

ELA Unit Plan Template

Title of Unit: Macbeth: What's Theme Got to Do With It?

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Grade Level: 10

Source: 2012–2013 Instructional Resources Project

As consumers of literature, art, music and other forms of media, we often see similar themes or central ideas. Through Shakespeare's *Macbeth* and other stories, music, art and historical events, students will gain a deeper understanding of how themes can be shaped and refined as they emerge. Students will focus on creating their own presentation focusing on the development of theme.

A [10th Grade Best Practices](#) document has been prepared for your use.

Unit Introduction/Entry Event:

The teacher will copy and cut the themes connected to William Shakespeare's *Macbeth*. These themes could be written on index cards or copied on color card stock paper. In groups of three or four, students will brainstorm, research online and discuss where the theme appears in literature, history, music or art. Students will then present their findings to the class. This activity will lead students through an in-depth study of common themes encountered in literature, history, music and art.

WV CCRS:

Objectives Directly Taught or Learned Through Inquiry/Discovery	Evidence of Student Mastery of Content
ELA.10.2 determine two themes or central ideas of a literary text and analyze in detail their development over the course of the literary text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the literary text.	Students will collaborate to complete What's Theme Got To Do With It? project .
ELA.10.9 Analyze and defend a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Students will read Shakespeare's <i>Macbeth</i> and complete the assignments related to the play. These assignments occur in Lesson #5 when students will complete a Think, Pair, Share ; Lesson #7 when students will complete the Crime Report Checklist ; Lesson #9 when students will complete the Checklist Act III , Lesson #11 when students will complete the Macbeth Advertising Rubric , and Lesson #12 when students will complete the Double Entry Journal .
ELA.10.14 analyze and defend how an author draws on and transforms source material in a specific literary 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).	Students will read Genesis 3 and chart examples of the theme the Power of Suggestion.

<p>ELA.10.27 gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose and audience answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Students will collaborate to complete What's Theme Got To Do With It? project.</p>
<p>ELA.10.28 draw evidence from literary or informational texts to support analysis, reflection and research.</p> <ul style="list-style-type: none"> • apply grade 10 Reading objectives 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]”). • apply grade 10 Reading objectives to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). 	<p>Students will collaborate to complete What's Theme Got To Do With It? project.</p>
<p>ELA.10.34 make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.</p>	<p>Students will collaborate to complete What's Theme Got To Do With It? project.</p>
<p>ELA.10.40 demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • analyze nuances in the meaning of words with similar denotations. 	<p>Students will collaborate to complete an advertisement that will convince their peers to read <i>Macbeth</i>. The advertisement will be assessed using the Macbeth Advertising Rubric.</p>

Performance Objectives:

Know:

How to understand theme as it applies to different areas: literature, history, music and art

How to collaborate with others

How to brainstorm

How to research

How to share information with classmates

How to synthesize

How to evaluate

How to [Think, Pair, Share](#)

How to interpret figures of speech

How to gather information from multiple sources

How to understand difficult or new vocabulary

How to use music and art to determine tone and mood

How to disseminate information

How to self-evaluate

How to reflect on learning

Do:

Brainstorm

Research

Write a paragraph

Reflect

Complete a [Think, Pair, Share](#)

Use a [Knowledge Rating Scale](#)

Complete an exit slip

Read and understand Shakespeare

Read the Bible as literature

Write a narrative

Write a Tweet

Listen to music to understand theme, tone and mood

View art to understand theme, tone and mood

Annotate an article

Select music to represent their ideas

Create art to illustrate theme

Present

Evaluate others

Focus/Driving Question:

Why are some themes so prevalent in literature, history, music and art?

Vocabulary:

Students will use the [Knowledge Rating Scale](#) to assist them with difficult vocabulary. Students will read Shakespeare's *Macbeth* and will often deal with archaic language.

Assessment Plan:

The teacher will use formative assessment tools throughout much of the unit. The final group product, [What's Theme Got To Do With It? project](#), will be assessed formally with the [WVDE Presentation Rubric](#).

Major Products: (Group) or (Individual)

Individual reflections and group presentation [What's Theme Got To Do With It? project](#)

Assessment and Reflection:

Rubric(s) I will use: (Check all that apply.)	Collaboration		Written Communication <input type="checkbox"/> Argumentative/Opinion <input type="checkbox"/> Informational <input checked="" type="checkbox"/> Narrative	
	Critical Thinking & Problem Solving		Content Knowledge	
	Oral Communication Speaking and Listening		Other Macbeth Advertising Rubric WVDE Presentation Rubric	X X
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests		Practice presentations	
	Self-evaluation Self-reflection on Learning	X	Notes	
	Peer evaluation		Checklists/observations Checklist for Theme Activity Crime Report Checklist Checklist Act III	X X X
	Online tests and exams		Concept maps	
Reflections: (Check all that apply)	Survey		Focus Group	
	Discussion		Task Management Chart	
	Journal Writing/ Learning		Other	

	Log	Witches and Ghosts	X
		Double Entry Journal	X
		Self-Reflection on Learning	X

Manage the Unit:

This unit focuses on two major areas of study: Shakespeare and theme. Students have been studying central and/or main idea since kindergarten and have actually used the terminology “theme” since 4th grade. Therefore, Lesson 1 is a review of common themes found in literature, history, music and art. The teacher should begin this first lesson by grouping students. The groups will be used throughout the unit and should be thoughtfully organized. Three to four students seem to work best for such group work. The teacher could consider partnering struggling students with high achieving students in an effort to help with scaffolding and collaboration. If students have not worked in groups before, the teacher may need to guide the groups with brainstorming and collaboration activities.

Before beginning this unit, the teacher should gather supplies and copies of rubrics, reflections and assignments. Much of this unit relies on the use of the Internet for student research and teacher presentation. The teacher may need to secure computer lab time in order to complete the lessons.

The theme lessons in the unit are paired with the various acts in Shakespeare’s *Macbeth*. While the lessons could be moved around, keep in mind that a lesson on theme in history is paired with Act I of the play; a lesson on theme in literature (the Bible) is paired with Act II and so forth. A teacher might elect to teach only part of the play and thus eliminate other lessons.

In Lesson 3, the teacher will assign the culminating project, [What’s Theme Got To Do With It?](#) The students will have the opportunity to review the assignment details and meet in groups to determine how they want to proceed. As the unit progresses with other lessons and activities, the teacher will offer occasional class time for continued work on the project. If necessary, the teacher will devote entire class periods/blocks when needed for work on the project. This time has not been built into the individual lessons and must be planned for accordingly.

There are 13 lessons for this unit, in addition to time needed for the culminating project. Therefore, the unit should take around 3-4 weeks to complete.

Reflection:

Students will complete reflections in several lessons. The final reflection will be a [Self-Reflection on Learning](#) which will evaluate the group project that is the culminating product for the unit.

