


## Day 4: "Macbeth", Act I Scene 5

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### Begin lesson

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	<b>Teaching notes</b>
	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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<b>Before the Lesson</b>	<b>Teaching notes</b>


# Anchor Text

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<p style="text-align: center;"><b>Macbeth, Act I, Scene 5</b> By William Shakespeare Published in 1623</p> <p style="text-align: center;"><i>Enter Macbeth's Wife, alone, with a letter.</i></p> <p><b>LADY MACBETH</b> <i>[Reads.]</i>  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;  17 It is 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>	<h2>Teaching notes</h2> <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: 4</p> <p>1. What does Lady Macbeth mean when she says, "unsex me here"?</p> <p>2. What truly does Lady Macbeth identify as masculine in lines 41-48?</p> <p>3. How does the meaning of the word "gall" in line 48 add to Lady Macbeth's view of masculinity?</p>	<h2>Teaching notes</h2> <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ During class, students can use these sheets to record their responses,</li> </ul>
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notes, or ideas. Use the back to record responses to the focus question.

- Following class, collect student notes to use as a formative assessment.

# Getting Started

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<h2>Getting Started</h2>	<h3>Teaching notes</h3>
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# Introduction 1 of 2

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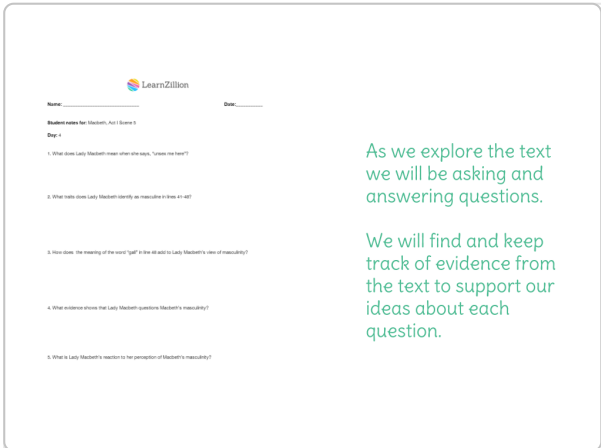
<p><b>Macbeth, Act I, Scene 5</b> By William Shakespeare Published in 1623</p> <p>Enter Macbeth's Wife, alone, with a letter.</p> <p><b>LADY MACBETH</b> (reads) 1 They met me in the day of success; and I have 2 learned by the perfect'st report, they have more in 3 them than mortal knowledge. When I burned 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 reversed 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.</p> <p>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 do if thou have it"; 24 And that which rather thou dost fear to do</p>	<h3>Teaching notes</h3> <p><b>Pacing:</b> 5-10 minutes</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
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evidence in the text.

- Make sure all students have a copy of Act I scene 5 and the student notes sheet.
- Ask students to reread Act I scene 5 individually, reminding them to review any notes or annotations as they read.
- Teachers working with a shorter class period (45 minutes or less), may opt out of the rereading of the entire text, especially if students have been rereading the text all week. Focus on rereading the section that pertains to each supporting question, if needed.

# Introduction 2 of 2

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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><b>Pacing:</b> 5-10 minutes</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>evidence in the text.</p> <ul style="list-style-type: none"> <li>Make sure all students have a copy of Act I scene 5 and the student notes sheet.</li> <li>Ask students to reread Act I scene 5 individually, reminding them to review any notes or annotations as they read.</li> <li>Teachers working with a shorter class period (45 minutes or less), may opt out of the rereading of the entire text, especially if students have been rereading the text all week. Focus on rereading the section that pertains to each supporting question, if needed.</li> </ul>
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# Exploring the Text

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

# Supporting Question 1

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What does Lady Macbeth mean when she says, "unsex me here"?

## Teaching notes

**Pacing:** 2 minutes

**Standard:** RL.9-10.4

**Purpose:** The purpose of this question is to allow students to understand the typical gender roles of the time period. Students must gather this information through Lady Macbeth's dialogue. Though she

doesn't specifically list the gender roles, she does say, "unsex me here", which is an indication that she is preparing to list male qualities. Students must understand this line in order to answer the following supporting questions. Students, though answering this question, are developing interpretation skills that can be applied to both short and long pieces of text.

**Answer:** Lady Macbeth's line, "unsex me here", refers to her wish to have all of her weaker, feminine traits replaced with more cruel, masculine traits.

### Look for students....

- Recognizing that the word "unsex" means to assume traits of the opposite gender.

### Guiding questions and prompts:

- Ask, "What does the word, 'unsex' mean?"

## Supporting Question 2

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What traits does Lady Macbeth identify as masculine, in lines 41-48?

### Teaching notes

**Pacing:** 5 minutes

**Standard:** RL.9-10.4, RL.9-10.3

**Purpose:** The purpose of this question is to build from the knowledge gained in the previous supporting question, and also build on the skill of text interpretation. From the previous question, students

know that Lady Macbeth's line, "unsex me here", means that she is about to list traits that are masculine. Students will note that Lady Macbeth identifies the traits of cruelty, invulnerability, remorselessness, and insolence.

