

# Y8 Macbeth– self isolation work (Autumn Term 2)

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### Week 1

#### *Lesson 1: Introducing context and key characters in Macbeth*

Task 1 – What do these characters have in common?



.....

.....

.....

**Task 2 – We are looking at the introduction of the three witches in Macbeth. Draw a picture showing what you think witches look like. Make sure you include lots of details, for example:**

- What clothes do they wear?
- What other objects might they carry?
- Do they have any pets?
- What are their facial features, e.g., pointy nose?

**Task 3- Read through the contextual information below about witchcraft in the 1500s**

- In the 1500s, lots of people believed in witches
- Witches were believed to be people who had made a deal with the devil in exchange for magic powers
- People thought witches could communicate with evil spirits and would call on them to help with their spells (e.g., black cat, crow, owl, toad)
- In 1563, the Witchcraft Act was passed, which made killing witches legal
- One way to test if someone was a witch was to tie them up and duck them under the water in a pond or river - if she floated, she was a witch
- She probably drowned!
- Anyone who floated was then burnt at the stake

**Task 4 – Read through the contextual information about women in the home in the 1500s**

- Women who were single, had been widowed or did not look very 'feminine' were usually accused of witchcraft
- **People were afraid** of women who were 'different', for example, if they didn't look traditionally 'feminine'
- They were often blamed if things went wrong with food or livestock

- Because of women being expected to be 'weaker' than men, they were expected to work in the home
- This is why we usually see them with **broomsticks, cauldrons or bottles of potion**

**Task 4 – Have a go at the quiz to test your knowledge of witchcraft and witches in the 1500s. After, check your answers on page 4.**

1. Who was usually accused of being a witch? Men or women?
2. How might people test if someone was a witch?
3. Give an example of an object we associate with witches
4. Give an example of a familiar (animal spirit guide)

Challenge – Why were women who were 'different' targeted as witches?

**Task 5- Go back to your drawing from earlier. Label each feature with an explanation, for example...**

*Broomstick ... because women usually worked in the home*

### **Help**

Cauldron/ broomstick – domestic/ working in the home

Cat/ toad – people thought witches had spirit guides who helped them do evil magic

Warts/ marks on a woman's skin were said to be bites from their familiars

Beard – people feared women who didn't look traditionally feminine

### **Quiz answers**

1. Who was usually accused of being a witch? Men or women? **Women**
2. How might people test if someone was a witch? **Duck them in pond/river to see if they drowned**

3. Give an example of an object we associate with witches. **Broomsticks/ cauldrons/ potions**
4. Give an example of a familiar (animal spirit guide). **Black cat, toad, owl, crow**

Challenge – Why were women who were ‘different’ targeted as witches?

**Women who weren’t traditionally feminine, or married, were considered to be different and people were afraid of this**

### **Lesson 2: Meeting the witches**

**Task 1 – Read the quote below and draw a picture. What do you think it might mean?**

Fair is foul and foul is fair

**Task 2 – Read Act 1 Scene 1, below. [Watch](#) this video for help.**

**SCENE I. A desert place.**

*Thunder and lightning. Enter three Witches.*

**First Witch**

When shall we three meet again  
In thunder, lightning, or in rain?

**Second Witch**

When the hurlyburly's done,  
When the battle's lost and won.

**Third Witch**

That will be ere the set of sun.

**First Witch**

Where the place?

**Second Witch**

Upon the heath.

**Third Witch**

There to meet with Macbeth.

**First Witch**

I come, Graymalkin!

**Second Witch**

Paddock calls.

**Third Witch**

Anon.

**ALL**

Fair is foul, and foul is fair:

Hover through the fog and filthy air.

*Exeunt*

**Task 3 – [Watch](#) this tour of Shakespeare's Globe Theatre****Task 4 – Answer the questions below about the theatre**

1. What is the name of the theatre?
2. Why did plays take place during the day?
3. What might the audience do if they didn't like the play?
4. What is interesting about the roof?
5. Which objects weren't allowed?

**Task 5 – Read through the contextual information below.**

- Became King of England in 1603
- He believed in witchcraft and was very superstitious. He led many witch-hunts in Scotland, and up to 4000 women burned under his judgement
- He wrote a book about witches, called *Daemonologie*, which means the

science of demons

- Shakespeare wrote *Macbeth* especially to please James, who was already King of Scotland
- The first time *Macbeth* was performed, in 1606, was for King James, in the Great Hall at Hampton Court Palace, in London

## Week 2

### ***Lesson 1: To explore the introduction of the character Macbeth***

**Task 1: Read through the summary of Act 1 Scene 2 below.**

Macbeth is fighting in a battle for the King of Scotland. He has been very brave. To reward him, the King gives Macbeth the title Thane of Cawdor. It seems that the witches' prophecies are coming true!

