

# Macbeth

We intend to place all the Shakespeare activities we have in the project online as time and opportunity permits, but the first to appear is an activity developed in Leeds when we ran a workshop for schools in surrounding local authorities in 1995. We have mislaid the names of the teachers who developed this excellent activity, so please tell us if it was you and we'll credit you here.

This activity, which helps students to chart the changes in Macbeth's feelings and back this up by quotes from the play, has been very popular since it was originally produced.

## How it works.

Divide the class into five groups. Each group receives the quotes (with glosses) for a different scene of the play, plus a set of feelings cards. We cut the feelings out, pasted each of them on a slightly larger piece of coloured card and pasted their definitions on the back. Groups then need to go through their quotes, and decide which feelings cards they need to select to match the quotes. Groups can then feed back their results to the rest of the class.

This activity was last revised 14th October 2004.

The webaddress for this activity is:

<<http://www.collaborativelearning.org/macbeth.pdf>>

### COLLABORATIVE LEARNING PROJECT

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Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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### BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

\*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/macbeth.pdf>

**ASHAMED**

Feeling sorrow or guilt because you have done something wrong.  
(Regretful, Guilty)

**DESPERATE**

Feeling that you are not in control of the situation, and that you are being forced to act against your wishes.

**GLOOMY**

Feeling sad and depressed.

**DISTURBED**

To be mentally or emotionally unstable, to feel not in your right mind. (Insane, Crazy).

**WEAK**

Feeling that you have no power, that you cannot cope with everything.

**SUSPICIOUS**

Feeling you cannot trust someone or something though you cannot say why.

**SURPRISED**

To feel emotions caused by something sudden or unexpected happening.

**GRATEFUL**

How you look and feel when someone has said or done something kind to you.

**AMBITIOUS**

Having strong feelings you want to achieve something. e.g. wanting to have power, success or money.

**ARROGANT**

Feeling very confident, Thinking you are always right. Feeling that you will always win.

**BRAVE**

Not feeling afraid and feeling you can face things.  
(Bold, Courageous).

**CONFIDENT**

Feeling that you are always right, or that you are better than everyone else. Feeling proud of yourself.

<b>CONFUSED</b>	Feeling unclear about things and unsure what to say or do.
<b>CRUEL</b>	Having no feelings for the sufferings of others. Enjoying other people's suffering.
<b>HAPPY</b>	Feeling pleased, cheerful and contented.
<b>EXCITED</b>	Looking forward to something.
<b>HOPEFUL</b>	Feeling certain and sure that you can do things well. Having faith in yourself.
<b>PROUD</b>	Feeling pleasure about yourself and your actions, that you are good and of value.

<b>GENTLE.</b>	Acting in a sensitive way; being thoughtful about other people's feelings.
<b>SCARED</b>	Feeling that something or somebody will hurt you..
<b>STRESSED</b>	Feeling tense under pressure and that you cannot cope.
<b>STRONG</b>	Feeling powerful, sure of yourself. Able to cope with everything.
<b>CRAFTY</b>	Feeling that you can outwit people who trust you, because you are clever. Not caring what happens to them.
<b>TRUSTING</b>	To have faith in someone or something, to believe that someone will only do nice things for you and they will not hurt you.

<b>SECURE</b>	Feeling that you cannot fail, and that nothing can harm you.
<b>AMAZED</b>	To feel great wonder, or surprise.
<b>GRATEFUL</b>	How you look and feel when someone has said or done something kind to you.

## ACT ONE, SCENE THREE

- 1) "But how of Cawdor? The Thane of Cawdor lives  
A prosperous gentleman; and to be king  
Stands not within the prospect of belief." 72-75

( I can't believe this because the Thane of Cawdor is alive and I will never be King)

- 2) "Into the air and what seem'd corporal melted  
As breath into the air" 81 -82

( They seemed seemed to be flesh but disappeared into thin air )

- 3) "This supernatural soliciting  
Cannot be ill, cannot be good,  
If ill, why hath it given me an earnest of success,  
Commencing in a truth ?" 130-133

( I'm not sure whether these predictions are good or bad, but if they're bad how is it that they have started to come true?)

- 4) "If good why do I yield to that suggestion  
Whose horrid image doth unfix my hair,  
And make my seated heart knock at my ribs." 134-136

(If they are good then why is my heart beating so fast, and my hair standing on end like they would do if these ideas were evil?)

- 5) " Function is smothered in surmise and nothing is  
But what is not." 140-142

( I am really confused because everything seems to be upside down )

## ACT ONE. SCENE SEVEN

- 1) "If it were done, when 'tis done, then 'twere well  
It were done quickly." 1 -2

(If I've got to do this I want to get it over with quickly.)

- 2) "..He's here in double trust:  
First I am his kinsman and his subject  
Strong both against the deed; then as his host  
Who should against the murderer shut the door  
Not bear the knife myself." 12.....

(The King has two reasons to trust me. I am his relative and his subject, and so he trusts me. Also as his host I should protect him not murder him.)