Materials/Websites:

- Index cards
- Poster paper
- Post-its
- Copies of *Macbeth*
- Copies or access to Chapter 3 of Genesis
- Markers
- Movie clip from *Jaws* found on YouTube
- Article *Chills and Thrills: Music That Goes Bump in the Night*

Computer/interactive Board

Internet access

[Knowledge Rating Scale](#)

[What's Theme Got To Do With It? project](#)

[Witches and Ghosts assignment](#)

[Discussion of Viewpoints](#)

[Crime Report Checklist](#)

[Checklist Act III](#)

[Tone Words](#)

[Macbeth Advertising Rubric](#)

[Double Entry Journal](#)

[Self-Reflection on Learning](#)

<http://www.google.com> – as a starting point for researching themes in literature, history, music and art

<http://www.prairieghosts.com/shue.html> - Account of the Greenbrier County Ghost story

<http://wvde.state.wv.us/strategybank/ThinkAloud2.html> - Teach 21 Strategy Bank

<http://artsedge.kennedy-center.org/students/features/your-brain-on-music/scary-music.aspx#introduction> – *Chills and Thrills: Music That Goes Bump in the Night* from ARTSEDGE (The

Kennedy Center)

<https://wvde.state.wv.us/teach21/WVDERubrics.html> - Site for Rubrics and other documents

<http://wvde.state.wv.us/strategybank/Think-Pair-Share.html> Procedure for [Think, Pair, Share](#)

Career Connection:

Collaboration, research and presentation skills are needed in all career clusters.

The advertising product in Lesson #11 benefits the Business and Marketing cluster.

Lesson Plan - Lesson #1: What's Theme Got To Do With It?
Is Number 1 Of 13
In Unit Plan - Macbeth: What's Theme Got to Do With It?

Lesson #1: What's Theme Got To Do With It?

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English Language Arts
Grade 10

Duration:
1 – 90 minute block

Focus/Driving Question:
Why are some themes so prevalent in literature, history, music and art?

Lesson Overview:
In this lesson, students will consider common themes that appear in literature, history, music and art.

Teacher Facilitation of Student Acquisition of Background Knowledge:
The teacher will group students before assigning each group a theme ([Themes for Macbeth Group Activity](#)). After reviewing *theme*, the teacher will ask students to brainstorm, research and discuss examples of the assigned theme as it might appear in literature, history, music and/or art. The teacher will facilitate this group activity. Students might use their books and or computers to find examples of their given theme.

Anchor Text & Questions for Close Reading:
While the anchor text for this unit will be *Macbeth*, there will be no anchor text for this lesson.

Vocabulary Development:
The teacher will lead a review of the literary term *theme*.

Manage the Lesson:
Step 1 – The teacher will copy and cut the theme ideas connected to William Shakespeare's *Macbeth*. These themes could be written on index cards or copied on color card stock paper. A [Themes for Macbeth Group Activity](#) is provided, but the teacher might also add to the provided themes, or advanced students might even be asked to provide their own themes.
Step 2 – The students will be placed in groups of three or four. The teacher should consider classroom dynamics when grouping students. To scaffold, the teacher might group advanced students with struggling students in order to provide assistance.

Step 3 – Using the theme their group is given, students will brainstorm, research online and discuss where the theme appears in literature, history, music and/or art. The teacher could provide titles and/or suggestions for areas of research if scaffolding is needed. Encourage students to find examples in all four areas.

Active Literacy:
Students will work in groups to discuss and discover themes in literature, history, music and art. The teacher will provide the list of themes for students to research.

Post Literacy:

Students will write a paragraph about their assigned theme and list any questions they still have about theme in general. This will be used as an exit slip from the classroom. As an alternative exit slip, ask students to reflect on how the theme they were assigned is prevalent in their own day to day lives.

Product/Performance:

The students will present an exit slip as they leave the classroom.

Reflection:

Students will participate in a whole class discussion reflecting on how comfortable they feel with the term *theme*. As part of the reflection, the teacher could ask students to generate a list of other common themes they encountered while working on their lesson. The teacher should consider posting a list of themes on the board, allowing students to add to the list as they work on the unit.

Materials & Resources:

Internet access

Computers

List of themes – could be placed on index cards or printed on card stock

Poster paper

Index cards

Websites:

<https://www.google.com/> as a starting place for researching theme in literature, history, music and art

Career Connections:

Collaboration is used in all careers.

The study of themes will apply specifically to the Arts and Humanities Career Cluster.

Lesson Plan - Lesson #2 - What's Theme Got To Do With It?
Is Number 2 Of 13
In Unit Plan - Macbeth: What's Theme Got to Do With It?

Lesson #2 - What's Theme Got To Do With It?

Author: Juanita Spinks jspinks@k12.wv.us

English Language Arts
Grade 10

Duration:
1 – 90 minute block

Focus/Driving Question:
Why are some themes so prevalent in literature, history, music and art?

Lesson Overview:
In this lesson, students will consider common themes that appear in literature, history, music and art.

Teacher Facilitation of Student Acquisition of Background Knowledge:
The teacher will use the [Checklist for Theme Activity](#) to evaluate students as they present their group findings. The teacher can use this activity to clarify any confusion pertaining to theme.

Anchor Text & Questions for Close Reading:
While the anchor text for this unit will be *Macbeth*, there will be no anchor text for this lesson.

Vocabulary Development:
The teacher will lead a review of the literary term *theme*.

Manage the Lesson:
Step one – The teacher will have the students reconvene their groups for a few minutes in order to review their findings from the previous class.

Step two – The teacher will instruct students to take notes as other groups present their theme information. Remember, all the themes used are related to *Macbeth* and will be of value as the students read the play.

Step three – Groups will share theme examples with the whole class. This could be done in a discussion format or the teacher might ask students to present in front of the class. The teacher will use the [Checklist for Theme Activity](#) to evaluate students as they present their group findings. The teacher can use this activity to clarify any confusion pertaining to theme. Students should be encouraged to take notes and ask questions. The themes provided on the [Themes for Macbeth Group Activity](#) sheet are themes found in *Macbeth*. The teacher can decide whether or not to share this information with the class.

Step 4 – After the groups have presented, the class will participate in a gallery walk around the room. The teacher will have posted sheets of paper (butcher paper, large post-it sheets or poster board) with each theme written at the top. In groups students will walk from theme to theme. They will discuss what the presenters said about that particular theme (i.e., where they found the theme in literature, history, music and art) and they will write questions and/or comments about that theme on the posted paper. These comments could include other examples they can think of for that particular theme. Groups will rotate until they have visited each “theme” (other than their own) and made comments.

Step 5 – Students will participate in a whole group discussion to be used as a reflection of the study of theme. The teacher might ask: What have they learned about theme? What questions do they have? Be sure to include the gallery walk comments in the reflective discussion.

Active Literacy:

Groups will present ideas regarding assigned themes in a whole class setting.

Post Literacy:

The class will participate in a gallery walk around the room. The teacher will have posted sheets of paper (butcher paper, large post-it sheets or poster board) with each theme written at the top. In groups, students will walk from theme to theme. They will discuss what the presenters said about that particular theme (i.e., where they found the theme in literature, history, music and art) and they will write questions and/or comments about that theme on the posted paper. These comments could include other examples they can think of for that particular theme. Groups will rotate until they have visited each "theme" (other than their own) and made comments.

