

Follow the instructions below to complete the activity.

NAME

DATE

Using the information found in *Macbeth*, verify whether the following statements are true or false. Check your answers in the book. If the answer is false, write the correct answer below the statement. List the page number where you found the information beside your answer.

Statement 1	<p><i>Macbeth</i> was likely first performed at the original Globe Theatre in London.</p>	<input type="checkbox"/> True <input type="checkbox"/> False	Page Number	
Statement 2	<p>The real Macbeth was a benevolent Scottish king who was killed in battle in 1057 by King Duncan I.</p>	<input type="checkbox"/> True <input type="checkbox"/> False	Page Number	
Statement 3	<p>Some scholars believe William Shakespeare included witches in <i>Macbeth</i> because King James I was interested in the supernatural.</p>	<input type="checkbox"/> True <input type="checkbox"/> False	Page Number	
Statement 4	<p>According to legend, a coven of witches cursed <i>Macbeth</i> because William Shakespeare used a real witches' spell in Act 4, Scene 1 of the play.</p>	<input type="checkbox"/> True <input type="checkbox"/> False	Page Number	
Statement 5	<p>Eighteen of the 25 plays published in the First Folio, including <i>Macbeth</i>, had never been published before then.</p>	<input type="checkbox"/> True <input type="checkbox"/> False	Page Number	



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Use these guidelines and questions to inform your research on a topic related to the characters in *Macbeth*. This will help to organize your ideas and write a first draft of your magazine article.

1. What topic would you like to research and explore in your magazine article? Be as specific as possible.

2. List some research questions to guide you in the research process.

3. What kind of sources do you think will be useful in your research?



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4. What kind of experts would you like to reference in this article?

5. What differing perspectives on this topic do you think exist?

6. Who is your target audience? What kind of magazine would this article appear in?



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This checklist provides questions to ask yourself when analyzing bias in a document. Refer to these questions while reading the document, and make notes based on what you read and infer. Then, use your notes to conduct further research and to write your analysis.

1. Who is the writer?

2. What is the writer's purpose for creating this document?

3. Who is the intended audience?

4. In order to determine what might have shaped their opinions, what might be important to know about the writer?

5. How can you determine whether or not the writer is a reliable source on this topic?

6. What are the main points presented in this document?

7. What facts are presented?

8. What opinions are presented?



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9. When and where was this document written?

10. What do you know about the historical context of the time and place in which this document was created? What do you still need to find out?

11. Does the writer have first-hand knowledge on the topic or event?

12. Where do you think the bias in the document appears?

13. What evidence can you use to back this up?

14. What quotations from this document would you like to use in your analysis?

15. What other sources can you explore to learn more about this topic?

16. What other perspectives may exist on this topic?



Follow the instructions below to complete this activity.

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Use these guidelines and questions to begin planning your podcast.

Knowledge of the Topic

Your podcast should demonstrate thorough knowledge of your chosen topic. Focus on a specific, narrow topic, rather than a broad one. Your research should result in accurate, detailed, high-quality information that can be used in your podcast.

- What topic would you like to research and explore in your podcast?
Be as specific as possible.

- List some research questions to guide you in the research process.

- What kind of sources do you think will be useful in your research?



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Purpose and Audience

Determine the purpose of your podcast, as well as your target audience. Knowing this will help you to organize and present information in a way that both effectively fulfills your purpose and appeals to your target audience. A clear purpose to the podcast should be established immediately.

- What is the purpose of creating your podcast?

- What will you do to fulfill your purpose?

- Who is your target audience?

- How will you appeal to your target audience?



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Content and Structure

- Begin the podcast with an engaging introduction to grab the listener’s attention.
- At some point, identify the speaker, the location, and the date the podcast was produced.
- Present your main points and supporting facts in a logical, effective manner.
- Stay focused on your chosen topic throughout the podcast.
- Be sure to use correct grammar, and use vocabulary that enhances the content of the podcast.
- At the conclusion of the podcast, clearly summarize the main information.

