

## Day 3: "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></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!"</p> <p>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 style="text-align: center;">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: 3</p> <p>1. What evidence suggests that Macbeth believes the prophecy to be true?</p> <p>2. Reread the lines, "Glamis thou art, and Cawdor; and shalt be / What thou art promised. Yet do I fear thy nature; / It is too full o' the milk of human kindness / To catch the nearest way." According to these lines, what is Lady Macbeth's attitude towards her husband?</p> <p>3. According to lines 25-33 and 35-46, what is Lady Macbeth's attitude towards the prophecy?</p>	<h2 style="text-align: center;">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, notes, or ideas. Use the back to record responses to the focus question.</li> </ul> <ul style="list-style-type: none"> <li>■ Following class, collect student notes to use as a formative assessment.</li> </ul>
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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 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:

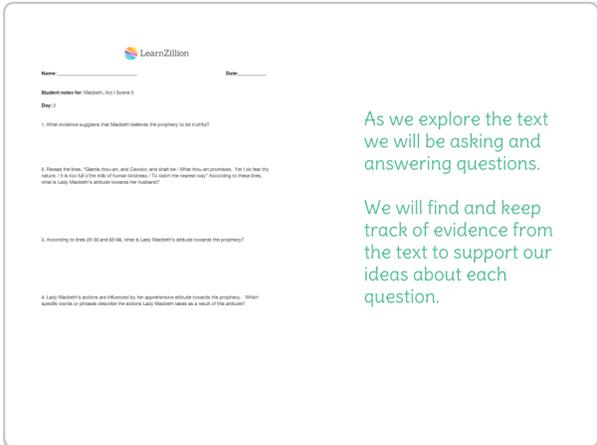
- Remind students that this week, they are focusing on a close reading of Macbeth, Act I scene 5. This means going back and rereading the story, answering questions based on

evidence in the text.

- Make sure all students have a copy of Act I scene 5 and the student notes sheet.
- 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.

# Introduction 2 of 2

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	<p><b>Teaching notes</b></p>
<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>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.</li> </ul>	<p><b>Pacing:</b> 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>

# Exploring the Text

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<p style="text-align: center; font-size: 2em; color: purple;">Exploring the Text</p>	<p><b>Teaching notes</b></p>

# Supporting Question 1

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What evidence suggests that Macbeth believes the prophecy to be true?

## Teaching notes

**Pacing:** 3-5 minutes

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

**Purpose:** This question asks students to look to the text to find evidence that supports the claim that Macbeth believes the prophecy to be true. In the previous lessons, students have been given shorter pieces of text to

demonstrate mastery of this skill. For this question, students must look to the entire text. This search for evidence is guided, in that students have a lens to look through (Macbeth believes the prophecy to be true), when scanning for evidence. Students will find that Macbeth mentions the witches, their naming him the "Thane of Cawdor", and how that event came true. Students might also note that in the beginning of the letter, Macbeth states that "they have more in them than mortal knowledge", which also shows his belief in the prophecy.

**Answer:** Macbeth believes the prophecy to be true, as noted in his letter to Lady Macbeth. In his letter he states that the witches "have more in them than mortal knowledge", which shows his belief that the witches are a legitimate source. Macbeth also mentions events that have come true, such as the prediction that he will be hailed as "Thane of Cawdor".

### Look for students....

- Gathering evidence such as "all hailed me 'Thane of Cawdor'" and "they have more in them than mortal knowledge" to support Macbeth's belief in the prophecy.

### Guiding questions and prompts:

- Ask, "What does Macbeth mean when he says, 'They have more in them than mortal knowledge'?"
- Ask, "How do you know that Macbeth believes the witches?"
- Ask, "What is meant by Macbeth's commentary in lines 5-7?"

## Supporting Question 2

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Reread 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." According to these lines, what is Lady Macbeth's attitude towards her husband?

### Teaching notes

**Pacing:** 3-5 minutes

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

**Purpose:** This question asks students to go back to the previous day's lesson to remember that Lady Macbeth is very critical of her husband, calling him emotional and weak. This skill is essential, because

the complexity of her character is directly related to her attitude towards the prophecy (Question 3) and her interactions with other characters. This question should be a review of Day 2.

