



### Lesson Essential Questions

- How does Shakespeare use language to create mood and character?
- Can I describe the witches' characters and explain what motivates them?
- Can I describe their effect on the characters of Macbeth and Banquo?
- Can I analyze some of the language used to support my views?

### Resources

- Manga Shakespeare: *Macbeth* (Digital Theatre+)
- *Macbeth: Compare and Contrast* Act I, scene iii (Digital Theatre+)
- Witches Choral Chant (*Folger Shakespeare Library: Shakespeare Set Free*, Washington Square Press, 1993, p. 248)
- Instruments (drum, various noise makers, anything in your classroom!)
- Puppets

### Objectives

- Students will encounter Shakespeare's language by trying on the sounds of words and exploring consonants/vowels.
- Students will identify the verse structure and rhyme scheme in Shakespeare's *Macbeth*.
- Students will identify mood and character traits of Macbeth and Banquo in Act I, scene iii based on textual clues.
- Students will create and explore character interpretation of the witches in Act I, scene iii.
- Students will create and explore mood and sound using text in Act IV, scene i.
- Students will interpret primary sources of varying media types, including textual and visual.

### Prior Knowledge

- Students will have a basic understanding of the story of *Macbeth* by reading manga version on Digital Theatre+.
- Students will have a basic understanding of Shakespeare's use of verse, meter, and iambic pentameter.

### Lesson Procedures

#### DAY ONE

- Warm up – Toss the Line, Part 1: Each student is given a key line from *Macbeth* to say. Students explore the sounds of the text as they proclaim their line to their partner (who has the second part of the line).
- Reading Circle – Students pull chairs into a circle and read aloud Act I, scene iii and Act IV, scene i.
- Discussion of Text – Students discuss impressions of witches based on the manga graphic novel. Who might they be? What do they look like in this interpretation?
- Students study given circumstances in text. What do we know they look like from the text? What do they do? What purpose do they serve in the story?
- Students examine meter and rhyme in text. On their feet, they feel the sing-song rhythm of text and add sound effects to give the scene an environment with soundscape.

#### DAY TWO

- Warm Up – Toss the Line, Part 2: Students toss their memorized line from the day before while tossing the ball to their line partner. Students release the words on the throw of the ball.
- Students will view *Macbeth: Compare and Contrast* Act I, scene iii on Digital Theatre+ and discuss their impressions of the witches' interpretations. Which was scariest? Which was lightest? Was there humor?
- Students then throw out ideas of "witches' concepts" that would work in a production of the play. Topics to take into consideration: human or not?, geography (where might we place the play other than Scotland?), culture (African-American, Latinx, etc.)?

### Lesson Accommodations

- Students with reading difficulties will be given the text ahead of time.
- Students with mobility issues can read from their chairs.

### Lesson Enrichment or Extension

- Read the entire play together as a class, allowing students to use other strategies to explore character and language: character hot seating, scene interpretations, character journals, and character improv.