

Languages, Literacy and Communication

English



Y8 An Introduction to Shakespeare

Watch Sensational Shakespeare on BBC iPlayer... (link in notes below)



Reading Task: A Visit to the Theatre in Shakespeare's Time

Read about 'A Visit to the theatre in Shakespeare's time' and answer the questions that follow.

A Visit to the Theatre in Shakespeare's Time

Imagine you are living in 1592, Shakespeare's time, and you are going to the theatre. You set off at lunchtime. All plays take place during the day because electricity has not been discovered yet. You may arrive at the theatre by boat across the River Thames, but you can save your ferry fare and walk across London Bridge. As you approach the Globe Theatre you pass the pits where bear baiting and cockfighting take place. A flag is flying from the roof which means that there is a performance today. People are crazy for the theatre, flocking to see the latest plays and ogle at their favourite actors. Anyone and everyone goes to the theatre in London. About 21,000 Londoners go to the theatre every week. That's over a tenth of the city's population – so it could be a fairly busy journey!



Read through the questions below carefully. Write your answers in full sentences in your exercise book.

- Why did all the plays take place during daylight hours?
- What time exactly did the performances begin?
- How did people know when to hurry to the theatre because the performance was about to begin?
- In which two ways did people travel to the theatre?
- What sort of activities might they pass on the way to the theatre?

True or False Quiz



SHAKESPEARE - FANTASTIC FACTS TRUE OR FALSE?



Read through the statements written below and put a tick in the box you think is correct.

- | | True | False |
|---|--------------------------|--------------------------|
| 1. Shakespeare was born on 3 rd March, 1971. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Shakespeare was born on 23 rd April, 1564. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Shakespeare's father was a glove-maker. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. His father was fined for making a dunghill outside his house.
(A dunghill is the polite way of describing what we would flush down the toilet!) | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. He was born in Stratford-upon-Avon. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. William Shakespeare had 12 bothers and sisters. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. William was the oldest of 6 surviving children. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. In Shakespeare's day he had to start school at 6am and finish at 6pm and work on Saturdays! | <input type="checkbox"/> | <input type="checkbox"/> |

True or False Quiz

9. Shakespeare studied word processing, knitting, aeronautics and cycling at school.

10. Shakespeare studied grammar, Latin, Greek, History, Arithmetic (Maths) and RE. He had to learn long passages by heart.

11. Shakespeare couldn't spell and had awful handwriting.

12. Shakespeare married a woman called Ivy Clare Fishpool.

13. Shakespeare was a toyboy! Shakespeare got married at the age of 17. Ann Hathaway, his wife, was 26.

14. Six months after he married, his wife gave birth to a baby girl.

15. Shakespeare and his wife had twins called Alfonso and Hortense.

16. Shakespeare and his wife had twins called Hamnet and Judith.

True or False Quiz

17. We cannot be sure that his name was actually Shakespeare as his spelling was so bad. It could have been:
Shagsper
Shaxpere
Shackespere
Shakeshaft
Shapeare
18. Some of Shakespeare's most famous plays are called Oliver, Cinderella and Pochahontas.
19. Shakespeare wrote 37 plays.
20. Shakespeare wrote a play called The Taming of the Shrew in 1594.
21. Some of Shakespeare's most famous plays are called A Midsummer Night's Dream, Romeo and Juliet and Twelfth Night.
22. Shakespeare died on his birthday aged 52.
23. When he died he left everything to his cat.
24. When Shakespeare died he left his wife the second best bed in the house and nothing else!

True or False Quiz – The answers...

2. Shakespeare was born on 23rd April, 1564.
3. Shakespeare's father was a glove-maker.
4. His father was fined for making a dunghill outside his house.
(A dunghill is the polite way of describing what we would flush down the toilet!)
5. He was born in Stratford-upon-Avon.
6. William was the oldest of 6 surviving children.
8. In Shakespeare's day he had to start school at 6am and finish at 6pm and work on Saturdays!
10. Shakespeare studied grammar, Latin, Greek, History, Arithmetic (Maths) and RE. He had to learn long passages by heart.
11. Shakespeare couldn't spell and had awful handwriting.
13. Shakespeare was a toyboy! Shakespeare got married at the age of 14. 17. Ann Hathaway, his wife, was 26.
15. Six months after he married, his wife gave birth to a baby girl.
16. Shakespeare and his wife had twins called Hamnet and Judith.

True or False Quiz – The answers...

17. We cannot be sure that his name was actually Shakespeare as his spelling was so bad.

19. Shakespeare wrote 37 plays.

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22. Some of Shakespeare's most famous plays are called A Midsummer Night's Dream, Romeo and Juliet and Twelfth Night.

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24. When Shakespeare died he left his wife the second best bed in the house and nothing else!

The Globe Theatre

- At the time of the construction of The Globe Theatre the population of London was approximately 150,000 people.
- 1599 - The Globe Theatre was built. Shakespeare was one of 7 owners.
- 1613 - The Globe Theatre accidentally burnt down.

