

10.4.2

Lesson 14

Introduction

In this lesson, students read Act 4.3, lines 1–158 of *Macbeth* (from “Let us seek out some desolate shade” to “’Tis hard to reconcile”), in which Macduff tries to convince Malcolm to join him and take Macbeth’s crown. Malcolm suspects Macbeth has sent Macduff to trick him, so he tests Macduff’s sincerity before he agrees to join Macduff. Students analyze how Shakespeare uses Macduff and Malcolm’s interaction to develop Macbeth’s character. Student learning is assessed via a Quick Write at the end of the lesson: How does Shakespeare further develop the character of Macbeth through the interaction between Malcolm and Macduff?

For homework, students use the Homework Scaffolding Tool to support their reading of Act 4.3, lines 159–199 (from “Well, more anon.—” to “O relation too nice and yet too true!”).

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)	
W.9-10.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
L.9-10.4.c	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. 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.

L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>
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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 does Shakespeare further develop Macbeth’s character through the interaction between Malcolm and Macduff?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Cite specific evidence of Macduff and Malcolm discussing Macbeth (e.g., Macduff says that not even hell could produce “a devil more damned / In evils” (lines 68–69) than Macbeth. Malcolm describes Macbeth with a long list of extremely negative adjectives: “bloody, / Luxurious, avaricious, false, deceitful, / Sudden, malicious, smacking of every sin / That has a name” (lines 70–73)). Analyze how their discussion of Macbeth develops his character (e.g., Macduff and Malcolm’s interaction further develops Macbeth’s character as evil by describing him as a “devilish” (line 136) tyrant “whose ... name blisters [their] tongues” (line 14)).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> dolor (n.) – sorrow; grief redress (v.) – set right appease (v.) – bring to a state of peace legions (n.) – a large group of soldiers vices (n.) – immoral or evil habits avaricious (adj.) – greedy voluptuousness (n.) – the condition of being concerned with sensuous pleasure abjure (v.) – to give up under oath

Vocabulary to teach (may include direct word work and/or questions)

- mortal (adj.) – deadly
- sole (adj.) – mere
- basis (n.) – foundation
- check (v.) – restrain, reprove, curb
- withal (adv.) – as well, at the same time
- relish of (v.) – taste for; trace of

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

- orphans (n.) – children whose parents are dead
- syllable (n.) – any one of the parts into which a word is naturally divided when it is pronounced
- lamb (n.) – a young sheep*
- lust (n.) – a strong feeling of sexual desire
- quarrels (n.) – angry arguments or disagreements

 *Consider providing students with a visual aid to support understanding of this definition.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.9-10.3, W.9-10.9.a, L.9-10.4.c, L.9-10.5.a • Text: <i>Macbeth</i> by William Shakespeare Act 4.3, lines 1–158 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 20% 4. 40% 5. 15% 6. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 10.4.1 Lesson 1)
- Copies of the Homework Scaffolding Tool: *Macbeth* Act 4.3 for each student

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.
❗	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. In this lesson, students analyze how Shakespeare further develops the character of Macbeth through the interaction between Malcolm and Macduff. Students engage in evidence-based discussion as well as complete a brief writing assignment to close the lesson.

- Students follow along.

Activity 2: Homework Accountability

15%

Instruct students to form pairs to share the vocabulary words they identified and defined for the previous lesson's homework and to discuss their answers to the previous lesson's prompts.

- 💬 Students may identify the following words: *dolor*, *redress*, *appease*, *legions*, *vices*, *avaricious*, *voluptuousness*, *abjure*.

❗ Definitions are provided in the Vocabulary box in this lesson.

What words or phrases does Macduff use to describe Macbeth?

- 💬 Student answers may include:

- Macduff refers to Macbeth as a “tyrant” (line 45).
- Macduff says that not even hell could produce “a devil more damned / In evils” (lines 68–69) than Macbeth.
- Macduff describes Macbeth as a usurping “tyrant bloody-sceptered” (line 122).

What words or phrases does Malcolm use to describe Macbeth?

🗨 Student answers may include:

- Malcolm calls Macbeth a “tyrant, whose sole name blisters our tongues” (line 14).
- Malcolm refers to Macbeth as an “angry god” (line 20).
- Malcolm calls Macbeth “treacherous” (line 22).
- Malcolm describes Macbeth as “bloody, / Luxurious, avaricious, false, deceitful, / Sudden, malicious, smacking of every sin / That has a name” (lines 70–73).
- Malcolm describe Macbeth as “[d]evilish” (line 136).

Activity 3: Masterful Reading

20%

Have students listen to a masterful reading of Act 4.3, lines 1–158 of *Macbeth* (from “Let us seek out some desolate shade” to “’Tis hard to reconcile”). Instruct students to follow along and pay attention to how Malcolm and Macduff talk about Macbeth.

- ▶ Students follow along, reading silently.

① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

What do Malcolm and Macduff say about Macbeth in this scene?

① Consider facilitating a brief whole-class discussion of student observations.

