


Day 5: "Macbeth", Act I Scene 5

Begin lesson

Card 1 of 11

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

Before the Lesson

Card 2 of 11

| | |
|--------------------------|-----------------------|
| Before the Lesson | Teaching notes |
| | |


Anchor Text

Card 3 of 11

| | |
|--|--|
| <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> 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> | <p style="text-align: center;">Teaching notes</p> <p>Download and print copies of the anchor text for each student.</p> |
|--|--|

Student Notes Sheet

Card 4 of 11

| | |
|---|--|
| <p style="text-align: center;"></p> <p>Name: _____ Date: _____</p> <p>Student notes for: Macbeth, Act I scene 5</p> <p>Day: 5</p> <p>Culminating question: How does Shakespeare's lack of conformity regarding gender roles impact the meaning of the text?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p style="text-align: center;">Teaching notes</p> <ul style="list-style-type: none"> This guided notes sheet provides students with the culminating writing prompt to be explored in the lesson, along with supporting graphic organizers, as necessary. During class, students may use the sheets as directed by you to record their responses, notes, or ideas. These sheets may be modified to meet the needs of each learner. Following class, collect student responses and use as a formative assessment. |
|---|--|

Getting Started

Card 5 of 11

Getting Started

Teaching notes

Introduction 1 of 2

Card 6 of 11

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 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 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

Macbeth, Act I scene 5
William Shakespeare

Teaching notes

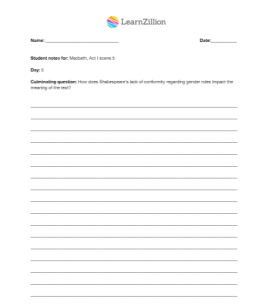
Pacing: 10 minutes

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.
- Ask students to read Act I scene 5 silently, and make any notes or annotations as needed for understanding.

Introduction 2 of 2

Card 7 of 11

| | |
|--|--|
|  <p>As we explore the text we will be answering the culminating writing task prompt.</p> <p>We will find and keep track of evidence from the text to support our ideas about this question.</p> | <h3>Teaching notes</h3> <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 evidence in the text. <ul style="list-style-type: none">▪ Make sure all students have a copy of Act I scene 5 and the student notes sheet.▪ Ask students to read Act I scene 5 silently, and make any notes or annotations as needed for understanding. |
|--|--|

Focus Question

Card 8 of 11

| | |
|-------------------------|-------------------------|
| <h2>Focus Question</h2> | <h3>Teaching notes</h3> |
|-------------------------|-------------------------|

Focus Question

Card 9 of 11

How does Shakespeare's lack of conformity regarding gender roles impact the meaning of the text?

Teaching notes

Pacing: 30 minutes

Standard: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5

Purpose: The purpose of asking this question as the culminating writing task is to give students knowledge that will serve as a foundation for the rest of the play. This culminating

writing task will allow students to explore Act I Scene 5, which is the first instance in the play where the characters begin to show nonconformity with regards to traditional gender roles. Since this is a recurring theme throughout the entire play (ultimately leading to character downfalls), it is vital that students understand this concept of gender nonconformity. This writing task also asks students to demonstrate mastery with all of the skills that have been introduced and developed over days 1-4 (how interpretation of words and phrases impacts the meaning, how complex characters are developed, and citation of specific evidence).

Answer:

The lack of conformity to traditional gender roles is apparent through Lady Macbeth's rejection of stereotypical femininity. For example, Lady Macbeth states, "unsex me here", which indicates that she is rejecting the female stereotype. She goes on to be filled "from the crown to the toe top-full / of direst cruelty". Lady Macbeth is referring to her desire for power that would come with the crowning of her husband as king, which can only be achieved through a cruel persona (a masculine trait). Lady Macbeth also states, "And take my milk for gall, you murd'ring ministers". On one hand, the word "gall" refers to the bile contents of the gallbladder, but on the other hand, it is a term often used to describe bold, impudent behavior. Through this ambiguity, Lady Macbeth takes a feminine phrase "Come to my woman's breasts", and requests that it all be defiled and instead replaced with masculine qualities, like bold and sometimes cruel behavior, by stating, "And take my milk for gall". This ambition and desire for power, in Lady Macbeth's eyes, can only be achieved through the rejection of stereotypical feminine roles.