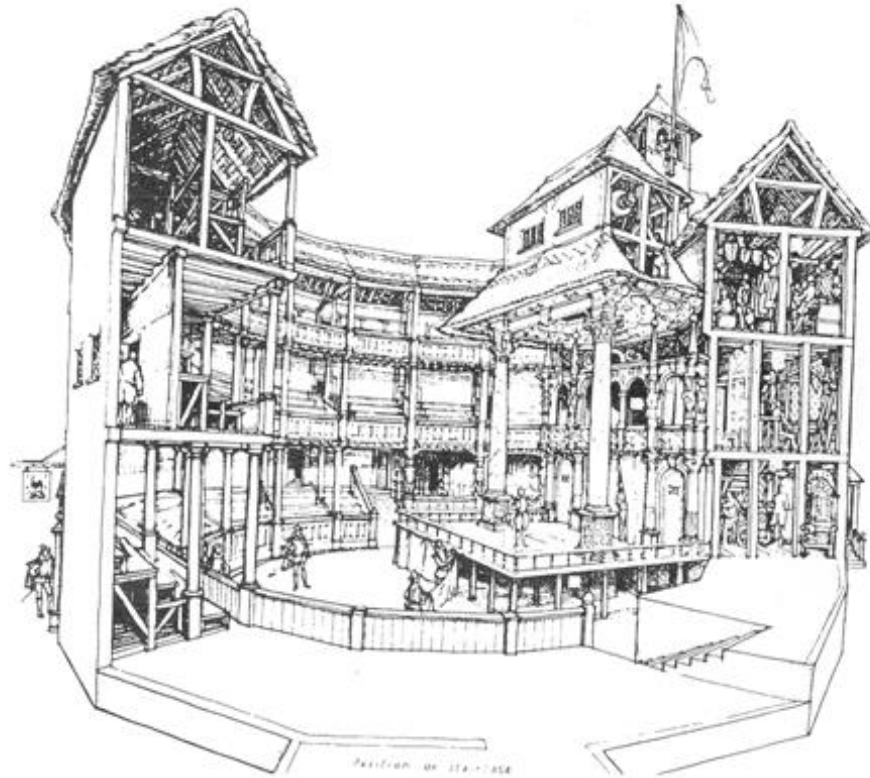


You will now watch an extract from the film 'Shakespeare in Love'. What do you notice about The Globe Theatre?

The Globe Theatre

Can you correctly label the diagram of the Globe?

Shakespeare's Globe Theatre



See if you can label this diagram of the Globe correctly with the list below:

1. Where the groundings stood
2. Where the richer people sat
3. The gallery above the stage where musicians played.
4. The 'hell' under the stage
5. The stage trap.
6. Where 'cut purses' might operate.
7. Back-stage area
8. The 'heavens'

Elizabethan Theatre...

Did you know?

- There was little scenery and no lighting effects; the scene had to be set largely by the words - sometimes with the help of music
- Female roles were played by boys - one reason why they have relatively few lines; though there are important female roles
- Audiences were rowdier than now - people drank beer and ate, and many were standing
- Comedy (comic relief in tragedies) was sometimes used to hold the audience's interest.

Comparing the Modern Theatre with Shakespeare's

Modern Theatre	Shakespeare's Theatre
Evening and matinee shows	

Some other ideas...

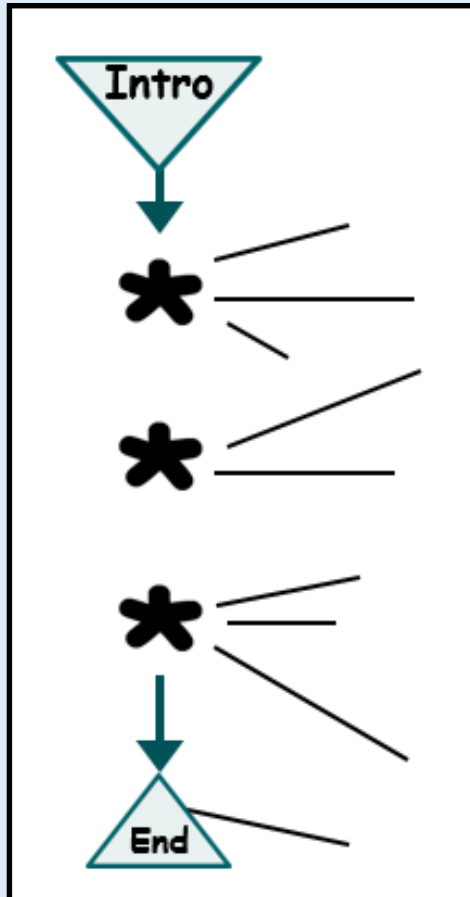
- Shakespearean
- Simple props, open air
 - Poorer on ground standing – everyone goes to plays
 - Plays could take hours
 - Food and beer drunken
 - Loud audience
 - If it rained it still went on
 - Young boys used instead of females
 - Music used – simplistic
 - Plays everyday event

- Modern Theatre
- Extravagant props, sound, music used for audience
 - Poorer get higher seats (in gods)
 - Plays still take hours
 - Intermission time for food only
 - Audience quiet and respectful
 - Inside venues
 - Women allowed on stage
 - Wealthier people go - a special event

Writing task: Sensational Shakespeare – A guide for young people

Task: Using your own research and your class notes so far, produce a short, attractive guide for Year 6 pupils as an introduction to Shakespeare and his plays.

Suggestions for what to include:



A front cover – including title, design and your name

Important dates

Shakespeare's theatre

Information about Elizabethan England – plague, fashion, food etc.

