

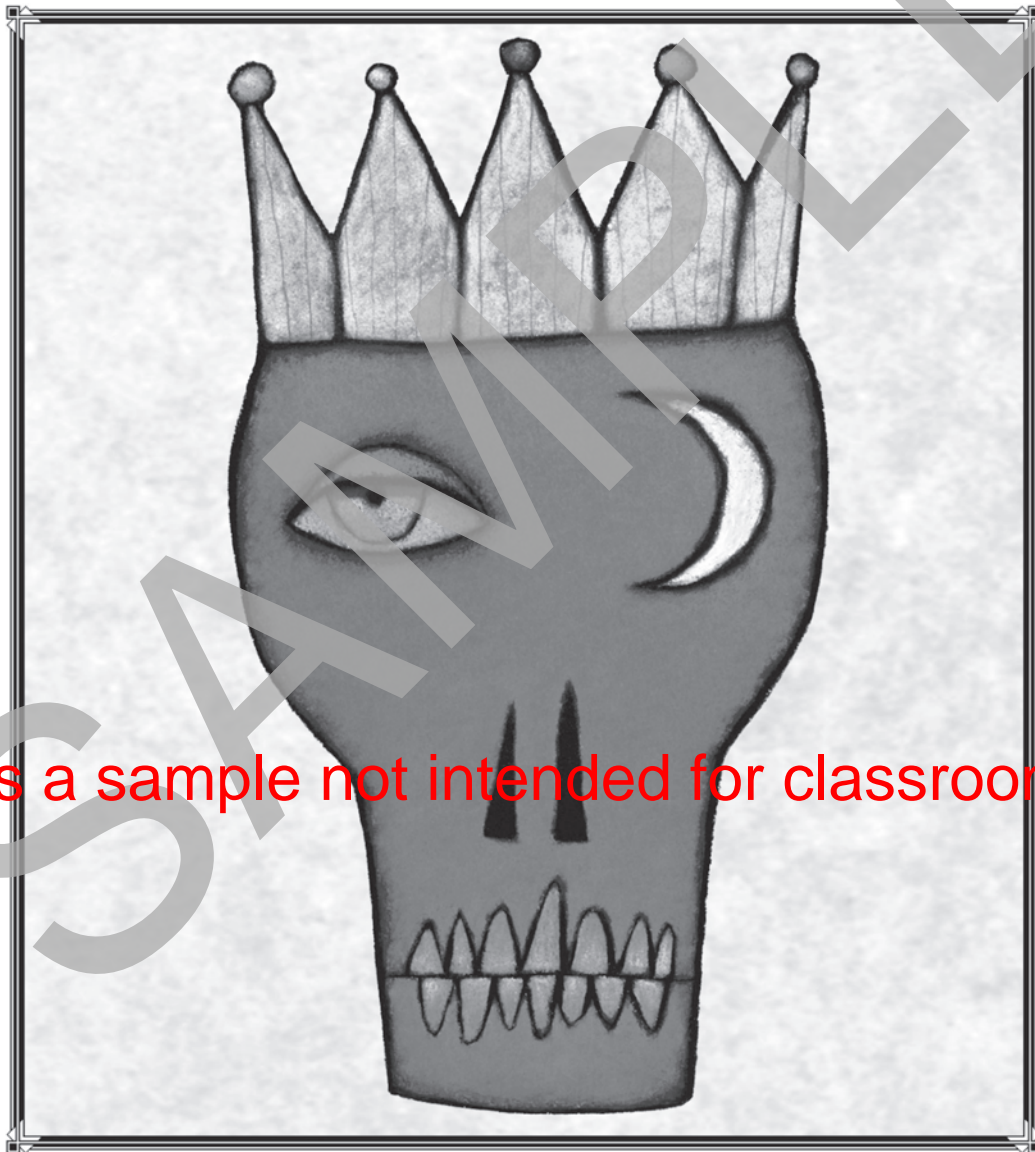


SADDLEBACK  
EDUCATIONAL PUBLISHING

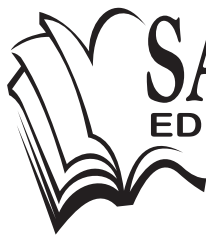
# SHAKESPEARE

MADE EASY

*Macbeth*



This is a sample not intended for classroom use.



# SADDLEBACK

## EDUCATIONAL PUBLISHING

Three Watson  
Irvine, CA 92618-2767  
Web site: [www.sdlback.com](http://www.sdlback.com)

**This is a sample not intended for classroom use.**

Copyright © 2006 by Saddleback Educational Publishing. All rights reserved. No part of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the written permission of the publisher, with the exception below.

