# English 11: Introduction to *Macbeth*

**Date:** Wednesday, Feb. 21, 2018

<table>
<thead>
<tr>
<th>Learning Experience Number: 1</th>
<th>Length of Learning Experience: 80 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Area:</strong> English 11</td>
<td><strong>Curriculum Plan:</strong> Play</td>
</tr>
</tbody>
</table>

## Core Competencies

**What core competencies/facets are your students developing through this learning experience?**

- Communication
  - Connect and engage with others
  - Acquire, interpret, and present information
  - Collaborate to plan, carry out, and review constructions and activities
  - Explain/recount and reflect on experiences and accomplishments

- Creative Thinking
  - Novelty and value
  - Generating ideas
  - Developing ideas

- Critical Thinking
  - Analyze and critic
  - Question and investigate
  - Develop and design

- Positive Personal and Cultural Identity
  - Relationships and cultural contexts
  - Personal strengths and abilities
  - Personal values and choices

- Personal Awareness and Responsibilities
  - Self-determination
  - Self-regulation
  - Well-being

- Social Responsibility
  - Building relationships
  - Contributing to the community and caring for the environment
  - Solving problems in peaceful ways
  - Valuing diversity

## Understand – Big Idea:

- Language shapes and influences others
- Texts are socially, culturally, geographically, and historically constructed
- Engagement with the play supports and encourages creativity in thinking, while developing understanding of the material
- I am responsible for my actions and these actions can be followed by moral consequences
- Exploration of theme(s) reveals important meanings about the play

## Know/Do/Value - Learning Standards (Curricular Competencies and Content)

What learning target(s) related to the Big Ideas, Curricular Competencies and Content will this learning experience help students achieve?
**CC2:** I can recognize and understand how language constructs personal, social, and cultural identities

**CC3:** I will demonstrate speaking and listening skills in a variety of contexts

**C5:** I can access information for diverse purposes and from a variety of sources to inform reading, writing, and understanding

**C7:** I can think critically, creatively, and reflectively to explore ideas within, between, and beyond the play

**C8:** I can recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in the play

**C1:** I will participate in oral language strategies and understand the associated features

**C8:** I will explore the voice in my own writing

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**Flexible Learning Context:**
- Contextualize the learning experience by connecting the play to relevant examples that are meaningful for students
- Personalize the learning by encouraging students to ask questions and develop their own meaningful connections to the play
- Enhance authenticity of learning experience by showing my own interest and passion in the play while encouraging students to take interest in ways that are meaningful for them

**Materials and Technologies/Resources/Pre Class Preparation:**
- Large sheets of paper and markers
- Introduction to *Macbeth* PowerPoint
- Character/Theme Guide Handout
- Four Pics One Word Intro activity
- *Macbeth* books

**Engage/Explore:** [45 min] Establish Meaning and Purpose
*engaging, motivating, experiencing, connecting with prior knowledge, reflecting, conjecturing*

- 30 minutes for students to finish their essay section of test
- “Four pics one word” activity → give students four pictures and they have to figure out that all the words represent greed
- Starting new unit on *Macbeth* today and looking at the influence of greed on our goals and ambitions
- “Greed is the root of all evil” on center PowerPoint → students organize into a line activity (organize yourself from strongly agree to strongly disagree) → on the next slide
- Ask students on the line why they chose that position
- As we study the play I want you to consider this statement – what does it tell us about human nature? Is it good to be ambitious? What will all this have to do with *Macbeth*?

**Notes or Modifications:**
- Finish essay (30 min)
- 4 pics (5 min)
- Line (5 min)
### Explain: [20 min] Communicate new information/competencies/skills

*acquiring knowledge/skills, conceptualizing, developing understanding*

- Students return back to their seats
- *Macbeth* is one of if not my favourite Shakespeare play – give students a taste of what they can expect with it – go through some pictures, explain the violence and betrayal and supernatural elements
- *Macbeth* transports us to the castles in 11th century Scotland – has anyone been to Scotland or the UK?
- Info on real Macbeth: [http://www.bbc.co.uk/history/historic_figures/macbeth.shtml](http://www.bbc.co.uk/history/historic_figures/macbeth.shtml)

- **Introduction to Macbeth PowerPoint:** facts about the real Macbeth, Shakespeare (how/when Shakespeare wrote play, his audience, about him, etc.)

- **Video:** “Why You Should Read Macbeth” TedTalk [https://www.youtube.com/watch?v=rD5goS69LT4](https://www.youtube.com/watch?v=rD5goS69LT4)

**Notes or Modifications:**
- PowerPoint (15 min)
- Video (6 min)

### Extend: [35 min] Guided or independent practice using new learning

*modeling, guided or independent practice, applying, posing and solving problems*

- Distribute books (we are sharing these books with another block, they will be at back of class, please grab one as you come in and drop off at back table before you leave each class)
- Have students flip through the play – what themes do you expect will be important in the play – what do you think will happen? → Share with class, write answers on board
- Share “big ideas” of the play – what we will learn by studying it

- **Handout Character/Theme Guide** – go over the key characters of the play and themes to look out for – how do you think these themes will influence the play?
- Shakespearian tragedy plot line → how is this different from the other plot lines we’ve looked at?
- While reading look for Macbeth’s “tragic flaw” → what is it?
- KWL chart
- If you need more convincing of why you should read Shakespeare this is a video of how Shakespeare is like a rap artist Shakespeare and rap video

**Notes or Modifications:**
- Flip through play/sharing (10 min)
- Handout/discussion (5 min)
- KWL chart (5 min)
- Video (10 min)

### Exit/Evaluate: [10 min] Reflecting on/consolidating new learning. Assessing new learning (For, As, Of)

*closure, summing up, responding, performing, committing, assessing/evaluating, observation, learning log, presentation, checklist, rubric, success criteria, project, peer or self-assessment.*

- Free write: How does greed influence ambition?
**English 11: Destiny or Free Will?**

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<tr>
<th>Learning Experience Number: 2</th>
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<tr>
<td>Curriculum Area: English 11</td>
<td>Curriculum Plan: Drama</td>
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### Core Competencies
What core competencies/facets are your students developing through this learning experience?

- **Communication**
  - ✔ Connect and engage with others
  - ✔ Acquire, interpret, and present information
  - Collaborate to plan, carry out, and review constructions and activities
  - ✔ Explain/recount and reflect on experiences and accomplishments

- **Creative Thinking**
  - ✔ Novelty and value
  - ✔ Generating ideas
  - Developing ideas

- **Critical Thinking**
  - ✔ Analyze and critic
  - ✔ Question and investigate
  - Develop and design

- **Positive Personal and Cultural Identity**
  - ✔ Relationships and cultural contexts
  - Personal strengths and abilities
  - Personal values and choices

- **Personal Awareness and Responsibilities**
  - ✔ Self-determination
  - ✔ Self-regulation
  - ✔ Well-being

- **Social Responsibility**
  - ✔ Building relationships
  - ✔ Contributing to the community and caring for the environment
  - ✔ Solving problems in peaceful ways
  - ✔ Valuing diversity

### Understand – Big Idea:
- Language shapes and influences others
- Texts are socially, culturally, geographically, and historically constructed
- Engagement with the play supports and encourages creativity in thinking, while developing understanding of the material
- I am responsible for my actions and these actions can be followed by moral consequences
- Exploration of theme(s) reveals important meanings about the play

### Know/Do/Value - Learning Standards (Curricular Competencies and Content)
What learning target(s) related to the Big Ideas, Curricular Competencies and Content will this learning experience help students achieve?
**CC1:** I can apply appropriate strategies in a variety of contexts to comprehend the language in the text, to guide inquiry, and to extend thinking  
**CC3:** I will demonstrate speaking and listening skills in a variety of contexts  
**C5:** I can access information for diverse purposes and from a variety of sources to inform reading, writing, and understanding  
**CC6:** I can recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact  
**C8:** I can recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in the play  
**CC9:** I can reflect on and refine the language and meaning of the play to improve its clarity  
**CC10:** I will apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking  
**CC14:** I can construct meaningful personal connections between self, themes in the play, and the world  
**C1:** I will participate in oral language strategies and understand the associated features  
**C5:** I will develop and improve reading comprehension strategies  
**C9:** I can connect and explore the themes of the play to find meaning  