Shakespeare's life and family
Plays

A summary of a plot of one of his plays

Writing task: Sensational Shakespeare – A guide for young people

How successful were you?

Use this checklist to self-assess your work.



SUCCESS CRITERIA

Challenging

- ✓ Write one-two sides A4
- ✓ Paragraph your ideas – at least 3 main paragraphs
- ✓ Set out the article correctly
- ✓ Clearly discuss the topic and provide your opinion

More Challenging

- ✓ Vary language use with a range of techniques: tripling, rhetorical question, statistics
- ✓ The leaflet is lively and interesting to read
- ✓ Use a range of details/examples in your leaflet

Most Challenging

- ✓ Evaluate why Shakespeare is still regarded as one of the greatest writer's today. What makes him so popular?
- ✓ Remember writing at the highest level will be convincing and almost error-free.

Translation task: Translate these Tudor phrases into modern English.

- Good morrow/Good day to thee
- How is it with ye? How now?
- Prithee what wouldst thou?
- How do men call you?
- Whence come ye?
- How comest thou hither?
- Whither go you?
- What o'clock ist?
- What hast thou done?
- What say ye?
- What meanst this?
- What gauding and fooling is this?
- How old art thou?
- I care not a groat.
- Be of good cheer.

Henry V



Henry V – The story so far...

Some information about Henry V:

- When he was a prince, Henry V (or 'Harry' as he is sometimes called) was one of the lads, leading a life of wine, women and song. After he was crowned king he changed completely, dropping all his old mates to become dignified and responsible.
- Newly crowned King Henry found himself strapped for cash, so he discussed the idea of taking land from the Church. The powerful church bishops are alarmed at this plan and decide to head him off in a different direction: to fill his empty coffers they tell him he should attack France and regain territory once held by the English Crown. Henry's war against France is retold in the play Henry V.

Reading Task: How does Henry persuade his men to risk their lives in his speeches?

How successful were you?

Use this checklist to self-assess your work.



SUCCESS CRITERIA

Challenging

- ✓ Write about at least 8 quotations
- ✓ Use the PEE structure and use a range of connectives 'Next...', 'Then...'
- ✓ Use ' and ' around quotations from the poem
- ✓ After each quotation, explain how the words persuade us.

More Challenging

- ✓ Give personal responses. 'This would make the reader think/feel/consider...'
- ✓ Comment on particular words and phrases and why they were used.

Most Challenging

- ✓ Evaluate. How successful is Henry in persuading his men to risk their lives in his speeches? Which technique/strategy is the most persuasive? Why?
- ✓ Discuss the writer's intentions. 'The writer wants us to consider...'
- ✓ Remember writing at the highest level will be confident, fluent and well-argued (moving away from the PEE grids).

Reading Task: How does Henry persuade his men to risk their lives in his speeches?

Speech 1:

Once more unto the breach, dear friends, once more;
Or close the wall up with our English dead.
In peace there's nothing so becomes a man
As modest stillness and humility:
But when the blast of war blows in our ears,
Then imitate the action of the tiger;
Stiffen the sinews, summon up the blood,
Disguise fair nature with hard-favour'd rage;
Now set the teeth and stretch the nostril wide,
Hold hard the breath and bend up every spirit
To his full height. On, on, you noblest English.
Whose blood is fet from fathers of war-proof!
Fathers that, like so many Alexanders,
Have in these parts from morn till even fought
And sheathed their swords for lack of argument:
Dishonour not your mothers; now attest
That those whom you call'd fathers did beget you.
Be copy now to men of grosser blood,
And teach them how to war. And you, good yeoman,
Whose limbs were made in England, show us here
The mettle of your pasture; let us swear
That you are worth your breeding; which I doubt not;
For there is none of you so mean and base,
That hath not noble lustre in your eyes.
I see you stand like greyhounds in the slips,
Straining upon the start. The game's afoot:
Follow your spirit, and upon this charge
Cry 'God for Harry, England, and Saint George!'

In this scene, in the middle of the play, the English army attack Harfleur in France (Act 3 scene i)

It looks as if the military campaign in France will begin with a defeat. Henry's army has been driven back from the walls of Harfleur; they are exhausted, wounded, frightened. It looks as if they will not be able to win this battle.

In this speech Henry must inspire his men to try again. Henry finally manages to persuade most of them into another assault and they win.

[Watch a performance of the speech here:](https://www.youtube.com/watch?v=VOOZDO5KDv4&list=RDVOOZDO5KDv4&start_radio=1)
https://www.youtube.com/watch?v=VOOZDO5KDv4&list=RDVOOZDO5KDv4&start_radio=1

Copy and complete this PEE grid in your exercise book:

Point	Evidence	Explanation
Henry begins his speech by asking his men to...	He says, "Once more unto the breach, dear friends, once more"	He repeats the phrase 'once more' to... He addresses his men as 'dear friends' as he wants to...
Henry explains what will happen to his army if they do not win this battle.	"Or close the wall up with our English dead"	<p><u>How does Henry persuade?</u></p> <p>He appeals to:</p> <ul style="list-style-type: none"> •His army's loyalty to family •His army's loyalty to the crown •Their manhood/masculinity •Their religious belief •Their pride •Their abilities as soldiers <p><u>Aiming for level 6+</u></p> <p>Analyse language techniques:</p> <ul style="list-style-type: none"> •command •simile •superlative (noblest) •possessive pronouns (our/your)
	"Imitate the action of the tiger"	
	"On, on, you noblest English"	
	"Dishonour not your mothers"	
	"Show us here the mettle of your pasture"	
	"I see you stand like greyhounds in the slips"	
	"Cry 'God for Harry, England, and Saint George!'"	

