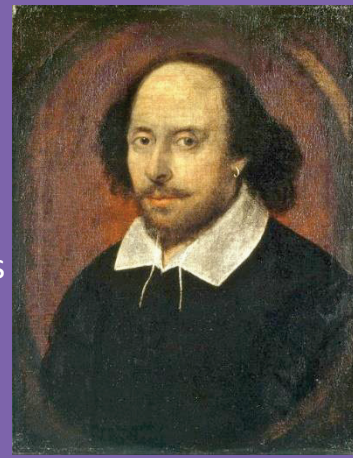




Changing life stories

Mark The Bard!

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



Contents

- Introduction 2
- Macbeth: Mark The Bard! An overview..... 3
- The Tempest: Mark The Bard! An overview 5
- Literacy outcomes of Mark The Bard! 7
- Mark The Bard! A day of events to celebrate Shakespeare’s enduring legacy 11
- Warm up for Shakespeare 14
- Mark The Bard! Macbeth..... 16
- Literacy and Drama: Macbeth does murder sleep 16
- Science: Murder and treason! 24
- History: Vaulting ambition 33
- Art and Design: Dunnest smoke of hell 38
- Citizenship/Social, Moral, Spiritual and Cultural Development: I shame to wear a heart so white..... 42
- Mark the Bard! The Tempest..... 50
- Literacy and Drama: This will shake your shaking 50
- Science: Not honoured with a human shape..... 56
- History: We split, we split 58
- Art and Design: Tricky spirit 63
- Citizenship/Social, Moral, Spiritual and Cultural Development: I’ th’ commonwealth .. 68
- Synopsis of Macbeth..... 72
- Synopsis of The Tempest 73

Supported by



All text © The National Literacy Trust 2017

T: 020 7587 1842 W: www.literacytrust.org.uk Twitter: @Literacy_Trust Facebook: [nationalliteracytrust](https://www.facebook.com/nationalliteracytrust)

The National Literacy Trust is a registered charity no. 1116260 and a company limited by guarantee no. 5836486 registered in England and Wales and a registered charity in Scotland no. SC042944. Registered address: 68 South Lambeth Road, London SW8 1RL

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.

Science: Murder and treason!

Synopsis of key scene	Macbeth escorts one of King Duncan's men to his room. Within seconds the alarm is raised that Duncan has been murdered. Macbeth and Lennox, a nobleman, enter the king's chambers to view the corpse. Lady Macbeth expresses her shock at what has happened. On hearing the news that the King's bodyguards were found covered in blood and holding the murder weapons, Macbeth asserts that he has killed these men out of loyalty to the king. Lady Macbeth faints.
Extract and related resources	Act 2 Scene 3 (see below) Crime scene: Proving Macbeth murdered King Duncan worksheet (see below)
Learning objective	To write a short forensic report recounting key details about the crime scene: When it happened? What happened? Where it happened? Who murdered King Duncan based on the evidence from the crime scene?
Learning outcome	I can write a formal forensic report with relevant scientific evidence that Macbeth killed King Duncan.
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 Macbeth and the synopsis of the key scene.</p> <p>Discuss the job of a forensic investigator in partners. What do they do?</p> <p>Forensic investigators:</p> <ul style="list-style-type: none"> - Use science to solve a crime (like murder, theft and arson) - Wear protective suits to avoid contaminating a crime scene - Find evidence to take away from the crime scene and to analyse and interpret - Analyse and interpret evidence to see if what suspects say is true - Use a microscope and other equipment to check evidence like fingerprints, DNA, fibres and hair <p>Students are going to take on the role of forensic investigators. They will be reading an extract of Macbeth as part of the Mark The Bard! day to celebrate Shakespeare's life and work. The purpose of their</p>

work will be to decide how to prove that Macbeth murdered King Duncan.

Give students the synopsis of Act 2 Scene 3 and the related scene from the play.

Students will work in partners and read the scene out loud. They need to highlight key evidence that builds a picture of the crime:

- Duncan was murdered by Macbeth in his sleep and not very long before Macduff arrives to see the King
- Macduff was the first person to discover the King's body
- The only people who would have access to his room would be his bodyguard, close allies of the King, his sons Donaldbain and Malcom, the host and hostess (Macbeth and Lady Macbeth)
- The bodyguards were found with 'bloody daggers' and 'unwiped'. They also had blood on their faces. The guards were 'distracted' and 'stared'
- Macbeth says that he killed the guards out of anger and loyalty to the King
- Duncan has multiple stab wounds

Forensic science would not have existed in eleventh century Scotland but imagine how the story of Macbeth would play out if it did...