Activity 4: Reading and Discussion

40%

Instruct students to form the small groups established in 10.4.2 Lesson 1. Post or project each set of questions for students to discuss.

Instruct student groups to read lines 1–46 (from “Let us seek out some desolate shade” to “And the rich East to boot”) and answer the following questions before sharing out with the class.

Direct students to the explanatory notes for definitions of the following words: *mortal*, *sole*, *basis*, and *check*.

- 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.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *orphans* means "children whose parents are dead," *syllable* means "any one of the parts into which a word is naturally divided when it is pronounced," and *lamb* means "a young sheep."
 - ▶ Students write the definition of *orphans*, *syllable*, and *lamb* in their copy of the text or in a vocabulary journal.

What does Macduff want Malcolm to do with him (lines 3–5)?

- 💬 Macduff wants Malcolm to "hold fast the mortal sword" (line 4) and fight Macbeth with him.

How does Malcolm reply?

- 💬 Malcolm points out that Macbeth "was once thought honest" (line 15) and because Macduff loved Macbeth, he might be luring Malcolm into a trap.

How does Shakespeare use figurative language to refine Malcolm's suspicions?

- 💬 Shakespeare uses a metaphor when Malcolm refers to himself as an "innocent lamb" (line 19) being offered up to Macbeth, the "angry god" (line 20).
- ① **Differentiation Consideration:** Consider reminding students of their work with metaphor in 10.4.2 Lesson 13.
- ① Consider drawing students' attention to their application of standard L.9-10.5.a through the process of interpreting figurative language.

How does this figurative language develop Macbeth's character?

- 💬 This image develops Macbeth's character by showing how "treacherous" (line 21) and tyrannical Malcolm believes Macbeth to be.

Lead a brief whole class discussion of student responses. Remind students to annotate their texts for character development, using the code CD. Remind students that annotating will help them keep track of evidence they will use later in lesson assessments and the End-of Unit Assessment, which focuses on Character Development.

- ① This focused annotation supports students' engagement with W.9-10.9.a, which addresses the use of textual evidence in writing.

Instruct student groups to read lines 47–90 (from “Be not offended. / I speak not as in absolute fear of you” to “As will to greatness dedicate themselves, / Finding it so inclined”) and answer the following questions before sharing out with the class.

Direct students to the explanatory notes for the definition of the word *withal*.

- 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.
- ① **Differentiation Consideration:** Consider providing students with the following definition: *lust* means “a strong feeling of sexual desire.”
 - ▶ Students write the definition of *lust* on their copy of the text or in a vocabulary journal.

What does Malcolm say will happen if he kills Macbeth and becomes king of Scotland (lines 54–59)?

- ☞ Malcolm says his “poor country / Shall have more vices than it had before” (lines 56–57) if he is king.

Why does Macbeth claim, “Better Macbeth / Than such an one to reign” (lines 78–79)?

- ☞ Malcolm says it is better that Macbeth remain king, because Malcolm’s “lust” and “desire” (line 76) are worse than Macbeth’s “every sin” (line 73).

How does Macduff respond?

- ☞ Macduff claims that Scotland has “willing dames enough” (line 87) to satisfy Malcolm’s lust.

Instruct students to read lines 91–158 (from “With this there grows / In my most ill-composed affection” to “Such welcome and unwelcome things at once / ’Tis hard to reconcile”) and answer the following questions before sharing out with the class.

Direct students to the explanatory notes for the definition of the phrase *relish of*.

- 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.
- ① **Differentiation Consideration:** Consider providing English Language Learners with the following definition: *quarrels* “angry arguments or disagreements.”
 - ▶ Students write the definition of *quarrels* in their copy of the text or in a vocabulary journal.

What is the second reason Malcom gives for why he should not be king (lines 91–99)?

- Malcolm believes that his “avarice” (line 102), or greed, is so great that he would “forge / Quarrels unjust against the good and loyal, / Destroying them for wealth” (lines 97–99).

How does Macduff respond?

- Macduff says that Scotland has enough supplies for Malcolm to “fill up [his] will” (line 104) and be as greedy as he likes.

Of what does Malcom “have none”?

- Malcolm tells Macduff that he has none of the “king-becoming graces” (line 107) or qualities, such as “justice, verity, temp’rance, stableness, / Bounty, perseverance, mercy, lowliness, / Devotion, patience, courage, fortitude” (lines 108–110), to balance out his greed and his lust.

What is the tone of Macduff’s response, “O Scotland, Scotland” (line 117)?

- Macduff’s tone is despairing because he believes Malcolm is not “fit to govern” (line 121) because of the many “crimes” (line 112) he has confessed to. And Macduff knows that Macbeth is “an untitled tyrant bloody-sceptered” (line 122). So he despairs because Scotland must continue to be a “miserable” nation (line 121).

What does Malcom mean by “I ... Unspeak mine own detraction, here abjure / The taints and blames I laid upon myself” (lines 141–143)?

- Malcolm confesses that the first “false speaking” (line 149) he has ever committed was lying to Macduff about all of his faults. Malcolm has none of the vices he professed.