Henry V – What happens next...

The King of France and his nobles are very frustrated at the English victory at Harfleur. One of their men is sent to tell Henry the French have so far only been playing about; from now on they're in this fight for real. The French bring a very large army to Agincourt, the setting for the final battle that will determine whether the English or French will rule the country.

And so the great battle for France begins. The English are outnumbered five to one, but they fight fiercely and though many are killed, especially on the French side, the English gradually gain the upper hand. The French can hardly believe it! Henry V



Reading Task: How does Henry persuade his men to risk their lives in his speeches?

Speech 2:

Act 4, Scene 3 – Agincourt

In this scene the English prepare for battle. They saddle their horses, put on their armour, ready their swords and lances. At the final moment King Henry speaks to his men. He tells them that anyone who has not got the stomach for the fight can leave now with safe conduct. He waits. No one leaves. Then, to lift their hearts and spirits, he speaks to them. This is his last speech and it is crucial. Will he inspire his men to fight well and defeat the French?

This day is called the feast of Crispian:
He that outlives this day, and comes safe home,
Will stand a tip-toe when the day is named,
And rouse him at the name of Crispian.
He that shall live this day, and see old age,
Will yearly on the vigil feast his neighbours,
And say 'To-morrow is Saint Crispian:'
Then will he strip his sleeve and show his scars.
And say 'These wounds I had on Crispin's day.'
Old men forget: yet all shall be forgot,
But he'll remember with advantages
What feats he did that day: then shall our names
Familiar in his mouth as household words
Harry the king, Bedford and Exeter,
Warwick and Talbot, Salisbury and Gloucester,
Be in their flowing cups freshly remember'd.
This story shall the good man teach his son;
And Crispin Crispian shall ne'er go by,
From this day to the ending of the world,
But we in it shall be remember'd;
We few, we happy few, we band of brothers;
For he to-day that sheds his blood with me
Shall be my brother; be he ne'er so vile,
This day shall gentle his condition:
And gentlemen in England now a-bed
Shall think themselves accursed they were not here,
And hold their manhoods cheap whiles any speaks
That fought with us upon Saint Crispin's day.

Copy and complete this PEE grid in your exercise book:

Point	Evidence	Explanation
Henry begins the speech by telling his men they have the chance to create history.	"He strip his sleeve and show his scars. And say 'These wounds I had on Crispin's day.'"	Henry suggests the men will be proud of their 'scars', the wounds they will receive in battle.
	"He'll remember with advantages what feats he did that day"	
	"Harry the king, Bedford and Exeter, Warwick and Talbot, Salisbury and Gloucester"	
	"This story shall the good man teach his son"	
	"We few, we happy few, we band of brothers"	
	"And gentlemen in England now a-bed shall think themselves accursed they were not here, and hold their manhoods cheap"	

How does Henry persuade?

He appeals to:

- Their desire to create history and a name for themselves
- Their manhood/masculinity
- Their loyalty to family
- Their pride
- Their unity as a group of men

Aiming for level 6+

Analyse language techniques:

- listing
- First person plural (we)
- repetition

A Midsummer Night's Dream



Reading Task: A Midsummer Night's Dream extract

A Midsummer Night's Dream

At the start of the play Egeus is angry because his daughter Hermia is refusing to marry the man she is supposed to. Hermia is in love with Lysander, but Egeus wants her to marry Demetrius. Read Egeus' speech below.

Egeus:

Full of vexation come I, with complaint
Against my child, my daughter Hermia.
Stand forth, Demetrius. My noble lord,
This man hath my consent to marry her.
Stand forth, Lysander: and my gracious duke,
This man hath bewitch'd the bosom of my child;
Thou, thou, Lysander, thou hast given her rhymes,
And interchanged love-tokens with my child:
Thou hast by moonlight at her window sung,
With feigning voice verses of feigning love,
And stolen the impression of her fantasy
With bracelets of thy hair, rings, gawds, conceits,
Knacks, trifles, nosegays, sweetmeats, messengers
Of strong prevailment in unhardened youth:
With cunning hast thou filch'd my daughter's heart,
Turn'd her obedience, which is due to me,
To stubborn harshness: and, my gracious duke,
Be it so she; will not here before your grace
Consent to marry with Demetrius,
I beg the ancient privilege of Athens,
As she is mine, I may dispose of her:
Which shall be either to this gentleman
Or to her death, according to our law
Immediately provided in that case.

1. To show that he is angry, Egeus uses lots of very harsh and strong sounding words such as; vexation and bewitch'd. Write a list of all of the harsh or strong-sounding words in the speech. What effect do they have on the audience?
2. Look at the 6th line- what does Egeus accuse Lysander of doing to Hermia?
3. You have the definition of 'feigning' (line 10). This word is repeated twice in one line- what does this show about Egeus' view of Lysander's feelings?
4. Read the last six lines of the speech- what will happen to Hermia if she does not do as she is told?