Product/Performances:

Groups will present their theme findings with the whole class on Day 2. The teacher will evaluate groups with the [Checklist for Theme Activity](#).

Reflection:

The students will participate in a whole group discussion to be used as a reflection of the study of theme. The teacher might ask: What have they learned about theme? What questions do they have?

Materials & Resources:

Post-It paper, poster board or butcher paper (for gallery walk)

[Checklist for Theme Activity](#)

[Themes for *Macbeth* Group Activity](#)

Websites:

None

Career Connections:

Presentation skills and the ability to collaborate are necessary skills in most professions.

Lesson Plan - Lesson #3 – The Theme's the Thing
Is Number 3 Of 13
In Unit Plan - Macbeth: What's Theme Got to Do With It?

Lesson #3 – The Theme's the Thing

Author: Juanita Spinks jspinks@k12.wv.us

English Language Arts
Grade 10

Duration:
1 90 minute block

Focus/Driving Question:
Why are some themes so prevalent in literature, history, music and art?

Lesson Overview:
Students will continue studying themes found in *Macbeth* by researching the presence of common themes in other pieces of literature, history, music and art. Students will work in groups to create a media presentation to share these discoveries. The presentations will be due at the end of the *Macbeth* unit.

Teacher Facilitation of Student Acquisition of Background Knowledge:
The teacher will keep students in the same groups they used for the previous activities. The groups will also continue working with the themes they had been assigned in Lessons 1 and 2. Students will now be required to further research the theme they were given (see [What's Theme Got To Do With It?](#)). They will consider the use of the theme in *Macbeth* and conduct more intensive research on the use of the theme in other areas, such as literature, history, music and art. The teacher will allow occasional class time for student research as the class progresses through *Macbeth*. The culminating product will be a media presentation at the end of the unit. Students will be scored using the [WVDE Presentation Rubric](#).

Anchor Text & Questions for Close Reading:
The anchor text for this unit will be *Macbeth*; however, no text will be used for this lesson.

Vocabulary Development:
Students will use the [Knowledge Rating Scale](#) to assist them with difficult vocabulary in the [WVDE Presentation Rubric](#). This will enable the class to review the rubric before they start their project ensuring that everyone understands what is expected of them.

Manage the Lesson:
Step One – The teacher will review the previous day's lesson about theme giving students the opportunity to ask questions they may still have about the use of theme in literature, history, music and art.

Step Two – The teacher will discuss and hand out the presentation assignment – [What's Theme Got To Do With It?](#). Again, students should be given the opportunity to ask any questions they might have about the assignment or previous work.

Step Three – Students will work in groups to read and understand the [WVDE Presentation Rubric](#) using the [Knowledge Rating Scale](#) to work through difficult vocabulary.

Step Four – If time allows, students will start research in their groups.

Step Five – Students will use an exit slip to list any final questions they have about the presentations assignment – [What's Theme Got To Do With It?](#)

Active Literacy:

The teacher will present and discuss the presentation assignment – [What's Theme Got To Do With It?](#) - giving students the opportunity to work through questions and concerns they might have about the project. If time allows, students will be able to start working in their groups.

Post Literacy:

Students will complete an exit slip listing any questions or concerns they have about the project.

Product/Performance:

Students will use the [Knowledge Rating Scale](#) to discuss vocabulary concerns in the [WVDE Presentation Rubric](#). The list of troublesome words could be collected to assist the teacher in aiding students.

Reflection:

Students will complete an exit slip listing any questions or concerns they have about the project.

Materials & Resources:

[What's Theme Got To Do With It?](#) – presentation assignment
[Knowledge Rating Scale](#)
[WVDE Presentation Rubric](#)

Websites:

No websites will be needed for this assignment; however, if students have time to start the project, they may research websites on their own.

Career Connections:

All careers require collaboration, so the group activity is relevant.

The Arts and Humanities career cluster will benefit most from discussing theme. The Business and Marketing cluster will see the benefits of the use of themes in media.

The problem solving used to analyze the vocabulary of the [WVDE Presentation Rubric](#) is a necessary skill in all careers.

Lesson Plan - Lesson #4 – Ghosts Do Tell Tales!
Is Number 4 Of 13
In Unit Plan - Macbeth: What's Theme Got to Do With It?

Lesson #4 – Ghosts Do Tell Tales!

Author: Juanita Spinks jspinks@k12.wv.us

English Language Arts
Grade 10

Duration:
1 90 minute block class

Focus/Driving Question:
How effective is the power of suggestion?

Lesson Overview:
The students will study the theme *The Power of Suggestion* by considering how a dream influenced the murder trial of a West Virginia man in the 1800s. For this lesson, students will see the influence the power of suggestion has had on history.

Teacher Facilitation of Student Acquisition of Background Knowledge:
The teacher will have students read the account of Zona Shue's death or the teacher could tell the story. Students will be instructed to [Think, Pair, Share](#) in order to understand how the theme *the power of suggestion* is present in The Greenbrier County Ghost story.

Anchor Text & Questions for Close Reading:
Students will read an account of The Greenbrier County Ghost – *Dead Men do Tell Tales* <http://www.prairieghosts.com/shue.html> is one account available. The teacher could read from *The Man Who Wanted Seven Wives* by Katie Letcher Lyle.

Vocabulary Development:
Students will use the [Knowledge Rating Scale](#) to assist them with difficult vocabulary encountered when reading *Dead Men do Tell Tales*. The vocabulary list below includes some of the difficult words students might struggle with while reading the passage. Depending on the class, the teacher may need to include other words.

Judicial
Vigil
Exhumed
Solace
Eloquent
Commemorates
Interred
Apparition

Manage the Lesson:
Step one – The teacher will do an informal poll asking students whether or not they believe in ghosts.

Step Two – Students will read an account of The Greenbrier County Ghost – *Dead Men do Tell Tales* <http://www.prairieghosts.com/shue.html> is one account available. The teacher could read from *The Man Who Wanted Seven Wives* by Katie Letcher Lyle.

Step Three - Students will be instructed to use the strategy [Think, Pair, Share](http://wvde.state.wv.us/strategybank/Think-Pair-Share.html) (<http://wvde.state.wv.us/strategybank/Think-Pair-Share.html>) in order to understand how the theme *the power of suggestion* is present in The Greenbrier County Ghost story.

Step Four – Students will complete the exit slip answering the question: Do you believe in ghosts?

Active Literacy:

Students will read an account of The Greenbrier County Ghost.

Post Literacy:

Students will reflect on the power of suggestion found in the supernatural.

Product/Performance:

Students will share in a classroom setting the ideas they formulated in their [Think, Pair, Share](#) work.

Reflection:

Students will revisit the question: Do you believe in ghosts? They could do this as an exit slip (this might be the best way to get students to share their honest opinions) or as a classroom discussion.

Materials & Resources:

Access to the story of The Greenbrier County Ghost

Index cards if needed for the exit slip

[Knowledge Rating Scale](#)

Websites:

<http://www.prairieghosts.com/shue.html> - Account of the Greenbrier County Ghost story

Career Connection:

All careers require collaboration, so the [Think, Pair, Share](#) activity is relevant.