Note – it was very important to respect your King and fight for him. To plot against the king was called treason and the penalty would be death.

**Task 2: [Watch](#) this video to help with your understanding of the events in this scene**

**Task 3: Read through the quotes below which are all used to describe Macbeth and his bravery. Choose two to illustrate.**

- "For brave Macbeth- well he deserves that name"
- "his brandish'd steel/ Which smoked with bloody execution"
- "Like valour's minion carved out his passage"
- "Which ne'er shook hands, nor bade farewell to him"
- "unseam'd him from the nave to the chaps"
- "fix'd his head upon our battlements"
- 

**Challenge task: What impression do you get of Macbeth from these quotes? Write a sentence to explain your ideas.**

**Task 4: Read through the following contextual information about King James I**

- Became King of England in 1603
- He believed in witchcraft and was very superstitious. He led many witch-hunts in Scotland, and up to 4000 women burned under his judgement
- He wrote a book about witches, called *Daemonologie*, which means the science of demons
- Shakespeare wrote *Macbeth* especially to please James, who was already King of Scotland
- The first time *Macbeth* was performed, in 1606, was for King James, in the Great Hall at Hampton Court Palace, in London

**Task 5: [Watch](#) this tour of Shakespeare's Globe theatre**

**Task 6: Answer the questions below about the theatre**

1. What is the name of the theatre?
2. Why did plays take place during the day?
3. What might the audience do if they didn't like the play?
4. What is interesting about the roof?
5. Which objects weren't allowed?

***Lesson 2: The witches' prophecies***

**Task 1: Read the summary of the scene below.**

Macbeth and Banquo meet the three witches. They make predictions about the future (prophecies). The witches promise Macbeth that he will become King, and that Banquo will have sons who become kings.

**Task 2: Watch [this](#) clip to see what happens.**

**Task 3: Look at the quotes below which describe the witches. Draw a picture of the witches using this information.**

- 'look not like th'inhabitants o' the earth/ And yet are on't'
- 'you should be women/ And yet your beards forbid me to interpret/ That you are so'

**Task 4: Write a monologue from Macbeth's perspective. How might he feel about the prophecies? Remember, one has already come true (he has been made Thane of Cawdor for his bravery on the battlefield).**

Use the help board below.

Write a **monologue** from Macbeth's perspective after he has heard the witches' prophecies.

*Something very strange has happened....*

*I feel....*

*What if.....?*

*Should I.....?*

**How might he feel about...**

- The witches' first prophecy has come true (he has been made Thane of Cawdor)
- Becoming king
- Banquo's children

**Challenge**

- Include stage directions
- Include direct quotes from the scene

**Monologue: one character in a play speaking their thoughts aloud to the audience**

## Week 3

### ***Lesson 1: Introducing the theme of ambition and the character Lady Macbeth***

**Task 1 – Complete the quiz to recap what we have learned so far. Afterwards, check your answers on page 20.**

1. Who is the king of Scotland?
2. What title does this king give to Macbeth?
3. What do the witches promise Macbeth he will become?
4. What do the witches promise Banquo?
5. How does Macbeth feel about the prophecies?



### **Task 2 – Read the summary of Act 1 Scene 4**

King Duncan thanks Macbeth and Banquo for their success on the battlefield.

He announces that his son, Malcolm, will succeed\* him on the throne of Scotland.

*\*Malcolm will be the next king when his father dies.*

**Task 3 – Macbeth reveals that he wants to make the witches' prophecy about becoming king come true in this speech. Read it through.**

“that is a step  
On which I must fall down, or else overleap,  
For in my way it lies.”

**Task 4 – Macbeth writes a letter to his wife to tell her about the prophecy. How do you think she will feel? Here is an image of Macbeth and his wife.**

**Task 5 – Read Lady Macbeth’s soliloquy\* (one person speaking to themselves). Watch [this](#) video for help.**

The raven himself is hoarse  
That croaks the fatal entrance of Duncan  
Under my battlements. Come, you spirits  
That tend on mortal thoughts, unsex me here,  
And fill me from the crown to the toe top-full  
Of direst cruelty! make thick my blood;  
Stop up the access and passage to remorse,  
That no compunctious visitings of nature  
Shake my fell purpose, nor keep peace between  
The effect and it! Come to my woman's breasts,  
And take my milk for gall, you murdering ministers,  
Wherever in your sightless substances  
You wait on nature's mischief! Come, thick night,  
And pall thee in the dunnest smoke of hell,  
That my keen knife see not the wound it makes,  
Nor heaven peep through the blanket of the dark,  
To cry 'Hold, hold!'