Background information...

In Athenian society, women married according to power.

Their fathers matched them up, and married them to powerful families to make alliances.

This meant no 'looking for love'; if you were a woman from a good family you would be expected to marry in order to secure your future.



Character profile – Egeus

Name – Egeus

Age- 50

Title- Duke of Athens.

Reasons for law suit-

Wants his daughter to marry Demetrius and not Lysander.



Character profile – Hermia

Name – Hermia

Age- 21

Title- Daughter of the Duke of Athens.

Reasons for law suit-

Wants to marry Lysander and not be forced into marriage.



Hermia has always fantasised about getting married to the love of her life.

She believes in true love.

Forced marriages although common if unwanted can cause heart break and put the women in situations they do not want to be in.

Oracy task: Provocative Statements

1. Parents should interfere with the relationships of their children.
2. Children should always obey their parents without question.
3. Parents should be incredibly strict with their children so that the children can learn discipline.
4. Children should look after their parents when they get old.



Think, pair, share!

Do you agree or disagree with these statements?

In pairs, list your reasons. Share with the class.

Good afternoon men and women of the law.
You have been gathered here to represent two parties, in the case of
Egeus versus Hermia.

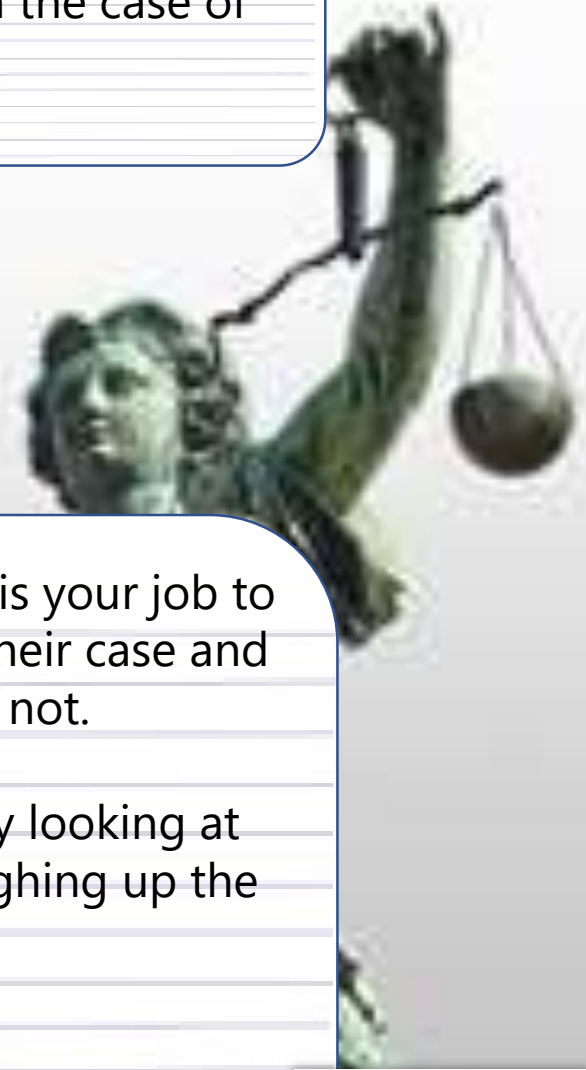
Defendant – Hermia (Charged with neglecting
her duty as a daughter, and breaking her
arranged marriage to Demetrius.)

Egeus suing his daughter
Hermia over the dissolution of
her promise to Demetrius.

**Let the debate
begin...**

You are the jury, it is your job to
decide who wins their case and
who does not.

We will do this by looking at
evidence and weighing up the
facts.



A Midsummer Night's Dream [Act 1, Scene 1 from line 202]

Hermia and Lysander love each other and after Egeus (Hermia's father) says she must marry Demetrius or be killed, they decide to run away. Helena is a friend of Hermia's; Helena is in love with Demetrius who is the man Hermia is supposed to marry and is upset because Demetrius loves Hermia and not her. Helena bumps into Hermia and Lysander and they tell her their plan.

HERMIA: Take comfort: he no more shall see my face;
Lysander and myself will fly this place.
Before the time I did Lysander see,
Seem'd Athens as a paradise to me:
O, then, what graces in my love do dwell,
That he hath turn'd a heaven unto a hell!

LYSANDER: Helen, to you our minds we will unfold:
To-morrow night, when Phoebe doth behold
Her silver visage in the watery glass,
Decking with liquid pearl the bladed grass,

A time that lovers' flights doth still conceal,
Through Athens' gates have we devised to steal.

HERMIA: And in the wood, where often you and I
Upon faint primrose-beds were wont to lie,
Emptying our bosoms of their counsel sweet,
There my Lysander and myself shall meet;
And thence from Athens turn away our eyes,
To seek new friends and stranger companies.

1. Look carefully at Hermia's first speech; how did Hermia see Athens before she met Lysander?
2. Hermia uses powerful language to explain how she feels about Athens; she describes it as 'a hell'; write down all of the words and phrases this makes you think of.
3. Lysander tells Helena their plan- what are they going to do?
4. What are Hermia and Lysander going to 'seek' away from Athens? (read Hermia's last speech).



A complicated love story!

The course of true love never did run smooth....

