



## Lesson 5 – Macbeth and McTavish

### Key learning

<b>NC learning area:</b>	Read critically	<b>Learning objective:</b>	Know how language presents meaning
<b>Learning outcome:</b>	Students annotate part of <i>Macbeth</i> and write a paragraph summarising their findings.		

### A mastery ladder

Objective	Learning	Mastering	Expanding
<b>Reading:</b> Know how language presents meaning	Make some relevant comments about language and structure	Identify the effect on the reader and explain how this effect is achieved	Analyse and evaluate relevant aspects of language, grammar and structure

### Relevant GCSE assessment objectives

<b>A02</b>
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

**Note:** Further mapping of coverage, including to GCSE criteria, can be found on the *Crime and Detection Teacher's Book Digital Download*, available at [www.smart-learning.co.uk/english/crime-detection-digital-download/](http://www.smart-learning.co.uk/english/crime-detection-digital-download/)

### Resources

Texts	Worksheets/Other
<i>Macbeth</i> (Student's Book page 16)	Worksheet 5a
<i>School Reports on Macbeth and Lady Macbeth</i> (Student's Book page 17)	Worksheet 5b
Resource download	Additional suggestions
PowerPoint 5	<i>A Case of Murder</i> (Student's Book page 35)



## Summary

Students explore an extract from *Macbeth*, exploring the feelings and attitudes of Macbeth and Lady Macbeth and how she persuades him to kill the king. They consider how details of language choice help Lady Macbeth to influence Macbeth.

## Starter (c. 5 mins)

Put students into pairs and tell them to read the *School Reports on Macbeth and Lady Macbeth* on page 17 of the Student's Book. Then tell the pairs to decide what attitude the report writer has towards **one** of the pupils – either Hamish Macbeth or Ethel McTavish. You want students to discern the feeling of the teacher towards the pupil from what they write. Join pairs who have looked at different reports so that they can share what they have discovered. What do they make of the teacher who has written the reports?

## Main/Development (c. 33 mins)

1. Point out to students how the starter activity introduces the learning objective: we are looking initially at how attitudes are conveyed. Take brief feedback about the teacher's comments on Macbeth and McTavish.
2. Introduce the *Macbeth* extract on page 16 of the Student's Book. Read the extract with the class.
3. Model for students how to annotate the first Lady Macbeth speech, noting her feelings and how she conveys these. Take and 'filter' suggestions from students (see **Worksheet 5a**).
4. Model how to use the annotations to write a couple of sentences summing up Lady Macbeth's feelings and the language she uses to convey these. Refer to the mastery ladder criteria as you write.
5. Tell student pairs to carry on annotating the script, noting down how Lady Macbeth expresses her feelings and wins Macbeth round.
6. Give students a final 5 minutes to write one paragraph answering this question: *How does Lady Macbeth persuade Macbeth to kill the king?*

## Differentiation

For the Starter, see the Notes overleaf for a different way of doing this activity that would suit students who are confident with drama.

For step 2, able readers could be left to read the script in role in pairs. Less confident readers could be supported with a recording of the script, so that helpful intonation is made explicit, or they could be given the 'translation' on **Worksheet 5b**.

For steps 4 and 5, occasionally refer to the mastery ladder criteria at all three levels, making it clear how to move from one level to the next.

You will need to work with less able pairs to ensure they annotate usefully and keep going. Identify particular words for them to pay close attention to when identifying *how* Lady Macbeth influences Macbeth.

## Plenary (c. 7 mins)

Ask individual students to read out their paragraph(s). Ask other students to give feedback with reference to the mastery ladder criteria.

## Homework/Extension

Ask students to consider whether what the Macbeths say and do in the extract could have been predicted from their school reports.

Ask students to write a paragraph answering this question: *What do we learn about the relationship between Macbeth and Lady Macbeth?*

Use another lesson to explore the rest of Act 1 of *Macbeth* and the role of fear, guilt and other feelings associated with the plan to murder the king. Also read *A Case of Murder* on page 35 of the Student's Book and compare the narrator's feelings with those expressed by Macbeth and his wife.



## Lesson 5 – Macbeth and McTavish

### Notes

#### Starter

The point of the starter is to begin to explore the objective. Therefore it is important to guide students to seek out the attitudes of the teacher and how these are conveyed. Students might notice – among other attitudes – admiration, caution, concern.

**Alternative:** If you have very able or 'drama-minded' students, you could give them the following scenario: Macbeth and McTavish meet secretly to plan some sort of 'crime'. They could plan to get a copy of a test paper in advance of the test, or to 'frame' someone for something that was actually done by McTavish and Macbeth. Tell the student pair to develop the scenario through improvisation.

#### Main/Development

3. Draw attention to the **boldened** words in the following extract, commenting on their effect and what other words Lady Macbeth could have used if she had wanted to create a softer effect: e.g. 'fed my baby' rather than 'given suck'.

LADY MACBETH

I have given **suck**, and know

How tender 'tis to **love** the babe that milks me:

I would, while it was smiling in my face,

Have **pluck'd** my nipple from his boneless gums,

And **dash'd** the brains out, had I so sworn as you

Have done to this.

4. Example demonstration writing: *Lady Macbeth describes her actions with words that are very tough, hard and to the point. For example, she uses 'given suck' rather than 'fed a baby'. Even though she says she felt 'love' for her baby, all the words she uses about the baby are not loving. Instead they are brutal, both in meaning and sound: pluck'd, dash'd.*

- 5 & 6. Gather a group of less able students together and work with them while the rest of the class is working on annotating and writing in pairs.

To make sure you help the group to do the tasks in stages 5 and 6 rather than doing them for them, follow a sequence like this one:

- Remind students of the task, the relevant criteria (probably 'learning') and what they have learned so far.
  - Choose for the group one word or phrase in the Lady Macbeth speeches. Choosing that will be particularly helpful to students when writing their paragraph in stage 6. Tell them they can include their own choices too, but they must use your choice as well.
  - Tell the students to underline three of Lady Macbeth's words or phrases that show the strength of her feelings and write next to each example what they think her feeling is. Do one example; for example, 'spongy' might suggest that she feels scornful towards the king's guards: she thinks they are pathetic, or too easily made drunk.
  - Get students to share their choices and annotations. Help the students to choose useful 'feeling' words such as anger, frustration, scorn, malice, etc.
  - Ask students to begin writing their paragraphs by writing a first sentence about one way Lady Macbeth persuades her husband. Watch them write and prompt individuals to use sentences that are as clear and short as possible, making a definite, relevant point, before moving onto evidence and explanation.
6. Remind students to use their notes on the speeches in the *Macbeth* script as detailed evidence to refer to when writing their own paragraphs.

#### Plenary

Instead of writing their paragraph in step 6, students could be asked in the plenary to use their notes to explain orally how Lady Macbeth persuades Macbeth.

#### Homework/Extension

Able students – especially if they have been studying *Macbeth* – could be asked to extend their writing beyond a paragraph when answering the question, 'What do we learn about the relationship between Macbeth and Lady Macbeth?' They could expand their answer into a short essay that takes account of the whole of Act 1.