**Answer:** Lady Macbeth begins by praising her husband, noting that he shall be "what thou art promised." However, she shifts to a condescending attitude, chastising her husband for being "too full o' the milk of human kindness."

#### Look for students....

- Recognizing that Lady Macbeth changes from praising Macbeth to having a condescending attitude towards him.

#### Guiding questions and prompts:

- Ask, "What does the phrase, 'Glamis thou art, and Cawdor, and shalt be / what thou art promised' mean?"
- Ask, "What word or phrase signifies a change in Lady Macbeth's attitude?"
- Ask, "How does Lady Macbeth's attitude change?"

#### Additional Notes

- If students have completed the questions on Day 2, then this question should be a review. If students have not, this question might need more time.

## Supporting Question 3

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According to lines 25-30 and 65-66, what is Lady Macbeth's attitude towards the prophecy?

### Teaching notes

**Pacing:** 5 minutes

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

**Purpose:** The purpose of this question is to distinguish between Lady Macbeth's attitude towards her husband, and her attitude towards the prophecy. Her attitude towards

Macbeth is much easier to decipher: the evidence is clearly stated in the text. However, students must use the skills gained from the past three lessons (identifying how a complex character is developed over the course of a text) to make inferences, in order to determine that Lady Macbeth is apprehensive about the prophecy.

**Answer:** Lady Macbeth is apprehensive towards the prophecy. Even though Macbeth believes the prophecy to be true and unshakeable, Lady Macbeth still does not trust it completely. The first evidence of this apprehension comes from lines 27-30, as Lady Macbeth notes that she is prepared to "chastise with the valour of my tongue / all that impedes thee". In this statement, Lady Macbeth is saying that even though "fate and metaphysical aid doth seem / to have thee crown'd withal", she is still prepared to try and change her husband to make him more suitable for the crown.

#### Look for students...

- Recognizing that Lady Macbeth does not trust the prophecy and thus, has an apprehensive attitude.
- Noticing the first evidence of apprehension that appears in lines 27-30.
- Recognizing that because of this apprehension, Lady Macbeth is prepared to try to change her husband's character.

#### Guiding questions and prompts:

- Ask, "Does Lady Macbeth trust the prophecy?"
- Ask, "Where is the first evidence of an apprehensive attitude?"
- Ask, "What does Lady Macbeth do or say as a result of her apprehension?"

## Supporting Question 4

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Lady Macbeth's actions are influenced by her apprehensive attitude towards the prophecy. Which specific words or phrases describe the actions Lady Macbeth takes as a result of this attitude?

### Teaching notes

**Pacing:** 8-10 minutes

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

**Purpose:** The purpose of this question is to address the "actions" part of Lady Macbeth's character. This question will help students understand the day's TDQ, by asking

them to think about how not only her attitude, but also her actions, are influenced by the prophecy. Students will note that, as a result of the apprehension, Lady Macbeth tries to ensure that the prophecy does come true, by manipulating her husband's character. A complex character is developed through actions, not just dialogue, and it is essential to recognize this when trying to understand the characterization of Lady Macbeth.

**Answer:** As a result of her apprehensive attitude towards the prophecy, Lady Macbeth devises a plan to ensure that her husband will take the throne. First, Lady Macbeth takes matters into her own hands by wishing for qualities that her husband does not possess. For example, in lines 43-48, Lady Macbeth asks to take on the cruel, emotionless persona that her husband cannot seem to. All of these requests for a change of character are related to the entrance of King Duncan, who is expected to arrive that night. Lady Macbeth seems to have a plan. She states, "O, never / shall sun that morrow see!", hinting that King Duncan will not survive the night. Lady Macbeth also attempts to keep this plan from failing by asking her husband to "look like the innocent flower, / but be the serpent under't." Lady Macbeth knows that without her aid and manipulation, her husband will not take the throne.

#### Look for students....

- Recognizing that Lady Macbeth devises a plan as a result of her apprehension.
- Recognizing that Lady Macbeth asks for all of the qualities (cruelty, emotionlessness, etc.) that her husband does not possess.
- Recognizing that Lady Macbeth is manipulating her husband in lines 65-68.
- Recognizing that Lady Macbeth's request for these qualities, and her manipulation of her husband, are so King Duncan can be eliminated.

