

10.4.2

Lesson 22

Introduction

In this lesson, the 10.4.2 End-of-Unit Assessment, students craft a formal, multi-paragraph essay presenting an argument in response to the question of which character bears the most responsibility for the tragedy of *Macbeth*. Students review their annotated text, lesson Quick Writes, discussion notes, homework notes, and tools to organize their ideas. Students then develop their arguments with supporting claims based on relevant evidence and valid reasoning. Student responses are assessed using the 10.4.2 End-of-Unit Text Analysis Rubric.

For homework, students reread Acts 1.1 and 1.3 in order to consider how Shakespeare uses these scenes to present information about the Witches, other characters, and the plot. Students participating in the optional Lesson 23a of this unit complete an alternative assignment in which they prepare to present their arguments orally in small groups, referring to the 10.4.2 Speaking and Listening Rubric and Checklist. Students reread Acts 1.1 and 1.3 as homework after presenting their oral arguments.

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.
W.9-10.1.a-e	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between

	<p>reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
L.9-10.1.a-b	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>
L.9-10.2.a-c	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>
Addressed Standard(s)	
W.9-10.9.a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p>
SL.9-10.4	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>

Assessment

Assessment(s)
<p>Student learning is assessed via a multi-paragraph response. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p>

- Select a central character from *Macbeth*. Write an argument about how this character is primarily responsible for the tragedy. Support your claims using evidence that draws on character development, interactions, plot, and/or central ideas.

① Student responses will be evaluated using the 10.4.2 End-of-Unit Text Analysis Rubric.

High Performance Response(s)

A High Performance Response should:

- Identify a central character from *Macbeth* (e.g., the Witches, Macbeth, or Lady Macbeth) as primarily responsible for the tragedy.
- Present a central claim about this character's responsibility for the tragedy (e.g., The Witches bear primary responsibility for the tragedy, because they caused future events; Macbeth bears primary responsibility, because he chose to kill Duncan to ensure the fulfillment of the Witches' prophecy; Lady Macbeth bears primary responsibility, because she arranged to have him kill Duncan in order to gain the crown).
- Support claims through the use of supporting claims (e.g., The Witches are spiteful and powerful supernatural forces who can control the future; Macbeth is an ambitious and violent man; Lady Macbeth is a controlling and ruthless woman).
- Use relevant evidence and valid reasoning, such as the following examples:
 - The Witches cast a spell, saying, "The charm's wound up" (Act 1.3, line 38) and "trade[d] and traffic[ked] with Macbeth / In riddles and affairs of death" (Act 3.5, lines 4–5).
 - Macbeth plotted from the very beginning to kill in order to obtain the crown, noting in an aside, "The Prince of Cumberland! That is a step / On which I must fall down or else o'erleap, / For in my way it lies" (Act 1.4, lines 55–57). He also plots with Lady Macbeth to murder Duncan, suggesting, "Will it not be received, / When we have marked with blood those sleepy two / Of his own chamber and used their very daggers, / That they have done 't?" (Act 1.7, lines 85–88). He continues on to plot the death of his friend, Banquo, telling Lady Macbeth, "Ere the bat hath flown ... there shall be done / A deed of dreadful note" (Act 3.2, lines 45–49), as well as Lady Macduff and her children (Act 4.1, lines 171–175, from "The castle of Macduff I will surprise" to "This deed I'll do before this purpose cool") and Young Siward (Act 5.7, line 14 s.d.): "*They fight, and young Siward is slain.*"
 - Lady Macbeth knows Macbeth might be "too full o' th' milk of human kindness" (Act 1.5, line 17) to kill Duncan, so she talks him into the deed, first telling him, "O, never / Shall sun that morrow see!" speaking of the day that Duncan leaves the castle (Act 1.5, lines 71–72). Then, she taunts Macbeth when he seems to reconsider the plan, asking, "Was the hope drunk / Wherein you dressed yourself? ... Art thou afeard / To be the same in thine own act and valor

/ As thou art in desire? ... Would'st thou ... / live a coward ...? / ... What beast was 't, / then, / That made you break this enterprise to me?" (Act 1.7, lines 39–49, 53–55). She demonstrates her commitment with a horrible description, saying, "I would ... / have ... / dashed the brains out [of the babe that milks me] ... had I so sworn as you / Have done to this" (Act 1.7, lines 63–67). Finally, she helps with Duncan's murder, telling Macbeth, "Go get some water / And wash this filthy witness from your hand. ... Give me the daggers ... If he do bleed, / I'll gild the faces of the grooms withal, / For it must seem their guilt" (Act 2.2, lines 60–73).

