

10.4.2

Lesson 15

Introduction

In this lesson, students read Act 4.3, lines 200–282 of *Macbeth* (from “What’s the newest grief? / That of an hour’s age doth hiss the speaker” to “The night is long that never finds the day”), in which Ross tells Macduff of his family’s murder. Macduff and Malcolm resolve to attack Macbeth. Students analyze the effect of Shakespeare’s structural choice to show the audience the death of Macduff’s family before it is revealed to Macduff. Student learning is assessed via a Quick Write at the end of the lesson: Analyze the effect of Shakespeare’s structural choice in revealing to the audience and to Macduff that his family has been murdered.

For homework, students review Act 4 and track character and central idea development with the Act Synopsis and Analysis Tool.

Standards

Assessed Standard(s)	
RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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,b	<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> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
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Assessment

Assessment(s)
<p>Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> Analyze the effect of Shakespeare’s structural choice in revealing to the audience and to Macduff that his family has been murdered.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Describe how Shakespeare reveals the death of Macduff’s family (e.g., First, Shakespeare shows the audience the murder of Macduff’s family in Act 4.2, then he has Ross hesitate before telling Macduff his “wife and babes / [have been] savagely slaughtered” (lines 240–241)). Analyze the effect of Shakespeare’s choices around how to reveal Macduff’s family’s death (e.g., Shakespeare reveals Macduff’s family’s death in Act 4.2 to the audience before Ross delivers the news to Macduff. Shakespeare creates tension through Ross’s hesitation to tell Macduff the news that will “possess [Macduff’s ears] with the heaviest sound / That ever yet they heard” (lines 237–238), because while Macduff demands to that Ross “Keep it not from me. Quickly let me have it” (line 235), the audience knows that Macduff is about to learn horrible news).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> borne (adj.) – held up or supported woe (n.) – feeling of great pain or sadness pertain (v.) – relate to someone or something demerit (n.) – a mark against a person for misconduct whetstone (n.) – a stone used for sharpening edged tools

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

- teems (v.) – brings forth
- latch (v.) – catch the sound of
- hell-kite (n.) – evil bird of prey

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

- howled (v.) – made a long, loud cry that sounded sad
- revenge (n.) – the act of doing something to hurt someone because that person did something that hurt you
- ripe (adj.) – ready or suitable for something
- chickens (n.) – birds that are raised by people for their eggs and meat*
- bird of prey (n.) – a bird that hunts and eats other animals*

① *Consider providing students with visual aids to support understanding of this definition.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.9-10.5, W.9-10.9.a, L.9-10.4.c, L.9-10.5.a, b • Text: <i>Macbeth</i> by William Shakespeare, Act 4.3, lines 200–282 	
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. 10% 2. 15% 3. 15% 4. 40% 5. 15% 6. 5%

Materials

- Student copies of the 10.4 Common Core Learning Standards Tool (refer to 10.4.1 Lesson 1)
- Student copies of the Short Response Rubric and Checklist (refer to 10.4.1 Lesson 1)

- Copies of the Act Synopsis and Analysis Tool for each student (refer to 10.4.2 Lesson 4)—students will 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.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.9-10.5. In this lesson, students analyze how Shakespeare chooses to reveal the death of Macduff's family and the effect his choices create. Students engage in evidence-based discussion as well as complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Distribute or instruct students to take out their copies of the 10.4 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: L.9-10.5.b. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with standard L.9-10.5.b.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- 💬 Analyze the slight differences in words that mean about the same thing.

- ❗ If necessary, provide students with the following definitions: *nuances* means “very slight differences” and *denotations* means “the explicit or set meanings of words,” or in other words, “the dictionary definition of a word.”

Activity 2: Homework Accountability

15%

Instruct students to form pairs to share and review their Homework Scaffolding Tool for *Macbeth*, Act 4 Scene 3, lines 155–199.

- ▶ Students work in pairs to review and discuss their Homework Scaffolding Tools.
- 🗨 See the Model Homework Scaffolding Tool at the end of this lesson for possible student responses.

Lead a brief whole-class discussion of student responses.

Activity 3: Masterful Reading

15%

Have students listen to a masterful reading of Act 4.3, lines 200–282 of *Macbeth* (from “What’s the newest grief? / That of an hour’s age doth hiss the speaker” to “The night is long that never finds the day”). Instruct students to follow along and pay attention to Shakespeare’s structural choices as Macduff learns of his family’s death.

