

10.4.2

Lesson 12

Introduction

In this lesson, students continue their work with *Macbeth*, reading Act 4.1 (from “Thrice the brinded cat hath mewed” to “Come bring me where they are”), in which the Three Witches present Macbeth with apparitions that tell him of the future, and Macbeth plots to kill Macduff and Macduff’s family. Following a masterful reading of lines 1–76, students take roles and read lines 77–177 aloud with the entire class. At various points during the whole-class dramatic reading, students pause for a close reading and discussion. Students focus on the development of plot in this scene. Student learning is assessed via a Quick Write at the end of the lesson: How do the Witches’ interactions with Macbeth advance the plot?

For homework, students complete the Act 3 Synopsis and Analysis Tool to synthesize their understanding of Act 3, which they finish reading for this lesson.

Standards

Assessed Standard(s)	
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Addressed Standard(s)	
L.9-10.4.c	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>

Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> How do the Witches' interactions with Macbeth advance the plot?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Discuss the Witches' interaction with Macbeth (e.g., The Witches deceive Macbeth with the first three apparitions, making him feel at ease, as if nothing will happen to him: "none of woman born / Shall harm Macbeth" (lines 91–92) and "Macbeth shall never vanquished be until / Great Birnam Wood to high Dunsinane Hill / Shall come against him" (lines 105–107); however, the Witches then present another series of apparitions that make Macbeth anxious again, because they seem to contradict what he has just been told: "A show of eight kings, the eighth king with a glass in his hand, and Banquo last" (line 126 s.d.).). Identify how these interactions advance the plot (e.g., because Macbeth feels confused and threatened by what the apparitions have shown him, he plans to kill Macduff and his family: "The castle of Macduff I will surprise / Seize upon Fife, give to th' edge o' th' sword / His wife, his babes" (lines 171–173).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> toil (n.) – battle, strife, struggle apparition (n.) – a supernatural appearance of a person or thing vanquished (v.) – conquered or subdued by a superior force issue (n.) – offspring, descendants
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> assurance (n.) – full confidence; freedom from doubt; certainty twofold (adj.) – double sprites (n.) – spirits

Additional vocabulary to support English Language Learners (to provide directly)

- cauldron (n.) – a large pot*
- root (n.) – the part of a plant that grows underground, gets water from the ground, and holds the plant in place*
- born (v.) – brought into life by the process of birth

*Consider providing students with visual aids to support understanding of these definitions.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.9-10.3, L.9-10.4.c • Text: <i>Macbeth</i> by William Shakespeare, Act 4.1: lines 77–177 (Masterful Reading: Act 4.1, lines 1–76) 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Whole-Class Dramatic Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 15% 4. 45% 5. 15% 6. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 10.4.1 Lesson 1)
- Student copies of the Act Synopsis and Analysis Tool (refer to 10.4.2 Lesson 4)—students need additional blank copies for homework

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.

no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.9-10.3. Inform students that today they continue with *Macbeth*, reading Act 4.1. In this lesson, students focus on how the interactions between Macbeth and the Witches advance the plot.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to 10.4.2 Lesson 11's homework assignment. (Read Act 3.5 and 3.6 (from "Why, how now, Hecate? You look angrily" to "I'll send my prayers with him.") Use the explanatory notes to support your reading, as well as the Homework Scaffolding Tool.) Instruct students to form pairs to discuss their Homework Scaffolding Tools.

- 💬 See the Model Scaffolding Tool at the end of this lesson for possible student responses.

Lead a brief whole-class discussion of student responses.

- ① Following a discussion of student responses, consider asking students to summarize the two scenes before moving on to Act 4.1.

Activity 3: Masterful Reading

15%

Have students listen to a masterful reading of Act 4.1, lines 1–76 (from "Thrice the brinded cat hath mewed" to "Thyself and office deftly show"). As students listen, ask them to focus on the mood of the passage.

- ① If necessary, remind students that *mood* is the overall feeling of a scene.
 - ▶ Students follow along, reading silently.
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students:

How do Macbeth and the Witches develop the story?

Provide students with the following definition: *toil* means “battle, strife, struggle.”

① Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the class.

- ▶ Students write the definitions of *toil* on their copy of the text or in a vocabulary journal.

① **Differentiation Consideration:** Consider providing the following definition to support students: *cauldron* means “a large pot.”

Ask students to Think, Pair, Share about the following questions:

What are the Witches doing before Macbeth arrives?