**Flexible Learning Context:**  
- Contextualize the learning experience by connecting the play to relevant examples that are meaningful for students  
- Personalize the learning by encouraging students to ask questions and develop their own meaningful connections to the play  
- Personalize learning by having students explore online resources that will improve understanding of the play  
- Enhance authenticity of learning experience by showing my own interest and passion in the play while encouraging students to take interest in ways that are meaningful for them  

**Materials and Technologies/Resources/Pre Class Preparation:**  
- Puzzle race puzzles  
- Tragedy plot diagram  
- Macbeth character/theme list  
- KWL charts
<table>
<thead>
<tr>
<th>Engage/Explore: [30 min] Establish Meaning and Purpose</th>
<th>Notes or Modifications:</th>
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<tbody>
<tr>
<td>engaging, motivating, experiencing, connecting with prior knowledge, reflecting, conjecturing</td>
<td>-Review (10 min)</td>
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<tr>
<td>-As students walk in have video of thunder and lightening playing on screen (supernatural elements) → premonition (define term – strong feeling that something will happen)</td>
<td>-Puzzle race (15 min)</td>
</tr>
<tr>
<td>-What does this setting tell you about the opening of the play?</td>
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<tr>
<td>-Review features of <em>Macbeth</em> discussed last class (go over the intro PowerPoint again very quickly)</td>
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<tr>
<td>-What are the themes we looked at yesterday – what will be important during this play? Greed, ambition, power, etc.</td>
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<tr>
<td>-Tragedy plot diagram handout – how is it different than our regular plot diagrams?</td>
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<tr>
<td>-Character list and theme handout (review)</td>
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<tr>
<td>-Puzzle race – distribute a randomized puzzle to each group → task is to complete the puzzle in 10 minutes, first group to finish wins</td>
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<tr>
<td>-After, see which group won → how many pieces did their puzzle have?</td>
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<tr>
<td>-Was this fair? Was this group destined to win or did they make the best of their situation by their own free will?</td>
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<td></td>
<td>Explain: [10 min] Communicate new information/competencies/skills</td>
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<td></td>
<td>acquiring knowledge/skills, conceptualizing, developing understanding</td>
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<tr>
<td></td>
<td>-What is destiny and what is free will? Define during white board splash (one word on each white board)</td>
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<td></td>
<td>-What part of our activity was destiny and what was free will?</td>
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<td></td>
<td>-Free write: what do you predict will have a greater influence over Macbeth’s actions in the play – destiny or free will?</td>
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**Extend:** [35 min] Guided or independent practice using new learning modeling, guided or independent practice, applying, posing and solving problems

- Looking at the text: distribute books and explain how to read the text – anecdotal notes and line numbers
- Video Acts 1.1-3 Or Globe video https://youtu.be/mX4DHmjFFNE (students to follow along)
- **Note:** it skips Act 1.2: 1.2- reported to princes that Macbeth has fault valiantly in war, Duncan plans to make him new Thane of Cawdor
- Globe theatre link of these three scenes: http://teach.shakespearesglobe.com/ks3-macbeth-characters?previous=/library%3Fkeyword%3Dmacbeth
- Analyze the witches’ prophecy? → What 3 things they predict will happen to Macbeth?
- Does Macbeth have control over his own future? Fate or free will? Why are the witches significant?
- Line activity: will Macbeth’s actions be determined by fate or free will – stand and order yourself from where you think
- KWL chart about what you’ve learned today and what you want to know – hand in so I can check

**Exit/Evaluate:** [5 min] Reflecting on/consolidating new learning. Assessing new learning (For, As, Of)

*closure, summing up, responding, performing, committing, assessing/evaluating, observation, learning log, presentation, checklist, rubric, success criteria, project, peer or self-assessment.*

- Shakespeare and hip hop video?
- Submit papers for me to look over

**Notes or Modifications:**
- Book flip through (5 min)
- Video Acts 1.1-3 (5 min)
- Line (10 min)
- KWL (5 min)
English 11: The Soliloquy  
Date: Monday, Feb. 26, 2018

Learning Experience Number: 3  
Length of Learning Experience: 80 min

Curriculum Area: English 11  
Curriculum Plan: Drama

Core Competencies
What core competencies/facets are your students developing through this learning experience?

☐ Communication

✔ Connect and engage with others
✔ Acquire, interpret, and present information
Collaborate to plan, carry out, and review constructions and activities
✔ Explain/recount and reflect on experiences and accomplishments

☐ Creative Thinking

✔ Novelty and value
✔ Generating ideas
Developing ideas

☐ Critical Thinking
Analyse and critic
✔ Question and investigate
Develop and design

☐ Positive Personal and Cultural Identity

✔ Relationships and cultural contexts
Personal strengths and abilities
Personal values and choices

☐ Personal Awareness and Responsibilities

✔ Self-determination
✔ Self-regulation
✔ Well-being

☐ Social Responsibility

✔ Building relationships
✔ Contributing to the community and caring for the environment
✔ Solving problems in peaceful ways
✔ Valuing diversity

Understand – Big Idea:
- Language shapes and influences others
- Texts are socially, culturally, geographically, and historically constructed
- Engagement with the play supports and encourages creativity in thinking, while developing understanding of the material
- I am responsible for my actions and these actions can be followed by moral consequences
- Exploration of theme(s) reveals important meanings about the play

Know/Do/Value - Learning Standards (Curricular Competencies and Content)
What learning target(s) related to the Big Ideas, Curricular Competencies and Content will this learning experience help students achieve?
**Learning Standards:** CC1, 2, 3, 5, 6, 8, 10, 15; C1, 5

*See unit plan for details*

<table>
<thead>
<tr>
<th><strong>Flexible Learning Context:</strong></th>
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<tbody>
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<tr>
<th><strong>Materials and Technologies/Resources/Pre Class Preparation:</strong></th>
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<tbody>
<tr>
<td>- <em>Macbeth</em> books</td>
</tr>
<tr>
<td>- Soliloquy stations set up around the room</td>
</tr>
<tr>
<td>- Soliloquy worksheet package</td>
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<tr>
<th><strong>Engage/Explore:</strong> [5 min] Establish Meaning and Purpose</th>
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<tr>
<td><em>engaging, motivating, experiencing, connecting with prior knowledge,</em></td>
</tr>
<tr>
<td>- Review from Friday’s conversation about destiny and free will</td>
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<tr>
<td>- Where did we leave off – someone summarize what happened in Act 1.1-3 (Macbeth returns from battle, receives prophecy from the three witches)</td>
</tr>
<tr>
<td>- What were the three prophecies? List (becomes Thane of Glamis, Thane of Cawdor, and king thereafter)</td>
</tr>
<tr>
<td>- Macbeth told he will be king – finding out if it is his destiny or free will? What will he do with this new information?</td>
</tr>
</tbody>
</table>

