

10.4.2

Lesson 23a

Introduction

In this lesson, students present their arguments from the previous lesson as oral presentations to small groups of peers. After discussing the factors that contribute to a successful oral presentation, students share their arguments about which character from *Macbeth* is primarily responsible for the tragedy, using evidence to support claims. Student learning in this lesson is assessed via student participation in the following task: Present your argument and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.

For homework, students reread Act 1.1 and 1.3 before reflecting on how Shakespeare uses these scenes to provide information about the Witches, other characters, and the plot in these scenes.

Standards

Assessed Standard(s)	
SL.9-10.4	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.
Addressed Standard(s)	
SL.9-10.1.b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Assessment

Assessment(s)

Student learning in this lesson is assessed via student participation in the following task:

- Present your argument and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.

① Student performances, recorded digitally for teacher viewing and assessment, are assessed using the 10.4.2 Speaking and Listening Rubric.

High Performance Response(s)

A High Performance Response should:

- Present a clear central claim (e.g., The Witches are primarily responsible for the tragedy; Macbeth is primarily responsible for the tragedy; or Lady Macbeth is primarily responsible for the tragedy.).
- Use relevant evidence and valid reasoning to support claims, such as the examples below:
 - The Witches cast a charm that determines the actions of Macbeth and Lady Macbeth (Act 1.3, lines 33–38, from “The Weird Sisters, hand in hand” to “Peace, the charm’s wound up”).
 - Macbeth actively chooses to kill Duncan in order to fulfill the prophecy (Act 1.4, lines 55–60, from “The Prince of Cumberland! That is a step” to “when it is done, to see”; Act 1.7, lines 85–88, from “Will it not be received” to “That they have done ’t?”).
 - Lady Macbeth talks Macbeth into murdering Duncan and keeps him from reconsidering his decision (Act 1.5, lines 71–82, from “O, never / Shall sun that morrow see!” to “Give solely sovereign sway and masterdom”; Act 1.7, lines 39–82, from “Was the hope drunk / Wherein you dressed yourself” to “who shall bear the guilt / Of our great quell?”).
- Identify reasonable counterclaims such as those below:
 - Even though the Witches cast a charm, they are not responsible because Macbeth did not necessarily need to kill Duncan to ensure that the prophecy was fulfilled; Banquo did not kill anyone and yet the prophecy about his descendants becoming king seems to be true.
 - Macbeth killed Duncan, but he is not the character primarily responsible for the tragedy because if the Witches had not “trade[d] and traffic[ked] with Macbeth / In riddles and affairs of death” (Act 3.5, lines 4–5) and if Lady Macbeth had not argued so forcefully for killing Duncan, he might have made a different decision.
 - Lady Macbeth planned the murder and participated in it, but she did not know anything about the other murders that Macbeth planned, so she is not primarily responsible for the whole tragedy, etc.

- Develop ideas using logical organization.
- Speak in a style appropriate to purpose, audience, and task (i.e., appropriate for a short presentation to classroom peers, demonstrating a command of the conventions of standard English).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • None.*
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> • 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: SL.9-10.4, SL.9-10.1.b, SL.9-10.6 • Text: <i>Macbeth</i> by William Shakespeare 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Oral Presentations 4. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 70% 4. 10%

Materials

- Student copies of the 10.4 Common Core Learning Standards Tool (refer to 10.4.2 Lesson 1)

- Student copies of the 10.4.2 Speaking and Listening Rubric and Checklist (refer to 10.4.2 Lesson 22)
- Digital recording devices for each small group
- Student copies of the Act 1 Witches' Scenes Review Tool for each student (refer to 10.4.2 Lesson 22)

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: SL.9-10.4. In this lesson, students discuss the criteria for a successful oral presentation before articulating the arguments they constructed for their 10.4.2 End-of-Unit Assessments. Students work in small groups, taking turns assuming the role of presenter, timer, videographer, and evaluator.

- ▶ Students look at the agenda.

Distribute or ask 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: SL.9-10.6. 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 SL.9-10.6.

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

💬 Student responses may include:

- Change your way of speaking (including word choices, level of formality, etc.), based on where, when, and why you are speaking.
- Demonstrate your ability to use formal English when necessary.

Activity 2: Homework Accountability

10%

Instruct students to meet in pairs to discuss the 10.4.2 Speaking and Listening Rubric and Checklist and how they prepared for their presentations.

- ▶ Students work in pairs to discuss preparing for an oral presentation.

💬 Student responses may include:

- Rereading notes for End-Of-Unit Assessment
- Creating notecards
- Practicing out loud

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

Activity 3: Oral Presentations

70%

Instruct students to meet in their small groups to give short oral presentations. Instruct students to take turns assuming the following roles:

- Presenter – Student presents argument orally in a short presentation (less than five minutes).
- Videographer – Student records the student presenting.
- Evaluator – Student takes notes on presentation, referring to the 10.4.2 Speaking and Listening Rubric and Checklist.
- Timer – Student monitors the time for the speaker to ensure that presentation does not exceed time limit and that all students have enough time to present.

① Some students may need time to familiarize themselves with digital recording equipment.

- ▶ Students meet in small groups and assign roles and presentation sequence.

① Consider drawing students' attention to their work with standard SL.9-10.1.b when they assume particular rules within their groups.

Instruct students to present arguments to their small groups and to take turns assuming various roles.

① Consider drawing students' attention to their work with standard SL.9-10.6 when they demonstrate their command of formal English for an oral presentation.

Instruct students to remain in groups and join a second group.

Post or display the following questions for students to discuss in combined groups:

How does presenting the argument orally compare to writing that same argument for the End-of-Unit Assessment?

💬 Student responses may include:

- It was very similar because both formats presented the same ideas.
- It was easier because it did not need to be written down.
- It was harder because it required public sharing of ideas and because spoken language cannot be edited.

Activity 4: Closing

10%

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

- ▶ Students follow along.

Homework

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