


Day 2: "Macbeth", Act I Scene 5

Begin lesson

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	Teaching notes
	Click the "Begin lesson" button to view this lesson. Teaching notes for each slide will appear in this box.

Before the Lesson

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Before the Lesson	Teaching notes


Anchor Text

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<p style="text-align: center;">Macbeth, Act I, Scene 5 By William Shakespeare Published in 1623</p> <p style="text-align: center;"><i>Enter Macbeth's Wife, alone, with a letter.</i></p> <p>LADY MACBETH <i>[Reads.]</i></p> <p>1 "They met me in the day of success; and I have 2 learned by the perfect'st report, they have more in 3 them than mortal knowledge. When I burned in desire 4 to question them further, they made themselves air, 5 into which they vanished. Whilst I stood rapt in 6 the wonder of it, came missives from the king, who 7 all hailed me "Thane of Cawdor"; by which title, 8 before, these weird sisters saluted me, and referred 9 me to the coming on of time, with "Hail, king that 10 shalt be!" This have I thought good to deliver 11 thee, my dearest partner of greatness, that thou 12 mightst not lose the dues of rejoicing, by being 13 ignorant of what greatness is promised thee. Lay it 14 to thy heart, and farewell." 15 Glamis thou art, and Cawdor; and shalt be 16 What thou art promised. Yet do I fear thy nature; 't is 17 too full o' the milk of human kindness 18 To catch the nearest way: Thou wouldst be great; 19 Art not without ambition, but without</p>	<p>Teaching notes</p> <p>Download and print copies of the anchor text for each student.</p>
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Student Notes Sheet

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<p style="text-align: center;"> LearnZillion</p> <p>Name: _____ Date: _____</p> <p>Student notes for: Macbeth, Act I scene 5</p> <p>Day: 2</p> <p>1. Reread lines 16-20 and 42-46. How does Lady Macbeth describe her husband?</p> <p>2. Look at the lines "Glamis thou art, and Cawdor; and shalt be / What thou art promised. Yet I do fear thy nature; 't is too full o' the milk of human kindness / To catch the nearest way." What word or phrase signifies a change in her attitude towards her husband?</p> <p>3. Reread lines 15-18 and 34-38. How does Lady Macbeth show a contrasting attitude towards her husband?</p>	<p>Teaching notes</p> <ul style="list-style-type: none"> ■ This guided notes sheet provides students with the text-dependent questions associated with this lesson, and relevant graphic organizers. You may modify these sheets as needed. ■ During class, students can use these sheets to record their responses, notes, or ideas. Use the back to record responses to the focus question. <ul style="list-style-type: none"> ■ Following class, collect student notes to use as a formative assessment.
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Getting Started

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Getting Started

Teaching notes

Introduction 1 of 2

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Macbeth, Act I, Scene 5
By William Shakespeare
Published in 1623

Enter Macbeth's Wife, alone, with a letter.

LADY MACBETH (reads)
1 They met me in the day of success; and I have
2 learned by the perfect'st report, they have more in
3 them than mortal knowledge. When I burned in desire
4 to question them further, they made themselves air,
5 into which they vanished. Whilst I stood rapt in
6 the wonder of it, came missives from the King, who
7 all-hailed me "Thane of Cawdor"; by which title,
8 before, these weird sisters saluted me, and reserved
9 me to the coming on of time, with "Hail, king that
10 shalt be!" This have I thought good to deliver
11 thee, my dearest partner of greatness, that thou
12 mightest not lose the dues of rejoicing, by being
13 ignorant of what greatness is promised thee. Lay it
14 to thy heart, and farewell.
15 Glamis thou art, and Cawdor; and shalt be
16 What thou art promised. Yet do I fear thy nature;
17 It is too full of the milk of human kindness
18 To catch the nearest way. Thou wouldst be great;
19 Art not without ambition, but without
20 The illness should attend it: What thou wouldst highly
21 That wouldst thou holily; wouldst not play false,
22 And yet wouldst wrongly win; thou dost have great Glamis,
23 That which cries "Thou shalt not do, if thou have it";
24 And that which rather thou dost fear to do

