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# OUT OF LESSON WORK

# TERM 1

# ENGLISH

# YEAR 11

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**To understand the mythical/ biblical allusion of Bellona's bridegroom from Act 1 Scene 2 of the play.**

**Week 1 vocabulary to learn using a dictionary:**

Riddle

Rebellious

Traitor

Thane

Bellona's bridegroom

Surgeon

Heath

Attire

Prologue

Soliloquy

Aside

Foreshadow

atmospheric

blasphemy

supernatural

Golgotha

Demonology

Liege

Treason

Harvest

Valiant

Kinsman

Harbinger

Repentance

Throne

Aside

Glamis

Missive

Impede

Subvert

Stereotype

Ambition

Gall

- A soldier kills an enemy in battle.
- A man who kills his king
- A man who kills a close relative
- A woman who persuades her husband to kill someone
- A woman who kills her own child
- A woman who plans a murder but kills no one herself
- A man who suspects his best friend of murder but does nothing
- A man who arranges for his best friend to be murdered
- A man who tries to have his best friend's son murdered
- A king who orders the death of an enemy
- A king who orders the deaths of an enemy's wife and children
- A soldier who kills children under orders from his king.
- A doctor who knows his patient is a murderer but says nothing
- A woman who commits suicide
- A man who kills the murderer of his family.

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IN PAIRS

**Task 1**: Rank the 15 crimes in order of most/least evil. You will be asked to justify your opinions.

**1 = most evil**
**15 = least evil**

**Turn your books to Act 1 Scene 1. We will be reading lines 1-10. Whilst we read, consider:**

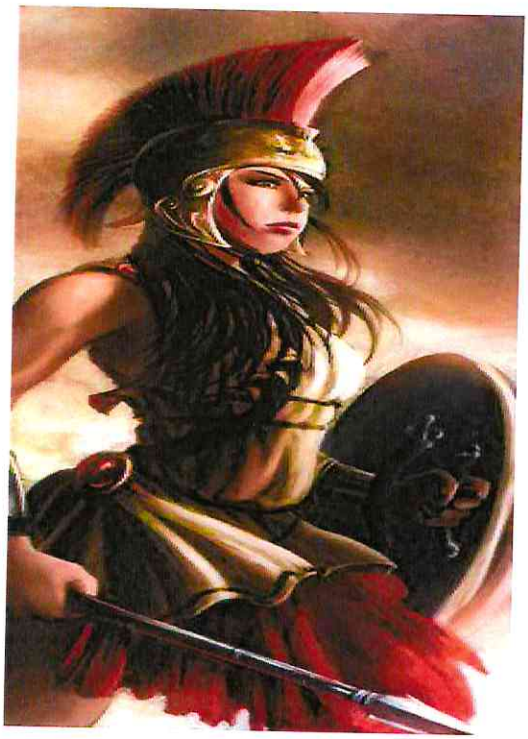
- What is the significance of the stage direction 'Open ground. Thunder and lightning' at the start of the scene?
- What do you think the three witches are doing?
- What do you understand about the line 'Fair is foul, and foul is fair'?
- **Challenge**: What is the stereotype of a witch?

# Daemonologie

In 1597 King James I wrote a controversial book on his beliefs and ideas of Witchcraft. It asserts his full belief in magic and witchcraft and aimed to prove the existence of such forces and to lay down what sort of trial and punishment these practices merit – in James's view, death. *Daemonologie* takes the form of a dialogue and is divided into three sections: the first on magic and necromancy (the prediction of the future by communicating with the dead), the second on witchcraft and sorcery and the third on spirits and spectres. Many elements of the witchcraft scenes in Macbeth conform to James's ideas and beliefs in witchcraft as expressed in *Daemonologie* and his anti-witchcraft legislation. This includes ideas such as the witches' vanishing/invisible flight, their raising of storms, dancing and chanting, sexual acts, their gruesome potion ingredients and the presence of animal familiars.

**Challenge**: Working with your table partner, why do you think Shakespeare makes the witches such important characters in his play?

Bellona was the Roman Goddess of war. In Act I Scene 2 Ross says: "From Fife, great King, where the Norwegian banners flout the sky, and fan our people cold. Norway himself, with numbers terrible, assisted by that most disloyal traitor, the Thane of Cawdor, began a dismal conflict. Till that Bellona's bridegroom, lapped in proof, confronted him with self comparisons, point against rebellious point, arm against arm, curbing his lavish spirit, and, to conclude, the victory fell on us."
Ross compares Macbeth to a God of War and implies that it is fitting that he should have been married to Bellona, as he shares the same fearlessness and heroism in battle. Macbeth is revered by all his fellow soldiers.
Challenge: Why does Shakespeare go to such pains to have Macbeth portrayed as a heroic, fearless figure at the start of the play?



