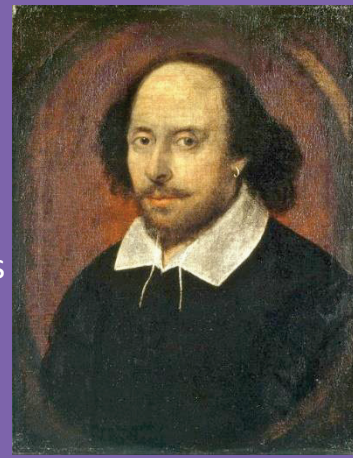




Changing life stories

Mark The Bard!

Literacy across the curriculum resource for pupils aged 11-14 to celebrate Shakespeare’s enduring legacy



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Introduction

Lots of exciting festivities are taking place in the UK during 2016 to celebrate the 400th anniversary of Shakespeare's death and his enduring impact on literature, theatre and the English language. The National Literacy Trust has devised a cross-curricular Shakespeare resource to mark this occasion for the subjects of literacy/drama, history, science, art and design, citizenship and social, moral, spiritual, cultural development (SMSC). The aim of the resource is to spark opportunities for literacy and learning and to fire up students' life-long interest in the Bard. The pack can be used at any point in the academic year and can be included in the following curriculums in the UK for students aged 11 - 14:

Years 7-9 Key Stage 3 in England and Wales

Year 8-10 in Northern Ireland

S1-S3 in Scotland

Literacy coordinators, heads of department and classroom teachers can choose from a range of lessons celebrating two of Shakespeare's most popular plays, *The Tempest* and *Macbeth*. Each lesson focuses on core literacy skills from debating, making speeches, text in performance, role play, investigations, questioning and research. The pack includes:

- Ideas for running a Mark The Bard! day to celebrate Shakespeare's life and works
- Warm up activities for having fun with Shakespeare and some of his most memorable lines of poetry
- Five one-hour lessons for both *Macbeth* and *The Tempest* covering literacy/drama, history, science, art and design, citizenship and SMSC
- Each lesson has a synopsis of a key scene, a related extract from *Macbeth* or *The Tempest*, a learning objective and outcome, assignments to support literacy across the curriculum, scaffolding and extension tasks, and suggestions for engaging students with a Mark The Bard! day.
- A summary of the plot of *Macbeth*
- A summary of the plot of *The Tempest*

The following table is an overview and taster of the 10 lessons featured in this pack. Each lesson has been designed to run for 60 minutes. However there is flexibility to run activities across more lessons if teachers choose to employ the extension activities.

Citizenship/Social, Moral, Spiritual and Cultural Development: I shame to wear a heart so white

Synopsis of key scene	Macbeth decides he cannot murder the King so Lady Macbeth confronts him and accuses him of being a coward and a weak man. Macbeth changes his mind when Lady Macbeth says that she will drug the bodyguards and blame the murder on them. Macbeth carries out the murder but refuses to return the bloody daggers.
Extract and related resources	Act 1 Scene 7 and Act 2 Scene 2 (see below) You will need to create: Sheet with the word BULLYING
Learning objective	To discuss and explore the issue of 'bullying' in the context of Macbeth. To develop and present a list of practical strategies that could stop a bully who is hurting or affecting students in school.
Learning outcome	I can speak clearly to an audience and give my opinion about the impact of bullying. I can talk about strategies that can be used to prevent bullying in school.
Timings	The lesson has been designed to run for 60 minutes. However, there is flexibility to run activities across more lessons if you choose to employ the extension activities.
Sparking Shakespeare: Sequence for learning	Preparation for lesson: Refer to the full summary of the play Macbeth and the synopsis of the key scene. Warm up activity: Work in partners. Read through the list of scenarios and decide if there is any evidence of bullying. <ol style="list-style-type: none"> 1. Charlie walks to school every day. When he passes the gates into school a group of students who are older than him try to trip him or kick him. This has been happening for several weeks. 2. Fiona enjoys school and loves English. She is keen to answer questions in class. During her English lessons she has started to notice that another student who sits near her will say under her breath 'teacher's pet'. 3. John and Patrick have been asked to pair up for an activity in a class. They have been asked by their teacher to develop a presentation which will be shown to the class. Patrick and John can't agree on how to do the presentation and end up arguing.