Pages labeled with the statement **Saddleback Educational Publishing** © 2006 are intended for reproduction. Saddleback Educational Publishing grants to individual purchasers of this book the right to make sufficient copies of reproducible pages for use by all students of a single teacher. This permission is limited to a single teacher and does not apply to entire schools or school systems.

Printed in the United States of America  
10 09 08 07 06 9 8 7 6 5 4 3 2 1



# Contents

---

<b>To the Teacher</b> .....	v
<b>Introduction to the Play</b> .....	vi
<b>Introduction to Shakespeare</b> .....	xiv
Activity 1: War Correspondence (Act one, Scene 2) .....	1
Activity 2: The Three Witches (Act one, Scenes 1 and 3) .....	2
Activity 3: Portrait of Macbeth (Act one, Scenes 2 and 3) .....	3
Activity 4: What the Chambermaid Overheard (Act one, Scene 5) .....	4
Activity 5: Review .....	5
Activity 6: Weighing the Deed (Act one, Scene 7) .....	6
Activity 7: Evil Portent (Act one, Scenes 3–7) .....	7
Activity 8: Profile of Lady Macbeth (Act one, Scenes 5–7) .....	8
Activity 9: Witches' Scene .....	9
Activity 10: Review .....	10
Activity 11: Contemplating Murder (Act two, Scene 1) .....	11
Activity 12: Writing a Letter to Mom (Act two, Scene 3) .....	13
Activity 13: Omens (Act two, Scenes 3 and 4) .....	14
Activity 14: Scotland Demands an Accounting (Act two) .....	15
Activity 15: Review .....	16
Activity 16: A Talk with Murderers (Act three, Scene 1) .....	17
Activity 17: Hecate's Prophecy (Act three, Scene 5) .....	18
Activity 18: Strangely Borne Events (Act three, Scene 6) .....	20
Activity 19: Put It to Music .....	21
Activity 20: Review .....	22
Activity 21: Something Wicked This Way Comes (Act four, Scene 1) .....	23
Activity 22: A Letter from Lady Macduff (Act four, Scene 2) .....	24
Activity 23: Malcolm Tests Macduff (Act four, Scene 3) .....	25
Activity 24: Headlines for Seven Scenes .....	27

This is a sample not intended for classroom use.

Activity 25: Review .....	28
Activity 26: Lady Macbeth's Madness (Act five, Scene 1) .....	29
Activity 27: Ambition's Work (Act five) .....	30
Activity 28: The Prophecies Come True .....	32
Activity 29: Macbeth's Obituary (Act five, Scene 7) .....	33
Activity 30: Review .....	34
<b>Macbeth Final Test</b> .....	<b>35</b>
Culminating Activity 1: Best Bad Guy .....	37
Culminating Activity 2: Was Macbeth a Hero or a Villain? .....	38
Culminating Activity 3: Create a Movie Poster or a Book Jacket .....	39
Culminating Activity 4: <i>Macbeth</i> in Today's World .....	40
Culminating Activity 5: <i>Macbeth</i> , the Parody? .....	41
<b>Answer Key</b> .....	<b>42</b>

This is a sample not intended for classroom use.



## To the Teacher

---

As any teacher or student who has read Shakespeare knows, his plays are not easy. They are thought-provoking and complex texts that abound with romance, deceit, tragedy, comedy, revenge, and humanity shown at its very worst as well as its very best. In short, to read Shakespeare is to explore the depths and heights of humanity.

The *Shakespeare Made Easy* Activity Guides are designed by teachers for teachers to help students navigate this journey. Each guide is broken into six sections of four activities and one review. At the end of each guide is a final test, a variety of culminating activities, and an answer key. The activities are meant to aid textual comprehension, provide creative

opportunities for the reader to make personal connections with the text, and help busy teachers gain quick access to classroom-tested and age-appropriate activities that make the teaching of Shakespeare an easier task.

Each regular activity, as well as each culminating activity, can be modified to be an individual or a group task, and the reviews and test can be used as quick comprehension checks or formally scored assessments. The guides may be used in conjunction with the Barron's *Shakespeare Made Easy* texts or alone. Ultimately, the *Shakespeare Made Easy* Activity Guides are intended to assist teachers and students in gaining an increased understanding of and appreciation for the reading of Shakespeare.

**This is a sample not intended for classroom use.**



## Introduction to the Play

---

### Background to *Macbeth*

*Macbeth* is based on the career of Scottish King Macbeth. The actual Macbeth lived from 1005 to 1057 and reigned from approximately 1039 to 1054. At that time in Scotland, it was not a horrific crime to take the throne away from a weak, royal relative. In fact, in eleventh century Scotland, the overthrow of a king was a common occurrence. As far as historians can tell, the actual Macbeth took the throne away from his ineffective cousin, King Duncan, in approximately 1039. As a grandson of King Malcolm II, Macbeth did have a claim to the throne of Scotland. King Macbeth gained the throne by a civil war rather than murder, and King Duncan died in battle. There is no historical evidence that Banquo existed. Also, the historical King Duncan was close in age to Macbeth, but Shakespeare altered the account to make King Duncan much older. The historical Macbeth ruled Scotland with wisdom and grace for fifteen peaceful years. His rule came to an end when the exiled Prince Malcolm invaded Scotland with English forces.

