**Praisepen Lesson Plan**

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| Unit Y8 | Shakespeare Macbeth 1 |
| Learning Objectives | By the end of the lesson students will know, understand or be able to do:  To be able to measure the behaviour of a woman against the social context |
| Learning Outcomes | Evidence that demonstrates their learning at particular levels:  I understand how texts reflect the time and culture in which they were written  I understand that texts fit into historical traditions  I make connections between texts from different times and cultures |
| Keywords | Theme, conscience, fatal flaw, ambition, fate |
| Activities and resources: Macbeth mini scripts. Bible Extract. Proverbs 31    Starter  In groups, brainstorm the traits of a Good Wife! Can you create an advert for the job? Check your requirements against Proverbs 31 “Who can find a good wife?”  Introduction  We will be looking at Lady Macbeth. What do you already know about the play?  Development  Scene One – You’re gonna be King. Act this out.  Talk through the scene to check understanding. How does Lady Macbeth measure up to being a good wife? Is she showing womanly traits or manly traits? Explain.  (Points to bring out on the board – psychopath, manliness, lack of sleep.  Activity 2  Scene Two – Horror! Horror! In groups, act this out.  Discussion. Pick up on the lack of sleep, the murder list, the consequences.  Did Lady Macbeth expect Mrs Macduff to be murdered?  Why does she keep on smelling her hands?  Read Lady Macbeth’s Learning Journal.  Plenary  Write about Lady Macbeth. How does she measure up against the idea of what a woman should be like? | |
| Next Steps | Sleepwalking scene and conscience. |
| Homework | You could contrast Lady M’s unnatural behaviour with Kate’s final speech from the Taming of the Shrew |

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| Unit Y8 | Shakespeare Macbeth 2 |
| Learning Objectives | By the end of the lesson students will know, understand or be able to do:  To be able to explore conscience |
| Learning Outcomes | I can sometimes infer and deduce meanings from the text  I am able to deduce information and meaning  I can refer to aspects of language and themes to justify my views |
| Keywords | Conscience, nature, well-being |
| Activities and resources: Sleepwalking scene Shakespeare Unlocked BBC  (You could use Animated Shakespeare Macbeth on Youtube at 18.52-19.42 You lack the season of all natures – sleep.)    Starter  What do we know already?  From the last session, remind pupils that Lady M planned the murder but Macbeth carried it out. She went to the scene and got blood on her hands. She saw the gory scene – where the dead king looked like…..?  Introduction  Give out the Sleep-walking scene. Pupils get into threes and work through the scene.  Development  On the board, collate answers to the question if Lady Macbeth is ill – what is the cure?  (Some previous answers were: prison, death, suicide, accident, confess, brain transplant!)  Show the video of the scene Lady Macbeth sleepwalking (3 mins)  Illustrate the idea that Nature is also sick. Imagine a pupil is distraught. He has not done homework and expects to be told off in every lesson that day. Now ask what the weather would be like if it were to reflect his feelings. (Stormy?) How would the birds act? (Fly away) How would the fish act? (Swim away and hide.)  What would a black Raven represent? (Evil)  This illustrates how a writer could use Nature to point out to us that something is not right. In this case, what is the cure for the sickness in Nature?  Collate answers: Kill Macbeth.  What would it be like, living in this diseased land?  Collate answers: Bad atmosphere, depression, anxiety, some up for the fight. Someone must kill Macbeth!  “More needs she the Divine than the physician.”  Now answer in depth, the question “What is the cure for a sick conscience?  Then answer in depth, “How can the Land be healed?”  Plenary  We have learned that writers use the weather and nature to reflect trouble in the characters’ lives.  We have looked at the fact that a conscience works whether you want it to or not! Lady M did not expect to feel guilty because she wanted to be evil – yet it affected her dreams. | |
| Next Steps | Complete the story – A wood walking, and a Learning Log |
| Homework |  |

