

Macbeth - Connect Four and Hot Seating in Role

I ran a workshop on why it was an inspiration to have a pupil new to English in your Year 10 English class at the NATE regional conference in Nottingham on 16th October. I mined the collaborative learning archive (there are over a thousand activities!) ,and showed colleagues a variety of activities developed by English teachers back in the 1990s, all handwritten or typed. You can get quite nostalgic about paste up and growing and shrinking pictures on the photocopier. Workshop participants chose this activity as the first one they would like to see online, so here it is. I cannot find the names of the teacher(s) who developed it, but I know they were either in Rochdale or Brighton. If it is yours please let us know, and we will put your name on it!
Last update 21st January 2005.

The webaddress for this activity is: <http://www.collaborativelearning.org/macbethconnect.pdf>

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

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 develop and 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 on the 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/macbethconnect.pdf>

Macbeth - Connect Four and Hot Seating in Role

Teachers' notes

1. Half the class are given a Role Card each. They are to sit in a circle facing outwards or at small tables round the room and read their card carefully. They could work in pairs and share a card if you prefer.
2. The other half are given a Question Grid. They then choose a character with a Role Card and may ask one question.
3. If they receive a NO answer, they should move on to another character and question them.
4. If they receive a YES answer, the character must reveal their identity. This name can then be written on the question grid in the space below the question. They may then continue to question their character and can either have two more questions but must stop if they receive a NO answer.
5. When the questioner has four names in a row on the grid: vertically, horizontally or diagonally, they should take their grid to the teacher or a pupil with a checking role to make sure they have a correct sequence.
6. The activity can continue until a pupil has completely filled a grid.

Follow up activities:

The teacher could ask all 24 questions and discover how many characters can answer YES to them because in lots of cases there is more than one.

Macbeth Connect Four Question Grid

MACBETH	Do you become a queen?	Are you a good king?	Are you a soldier?	Do you get murdered?	Do you survive?	Have you planned a murder?
Do you have a brother called Donalbain?	Do you walk in your sleep?	Have you ever hallucinated?	Do you have a son called Fleance?	Are you a thane?	Have you ever seen a ghost?	Are you ambitious?
Do you have evil thoughts?	Do you become queen?	Is your father King Duncan of Scotland?	Do you flee to England?	Is your father murdered?	Do you commit suicide?	Do you have a wife?
Do you murder a king?	Are your wife and children murdered?	Are you an evil king?	Do others admire you?	Do you have two sons?	Have you met a witch?	MACBETH

Role Card for Banquo

1. You are a soldier.
2. You are murdered.
3. You have a son named Fleance.
4. You are admired by others.
5. You have met witches.

Role Card for Macduff

1. You are a soldier.
2. You flee to England.
3. Your wife and children are murdered.
4. You murder a king.
5. You are a thane.
6. You survive.

Role Card for Duncan

1. You are a good king.
2. You are murdered.
3. You have two sons - Malcolm and Donalbain.
4. You are admired by others.

Role Card for Malcolm

1. You become king of Scotland.
2. Your father is murdered.
3. You have a brother named Donalbain.
4. You flee to England.
5. Your father is Duncan king of Scotland.
6. You survive.

Role Card for Macbeth

1. You are a soldier.
2. You murder a king.
3. You see a ghost.
4. You have met witches.
5. You are murdered.
6. You hallucinate.
7. You are very ambitious.
8. You have a wife.
9. You become an evil king of Scotland.

Role Card for Lady Macbeth

1. You become queen.
2. You are very ambitious.
3. You have evil thoughts.
4. You plan a murder.
5. You walk in your sleep.
6. You hallucinate.
7. You commit suicide.

These rules can be printed on the back of the Role Cards

Role Card Rules

1. You need to read the information on this card.
2. A questioner will approach you to ask you something about your character.
3. If your answer is NO they must move on to another character.
4. If the answer is YES tell the questioner your name. He/she can continue to question you until you answer NO to one of their questions.

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