The story of Macbeth as told by the historian Holinshed became a legend as much as history. Holinshed portrays Macbeth plotting the murder of King Duncan with both his wife and Banquo after hearing a prophecy from the Three Witches. After the murder of King Duncan, King Macbeth rules well for about ten years. However, the witch's prophecy that Banquo will be the father of many kings begins to bother Macbeth. He orders the murder of

Banquo and his son Fleance. However, Fleance escapes. Other nobles rise up against Macbeth and, led by Macduff, defeat Macbeth at Birnam Wood, carrying branches to camouflage their attack.

Shakespeare changed the plot about Banquo's responsibility for King Duncan's murder. Many feel that this was changed in order to keep pure the story of Banquo's being a father of the Stuart kings and the ancestor of James I. Most Shakespearean scholars think that the specific details of witchcraft came from the published work of King James I. Of course, Shakespeare took the time of ten to fifteen years and condenses it into a few days and nights. Even though *Macbeth* is one of Shakespeare's shortest plays, it is considered by most experts to be one of Shakespeare's most powerful portrayals of how lust for power can corrupt a person's soul.

It is important to remember that *Macbeth* is not primarily a history play but is considered to be one of Shakespeare's final tragedies. One helpful way to view this play is through the template of a tragedy. In Shakespeare's era, a tragedy always focused on the tragic protagonist, a person of high stature whose personal flaw causes him to choose wrongly. While the reader disagrees with Macbeth's actions, Macbeth is nevertheless a well-spoken and brave nobleman. Macbeth's wrong choice upsets the "Great Chain of Being," and the tragic protagonist pays the extreme penalty for this disorder. The Great Chain of Being was

from servants who had inherited the clothes from their masters or from hangmen, who received the clothes of their victims as payment for their services.

Though Shakespeare's stage directions are sparse, definition of a few key terms will be helpful for the reader. The following is a brief glossary of stage directions commonly found in Shakespeare's plays.

### Selected Glossary of Stage Directions in Shakespeare's Plays

**Above:** an indication that the actor speaking from above is on a higher balcony or other scaffold that is higher than the other actors

**Alarum:** a stage signal, which calls the soldiers to battle; usually trumpets, drums, and shouts

**Aside:** words spoken by the actor so the audience overhears but the other actors on the stage do not. An aside may also be spoken to one other actor so that the others on stage do not overhear.

**Calls within:** a voice offstage that calls to a character on the stage

**Curtains:** Curtains were fabrics draped around a bed that could be opened and closed for privacy.

**Draw:** Actors pull their swords from their sheathes.

**Enter:** a direction for a character to enter the stage. This can be from the audience's right (stage right) or the audience's left (stage left).

**Enter Chorus:** a direction for an actor to come to the center of the stage and offer some introductory comments, usually in blank verse or rhyming couplets. In *Romeo and Juliet*, the Chorus delivers a sonnet, a form of poetry associated with love.

**Exeunt:** All characters leave the stage, or those characters named leave the stage.

**Exit:** One character leaves the stage.

**Flourish:** A group of trumpets or other horn instruments play a brief melody.

**Have at:** Characters begin to fight, usually with swords.

**Pageant:** a show or spectacle of actors in unusual costumes, usually without words

**Prologue:** an introduction spoken by the Chorus that gives an overview to the audience and invites them into the play or scene

**Retires:** A character slips away.

**Sennet:** a series of notes sounded on brass instruments to announce the approach or departure of a procession.

**Singing:** a signal for the actor to sing the following lines as a tune

**Within:** voices or sounds occurring offstage but heard by the audience



## Introduction to Shakespeare

---

### A Brief Biography of William Shakespeare

William Shakespeare was born in April 1564 to John and Mary Shakespeare in Stratford-upon-Avon, England. His birthday is celebrated on April 23. This is memorable because April 23 is also the day Shakespeare died in 1616.

Shakespeare was the eldest of nine children in his family, six of whom survived to adulthood.

William Shakespeare's father worked with leather and became a successful merchant early in his career. He held some relatively important government offices. However, when William was in his early teens, his father's financial position began to slide due to growing debt. After many years, John Shakespeare's fortunes and respect were restored, but records indicate that the years of debt and lawsuits were very stressful.

Historians assume that young Will went to school and took a rigorous course of study including Latin, history, and biblical study. In 1582, at the age of eighteen, he married Anne Hathaway, who was three months pregnant.