The Arts and Humanities career cluster will benefit most from the reading and discussing of The Greenbrier County Ghost Story.

The Business and Marketing cluster will see the benefits of the power of suggestion as they think of advertising and marketing.

Lesson Plan - Lesson #5 – Wicked Witchery
Is Number 5 Of 13
In Unit Plan - Macbeth: What's Theme Got to Do With It?

Lesson #5 – Wicked Witchery

Author: Juanita Spinks jspinks@k12.wv.us

English Language Arts
Grade 10

Duration:
1 – 90 minute block

Focus/Driving Question:
How powerful is the power of suggestion?

Lesson Overview:
Students will be introduced to the play *Macbeth* by William Shakespeare. As they read Act I, they will continue to focus on the theme of the power of suggestion.

Teacher Facilitation of Student Acquisition of Background Knowledge:
The class will read Act I of *Macbeth* with a focus on the theme of the power of suggestion. The teacher could have students read silently or aloud, depending on the needs of the class. Students may be asked to complete the reading before class. Students will be instructed to [Think, Pair, Share](#) in order to understand how the theme *the power of suggestion* is present in Act I of *Macbeth*.

Anchor Text & Questions for Close Reading:
Students will read Act I of *Macbeth*.

Vocabulary Development:
Students will use the [Knowledge Rating Scale](#) to assist them with difficult vocabulary often encountered when reading Shakespeare. The vocabulary list below includes some of the difficult words students might struggle with while reading *Macbeth*. The teacher might also consider having students generate their own list of difficult vocabulary.

Hurly-burly
Battlements
Thane
Withal
Prophetic
Recompense
Compunctious
Purveyor
Chamberlains

Manage the Lesson:
Step One – The teacher will revisit the reflection from Lesson Plan #3 – Do you believe in ghosts? As they discuss ideas students generated in the previous lesson, the teacher could add the question – Do you believe in witches?

Step Two - Students will be introduced to and read Act I of *Macbeth*. This reading could be done prior to the class, silently during class or as a read aloud depending on the needs of the class.

Step Three – In a [Think, Pair, Share](#), students will discuss how the theme the power of suggestion is used in Act I of *Macbeth*.

Step Four – Students will complete [Witches and Ghosts](#).

Step Five - Students will participate in a [Discussion of Viewpoints](#). This process can be changed to include any characters or situations on which the teacher wants to focus.

Active Literacy:

The students will read Act I of *Macbeth*. In a [Think, Pair, Share](#), students will discuss how the theme of the supernatural is used in Act I of *Macbeth*.

Post Literacy:

Students will complete [Witches and Ghosts](#) as a reflection of the lesson.

Product/Performance:

Students will complete [Witches and Ghosts](#).

Reflection:

Students will participate in a [Discussion of Viewpoints](#). This process can be changed to include any characters or situations on which the teacher wants to focus.

Materials & Resources:

Copies of *Macbeth*

Access to the story of The Greenbrier County Ghost

[Witches and Ghosts](#) assignment

Procedure for [Think, Pair, Share](#)

Procedure for [Discussion of Viewpoints](#)

[Knowledge Rating Scale](#)

Websites:

None

Career Connections:

The ability to synthesize and compare and contrast is important in most careers.

All careers require collaboration, so the [Think, Pair, Share](#) activity is relevant.

The Arts and Humanities career cluster will benefit most from reading and discussing *Macbeth*. The study of theme is also relevant in this cluster.

The Business and Marketing cluster will see the benefits of the power of suggestion as they think of advertising and marketing.

Lesson Plan - Lesson #6 – Try It, You'll Like It!
Is Number 6 Of 13
In Unit Plan - Macbeth: What's Theme Got to Do With It?

Lesson #6 – Try It, You'll Like It!

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English Language Arts
Grade 10

Duration:
1 – 90 minute block

Focus/Driving Question:
How does the power of suggestion guide us morally?

Lesson Overview:
The students will continue studying the theme *The Power of Suggestion* by studying the Genesis 3 account of the Fall of Man.

Teacher Facilitation of Student Acquisition of Background Knowledge:
The teacher will introduce students to the Biblical story of the temptation of Eve (Fall of Man story). Students will read the Genesis 3 account of the serpent and Eve in the Garden of Eden. The teacher will ask students to consider what role the power of suggestion played in the unfolding of events.

Anchor Text & Questions for Close Reading:
Genesis Chapter 3

Vocabulary Development:
Use the **Think Aloud** strategy, (<http://wvde.state.wv.us/strategybank/ThinkAloud2.html>) to understand vocabulary in the assigned reading.

Subtle
Thereof
Beguiled
Enmity
Conception
Hearkened
Conception

Manage the Lesson:

Step One – The teacher will ask students to consider the driving question: How does the power of suggestion guide us morally? The teacher could use the question as a Quickwrite or as a discussion prompt.

Step Two – The teacher will instruct students to read Genesis 3. The teacher may choose to read aloud the passage if scaffolding is needed. While there is a list of possible vocabulary difficulties, other words may be added to the list according to classroom needs.

Step Three – The class will revisit the idea of the power of suggestion guiding us morally. Again, either add to the Quickwrite done previously or continue the class discussion.

Step Four – Students will work in groups to find other examples of the theme The Power of Suggestion in The Bible. Students will chart the examples they find on chart paper, butcher paper, or posters.

Step Five – The class will walk from paper to paper in order to view and discuss the references discovered by their peers.

Active Literacy:

The students will read and discuss Chapter 3 of Genesis. Students will work in groups to generate and chart other examples of the theme The Power of Suggestion in the Bible.

Post Literacy:

Students will walk from paper to paper viewing and discussing Biblical examples of the theme The Power of Suggestion.

Product/Performance:

Students will create and post a list of examples of the theme The Power of Suggestion in the Bible.

Reflection:

On an index card, write one thing you learned today and one thing you still need to know.

Materials & Resources:

Chapter 3 of Genesis

Index cards

Poster paper, butcher paper or chart paper

Markers

Websites:

<http://wvde.state.wv.us/strategybank/ThinkAloud2.html> Teach 21 Strategy Bank – link to Think Aloud vocabulary strategy

Career Connections:

All careers require collaboration.

The Arts and Humanities career cluster will benefit from the reading of Genesis 3.

The Business and Marketing cluster will see the benefits of the power of suggestion as they think of advertising and marketing.

Lesson Plan - Lesson #7 – Is This a Dagger I See?
Is Number 7 Of 13
In Unit Plan - Macbeth: What's Theme Got to Do With It?

Lesson #7 – Is This a Dagger I See?

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English Language Arts
Grade 10

Duration:
1 – 90 minute block

Focus/Driving Question:
How does Lady Macbeth add to the power of suggestion the witches launched in Act I?

Lesson Overview:
The students will continue studying the theme *The Power of Suggestion* by considering how Lady Macbeth adds to the seeds of power planted by the witches in Act I of *Macbeth*.

Teacher Facilitation of Student Acquisition of Background Knowledge:
The teacher will have students read Act II of *Macbeth*. This reading can be assigned outside class, completed in class or done as a read aloud. The teacher should determine what works best with the class. Students will be instructed to consider how Lady Macbeth uses the power of suggestion to convince Macbeth the death of the king is necessary.