#### Guiding questions and prompts:

- Ask, "What plan does Lady Macbeth devise as a result of her apprehension?"

- Ask, "What qualities does Lady Macbeth ask for in lines 41-48?"
- Ask, "How does Lady Macbeth attempt to manipulate her husband?"
- Ask, "What does Lady Macbeth plan to do on the evening that King Duncan arrives?"

**Additional Notes:**

This is a question that will take some time. Feel free to break this question into parts, or give more guided instruction.

## Focus Question

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<h1>Focus Question</h1>	<b>Teaching notes</b>

## Focus Question

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What is the effect of the prophecy on Lady Macbeth's character?

### Teaching notes

**Pacing:** 10-15 minutes

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

**Purpose:** One of the driving forces of Lady Macbeth's ambition is her knowledge of the prophecy. Though Macbeth follows the prophecy

blindly, Lady Macbeth's apprehension towards the prophecy fuels her determination and ambition. This ambition leads to the reversal of gender roles, as explored in future lessons, as well as in the culminating writing task. Students, through this question, develop and refine skills relating to the interpretation of complex characters and how they are developed over the course of a text.

**Answer:** In Act I scene 5 of Macbeth, the prophecy develops the complex character of Lady Macbeth. As a result of the knowledge of the prophecy, Lady Macbeth is portrayed as a manipulative character. Lady Macbeth's manipulative nature stems from her apprehensive attitude towards the prophecy, as evidenced in the lines, "Glamis thou art, and Cawdor, and shalt be / what thou art promised. Yet I do fear thy nature". This apprehension prompts her to attempt to change her husband's behaviors to suit her own desire for power. For example, she states that she will "chastise with the valor of my tongue / all that impedes thee from the golden round". In these lines, Lady Macbeth is saying that she will attempt to change her husband's traits because they are a hindrance that prevents him from taking the throne. Even though Lady Macbeth is fully aware of her manipulation of her husband, she still is hungry for power and wants to ensure that the prophecy holds true through the elimination of King Duncan. It is because of these underlying motivations that she emerges as a complex character in the text.

#### Look for students....

- Recognizing that the prophecy causes Lady Macbeth to have an apprehensive attitude.
- Recognizing that Lady Macbeth manipulates her husband as a result of her ambition.

- Recognizing that Lady Macbeth also asks for her own persona to change, in order to gain power.
- Recognizing that the ultimate goal of Lady Macbeth's plan is the elimination of King Duncan.

**Additional Notes:**

- Encourage students to return to answers from supporting questions 1-4 when answering this question. Students can scan the text for new evidence as well.

## After the Lesson

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<h1>After the Lesson</h1>	<p style="text-align: center;"><b>Teaching notes</b></p>
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## 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: center;"> <div style="background-color: #007bff; color: white; padding: 5px 10px; border-radius: 5px;">Core Lesson</div> <div style="color: #007bff;">Ask yourself, "What actions are the result of this knowledge?"</div> </div> <div style="margin-top: 10px;"> <p style="font-size: 0.8em; line-height: 1.2;">Glamis thou art, and Cawdor, and shalt be What thou art promised. Yet do I fear thy nature; It is too full o' th' milk of human kindness To catch the nearest way. Thou wouldst be great, Art not without ambition, but without The illness should attend it. What thou wouldst highly, That wouldst thou holily; wouldst not play false And yet wouldst wrongly win. Thou 'dst have, Glamis, That which cries "Thus thou must do," if thou It, And that which rather thou dost fear to do, Than wishest should be undone. Hie thee hither, That I may pour my spirits in thine ear And chastise with the valor of my tongue All that impedes thee from the golden round, Which fate and metaphysical aid doth seem To have thee crowned withal.</p> </div> <div style="margin-top: 10px; display: flex; align-items: center;"> <ul style="list-style-type: none"> <li>Macbeth is the obstacle that may prevent the prophecy from being fulfilled.</li> <li>Lady Macbeth does not trust the prophecy completely.</li> </ul> </div> <div style="text-align: center; margin-top: 10px;">  </div> <div style="text-align: center; margin-top: 10px;"> <p>Visit <a href="https://haywood.lzill.co/r/40380">https://haywood.lzill.co/r/40380</a></p> </div> </div>	<p style="text-align: center;"><b>Teaching notes</b></p> <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>
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