Macbeth, Act I scene 5
William Shakespeare

Teaching notes

Pacing: 10 minutes

Notes:

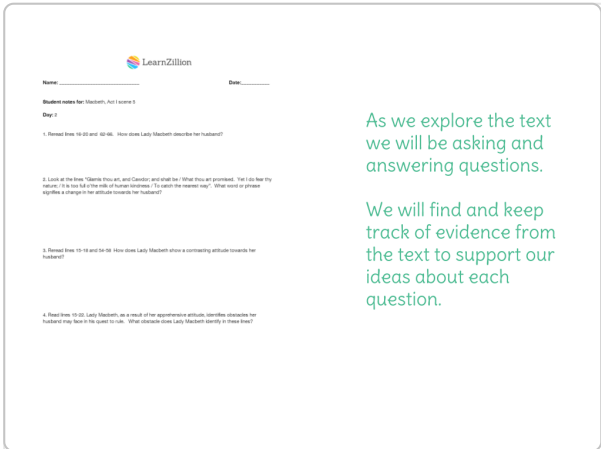
- Remind students that this week, they are focusing on a close reading of Macbeth, Act I scene 5. This means going back and rereading the story, answering questions based on

evidence in the text.

- Make sure all students have a copy of Act I scene 5 and the student notes sheet.
- Read Act I scene 5 aloud, allowing students to assume the various roles (Macbeth, Lady Macbeth, Messenger). Students may act out the various roles as well.

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 <p>As we explore the text we will be asking and answering questions.</p> <p>We will find and keep track of evidence from the text to support our ideas about each question.</p>	<h3>Teaching notes</h3>
<p>evidence in the text.</p> <ul style="list-style-type: none"> Make sure all students have a copy of Act I scene 5 and the student notes sheet. Read Act I scene 5 aloud, allowing students to assume the various roles (Macbeth, Lady Macbeth, Messenger). Students may act out the various roles as well. 	<p>Pacing: 10 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> Remind students that this week, they are focusing on a close reading of Macbeth, Act I scene 5. This means going back and rereading the story, answering questions based on

Exploring the Text

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<h2>Exploring the Text</h2>	<h3>Teaching notes</h3>

Supporting Question 1

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Reread lines 16-20 and 62-66. How does Lady Macbeth describe her husband?

Teaching notes

Pacing: 3-5 minutes

Standard: RL.9-10.1, RL.9-10.3

Purpose: The purpose of this question is to activate the prior knowledge of Lady Macbeth's attitude towards Macbeth. Through this question, students will reinforce their knowledge of Macbeth's gentle,

almost submissive nature by interpreting the meaning of words and phrases in the text.

Answer: In lines 16-20, Lady Macbeth notes that Macbeth is too kind to assume a position of power. For example, she states that Macbeth is "too full o' the milk of human kindness / to catch the nearest way." She continues to note that Macbeth has the desire to rule, by saying "art not without ambition." However, she accuses Macbeth of not having the cruel nature that a powerful ruler would need. In lines 62-66, Lady Macbeth continues to chastise her husband, saying that his face is "a book where men may read strange matters", implying that he is unable to hide his emotions, thus allowing other people to take advantage of him.

Look for students....

- Accessing knowledge from the previous lesson, remembering that Lady Macbeth accuses her husband of being too kind to rule.
- Recognizing that Lady Macbeth does note that her husband has the desire to rule, but he does not have the cruel nature needed in order to maintain that power.

Guiding questions and prompts:

- Ask, "Think back to yesterday's lesson. What does Lady Macbeth say about her husband?"
- Ask, "What does Lady Macbeth mean when she says "Your face, my Thane, is as a book where men may read strange matters'?"
- Ask, "What does the phrase, "art not without ambition, but without / the illness should attend it" mean?"

Additional Notes:

- Students might require more assistance with this question if they were not exposed to the lesson on day 1. This question, as stated in the purpose, is to allow

students to access prior knowledge in order to answer the daily focus question.