**Challenge**: Why does Shakespeare go to such pains to have Macbeth portrayed as a heroic, fearless figure at the start of the play?

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'For brave Macbeth (well he deserves that name)
Disdaining fortune, with his brandished steel,
Which smoked with bloody execution,
Like Valour's minion carved out his passage
Till he faced the slave,
Which ne'er shook hands or bade farewell to him,
Till he unseamed him from the nave to th' chops. And fixed his head upon our battlements.'

**List 4 things the Captain recounts about Macbeth here.**

1
2
3
4

**Task**: Read the following student response and highlight any effective phrases. Identify any areas that need improving and explain why.

Lady Macbeth is presented as a powerful woman in this scene because of the way that she uses language and her evil intent. One of her first references is to a 'raven' which is symbolic of a bird of death. This is significant because it shows she is not afraid, she accepts death, and this shows her power as a not just a woman but as Macbeth's wife. She also shows power because she refers to 'my battlements' which is an odd use of the word for a female in this situation because surely it is Macbeth's castle. This is important because as the play continues to develop, we see that Lady Macbeth is in fact the more powerful of the two characters. It is interesting as well that as this speech develops, Lady
Macbeth begins to become even darker in her fascination with evil spirits. She invites them to 'take my milk for gall' which implies that she wants to be stripped of any kind of maternal instinct that she possesses. This is interesting because in a sense, with Duncan coming to her castle, and as a hostess, she has an almost maternal role in protecting him. Therefore, in the way that she asks to be stripped of this element of her personality, it is almost as if she's preparing herself for an evil act. This links back to earlier in the passage when she says 'unsex me here': she no longer wants to be a woman and this is because she associates being female with weakness. In order to be cruel, she thinks she has to embody male traits.

**Turn your books to Act 1 Scene 4. We will be reading lines 1-58. Whilst we read, consider:**

- Why are King Duncan's words about the previous Thane of Cawdor symbolic?: ***"He was a gentleman on whom I built an absolute trust."*** What does it show about King Duncan?
- How does Macbeth feel when he learns that King Duncan is to name Malcolm, his eldest son, as ***The Prince of Cumberland***?
- Record any quotations from this Scene which show the theme of deception and disguise.
- What is your initial impression of King Duncan, the King of Scotland, in this scene? Can you list any adjectives that you think describe him here?

**CHALLENGE:** "Noble Banquo that has no less deserved, nor must be known no less to have done so: let me enfold thee, and hold me to my heart ***(he hugs Banquo)***
**King Duncan**

**Question:** What warning signs does Shakespeare give the audience in this scene that King Duncan may be vulnerable?

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## VIP questions Week 1

1. What was the name of the book King James I wrote about witchcraft in 1597?
2. Why is King Duncan pleased with Macbeth?
3. Who is Malcolm and why is he important to the plot?
4. What do the witches prophesise for both Macbeth and Banquo?
5. What is a *thane*?
6. What was the *Divine Right of Kings*?
7. Give an example of dramatic irony from Act 1 Scene 3.
8. Who was *Bellona*?
9. What warning does Banquo give Macbeth?
10. What do you infer about Macbeth from this quotation?: "The Thane of Cawdor lives: why do you dress me in borrowed robes?

Week 2 Aims:

**To develop a knowledge and understanding of how to view a section of a text critically.**

**To develop an appreciation for subtle plot devices and dramatic conventions such as dramatic irony and strategically placed asides and soliloquys.**

**To understand the literary theory and subversion of stereotypes of the role of Lady Macbeth in the play.**

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**To understand how writers' have different viewpoints, attitudes and feelings towards the topics and themes they are writing about.**

**To incorporate a range of non-negotiable creative writing ingredients from the PAT strategy into a narrative.**

**Key vocabulary for Weeks 2, 3 and 4.**

Harbinger

Repentance

Throne

Aside

Glamis

Missive

Impede

Subvert

Stereotype

Ambition

Gall

**Q1. What does the word *harbinger* mean?**

**Q2. List 3 adjectives to describe King Duncan.**

**Q3. Upon which setting does Shakespeare introduce the witches in the opening of the play? Why is this symbolic?**

**Q4. List one positive, one negative and one interesting statement about the Inspector from Priestley's play.**

**Q5. Which character is *Poole* from Jekyll and Hyde?**

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**Turn your books to Act 1 Scene 6. We will be reading lines 1-31. Whilst we read, consider:**

- **How does King Duncan feel about the surrounding area of Macbeth's castle?** Find a quotation that shows his thoughts and feelings.
- **Why do you think Shakespeare uses bird imagery in this scene?**
- **What words would you use to describe King Duncan in this scene?** Give reasons for your answer.
- **How does Lady Macbeth behave and act around King Duncan in this scene?** What do you infer about Lady Macbeth in this scene? Give reasons for your answer. Why does the following reference from Act 1 Scene 5 link to this scene? "Look like the innocent flower but be the serpent under't."

