on the board for children to read (see resources).</li> <li>- Display a picture of Macbeth on the board and ask the children <i>What is going through Macbeth's mind after the battle and after he'd listened to the witches' prophecies?</i></li> <li>- Explain to the children that today they will be writing a letter as Macbeth to his wife Lady Macbeth. Macbeth has so much going on in his head after the gruelling battle and meeting the witches that he must confide and share it all with his wife. The letter will recall the events from the beginning of the battle to after the meeting with the witches. Ask the children what the purpose of the writing is (to share, inform and describe).</li> <li>- Ask the children what tone the letter will be in if you are writing to your wife (informal and personal).</li> <li>- Ask them to give you some informal phrases that you could write in the letter e.g. <i>I can't wait to see you! You can't speak a word to anyone about this. We can talk about this further when I'm back. I love and miss you.</i></li> <li>- Tell the children that the letter needs to be personal and detailed and as it is a letter, there will be reported speech and no direct speech.</li> <li>- Ask children to help you order the thoughts in Macbeth's letter. Jot these down on the board with the children so that they can refer to this as they write later on.</li> <li>- Ask children to write Macbeth's letter, using the notes on the board to help with the structure.</li> <li>- Read out some good examples to the class after a while the children are writing to model tone and purpose.</li> </ul>

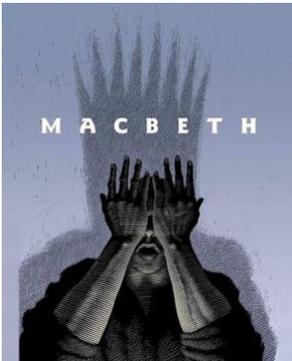
	<ul style="list-style-type: none"><li>- When children have finished, ask the children to read, edit and improve their writing together.</li><li>- Watch the following video showing the end of Act 1 so that children are ready to learn about Act 2 next week. Macbeth BBC Teach Part 2: <a href="https://www.youtube.com/watch?v=7KQz1mqDv9I&amp;list=PLcvEcrsF_9zIurvVuQFZxC2_OUIu09Un6&amp;index=2">https://www.youtube.com/watch?v=7KQz1mqDv9I&amp;list=PLcvEcrsF_9zIurvVuQFZxC2_OUIu09Un6&amp;index=2</a></li></ul>
<b>Notes for Teachers</b>	<ul style="list-style-type: none"><li>- Some children might need to be reminded on how to structure a letter</li><li>- If there is time, allow children to act out saying the witches' prophecy (see resources) in groups of three.</li></ul>
<b>Resources</b>	<ul style="list-style-type: none"><li>- Macbeth BBC Teach Part 1: <a href="https://www.youtube.com/watch?v=6yo9XbFA1zU&amp;list=PLcvEcrsF_9zIurvVuQFZxC2_OUIu09Un6">https://www.youtube.com/watch?v=6yo9XbFA1zU&amp;list=PLcvEcrsF_9zIurvVuQFZxC2_OUIu09Un6</a></li><li>- Macbeth BBC Teach Part 2: <a href="https://www.youtube.com/watch?v=7KQz1mqDv9I&amp;list=PLcvEcrsF_9zIurvVuQFZxC2_OUIu09Un6&amp;index=2">https://www.youtube.com/watch?v=7KQz1mqDv9I&amp;list=PLcvEcrsF_9zIurvVuQFZxC2_OUIu09Un6&amp;index=2</a></li><li>- Display the witches' prophecy on the board (see resources)</li><li>- A picture of Macbeth's face with thought bubbles on the IWB</li></ul>

## Resources

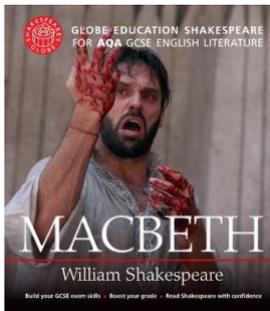
### Lesson 1: Covers and Images



*Michael Fassbender and Marion Cotillard in a film directed by Justin Kurzel. Illustration by Bill Bragg*



*Poster designed by Scott McKowen for the Great Lakes Theatre Festival*



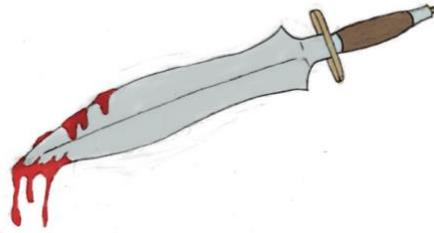
*Globe Education Shakespeare: Macbeth for AQA GCSE*



*Macbeth at Leeds Playhouse*



Lesson 1: Other Images



## Lesson 2: The Story

- 1. Three witches plot to meet Macbeth on his way home after the battle.**

Witches: When shall we three meet again? In thunder, lightning, or in rain?