- 💬 They are casting a spell for bad things to happen, repeating, “Double, double toil and trouble / Fire burn and cauldron bubble” (lines 10–11).

How do lines 44–45 (“By the pricking of my thumbs, / Something wicked this way comes”) impact the mood of the scene before Macbeth arrives?

- 💬 These lines further heighten the ominous mood of the scene and prepare the audience for a “wicked” thing that is about to happen.

What does the Witches’ interaction with Macbeth suggest about their intentions?

- 💬 The Witches are mysterious and will not give him straight answers to his questions. They do not answer his questions directly, but only show him apparitions and speak in riddles: “A deed without a name” (line 50).

Activity 4: Whole-Class Dramatic Reading and Discussion

45%

Transition to a whole-class dramatic reading for the remainder of the lesson. Assign students roles (consider doing this the previous day), including the roles of Banquo and the eight kings. Instruct students to read lines 77–114 (from “Tell me, thou unknown power” to “pay his breath / To time and mortal custom”). After line 114, ask students to Turn-and-Talk about the following questions.

Provide students with the following definition: *apparition* means “a supernatural appearance of a person or thing.”

- ▶ Students write the definition of *apparition* on their copy of the text or in a vocabulary journal.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *root* means “the part of a plant that grows underground, gets water from the ground, and holds the plant in place,” *born* means “brought into life by the process of birth.”

- ▶ Students write the definition of *root* and *born* on their copy of the text or in a vocabulary journal.

What are the three messages from the apparitions to Macbeth?

- 💬 The first apparition tells him to “Beware Macduff” (line 81); the second tells him that “none of woman born / Shall harm” him (lines 91–92); the third tells him that he will never be defeated until “Great Birnam Wood to high Dunsinane Hill / Shall come against him” (lines 106–107).

What “assurance” does Macbeth plan to make “double sure” (lines 94–96)? How?

- 💬 He will make sure he will not be harmed by Macduff. To do this, he plans to kill Macduff: he “shalt not live” (line 95).

What words could replace “assurance” in line 94?

- 💬 Student responses may include:
 - guarantee
 - confidence
 - certainty

Lead a brief whole-class discussion of student responses.

Instruct students to read lines 115–177 (from “Tell me, if your art / Can tell so much” to “Our duties did not welcome his pay”). After line 177, ask students to Turn-and-Talk about the following questions.

Provide students with the following definitions: *issue* means “offspring, descendants” and *vanquished* means “conquered or subdued by a superior force.”

- ① Students may be familiar with these words. Consider asking students to volunteer the definition before providing it to the class.
- ▶ Students write the definition of *issue* and *vanquished* on their copy of the text or in a vocabulary journal.
- ① Remind students to use the explanatory notes to define words like *twofold* and *sprites*.

- ① Consider drawing students' attention to the application of standard L.9-10.4.c through the process of determining word meaning by using explanatory notes.

What does Macbeth still desire to know (lines 115–117)?

- Whether or not Banquo's sons, or his "issue," will ever be king.

How do the interactions between Macbeth and the Witches affect Macbeth's state of mind in this scene?

- Macbeth's state of mind changes several times throughout this scene. At first, Macbeth is increasingly calmed by the news from the apparitions: "Sweet bodements good!" (line 110), and he feels assured that he cannot be killed. Then, just before the Witches leave, they make him scared again by showing him Banquo's "issue" as kings: "Let this pernicious hour / Stand aye accursèd in the calendar!" (lines 149–150).

How does this final series of apparitions fulfill Hecate's directions in Act 3.5 (lines 28–33)?

- Student responses may include:
 - They restore his confusion: "Thy crown does sear mine eyeballs!" (line 128); "Horrible sight!" (line 137), because if Banquo's descendants will be king it means he will be killed by one of them.
 - After seeing the apparitions, Macbeth "scorns death" (Act 3.5, line 30), and thinks he does not need to fear death. For example, he says, "Then live, Macduff; what need I fear of thee?" (line 93).
 - The Witches create apparitions that tell Macbeth to "be lion-mettled, proud and take no care" (line 103), and to "Be bloody, bold, and resolute" (line 90). Saying such things, the apparitions inspire confidence and "security" (Act 3.5, line 32) in Macbeth that all will be well.

At the end of Act 4.1, what does Macbeth decide to do? Why?