Shakespeare's lack of conformity regarding gender roles is also apparent through the character of Macbeth. Macbeth's letter portrays him as a gentle, submissive man. This is especially noted in the lines, "This I have thought good to deliver / thee, my dearest partner of greatness, that thou / mightst not lose the dues of rejoicing, by being /

ignorant of what greatness is promised thee." In these lines, Macbeth is portrayed as a more submissive (a feminine quality) man; especially when he refers to Lady Macbeth as his "partner of greatness." Lady Macbeth, on the other hand, is described as a strong-willed woman who has the capacity for cruelty. For example, she states, "make thick my blood", and "take my milk for gall". These examples show her cruel, unforgiving nature. She is asking to be "unsexed", and to be given traits traditionally assigned to males. This desire stems from her criticism of her husband, as noted in her mockery of Macbeth. For example, she chastises her husband for being "too full o' the milk of kindness", and accuses him of being unable to possess the "direst cruelty" needed to be an effective ruler. Macbeth's feminine traits are the fuel for Lady Macbeth's rejection of traditional female stereotypes.

The structure of the text also contributes to the rejection of stereotypical gender roles. In the beginning, Lady Macbeth is reading her husband's letter and in her solitude, she is overly critical of his actions, stating that she is "fearful of thy nature" because he is too kind to be a ruler. Kindness is an attribute most directly linked to femininity, not to rulers who must be cruel and unforgiving. However, once her husband enters, her tone changes, especially in the line "Great Glamis! / worthy Cawdor! / Greater than both, by the all-hail hereafter!" Lady Macbeth changes from her cruel and condescending speech to praise and optimism. Because her attitude and actions change depending on the situation, Lady Macbeth can be considered a complex character in the text.

Lady Macbeth's complex character impacts the meaning of the text by developing the theme of ambition. For example, the prophecy has changed Macbeth, creating a sense of blind optimism. Lady Macbeth, on the other hand, is apprehensive, and allows this uncertainty to fuel her ambition. She would rather take matters into her own hands rather than rely on her weak husband and a strange prophecy. For example, she states, "put this night's great business into my dispatch". In these lines, Lady Macbeth is asking her husband to trust that she will take care of everything. This is not because she wants to help her husband, but because her ambition and desire for power are too strong for her to trust anyone--even her husband. Thus, the character of Lady Macbeth impacts the meaning by developing the theme of ambition.

Look for students....

- Analyzing how the theme of ambition is developed through characters' words and actions.
- Analyzing how the theme of ambition is developed through figurative language.
- Analyzing how the text structure contributes to the meaning.
- Recognizing the connection between the theme of ambition and characterization in the text.

Guiding questions and prompts:

- Ask, "How is the theme developed through characters' words and actions?"
- Ask, "How is the theme developed through figurative language?"

- Ask, "What is the connection between ambition and characterization in the text?"

Additional Notes:

- For struggling students, allow use of the answers to the daily focus questions (and supporting questions) on days 1-4. You may also use the guiding questions above as a structure for students in organizing the essay: students can devote one body paragraph to each of the questions above. To move higher level students forward, ask them to go beyond the guiding questions, diving deeper into the text.

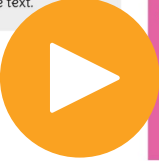

After the Lesson

Card 10 of 11

| | |
|---------------------------|-------------------------|
| <h1>After the Lesson</h1> | <h3>Teaching notes</h3> |
| | |

Comprehension Skill Video

Card 11 of 11

| | |
|--|---|
| <div style="display: flex; align-items: flex-start;"> <div style="background-color: #0070C0; color: white; padding: 5px; margin-right: 10px;">Core Lesson</div> <div> <p>Ask yourself, "How does the questioning of a stereotype make a character complex?"</p> </div> </div> <div style="margin-top: 10px;"> <p>A complex character is not one dimensional. He or she changes attitudes and behaviors to suit various situations in the text.</p> </div> <div style="margin-top: 10px;"> <ul style="list-style-type: none"> • Lady Macbeth changes her attitude depending on who is present. • Lady Macbeth is manipulating her husband to ensure that Macbeth will become King. • With her husband being crowned king, Lady Macbeth will also be given power. </div> <div style="text-align: center; margin-top: 10px;">  </div> <div style="text-align: center; margin-top: 10px;">  </div> <div style="margin-top: 20px;"> <p>Visit https://haywood.lzill.co/r/47391</p> </div> | <h3>Teaching notes</h3> |
| | <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> |