**Vocabulary**

Fatal – deadly

Unsex – take away femaleness

Direst – deadliest

Remorse – feeling sorry/ sympathy

Visitings of nature – reminders that she is a woman

Gall – poisonous, bitter liquid

Hold – no/ stop

**Task 6 - [Watch](#) this video of Niamh Cusack rehearsing the scene.**

- What is Lady Macbeth planning?
- What is she asking Macbeth to do?

Challenge – Is Lady Macbeth acting like you might expect a woman to act?

## ***Lesson 2: Exploring Lady Macbeth's persuasion***



**Task 1: Think back to Lady Macbeth's soliloquy. What references are there to femaleness?**

**How will she have to change if she wants to commit the murder?**

Draw a stick figure of Lady Macbeth and then choose from the options below.

- Level 1- identify the body parts and write down a quote to match it
- Level 2- Identify the body parts and write down a quote – then explain how she'll change
- Level 3- Identify the body parts and the emotions - explain the link!

**Task 2 – Read the rest of Act 1 Scene 5 using this [link](#)**

**Task 2 – Read Macbeth’s soliloquy below. He explains his feelings about murdering Duncan.**

**MACBETH**

If it were done when 'tis done, then 'twere well	1
It were done quickly: if the assassination	
Could trammel up the consequence, and catch	
With his surcease success; that but this blow	
Might be the be-all and the end-all here,	5
But here, upon this bank and shoal of time,	
We'd jump the life to come. But in these cases	
We still have judgment here; that we but teach	
Bloody instructions, which, being taught, return	
To plague the inventor: this even-handed justice	10
Commends the ingredients of our poison'd chalice	
To our own lips. He's here in double trust;	
First, as I am his kinsman and his subject,	
Strong both against the deed; then, as his host,	
Who should against his murderer shut the door,	15
Not bear the knife myself. Besides, this Duncan	
Hath borne his faculties so meek, hath been	
So clear in his great office, that his virtues	
Will plead like angels, trumpet-tongued, against	
The deep damnation of his taking-off;	20
And pity, like a naked new-born babe,	
Striding the blast, or heaven's cherubim, horsed	
Upon the sightless couriers of the air,	
Shall blow the horrid deed in every eye,	
That tears shall drown the wind. I have no spur	25
To prick the sides of my intent, but only	
Vaulting ambition, which o'erleaps itself	
And falls on the other.	

### **Task 3: Complete the quote hunt. Use the line numbers to help you.**

Find a quote to show:

- Macbeth would want the murder to be over quickly (2)
- Macbeth worries that his actions would come back to haunt him (9-10)
- Macbeth knows that Duncan trusts him for two reasons (13-14)
- Macbeth recognises that Duncan is a great king (17-18)
- Macbeth is ambitious – like a horse that jumps too high and falls (25-27)

### **Task 4: Read the quotes which show Lady Macbeth convincing Macbeth to murder King Duncan. [Use this link to watch the scene.](#)**

- “look like the innocent flower but be the serpent under’t”
- “When you durst do it, then you were a man”
- “to be more than what you were, you would be so much more the man”
- “Screw your courage to the sticking place and we shall not fail”

### **Task 5: How does Lady Macbeth convince husband to murder King Duncan? Write a paragraph explaining your ideas. Use quotes above.**

*Lady Macbeth tells her husband....*

*...which means....*

*The word ‘     ’ suggests...*

*It makes me think....*

*It links to when she....*

## Week 4

### Lesson 1

**Task 1: Read the definition below. Then draw a picture to represent this definition.**

#### *Pathetic fallacy*

A writer can use this to give human emotions to objects/ settings. It is often used with weather to create a specific tone.

**Task 2: Read Macbeth's famous soliloquy**

1. Is this a dagger which I see before me,
2. The handle toward my hand? Come, let me clutch thee.
3. I have thee not, and yet I see thee still.
4. Art thou not, fatal vision, sensible
5. To feeling as to sight? or art thou but
6. A dagger of the mind, a false creation,
7. Proceeding from the heat-oppressed brain?
8. I see thee yet, in form as palpable
9. As this which now I draw.
10. Thou marshall'st me the way that I was going;
11. And such an instrument I was to use.
12. Mine eyes are made the fools o' the other senses,
13. Or else worth all the rest; I see thee still,
14. And on thy blade and dudgeon gouts of blood,
15. Which was not so before. There's no such thing:
16. It is the bloody business which informs
17. Thus to mine eyes.

