**Teaching and Learning Program for the Elements**

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| **T:\Office\Graham Moore\jpeg sentral logo.jpg** | **Teaching and Learning Program** | | | | | | | | | | | | | | |
| **Title/Type of Unit: MacBeth**  **Program Risk Level: Low** | | | | | | | | | | **Duration: 3 weeks**  **By** | | | | |
| **Syllabus Outcomes**  **Stage** | *A student:*   * EN2-6B - identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features * EN5-6C - investigates the relationships between and among texts | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Acknowlege the cultural changes in literature * Read Shakespearean language * Understand developing themes * Link main characters to other people and characters | | | | | | | **Students learn about:**   * Macbeth chararcters and traits * Orientation and setting of Macbeth * Traditional Shakespearean in the Renaissance period | | | | | | | |
| **Background and Key Ideas** | Students are exposed to Shakespeare and explore the language used, historical aspects, themes and characters. They take part in literacy group lessons that give them to opportunity to expand their language and comprehension skills. Shakespeare is part of the curriculum for stage 5. The study of Macbeth, although challenging, has many themes that are current in today’s world, including conspiracy and violence. | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | Phonics | Phonemic Awareness | | Concepts About Print |
| **Clusters:** Reading texts (11), Comprehension (10), Vocabulary knowledge (10)  **Activities linked to program to increase learning:** *Reading texts;* Macbeth summary and some scenes from the play, *Comprehension*; understanding the themes, main words and character traits *Vocabulary knowledge;* all activities, but learning the Shakespearean language and relating it to modern language. | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | Pattern and Number Structure | | Place Value | | | Multiplication and Division | | | | Fraction Units | Length, Area and Volume |
| Numeracy concepts are not the emphasis of this program | | | | | | | | | | | | | | |

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| **Quality Teaching** | | | | | | | | |
| **Intellectual Quality** | | | **Quality Learning Environment** | | | **Significance** | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | |
| **The Elements of Learning & Achievement** | Introduce Shakespeare with a game – [The Shakespeare Insult Kit.](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%202\Stage%205\English\Shakespeare%20Insult%20Kit.pdf)  Students choose words from column 1,2 & 3 to make insults at each other.  As a group write down as many things students know about Shakespeare as possible – include plays, facts etc. Use the [PowerPoint](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%202\Stage%205\English\Macbeth%20Background%5b1%5d.ppt) to discuss information about Shakespeare and MacBeth  **The study of Macbeth**  Let student know what the play of Macbeth is about and show the Movie Summary – [Macbeth](https://www.youtube.com/watch?v=rFtCYESosDw)  [Complete Plot Summary](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%202\Stage%205\English\Macbeth\Plot%20summary%20exercise.docx)  “*Macbeth is a play of contradiction and ambition. Driven to becoming King, Macbeth will kill all and any that get in his way. He puts his faith in the words and prophesies of three witches, after their first one (that he will become Thane of Cawdor) comes through. Macbeth's wife, Lady Macbeth, is instrumental is Macbeth's ambition, egging him on when he fears he has gone too far, and scheming of greatness.”*  **Act 1, Scene 1:**  Witches make a prophecy.  Look at the differences in language and complete the [Macbeth Word Search](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%202\Stage%205\English\Macbeth\Macbeth%20word%20search.docx)  Use Skwirk to download the podcast and have students listen to the language and follow on the print out.  <http://www.skwirk.com.au/index.php?option=com_class&view=contents&layout=chapterframe&yrid=0&subjid=0&modid=5731&cattitle=Scene1&catid=11028&bcumb=11027_19_161_810_11028&tab=b2>  Compare and contrast original text with [modern text](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%202\Stage%205\English\Act%201,%20scene%202.docx).  Also use the scene from [Youtube](https://www.youtube.com/watch?v=clG8ha2D26g)  **Act 1, Scene 7:**  Give background knowledge of scenes 2-6.  *(A soldier reports to Duncan that Macbeth killed Macdonwald -- Macbeth and Banquo joined forces to defeat Thane of Cawdor and King of Norway -- Duncan decides to give the Thane of Cawdor's title to Macbeth*  *Witches meet again -- Call Macbeth Thane of Glamis, Thane of Cawdor and king hereafter, foretelling his rise to power -- Macbeth learns that Duncan has given him the title of Thane of Cawdor -- Macbeth wonders if the witches' predictions of his becoming king will come true*  *Malcolm describes Cawdor's death to Duncan -- Duncan promises Banquo rewards for his services -- Duncan proclaims Malcolm his successor -- Duncan announces his intentions to visit Macbeth at Inverness, Macbeth's castle*  *Lady Macbeth reads a letter from Macbeth describing the witches' prophecy -- A messenger tells her of Duncan's visit, and she decides she will have to help Macbeth kill Duncan that night*  *Lady Macbeth welcomes Duncan and his party cordially and makes the king feel comfortable)*   * Read through Act 1, Scene 7 together – [Modern text.](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%202\Stage%205\English\Act%201,%20Scene%207.docx) * [Comprehension Question:](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%202\Stage%205\English\Comprehension%20Sheet.docx) How does Lady Macbeth convince Macbeth to Kill King Duncan?   **Act 2, Scene 2:**  Macbeth kills King Duncan.  Watch this [modern version](https://www.youtube.com/watch?v=2TWS4ohMT_c) of events.  Using the modern script, available from <http://nfs.sparknotes.com/macbeth/page_54.html>  Get the students to act out the scene changing the language to their own – record if you can  **Macbeth Literacy Workshop (Tuesday)**  Literacy stations   1. Discuss the theme. Students look through current newpapers to find local articles that have similar themes. Students explain why. 2. Vocabulary station – Meaning, drawing, words and sentence 3. Shakespeare VS Modern language – match up Shakespearen language to currnet language used today   **Act 3, Scene 1:**  Banquo suspects Macbeth had something to do with the king's murder -- Macbeth decides to get rid of Banquo and Fleance and gets two convicted murderers to do it for him   * Compare and contrast Macbeth to the following character/peoples using a Venn Diagram – Refer to [Power Point](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%202\Stage%205\English\Macbeth%20and%20other%20characters.pptx)   **Act 4, Scene 1:**  The witches, through visions, show Macbeth that he should beware of Macduff, that no one "born of woman" can harm him, that no one shall vanquish him "until Birnam Wood moves to Dunsinane Hill," and finally, that Banquo's descendants will be kings -- Macbeth decides to kill Macduff's family and servants  Reflection & writing task; *When have you made a decision to do something based on others telling you information? What was the outcome? Do you have any regrets? Did you learn from the incident? What advice would you have to others about listening to people?*  **Macbeth Literacy Workshop (Tuesday)**  Literacy stations   1. Students take a cut up sentence from Macbeth and arrange it into the appropriate sentence. Use the modern language chart from last week to write the modern version of the text. 2. Vocabulary station – meaning, drawing, words and sentence   **Act 5, Scene 8:**  Macbeth and Macduff meet -- Macbeth doesn't want to fight, but Macduff forces him to -- Macduff wins, beheading Macbeth -- Old Siward learns of his son's death, and, although sad, praises his son's courage -- Malcolm regains the throne   * Watch The Lion King and discuss similarities between the movie * Make a timeline of event to show similarities | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  7_deconstruct.jpg  Deconstruct/ Reconstruct    Story Sharing |
| **Special Needs Adjustments** | | | | | **School to Work** | | | |
| Scaffolding on all tasks  Using the modern language instead of Shakespearan  Relate to current events through themes of Macbeth | | | | | A cultural understanding of the similarities and differences between themes from the renaissance period and toady and how not much has changed moving forward | | | |
| **Assessments** | | | | | | | | |
| To record a scene from Macbeth using modern language. Students will take a scene from Macbeth, change it to the current language and record the scene using an ipad. | | | | | | | | |
| Roles and Responsibilities | | | | | | | | |
| Teacher | | | SLSO | | | Student | | |
| Complete program  Make professional judgements on students engagement  Set assessment task | | | Gather all resources  Create resources for literacy groups  Work with small groups assigned by teacher | | | Engage and participate in all tasks  Attempt assessment task | | |
| **Risk Assessment – Dorchester ETU only** | | | | | | | | |
| **Resources** | | **Safety Strategies** | | **Identified Hazards** | | | **Control Strategies** | |
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| **Teacher Evaluation**  **Comments / Variations** | |
| This subject area has been difficult for students to engage in due to the complexity of its vocabulary. Although students were able to see similar themes that are current today, they did not find a connection with the unit and even found the modern language text difficult to understand. The students worked well in the literacy groups and enjoyed short, hands-on activities.  As much as this program was researched and scaffolded for the students, it was still difficult to engage them in Shakespearean text. It has incorporated the knowledge of the curriculum and a number of different resources to engage students but has not allowed for any work samples to be completed due to disengagement.  To change this program, it may be advisable to look at many Shakespearn plays instead of just one over a short period of time. This program was only three weeks and Macbeth required more time to complete all the activities. Short activities associated with the specific play may be a better way of exposing students to Shakespeare. | |
| **Date Commenced**: 27 April 2016 | **Date Finished**: 20 May 2016 |
| **Teachers Signature**: | **Assistant Principals Signature**: |