Technical Aspects

Record your podcast in a quiet environment that is free of background noises. Edit the podcast to a length that will keep the listener engaged. Use appropriate audio effects to enhance the podcast. The speaker should enunciate clearly, and use appropriate rhythm and expression in their voice. Deliver the podcast in a well-rehearsed, conversational manner.

- Where will you record your podcast?

- How long will you aim to make your podcast?

- What audio effects do you think will enhance your podcast?



Use this template to create an outline for your comparative essay. This will help to organize your ideas and research, which will then guide you in writing the first draft of your essay.

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Write out your main ideas, supporting evidence, and analysis in point form, then organize them in the order you want to present them in your essay.

Introduction

- An interesting statement about the topic of the essay to grab the reader's attention.

- More detailed information about the play, including the name of the play and the playwright.

- A one-sentence thesis that states your essay's argument in a concise and specific way.



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Body Paragraph 1

- A topic sentence that refers to your thesis and how the idea appears in the play. This needs to support the argument of your thesis.

- A supporting sentence that specifically points to the part of the play you want to discuss in this paragraph.

- Textual evidence of this idea as it appears in the play.

- Your analysis of this textual evidence and how it supports the claim you are making.

- A transitional statement to link the topic of this paragraph to the next.



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Body Paragraph 2

- A topic sentence that refers to your thesis and how the idea appears in the play. This needs to support the argument of your thesis.

- A supporting sentence that specifically points to the part of the play you want to discuss in this paragraph.

- Textual evidence of this idea as it appears in the play.

- Your analysis of this textual evidence and how it supports the claim you are making.

- A transitional statement to link the topic of this paragraph to the next.



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Body Paragraph 3

- A topic sentence that refers to your thesis and how the idea appears in the play. This needs to support the argument of your thesis.

- A supporting sentence that specifically points to the part of the play you want to discuss in this paragraph.

- Textual evidence of this idea as it appears in the play.

- Your analysis of this textual evidence and how it supports the claim you are making.



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Conclusion

- Refer back to the topic of your essay.

- Refer to the three points presented in the body paragraphs.

- Restate and rephrase your thesis.



Use your knowledge of *Macbeth* and of critical literary analysis to answer these questions.

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- 1** Macbeth struggles with the decision to kill Duncan, and is later haunted by guilt due to his actions. This is an example of which type of conflict?
- A Man vs. Nature
 - B Man vs. Self
 - C Man vs. Society
 - D Man vs. Self
- 2** In Act 1, Scene 4, Duncan states, "There's no art/ To find the mind's construction in the face:/ He was a gentleman on whom I built/ An absolute trust." This is an example of which literary device?
- A Situational irony
 - B Euphemism
 - C Antithesis
 - D Dramatic irony
- 3** A floating dagger appears before Macbeth prior to killing Duncan. What does this dagger symbolize?
- A Macbeth's conscience as he struggles with the idea of murdering Duncan
 - B The witches' prophecy and the power it has to influence Macbeth
 - C Macbeth's ambition to become the king
 - D Lady Macbeth's ambition to become more powerful



Use your knowledge of *Macbeth* and of critical literary analysis to answer these questions.

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4 Which excerpt from *Macbeth* uses a metaphor?

- A "This is the sergeant/ Who like a good and hardy soldier fought/ 'Gainst my captivity."
- B "Kind gentlemen, your pains,/ Are register'd, where every day I turn/ The leaf to read them."
- C "He that's coming/ Must be provided for: and you shall put/ This night's great business into my despatch."
- D "Our castle's strength/ Will laugh a siege to scorn."

5 William Shakespeare's plays can be categorized into three genres. Which genre does *Macbeth* fall under?

- A Romance
- B Comedy
- C History
- D Tragedy

6 "Come, you spirits/ That tend on mortal thoughts, unsex me here,/ And fill me from the crown to the toe topful/ Of direst cruelty!" In this excerpt, which theme of the play does Lady Macbeth introduce?