4. Susie has completed her sketch of a still life in her art class. Her friend looks at it and says she doesn't think the drawing works and explains why.
5. Jim logs on to Facebook to read updates and messages. He notices that a personal picture that he didn't want anyone to see has been uploaded onto Facebook. One of his friends must have uploaded it without his permission. School students have posted belittling and rude comments about it.
6. Mandy and Teresa are part of a big group of friends. When the friends meet up, Mandy and Teresa do not have much in common. Mandy tells her friends that she doesn't seem to click with Teresa. Teresa tells her friends that they don't bond.
7. Rob has been receiving anonymous texts with comments like 'you need to watch your back', 'you are on your way out' or 'I'm watching you.' Rob finds out that an older student in his school has been sending them.

Now read out each scenario. Ask students to hold up the sign after reading each scenario if they believe that bullying has taken place.

Encourage students to share their views about:

- The type of bullying that has taken place
- The scenarios that are NOT bullying and your opinions why
- The scenarios that ARE bullying and your opinions why

Ask students to work in partners again and come up with realistic and helpful advice for each of the students who are being bullied.

What strategies could be employed to stop a bully in their tracks?

Turn your attention to the play Macbeth. Give students the synopsis of the two extracts that they will read.

Remind the class that bullying is often about one person asserting their power over another person.

Ask a member of the class to stand on a chair. The student on the chair is going to listen to the class say out loudly one of Lady Macbeth's more aggressive lines. Ask the class to repeat the lines 3 times. The volume needs to get louder with each repetition of the line:

'My hands are of your colour; but I shame to wear a heart so white.'

Ask the person to hold up the bullying sign if the words sound belittling, upsetting or manipulative.

	<p>Do the students think that the line:</p> <ul style="list-style-type: none"> - taunts Macbeth - hurts Macbeth - undermines Macbeth <p>Students will now work in a group of four and with the extract from Act 1 Scene 7.</p> <ul style="list-style-type: none"> - One person in the group will be Lady Macbeth. Their job will be to read the lines like a bully - The student playing Lady Macbeth must pause at the end of each line - The other three students will act as anti-bullying specialists. Their job is to say out loud how Lady Macbeth is being a bully and what needs to be done to help Macbeth. <p>Ask students to do the same thing with the extract from Act 2 Scene 2.</p> <p>Students will be invited to perform their work and their anti-bullying commentaries.</p>
Scaffolding Shakespeare	<p>Give students examples of strategies to stop bullying in school. This will help them to develop ideas for their anti-bullying commentaries for Act 2 Scene 2:</p> <ul style="list-style-type: none"> • Avoid reacting to a bully. If you show emotion it makes the bully feel even more powerful • Keep away from the bully • Stay calm if the bully confronts you. Tell them their behaviour is not acceptable • Use strong body language. Keep your head up and your shoulders back • Do not be afraid to ask for help. Talk to a friend or adult to avoid feeling alone
Stretching students further	<p>Give students lines 1 – 20 of Act 5 Scene 3. A servant brings news to Macbeth that more of his army have deserted him. Is Macbeth a bully here? Why or why not?</p>
Mark The Bard! celebratory week or day	<p>Develop a school document on how to block a bully. Ensure that the document states that this work stems from a reading of a scene from Macbeth.</p>

'My Shakespeare':
exploring more of the
Bard's plays.