<p>| <strong>Notes or Modifications:</strong> |</p>
<table>
<thead>
<tr>
<th>Explain: [40 min] Communicate new information/competencies/skills</th>
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<tbody>
<tr>
<td>acquiring knowledge/skills, conceptualizing, developing understanding</td>
<td>-Read Act 1.4 (10 min)</td>
</tr>
<tr>
<td>-Going to read Act 1.4 – sign up for volunteers, I want to see everyone participate at some point, I have flagged the longer speaking roles; if no volunteers I will randomly select</td>
<td>-Video (5 min)</td>
</tr>
<tr>
<td>-Read aloud Act 1.4 – dramatic irony → Duncan says he trusts Macbeth, but we know Macbeth is planning to overthrow him and become king</td>
<td>-Soliloquy station activity (15ish min)</td>
</tr>
<tr>
<td>-Video clip of Act 1.5 (Lady Macbeth’s soliloquy – 5 min) → can someone define the term “soliloquy?” Take out term booklet and highlight</td>
<td>-Discuss (5-10 min)</td>
</tr>
<tr>
<td>-Act 1.5 is a very famous soliloquy relating back to this idea of ambition</td>
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<tr>
<td>-Watch video <a href="https://www.youtube.com/watch?v=t1eUPUotMqY">https://www.youtube.com/watch?v=t1eUPUotMqY</a></td>
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</tr>
<tr>
<td>-What has happened in this scene? Lady Macbeth receives news of the prophecy</td>
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<tr>
<td>-Looking at this scene more in depth – Soliloquy station activity</td>
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</tr>
<tr>
<td>-Seven stations around the room, each with a question relating to this passage; with your group must go to each one and answer the question → go at your own pace and when you are finished return back to your table</td>
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<tr>
<td>-Go over the questions</td>
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<tr>
<th>Extend: [30 min] Guided or independent practice using new learning</th>
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<tr>
<td>modeling, guided or independent practice, applying, posing and solving problems</td>
<td>-Video (5 min)</td>
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<tr>
<td>-Summarize Act 1.6: Duncan arrives at Iverness (Macbeth’s castle) and is greeted by his host, Lady Macbeth; he looks forward to spending the evening there and they wait for Macbeth to return</td>
<td>-Handouts (20 ish min)</td>
</tr>
<tr>
<td>-Video clip Act 1.7 – Macbeth’s soliloquy – debating on his plan (4 min) <a href="https://www.youtube.com/watch?v=MnrX-Ec6GmM">https://www.youtube.com/watch?v=MnrX-Ec6GmM</a></td>
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</tr>
<tr>
<td>-What is Macbeth’s dilemma? Define term (and highlight in book) – whether or not to kill Duncan</td>
<td></td>
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<tr>
<td>-What does Lady Macbeth respond?</td>
<td></td>
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<tr>
<td>-Remainder of time to answer questions on the two soliloquys → handout</td>
<td></td>
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<tr>
<td>-If remaining time can go over</td>
<td></td>
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<tr>
<td>-Handout due: Wednesday</td>
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</table>
Exit/Evaluate: [5 min] Reflecting on/consolidating new learning. Assessing new learning (For, As, Of) closure, summing up, responding, performing, committing, assessing/evaluating, observation, learning log, presentation, checklist, rubric, success criteria, project, peer or self-assessment.

-Continue adding to KWL chart

-Predicting what you think will happen next – will he go through with his plan?

Notes and Reflection: Gratitude and Future Hopes

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### English 11: *Macbeth* Characters

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<th>Learning Experience Number: 4</th>
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<td>Curriculum Plan: Drama</td>
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#### Core Competencies

What core competencies/facets are your students developing through this learning experience?

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- **Positive Personal and Cultural Identity**
  - Relationships and cultural contexts
  - Personal strengths and abilities
  - Personal values and choices

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  - Self-determination
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  - Well-being

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**Understand – Big Idea:**
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**Know/Do/Value - Learning Standards (Curricular Competencies and Content)**
What learning target(s) related to the Big Ideas, Curricular Competencies and Content will this learning experience help students achieve?
CC1, 2, 3, 4, 6, 7, 9, 10, 11, 14, 16; C1, 2, 3, 4, 5, 8, 9

See unit plan for details

**Flexible Learning Context:**
- Contextualize the learning experience by connecting the play to relevant examples that are meaningful for students
- Personalize the learning by encouraging students to ask questions and develop their own meaningful connections to the play
- Personalize learning by having students explore online resources that will improve understanding of the play
- Enhance authenticity of learning experience by showing my own interest and passion in the play while encouraging students to take interest in ways that are meaningful for them

**Materials and Technologies/Resources/Pre Class Preparation:**
- *Macbeth* books
- Act 1 handout
- Soliloquy worksheets
- Symbol matching activity
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<td><strong>engaging, motivating, experiencing, connecting with prior knowledge,</strong></td>
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<tr>
<td>-Review Act 1 – video</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=uzAuuyWpK_s">https://www.youtube.com/watch?v=uzAuuyWpK_s</a> (0:30 – 3:20) → stop and summarize as the scenes go through</td>
</tr>
<tr>
<td>-Provide Act 1 <strong>handout</strong> – summarizes the key events of each scene (keep this with you, I hope it will help you keep track of what is going on)</td>
</tr>
<tr>
<td>→ Put character handout on screen: Who was king when the play started? What impact will the killing have on Macbeth’s life?</td>
</tr>
<tr>
<td>-Two corners: Whose ambition for power is greater – Macbeth’s or Lady Macbeth’s? Have one written on each side board; have students write their name under which one they believe is more ambitious and why</td>
</tr>
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<td><strong>acquiring knowledge/skills, conceptualizing, developing understanding</strong></td>
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<tr>
<td>-Review the two soliloquys from yesterday – worksheet on Acts 1.5, 1.7</td>
</tr>
<tr>
<td>-Summarize Act 1.6 – Duncan arrives to Macbeth’s castle and is greeted by Lady Macbeth → they go inside</td>
</tr>
<tr>
<td>-Watch video of Act 1.7</td>
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<tr>
<td>-Go over the questions from Act 1.7 – what do we know about Macbeth → internal conflict and dilemma about whether or not he should kill Duncan</td>
</tr>
<tr>
<td>-Time for students to work on soliloquy worksheets (some of it review from yesterday) → hand in on Thursday; review aspects of Macbeth character from worksheet</td>
</tr>
<tr>
<td>-Continuing by looking at the start of Act 2</td>
</tr>
<tr>
<td>-Read Act 2.1 – Banquo has a bad feeling about the night</td>
</tr>
<tr>
<td>-Read Act 2.2 – discuss l. 61-66 (symbol of blood)</td>
</tr>
<tr>
<td>-How does Shakespeare use symbols so far in the play? What are some of the symbols we are introduced to in Act 2?</td>
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<tbody>
<tr>
<td>-Review video (3 min)</td>
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<td>-2 Corners (5-10 min)</td>
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<tbody>
<tr>
<td>-Worksheet (15 min)</td>
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<tr>
<td>-Read Act 2.1-2 (10 min)</td>
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</table>
Extend: [35 min] Guided or independent practice using new learning models, guided or independent practice, applying, posing and solving problems
- Symbolism activity → students given one of the four symbols
- Lots of symbolism in the beginning of Act 2 → looking at what they represent
- Give students either a picture or definition of one of the four symbols in this play (give each table the same) → Free write: what will this symbol represent in the play?
- Students will need to walk around the room and pair up with the person they believe has the corresponding picture or definition of their symbol – sit together and brainstorm how this symbol is used in the play (consult the text Acts 2.1-2)
- After everyone has had time to discuss have them come up to white board to write down what they’ve brainstormed about their symbol
- Go over the different examples as a class

Exit/Evaluate: [5 min] Reflecting on/consolidating new learning. Assessing new learning (For, As, Of)
- Closure, summing up, responding, performing, committing, assessing/evaluating, observation, learning log, presentation, checklist, rubric, success criteria, project, peer or self-assessment.
- Students collect their KWL charts from yesterday
- Predicting what will happen next
# English 11: Symbolism in Act 2

**Date:** Wednesday, Feb. 28, 2018

<table>
<thead>
<tr>
<th>Learning Experience Number: 5</th>
<th>Length of Learning Experience: 40-50 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Area:</strong> English 11</td>
<td><strong>Curriculum Plan:</strong> Drama</td>
</tr>
</tbody>
</table>

## Core Competencies
What core competencies/facets are your students developing through this learning experience?

- **Communication**
  - ✔ Connect and engage with others
  - ✔ Acquire, interpret, and present information
  - Collaborate to plan, carry out, and review constructions and activities
  - ✔ Explain/recount and reflect on experiences and accomplishments

- **Creative Thinking**
  - ✔ Novelty and value
  - ✔ Generating ideas
  - Developing ideas