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**Turn your books to Act 1 Scene 7. We will be reading lines 1-83. Whilst we read, consider:**

- **How is Macbeth's confusion and conflicting state of mind shown in his soliloquy in lines 1-28?** List any references which support this confused state of mind.
- **Look carefully from Lady Macbeth's entrance in this scene on line 28.** How does she very quickly establish the more powerful role in their relationship in this scene? What does she say to Macbeth to make him change his mind about the killing of King Duncan?
- **Make a list of adjectives and key references which show Lady Macbeth in her true colours in this scene.**
- **Why would Shakespeare's presentation of Lady Macbeth in this way challenge patriarchal views? How would a modern day audience's view differ from that of a contemporary audience?**

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**What do you notice about the Macbeths' converse in this scene?**
**Would you say there was anything unusual about how Shakespeare presents their relationship?**
**Select one reference for each character which subverts the stereotype of male and female roles in Jacobean society.**
**Why do you think Shakespeare presents husband and wife in this way?**
**How might a contemporary audience have viewed their relationship?**

Explore how Shakespeare presents the Macbeths' relationship in this scene?

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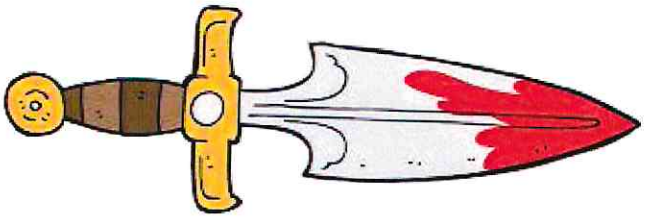
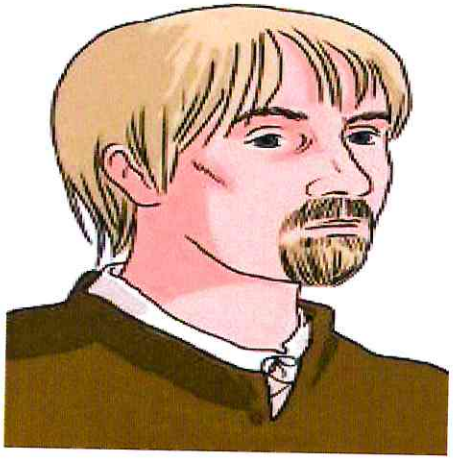
**CHALLENGE:** "I have given suck, and know how tender it is to love that babe that milks me: I would while it was smiling in my face, have plucked my nipples from his boneless gums, and dashed the brains out, had I so sworn as you have done to this."
**Lady Macbeth**

**Question:** What effect do you think such violent and graphic imagery wold influence and shape a contemporary audience's impression of Lady Macbeth? What were Shakespeare's intentions?

**Turn your books to Act 2 Scene 1. We will be reading lines 1-end. Whilst we read, consider:**

- **How do Macbeth and Banquo speak to one another in this scene? Do you notice anything unusual about a relationship between two so-called best friends?** Select any references which show any tension between the two characters.
- **How does Shakespeare use pathetic fallacy and dramatic irony in this scene to increase the tension for a watching audience?**
- **Look carefully at Macbeth's dagger speech: What do you notice about his state of mind now compared to his state of mind in Act 1 Scene 7?**





**MACBETH** There's one did laugh in's sleep, and one cried
Murder!'
That they did wake each other: I stood and heard them:
But they did say their prayers, and address'd them
Again to sleep.

**LADY MACBETH** There are two lodged together.

**MACBETH** One cried 'God bless us!' and 'Amen' the other;
As they had seen me with these hangman's hands.
Listening their fear, I could not say 'Amen,'
When they did say 'God bless us!'

**LADY MACBETH** Consider it not so deeply.

**MACBETH** But wherefore could not I pronounce 'Amen'?
I had most need of blessing, and 'Amen'
Stuck in my throat.

**LADY MACBETH** These deeds must not be thought
After these ways; so, it will make us mad.

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***Enter MACBETH***

My husband!

**MACBETH** I have done the deed. Didst thou not hear a noise?

**LADY MACBETH** I heard the owl scream and the crickets cry. Did not you speak?

**MACBETH** When?

**LADY MACBETH** Now.

**MACBETH** As I descended?

**LADY MACBETH** Ay.

**MACBETH** Hark! Who lies i' the second chamber?

**LADY MACBETH** Donalbain.

**MACBETH** This is a sorry sight.

***Looking on his hands***

**LADY MACBETH** A foolish thought, to say a sorry sight.

**How does Shakespeare structure this extract to interest the reader?**

Give them a next step, what can they do now to improve?