- Consider counterclaims, such as the following examples:
 - Even though the Witches cast a spell, Macbeth and Lady Macbeth did not have to kill Duncan because it was already fated that Macbeth would get the crown, as is evident when Macbeth says, "If chance will have me king, why, chance may / crown me / without my stir" (Act 1.4, lines 157–159).
 - Macbeth would not have considered killing Duncan if the Witches had not prophesized that he would get the crown, calling him, "Macbeth, that shalt be king hereafter!" (Act 1.3, line 53), and if Lady Macbeth had not talked him into it, telling him, "and you shall put / This night's great business into my dispatch, / Which shall to all our nights and days to come / Give solely to our sovereign sway and masterdom" (Act 1.6, lines 79–82).
 - If Macbeth had not told Lady Macbeth about his encounter with the Witches, writing, "This have I thought good to deliver / thee, my dearest partner of greatness, that thou / might'st not lose the dues of rejoicing by being igno- / rant of what greatness is promised thee" (Act 1.5, lines 10–13), she would not have planned Duncan's murder, which was so unnatural for her that it drove her insane.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

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

- None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.9-10.3, W.9-10.1.a-e, L.9-10.1.a-b, L.9-10.2.a-c, W.9-10.9.a, SL.9-10.4 Text: <i>Macbeth</i> by William Shakespeare 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability End-of-Unit Assessment Preparation for Oral Presentations (Optional) Closing 	<ol style="list-style-type: none"> 5% 10% 70% 10% 5%

Materials

- Copies of the 10.4.2 End-of-Unit Assessment for each student
- Student copies of 10.4.2 End-of-Unit Text Analysis Rubric and Checklist (refer to 10.4.2 Lesson 21)
- Copies of the Act 1 Witches' Scenes Review Tool (for students not completing Lesson 23a)
- Copies of the 10.4.2 End-of-Unit Speaking and Listening Rubric and Checklist for each student (preparation for optional Lesson 23a)

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 standards for this lesson: RL.9-10.3, W.9-10.1.a-e, L.9-10.1.a-b, and L.9-10.2.a-c. In this lesson, students complete the End-of-Unit Assessment in which they write a multi-paragraph argument supporting a central claim about which character of *Macbeth* is primarily responsible for the tragedy.

- ▶ Students look at the agenda.
- ① Remind students to use domain-specific vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone. If necessary, remind students of the work they did in 10.3.3 regarding how to establish and maintain a formal style. Remind students that domain-specific vocabulary includes terms such as *acts*, *scenes*, *lines*, *stage directions*, *monologues*, *soliloquies*, etc.

Activity 2: Homework Accountability

10%

Instruct students to take out their materials for the End-of-Unit Assessment, including all notes, annotations, tools, and Quick Writes.

- ▶ Students take out their materials for the End-of-Unit Assessment.
- ① Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Activity 3: 10.4.2 End-of-Unit Assessment

70%

Explain to students that because it is a formal writing task, the 10.4.2 End-of-Unit Assessment should include an introductory statement that presents a central claim, well-organized supporting claims and counterclaims with supporting evidence and clear reasoning, and a concluding statement that articulates the importance of the argument. Remind students to use domain-specific vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone. Remind students as they write to refer to their notes, tools, and annotated text from previous lessons.

- ① Consider reminding students that the appropriate use of strong evidence to support their claims demonstrates their application of W.9-10.9.a.

Instruct students to write a multi-paragraph response to the following prompt:

Select a central character from *Macbeth*. Write an argument about how this character is primarily responsible for the tragedy. Support your claims using evidence that draws on character development, interactions, plot, and/or central ideas.

Remind students to use the 10.4.2 End-of-Unit Text Analysis Rubric to guide their written responses. Ask students to use this lesson's vocabulary wherever possible in their written responses.

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

► Students independently answer the prompt using evidence from the text.

💬 See the High Performance Response at the beginning of this lesson.

Activity 4: Preparation for Oral Presentations (Optional)

10%

① The following instruction prepares students for Optional Lesson 23a, in which students have the opportunity to present their ideas as oral presentations. If using this option, instruct students to meet in the small groups established in 10.4.2 Lesson 1. Inform students that in the next lesson, they will have an opportunity to present their arguments orally to their small groups. Post or project the following questions for students to answer in their small groups before sharing out with the class.

In what ways will presenting ideas orally be different from presenting ideas in writing?

💬 Student responses may include:

- It might feel less formal, because we are talking to peers.
- It might be harder to make sure the ideas are clear, because there is no written record of the ideas that build up to a claim.

Distribute the 10.4.2 End-of-Unit Speaking and Listening Rubric and Checklist. Instruct students to review and discuss the rubric and checklist in small groups before answering the following questions:

What makes a successful oral presentation?

💬 Student responses may include:

- Successful presentations are concise: They present an idea clearly and stay on topic.
- Successful presentations use evidence to support ideas.
- Successful presentations are well organized: They present evidence in a logical way that is easy for listeners to follow.
- Successful presentations are interesting for listeners: Presenters speak clearly and in a style that is appropriate for the listeners.

What are some effective ways to prepare for an oral presentation?

💬 Student responses may include:

- Prepare by reviewing the content of the argument.
- Practice presenting the central claim concisely.
- Use notecards or the Argument Outline Tool to help keep ideas in order and to remember important points.
- Practice to ensure that the volume, rate, and tone are appropriate.
- Remember to make eye contact.