- ▶ 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:

How does seeing Macduff’s family killed in the last scene affect the audience’s understanding of 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 below for students to discuss.

Instruct student groups to take turns reading aloud Act 4.3, lines 200–222 (from “What’s the newest grief?” to “That Christendom gives out”), and answer the following questions before sharing out with the class.

Provide students with the following definition: *borne* means “held up or supported.”

- ① Students may be familiar with this word. Consider asking students to volunteer the definition before providing them to the class.
- ▶ Students write the definition of *borne* on their copies of the text or in their vocabulary journals.

- ① Consider explaining that the word *borne* has a different meaning in this context than it did in Act 3.6, line 3. (Direct students to Lesson 11 in which *borne* means “brought forth; given birth to.”)

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

- 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.

How does Ross respond to Macduff’s questions about his family (lines 203–209)?

💬 Student responses may include:

- Ross responds that the family is “well” (lines 203–204).
- Ross replies that Macduff’s family is “at peace” (line 208).
- Ross avoids telling Macduff what has happened to his wife and children.

How does Shakespeare use nuance in the meaning of the word “peace” in lines 207 and 208?

💬 Shakespeare uses nuance in the word “peace” because Macduff means “safe from Macbeth” when he says “peace” and Ross means “dead” when he says “peace.”

- ① **Differentiation Consideration:** If students struggle, consider reminding them of their work with Act 4.2 in 10.4.2 Lesson 13. Also, consider asking the following questions:

How does Macduff’s ignorance of his family’s fate refine your understanding of what Macduff means by “peace” in line 207?

💬 Because Macduff does not know what happened to his family, he means “safe from Macbeth.”

How does what happens to Macduff’s family in Act 4.2 refine your understanding of what Ross means by “peace” in line 208?

💬 Because Macduff’s family is dead, Ross means “at peace” or “dead” when he says “peace.”

- ① Consider drawing student’s attention to their application of standard L.9-10.5.b through the process of analyzing nuances in the meaning of words.

Inform students that this is an example of dramatic irony. Remind students of their work with dramatic irony in 10.4.2 Lesson 7. If necessary, define *dramatic irony* as “a plot device in which the reader or audience’s knowledge is greater than that of at least one of the characters.”

What effect does dramatic irony have on the scene up to this point?

💬 It creates tension because the audience knows what Ross means by “peace” even though Macduff does not.

Remind students to annotate their texts for structural choices, using the code SC. 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 structural choices.

- 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.

Instruct student groups to read Act 4.3, lines 223–282 (from “Would I could answer” to “The night is long that never finds the day”) and answer the following questions before sharing out with the class.

Provide the following definitions: *woe* means “feeling of great pain or sadness,” *pertains* means “to relate to,” *demerits* means “a mark against a person for misconduct,” and *whetstone* means “a stone used for sharpening edged tools.”

- ① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.
 - ▶ Students write the definitions of *woe*, *pertains*, *demerits*, and *whetstone* on their copies of the text or in their vocabulary journals.
- ① Direct students to the explanatory notes for definitions of the following words: *latch* and *hell-kite*.
- 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: *howled* means “made a long, loud cry that sounded sad,” *revenge* means “the act of doing something to hurt someone because that person did something that hurt you,” and *ripe* means “ready or suitable for something.”
 - ▶ Students write the definitions of *howled*, *revenge*, and *ripe* on their copy of the text or in their vocabulary journals.

How does Ross describe his own “words” (lines 224–226)? What is the tone of Ross’s description?

☞ Student responses may include:

- Ross says his words are something better “howled out in the desert air” (line 225) where no one can hear them.
- The tone of this description is foreboding because he suggests that no one should hear his words.

Why does Ross say to Macduff, “Let not your ears despise my tongue forever” (line 236)?

- 🗨️ Ross is reluctant to share the horrible news of the murders with Macduff.

What effect does Shakespeare create through the interaction of Ross and Macduff in lines 200–243? How does he create this effect?

- 🗨️ Student responses may include:

- Shakespeare creates the effect of tension.
- Shakespeare creates tension by first revealing to the audience the murder of Macduff’s family in Act 4.2. Then in Act 4.3, Ross avoids telling Macduff that his “castle is surprised, [his] wife and babies / Savagely slaughtered” (lines 240–241) when he says, “But I have words / That would be howled out in the desert air, / Where hearing should not latch them” (lines 224–226).