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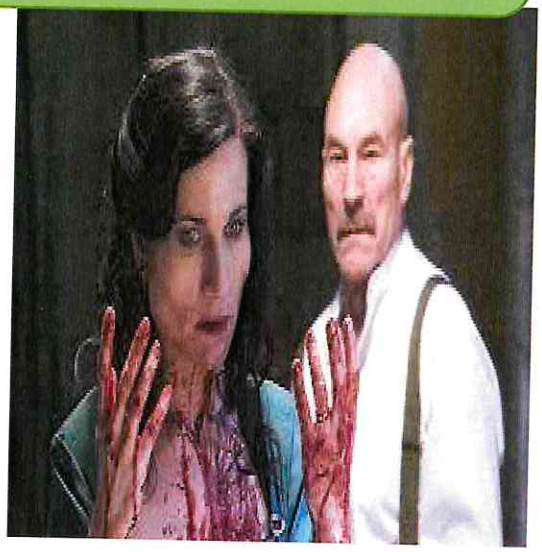

Read your partner's paragraph and highlight where you think their writing is particularly successful. Annotate where they have focused on a shift or change that is interesting to the reader.

**Q1. What do you find most challenging about creative writing?**

**Q2. What do you include in your plan?**

**Q3. Look at the list below. What would you consider to be the 3 most important ingredients of a strong piece of creative writing? Discuss your answers with a partner: plot sustains the interest of the reader**

**figurative language character development detailed descriptions**

**accurate spelling ambitious vocabulary dialogue between characters**

**flashback cyclical structure the time-frame sentence structures**

**Non-negotiable narrative checklist:**

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**1.Circular narrative:** One sentence, a phrase, a word, one-word paragraph which begins and ends in the same location.

**2. Introduce the main character** using **Show not Tell**. Focus on face, body language, gait and build in Tell- show 3 (;)

**3. Motif:**

Hands, coat, phone, footsteps, clock, photograph repeated several times in the narrative.

**4. The narrative must be no longer than 5 minutes in real-time.** However it can include a **flash-back/ memory/ flash-forward.**

**5.** Write in the **3rd person** as a detached observer, almost like a fly-on-the-wall.

**6. A description of the weather/ setting using figurative language.** Tip: Further on in the narrative have the weather suddenly switch to a more ominous description.

**7.** Build in **Poetry references and key words** to enrich vocabulary. **For example:** bombarded, intoxicated, incessantly, impassively, 'exploding comfortably', 'strung out like bunting'.

**8. Dialogue:**

One other character, in character's head, maximum two lines…

You have 7 minutes of planning time to complete your own Narrative journey plan. Try and apply some of the non-negotiable ingredients as you plan along.

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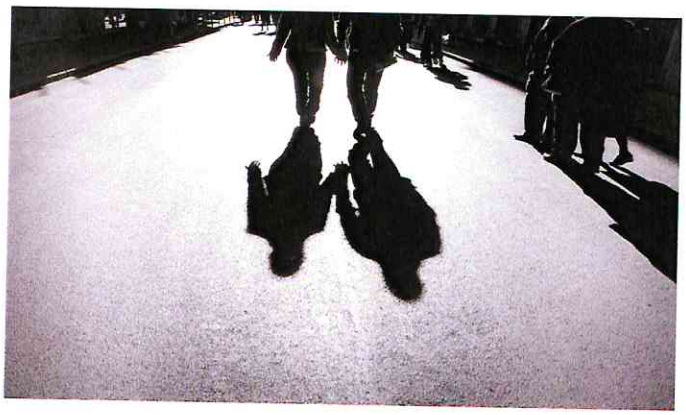
**Motifs:**

**What could the following motifs represent? How could they be used/ developed in your creative writing?**



1. What is a motif?
2. Write one positive, one negative and one interesting statement about Lady Macbeth.
3. What does the word ***façade*** mean?
4. Give 3 important religious beliefs at the time of 16th Century Jacobean society.

5. Which character does Macbeth begin to fear and question in Act 2?
6. What does the phrase 'subverts the stereotype' mean?
7. How long should a narrative piece of writing last for in real-time?
8. What does the word ***Machiavellian*** mean?
9. What relation is King Duncan to Macbeth?
10. Why was regicide considered the most atrocious crime of all in the 16th Century?

**Challenge questions:**

**11. What structural methods does Shakespeare use in the play to heighten tension?**

**12. What would a feminist critic look for in the play Macbeth?**