

**Unit Title:** Multimedia Macbeth

**Duration:** 6 weeks

**Grade Level:** 7-8

**Standards:**

- 8.24: Interpret mood and tone, and give supporting evidence in a text.
- 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.
- 12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.
- 15.5: Identify and analyze imagery and figurative language
- 17.5: Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed.
- G6-8: 1.24 Create a multimedia presentation using various media as appropriate (e.g., audio, video, animations, etc.).
- G6-8: 3.7 Plan, design, and develop a multimedia product to present research findings and creative ideas effectively, citing sources.

**Performance Assessment Description:**

Students will select a scene from Shakespeare's *Macbeth*. Using the text from that scene, students will construct a website that links the lines of the play to pages that analyze the elements of the play. These pages will include an analysis of:

- detailed look at a character
- explanation of the use of rhyming and meter
- descriptions of figurative language like symbols, metaphors, and allusions
- study of mood and setting
- explanation of how this lines demonstrates a theme from *Macbeth*

Each website design will have:

- appropriate size, color, and layout to facilitate visitors' understanding of the text
- original or properly-documented media (pictures, movies, sound) that helps support your analysis
- pages with correct link and consistent navigation

**Lesson Title-**Macbeth Lesson-Mood

**Duration-**45 minutes – 1 hour

**Grade Level-**7<sup>th</sup>-8<sup>th</sup> Grade

**Standard-**8.24: Interpret mood and tone, and give supporting evidence in a text.

**Activity/Schedule-**Review definition of mood and refresh students' memory about pieces of literature (*The Lottery* and *The Raven*) that we've used to examine mood. Students read aloud Act I, Scene I from *Macbeth*. After reading the scene on their Act I sheet, students describe setting and characters. In groups, students create a list of adjectives to describe the setting and witches. Using the student-generated list of adjectives, students will select and quote lines that help create the mood of the scene.

**Assessments-**Macbeth Act I sheet, Student Group list of adjectives

**Materials/Links/Resources-**Act I, Scene I of *Macbeth*

**Lesson Title-**Macbeth Lesson-Characterization

**Duration-**45 minutes

**Grade Level-**7<sup>th</sup>-8<sup>th</sup> Grade

**Standard-** 8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.

**Activity/Schedule-**Students will pick a character in the play and choose a quote or line said by that character. They will document that quote on their characterization sheet and provide an explanation of how that quote is representative of that character's actions, thoughts, or beliefs.

**Assessments-**Macbeth Characterization Sheet

**Materials/Links/Resources-**

**Lesson Title-**Macbeth Lesson-Figurative Language

**Duration-**45 minutes – 1 hour

**Grade Level-**7<sup>th</sup>-8<sup>th</sup> Grade

**Standard-**15.5: Identify and analyze imagery and figurative language

**Activity/Schedule-**Students select a line of figurative language (metaphor, simile, allusion, hyperbole, personification, symbolism) from Macbeth. They may use their Act I-VII Question sheet as a resource. Using the Macbeth's Metaphors (and Other Figurative Language Sheet) students will copy the line of figurative language, identify the type of figurative language, describe the meaning of that line, and create an illustration that has a literal interpretation of those lines.

**Assessments-**Macbeth Metaphors (and Other Figurative Language) sheet

**Materials/Links/Resources-** Class set of Shakespeare, William, *Macbeth : Modern English Version side-by-side with full original text*, 1st edn (Woodbury N.Y.: Barron's, 1985).

## Macbeth Metaphors and Figurative Language:

Shakespeare uses metaphors, similes, and symbols to communicate ideas beyond literal meanings. He uses this figurative language to help the audience understand the characters and events of the play better.

Directions: Select four quotes below to explain. Locate the quote in the book (use the character name, act, and scene to help you find the quote). Then:

1. Rewrite the quote on the backside of this paper (or on a separate piece of paper).
2. Explain how the quote describes the characters and events in the play.
3. Also, explain how Shakespeare's figurative language (the figurative language is underlined) helps describe the person, event, or idea.
4. Finally rewrite your own original piece of figurative language that describes the person, event, or idea in a similar way. (Ex. "Full of scorpions is my mind," could be, "my thoughts are shattered shards of glass.")