- A Ambition
- B Kingship
- C Gender roles
- D Guilt



Use your knowledge of *Macbeth* and of critical literary analysis to answer these questions.

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- 7** Given his interests and the context and events of his reign, why might *Macbeth* have been of interest to King James I of England?
- A Early in his reign, Guy Fawkes attempted to kill James by blowing up the English Parliament
 - B James was the heir to both the English and the Scottish thrones
 - C James was known to be fascinated by witchcraft and the supernatural
 - D All of the above
- 8** “Out damned spot! Out, I say ... Yet who would have thought the old man/ to have had so much blood in him?” In this excerpt from the play, what does the spot of blood on her hand represent to Lady Macbeth?
- A Her loyalty to her husband, even as he continues to commit crimes to ensure he stays in power
 - B Her desire to break away from the responsibilities traditionally placed on women
 - C Her overwhelming guilt for the role she played in murdering Duncan
 - D Her wish to fulfil the prophecy of the witches
- 9** Which reason best describes why Macbeth might be considered an anti-hero or tragic hero?
- A Macbeth’s tragic flaw of ambition leads him to commit immoral acts for his own benefit, which leads to his eventual downfall
 - B The play’s antagonist, Macduff, is not generally considered to be a ‘bad guy’
 - C At the beginning of the play, Macbeth has the potential for greatness, but does not live up his potential
 - D Unlike some protagonists, Macbeth does not receive a happy ending at the conclusion of the play



Use your knowledge of *Macbeth* and of critical literary analysis to answer these questions.

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10 Which of the following excerpts from the play is most clearly related to the theme of ambition?

- A "Bleed, bleed, poor country!/ Great tyranny! lay thou thy basis sure,/ For goodness dare not cheque thee."
- B "The Prince of Cumberland! That is a step/ On which I must fall down, or else o'erleap,/ For in my way it lies."
- C "Thou hast it now: King, Cawdor, Glamis, all,/ As the weird women promised, and I fear/ Thou play'dst most foully for't."
- D "Sons, kinsmen, thanes,/ And you whose places are the nearest, know/ We will establish our estate upon/ Our eldest, Malcolm, whom we name hereafter/ The Prince of Cumberland."



Write the words from the list below in the box above the correct definition for each word. Check your answers on page 30 of the book.

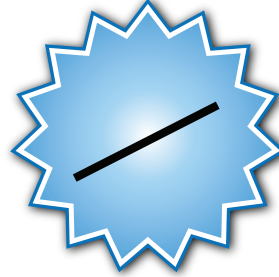
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KEYWORDS

ambitions	loyalty	royalty
feudalism	monarch	vengeance
gender roles	nobility	
guilt	prophecy	

Your Score is



=

%

- | | |
|--|---|
| <p>1. <input type="text"/>
standards created by society that determine the behavior seen as appropriate to an individual's gender</p> <p>2. <input type="text"/>
the class below royalty in the feudal system; granted rights to land by the monarch, which peasants could then rent and work</p> <p>3. <input type="text"/>
the state of or a strong feeling of faithfulness and support</p> <p>4. <input type="text"/>
referring to the status of a monarch and the members of his or her family</p> <p>5. <input type="text"/>
a person, such as a king, queen, or emperor, who rules over a country or kingdom</p> | <p>6. <input type="text"/>
strong aspirations to achieve specific goals</p> <p>7. <input type="text"/>
the act of harming or punishing someone in retaliation for a previous wrong or injury</p> <p>8. <input type="text"/>
a medieval social system in which nobles protected peasants and provided them with land in exchange for food and labor</p> <p>9. <input type="text"/>
a statement that predicts or foretells an event that will happen in the future</p> <p>10. <input type="text"/>
feelings of shame, especially for committing a crime or action one considers to be wrong</p> |
|--|---|