What explanation does Malcom give for his behavior (lines 133–139)?

- Malcom lied to see whether Macduff was truly loyal to Scotland: “this noble passion / ... reconciled my thoughts / To thy good truth and honor” (lines 133–136) or was only trying to trick him on behalf of Macbeth as others have done: “Devilish Macbeth / By many of these trains hath sought to win me / Into his power” (lines 136–138).

Instruct student groups to briefly review the whole scene, paying close attention to how Malcolm and Macduff talk about Macbeth, and answer the following questions before sharing out with the class.

- ① If students struggle, consider reminding students that they may refer to their answers to the previous lesson’s homework.

Review your notes and annotations on Macbeth in Act 1.2 and 1.3. Compare Malcolm and Macduff’s descriptions of Macbeth in Act 1 to their descriptions of Macbeth in Act 4.3.

- In Act 1, characters refer admiringly to Macbeth as “brave Macbeth (well he deserves that name)” (Act 1.2 line 18) and “noble Macbeth” (Act 1.2 line 78). Macduff and Malcolm, in Act 4.3, describe Macbeth negatively as “[d]evilish” (line 136) and a usurping “tyrant bloody-sceptered” (line 122).

How do these descriptions further develop Macbeth’s character?

- These contrasting descriptions develop Macbeth’s character by showing his transition from someone people considered “noble” (Act 1.2, line 78) and “brave” (Act 1.2, line 18) to someone people think of as “[d]evilish” (Act 4.3, line 136) because of his evil behavior.

Remind students to annotate their texts for character development, using the code CD.

- ① This focused annotation supports students’ engagement with W.9-10.9.a, which addresses the use of textual evidence in writing.

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 does Shakespeare further develop Macbeth through the interaction between Malcolm and Macduff?

Instruct students to practice using specific language and domain specific vocabulary, and 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 use the Homework Scaffolding Tool to support their reading of Act 4.3, lines 159–199 (from “Well, more anon.—” to “O relation too nice and yet too true!”).

① Consider reminding students that they can refer to the explanatory notes for additional support.

- ▶ Students follow along.

Homework

Use the Homework Scaffolding Tool to support your reading of Act 4.3, lines 159–199 (from “Well, more anon.—” to “O relation too nice and yet too true!”).

Homework Scaffolding Tool: *Macbeth* Act 4.3, lines 159–199

Name:		Class:		Date:	
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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 4 as you read the scene: www.wiredforbooks.org/ (20:17–22:00).

Text: Act 4.3, lines 159–199	Questions	Vocabulary
<p><i>Enter a Doctor.</i></p> <p>Malcolm Well, more anon.— Comes the King forth, I pray you? 160</p> <p>Doctor Ay, sir; there are a crew of wretched souls That stay his cure. Their malady convinces The great assay of art; but at his touch— Such sanctity hath heaven given his hand— They presently amend. 165</p> <p>Malcolm I thank you, doctor. [<i>Doctor exits.</i>]</p> <p>Macduff What's the disease he means?</p> <p>Malcolm 'Tis call'd the evil: A most miraculous work in this good king; Which often, since my here-remain in England, 170 I have seen him do. How he solicits heaven, Himself best knows; but strangely-visited people, All swoll'n and ulcerous, pitiful to the eye, The mere despair of surgery, he cures, Hanging a golden stamp about their necks, 175 Put on with holy prayers, and 'tis spoken, To the succeeding royalty he leaves The healing benediction. With this strange virtue, He hath a heavenly gift of prophecy, And sundry blessings hang about his throne, 180</p>	<p>Of which king are Malcolm, Doctor, and Macduff speaking (lines 160–181)?</p> <p>What is the King doing (lines 171–181)?</p> <p>What overall impression does this create of this king? How does this king compare to Macbeth?</p> <p>In what scene did Ross last appear and what happened in that scene?</p>	<p>wretched (adj.) – very unfortunate in condition or circumstances</p> <p>malady (n.) – disorder or disease of the body</p> <p>solicits (v.) – to petition (someone or some agency)</p> <p>benediction (n.) – an utterance of good wishes</p>

<p>That speak him full of grace. <i>Enter Ross.</i> Macduff See who comes here. Malcolm My countryman; but yet I know him not. Macduff My ever-gentle cousin, welcome hither. Malcolm I know him now. Good God betimes remove 185 The means that makes us strangers! Ross Sir, amen. Macduff Stands Scotland where it did? Ross Alas, poor country! Almost afraid to know itself. It cannot 190 Be call'd our mother, but our grave; where nothing, But who knows nothing, is once seen to smile; Where sighs and groans and shrieks that rend the air Are made, not mark'd; where violent sorrow seems A modern ecstasy; the dead man's knell 195 Is there scarce ask'd for who; and good men's lives Expire before the flowers in their caps, Dying or ere they sicken. Macduff O, relation Too nice, and yet too true!</p>	<p>What words or phrases does Ross use to describe Scotland (lines 189–198)?</p> <p>What is the cumulative impact of these words?</p>	
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