

LESSON PLAN GUIDE

Topic: ELA – Response to Literature: Shakespeare’s *Macbeth*

Grade: 5th

Time: 1 hour

Standards: LA.5.LR.3.1 – Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

LA.5.WA.2.2 – Write responses to literature: (a) Demonstrate an understanding of a literary work. (b) Support judgments through references to the text and to prior knowledge.

LA.5.LC.1.0 – Students write and speak with a command of standard English conventions appropriate to this grade level.

Materials: *Teacher:* Macbeth Synopsis, Instructions, and Character List

Students: Pencils, lined paper

Vocabulary: tragedy, comedy, motive/motivation, heir

OBJECTIVE

Students learn the characteristics of tragedy in contrast to comedy. Students work collaboratively to read about literary characters, discuss a response, and write a persuasive or expository piece from the point of view of a chosen character, using details or evidence to support their topic.

I. ANTICIPATORY SET (1 MIN.)

Activate prior knowledge: Since we’ve been working on our Macbeth for the class play, how would you like to learn more about the characters in the original version from Shakespeare?

Purpose: Shakespeare is one of the most famous writers in history, so it’s good to learn a little about his characters now. Also, you might get more ideas on how to play your own character.

II. INSTRUCTION (15 MIN.)

- Our class play is a musical comedy, but Shakespeare’s *Macbeth* is actually a tragedy.
- **What are some features of a tragedy?** (serious; dark and/or sad ending; based on human suffering and faults; deals with death and revenge; the main character is usually flawed and not the hero, although the audience can have some sympathy for him; focus is more on characters and their motives than the situation)
- **What are some features of a comedy?** (happy ending; funny, using slapstick, puns, witty comments, and practical jokes; more focus on the situations than the characters/personalities)
- **Do you know of any other famous plays or stories that are tragedies?** (Shakespeare’s are the most famous: Hamlet, Julius Caesar, Othello, King Lear, etc. You’ll hear more about these in middle school and high school.)

III. GUIDED PRACTICE (10 MIN.)

- **Read CliffsNotes summary of Macbeth together.**
- Pick out the aspects of tragedy during the different parts.
- How do the characters and their motives influence the plot?

IV. INDEPENDENT PRACTICE (40 MIN.)

- **Post instructions (attached) on doc cam.**
- Work in row groups to complete writing assignment.

V. CLOSURE/REPEAT PURPOSE AND OBJECTIVE (3 MIN.)

- **Have you changed your opinion or view of any of the characters now that we've read and discussed the original *Macbeth*?**
- **Why do you think Shakespeare wrote this as a tragedy and not as a comedy?**

VI. ASSESSMENT

Formative: Monitor answers and participation during reading discussion of tragedy/comedy; monitor discussion and participation in row groups

Summative: Completed letter/journal entry