- 2. After winning the battle for Scotland, Macbeth and his friend, Banquo, meet the three witches on the heath. The witches make three prophecies about Macbeth.**

First witch: All hail, Macbeth! Hail to thee, Thane of Glamis!

Second witch: All hail, Macbeth! Hail to thee, Thane of Cawdor!

Third witch: All hail, Macbeth, that shall be king hereafter!

- 3. Banquo asks whether the witches have any prophecies for him. They do...**

First witch: Lesser than Macbeth, and greater

Second witch: Not so happy, yet much happier

Third witch: Thou shalt get kings, though thou be none.

- 4. One of the kings men arrives and tells Macbeth that he has been made Thane of Cawdor. The first prophet has already come true!**

Macbeth: If chance will have me king, why, chance may crown me, Without my stir.

- 5. Macbeth sends a letter to Lady Macbeth, telling her about the prophecies. She is scared that her husband does not have the strength to fulfil the prophecy. She decides that they must kill Duncan and she asks the spirits for strength.**

Lady Macbeth: Come you spirits; And fill me from the crown to the toe top-full Of direst cruelty.

- 6. Lady Macbeth drags the king's guards. As Macbeth makes his way to the King's room, he sees a vision...**

Macbeth: Is this a dagger which I see before me?

- 7. Macbeth kills Duncan. In the morning the murder is discovered and Duncan's children, Malcolm and Donalbain flee from Scotland.**

Malcolm and Donalbain: Where we are, there's daggers in men's smiles

- 8. Now that Duncan is dead and his sons have fled, Macbeth is crowned King. He orders men to kill Banquo and his son Fleance to stop the witches' prophecy coming true.**

Banquo: O, treachery! Fly, good Fleance, fly, fly fly! Banquo is killed, but Fleance escapes.

- 9. Macbeth visits the witches again. The witches tell him of 3 more apparitions.**

First apparition: Beware Macduff!

Second apparition: None of woman born shall harm Macbeth.

Third apparition: Macbeth shall never vanquished be until Great Birnam Wood to high Dunsinane Hill Shall come against him.

- 10. Macduff is in England with Malcolm. He persuades Malcolm to join forces with him to fight against Macbeth. During this time Macduff finds out that his family were brutally murdered and vow to kill Macbeth for what he has done.**

Macbeth: Give to th' edge o' th' sword His wife, his babes, and all...that trace him in his line.

- 11. 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! Macbeth realises that the witches' predictions are coming true.**

Macbeth: And now a wood Comes toward Dunsinane

**12. Macduff and Macbeth meet and go head-to-head. Macbeth knows that he cannot be killed by a man born of a woman but 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.**

Macduff: Turn Hell hound, turn. Macduff was from his mother's womb Untimely ripped.

### Lesson 3: Battle Description

The soldiers stood in rows like toy figures on the barren heath as they stared ahead at the enemy. As their frosted breath filled the air, they stood waiting for their signal to attack. Each second felt like an hour as they clutched their freezing hands around their icy weapons. They waited and waited. The sound of panting breath and the shuffling of their nervous bodies echoed all around. Despite the cold, beads of sweat formed tiny pearls on their foreheads and their hands tightened their grip. As they stood there on the heath, their hearts were home with their wives and children. Suddenly the sound of drums pierced through the frozen air and with the signal the soldiers raised their swords towards the heavens.

Lesson 3: Example Setting Description Plan (to be adapted)

<b>My setting is:</b>	<b>Sounds</b>
<b>Smells</b>	<b>Sights</b>
<b>Similes</b>	<b>Adjectives</b>

## Lesson 5: Setting The Witches' Prophecy

MACBETH: So foul and fair a day I have not seen.

BANQUO: What are these, So withered and so wild in their attire. That look not like the inhabitants of the earth And yet are on it?

MACBETH: Speak if you can: what are you?

FIRST WITCH: All hail, Macbeth: hail to thee, Thane of Glamis!

SECOND WITCH: All hail, Macbeth: hail to thee, Thane of Cowdor!

THIRD WITCH: All hail, Macbeth, that shalt be King hereafter!

BANQUO: If you can look into the seeds of time And say which grain will grow and which will not, Speak to me then, who neither beg nor fear Your favours or your hate.

FIRST WITCH: Lesser than Macbeth, and greater.

SECOND WITCH: Not so happy, yet much happier.

THIRD WITCH: Thou shalt get kings, though thou be none.

(Witches vanish)

MACBETH: Your children shall be kings.

BANQUO: You shall be King.