Tell students that they have access to the scene of the crime (Duncan's room, Duncan's body and the corpses of the bodyguards and access to the characters closest to the King).

Ask students as forensic investigators how they would prove that Macbeth was the murderer and his wife the accomplice. What clues would they look for? Fingerprints? Footprints? Hair, blood and fibre traces for testing?

Get students to think about health and safety. What would students need to wear as a forensic investigator at this crime scene and to avoid any contamination:

gloves

helmet and eye-protection

overalls

protection for shoes

	<p>Get students to answer these questions:</p> <ul style="list-style-type: none"> • What evidence would you like to locate from the crime scene and why? • What tests would you like to carry out and why? • What evidence would you like to collect from characters who were near the King around the time he was murdered? <p>Now give students these prompts for producing their report:</p> <p>When did the crime happen?</p> <p>Where did it happen?</p> <p>What happened?</p> <p>Who committed the crime? Where is the evidence?</p>
<p>Scaffolding Shakespeare</p>	<p>Struggling learners would benefit from additional support with the report. Support students by:</p> <ul style="list-style-type: none"> - Sourcing and showing appropriate pictures that could recreate the crime scene and enable you to describe what happened - Show pictures of forensic investigators on the job - Ask students to take notes about your description of the crime scene from Macbeth - Get students to write their report using appropriate sentence starters like – ‘it was evident that’, ‘tests showed’, ‘the approximate time of’ - Remind students to write in the past tense <p>Use this webpage for additional ideas - http://www.explainthatstuff.com/forensicscience.html</p>
<p>Stretching students further</p>	<p>Encourage students to carry out finger print testing. Use a finger print pad and chart to record different finger prints.</p>
<p>Mark The Bard! celebratory week or day</p>	<p>Create a crime scene in a dead space in the school. Use tape to show that students can't go beyond a certain point. Show:</p> <ul style="list-style-type: none"> - Profiles of the suspects and their testimonies after the King's murder (Banquo, Malcom, Macbeth, Lady Macbeth, Lennox and the King's bodyguards) - Props like the 'bloody daggers' and the blood stained clothes of the King's bodyguards

	<p>- A police report of what happened Ask your science class to display their forensic reports by the crime scene.</p>
'My Shakespeare': exploring more of the Bard's plays	<p>Watch film adaptations of Macbeth: by Justin Kurzel: http://www.imdb.com/title/tt2884018/ by Roman Polanski: http://www.imdb.com/title/tt0067372/?ref=mv_sr_6 OR Shakespeare - The Animated Tales Read a Manga adaptation of the play: http://www.mangashakespeare.com/titles/macbeth.html</p>

Act 2 Scene 3

Entrance to Macbeth's castle

MACDUFF

O horror, horror, horror! Tongue nor heart
Cannot conceive nor name thee!

MACBETH / LENNOX

What's the matter?

MACDUFF

Confusion now hath made his masterpiece!
Most sacrilegious murder hath broke ope
The Lord's anointed temple, and stole thence
The life o' the building!

MACBETH

What is 't you say? the life?

LENNOX

Mean you his majesty?

MACDUFF

Approach the chamber, and destroy your sight
With a new Gorgon: do not bid me speak;
See, and then speak yourselves.

Exeunt MACBETH and LENNOX

Awake, awake!
Ring the alarum-bell. Murder and treason!
Banquo and Donalbain! Malcolm! awake!
Shake off this downy sleep, death's counterfeit,
And look on death itself! up, up, and see
The great doom's image! Malcolm! Banquo!
As from your graves rise up, and walk like sprites,
To countenance this horror!

Bell rings

Enter LADY MACBETH

LADY MACBETH

What's the business,
That such a hideous trumpet calls to parley
The sleepers of the house? speak, speak!

MACDUFF

O gentle lady,
'Tis not for you to hear what I can speak:
The repetition, in a woman's ear,
Would murder as it fell.

Enter BANQUO

O Banquo, Banquo,
Our royal master 's murder'd!

LADY MACBETH

Woe, alas!
What, in our house?

BANQUO

Too cruel any where.
Dear Duff, I prithee, contradict thyself,
And say it is not so.