- 3) "...his virtues will plead live  
angels....taking off."

19-21

(Duncan's good qualities will outlive him and make me his as his murderer look bad.)

- 4) "..I have no spur  
To prick the sides of my intent, but only  
Vaulting ambition which o'erleaps itself  
And falls on t'other." 25-28

(It is difficult to make myself murder him. My only reason is ambition, and if I let that get out of control I will get into serious trouble.)

- 5) "We will proceed no further in this business,  
He hath honoured me of late." 31-32

(I have decided not to kill because he has been good to me recently. )

- 6) ".....I am settled, and bend up  
Each corporal agent to this terrible feat  
Away, and mock the time with fairest show:  
False face must hide what false heart doth know ." 79- to the end

(I have made up my mind to kill him, and will use every power in my body to commit the deed. You won't be able to tell from looking at me, what I am thinking.)



## ACT TWO, SCENE ONE

1) "Is this a dagger I see before me,  
the handle toward my hand, come let me  
Clutch thee. I have thee not and yet I see thee still." 33-36

(I think I can see a dagger, but I could be imagining it. When I try to get hold of it it isn't there.)

2) "It is the bloody business which informs  
Thus to mine eyes." 48-49

(The thoughts of murder are playing tricks with my eyes)

3) ".....Whiles I threat, he lives:  
Words to the heat of deeds to cold breath gives." 60-61

( Talking about the murder too much will stop me from doing the deed.)

4) ".....The bell invites me.  
Hear it not Duncan for it is a knell  
That summons thee to heaven or to Hell." 62-64

(The bell is telling me it is time to go and murder Duncan. He mustn't hear it, because it will warn him he will soon be in heaven or in hell.)

## ACT THREE, SCENE FOUR

1) "There the grown serpent lies; the worm that's fled  
Hath nature that in time will venom breed," 49-30

(I'm pleased they have killed Banquo, but in the future his son will be a threat to me.)

2) "...If thou can'st nod, speak too.  
If charnel-houses and our graves must send  
Those that we bury back, our monuments  
Shall be the maws of kites." 70-73

(If you can nod your head, you can talk to me. How can the dead come back to life?)

3) "Do not muse at me my most worthy friends,  
I have a strange infirmity, which is nothing ." 85-86

(Don't be alarmed at the way I'm acting, it's an illness I have.)

4) "Avaunt and quit my sight, let the earth hide thee!  
Thy bones are marrowless, thy blood is cold." 93-94

(Get away from me, I can't bear to see you, because you are dead.)

5) "...I am in blood  
stepped in so far, that should I wade no more  
Returning were as tedious as go o'er" 36-38

(I have done so many evil things that there is now no turning back.)

## ACT FOUR SCENE ONE

1) "Macbeth, Macbeth, Macbeth, beware Macduff.  
Beware the Thane of Fife. Dismiss me. Enough." 87-88

(Be careful Macduff! I am going now. I have said enough.)

2) "Be bloody, bold and resolute. Laugh to scorn  
The power of men. No man of woman born  
shall harm Macbeth."

(Be brave and sure of yourself because you will be safe from anyone who was given birth to by a woman.)

3) "Be lion-mettled, proud and take no care  
Who chafes, who frets, or where conspirers are.  
Macbeth shall never vanquished be, until  
Great Birnam wood to high Dunsinane hill  
shall come against him." 90-94

(Be brave and strong as a lion, don't listen to worriers or about those who are against you, because you will never be beaten until Birnam wood moves to Dunsinane hill.)

4) "The castle of Macduff I will surprise,  
Seize upon Fife, give to the edge o' th' sword  
His wife, his babes and all unfortunate souls  
That trace him in his line." 150-153

(I'm going to send murders to Fife to kill Macduff's family.)

## ACT FIVE SCENES THREE AND FIVE

1) "Bring me no more reports, let them fly all.

Till Birnam Wood remove to Dunsinane,  
I cannot taint with fear. What's the boy Malcolm?  
Was he not born of woman?" 1 -3

(Let all my Thanes desert me, until Birnam Wood moves, I cannot be weakened by fear. I am not afraid of Malcolm, because his mother gave birth to him.)

2) "She should have died hereafter;

There would have been a time for such a word." 17-18

(I wish she had died later, because then I would have had time to grieve properly)

3) "Tomorrow and tomorrow and tomorrow,

Creeps in this petty pace from day to day," 19-20

(Life drags on from day to day with no purpose.)

4) "..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" 23-26

(Life is short and pointless, like a candle, shadow or a bad actor, which all either disappear or are never heard of again.)

5) "... ' Fear not 'till Birnam Wood

Do come to Dunsinane'; and now a wood  
Comes to Dunsinane'; Arm, arm and out!" 44-46

(I was warned that if the wood moved, I would be defeated. Let my army attack.)

6) "Ring the alarum bell! Blow wind, come wrack,

At least we'll die with harness on our back." 51-52

(Let the enemy do their worst. No matter how bad things are, we are going to die fighting.)