

LESSON #1

INSTRUCTIONAL FOCUS	
Standards	<i>CCSS.ELA-LITERACY.RL.11-12.6</i> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Content Objectives	Students will describe how plot points reveal aspects of Macbeth’s character by discussing the morality of his actions and working in groups to interpret the character’s reaction to prophecy.
Learning Targets	I can describe how plot points reveal aspects of Macbeth’s character.
ACADEMIC LANGUAGE DEMANDS	
Language Function	The language function is describe .
Language Demand	Vocabulary: <i>content-specific</i> : motivation, fate, arc, moral; <i>academic</i> : describe, evaluate, apply Discourse: Evaluating how action reveals character (text analysis)
FORMATIVE ASSESSMENT	
Informal	<ul style="list-style-type: none"> • Verbal checks for understanding • Teacher observation during discussion and group work • Mentimeter poll responses and Google Slide responses to text passages
Formal (product turned in)	<ul style="list-style-type: none"> • Exit Ticket: completion of sentence frame - “If I’ve learned anything from Macbeth’s life, it is…”

CLASSROOM SUPPORTS	
Planned Supports	<i>IEP and 504s</i> : regular verbal checks for understanding and that students are on-task; copy of slides posted to Google Classroom <i>Language supports</i> : sentence frame in Exit Ticket; group work <i>Gifted students</i> : HOT questions in discussion
Higher-order Questions	<ul style="list-style-type: none"> • Why would <i>Macbeth</i> be popular with schools? • What could the character have done differently in this situation? • What moral can you take away from <i>Macbeth</i> that you can apply to your own life?
Materials / Technology/ Visual Aides	Google Meet; Google Slides; Mentimeter

INSTRUCTION/LESSON PROCEDURES		
ACTIVITY	TEACHER DOES	STUDENTS DO
<p>(10 min) Anticipatory Set:</p> <p>What Would You Do?</p> <p>+ Learning Target</p>	<p>Teacher shows clip of Klondike bar commercial and asks students what they would do for a Klondike bar.</p> <p>Teacher sends Mentimeter link in chat and directs students to open link and respond to the poll. Teacher then directs students to the next question: "What would you do to get everything you've ever wanted in life?" Teacher reviews answers.</p> <p>Teacher presents Google Slide with the lesson's learning target.</p>	<p>Students watch clip. Students open link to access Mentimeter poll and type their responses to the posted questions.</p> <p>Students view slide and ask clarifying questions.</p>
<p>(10 min) Summary Video:</p> <p><i>Macbeth</i> by Schools</p>	<p>Teacher primes students and plays summary video of <i>Macbeth</i>.</p> <p>Teacher asks, "Why would <i>Macbeth</i>, the shortest and bloodiest of Shakespeare's tragedies, be popular with schools?"</p>	<p>Students watch video and take notes.</p> <p>Students respond to teacher's prompt.</p>
<p>(15 min) Instruction and Inquiry:</p> <p>Decision-Making in <i>Macbeth</i></p>	<p>Teacher explains the "Psychopath Riddle" and solicits student responses. Teacher introduces and explains the "Evil Meter" and how we will use it during the lesson.</p> <p>Teacher moves through the major plot points of <i>Macbeth</i>. For each plot point, teacher asks, "What would you do in this situation?" before explaining what the character does. Teacher then asks students to evaluate the morality of the character's decision on the "Evil Meter."</p>	<p>Students respond in chat to teacher's prompts and ask clarifying questions.</p> <p>Students respond in chat to teacher's prompts and respond with gestures to display an "Evil Meter."</p>
<p>(20 min) Group Work:</p> <p>Interpreting Prophecy</p>	<p>Teacher shows Google Slide and gives instructions for group work: students will read the two prophecies and discuss how <i>Macbeth</i> would react to it and identify any possible loopholes in the language. Teacher posts Slides link in chat and instructs students to open it.</p>	<p>Students listen to instructions, open Google Slides, and ask clarifying questions.</p>

	<p>Teacher moves between different Breakout Rooms, checking on and redirecting students and answering questions.</p> <p>Teacher reconvenes class and reviews responses on Slide. Teacher prompts student discussion.</p>	<p>Students work in groups to read and respond to text passages. Students type their ideas directly onto Google Slide.</p> <p>Students view Slide and respond to teacher's prompts.</p>
<p>(5 min) Closure:</p> <p>Review Learning Target + Exit Ticket</p>	<p>Teacher reviews lesson's learning target. Teacher explains Exit Ticket: In the chat, finish the sentence, "If I've learned anything from Macbeth's life, it's..."</p>	<p>Students type Exit Ticket response into chat.</p>