Re-enter MACBETH and LENNOX, with ROSS

MACBETH

Had I but died an hour before this chance,
I had lived a blessed time; for, from this instant,
There 's nothing serious in mortality:
All is but toys: renown and grace is dead;
The wine of life is drawn, and the mere lees
Is left this vault to brag of.

Enter MALCOLM and DONALBAIN

DONALBAIN

What is amiss?

MACBETH

You are, and do not know't:
The spring, the head, the fountain of your blood
Is stopp'd; the very source of it is stopp'd.

MACDUFF

Your royal father 's murder'd.

MALCOLM

O, by whom?

LENNOX

Those of his chamber, as it seem'd, had done 't:
Their hands and faces were an badged with blood;
So were their daggers, which unwiped we found
Upon their pillows:
They stared, and were distracted; no man's life
Was to be trusted with them.

MACBETH

O, yet I do repent me of my fury,
That I did kill them.

MACDUFF

Wherefore did you so?

MACBETH

Who can be wise, amazed, temperate and furious,
Loyal and neutral, in a moment? No man:
The expedition my violent love
Outrun the pauser, reason. Here lay Duncan,
His silver skin laced with his golden blood;
And his gash'd stabs look'd like a breach in nature
For ruin's wasteful entrance: there, the murderers,
Steep'd in the colours of their trade, their daggers
Unmannerly breech'd with gore: who could refrain,
That had a heart to love, and in that heart
Courage to make 's love known?

GLOSSARY

THE LORD'S ANOINTED TEMPLE: Duncan

GORGON: in Greek mythology Medusa was a monster who had snakes in her hair. Anyone who gazed at her would be turned to stone.

COUNTENANCE: see or observe

MORTALITY: life

DRAWN: finish

VAULT: world

UNMANNERLY BREECHED: tactlessly covered

Crime scene: Proving Macbeth murdered King Duncan

<p>What evidence would you like to locate from the crime scene and why?</p>	
<p>What tests would you like to carry out and why?</p>	
<p>What evidence would you like to collect from characters who were near the King around the time he was murdered?</p>	
<p>What questions would you ask key suspects?</p>	
<p>What would you put in your forensic investigation report?</p>	

Science: Not honoured with a human shape

Character summary	Caliban is an unusual species as he appears to be half human and half beast. Prospero, the ruler of the island and Caliban's master, has said that Caliban was born to a witch and the devil. He is described often in negative ways with descriptions like: 'misshapen knave', 'monster' and 'filth.' Prospero attempted to civilise Caliban but any trust was destroyed when Caliban attempted to rape Miranda, Prospero's daughter.
Learning objective	To participate in a class debate and offer relevant points.
Learning outcome	I can share my opinion, justify my views, influence other people in my thinking and offer different arguments in a debate.
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 character analysis of Caliban.</p> <p>Prospero's efforts to educate and civilise Caliban have failed. Caliban is still brutish and animalistic. One of the themes that Shakespeare explores through the character of Caliban is the nature vs nurture question – is it genes or upbringing that determine your future life?</p> <p>Organise a class debate.</p> <p>Do you think a person is more shaped by:</p> <ul style="list-style-type: none"> - upbringing? - genes? - a combination of both? <p>Get students to work in groups and come up with ideas about:</p> <p>How we develop? Think about our personality and our beliefs.</p> <p>Environment (school, family home, social settings, city vs countryside)</p> <p>Is a person's attitude (happy or negative) directly connected to their environment or something they are born with?</p> <p>What our parents pass down to us? Traits or behaviours?</p> <p>What influences humans from the time they are born?</p> <p>Are we blank slates when we are born?</p> <p>Part two:</p>

	<p>The two sides of the classroom take it in turns to present their arguments and try and persuade the opposing side that their views are more persuasive.</p> <p>Part three:</p> <p>Take a vote at the end of the lesson – what is the majority view?</p>
Scaffolding Shakespeare	<p>Give students sentence starters that will make their arguments more persuasive in the debate:</p> <ul style="list-style-type: none"> - I have to say that.... - I really feel that - You must agree that... - I'm certain most people feel that... - It seems to me that... - In support of my argument.... - There is another way of looking at this argument... - You cannot forget that...
Stretching students further	Write a discursive essay on the nature vs nurture topic.
Mark The Bard! celebratory week or day.	Share the debate in an assembly.
'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>