



Topic: Macbeth

Year: 8

NC Strand: Shakespeare

**What should I already know?**

A Midsummer Night's Dream was studied in year 7. You should already have background knowledge on Shakespeare, his life and work. You will be familiar with some of the patterns of Shakespearian language and remember the meaning of simple words such as 'thou', 'thee' and 'art'. You will know the standard format of Shakespeare's plays and the methods he used to engage the different social groups within the audience. You should know how to read a play script and understand how stage directions work. You should be able to select quotations from the text to support your ideas on characters, setting and themes.

**What will I know by the end of the unit?**

I will be able to:

- Recall the key characters, their actions in the play and their characteristics
- Summarise the key events, themes and ideas of the play
- Identify key quotations on key characters and explain what I can interpret about their character as a result
- Explore the context of the play and use this knowledge to better understand the events of their play and its impact on a Shakespearian audience
- Use a range of strategies to decode and learn new vocabulary, including Shakespearian vocabulary
- Examine how language, vocabulary choice, grammar and text structure presents meaning
- Analyse a text, selecting relevant quotations to support my views in answer to a set question
- Comment on the impact of Shakespeare's language and structure on a historical and modern day audience
- Comment on how dramatists work is communicated through performance and how staging can allow for different interpretations
- Write a critical essay on a set question, commenting on characters and events from across the text
- Reflect on my own work, considering how it reflects the audience and purpose for which it was intended
- Adapt my own use of vocabulary, grammar and structure to improve the overall effectiveness of my work
- Rehearse and perform play scripts and understand how intonation, tone, volume, mood, stillness and action adds to impact.

**Vocabulary**

Ambition	a strong desire to become famous, rich, or to reach a goal.
Aside	a remark or passage in a play that is intended to be heard by the audience but is supposed to be unheard by the other characters in the play.
Divine right of kings	the belief that kings were God's representative on Earth and therefore acted under his authority.
Dramatic irony	when the audience knows information the characters do not.
Foreshadowing	to give an indication of what is to come.
Great chain of being	hierarchical structure of for all life on Earth
Hamartia	a fatal flaw which leads to the downfall of a tragic hero or heroine
Hierarchy	people or things graded according to rank or level of authority.
Immoral	bad; evil; not moral.
Metaphor	a figure of speech, which is not literal.
Prophecy	to foretell or reveal, esp. under divine inspiration.
Protagonist	the leading character in a literary work.
Regicide	the murder of a king
Semantic field	a group of words, which relate to a common theme or motif.
Soliloquy	an act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.
Stereotype	a standardized and usually oversimplified and inaccurate conception held in common by many people.
Subverting Gender	when the character acts in a way that challenges the usual gender attributes.
Supernatural	having to do with forces separate from or higher than natural laws.
Treachery	breaking of faith or loyalty; betrayal.



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Key characters		Key themes	
<b>Macbeth</b>	A loyal warrior who becomes duplicitous as he becomes obsessed with the witches' prophecies of power.	<b>Ambition</b>	Macbeth and Lady Macbeth
<b>Lady Macbeth</b>	Macbeth's wife who drives his ambition in the beginning but loses her control by the end.	<b>Fate and Free Will</b>	Macbeth v Witches v choices
<b>Banquo</b>	Macbeth's close friend and ally who also receives prophecies from the witches.	<b>Good and Evil</b>	Macduff v Macbeth
<b>Fleance</b>	Banquo's son who represents innocence and justice.	<b>The Supernatural</b>	Witches & Lady Macbeth
<b>Duncan</b>	King of Scotland at the beginning of the play who is portrayed as a strong and respected leader.	<b>Appearance and Reality</b>	"look like the innocent flower but be the serpent..."
<b>Malcolm</b>	Duncan's oldest son and next in line to the throne. Joins the English army to defeat Macbeth at the end of the play.	<b>Light and Darkness</b>	"Nor heaven peep through the blanket of the dark"
<b>Donalblain</b>	Duncan's youngest son disappears (to Ireland) after Duncan's murder, but never returns.	<b>Guilt</b>	"Out damned spot"
<b>Macduff</b>	Macbeth's antagonist: A brave warrior who is loyal to Duncan and is consistently suspicious of Macbeth.	<b>Gender</b>	Lady Macbeth challenges and controls Macbeth.

### Context

**The 5 Acts:** Macbeth is a typical tragedy. The first part builds up the turning point (Duncan's murder), and the second part deal with the consequences of this, which leads to the main character's downfall.

**Tragic Conventions:** Macbeth is one of Shakespeare's Tragedies and follows specific conventions. The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia); the character has something the audience can identify with which outweighs their flaws so we care about them.

**The Real Macbeth:** Macbeth is loosely based on true events in feudal Scotland in the 11th Century and would have been known to King James. King James inherited the throne through his ancestors Banquo and Fleance who appear in the play.

**Role of women:** Women were expected to follow social expectations with their behaviour towards men. They were meant to obey all men, not be violent and be religious. Lady Macbeth reverts these expectations in the play to manipulate Macbeth in getting what she wants.

**Superstition and witchcraft:** At the time Shakespeare was writing, many people thought that witches were real, so the weird sisters would have seemed believable and frightening to an audience in the 1600s.

### Homework Tasks

Week 1: Create a guide to Shakespeare for another Year 8 pupil

Week 2: Write a letter from James I to Shakespeare giving your thoughts on the subject for his new play (Macbeth)

Week 3: Create a comic strip/storyboard of the events of Act 1

Week 4: Write a diary entry from Malcolm's point of view, explaining how he feels about Duncan's death

Week 5: Create a comic strip/storyboard of the events of Act 2

Week 6:

Week 7: Create a comic strip/storyboard of the events of Act 3

Week 8: Which character would you most like to be in this Act? Explain your choice giving reference to the text

Week 9: Create a comic strip/storyboard of the events of Act 4

Week 10: Develop a multiple choice quiz on the events of the play to this point

Week 11: Create a comic strip/storyboard of the events of Act 5



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