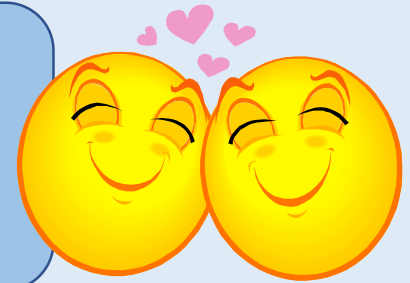
Hermia is told by her father that she has to marry **Demetrius**.



Hermia and **Lysander** decide to run away from the king and get married in secret.



Hermia and **Lysander** are joined by **Helena** (Who loves Demetrius) and **Demetrius** (Who loves Hermia).



They chance upon the kingdom of the fairies, run by **Oberon** and **Titania**, who are arguing over a page boy.



Oberon plays a trick on **Titania** and gets PUCK to drop the juice of a magical flower in her eyes (Love potion). She will fall in love with the first person she sees.



PUCK also drops the potion in Lysander's eyes (mistaking him for **Demetrius**)

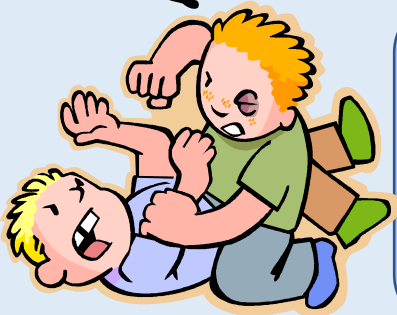
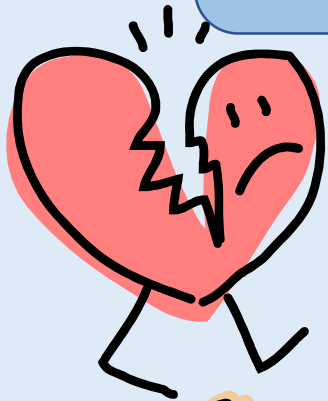


When **Lysander** wakes up he falls in love with **Helena**.



Now, **Lysander** and **Demetrius** love **Helena**. She thinks they are playing a trick on her and feels hurt.

Hermia and **Helena** nearly fight! As do **Lysander** and **Demetrius**- but PUCK diverts them. **Until they are lost.**



Hermia and Helena argue

1. Why are the characters arguing in this scene?
2. List the insults they use against one another.

Performance work:

In performance, this is often a comical scene. Develop a performance in pairs. Think about the use of physical theatre (movements) to bring the argument to life and make it convincing.

HERMIA

O me! you juggler! you canker-blossom!
You thief of love! what, have you come by night
And stolen my love's heart from him?

HELENA

Fine, i'faith!

Have you no modesty, no maiden shame,
No touch of bashfulness? What, will you tear
Impatient answers from my gentle tongue?
Fie, fie! you counterfeit, you puppet, you!

HERMIA

Puppet? why so? ay, that way goes the game.
Now I perceive that she hath made compare
Between our statures; she hath urged her height;
And with her personage, her tall personage,
Her height, forsooth, she hath prevail'd with him.
And are you grown so high in his esteem;
Because I am so dwarfish and so low?
How low am I, thou painted maypole? speak;
How low am I? I am not yet so low
But that my nails can reach unto thine eyes.

HELENA

I pray you, though you mock me, gentlemen,
Let her not hurt me: I was never curst;
I have no gift at all in shrewishness;
I am a right maid for my cowardice:
Let her not strike me. You perhaps may think,
Because she is something lower than myself,
That I can match her.

HERMIA

Lower! hark, again.

HELENA

O, when she's angry, she is keen and shrewd!
She was a vixen when she went to school;
And though she be but little, she is fierce.

HERMIA

'Little' again! nothing but 'low' and 'little'!
Why will you suffer her to flout me thus?
Let me come to her.



Macbeth



Introducing The Witches

Some film clips to introduce the witches...

<http://www.bbc.co.uk/education/clips/znx34wx>

<http://www.bbc.co.uk/education/clips/zs6b9j6>

<http://www.bbc.co.uk/programmes/p00wk5kz>

Now read Act 1, Sc 1...



How are the witches presented in Act one, scene one?

Task: In groups of three, create a freeze frame to show three witches, talking to one another, scheming...

Now join with another group of three. One trio should hold a freeze frame while the other trio reads the lines from Act one, scene one. Make your voices dramatic.

Now try performing the scene as a class, with others creating a soundscape, adding in sound effects for thunder, lightning and rain.

Think! Why would Shakespeare choose to open the play with these characters, in this kind of setting?



Context:



Memory task!

You will be shown the next slide for 60 seconds.
You must remember as many of the details as you can.

After 60 seconds , in pairs, create a list of as many details as you can remember from the slide. Your teacher will pin up the answers at the front. Which team will remember the most facts?

Context - Witchcraft

In the modern world we have scientific knowledge to explain why natural disasters such as earthquakes, floods and droughts take place. However in Shakespeare's time, there was no such science and so people invented all sorts of explanations to explain why bad things happened. One of the ways they accounted for the unexplained was the idea of witches. In Elizabethan/Jacobean England hundreds of thousands of women were tortured and executed in Europe because they were accused of witchcraft. They were blamed for accidents, misfortunes and disasters of all kinds. People thought that witches could see into the future, cast spells, cause storms and bad weather and disguise themselves as other creatures such as cats.