Anchor Text & Questions for Close Reading:
Act II of *Macbeth*

Vocabulary Development:
Students will use the [Knowledge Rating Scale](#) to assist them with difficult vocabulary encountered when reading Act II of *Macbeth*. The teacher could generate a list of words to be considered by students or the students could generate their own list as they read. Given the difficulty of reading Shakespeare, this list could be lengthy.

Manage the Lesson:
Step One – In groups of 3-4, have students share a situation in which they were influenced by someone else. How did things turn out? Would they listen to this friend/person again? Why or why not? The teacher can decide whether or not to have students share with the whole class. Students may be more comfortable sharing this information in a small group.

Step Two – Read Act II of *Macbeth*. The teacher could choose to have the reading completed before class. This step considers the reading of the Act during class. The reading could be done silently or out loud.

Step Three – Students will work in groups to determine how Macbeth and Lady Macbeth use the power of suggestion to divert attention from their crime.

Step Four – Students will work in groups to write a narrative of the crime simulating a police report. The teacher might consider searching online for authentic crime reports. The teacher will evaluate using the [Crime Report Checklist](#). The teacher might also consider having the school Pro Officer discuss the accuracy of the reports with students.

Step Five – Students will answer the following question as an exit slip from class. Who is more responsible for the murder of the king: the witches, Macbeth or Lady Macbeth? Why?

Active Literacy:

Students will read Act II of *Macbeth*.

Post Literacy:

Students will work in groups to determine how Macbeth and Lady Macbeth use the power of suggestion to divert attention from their crime.

Product/Performance:

Students will work in groups to determine how Macbeth and Lady Macbeth use the power of suggestion to divert attention from their crime.

Reflection:

Students will answer the following question as an exit slip from class. Who is more responsible for the murder of the king: the witches, Macbeth or Lady Macbeth? Why?

Materials & Resources:

Copies of *Macbeth*

Index cards

[Crime Report Checklist](#)

[Knowledge Rating Scale](#)

Websites:

<http://thefictionengine.com/2012/02/writing-a-crime-scene-investigation/> - This website walks students through the process of narrating a crime scene.

Career Connection:

All careers require collaboration.

The Arts and Humanities career cluster will benefit from the reading of Act II of *Macbeth*.

The Business and Marketing cluster will see the benefits of the power of suggestion as they think of advertising and marketing.

Human Services (and other career clusters) will be able to use the narrative process.

Lesson Plan - Lesson #8 – Things That Go Bump in the Night
Is Number 8 Of 13
In Unit Plan - Macbeth: What's Theme Got to Do With It?

Lesson #8 – Things That Go Bump in the Night

Author: Juanita Spinks jspinks@k12.wv.us

English Language Arts
Grade 10

Duration:

1 – 90 minute block

Focus/Driving Question:

How does music use the power of suggestion?

Lesson Overview:

Students will continue their study of the theme The Power of Suggestion by looking at how music incorporates theme, tone and mood.

Teacher Facilitation of Student Acquisition of Background Knowledge:

The teacher will use film clips and music to demonstrate how the theme *the power of suggestion* is presented in music.

Anchor Text & Questions for Close Reading:

Article *Chills and Thrills: Music That Goes Bump in the Night* (<http://artsedge.kennedy-center.org/students/features/your-brain-on-music/scary-music.aspx#Introduction>)

Vocabulary Development:

Students will use the [Knowledge Rating Scale](#) to assist them with difficult vocabulary encountered when reading the article *Chills and Thrills: Music That Goes Bump in the Night*. The vocabulary list below includes some of the difficult words students might struggle with while reading the article.

Eeriness
Dynamics
Dissonance
Sinister
Screeching
Tactic
Amygdala

Manage the Lesson:

Step one – The teacher will introduce the lesson by showing a short film clip from the 1975 film *Jaws*. The best clip to show is a scene from the beach at <http://www.youtube.com/watch?v=0901MU3GrwM>. The teacher may find other movie clips to use. This particular clip needs to be shown without sound. Show the first 51 or 52 seconds of the film with the sound muted.

Step two – After viewing the clip, have students write two to three sentences about what they saw. It is possible students will have seen the movie *Jaws* and will be familiar with the scene. Due to the date of the original film, many will not be familiar.

Step three – Show the clip again with the sound on. Then ask students to write two or three sentences about how the sound/music changes what they might have first believed.

Step four – Students will read and annotate the article *Chills and Thrills: Music That Goes Bump in the Night* at <http://artsedge.kennedy-center.org/students/features/your-brain-on-music/scary-music.aspx#Introduction> It is recommended that the teacher print the article so students can annotate and write on it, while either displaying the article on an interactive board or playing the sound bites for students while they read aloud. Playing the sound clips in the article will better enable students to understand the terms within the article.

Step five – Students will write a short reflection discussing how their personal music choices change or affect their moods and activities. Example: Do they listen to different music when exercising as opposed to the music they might listen to while completing homework?

Step six – Exit Slip – Students will respond to the following question as if writing a Tweet (no more than 140 characters). How do I feel about the film/television industries using music to manipulate my fears and emotions?

Active Literacy:

Students will view the short film clips for the 1975 film *Jaws*, once without sound and once with sound and respond to how their viewing is affected by music and sound.

Post Literacy:

Students will complete an exit slip responding to the following questions as if writing a Tweet (no more than 140 characters). How do I feel about the film/television industries using music to manipulate my fears and emotions?

Product/Performance:

Students will annotate and write a reflection of the article *Chills and Thrills: Music That Goes Bump in the Night*.

Reflection:

While reading the article and listening to the sound clips within the article, students will informally discuss other film/television show examples of the use of music to enhance, alter or influence their viewing reactions.

Materials & Resources:

Index cards for exit slip

Movie clip from *Jaws* found on YouTube

Article *Chills and Thrills: Music That Goes Bump in the Night*

Access to <http://artsedge.kennedy-center.org/students/features/your-brain-on-music/scary-music.aspx#Introduction>

Computer/Interactive Board

Internet

[Knowledge Rating Scale](#)

Websites:

<http://artsedge.kennedy-center.org/students/features/your-brain-on-music/scary-music.aspx#Introduction> *Chills and Thrills: Music That Goes Bump in the Night* from ARTSEDGE (The Kennedy Center).

Career Connection:

All careers require collaboration.

Most careers utilize the use of presentations.

The Arts and Humanities cluster will benefit from the study of theme and the incorporation of music.

Lesson Plan - Lesson #9 – Play That Tone (and Mood)
Is Number 9 Of 13
In Unit Plan - Macbeth: What's Theme Got to Do With It?

Lesson #9 – Play That Tone (and Mood)

Author: Juanita Spinks jspinks@k12.wv.us

English Language Arts
Grade 10

Duration:
1 – 90 minute block

Focus/Driving Question:
How can music set the tone in *Macbeth*?

Lesson Overview:
Students will continue their study of the theme The Power of Suggestion by looking at how music incorporates theme, tone and mood.