Supporting Question 2

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Look at the lines "Glamis thou art, and Cawdor; and shalt be / What thou art promised. Yet I do fear thy nature; / It is too full o'the milk of human kindness / To catch the nearest way". What word or phrase signifies a change in her attitude towards her husband?

Teaching notes

Pacing: 1 minute

Standard: RL.9-10.4

Purpose: This question asks students to look at meaning on a word level, focusing on the word "yet" as a signifier to show a contrast in Lady Macbeth's attitude. Students are using the developing skill of

interpreting words and phrases as they are used in the text, in order to identify the word that signifies a change.

Answer: The word "yet" signifies a change in Lady Macbeth's attitude.

Look for students....

- Recognizing the word "yet" as a shift word.
- Noticing that at first, before the shift word, Lady Macbeth acknowledges his potential to rule, but quickly attacks his character immediately after the shift word.

Guiding questions and prompts:

- Ask, "what word or phrase indicates a shift?"
- Ask, "How is what is said before the shift word different from what is said after the shift word?"

Supporting Question 3

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Reread lines 15-18 and 54-58. How does Lady Macbeth show a contrasting attitude towards her husband?

Teaching notes

Pacing: 3-4 minutes

Standard: RL.9-10.3

Purpose: The purpose of this question is to apply the knowledge of where Lady Macbeth's view shifts to understand that at first, Lady Macbeth acknowledges that her husband possesses some qualities of

a ruler, however, is too emotional and too submissive to be an effective ruler. Students must demonstrate the ability to understand how a complex character is developed, based on evidence from the text.

Answer: In lines 15-18, the word "yet" signifies a change in Lady Macbeth's attitude. At first, she acknowledges his potential to rule, saying that he will be "what thou art promised". However, she is weary of his ability to rule, noting that "I do fear thy nature", and again chastising him for being too "full o' the milk of human kindness" to be an effective ruler. Lady Macbeth's attitude changes again, in lines 54-58, by rejoicing her husband and the events to come, saying "Great Glamis! Worthy Cawdor! / Greater than both, by the all-hail hereafter!".

Look for students....

- Returning to the shift word, "yet" to understand that what Lady Macbeth says before the shift word is positive, while what is said after the word is negative.
- Recognizing lines such as "yet I do fear thy nature", "full o' the milk of human kindness", and "Great Glamis! Worthy Cawdor!" as lines that show contrasting attitudes.

Guiding questions and prompts:

- Ask, "How is what is said before the shift word different than what is said after it?"
- Ask, "What attitudes are contrasted in these lines?"
- Ask, "What attitude does the line, "Great Glamis! Worthy Cawdor" convey?"

Supporting Question 4

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Read lines 15-22. Lady Macbeth, as a result of her apprehensive attitude, identifies obstacles her husband may face in his quest to rule. What obstacle does Lady Macbeth identify in these lines?

Teaching notes

Pacing: 3-4 minutes

Standard: RL.9-10.3

Purpose: This question asks students to look at a longer, more difficult excerpt and identify how these lines impact the meaning of the text, specifically relating to the complex nature of the characters. These lines

give students additional information about Macbeth through the character of Lady Macbeth. The additional lines (19-22) are complex in meaning, and difficult to interpret. Students will learn that not only does Lady Macbeth feel that her husband is too emotional and submissive, but also that he does not possess the ability to cheat and lie in order to gain power.

Answer: Not only does Lady Macbeth feel that her husband is too emotional to rule, but she also feels that he does not possess the ability to cheat and lie in order to gain power. For example, The first obstacle is his overwhelming kindness, as noted in lines 16-18. Lady Macbeth also says, "Thou wouldst be great; / Art not without ambition, but without / the illness should attend it". In these lines, Lady Macbeth is saying that Macbeth could be a great ruler, and possesses the ambition that is necessary to rule. She does note that there is another obstacle keeping him in the way, by referring to the "illness" needed to be effective. Lady Macbeth uses the word, "illness" to refer to the ability to be cruel, cheat, and lie---qualities that Macbeth does not possess.