Lead a brief whole-class discussion based on student responses.

- ① Consider reminding students that this is an opportunity to apply standard SL.9-10.4 by presenting information, findings, and supporting evidence clearly, concisely, and logically.
- ① If students are not giving oral presentations in the next lesson, omit the discussion above and adjust time allotments by allowing slightly more time for writing the multi-paragraph essays and slightly less time for the closing.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread Acts 1.1 and 1.3 before completing the Act 1 Witches' Scenes Review Tool.

- ① For students giving oral presentations as described in the optional Lesson 23a of this unit, omit the homework above. Instead, instruct students to review their *Macbeth* Argument Outline Tool and the 10.4.2 End-of-Unit Speaking and Listening Rubric and Checklist and practice presenting their short (less than five minutes) arguments orally.
 - ▶ Students follow along.

Homework

Reread Acts 1.1 and 1.3 before completing the Act 1 Witches' Scenes Review Tool.

- ① For students participating in Lesson 23a (oral presentations), replace this homework with the following homework:

Review the *Macbeth* Argument Outline Tool and the 10.4.2 End-of-Unit Speaking and Listening Rubric and Checklist. Practice presenting your short (less than five minutes) argument orally.

10.4.2 End-of-Unit Assessment

Your Task: Rely on your close reading of *Macbeth* to write a well-crafted multi-paragraph response to the following prompt.

Select a central character from Macbeth. Write an argument about how this character is primarily responsible for the tragedy. Support your claims using evidence that draws on character development, interactions, plot, and/or central ideas.

Your writing will be assessed using the 10.4.2 End-of-Unit Text Analysis Rubric and Checklist.

Guidelines

Be sure to:

- Closely read the prompt
- Respond directly to all parts of the prompt
- Paraphrase, quote, and reference relevant evidence to support your analysis
- Organize your ideas in a cohesive and coherent manner
- Use precise language appropriate for your task
- Follow the conventions of standard written English

CCSS: RL.9-10.3, W.9-10.1.a-e, L.9-10.1.a-b, L.9-10.2.a-c

Commentary on the Task:

This task measures RL.9-10.3 because it demands that students:

- 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.

This task measures W.9-10.1.a-e because it demands that students:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

This task measures L.9-10.1 and L.9-10.2 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use parallel structure.
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - Use a colon to introduce a list or quotation.
 - Spell correctly.

Act 1 Witches' Scenes Review Tool

Name:		Class:		Date:	
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Directions: Reread the scenes listed below and then answer questions 1 through 4 for each scene.

Scene	1. What information does the scene provide about the Witches? How are they described?	2. How does the scene develop other characters?	3. How does the scene develop the plot?	4. How does the scene develop central ideas?
Act 1.1 (from “When shall we three meet again?” to “Hover through the fog and filthy air.”)				
Act 1.3, lines 1–81 (from “Where hast thou been, sister?” to “Speak, I charge you.”)				

10.4.2 End-of-Unit Speaking and Listening Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis The extent to which the presentation relies on evidence to support a claim. CCSS.SL.9-10.4	Use more than one piece of specific evidence that logically and insightfully supports the claim.	Use more than one piece of specific evidence that logically supports the claim.	Use at least one piece of specific evidence that logically supports the claim.	Use specific evidence to support a claim, but the evidence is not logical OR use logical evidence but does not cite specific text passages.
Concise Presentation The extent to which the presentation is able to fit within the given time constraints (less than 5 minutes). CCSS.SL.9-10.4	Easily present all significant points within the time limit.	Present all significant points within the time limit.	Present most significant points within the time limit.	Present a few significant points within the time limit.
Coherence and Organization The extent to which listeners can follow the line of reasoning. CCSS.SL.9-10.4	Skillfully present ideas so listeners can easily follow the line of reasoning.	Present ideas so listeners can follow the line of reasoning.	Present ideas so listeners can follow the line of reasoning with some effort.	Attempt to present ideas so listeners can follow the line of reasoning, but listeners have great difficulty.
Style The extent to which presentation is appropriate to the purpose, audience, and task. CCSS.SL.9-10.4	Skillfully establish and maintain a formal style and objective tone appropriate to the norms and conventions of the discipline. Exhibit excellent command of standard English.	Establish a style and tone appropriate to the discipline; demonstrate inconsistent use of formality and objectivity. Exhibit good control of standard English.	Use inconsistent style and tone with some attention to formality and objectivity. Exhibit developing control of standard English.	Lack a formal style, using language that is basic, imprecise, or contextually inappropriate. Exhibit little control of standard English.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

10.4.2 End-of-Unit Speaking and Listening Checklist

Assessed Standard: SL.9-10.4

Presentation of Knowledge and Ideas

	Did I...	✓
Organization	Present my argument concisely?	<input type="checkbox"/>
	Use evidence to support my claims logically?	<input type="checkbox"/>
	Organize and develop my argument clearly?	<input type="checkbox"/>
Style	Use a style of speaking appropriate to the purpose, audience, and task?	<input type="checkbox"/>