- Duncan (I, iv): But signs of nobleness, like stars, shall shine on all deservers.
- Lady Macbeth (I, v): Your face, my thane, is a book where men may read strange matters.
- Lady Macbeth (I, v): Look like the innocent flower, but be the serpent under't
- Lady Macbeth (II, ii): Infirm of purpose! Give me the daggers: the sleeping and the dead are but as pictures.
- Lady Macbeth (II, ii): My hands are of your colour; but I shame to wear a heart so white.
- Macbeth (II, iii): The spring, the head, the fountain of your blood is stopped.
- Donalbain (II, iii): Where we are, there's daggers in men's smiles: the near in blood, the nearer bloody.
- Macbeth (III, ii): O, full of scorpions is my mind, dear wife! Thou know'st that Banquo and his Fleance lives.
- Macbeth (III, iv): There the grown serpent lies; the worm that's fled hath nature in time will venom breed, no teeth for the present.
- Macbeth (V, v): Out, out brief candle. Life's but a walking shadow a poor player that struts and frets his hour upon the stage, and then is heard no more, it is tale told by an idiot, full of sound and fury, signifying nothing.
- Siward (V, vii) I would not wish them to a fairer death: and so his knell is knolled.

# **Macbeth Metaphors and Other Figurative Language**

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**Lesson Title-**Macbeth Lesson-Good Website Design

**Duration-**1 hour

**Grade Level-**7<sup>th</sup>-8<sup>th</sup> Grade

**Standard-** G6-8: 1.24 Create a multimedia presentation using various media as appropriate (e.g., audio, video, animations, etc.).

**Activity/Schedule-**Students view the [angelfire.com](http://angelfire.com) and [havenworks.com](http://havenworks.com) website. Have students rate website in layout, navigation, design (color scheme, readability, images). Have the students share how each of the elements (layout, navigation, and design) impact the usability of each site. Have students create “rules” that their website should follow.

**Assessments-**Website assessment sheet

**Materials/Links/Resources-**

<http://www.angelfire.com/super/badwebs/>

<http://www.havenworks.com/>

Act I, Scene I

Weather

Iambic Tetrameter

Fair and Foul

# THUNDER AND LIGHTNING

Good use of media

## Connects the weather to mood

*Weather plays an important role in Macbeth. In this first scene, Shakespeare uses it to set a dark and ominous mood. He lets us know that something unusual and supernatural is taking place. This is the perfect setting for the witches to hatch their evil plot.*

Shows understanding of the plot

*Thunder, Lightning, and Rain.mp3*

Good use of media

**Rubric:**

**Multimedia  
Macbeth  
Rubric**

<b>Component</b>	<b>Demonstrates with Distinction</b>	<b>Demonstrates</b>	<b>Incomplete or Inconsistent</b>	<b>Does not Demonstrate</b>
<b>Word Choice</b> Choosing the right word	Word choice is sophisticated, clear, and precise. Student uses appropriate language arts terms. Language effectively enhances the content.	Word choice is proficient and shows an adequate grasp of high-value words. Student uses appropriate language arts terms.	Word choice is plain and obvious. Student is missing or incorrectly uses language arts terms.	Word choice is simplistic and repetitive.
<b>Mechanics</b> Includes punctuation, spelling, and grammar.	Content is free from errors.	Content contains one to three minor errors.	Content contains several significant errors, yet content is clear to the reader.	Content errors make it difficult for the reader to follow the student's thoughts.
<b>Content - Literary Analysis</b> Students will analyze elements of plot, theme, characterization, and figurative language.	Student uses multiple paragraphs to explore a detailed examination of the plot, theme, characterization, or figurative language. The description makes connections to other parts of the play and beyond (into other pieces of fiction etc.).	Student uses one or two paragraphs to explore an examination of the plot, theme, characterization, or figurative language. The description makes connections to other parts of the play.	Student uses one paragraph to explore an examination of the plot, theme, characterization, or figurative language. The description does not make connections to other parts of the play.	Student uses one paragraph (or less) to start an examination of the plot, theme, characterization, or figurative language. The description does not make connections to other parts of the play.
<b>Web Design</b> Using multimedia to enhance the viewers' understanding of the scene.	Colors, fonts, audio, pictures, and videos are easily heard or seen. These elements help to communicate a certain mood and help enhance the viewers' understanding of the scene.	Colors, fonts, audio, pictures, and videos are easily heard or seen. These elements help to communicate a certain mood or help enhance the viewers' understanding of the scene.	Almost all the colors, fonts, audio, pictures, and videos are easily heard or seen. These elements help to communicate a certain mood or help enhance the viewers' understanding of the scene.	Some of the colors, fonts, audio, pictures, and videos are easily heard or seen. These elements fail to communicate a certain mood or help enhance the viewers' understanding of the scene.

Student Work

Materials