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| Unit Y8 | Shakespeare Macbeth 3 |
| Learning Objectives | By the end of the lesson students will know, understand or be able to do:  To be able to use language for effect |
| Learning Outcomes | Evidence that demonstrates their learning at particular levels:  I occasionally use words for effect  I can use a range of imaginative vocabulary  I experiment with sentence structures and a varied vocabulary to create effects |
| Keywords | Interpret, symbolism |
| Activities and resources: Macbeth scene – Wood Walking. Lady M Learning Log. Blank learning logs.  Power-point (Scorpion) The Poison Tree poem (Blake.)    Starter  In pairs, work through the Wood Walking script.  Introduction  Remind pupils of Lady Macbeth’s learning log. They will be writing their own learning log based on the Shakespeare lessons they have had.  Reminder that we have looked at women – their role in the social context and how characters are breaking that mould.  We have also seen that writers use the weather and Nature, that Macbeth’s actions have ‘poisoned the land’ so that Nature is acting oddly too.  Development  Activity 1  Write your own learning log.  Activity 2  Go through the Scorpion power-point. “Full of scorpions is my mind.”  Ask the class to interpret this line. What could the scorpion be a symbol of? What could it represent?  Build up answers on the board.  Eg His brain is full of disgusting things, evil things, poison and corruption – put there by his wife..  Scorpions cause pain and his head is full of pain…  Ask pupils to copy the answer into their books – as a model for a good language analysis answer. Point out P.E.E/P.E.A/whatever method your school uses…We are looking at a skill needed for GCSE Literature here.  Activity 3  Pick up on the theme of conscience. Pupils will be writing a story, using the scorpion as a stimulus, but including the theme of conscience. They should deliberately use language for effect in their story.  Consider writing in role for a more intense read.  There will be little time left at this point. They should plan - and consider a good opening for their story.  Plenary  The next lesson will be given completely to your story. Remember to include temptation, inner struggle, consequences, conscience. | |
| Next Steps | Write the story. (This could also be used for Bronze Arts Award, as could the fact that they have taken part in the Drama sessions and written a reflective log. Just make sure they also have some peer assessment.) |
| Homework | Use Blake’s poem *The Poison Tree* to reflect on the thoughts, attitudes and behaviours implied through the metaphor. Name the ‘roots’ of the tree. Explain the Biblical connotations.  Youtube has excellent videos that present this poem. |

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| Unit Y8 | Shakespeare Macbeth 4 |
| Learning Objectives | By the end of the lesson students will know, understand or be able to do:  To be able to write in role (Creative Writing) |
| Learning Outcomes | Evidence that demonstrates their learning at particular levels:  I create a clear character with a mind muddle  Through writing in role, I create intense emotion so that the reader feels the character’s pain  I choose vocabulary carefully and create atmosphere using pathetic fallacy |
| Keywords | Sleep temptation consequence conscience |
| Activities and resources: The power-point    Starter  In pairs, share your opening lines. Are they dramatic enough? Do they pull in the reader?  Skim-read your notes or your story so far.  Introduction  You will have quiet time to write in this lesson.  Remember that your character is having trouble sleeping. This can affect how they respond to life.  Conscience catches you. Conscience pursues you. It will not let you sleep. Judgement follows wherever you go because it is within you.  Both Macbeth and Lady Macbeth would like to avoid conscience – but it will speak, even in nightmares.  (Some schools may wish to connect this to the book *Lord of the Flies*)  Development  Remind pupils of the keywords. This is a battle in the mind. Sustain your writing. Write in character.  How does it feel to have Good versus Evil thoughts in your brain?  Give quiet writing time.  Plenary  Share in small groups. If you have not finished, share an extract from your work.  Constructive criticism from peer assessment. What words or phrases did you like in the work? | |
| Next Steps | The Law, Justice and Grace |
| Homework | Complete stories. |

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| Unit Y8 | Shakespeare Macbeth 5 The Spiritual Side of Justice |
| Learning Objectives | By the end of the lesson students will know, understand or be able to do:  To be able to maintain a role  To understand a spiritual and moral concept of the Law versus Grace |
| Learning Outcomes | I show understanding of the main idea and theme  I can identify the key themes and key features of the text  I can identify different layers of meaning and comment on their significance |
| Keywords | Law justice grace |
| Activities and resources: The Price is Paid, Shakespeare power-point Bible    Starter  What have we already learned?  Conscience is within you. It is an inner knowing of right and wrong.  In Fundamental British Values, you should know to take responsibility for your own behaviour and to uphold the law of the land.  Macbeth died at the end of the play. That was justice.  We are going to look at the spiritual side of justice.  Introduction  Give out The Price is Paid scripts and put up the picture of the cowboy hat ppt.  You will be working in groups of three. (If there are four in a group, one is a silent member playing William Morton.)  Development  Read-through and walk-through the script.  Next, you need to develop character voices and consider how you can build up the tension of the scene.  Decide on a turning point. When does the script turn from comedy to serious?  Give some more working time.  Activity 2  Relate the sketch to Jesus being crucified. Mat 27 The Soldiers mock Jesus…  Did justice turn into injustice? Explain.  The sketch is about justice. We agree with the concept of justice. How is the Christian faith different?  The Price is paid. Can anyone explain the title?  (Jesus took the punishment therefore the rule of the law is fulfilled)  Activity 3  Self-assessment. Do you have a character voice? Do you have a character walk?  Remember, your learning objective is to maintain a role. Continue in groups. You need to find a moment of silence in the sketch – The Stare-Out – as if it is a Shoot-Out!  Plenary  The believer is not under the law but under grace.  Add your copy of the script to your SMSC Folder or book.  Extension  Any time left? The teacher could share one of the completed ‘Scorpion’ stories from the last session. | |
| Next Steps | If required, place copies of your story into your Bronze Arts Award file. |
| Homework |  |