Watch film adaptations of Macbeth:

by Justine Kurzel: <http://www.imdb.com/title/tt2884018/>

by Roman Polanski: http://www.imdb.com/title/tt0067372/?ref=nm_sr_6

OR Shakespeare - The Animated Tales

Read a Manga adaptation of the play:

<http://www.mangashakespeare.com/titles/macbeth.html>

Act 1 Scene 7

MACBETH

We will proceed no further in this business:
He hath honour'd me of late; and I have bought
Golden opinions from all sorts of people,
Which would be worn now in their newest gloss,
Not cast aside so soon.

LADY MACBETH

Was the hope drunk
Wherein you dress'd yourself? hath it slept since?
And wakes it now, to look so green and pale
At what it did so freely? From this time
Such I account thy love. Art thou afeard
To be the same in thine own act and valour
As thou art in desire? Wouldst thou have that
Which thou esteem'st the ornament of life,
And live a coward in thine own esteem,
Letting 'I dare not' wait upon 'I would,'
Like the poor cat i' the adage?

MACBETH

Prithee, peace:
I dare do all that may become a man;
Who dares do more is none.

LADY MACBETH

What beast was't, then,
That made you break this enterprise to me?
When you durst do it, then you were a man;
And, to be more than what you were, you would
Be so much more the man. Nor time nor place
Did then adhere, and yet you would make both:
They have made themselves, and that their fitness now
Does unmake you. I have given suck, and know
How tender 'tis to love the babe that milks me:
I would, while it was smiling in my face,
Have pluck'd my nipple from his boneless gums,
And dash'd the brains out, had I so sworn as you
Have done to this.

GLOSSARY

SO GREEN AND PALE: sickly

THE ORNAMENT OF LIFE: the king's crown

BREAK THIS ENTERPRISE: idea to murder the king

THEY HAVE MADE THEMSELVES: the time is right and the place is right to murder the king

GIVEN SUCK: breastfeed a child

Act 2 Scene 2
LADY MACBETH

Infirm of purpose!
Give me the daggers: the sleeping and the dead
Are but as pictures: 'tis the eye of childhood
That fears a painted devil. If he do bleed,
I'll gild the faces of the grooms withal;
For it must seem their guilt.

Exit.

Knocking within

MACBETH
Whence is that knocking?
How is't with me, when every noise appals me?
What hands are here? ha! they pluck out mine eyes.
Will all great Neptune's ocean wash this blood
Clean from my hand? No, this my hand will rather
The multitudinous seas in incarnadine,
Making the green one red.

Re-enter LADY MACBETH

LADY MACBETH
My hands are of your colour; but I shame
To wear a heart so white.

Knocking within

I hear a knocking
At the south entry: retire we to our chamber;
A little water clears us of this deed:
How easy is it, then! Your constancy
Hath left you unattended.

Knocking within

Hark! more knocking.
Get on your nightgown, lest occasion call us,
And show us to be watchers. Be not lost
So poorly in your thoughts.

GLOSSARY

NEPTUNE: god of the sea

INCARNADINE: turns to blood-red

YOUR CONSTANCY HAVE YOU UNATTENDED: you have become frightened

Citizenship/Social, Moral, Spiritual and Cultural Development: 'I' th' commonwealth

Synopsis of key scene	King Alonso and his men have survived a terrible tempest and have been washed up on to an island. King Alonso is sad and detached as he thinks his son has drowned. Gonzalo, an honest councillor, wants to make the party feel positive. He talks about a perfect world or his idea of utopia.
Extract and related resources	Act 2 Scene 1 (see below)
Learning objective	To write a short and persuasive speech about your dream society and why it would be a perfect place to live.
Learning outcome	I can make a speech and use persuasive language to emphasise my points.
Timings	The lesson has been designed to run for 60 minutes. However, there is flexibility to run activities across more lessons if you choose to employ the extension activities.
Sparking Shakespeare: Sequence for learning	<p>Preparation for lesson: Refer to the full summary of the play <i>The Tempest</i> and the synopsis of the key scene.</p> <p>Discuss with students the idea of a utopia or a place where people can live together happily without a government, police or army.</p> <p>Ask students to look at Gonzalo's description of his utopia.</p> <p>What is his dream society?</p> <p>Here are some of things Gonzalo refuses to have in his society:</p> <ul style="list-style-type: none"> - Traffic - Judges - Schools - Wealth or poverty - Boundaries for land - Jobs - Monarchy <p>Get students to work in partners. One student will play Gonzalo. The other student will respond as a 21st century citizen to each of Gonzalo's points.</p> <p>Instruct the student playing Gonzalo to read a line and then pause. The other student will respond by saying – I agree because...I disagree because...</p> <p>Ask students to perform a section of the speech with a twenty first century</p>