- In Scotland between 1590 and 1680 (the time when Shakespeare wrote Macbeth) approximately 4400 'witches' were executed. The most well known case is that of the North Berwick witches in 1590-92. They were accused of attempting to murder King James I by placing a wax image of him in a fire. The witches were arrested, interrogated by James I himself and executed.

Follow up activity...



Stick a copy of the 'Context –Witchcraft' sheet into your book. Underneath write a few sentences explaining why Shakespeare may have chosen to include witches in his play.

NRT Style Reading Questions - Macbeth

Macbeth: Act One

SCENE I. A desert place.

Thunder and lightning. Enter three Witches

First Witch

When shall we three meet again
In thunder, lightning, or in rain?

Second Witch

When the hurlyburly's done,
When the battle's lost and won.

Third Witch

That will be ere the set of sun.

First Witch

Where the place?

Second Witch

Upon the heath.

Third Witch

There to meet with Macbeth.

First Witch

I come, Graymalkin!

Second Witch

Paddock calls.

Third Witch



Task: Read the text and answer the questions that follow.

Analysis

Macbeth begins in "an open place" — a place without any landmarks or buildings — with the appearance of the three "weird sisters," as they later call themselves. The Old English word "wyrd," or "weird" means "Fate," which is exactly the origin of these Witches: They are the Fates of classical mythology, one of whom spun the thread of a person's life, one of whom measured it, and one of whom cut it. The bleakness of the scene is a dramatic representation both of the wild Scottish landscape in which the play is set and the more universal wilderness of man's existence.

The Three Witches' speech is written in short rhyming verse that imitates the casting of a spell. The women's language is also full of the imagery of witchcraft and of chaotic weather: thunder, lightning, rain, fog, and "filthy air."

The lines "When the battle's lost and won" and "Fair is foul and foul is fair" are the most significant in the scene. On the one hand, these contradictory statements are the kind of riddles we would expect from witches; on the other, the lines suggest a paradox that runs throughout the play: Life frequently presents a confused picture of events in which discerning truth from falsehood is difficult.

Glossary

Graymalkin, Paddock - grey cat, toad; both "familiar" or witches' companions.

Questions:

1. Mark with a 'T' statements which are true and mark with an 'F' | statements which are false.

There are four witches.

The Wyrd Sisters are meeting on a moor.

Graymalkin is another name for a witches' cat.

There is sunshine in the background.

Witches speak in rhyming verse.

2) What does "hurly-burly" mean? Tick one.

Peace

Sad

tory statement or a paradox.

e Two

WNOX, with Attendants, meeting a

NRT Style Reading Questions - Macbeth

Answers to National Test type questions:

Macbeth Act 1, Scenes 1 & 2

- 1) False, True, true, false, true, false
- 2) Turmoil
- 3) When the battle's lost and won; OR
Fair is foul, and foul is fair
- 4) 3, 4, 1, 6, 5, 2
- 5) Sparrows, hare
- 6) Valour's minion
- 7) a) A toad (or "paddock") b) hoped c) Macbeth triumphed

The Witches – What makes them interesting characters?

What we see	Evidence	Explanation
Appearance		
The way they open the play		
What they have done in the past		
Their strange rhymes/spells		
What they say to Macbeth		
The way Shakespeare uses pathetic fallacy to warn the audience		
The way they seem to enjoy disturbance/trouble		

Re-read Act one,
scenes one and
three to help you
to complete the
table

Context - Witchcraft

In the modern world we have scientific knowledge to explain why natural disasters such as earthquakes, floods and droughts take place. However in Shakespeare's time, there was no such science and so people invented all sorts of explanations to explain why bad things happened. One of the ways they accounted for the unexplained was the idea of witches. In Elizabethan England hundreds of thousands of women were tortured and executed in Europe because they were accused of witchcraft. They were blamed for accidents, misfortunes and disasters of all kinds. People thought that witches could see into the future, cast spells, cause storms and bad weather and disguise themselves as other creatures such as cats.

- In Scotland between 1590 and 1680 (the time when Shakespeare wrote Macbeth) approximately 4400 'witches' were executed. The most well known case is that of the North Berwick witches in 1590-92. They were accused of attempting to murder King James I by placing a wax image of him in a fire. The witches were arrested, interrogated by James I himself and executed.



What are your first impressions of Macbeth?

Write a paragraph. Comment on the following quotations:

- "brave Macbeth – well he deserves that name"
- "his brandished steel... smoked with bloody execution"
- "unseamed him from the nave to the chops"
- "as cannons overcharged"
- "what he hath lost noble Macbeth hath won"

heroic
prepared to take on challenges
ruthless
fearless
doesn't think about the consequences of killing
cold-blooded
strong
explosive
powerful
respected
promotion

Discussion: Have you ever visited a fortune teller? Would you ever consider it in the *future*?

Video clip: 'Macbeth' - Act 1 Scene 3
<http://www.bbc.co.uk/education/clips/zyhr87h>

Read act one, scene three

Stirring up trouble!

Prophecies – What do the Witches tell Macbeth?

- 1.
- 2.
- 3.

How does this change Macbeth's behaviour?

What do the witches tell Banquo?