**Task 3:** [Watch](#) this actor perform the soliloquy

**Task 4:** Write down or highlight evidence of the following:

1. Macbeth hallucinates a dagger in front of him
2. Macbeth thinks the hallucination could be a result of feeling stressed
3. The dagger seems to be leading him to kill the king
4. The dagger is covered in blood

Aim high – Why is the dagger covered in blood? What might this imply about Macbeth's thoughts?

**Task 5:** Creative response to the scene. Choose one of the following options to complete.

- Illustrate a key quote
- Story-board/create a comic strip of the key moments
- Write the soliloquy in modern English

## **Lesson 2**

**Task:** Read Act 2 Scene 2 using [this](#) link

**Task 2:** Find evidence for who....

- Drugged the servants (7)
- Laid out the daggers (12)
- Killed Duncan (15)
- Smears the servants with blood (53)

**Task 3:** Look at the quotes taken from the scene. Who is most to blame for the murder of King Duncan?

Macbeth	Lady <Macbeth
<ul style="list-style-type: none"><li>• “I dare do all that may become a man”</li><li>• “False face must hide what the false heart doth know”</li><li>• “I am afraid to think what I have done”</li></ul>	<p>“Screw your courage to the sticking place and we’ll not fail”</p> <p>‘Infirm of purpose! Give me the daggers’</p> <p>“A little water clears us of this deed”</p>

#### **Task 4: Read the summary of Act 2 Scene 3**

- The Porter (a comedy character) is woken by Macduff and Lennox knocking loudly at the doors of the castle
- Lennox comments on the strange weather
- Macduff discovers Duncan's body
- Lennox says Duncan's guards must be guilty because they are covered in his blood
- Banquo says he will fight against the treason that has taken place
- Malcolm and Donalbain decide to flee because they might be accused of murder or they might be next

#### **Task 5: Watch [this](#) video to help your understanding**

#### **Task 6: Read this summary of Act 2 Scene 4**

It is the day after the murder. Ross, a thane, walks outside the castle with an old man. They discuss the strange and ominous happenings of the past few days: it is daytime, but dark outside; last Tuesday, an owl killed a falcon; and Duncan's beautiful, well-trained horses behaved wildly and ate one another. Macduff emerges from the castle and tells Ross that Macbeth has been made king by the other lords, and that he now rides to Scone to be crowned. Macduff adds that the chamberlains seem the most likely murderers, and that they may have been paid off by someone to kill Duncan. Suspicion has now fallen on the two princes, Malcolm and Donalbain, because they have fled the scene. Macduff returns to his home at Fife, and Ross departs for Scone to see the new king's coronation.

## Week 5 and Week 6: Assessment Week

### Lesson 1 and 2

Use this time to **revise** for your History of English assessment. This will include a quiz on the content in the unit and a debate response to a statement. You should:

- Use your knowledge organizer – highlight key information
- Create mind-maps, flashcards, quizzes
- Ask someone to test you
- Practise writing out responses to debate statements (use the back of your KO for examples)

### Lesson 3

Use this time to **complete** your **quiz**. Upload it to ClassCharts for your teacher to check.

### Lesson 4

Use this time to **complete** your **debate response**. Upload it to ClassCharts for your teacher to check.

## Week 7

### Lesson 1

**Task: Extended written piece – upload to ClassCharts when completed.**

Write a paragraph answering the question:

Choose one quote from the list to explore. Use the sentence starters for support. Challenge yourself by using the aim high vocabulary.

*How has Shakespeare presented the consequences of the murder?*

### Written task SDP

How has Shakespeare presented the consequences of the murder?

- “the night has been unruly” Lennox
- “dark night strangles the travelling lamp” Ross
- “a falcon...was by a mousing owl...killed” Old Man
- “tis said they ate each other” Old Man

Choose one quote.  
Explain your quote in a sentence.

*Shakespeare uses..... To show....*

*Suggested in the quote.....*

*The word ..... tells me.....*

#### Aim high

Nature  
Unnatural  
Dramatic irony  
Pathetic fallacy  
Treason  
Betrayal  
Warning  
King James

### Lesson 2

Use this lesson to complete PRIDE on your writing, based on your teacher's feedback.

### Week 3 Lesson 1. Quick quiz answers

1. Who is the king of Scotland? **Duncan**
2. What title does this king give to Macbeth? **Thane of Cawdor**
3. What do the witches promise Macbeth he will become? **King**
4. What do the witches promise Banquo? **His sons will become king**
5. How does Macbeth feel about the prophecies? **Suspicious but he wants to fulfil them**