#### Answer:

- Cruelty (Line 43)
- Remorselessness (Line 44)
- Invulnerability (Lines 45-47)
- Insolence (Lines 47-48)

#### Look for students....

- Activating previous knowledge of the meaning of "unsex me here" to understand that Lady Macbeth will list masculine qualities in lines 41-48.
- Chunking the text, focusing on one trait per line.
- Recognizing the traits of cruelty, remorselessness, invulnerability, and insolence as masculine traits.

#### Guiding questions and prompts:

- Ask, "What is the meaning of the phrase, 'unsex me here'?"
- Ask, "What does the phrase, 'make thick my blood' mean?"
- Ask, "What does the line, 'stop up the access and passage to remorse' mean?"
- Ask, "What is Lady Macbeth saying in lines 45-47?"
- Ask, "What des Lady Macbeth mean when she says, 'come to my woman's breasts / and take my milk for gall'?"

#### Additional Notes:

- If needed, you may also ask students to submit their responses in paragraph form.

## Supporting Question 3

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How does the meaning of the word "gall" in line 48 add to Lady Macbeth's view of masculinity?

### Teaching notes

**Pacing:** 5 minutes

**Standard:** RL.9-10.4, RL.9-10.3

**Purpose:** The purpose of this question is to build from the knowledge gained in the previous supporting question. Students have been developing the skill of text interpretation, but this question

takes the skill one step further, asking students to focus more heavily on figurative, rather than literal meanings of words. From the previous question, students know that Lady Macbeth's line, "unsex me here", means that she is about to list traits that are masculine. Students will also remember, from the previous question, that Lady Macbeth identifies the traits of cruelty, remorselessness, invulnerability, and insolence. Students must also determine the meaning of "gall" in order to identify insolence as the final trait. Though it has multiple meanings, students must make inferences to determine that she is speaking of rude behavior rather than the gall of the stomach

**Answer:** The word "gall" in line 48 has multiple meanings. On the literal level, it refers to bile, or the contents of the gallbladder. However, the word "gall" is also defined as "bold, impudent behavior". This meaning is more fitting for Lady Macbeth, as she asks for the trait of insolence in line 48. This trait is just one of many that Lady Macbeth lists as her ambition drives her to ask to be "unsexed" and have her feminine traits replaced with a masculine persona.

#### Look for students....

- Recognizing that the word "gall" can have multiple definitions.
- Recognizing that the definition of "bold, impudent behavior" is most fitting for Lady Macbeth.
- Recognizing that insolence is one of many masculine traits that Lady Macbeth asks for in her quest for power.

#### Guiding questions and prompts:

- Ask, "What are the two meanings of the word 'gall'?"
- Ask, "Which definition of 'gall' is most fitting for Lady Macbeth?"
- Ask, "What fuels Lady Macbeth's desire for masculine traits?"

## Supporting Question 4

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What evidence shows that Lady Macbeth questions Macbeth's masculinity?

### Teaching notes

**Pacing:** 5-7 minutes

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

**Purpose:** The purpose of this question is to take the masculine qualities that students have identified in the previous question, and apply them to the text, looking for instances in which Lady Macbeth

questions Macbeth's masculinity. Students, through this question, are developing the skills needed to gather specific evidence that supports a claim or question. That is, looking for parts of the text where Lady Macbeth gives her husband qualities that are opposite of the masculine qualities that she hopes for herself. Students will need to scan the whole text, and will find that lines 16-20 and 62-65 will provide the evidence needed to support their answer to this question.

**Answer:** Lady Macbeth first questions Macbeth's masculinity in lines 16-20. She says, "yet I do fear thy nature; / it is too full o' the milk of human kindness / to catch the nearest way". In these lines, Lady Macbeth chastises her husband for being too kind, which is the opposite of the masculine quality of ruthlessness that she asks for in her "unsexing". Lady Macbeth also questions her husband's masculinity in lines 62-65, as she states, "Your face, my thane, is as a book where men / may read strange matters". In these lines, Lady Macbeth chastises her husband again for wearing his emotions on his sleeve, a quality that is associated with femininity.

#### Look for students....

- Identifying lines 16-20 and 62-65 as instances in which Lady Macbeth chastises her husband.
- Recognizing that the traits that Lady Macbeth gives to her husband are the opposite of those she asks for herself.

#### Guiding questions and prompts:

- Ask, "What is Lady Macbeth accusing her husband of in lines 16-20?"
- Ask, "What trait does Lady Macbeth use to describe her husband in lines 62-65?"
- Ask, "How are the traits Lady Macbeth uses to describe her husband different than those she asks for in herself?"

#### Additional Notes:



- If students struggle with this question, guide students to the particular lines (16-20 and 62-65) where Lady Macbeth attacks her husband's masculinity.

## Supporting Question 5

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What is Lady Macbeth's reaction to her perception of Macbeth's masculinity?