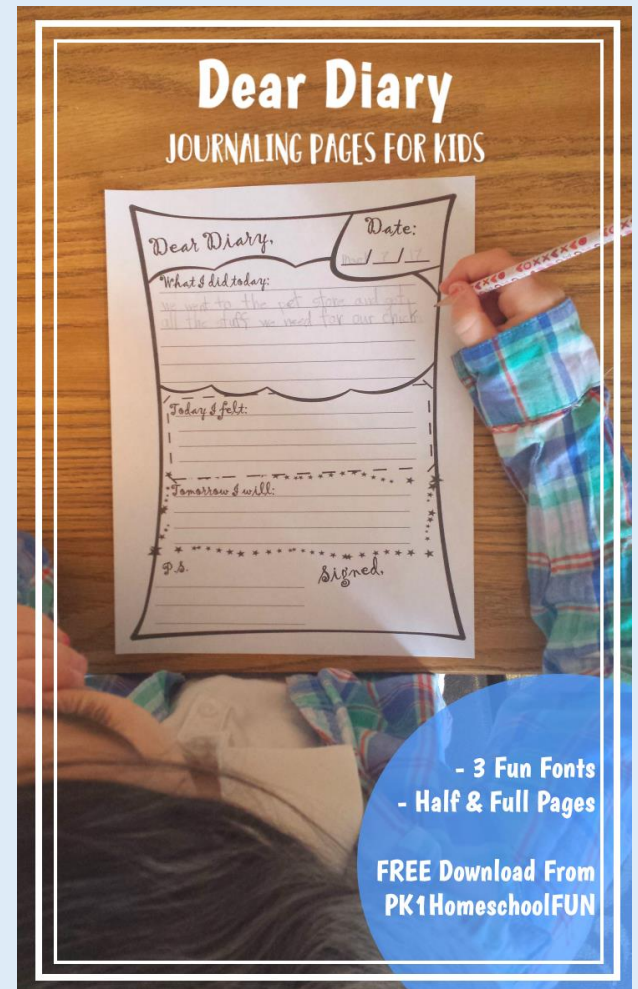
Writing task

Macbeth has met with the witches.

Write his diary entry.

You should include the following:

- His thoughts about the battle
- His first impressions of the witches
- What they had to say
- What he's going to do next



Making Predictions



When Macbeth hears that King Duncan plans to make him Thane of Cawdor, he realises that the prediction made by the Witches was accurate. He now wonders whether he will also become king, as promised.

He writes a letter to Lady Macbeth to explain his news and to say that King Duncan will stay with them, at their castle, that night.

Predict! How will Lady Macbeth react? What will she say/think when she hears the news? Write your prediction on a post-it. Can you group together the predictions? Who will be right? Read Act one scene five.

Lady Macbeth – First Impressions

How does Lady Macbeth react when she reads Macbeth's letter?



1. What she says: “And shalt be what thou art promised”

What she means:

2. What she says: “Yet I do fear thy nature;

It is too full o’th milk of human kindness”

What she means:

3. What she says: “Hie thee hither that I may pour my spirits in thine ear”

What she means:

Video of Lady Macbeth's soliloquy:
http://www.bbc.co.uk/schools/teachers/offbyheart/speeches/macbeth_raven.shtml

Lady Macbeth's soliloquy

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe top-full
Of direst cruelty! make thick my blood;
Stop up the access and passage to remorse,
That no compunctious visitings of nature
Shake my fell purpose, nor keep peace between
The effect and it! Come to my woman's breasts,
And take my milk for gall, you murd'ring ministers,
Wherever in your sightless substances
You wait on nature's mischief! Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes,
Nor heaven peep through the blanket of the dark,
To cry "Hold, hold!"

A soliloquy is a speech delivered in a Shakespeare play, when the character is alone on stage. It reveals the character's innermost thoughts and feelings.

Stick a copy of the soliloquy in your book and annotate it.

How does Shakespeare use imagery to present Lady Macbeth's character in her soliloquy?

Macbeth – Act 1, scene 7

At the beginning of this scene, Macbeth is alone on stage agonising about whether to kill Duncan. This type of speech which takes place when a character is alone (or thinks s/he is) is called a soliloquy.



Complete the discussion skeleton, showing Macbeth's arguments both for and against killing Duncan.

6 Discussion text



- *This is what people think about this issue.*

To help someone to understand the issue

Present tense

Technical words appropriate to topic

Formal and impersonal

Logical/ contrasting connectives

Paragraphs often a series of contrasting points. Logical order.

Will Macbeth kill Duncan?

- If it were done... then 'twere well it were done quickly
- He's here in double trust
- I am his kinsman and his subject
- As his host,/Who should against the murderer shut the door not bear the knife myself
- Duncan/Hath borne his faculties so meek, hath been/So clear in his great office
- I have no spur/To prick the sides of my intent, but only/Vaulting ambition

He will

He will
not

Discussion
text

Lady Macbeth's Persuasive Techniques

Language technique	Quotation	How this is persuasive
Questions	"What beast was't then, / That made you break this enterprise to me?"	By asking Macbeth why he has broken his promise to her, Lady Macbeth makes him feel guilty, and therefore under more pressure to kill Duncan.
A simile		
Statements		
Commands		
Other		

Video clip:

<http://www.bbc.co.uk/education/clips/z3s9jxs>