- **Critical Thinking**
  - ✔ Question and investigate
  - Develop and design

- **Positive Personal and Cultural Identity**
  - ✔ Relationships and cultural contexts
  - Personal strengths and abilities
  - Personal values and choices

- **Personal Awareness and Responsibilities**
  - ✔ Self-determination
  - ✔ Self-regulation
  - ✔ Well-being

- **Social Responsibility**
  - ✔ Building relationships
  - ✔ Contributing to the community and caring for the environment
  - ✔ Solving problems in peaceful ways
  - ✔ Valuing diversity

## Understand – Big Idea:
- Language shapes and influences others
- Texts are socially, culturally, geographically, and historically constructed
- Engagement with the play supports and encourages creativity in thinking, while developing understanding of the material
- I am responsible for my actions and these actions can be followed by moral consequences
- Exploration of theme(s) reveals important meanings about the play

## Know/Do/Value - Learning Standards (Curricular Competencies and Content)
What learning target(s) related to the Big Ideas, Curricular Competencies and Content will this learning experience help students achieve?
**Flexible Learning Context:**
- Contextualize the learning experience by connecting the play to relevant examples that are meaningful for students
- Personalize the learning by encouraging students to ask questions and develop their own meaningful connections to the play
- Personalize learning by having students explore online resources that will improve understanding of the play
- Enhance authenticity of learning experience by showing my own interest and passion in the play while encouraging students to take interest in ways that are meaningful for them

<table>
<thead>
<tr>
<th>Materials and Technologies/Resources/Pre Class Preparation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <em>Macbeth</em> books</td>
</tr>
<tr>
<td>- Symbol matching activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engage/Explore: [5 min] Establish Meaning and Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>engaging, motivating, experiencing, connecting with prior knowledge,</strong></td>
</tr>
<tr>
<td>- Review from where we continued yesterday – Macbeth has decided (by persuasion of his wife) to kill Duncan</td>
</tr>
<tr>
<td>- Hallucinates – vision of the dagger; not confident about his decision to kill Duncan but going through with it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explain: [10 min] Communicate new information/competencies/skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>acquiring knowledge/skills, conceptualizing, developing understanding</strong></td>
</tr>
<tr>
<td>- BLK 1: Read Act 2.2 – Macbeth has killed Duncan (in between Acts 2.1 and 2.2), comes in with bloodied hands → why can he not say a prayer?</td>
</tr>
<tr>
<td>- BLK 3: Read Act 1.1-2</td>
</tr>
<tr>
<td>- Go over the imagery in this scene and allusions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extend: [25 min] Guided or independent practice using new learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>modeling, guided or independent practice, applying, posing and solving problems</strong></td>
</tr>
<tr>
<td>- Symbolism activity → students given one of the four symbols</td>
</tr>
<tr>
<td>- Lots of symbolism in the beginning of Act 2 → looking at what they represent</td>
</tr>
<tr>
<td>- Give students either a picture or definition of one of the four symbols in this play (give each table the same) → <strong>Free write:</strong> what will this symbol represent in the play?</td>
</tr>
<tr>
<td>- Students will need to walk around the room and pair up with the person that has the corresponding picture or definition of their symbol – sit together and brainstorm how this symbol is used in the play (consult the text Acts 2.1-2)</td>
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<tr>
<td>- After everyone has had time to discuss have them come up to white board to write down what they’ve brainstormed about their symbol</td>
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<tr>
<td>- Go over the different examples as a class</td>
</tr>
</tbody>
</table>

Notes or Modifications:
Exit/Evaluate: [5 min] Reflecting on/consolidating new learning. Assessing new learning (For, As, Of)
closure, summing up, responding, performing, committing, assessing/evaluating, observation, learning log,
presentation, checklist, rubric, success criteria, project, peer or self-assessment.

-What will the consequences be for Macbeth?
# English 11: Act 3 and Betrayal

**Date:** Thursday, Mar. 1, 2018

<table>
<thead>
<tr>
<th>Learning Experience Number: 6</th>
<th>Length of Learning Experience: 80 min</th>
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</thead>
<tbody>
<tr>
<td><strong>Curriculum Area:</strong> English 11</td>
<td><strong>Curriculum Plan:</strong> Drama</td>
</tr>
</tbody>
</table>

## Core Competencies
What core competencies/facets are your students developing through this learning experience?

- **Communication**
  - Connect and engage with others
  - Acquire, interpret, and present information
  - Collaborate to plan, carry out, and review constructions and activities
  - Explain/recount and reflect on experiences and accomplishments

- **Creative Thinking**
  - Novelty and value
  - Generating ideas
  - Developing ideas

- **Critical Thinking**
  - Analyze and critic
  - Question and investigate
  - Develop and design

- **Positive Personal and Cultural Identity**
  - Relationships and cultural contexts
  - Personal strengths and abilities
  - Personal values and choices

- **Personal Awareness and Responsibilities**
  - Self-determination
  - Self-regulation
  - Well-being

- **Social Responsibility**
  - Building relationships
  - Contributing to the community and caring for the environment
  - Solving problems in peaceful ways
  - Valuing diversity

---

### Understand – Big Idea:

- Language shapes and influences others
- Texts are socially, culturally, geographically, and historically constructed
- Engagement with the play supports and encourages creativity in thinking, while developing understanding of the material
- I am responsible for my actions and these actions can be followed by moral consequences
- Exploration of theme(s) reveals important meanings about the play

### Know/Do/Value - Learning Standards (Curricular Competencies and Content)

What learning target(s) related to the Big Ideas, Curricular Competencies and Content will this learning experience help students achieve?
**Learning Standards:** CC1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 16, 17; C1, 3, 5, 6, 7, 8, 9

**Flexible Learning Context:**
- Contextualize the learning experience by connecting the play to relevant examples that are meaningful for students
- Personalize the learning by encouraging students to ask questions and develop their own meaningful connections to the play
- Personalize learning by having students explore online resources that will improve understanding of the play
- Enhance authenticity of learning experience by showing my own interest and passion in the play while encouraging students to take interest in ways that are meaningful for them

**Materials and Technologies/Resources/Pre Class Preparation:**
- *Macbeth* books

<table>
<thead>
<tr>
<th>Engage/Explore: [10 min] Establish Meaning and Purpose</th>
<th>Notes or Modifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>engaging, motivating, experiencing, connecting with prior knowledge,</em></td>
<td></td>
</tr>
<tr>
<td>- Review from yesterday – the murder has been committed; what were the four symbols we looked at yesterday? (Day/night, sleep, dagger, blood) → talked about Macbeth’s guilt</td>
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<tr>
<td>- Think about reality TV (Big Brother, Survivor, etc.) – what happens once people become too paranoid? Start acting in weird ways</td>
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<tr>
<td>- Looking at what will happen to Macbeth after he’s killed Duncan</td>
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</table>

<table>
<thead>
<tr>
<th>Explain: [30 min] Communicate new information/competencies/skills</th>
<th>Notes or Modifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>acquiring knowledge/skills, conceptualizing, developing understanding</em></td>
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<tr>
<td>- Read condensed version of Act 2.3 (start at line 40) – Macduff announced Macbeth’s murder; Banquo hears what’s happened; the princes flee</td>
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<tr>
<td>- Why do Malcolm and Donalbain flee the court? Think they are next on the hit list</td>
<td></td>
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<tr>
<td>- Read summary of Act 2.4</td>
<td></td>
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<tr>
<td>- Macbeth is king, but his next obstacle is maintaining that kingship – he remembers the prophecy about Banquo (review) → has another decision to make</td>
<td></td>
</tr>
<tr>
<td><strong>Free write:</strong> under what circumstances would it be okay for you to betray a friend? When would this be justified? → Share with a partner; share with class</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes or Modifications:</th>
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<tbody>
<tr>
<td>- Read Act 2.3 (10 min)</td>
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<tr>
<td>- Read Act 2.4 (5 min)</td>
</tr>
<tr>
<td>- Free write and discuss (10 min)</td>
</tr>
</tbody>
</table>
**Extend**: [35 min] Guided or independent practice using new learning