Teacher Facilitation of Student Acquisition of Background Knowledge:
The class will read Act III of *Macbeth* and determine how to use music to set the appropriate tone and mood for the act.

Anchor Text & Questions for Close Reading:
Act III of *Macbeth*

Vocabulary Development:

Students will use the [Knowledge Rating Scale](#) to assist them with difficult vocabulary encountered when reading *Macbeth*. The vocabulary list below includes some of the difficult words students might struggle with while reading Act III. Depending on the class, the teacher may need to include other words.

posterity
Verities
Oracles
Solemn
Indissoluble

Manage the Lesson:

Step One – The teacher will assign Act III of *Macbeth*. This reading could be completed outside class or done as an in class silent read. The teacher could also have students read the act out loud. The class dynamics and ability levels will determine the approach taken by the teacher.

Step Two – The teacher will group students and assign each group a scene to focus on. The groups will discuss the tone and mood of the scene they were given. The teacher could provide the [Tone Words](#) sheet or ask students to generate their own list of words. Students will determine the tone of their assigned scene.

Step Three – Using sites such as the Kennedy Center <http://artsedge.kennedy-center.org/educators.aspx>, students will find music to represent the tone they have selected for their scene.

Step Four – Groups will quickly present a summary of their scene to the rest of the class (five minutes each) and play the music they have selected to represent the tone of the scene. They will be scored using [Checklist Act III](#).

Step Five - Students will select the scene they think is best represented by the music chosen. They will submit the selection on an index card with a sentence or two explaining why they chose that particular scene. This will serve as an exit slip.

Active Literacy:

Students will read Act III of *Macbeth* and work in groups to determine the tone of the scene they were specifically assigned.

Post Literacy:

Students will present a summary of their scene to the rest of the class (five minutes each) and play the music they have selected to represent the tone of the scene. The short presentations will be assessed using the [Checklist Act III](#).

Product/Performance:

The groups will present a short summary of the scene they read and defend their choice of music to set the tone.

Reflection:

Students will select the scene they think is best represented by the music chosen. They will submit the selection on an index card with a sentence or two explaining why they chose that particular scene. This will serve as an exit slip.

Materials & Resources:

Macbeth

[Checklist Act III](#)

Index cards

[Tone Words](#)

[Knowledge Rating Scale](#)

Websites:

<http://artsedge.kennedy-center.org/educators.aspx> – The Kennedy Center Arts Edge site for music and art links.

Career Connection:

Collaboration and synthesis are used in many careers.

The music connection is especially prevalent in the Arts and Humanities Cluster.

Most career clusters rely on presentation skills such as those used in the short presentation of scenes and music in Act III of *Macbeth*.

Lesson Plan - Lesson #10 – You Scream, I Scream
Is Number 10 Of 13
In Unit Plan - Macbeth: What's Theme Got to Do With It?

Lesson #10 – You Scream, I Scream

Author: Juanita Spinks jspinks@k12.wv.us

English Language Arts
Grade 10

Duration:
1 – 90 minute block

Focus/Driving Question:
What makes you scream?

Lesson Overview:
The teacher will use a famous work of art to help students understand how fear can be portrayed in art.

Teacher Facilitation of Student Acquisition of Background Knowledge:
The teacher will guide students through an understanding of art and the suggestion of theme.

Anchor Text & Questions for Close Reading:
The anchor text for this lesson is Edvard Munch's *The Scream*.

Vocabulary Development:
The teacher will lead students in a discussion of the terms *visual literacy* as they develop an understanding of “seeing” themes in artwork.

Manage the Lesson:

Step One – The teacher will ask students to think about how they might visualize their greatest fear.

Step Two – Students will view Edvard Munch's painting *The Scream*. After viewing *The Scream*, students will decide what would make them scream.

Step Three – Students will consider what might make Macbeth or Lady Macbeth scream.

Step Four – Students will choose to draw their “scream” using a character from *Macbeth* in the foreground. They will include what makes the subject scream in the middle and background of the picture, just as Munch did. Color should be used to relate mood and tone. The teacher will use [The Scream Checklist](#) to evaluate the drawings.

Step Five – Students will share their pictures with classmates. The teacher could post these and do a gallery walk or have students share why they drew what they did.

Step Six – Students will answer the following question as an exit slip: Through which mode do I best express myself: art, music or writing? Why?

Active Literacy:
Students will view Edvard Munch's *The Scream* and create their own version of the artwork.

Post Literacy:

Students will share their pictures in a gallery walk.

Product/Performance:

Students will create an original drawing expressing the fears of a character from *Macbeth*.

Reflection:

Students will answer the following question as an exit slip: Through which mode do I best express myself: art, music or writing? Why?

Materials & Resources:

Supplies for artwork: paper, markers, crayons, etc.

[The Scream Checklist](#)**Websites:**

<http://www.learner.org/courses/globalart/work/103/index.html> - *The Scream*

Career Connection:

The Arts and Humanities cluster will benefit from the viewing of art and the creation of their own art work.

Lesson Plan - Lesson #11 – Something Wicked This Way Comes
Is Number 11 Of 13
In Unit Plan - Macbeth: What's Theme Got to Do With It?

Lesson #11 – Something Wicked This Way Comes

Author: Juanita Spinks jspinks@k12.wv.us

English Language Arts
Grade 10

Duration:
1 90 minute block

Focus/Driving Question:
How can we use the power of suggestion to “sell” people on Shakespeare?

Lesson Overview:
Students will use the power of suggestion through art and advertising to convince other students they will want to read or see *Macbeth*.

Teacher Facilitation of Student Acquisition of Background Knowledge:
The teacher will keep students in their groups. After reading Act IV of *Macbeth*, students will be instructed to create an advertisement for the play. They should focus on demonstrating their knowledge of Act IV. Students will present their ad at the beginning of the next class period.

Anchor Text & Questions for Close Reading:
Act IV of *Macbeth*

Vocabulary Development:
Students will use the [Knowledge Rating Scale](#) to assist them with difficult vocabulary encountered in Act IV of *Macbeth*. The vocabulary list below includes some of the difficult words students might struggle with while reading Shakespeare. The teacher might also consider having students generate their own list of difficult vocabulary.

Gibbet
Resolute
Prattler
Dolor
Sundry
Pernicious

Manage the Lesson:

Step One – The students will read Act IV of *Macbeth*. This reading could be done prior to the class, silently during class or as a read aloud depending on the needs of the class.

Step Two – The students will work in their groups to create an advertisement that will convince their peers to read *Macbeth*. The format for the ad (print, media, etc.) should be determined by the students. The ad will be evaluated using the [Macbeth Advertising Rubric](#). Students should have access to this checklist before preparing their advertisements in order to understand the requirements.

Step Three – Students will respond to the following question: What one event, line, or character would convince you to read the play and why? This should be written and turned in to the teacher to avoid groups/students having to share their advertising plans before the deadline.

Active Literacy:

Students will work in groups to create an advertisement for *Macbeth*.

Post Literacy:

Students will share their advertisements with the class during the following class period.

Product/Performance:

The students will present an original advertisement created for Act IV of *Macbeth*.