LESSON #2

INSTRUCTIONAL FOCUS	
Standards	<i>CCSS.ELA-LITERACY.SL.11-12.1.C</i> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
Content Objective	Students will debate ethical questions related to themes in <i>Macbeth</i> by participating in observed group discussions.
Learning Target	I can debate ethical questions related to themes in <i>Macbeth</i> .
ACADEMIC LANGUAGE DEMANDS	
Language Function	The language function is debate .
Language Demand	Vocabulary: <i>content-specific</i> : motivation, fate, arc, moral; <i>academic</i> : debate, evaluate, context Discourse: Defending perspectives using reasoning and textual evidence
FORMATIVE ASSESSMENT	
Informal	<ul style="list-style-type: none"> ● Verbal checks for understanding ● Teacher observation during discussion and group work
Formal (product turned in)	<ul style="list-style-type: none"> ● Exit Ticket: Give <i>Macbeth</i> a subtitle ● Asynchronous Assignment: Write a letter of advice to either Macbeth or Lady Macbeth

CLASSROOM SUPPORTS	
Planned Supports	<i>IEP and 504s</i> : regular verbal checks for understanding and that students are on-task; copy of slides posted to Google Classroom <i>Language supports</i> : front-load vocab; group work <i>Gifted students</i> : HOT questions in discussion
Higher-order Questions	<ul style="list-style-type: none"> ● Do you find the idea of fate comforting or terrifying? ● Do you think Macbeth was an agent of free will or a victim of fate? ● Was Macbeth too far gone for redemption? ● Who was more evil: Macbeth or Lady Macbeth?
Materials / Technology/ Visual Aides	Google Meet; Google Slides

INSTRUCTION/LESSON PROCEDURES		
ACTIVITY	TEACHER DOES	STUDENTS DO
<p>(10 min) Anticipatory Set:</p> <p>What is a superstition you have?</p> <p>+ Learning Target</p>	<p>Teacher asks students to answer in chat: What is a superstition you have?</p> <p>Teacher introduces “The Curse of the Scottish Play” and shows video clip. Teacher discusses the production history of <i>Macbeth</i> and why it’s believed to be cursed.</p> <p>Teacher presents lesson’s learning target and introduces vocab by soliciting student definitions of “fate.”</p>	<p>Students type responses in chat.</p> <p>Students watch video, view slides, and ask clarifying questions.</p> <p>Students view slides and provide definitions of fate verbally and in chat</p>
<p>(5 min) Review:</p> <p>Weird Sisters + Prophecies</p>	<p>Teacher reviews material from previous class, showing slides that detail the Witches’ prophecies. Teachers checks for understanding.</p>	<p>Students view slides and ask clarifying questions.</p>
<p>(20 min) Group Work:</p> <p>Questions of Fate</p>	<p>Teacher gives instructions for group work, posts link to Google Slides, and sends students into Breakout Rooms.</p> <p>Teacher moves between Breakout Rooms observing discussion, providing feedback, and answering clarifying questions.</p> <p>Teacher prompts students to share out from their group discussions.</p>	<p>Students view slides and ask clarifying questions.</p> <p>In groups, students discuss three questions related to themes in <i>Macbeth</i>: 1) Do you find the idea of fate comforting or terrifying? 2) Do you think Macbeth was an agent of free will or a victim of fate? 3) Do you think you can ever be past the point of redemption? Students assign a timekeeper and spend 2 minutes discussing each question.</p> <p>Students share out from their group discussions.</p>
<p>(5 min) Brain Break:</p> <p>Knock Knock Jokes</p>	<p>Teacher solicits knock-knock jokes from students.</p> <p>Teacher shows slides and instructs on Shakespeare’s original use of the term “Knock-Knock, who’s there?”</p>	<p>Students tell their favorite knock-knock jokes.</p> <p>Students view slides and ask clarifying questions.</p>

<p>(10 min) Instruction and Inquiry:</p> <p>Women + Witches</p>	<p>Teacher asks student to read Witch's spell. Teacher instructs in historical context of witches during Shakespeare's time and how that related to his writing of <i>Macbeth</i>.</p> <p>Teacher shows clip of performance of Lady Macbeth's speech and compares it to Beatrice. Teacher asks students who they consider to be more evil: Macbeth or Lady Macbeth?</p>	<p>Student reads Witch's spell. Students view slides and ask clarifying questions.</p> <p>Students watch clip and respond to teacher's prompt verbally and in chat.</p>
<p>(10 min) Closure:</p> <p>Introduce Assignment + Review Learning Target + Exit Ticket</p>	<p>Teacher reviews learning target and introduces assignment: students will write a letter giving advice to either Macbeth or Lady Macbeth.</p> <p>Teacher gives instructions for Exit Ticket: "In the chat, write a subtitle for the play."</p>	<p>Students view slides and ask clarifying questions.</p> <p>Students respond to prompt in the chat.</p>