Look for students...

- Recognizing the word "illness" as referring to the ability to be cruel, cheat, and lie in order to gain power.
- Activating prior knowledge to note that Macbeth is too emotional, in his wife's eyes, to be an effective ruler.

Guiding questions and prompts:

- Ask, "What is the first obstacle Lady Macbeth identifies in lines 17-18?"
- Ask, "What is the second obstacle Lady Macbeth identifies in lines 18-20?"
- Ask, "In line 20, what does the word, "illness" refer to?"

Additional Notes:

- In line 20, Lady Macbeth mentions the word, "illness". Be sure to refer students to the lines following the word "illness", when asking them to decipher its meaning, specifically in lines 21-22.

Focus Question

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<h1>Focus Question</h1>	Teaching notes

Focus Question

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How does Lady Macbeth's response to the letter in Act I scene 5 convey her attitude towards Macbeth?

Teaching notes

Pacing: 15 minutes

Standard: RL.9-10.1, RL.9-10.3, RL.9-10.4, RL.9-10.5

Purpose: The purpose of this question is to move students from the skill of defining character traits through the literal meaning of words and phrases, to determining Lady

Macbeth's implied attitude towards her husband. Knowledge of her attitude is essential to understanding how ambition and gender roles connect, which will be explored in future lessons.

Answer: Lady Macbeth's response to her husband's letter is one of concern and disagreement. Lady Macbeth already describes her husband as, "Too full o' the milk of human kindness", and as she contemplates his letter, she becomes even more condescending towards her husband and his actions. For example, in the lines, "Glamis thou art, and Cawdor; and shalt be / What thou art promised. Yet I do fear thy nature; / It is too full o' the milk of human kindness / To catch the nearest way", she uses the word "yet" to transition from speaking positively of her husband to speaking in a condescending way towards him. She continues to chastise her husband, noting that he has ambition, but not the "illness should attend it." In this line, she is saying that her husband does possess ambition, but he is not able to be cruel, cheat, or lie in his quest for power. However, once her husband enters the room, she rejoices him, exclaiming, "Great Glamis! Worthy Cawdor!". Lady Macbeth's true attitude seems to be revealed when she is alone and not trying to manipulate her husband.

Look for students...

- Returning to answers from supporting questions 1-4 to gather evidence.
- Skimming the text for any additional evidence that might have been missed when answering supporting questions 1-4.
- Noticing that the text structure will indicate where Lady Macbeth responds to the letter (she is reading the letter first, then speaks out about it while he is not in the room).
- Recognizing that Lady Macbeth's true attitude is revealed when she is alone.

Additional Notes:

- Encourage students to return to their answers to supporting questions 1-4. Text structure might also be reviewed briefly, to remind students to note when Lady Macbeth is alone and when she is not. This structure influences her attitude towards her husband.



After the Lesson

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<h1>After the Lesson</h1>	Teaching notes
	Empty space for teaching notes

Comprehension Skill Video

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<div style="border: 1px solid #ccc; padding: 10px;"> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="background-color: #007bff; color: white; padding: 2px 5px; font-weight: bold;">Core Lesson</div> <div>Ask yourself, "What attitude is conveyed through this commentary?"</div> </div> <div style="margin-top: 10px;"> <p>"Yet I do fear thy nature; / it is too full o' the milk of human kindness / to catch the nearest way." "Thou wouldst be great" ➔ Negative</p> <p>"Art not without ambition, but without illness should attend it."</p> <p>"Your face, my thane, is as a book / I may read strange matters."</p> <p>"Great Glamis! Worthy Cawdor! / both by the all-hail hereafter!"</p> </div> <div style="text-align: center; margin: 10px 0;">  </div> <div style="text-align: right; margin-top: 10px;">  </div> <div style="text-align: center; margin-top: 10px;"> <p>Visit https://haywood.lzill.co/r/40369</p> </div> </div>	Teaching notes
	<p>Use this video as an intervention tool for students who struggle to answer the focus question. The video uses a metacognitive approach to model the targeted reading comprehension skills.</p>