Reflection:

Students will respond to the following question: What one event, line, or character would convince you to read the play and why? This should be written and turned in to the teacher to avoid groups/students having to share their advertising plans before the deadline.

Materials & Resources:

Copies of *Macbeth*

[Macbeth Advertising Rubric](#)
[Knowledge Rating Scale](#)

Websites:

Students may choose to view advertisements online before creating their own ad for *Macbeth*.

Career Connection:

Collaboration and presentation skills are used in most careers.

Business and Marketing clusters will benefit from the creation of an advertisement.

Lesson Plan - Lesson #12 Out, Damned Spot!
Is Number 12 Of 13
In Unit Plan - Macbeth: What's Theme Got to Do With It?

Lesson #12 Out, Damned Spot!

Author: Juanita Spinks jspinks@k12.wv.us

English Language Arts
Grade 10

Duration: 1 90 minute block

Focus/Driving Question:
How does guilt influence behavior?

Lesson Overview:
Students will read Act V of *Macbeth* and discuss how guilt affects the main characters.

Teacher Facilitation of Student Acquisition of Background Knowledge:
The teacher will have students read Act V of *Macbeth*. This reading can be assigned outside class, completed in class or done as a read aloud. The teacher should determine what works best with the class. Students will be instructed to consider how Lady Macbeth has changed during the course of the play.

Anchor Text & Questions for Close Reading:
Act V of *Macbeth*

Vocabulary Development:

Students will use the [Knowledge Rating Scale](#) to assist them with difficult vocabulary often encountered when reading Shakespeare. The vocabulary list below includes some of the difficult words students might struggle with while reading *Macbeth*. The teacher might also consider having students generate their own list of difficult vocabulary.

Perturbation
Distempered
Antidote
Treatise
Harbingers

Manage the Lesson:

Step One – Students will present their advertisements from the previous lesson.

Step Two – Students will read Act V of *Macbeth*. This reading could be done prior to the class, silently during class or as a read aloud depending on the needs of the class.

Step Three – Students will answer the following questions and submit: Which character undergoes the most change from the beginning of the play until the end? What causes this change? What does this change reveal about the character? Students will use the [Double Entry Journal](#) to log their notes on the character of their choice.

Step Four – Students will complete an exit slip answering the following questions:

- What did I learn by reading *Macbeth*?
- What do I still want to know after reading *Macbeth*?

Active Literacy:

Students will read Act V of *Macbeth*.

Post Literacy:

Students will answer the following questions and submit: Which character undergoes the most change from the beginning of the play until the end? What causes this change? What does this change reveal about the character? Students will use the [Double Entry Journal](#) to log their notes on the character of their choice.

Product/Performance:

Students will submit [Double Entry Journal](#) discussing the character they believe underwent the most change from the beginning to the end of the play.

Reflection:

Students will complete an exit slip answering the following questions:

- What did I learn by reading *Macbeth*?
- What do I still want to know after reading *Macbeth*?

Materials & Resources:

Copies of *Macbeth*

[Double Entry Journal](#)

Index cards or Post-it notes for exit slip

[Knowledge Rating Scale](#)

Websites:

<http://wvde.state.wv.us/strategybank/GraphicOrganizers.html> - [Double Entry Journal](#)

Career Connection:

All careers require collaboration and presentation skills.

The Arts and Humanities career cluster will benefit from the reading of Act V of *Macbeth*.

Lesson Plan - Lesson #13 – The Themes the Thing
Is Number 13 Of 13
In Unit Plan - Macbeth: What's Theme Got to Do With It?

Lesson #13 – The Themes the Thing

Author: Juanita Spinks jspinks@k12.wv.us

English Language Arts
Grade 10

Duration:
1 90 minute block

Focus/Driving Question:
Why are some themes so prevalent in literature, history, music and art?

Lesson Overview:
Students will present their projects [What's Theme Got To Do With It?](#)

Teacher Facilitation of Student Acquisition of Background Knowledge:
The teacher will facilitate the group presentations by pre-arranging the order of groups. Students have already been provided with the [WVDE Presentation Rubric](#).

Anchor Text & Questions for Close Reading:
There is no anchor text for this particular lesson.

Vocabulary Development:
There is no vocabulary development for this lesson.

Manage the Lesson:
Step One – Students will prepare to watch other student/group presentations. The teacher will give students copies of the [WVDE Presentation Rubric](#). to score other groups.

Step Two - Groups will present their [What's Theme Got To Do With It?](#) projects.

Step Three – Students will evaluate other groups.

Step Four – Students will reflect on presentations and research project by completing the [Self-Reflection on Learning](#) form.

Active Literacy:
Students will present the [What's Theme Got To Do With It?](#) Projects

Post Literacy:
Students will evaluate other groups using the [WVDE Presentation Rubric](#).

Product/Performance:
Students will present the [What's Theme Got To Do With It?](#) projects.

Reflection:
Students will reflect on presentations and research project by completing the [Self-Reflection on Learning](#) form.

Materials & Resources:

[WVDE Presentation Rubric](#)

[Self-Reflection on Learning](#)

[What's Theme Got To Do With It?](#)

Any technology needed by groups: Projectors, Interactive board, computer, speakers, etc.

Websites:

<http://wvde.state.wv.us/teach21/> Site for Rubrics and other documents.

Career Connection:

All career clusters will benefit from presentation and evaluation skills. Additionally, most career clusters require some reflection and self-evaluation. The continued collaboration is important for all career clusters.

Best Practices

Dear Teacher,

One of our goals with these units was to create true learning communities within the classroom by transforming the silent classroom to one filled with opportunities for collaboration and discourse. Throughout the units, you will see that we have incorporated multiple opportunities for collaboration and discourse so that our students will truly be engaged in their learning. While we have built much of this into the units, we still felt that we needed to share some of our other practices that were not necessarily included within the units. We feel that these practices in addition to the units helped to make our students successful. The following pages contain a list and descriptions of our best practices and some resources you may wish to read before beginning the course.

Good luck and best wishes for a successful school year!

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Relationships

Building relationships with students is crucial to their success. Until we invest in these relationships, nothing else we do as teachers really matters; therefore, it is imperative that we spend time at the beginning of the course getting to know our students and establishing trusting, honest relationships with them. We encourage you to do this with your students. For strategies to get to know your students, you may visit Teach 21 at <http://wvde.state.wv.us/strategybank/getting.html>.

Sustained Silent Reading

We chose to incorporate sustained silent reading into each class. The teachers that were on a 90-minute block schedule had their students read for approximately 20 minutes each day. Those that were on a 50-minute schedule read for 10-15 minutes each day.

With that said, we have found that just telling students that they are going to read for twenty minutes does not work. You have to lay a foundation for this to happen successfully. You have to, essentially, bring the books to them so that they have access to lots of material. Below are some suggestions and resources for getting this started in your classroom.

1. Consider having a **book pass**. Having a book pass is a quick way to expose your students to lots of different books they may potentially want to read. For more information on how to do a book pass, you can refer to Janet Allen's *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*.
2. **Book talks** can expose your students to books that you, your colleagues, and even parents have read. Consider having a guest come and speak about a book once a week or so. In addition, have your students talk about books they have read. The goal is to share experiences with various books in hope that students will want to read one of those books. Once students get used to talking about the books they are reading, we have found that the students begin to share and exchange books within the classroom.