	<p>commentary.</p> <p>Activity: write a short speech of one paragraph to share with the class that presents your ideas about your ideal society.</p> <p>Students will learn their speech off by heart and share it with the class.</p> <p>Before you start get students to generate questions to ask each other about a utopia...</p> <p>What would people’s jobs be in your perfect society and also their duties?</p> <p>What kind of education would children and young people receive?</p> <p>Would there be a hierarchy in your perfect society where people had more authority over others or would you do away with all authority?</p> <p>Who would makes decisions?</p> <p>What would the rules of your utopia be?</p> <p>What would happen if people broke any rules?</p> <p>Would you have money in this society? If not then how would the people acquire things?</p> <p>Would you have technology to support people in your utopia?</p> <p>What kind of living arrangements would you have for people?</p> <p>Success criteria for speech:</p> <p>Succinct points</p> <p>Ideas supported with relevant and memorable points</p> <p>Use of persuasive language and techniques like the rule of three</p> <p>Good eye contact with audience</p> <p>When students read out their utopia other students will hold up a card saying either ‘agree’ or ‘disagree’. The teacher will ask students to elaborate on their points depending on which card they hold up.</p>
<p>Scaffolding Shakespeare</p>	<p>Invite students to make a list of things that contributes to a memorable speech:</p> <p>Direct address to the audience</p> <p>Rhetorical questions</p> <p>Repetition of key words</p> <p>Emotive language</p> <p>Facts to support your points</p>

	<p>Play students excerpts from powerful TED talks: https://www.ted.com/#</p> <p>Discuss what made the speeches memorable.</p>
Stretching students further	<p>Ask students to research Robert Owen and his New Lanark society: http://www.newlanark.org/kids/</p>
Mark The Bard! celebratory week or day.	<p>Ask students to redraft their speeches. The speeches will appear in a bound publication for visitors on Mark the Bard! day.</p>
'My Shakespeare': exploring more of the Bard's plays.	<p>Watch film adaptations of The Tempest:</p> <p>by Julie Taymore: http://www.imdb.com/title/tt1274300/</p> <p>by Peter Greenaway: http://www.imdb.com/title/tt0102722/</p> <p>by Derek Jarman: http://www.imdb.com/title/tt0081613/</p> <p>OR Shakespeare - The Animated Tales</p> <p>Read a Manga adaptation of the play: http://www.mangashakespeare.com/titles/the_tempest.html</p>

Act 2 Scene 1

Gonzalo

I' th' commonwealth I would, by contraries,
Execute all things; for no kind of traffic
Would I admit; no name of magistrate;
Letters should not be known; riches, poverty,
And use of service, none; contract, succession,
Bourn, bound of land, tilth, vineyard, none;
No use of metal, corn, or wine, or oil;
No occupation, all men idle, all;
And women too, but innocent and pure;
No sovereignty—

.....

All things in common nature should produce
Without sweat or endeavor: treason, felony,
Sword, pike, knife, gun, or need of any engine,
Would I not have; but nature should bring forth,
Of it own kind, all foison, all abundance,
To feed my innocent people.

GLOSSARY

CONTRARIES: different to the normal custom

USE OF SERVICE: servants/slaves

BOURN: boundaries

TILTH: farming

FOISON: plenty