① If students struggle, consider drawing their attention to the language of RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Compare Macduff’s reaction to his family’s deaths to Lady Macduff’s reaction to Macduff’s departure in Act 4.2.

- 🗨️ In this scene Macduff is so shocked by the news of his family’s death he makes Ross repeat himself by asking, “My wife killed too?” (Act 4.3, lines 250–251). Macduff lovingly describes his family as “pretty chickens” (Act 4.3, line 257), whereas Lady Macduff portrays Macduff as callous and weak when she says “He loves us not” (Act 4.2, line 10) and that “[h]e wants the natural touch” (Act 4.2, line 11) to defend his family.

What advice does Malcolm offer Macduff?

- 🗨️ Student responses may include:
- To take revenge on Macbeth as a “cure to this deadly grief” (line 254).
- That Macduff should “[l]et grief / Convert to anger” (lines 268–269) and ready himself to fight Macbeth.

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

Lead a brief whole class discussion of student responses up to this point, making sure students note the use of figurative language.

Explain to students that a choral reading is a type of dramatic reading in which all students read the same text in unison. Read with the class chorally Malcolm’s final words in this scene (lines 276–282).

- The class reads chorally Malcom's final words:

This "tune" goes manly.
Come, go we to the King. Our power is ready;
Our lack is nothing but our leave. Macbeth
Is ripe for shaking, and the powers above
Put on their instruments. Receive what cheer you
may.
The night is long that never finds the day.

① Choral readings support fluency and comprehension.

Paraphrase these lines as a class and ask students to discuss the structure of these lines. Instruct students to do a Think, Pair, Share about the following questions:

What do Malcolm and Macduff resolve to do at the end of this scene?

- ☞ Macduff plans to kill Macbeth, and Malcolm is ready for war because "Macbeth / Is ripe for shaking" (lines 278–279).

How does Shakespeare use figurative language to refine Macduff's reaction to the news?

- ☞ Shakespeare uses metaphor by referring to Macbeth as a "hell-kite" (line 256) and Macduff's family as "all [his] pretty chickens and their dam" (lines 257) that Macbeth kills "at one swoop" (line 258). This metaphor expresses Macduff's tenderness towards his family and references the bird imagery in Act 4.2: e.g., "Poor bird, thou'dst never fear the net nor lime" (Act 4.2, line 40).
- ① If students struggle, consider reminding them of their work with the extended metaphor about Macduff's family in 10.4.2 Lesson 13.
- ① Consider drawing student's attention to their application of standard L.9-10.5.a through the process of interpreting figurative language.
- ① **Differentiation Consideration:** Consider providing students with visual aides to support their understanding of the images of chickens and a bird of prey.

Activity 5: Quick Write

15%

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

Analyze the effect of Shakespeare's structural choice in revealing to the audience and to Macduff that his family has been murdered.

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible. Also, 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 4 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 4 and then record a summary of the act as well as analysis of character and central idea development on the Act Synopsis and Analysis Tool.

Model 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,</p>	<p>Of which king are Malcolm, the Doctor, and Macduff speaking (lines 160–181)?</p> <ul style="list-style-type: none"> The King of England, because Malcolm explains that he has seen the king do “miraculous work” (line 169) since he has been staying in England. <p>What is the King doing (lines 171–181)?</p> <ul style="list-style-type: none"> He is curing the sick by “[h]anging a golden stamp about their necks” (line 175) and saying “holy prayers” (line 176). <p>What overall impression does this create of this king? How does this king compare to Macbeth?</p> <ul style="list-style-type: none"> The King of England seems like a miraculously good king. In comparison, 	<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>And sundry blessings hang about his throne, 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 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 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 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>180</p> <p>Macbeth seems even worse. Not only doesn't Macbeth heal the sick of his country, he kills its leaders.</p> <p>In what scene did Ross last appear and what happened in that scene?</p> <p>He appeared in Act 4.2 just before the Macduffs were slain.</p> <p>What words or phrases does Ross use to describe Scotland (lines 189–198)?</p> <p>Ross describes Scotland as a place where "violent sorrow seems/ A modern ecstasy," and where "good men's lives / Expire before the flowers in their caps," meaning people die all the time.</p> <p>What is the cumulative impact of these words?</p> <p>They depict Scotland as a dark place full of sadness and death.</p> <p>185</p> <p>190</p> <p>195</p>	
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