You can choose how you wish to organize this; however, we would caution against making students talk about their book in a book report fashion. No one enjoys doing or hearing this. The goal is to promote a love of reading in students. Assigning book reports does not begin to meet this goal.

3. Once a week, we **read a passage from a book** that we are reading or something maybe that we have found that our students may like. The passage you read may interest one or several of your students, and they may wish to read that book.
4. When students were engaged in SSR, the teacher must also be engaged in SSR. Students are less inclined to read during that time if they do not see the teacher modeling the expected behavior. When we did this in our own classrooms, we always read with the students and modeled the behavior. We practiced the expected behavior with our students again and again. All of us came to view SSR as “sacred time,” and our students did as well.

Article of the Week

Because informational texts are moving to the forefront in English classes and we want our students to have rich, deep background in order to prepare them for college and/or career, we assigned students an Article of the Week (AoW) each week. The articles were usually about two pages in length and came from a wide variety of sources. Students read the article, annotated it with comments, thoughts, questions, or difficulties they may have had with the text, and wrote a response. They do all of this on their own. You may choose to incorporate some additional activities with the article into your class such as group discussions, gallery walks, etc.

This is an idea that comes from Kelly Gallagher in his book *Readicide*. His website <http://kellygallagher.org/resources/articles.html> has links to articles he and his colleagues have used in their classes. These articles address a broad range of topics that cross the curriculum, and there is even an archive of weekly articles from past school years. Many of us frequently use his resources, but we also incorporated articles from our local papers, magazines, and online articles that we found on our own.

We have found that students have to be taught how to annotate text through teacher modeling and practice. For some students, this is a skill that comes very easily, but for others it proves more difficult. Chris Tovani's *So What Do They Really Know?* is an excellent resource you can utilize to help your students learn to annotate.

Reader's Book Shelf

Students should keep track of their reading throughout the semester or school year. Many students, who are at first reluctant readers, are pleased to see the number of books and articles they read over the course of the semester or school year. You may wish to have your students create some type of log to document their readings. Even keeping a record of their reading on a book mark is a good way for students to track what they have read. You might also consider having the students keep this in their notebook or portfolio.

Writer's Notebook

In the units, we often make references to journal writing, quick writes, reflections, or a Writer's Notebook. Students will be writing frequently, so they will need a place to keep their writing and reference it as needed. You can decide how you want to organize the Writer's Notebook. You might decide that students keep a three-ring binder or you might elect to use a web site such as Livebinder. For

additional information about journaling and quick writes, you may refer to the Teach 21 website at <http://wvde.state.wv.us/strategybank/writing.html> .

Portfolio

You may wish to have your students compile and present a portfolio of their work. In each unit, we have incorporated work that could be added to a portfolio. To give you some flexibility, we would suggest compiling a list or check sheet outlining the specific requirements at the beginning of the term. Because the students will be compiling their work over the course, you may want to check the portfolio each quarter. Having a conference with each student and checking progress with the portfolio is strongly recommended.

Resources

Readicide Kelly Gallagher

Write Like This Kelly Gallagher

Deeper Reading Kelly Gallagher

Teaching Adolescent Writers Kelly Gallagher

Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12 Janet Allen

Write Beside Them: Risk, Voice, and Clarity in High School Writing Penny Kittle

So What Do They Really Know: Assessment That Informs Teaching and Learning Cris Tovani

Supporting Students in a Time of Core Standards Sarah Brown Wessling

Teaching Argument Writing, Grades 6-12 George Hillocks, Jr.

What's Theme Got To Do With It?

Your group has worked briefly with one of the following themes:

- Abuse of Power
- Fate versus Free Will
- Guilt and Remorse
- Ambition
- Revenge
- Versions of Reality
- Isolation of the Tragic Hero
- Supernatural

You will now continue this work/research by following the theme through the play *Macbeth* and continuing your group research. Your group will create a 5-10 minute presentation following the provided **WVDE Presentation Rubric**. You can include any of the following areas in your presentation: literature, history, music, art and media. All groups should include examples from *Macbeth*. The presentations will be scheduled at the end of the *Macbeth* unit. Occasional class time will be provided for group work. Other research and work will be conducted on your own time. Remember, the theme's the thing!



Crime Report Checklist

- _____ Statement from Lady Macbeth

- _____ Statement from Macbeth

- _____ Evidence from the crime scene

- _____ Statement from Macduff

- _____ Statement from Banquo

- _____ Summary of what seems suspicious

Checklist Act III

Names of group members _____

Scene assigned the group _____

Length of presentation _____

- ___ Group successfully summarizes and presents the scene
- ___ Group works together and all members participate in presentation
- ___ Group selection of music matches the tone of the scene presented
- ___ Group successfully answers questions about their scene

Comments and concerns:

Macbeth Advertising Rubric

Something Wicked This Way Comes!

Group: _____

CATEGORY	4	3	2	1
Introduction	The presenters introduce the play and clearly explain why the play should be read.	The presenters introduce the play and give some information about why the play should be read.	The presenters introduce the play.	The presenters do not introduce the selection.
Format	The presenters use technology to enhance their advertisement.	The presenters use technology in their advertisement.	The presenters attempt to use technology in their advertisement.	The presenters do not use technology in their advertisement.
Speaks Clearly	The presenters speak clearly and distinctly all the time, and mispronounce no words.	The presenters speak clearly and distinctly all the time, but mispronounce a few words.	The presenters speak clearly and distinctly most of the time and mispronounce a few words.	The presenters are difficult to understand and mispronounce several words.
Knowledge of Play	The presenters use quotes, scenes, and characters to successfully promote <i>Macbeth</i> .	The presenters make some references to quotes, scenes and characters to promote <i>Macbeth</i> .	The presenters attempt to reference quotes, scenes and characters to promote <i>Macbeth</i> .	The presenters do not successfully reference quotes, scenes or characters to promote <i>Macbeth</i> .

Double Entry Journal

Passage from the Text	Connections I Made

Witches and Ghosts



After reading Act I of *Macbeth* and the account of The Greenbrier County Ghost, reflect on the power of suggestion found in the supernatural. Your reflection should be at least two paragraphs.



SELF-REFLECTION ON LEARNING

Spend a few minutes to analyze your performance on group and individual tasks.

Name:	
Project Name:	
Describe the project in a sentence or two:	
What is the most important thing you learned during this project:	
What do you wish you had spent more time on:	
What big idea(s) did this project help you understand?	
What do you wish you had done differently:	
What part of the project did you do your best work on:	
What was the most enjoyable part of this project:	
What was the least enjoyable part of this project:	
How could your teacher(s) change this project to make it better next time:	

The Scream Checklist

Name _____

- _____ Picture depicts fear of a character from *Macbeth*.
- _____ Use of color depicts mood and tone
- _____ Student accurately chooses a character's fear.
- _____ Student will model *The Scream* as closely as possible.

The Scream Checklist

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