- Student responses may include:
 - Because Macbeth is feeling confused and threatened by the apparitions, he plans to kill Macduff and his family: "The castle of Macduff I will surprise, / Seize upon Fife, give to th' edge o' th' sword / His wife, his babes, and all unfortunate souls / That trace him in his line" (lines 171–174).
 - Macbeth vows to defend his own family ("the very firstlings of my heart" (line 167)) and to act on his thoughts ("To crown my thoughts with acts" (line 169)).

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

How do the Witches' interactions with Macbeth advance the plot?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.
- ☞ See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review notes and annotations they made while reading Act 3, and then record their summary of the act and analysis of character and central idea development on the Act Synopsis and Analysis Tool.

- ▶ Students follow along.

Homework

Review all notes and annotations you made while reading Act 3, and then record a summary of the act and analysis of character and central idea development on the Act Synopsis and Analysis Tool.

Model Homework Scaffolding Tool: *Macbeth* Act 3.5 and 3.6

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

Directions: Read the scene in the first column. Answer the questions in the second column. Consult the third column and the explanatory notes in your text for vocabulary and other assistance. Consider listening to this free online recording of *Macbeth* Act 3 as you read the scenes: www.wiredforbooks.org (19:07–21:19).

Text: Act 3.5	Questions	Vocabulary
<p>First Witch Why, how now, Hecate? You look angrily.</p> <p>Hecate Have I not reason, beldams as you are? Saucy and overbold, how did you dare To trade and traffic with Macbeth In riddles and affairs of death, 5 And I, the mistress of your charms, The close contriver of all harms, Was never called to bear my part Or show the glory of our art? And which is worse, all you have done 10 Hath been but for a wayward son, Spiteful and wrathful, who, as others do, Loves for his own ends, not for you. But make amends now. Get you gone, And at the pit of Acheron 15 Meet me i' th' morning. Thither he Will come to know his destiny. Your vessels and your spells provide, Your charms and everything beside. I am for th' air. This night I'll spend 20 Unto a dismal and a fatal end. Great business must be wrought ere noon. Upon the corner of the moon There hangs a vap'rous drop profound. I'll catch it ere it come to ground, 25 And that, distilled by magic sleights, Shall raise such artificial sprites As by the strength of their illusion Shall draw him on to his confusion. He shall spurn fate, scorn death, and bear 30 His hopes 'bove wisdom, grace, and fear. And you all know, security Is mortals' chiefest enemy.</p>	<p>Why is Hecate angry (line 4)?</p> <p>Because she wanted to help them “trade and traffic with Macbeth” (line 4).</p> <p>How does Hecate describe Macbeth (lines 11–13)? Which of Macbeth’s previous actions confirm Hecate’s description?</p> <p>She says he is “spiteful and wrathful” who “loves for his own ends, not for you” (lines 11–13). Macbeth has confirmed this description by murdering others for his own gain and by planning to murder more.</p> <p>What will happen to Macbeth “i’ th’ morning” (lines 16–17)?</p> <p>Macbeth will “come to know his destiny” (line 17).</p> <p>What is Hecate planning to do to Macbeth (lines 25–31)?</p> <p>She is planning to “raise such artificial sprites” (line 27) or “illusion[s]” (line 28) that will create in Macbeth</p>	<p><i>contriver</i> (n.) – one who plans, forms designs</p> <p><i>fatal</i> (adj.) – causing or capable of causing death</p>

<p>Music and a song. Hark! I am called. My little spirit, see, Sits in a foggy cloud and stays for me.</p> <p><i>Hecate exits.</i> Sing within “Come away, come away,” etc.</p> <p>First Witch Come, let’s make haste. She’ll soon be back again. <i>They exit.</i></p>	<p>35</p> <p>a “confusion” (line 29) so that he will “spurn fate, scorn death, and bear / His hopes ’bove wisdom, grace, and fear” (lines 30–31).</p> <p>What is mortals’ biggest enemy (lines 32–33)?</p> <p>☛ Mortals’ “chiefest enemy” is “security” (lines 32–33).</p>	
--	---	--