### Teaching notes

**Pacing:** 5-7 minutes

**Standard:** RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4

**Purpose:** Students will use the evidence gathered from question 3 to determine what Lady Macbeth does as a result of this questioning. This is related to the skill of identifying how

complex characters are developed over the course of a text. This is especially important, because it leads directly into the focus question for day 4. In order to determine the connection between ambition and gender, students need to understand where ambition comes into play.

**Answer:** Lady Macbeth's questioning of Macbeth's masculinity only fuels her ambition and desire for power. This intense ambition can be found immediately after Lady Macbeth questions her husband's masculinity. For example, she asks that she may "pour my spirits in thine ear; / And chastise with the valour of my tongue", noting that if he cannot be the ruthless ruler he needs to be, she has enough ambition to take it upon herself to ensure that he receives the crown. She also states, after questioning Macbeth's masculinity in lines 62-65, "look like the innocent flower, / But be the serpent under't" and goes on to ask that Macbeth puts "this night's great business into my dispatch". Lady Macbeth is not taking any chances; she will do what ever it takes in order to eliminate King Duncan.

#### Look for students....

- Recognizing that Lady Macbeth's questioning of her husband's masculinity fuels her ambition.
- Recognizing that immediately after questioning Macbeth's masculinity, Lady Macbeth manipulates her husband, attempting to change his character to suit her needs.

#### Guiding questions and prompts:

- Ask, "What does Lady Macbeth do or say immediately after questioning her husband's masculinity?"
- Ask, "Why does Lady Macbeth attempt to manipulate her husband as a result of her questioning his masculinity?"

# Focus Question

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<h2>Focus Question</h2>	<b>Teaching notes</b>

## Focus Question

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What is the connection between ambition and gender in Act I Scene 5 of Macbeth?

### Teaching notes

**Pacing:** 10-15 minutes

**Standard:** RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4

**Purpose:**

The purpose of this question is to bring students one step closer to answering the culminating writing

task on Day 5. Students need to first understand what Shakespeare has defined as traditional gender roles. This is defined through Lady Macbeth's dialogue in lines 41-48. In these lines, she is not conforming to traditional gender roles, and thus gives readers a view of how her complex character is beginning to change through a "gender reversal", of sorts. This idea of a lack of conformity regarding gender roles is the basis for the culminating writing task on Day 5.

By answering this question, students are developing close reading skills, including how words and phrases impact the meaning and theme of a text. Students are also learning how to identify how a theme (ambition and gender) is shaped and refined through specific words and phrases.

**Answer:**

In Macbeth, it is the woman, not the man, who rejects typical gender roles through the possession of ambition and drive to rule. It is also the woman who, driven by this ambition, assumes a cruel, emotionless persona.

Every time Macbeth's masculinity is questioned, Lady Macbeth allows this criticism to fuel her desire to become the merciless, emotionless leader that her husband cannot be. For example, lines 41-48 identify the traits of cruelty, emotionlessness, determination, and insolence as masculine. Since Lady Macbeth accuses her husband of being "too full o' the milk of human kindness", the opposite of cruelty, she is questioning his masculinity and thus his ability to rule. However, her ambition drives her to attempt to change her husband's traits, as well as her own. In lines 41-48, Lady Macbeth asks that she be "unsexed", and given masculine traits. She does this because she accuses her husband of not having the necessary traits to rule, and therefore, takes control of the situation. Her purpose is to gain the power for herself, as noted in the lines, "no compunctious visitings of nature / shake fell my purpose". She leaves nothing to chance, however, and attempts to control all aspects of the situation, including her husband. She asks him to "look like the innocent flower, / but

be the serpent under't." Therefore, ambition and gender roles are clearly linked. Through these details, Lady Macbeth, and perhaps Shakespeare imply that in order to be effective, a ruler must possess masculine qualities.

#### Look for students....

- Recognizing that it is the woman, not the man, who rejects typical gender roles.
- Recognizing that Lady Macbeth's ambition is fueled by her questioning of Macbeth's masculinity.
- Recognizing that ambition and gender roles are clearly linked: those who rule must possess masculine qualities in order to be effective.

#### Guiding questions and prompts:

- Ask, "Which character rejects typical gender roles?"
- Ask, "What fuels Lady Macbeth's ambition?"
- Ask, "According to the text, which qualities (male or female) are associated with an effective ruler?"

#### Additional Notes:

- Encourage students to return to their answers to supporting questions 1-5 in order to answer the day's focus question. To answer this question, students may use evidence gathered from the supporting questions, but encourage them to scan the text for new evidence as well.

## After the Lesson

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<h1>After the Lesson</h1>	<b>Teaching notes</b>

# Comprehension Skill Video

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**Core Lesson** Ask yourself, "How are traditional stereotypes defined in the text?"

Masculine	Feminine
Cruelty	
Remorselessness	
Invulnerability	
Insolence	

LearnZillion

Visit <https://haywood.lzill.co/r/40417>

## Teaching notes

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.