An Introduction to William Shakespeare   Logan Quigley
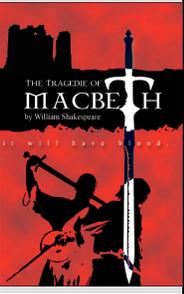Secondary Education: 11th grade

UNDERSTANDING MACBETH
William Shakespeare

Overview:	The students will focus in on William Shakespeare's tragedy *Macbeth* and will begin to break it down and analyze the meanings behind the work. They will also learn a brief history of Scotland and of the real Duncan and Macbeth, so as to provide contrast to Shakespeare's dramatic play, then present their findings in front of the class. The students will use MyTodos to organize group meetings and scheduling.
Objective:	By the end of the lesson, the students will be able to give a group presentation analyzing the first three scenes of Macbeth as compared to the reality of the ancient Scottish world, mentioning specifically why they believe Shakespeare changed the characters' personalities to the extent that he did. They will also focus on the way Shakespeare has begun to set up characters into particular archetypes (Banquo as the typical best friend, Macbeth as the warrior, etc.).
Standards:	11.3.2: Analysis of Grade-Level-Appropriate Literary Text: Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. 11.3.6: Analyze the way in which authors have used archetypes (original models or patterns, such as *best friend, champion, crusader, free spirit, nurturer, outcast, tyrant,* and others) drawn from myth and tradition in literature, film, political speeches, and religious writings. (Standards found at http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx)
Materials:	For this lesson, the students will require copies of *Macbeth* by William Shakespeare and a computer with internet access to use MyTodos for planning group meetings.
Procedure:	1. To begin the lesson, I will hand out copies of Shakespeare's *Macbeth* to the students and split them into groups of four. 2. Using the overhead device, I will present them with notes on the real-life versions of Macbeth and Duncan, so they can contrast the characters in the play against the real people. We will examine the relationship between Duncan and King James I (the king of England during Shakespeare's time) and King James' interest in witchcraft and sorcery. 3. When they have finished taking notes, I will ask them to open their copies of *Macbeth* and we will read aloud the first three scenes, with each student reading for a character. 4. I will then ask the students to get on the computers and set up accounts on MyTodos. We will go through and learn how to use it for planning. 5. After the students understand how to use MyTodos, I will ask them to use the remaining time in class to begin to discuss their thoughts on Macbeth with their groups.
Evaluation:	At the end of the unit, the students will be required to give a group presentation in front of the class regarding Shakespeare's intent in writing *Macbeth*, the way he changed the characters of Macbeth and Duncan to less accurately depict reality, and any foreshadowing the students might have noticed in the reading. I will grade the presentation according to a rubric given to the students ahead of time and check to make sure the students understood the intent of the lesson, can analyze literature's archetypes, and are able to read into Shakespeare's commentary on real life that he has hidden inside his play.