Text: Act 3.6	Questions	Vocabulary
<p>Lennox My former speeches have but hit your thoughts, Which can interpret farther. Only I say Things have been strangely borne. The gracious Duncan Was pitied of Macbeth; marry, he was dead. 5 And the right valiant Banquo walked too late, Whom you may say, if 't please you, Fleance killed, For Fleance fled. Men must not walk too late. Who cannot want the thought how monstrous It was for Malcolm and for Donalbain 10 To kill their gracious father? Damnèd fact, How it did grieve Macbeth! Did he not straight In pious rage the two delinquents tear That were the slaves of drink and thralls of sleep? Was not that nobly done? Ay, and wisely, too, 15 For 'twould have angered any heart alive To hear the men deny 't. So that I say He has borne all things well. And I do think That had he Duncan's sons under his key (As, an 't please heaven, he shall not) they should 20 find What 'twere to kill a father. So should Fleance. But peace. For from broad words, and 'cause he failed His presence at the tyrant's feast, I hear 25 Macduff lives in disgrace. Sir, can you tell Where he bestows himself?</p> <p>Lord The "son" of Duncan (From whom this tyrant holds the due of birth) Lives in the English court and is received 30 Of the most pious Edward with such grace That the malevolence of fortune nothing Takes from his high respect. Thither Macduff Is gone to pray the holy king upon his aid To wake Northumberland and warlike Siward 35 That, by the help of these (with Him above To ratify the work), we may again Give to our tables meat, sleep to our nights, Free from our feasts and banquets bloody knives, Do faithful homage, and receive free honors, 40 All which we pine for now. And this report Hath so exasperate "the" King that he</p>	<p>What "things" that "have been strangely borne" does Lennox describe (lines 3–25)?</p> <p>☛ Banquo and Duncan are dead; Fleance has fled.</p> <p>Why does Lennox accuse Fleance of killing his father (lines 6–8)?</p> <p>☛ Lennox is connecting Banquo's murder to Duncan's murder. He is showing how crazy it is to suggest (as Macbeth has) that Malcolm and Donalbain must have killed their father, because they ran away after the murder.</p> <p>According to Lennox who else has been accused of killing their father (lines 9–18)?</p> <p>☛ Malcolm and Donalbain have been accused of killing their father.</p> <p>How does Lennox describe Macbeth's act of killing Duncan's guards (line 15)? What is the implication of this description (lines 16–17)?</p> <p>☛ He says that it was "nobly" and "wisely" done. He means that it was wise to kill the guards because they would have denied having killed Duncan.</p>	<p><i>borne</i> (v.) – brought forth; given birth to</p> <p><i>marry</i> (oath) – a mild oath or curse word</p> <p><i>tyrant</i> (n.) – a ruler who uses power oppressively or unjustly</p>

<p>Prepares for some attempt of war.</p> <p>Lennox Sent he to Macduff?</p> <p>Lord He did, and with an absolute “Sir, not I,” The cloudy messenger turns me his back And hums, as who should say “You’ll rue the time That clogs me with this answer.”</p> <p>Lennox And that well might Advise him to a caution t’ hold what distance His wisdom can provide. Some holy angel Fly to the court of England and unfold His message ere he come, that a swift blessing May soon return to this our suffering country Under a hand accursed.</p> <p>Lord I’ll send my prayers with him. <i>They exit.</i></p>	<p>Why does Lennox connect Banquo’s murder with Duncan’s murder? Who does he really think killed both men?</p> <ul style="list-style-type: none"> Lennox is saying that because the circumstances of both murders are so similar, it is likely that Macbeth has killed both men. <p>Who is “the tyrant” (line 25)?</p> <ul style="list-style-type: none"> Macbeth is the tyrant. <p>According to the Lord, what has “the tyrant” stolen (line 29)?</p> <ul style="list-style-type: none"> He has stolen the throne from Duncan’s son. <p>Where has Macduff gone (lines 28–33)? Why has he gone there (lines 34–41)?</p> <ul style="list-style-type: none"> Macduff has gone to England to ask King Edward for help to restore Scotland to how it was before Macbeth became king. <p>What is Macbeth planning (lines 42–43)?</p> <ul style="list-style-type: none"> Macbeth is planning “some attempt of war” (line 43). <p>What does Lennox hope will happen (lines 53–54)?</p> <ul style="list-style-type: none"> That a blessing will help their “suffering country,” ruled by Macbeth. 	<p>Lines 45–46 explanatory notes: Macduff answered Macbeth’s order to appear with a definite, “Sir, not I.” Macduff turns his back on him, humming and not listening. “Turns me his back,” means he rudely dismisses him.</p> <p><i>rue</i> (v.) – to feel sorrow over; to regret</p>
--	---	---