*modeling, guided or independent practice, applying, posing and solving problems*

- Give each group two papers: one with the word “loyalty” and one with the word “betrayal” → use character handout and leading characters in the play (put on screen) write each character’s name on a sticky note on whether they are character more likely to be loyal or more likely to betray; go over → how do you know if they are loyal or likely to betray?
- Video Act 3.1 – Banquo contemplates what has happened with Macbeth; going riding in afternoon with his son Fleance; Macbeth hires murderers
  https://www.youtube.com/watch?v=HU8LxjCmRIY
- Read **summary of Act 3.2**: Lady Macbeth confirms that Banquo has left court and encourages Macbeth to rid of his guilt about Duncan; Macbeth describes his fears about Banquo and Fleance and hints his plan to eliminate them but will not tell her any more
- Perform Act 3.3 with props – Banquo’s murder
- What do you think about Macbeth at this point in the play?
- Look at character list – who has Macbeth now killed? Who else do you predict will be killed in this play?
- **Handout**: types of characters and go over
- Review tragic plot line elements (go over Acts 1, 2); highlight any literary terms
- Responsibility and learned helplessness – fate or free will

**Notes or Modifications**:  
- Betrayal activity and discuss (10 min)  
- Act 3.1 Video (5 min)  
- Perform 3.3 (10 min)

**Exit/Evaluate**: [5 min] Reflecting on/consolidating new learning. Assessing new learning (For, As, Of)

*closure, summing up, responding, performing, committing, assessing/evaluating, observation, learning log, presentation, checklist, rubric, success criteria, project, peer or self-assessment.*

- Can Macbeth recover from his current actions?
### English 11: Supernatural Elements

**Date:** Friday, Mar. 2, 2018

<table>
<thead>
<tr>
<th>Learning Experience Number: 7</th>
<th>Length of Learning Experience: 80 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Area:</strong> English 11</td>
<td><strong>Curriculum Plan:</strong> Drama</td>
</tr>
</tbody>
</table>

#### Core Competencies

What core competencies/facets are your students developing through this learning experience?

- **Communication**
  - Connect and engage with others
  - Acquire, interpret, and present information
  - Collaborate to plan, carry out, and review constructions and activities
  - Explain/recount and reflect on experiences and accomplishments

- **Creative Thinking**
  - Novelty and value
  - Generating ideas
  - Developing ideas

- **Critical Thinking**
  - Analyze and criticize
  - Question and investigate
  - Develop and design

- **Positive Personal and Cultural Identity**
  - Relationships and cultural contexts
  - Personal strengths and abilities
  - Personal values and choices

- **Personal Awareness and Responsibilities**
  - Self-determination
  - Self-regulation
  - Well-being

- **Social Responsibility**
  - Building relationships
  - Contributing to the community and caring for the environment
  - Solving problems in peaceful ways
  - Valuing diversity

#### Understand – Big Idea:

- Language shapes and influences others
- Texts are socially, culturally, geographically, and historically constructed
- Engagement with the play supports and encourages creativity in thinking, while developing understanding of the material
- I am responsible for my actions and these actions can be followed by moral consequences
- Exploration of theme(s) reveals important meanings about the play

#### Know/Do/Value - Learning Standards (Curricular Competencies and Content)

What learning target(s) related to the Big Ideas, Curricular Competencies and Content will this learning experience help students achieve?
**Learning Standards:** CC1, 3, 5, 7, 8, 10, 11, 12, 14; C1, 5, 6, 7, 9

See unit plan for details

<table>
<thead>
<tr>
<th><strong>Flexible Learning Context:</strong></th>
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<tr>
<td>- Contextualize the learning experience by connecting the play to relevant examples that are meaningful for students</td>
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<tr>
<td>- Personalize the learning by encouraging students to ask questions and develop their own meaningful connections to the play</td>
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<tr>
<td>- Personalize learning by having students explore online resources that will improve understanding of the play</td>
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<td>- Enhance authenticity of learning experience by showing my own interest and passion in the play while encouraging students to take interest in ways that are meaningful for them</td>
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<thead>
<tr>
<th><strong>Materials and Technologies/Resources/Pre Class Preparation:</strong></th>
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<tbody>
<tr>
<td>- <em>Macbeth</em> books</td>
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<table>
<thead>
<tr>
<th><strong>Engage/Explore:</strong> [5 min] Establish Meaning and Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>engaging, motivating, experiencing, connecting with prior knowledge,</em></td>
</tr>
<tr>
<td>- Review: “Draw the play” → illustrate the main events so far</td>
</tr>
<tr>
<td>- Yesterday looked at the elements of loyalty and betrayal in the play; looked at our characters</td>
</tr>
<tr>
<td>- We spoke about the witches and other supernatural forces so far in the play (witches, weather, visions/hallucinations)</td>
</tr>
<tr>
<td>- How do supernatural elements influence the play?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Explain:</strong> [20 min] Communicate new information/competencies/skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>acquiring knowledge/skills, conceptualizing, developing understanding</em></td>
</tr>
<tr>
<td>- Video clip of Act 3.1 (Macbeth plans to murder Banquo): <a href="https://www.youtube.com/watch?v=HU8LxjCmRIY">https://www.youtube.com/watch?v=HU8LxjCmRIY</a></td>
</tr>
<tr>
<td>- <strong>Summary of Act 3.2:</strong> Lady Macbeth confirms that Banquo has left court and encourages Macbeth to rid of his guilt about Duncan; Macbeth describes his fears about Banquo and Fleance and hints his plan to eliminate them but will not tell her any more</td>
</tr>
<tr>
<td>- Perform Act 3.3 (with props – Banquo’s murder)</td>
</tr>
<tr>
<td>- We know Macbeth has seen the vision of the dagger after killing Duncan; who did he kill in the last scene? His friend Banquo</td>
</tr>
<tr>
<td>- What do you think about Macbeth at this point in the play?</td>
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<td>- Look at character list – who has Macbeth now killed? Who else do you predict will be killed in this play?</td>
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<tbody>
<tr>
<td>- Video (5 min)</td>
</tr>
<tr>
<td>- Perform (10 min)</td>
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</tbody>
</table>
**Extend:** [55 min] Guided or independent practice using new learning

*Guided or independent practice, applying, posing and solving problems*

- What do you think about Macbeth at this point in the play?
- Give students types of characters handout and review with them
- We are going to look more in depth at the main character in our play
- Handout “I Am” poem criteria and explain
- Introduce “I Am” Poems → rest of time to work on planning (40 min) **due Wednesday, March. 7**

<table>
<thead>
<tr>
<th>Notes or Modifications:</th>
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</thead>
<tbody>
<tr>
<td>- Characterization (10 min)</td>
</tr>
<tr>
<td>- “I Am” Poems (40 min)</td>
</tr>
</tbody>
</table>

**Exit/Evaluate:** [5 min] Reflecting on/consolidating new learning. Assessing new learning (For, As, Of)

*Closure, summing up, responding, performing, committing, assessing/evaluating, observation, learning log, presentation, checklist, rubric, success criteria, project, peer or self-assessment.*

- Tests back on Monday
**English 11: The Witches**

**Date:** Monday, Mar. 5, 2018

<table>
<thead>
<tr>
<th>Learning Experience Number: 8</th>
<th>Length of Learning Experience: 80 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area: English 11</td>
<td>Curriculum Plan: Drama</td>
</tr>
</tbody>
</table>

**Core Competencies**
What core competencies/facets are your students developing through this learning experience?

- **Communication**
  - ✔ Connect and engage with others
  - ✔ Acquire, interpret, and present information
  - Collaborate to plan, carry out, and review constructions and activities
  - ✔ Explain/recount and reflect on experiences and accomplishments

- **Creative Thinking**
  - ✔ Novelty and value
  - ✔ Generating ideas
  - Developing ideas

- **Critical Thinking**
  - Analyze and critic
  - ✔ Question and investigate
  - Develop and design

- **Positive Personal and Cultural Identity**
  - ✔ Relationships and cultural contexts
  - Personal strengths and abilities
  - Personal values and choices

- **Personal Awareness and Responsibilities**
  - ✔ Self-determination
  - ✔ Self-regulation
  - ✔ Well-being

- **Social Responsibility**
  - ✔ Building relationships
  - ✔ Contributing to the community and caring for the environment
  - ✔ Solving problems in peaceful ways
  - ✔ Valuing diversity

**Understand – Big Idea:**
- Language shapes and influences others
- Texts are socially, culturally, geographically, and historically constructed
- Engagement with the play supports and encourages creativity in thinking, while developing understanding of the material
- I am responsible for my actions and these actions can be followed by moral consequences
- Exploration of theme(s) reveals important meanings about the play

**Know/Do/Value - Learning Standards (Curricular Competencies and Content)**
What learning target(s) related to the Big Ideas, Curricular Competencies and Content will this learning experience help students achieve?
**Learning Standards:** CC1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 14, 15, 16, 17; C1, 2, 3, 4, 9

*See unit plan for details*

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<th><strong>Flexible Learning Context:</strong></th>
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<td>- Contextualize the learning experience by connecting the play to relevant examples that are meaningful for students</td>
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<tr>
<td>- <em>Macbeth</em> books</td>
</tr>
<tr>
<td>- 20 Word Handout</td>
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<tr>
<th><strong>Engage/Explore:</strong> [25 min] Establish Meaning and Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continuing “I Am” Poems from Friday → peer review and time to work on (due Wednesday, March. 7)</td>
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<table>
<thead>
<tr>
<th><strong>Notes or Modifications:</strong></th>
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<tbody>
<tr>
<td>- Poems (20 min)</td>
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<thead>
<tr>
<th><strong>Explain:</strong> [20-25 min] Communicate new information/competencies/skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students turn to a partner and review what we read on Friday (summarize to each other)</td>
</tr>
<tr>
<td>- Video clip of Act 3.4 – Banquo’s ghost</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=Wvnr7wJTJrI">https://www.youtube.com/watch?v=Wvnr7wJTJrI</a> (l. 78-83)</td>
</tr>
<tr>
<td>- In partners analyze this scene in 20 words <em>(handout)</em></td>
</tr>
<tr>
<td>- Graphic novel Act 3.5 → why is Hecate angry? The witches played with Macbeth by giving him illusions without telling her; they will trick Macbeth even more</td>
</tr>
<tr>
<td>- Summarize Act 3.6: Lennox meets with another Thane and talks about the strange deaths that have happened; it is clear he suspects Macbeth of all the killing and refers to Macbeth as a tyrant; they heard that Macduff is on his way to ask the English king for an army to rid of Macbeth, which Macbeth has also heard</td>
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<thead>
<tr>
<th><strong>Notes or Modifications:</strong></th>
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<tbody>
<tr>
<td>- Video (5 min)</td>
</tr>
<tr>
<td>- Summary (5-10 min)</td>
</tr>
<tr>
<td>- Act 3.5 (5 min)</td>
</tr>
<tr>
<td>- Act 3.6 summary (5 min)</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Extend:</strong> [15 min] Guided or independent practice using new learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Act 4.1 (“Double Double” John Williams song):</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=pkHfn1OYR4Q">https://www.youtube.com/watch?v=pkHfn1OYR4Q</a></td>
</tr>
<tr>
<td>- Graphic novel Act 4.2 – witches provide Macbeth with another prophecy</td>
</tr>
<tr>
<td>- 3 W’s exit slip</td>
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</table>

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<tr>
<th><strong>Notes or Modifications:</strong></th>
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<tbody>
<tr>
<td>- Song (3 min)</td>
</tr>
<tr>
<td>- Scenes (10 min)</td>
</tr>
<tr>
<td>- Exit slip (5 min)</td>
</tr>
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</table>
## English 11: Macbeth’s Tragic Flaw - Ambition

**Date:** Tuesday, Mar. 6, 2018

<table>
<thead>
<tr>
<th>Learning Experience Number: 9</th>
<th>Length of Learning Experience: 80 min</th>
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<tbody>
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<td>Curriculum Area: English 11</td>
<td>Curriculum Plan: Drama</td>
</tr>
</tbody>
</table>

### Core Competencies

What core competencies/facets are your students developing through this learning experience?

- **Communication**
  - ✓ Connect and engage with others
  - ✓ Acquire, interpret, and present information
  - Collaborate to plan, carry out, and review constructions and activities
  - ✓ Explain/recount and reflect on experiences and accomplishments

- **Creative Thinking**
  - ✓ Novelty and value
  - ✓ Generating ideas
  - Developing ideas

- **Critical Thinking**
  - Analyze and critic
  - ✓ Question and investigate
  - Develop and design

- **Positive Personal and Cultural Identity**
  - ✓ Relationships and cultural contexts
  - Personal strengths and abilities
  - Personal values and choices

- **Personal Awareness and Responsibilities**
  - ✓ Self-determination
  - ✓ Self-regulation
  - ✓ Well-being

- **Social Responsibility**
  - ✓ Building relationships
  - ✓ Contributing to the community and caring for the environment
  - ✓ Solving problems in peaceful ways
  - ✓ Valuing diversity

### Understand – Big Idea:

- How does Macbeth’s tragic flaw of ambition contribute to his downfall?

### Know/Do/Value - Learning Standards (Curricular Competencies and Content)

What learning target(s) related to the Big Ideas, Curricular Competencies and Content will this learning experience help students achieve?

*Learning Standards: CC1, 3, 6, 7, 10, 11, 15; C1, 2, 4, 5, 6, 7, 9*

*See unit plan for details*
**Flexible Learning Context:**
- Contextualize the learning experience by connecting the play to relevant examples that are meaningful for students
- Personalize the learning by encouraging students to ask questions and develop their own meaningful connections to the play
- Personalize learning by having students explore online resources that will improve understanding of the play
- Enhance authenticity of learning experience by showing my own interest and passion in the play while encouraging students to take interest in ways that are meaningful for them

**Materials and Technologies/Resources/Pre Class Preparation:**
- *Macbeth* books
- Cube handouts

<table>
<thead>
<tr>
<th><strong>Engage/Explore:</strong> [5 min] Establish Meaning and Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>engaging, motivating, experiencing, connecting with prior knowledge,</em></td>
</tr>
</tbody>
</table>

- With a partner discuss what comes to mind when you hear the word “ambition”
- Is ambition always bad thing?
- Looking at another man that seemed to have it all until it started to go down hill (Justin Bieber) clip: [https://www.youtube.com/watch?v=QRDMjnvlSc](https://www.youtube.com/watch?v=QRDMjnvlSc)
- With a partner: what happens when our ambition is left unchecked?

<table>
<thead>
<tr>
<th><strong>Notes or Modifications:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Video clip (2 min)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Explain:</strong> [10 min] Communicate new information/competencies/skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>acquiring knowledge/skills, conceptualizing, developing understanding</em></td>
</tr>
</tbody>
</table>

- *Act 4.1 video clip* (from line 46-131): [https://www.youtube.com/watch?v=C_ZrBitwUsA](https://www.youtube.com/watch?v=C_ZrBitwUsA)

- **Summary of Acts 4.2-3:** Macbeth’s murderers arrive at the Macduff castle and kill his son; Lady Macduff escapes but the murderers pursue her; Macduff finds Malcolm in England; Ross arrives and tells Macduff about the murder of his family; Macduff blames himself; Malcolm agrees to return to Scotland as king (Macduff and Macbeth are suspicious of each other)

<table>
<thead>
<tr>
<th><strong>Notes or Modifications:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Video (5 min)</td>
</tr>
<tr>
<td>- Summary (5 min)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Extend:</strong> [60 min] Guided or independent practice using new learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>modeling, guided or independent practice, applying, posing and solving problems</em></td>
</tr>
</tbody>
</table>

- Cube building activity – students must complete the six sides to a cube activity relating to the theme of ambition
- Gallery walk of finished cubes – discussion on what students added

- *Video Act 5.1* (Lady Macbeth): [https://www.youtube.com/watch?v=1Aj-FERwMG4](https://www.youtube.com/watch?v=1Aj-FERwMG4) → how has Lady Macbeth’s ambition led to her downfall?

<table>
<thead>
<tr>
<th><strong>Notes or Modifications:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cube building (40ish min making; 5ish min building)</td>
</tr>
<tr>
<td>- Gallery walk of finished products and discuss (10 min)</td>
</tr>
<tr>
<td>- Act 4.1 video (5 min)</td>
</tr>
<tr>
<td>- Summary Acts 4.2-3 (5 min)</td>
</tr>
</tbody>
</table>
**Exit/Evaluate:** [5 min] Reflecting on/consolidating new learning. Assessing new learning (For, As, Of)
closure, summing up, responding, performing, committing, assessing/evaluating, observation, learning log,
presentation, checklist, rubric, success criteria, project, peer or self-assessment.
-3 W’s exit slip
## English 11: Essay Planning

**Date:** Wednesday, Mar. 7, 2018

<table>
<thead>
<tr>
<th>Learning Experience Number:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of Learning Experience:</strong></td>
<td>80 min</td>
</tr>
<tr>
<td><strong>Curriculum Area:</strong></td>
<td>English 11</td>
</tr>
<tr>
<td><strong>Curriculum Plan:</strong></td>
<td>Drama</td>
</tr>
</tbody>
</table>

### Core Competencies

**What core competencies/facets are your students developing through this learning experience?**

- **Communication**
  - Connect and engage with others
  - Acquire, interpret, and present information
  - Collaborate to plan, carry out, and review constructions and activities
  - Explain/recount and reflect on experiences and accomplishments

- **Creative Thinking**
  - Novelty and value
  - Generating ideas
  - Developing ideas

- **Critical Thinking**
  - Analyze and critic
  - Question and investigate
  - Develop and design

- **Positive Personal and Cultural Identity**
  - Relationships and cultural contexts
  - Personal strengths and abilities
  - Personal values and choices

- **Personal Awareness and Responsibilities**
  - Self-determination
  - Self-regulation
  - Well-being

- **Social Responsibility**
  - Building relationships
  - Contributing to the community and caring for the environment
  - Solving problems in peaceful ways
  - Valuing diversity

### Understand – Big Idea:

- How does Macbeth’s tragic flaw of ambition contribute to his downfall?

### Know/Do/Value - Learning Standards (Curricular Competencies and Content)

**What learning target(s) related to the Big Ideas, Curricular Competencies and Content will this learning experience help students achieve?**

**Learning Standards:** CC1, 3, 6, 7, 10, 11, 15; C1, 2, 4, 5, 6, 7, 9

**See unit plan for details**
**Flexible Learning Context:**
- Contextualize the learning experience by connecting the play to relevant examples that are meaningful for students
- Personalize the learning by encouraging students to ask questions and develop their own meaningful connections to the play
- Personalize learning by having students explore online resources that will improve understanding of the play
- Enhance authenticity of learning experience by showing my own interest and passion in the play while encouraging students to take interest in ways that are meaningful for them

**Materials and Technologies/Resources/Pre Class Preparation:**
- *Macbeth* books
- Essay assignment

**Engage/Explore: [15 min]** Establish Meaning and Purpose
- "I Am" Poems due → hand in
- Do course reflection #2 and hand in
- With partner: review the witches three new prophecies
- Summary of Act 5.2: Soldiers are on their way from England; Macbeth is fortifying his castle but will not be able to hold his position since his soldiers are not loyal to him

**Explain: [15 min]** Communicate new information/competencies/skills
- Summary of Acts 4.2-3: Macbeth’s murderers arrive at the Macduff castle and kill his son; Lady Macduff escapes but the murderers pursue her; Macduff finds Malcolm in England; Ross arrives and tells Macduff about the murder of his family, Macduff blames himself; Malcolm agrees to return to Scotland as king (Macduff and Macbeth are suspicious of each other)
- Video clip Act 5.1 (Lady Macbeth’s ambition contributing to her downfall): [https://www.youtube.com/watch?v=1AjFERwMG4](https://www.youtube.com/watch?v=1AjFERwMG4) (what’s happening to her?)
- Video clip Acts 5.3 + 5.5: [https://www.youtube.com/watch?v=S8hbcFDS0_I](https://www.youtube.com/watch?v=S8hbcFDS0_I)
- Summary of Act 5.4-5: The Scottish and English armies meet at Birnam Wood; Malcolm has each soldier cut a tree and carry it as camouflage to conceal their numbers; meanwhile, it is revealed that Lady Macbeth has died and Macbeth sees the Birnam woods approaching (the men disguised in the trees) and Macbeth begins to fear his position in battle

**Notes or Modifications:**
- Act 5.1 Video (6 min)
- Acts 5.2-3 video (6 min)
**Extend:** [45 min] Guided or independent practice using new learning

*modeling, guided or independent practice, applying, posing and solving problems*

- Introduce essay assignment; provide handout
- Graphic organizer for planning; briefly go over together the steps of essay planning (hook, thesis, intro/conclusion → what makes an effective essay?)
- If finished students can start working on their rough drafts

**Exit/Evaluate:** [5 min] Reflecting on/consolidating new learning. Assessing new learning (For, As, Of)

closure, summing up, responding, performing, committing, assessing/evaluating, observation, learning log, presentation, checklist, rubric, success criteria, project, peer or self-assessment.

- Do completion check for brainstorming worksheet

<table>
<thead>
<tr>
<th>English 11: Essay Drafts</th>
<th>Date: Thursday, Mar. 8 and Friday, Mar. 9, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Experience Number: 11-12</td>
<td>Length of Learning Experience: 80 min</td>
</tr>
<tr>
<td>Curriculum Area: English 11</td>
<td>Curriculum Plan: Drama</td>
</tr>
</tbody>
</table>

**Core Competencies**

What core competencies/facets are your students developing through this learning experience?

- ☐ Communication
  - ✔ Connect and engage with others
  - ✔ Acquire, interpret, and present information
  - Collaborate to plan, carry out, and review constructions and activities
  - ✔ Explain/recount and reflect on experiences and accomplishments

- ☐ Creative Thinking
  - ✔ Novelty and value
  - ✔ Generating ideas
  - Developing ideas

- ☐ Critical Thinking
  - Analyze and critic
  - ✔ Question and investigate
  - Develop and design

- ☐ Positive Personal and Cultural Identity
  - ✔ Relationships and cultural contexts
  - Personal strengths and abilities
  - Personal values and choices

- ☐ Personal Awareness and Responsibilities
  - ✔ Self-determination
  - ✔ Self-regulation
  - ✔ Well-being

- ☐ Social Responsibility
✔ Building relationships
✔ Contributing to the community and caring for the environment
✔ Solving problems in peaceful ways
✔ Valuing diversity

**Understand – Big Idea:**
- How does Shakespeare use theme to reveal insights about society?

**Know/Do/Value - Learning Standards (Curricular Competencies and Content)**
What learning target(s) related to the Big Ideas, Curricular Competencies and Content will this learning experience help students achieve?

*Learning Standards:* CC1, 3, 6, 7, 10, 11, 15; C1, 2, 4, 5, 6, 7, 9

*See unit plan for details*

**Flexible Learning Context:**
- Contextualize the learning experience by connecting the play to relevant examples that are meaningful for students
- Personalize the learning by encouraging students to ask questions and develop their own meaningful connections to the play
- Personalize learning by having students explore online resources that will improve understanding of the play
- Enhance authenticity of learning experience by showing my own interest and passion in the play while encouraging students to take interest in ways that are meaningful for them

**Materials and Technologies/Resources/Pre Class Preparation:**
- *Macbeth* books
- Acts 3-5 Summaries
- Essay assignment

**Engage/Explore: [10 min] Establish Meaning and Purpose**
*engaging, motivating, experiencing, connecting with prior knowledge,*
- **Handout:** Act 3-5 summaries
- **Handout:** *Macbeth* review video (5:00-8:30)
  [https://www.youtube.com/watch?v=uzAujyWpK_s&t=200s](https://www.youtube.com/watch?v=uzAujyWpK_s&t=200s)

**Explain: [15 min] Communicate new information/competencies/skills**
*acquiring knowledge/skills, conceptualizing, developing understanding*
- Read Act 5.6
- Perform Act 5.7-8
- Read Act 5.9

**Extend: [50 min] Guided or independent practice using new learning**
*modeling, guided or independent practice, applying, posing and solving problems*
- Review elements of essay – hook, body paragraphs, thesis
- Rest of time to go work on essay drafts

Notes or Modifications: -Video (5 min)
Exit/Evaluate: [5 min] Reflecting on/consolidating new learning. Assessing new learning (For, As, Of)
closure, summing up, responding, performing, committing, assessing/evaluating, observation, learning log,
presentation, checklist, rubric, success criteria, project, peer or self-assessment.
- Check progress where students are at; if using time wisely they can have time tomorrow to work on essay
English 11: Building *Macbeth* Board Games  
Date: Tuesday, Mar. 13, Wednesday, Mar. 14, and Thursday, Mar. 15 2018

<table>
<thead>
<tr>
<th>Learning Experience Number: 13-15</th>
<th>Length of Learning Experience: 80 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area: English 11</td>
<td>Curriculum Plan: Drama</td>
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</tbody>
</table>

**Core Competencies**
What core competencies/facets are your students developing through this learning experience?

- **Communication**
  - Connect and engage with others
  - Acquire, interpret, and present information
  - Collaborate to plan, carry out, and review constructions and activities
  - Explain/recount and reflect on experiences and accomplishments

- **Creative Thinking**
  - Novelty and value
  - Generating ideas
  - Developing ideas

- **Critical Thinking**
  - Analyze and critic
  - Question and investigate
  - Develop and design

- **Positive Personal and Cultural Identity**
  - Relationships and cultural contexts
  - Personal strengths and abilities
  - Personal values and choices

- **Personal Awareness and Responsibilities**
  - Self-determination
  - Self-regulation
  - Well-being

- **Social Responsibility**
  - Building relationships
  - Contributing to the community and caring for the environment
  - Solving problems in peaceful ways
  - Valuing diversity

**Understand – Big Idea:**
What themes are present in *Macbeth* and why are they important to the play?

**Know/Do/Value - Learning Standards (Curricular Competencies and Content)**
What learning target(s) related to the Big Ideas, Curricular Competencies and Content will this learning experience help students achieve?

*Learning Standards:* CC1, 3, 6, 7, 10, 11, 15; C1, 2, 4, 5, 6, 7, 9

*See unit plan for details*
**Flexible Learning Context:**
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<thead>
<tr>
<th>Materials and Technologies/Resources/Pre Class Preparation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <em>Macbeth</em> books</td>
</tr>
<tr>
<td>- Board game assignment</td>
</tr>
<tr>
<td>- Coloured paper / cardstock</td>
</tr>
<tr>
<td>- Craft supplies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engage/Explore: [5 min] Establish Meaning and Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>engaging, motivating, experiencing, connecting with prior knowledge,</td>
</tr>
<tr>
<td>- Checking progress, continuing from yesterday</td>
</tr>
<tr>
<td>- Anyone that was away to touch base</td>
</tr>
<tr>
<td>- If you are using technology to help with project – please ask first so that I know</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explain: [5 min] Communicate new information/competencies/skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>acquiring knowledge/skills, conceptualizing, developing understanding</td>
</tr>
<tr>
<td>- Today – finishing planning and starting to build game boards</td>
</tr>
<tr>
<td>- Art supplies: poster boards, coloured paper, etc.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Extend: [65 min] Guided or independent practice using new learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>modeling, guided or independent practice, applying, posing and solving problems</td>
</tr>
<tr>
<td>- Students work on projects (interacting and engaging with students as they work / touching base)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exit/Evaluate: [5 min] Reflecting on/consolidating new learning. Assessing new learning (For, As, Of)</th>
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<tbody>
<tr>
<td>closure, summing up, responding, performing, committing, assessing/evaluating, observation, learning log, presentation, checklist, rubric, success criteria, project, peer or self-evaluation</td>
</tr>
<tr>
<td>- Checking base with where students are at with making their projects / how much time they will need; progress</td>
</tr>
</tbody>
</table>
English 11: Playing *Macbeth* Board Games  Date:  Friday, Mar. 16, 2018

<table>
<thead>
<tr>
<th>Learning Experience Number: 16</th>
<th>Length of Learning Experience: 80 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area: English 11</td>
<td>Curriculum Plan: Drama</td>
</tr>
</tbody>
</table>

**Core Competencies**

What core competencies/facets are your students developing through this learning experience?

- □ Communication
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  - ✔ Acquire, interpret, and present information
  - ✔ Collaborate to plan, carry out, and review constructions and activities
  - ✔ Explain/recount and reflect on experiences and accomplishments

- □ Creative Thinking
  - ✔ Novelty and value
  - ✔ Generating ideas
  - ✔ Developing ideas

- □ Critical Thinking
  - ✔ Analyze and critic
  - ✔ Question and investigate
  - ✔ Develop and design

- □ Positive Personal and Cultural Identity
  - ✔ Relationships and cultural contexts
  - ✔ Personal strengths and abilities
  - ✔ Personal values and choices

- □ Personal Awareness and Responsibilities
  - ✔ Self-determination
  - ✔ Self-regulation
  - ✔ Well-being

- □ Social Responsibility
  - ✔ Building relationships
  - ✔ Contributing to the community and caring for the environment
  - ✔ Solving problems in peaceful ways
  - ✔ Valuing diversity

**Understand – Big Idea:**

What themes are present in *Macbeth* and why are they important to the play?

**Know/Do/Value - Learning Standards (Curricular Competencies and Content)**

What learning target(s) related to the Big Ideas, Curricular Competencies and Content will this learning experience help students achieve?

*Learning Standards: CC1, 3, 6, 7, 10, 11, 15; C1, 2, 4, 5, 6, 7, 9*

*See unit plan for details*
**Flexible Learning Context:**
- Contextualize the learning experience by connecting the play to relevant examples that are meaningful for students
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- Personalize learning by having students explore online resources that will improve understanding of the play
- Enhance authenticity of learning experience by showing my own interest and passion in the play while encouraging students to take interest in ways that are meaningful for them

**Materials and Technologies/Resources/Pre Class Preparation:**
- Board game assignment

<table>
<thead>
<tr>
<th><strong>Engage/Explore:</strong> [5 min] Establish Meaning and Purpose engaging, motivating, experiencing, connecting with prior knowledge,</th>
<th>Notes or Modifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions on the board: set up your game at one of the table groups</td>
<td></td>
</tr>
<tr>
<td>Spending approximately 20 minutes playing each game</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Explain:</strong> [5 min] Communicate new information/competencies/skills acquiring knowledge/skills, conceptualizing, developing understanding</th>
<th>Notes or Modifications:</th>
</tr>
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<tbody>
<tr>
<td>Go over expectations of how rotations will work and leaving feedback for peers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Extend:</strong> [65 min] Guided or independent practice using new learning modeling, guided or independent practice, applying, posing and solving problems</th>
<th>Notes or Modifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing the Macbeth board game assignments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Exit/Evaluate:</strong> [5 min] Reflecting on/consolidating new learning. Assessing new learning (For, As, Of) closure, summing up, responding, performing, committing, assessing/evaluating, observation, learning log, presentation, checklist, rubric, success criteria, project, peer or self-assessment.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review what students thought about the games and what they enjoyed</td>
<td></td>
</tr>
</tbody>
</table>