Studies of Elizabethan family life indicate that Anne's situation was not unusual since it was accepted that the engagement period was as legally binding as the marriage. The couple had a daughter, Susanna, followed by twins, Hamnet and Judith. Not much is known about Shakespeare during the next seven years, but his name is listed as an actor in London by 1592. This was a difficult time for the theater

because measures to prevent the spread of the plague regularly closed the theaters.

Between 1594 and 1595, Shakespeare joined the Chamberlain's Men as a playwright and an actor. The acting company featured actor Richard Burbage, and they were a favorite of Queen Elizabeth I. During this time, Shakespeare was writing such plays as *Romeo and Juliet* and *A Midsummer Night's Dream*. Even though Shakespeare was enjoying great success by the time he was 32, it was dampened by the death of his son, Hamnet, in 1596. Soon after, Shakespeare refocused on his home in Stratford where he bought an estate called New Place, with gardens, orchards, and barns in addition to the main home. He still maintained a home in London near the theater.

In 1599, Shakespeare wrote *Henry V*, *Julius Caesar*, and *As You Like It*. The Globe Playhouse was up and running, with Shakespeare a 10 percent owner. This means that he was able to earn 10 percent of any show's profits. This business position helped him solidify his wealth.

In 1603, Shakespeare's reputation earned his acting troop the sponsorship of James I, who requested one play performance per month. Their name changed to the King's Men. By this time, Shakespeare had written and performed in almost all of his comedies and histories. He was proclaimed the finest playwright in London.





## ACTIVITY 1

# *War Correspondence*

Act one, Scene 2

---

**Background** By the end of Act one, Scene 2, Shakespeare gives us enough information about the war in which Scotland is engaged to understand who has won and who should be considered heroic.

**Directions** Imagine that you are a reporter for the leading Scottish newspaper. Write a brief account ( $\frac{3}{4}$  of a page to 1 page) of how the war is going for Scotland. Like any good reporter, make sure to explain who is fighting, who has won, and how they won. Also, make sure to mention settlements, heroes, and so forth. Use another sheet of paper, if necessary.

**This is a sample not intended for classroom use.**



## ACTIVITY 2

*The Three Witches*Act one, Scenes 1 and 3

---

**Background** Though the reader gets a sense of how the witches talk and certainly of their prophetic powers, Shakespeare leaves their physical appearance mostly to the reader's imagination (except for telling us that they have hairy chins—see Act one, Scene 3, lines 45–47).

**Directions** Imagine that you are directing this play and are making very detailed notes concerning how the witches look and act. Are they in traditional witches' garb (black pointy hat, flowing gown) or in a different type of dress? You decide, but be specific. Differentiate the three based on details from the text or your own imagination. It may help to reread the lines they speak in Scenes 1 and 3. Then, write a detailed description of how they would be dressed in your version; the type of lighting you would use in their scenes; and how they would stand, talk, and so forth. Suggested length: 1–2 pages. You will need additional sheets of paper for this activity.

**This is a sample not intended for classroom use.**



### ACTIVITY 3

## *Portrait of Macbeth*

### Act one, Scenes 2 and 3

---

**Background** In all his plays, Shakespeare launches right into plot and character development, wasting no words. *Macbeth* is no exception.

**Directions** Based on what you have read of *Macbeth* so far, answer the following questions to get a clearer picture of the man for whom the play is named. Use another sheet of paper, if necessary.

1. At the end of Act one, Scenes 2 and 3, what titles does Macbeth hold?
2. What kind of a soldier is Macbeth (see Act one, Scene 2)?
3. How does Macbeth initially view the witches and what they have to say (see Act one, Scene 3, lines 70–78)? Does he seem at all frightened by them?
4. Does Macbeth seem interested in being king, even though his friend currently holds that title (see Act one, Scene 3, lines 128–142)?

**This is a sample not intended for classroom use.**

5. If given the chance, would *you* want to know what is going to happen in your future, even if what you were told was not the whole story but only part of it? Why or why not?



## ACTIVITY 4

# *What the Chambermaid Overheard* Act one, Scene 5

---

**Background** In Act one, Scene 5, Lady Macbeth reads aloud a letter from her husband that relates his encounter with the witches.

**Directions** Imagine that you are a chambermaid who has accidentally overheard Lady Macbeth reading her husband's letter and her comments about the contents of the letter immediately after. Compose a short speech in which you tell another servant what you overheard. Also tell what you may now fear from Macbeth and Lady Macbeth based on this information. Use another sheet of paper, if necessary.

**This is a sample not intended for classroom use.**



## ACTIVITY 5

### Review

**Directions** Answer the following. Write the letter of the correct answer in the space provided.

- \_\_\_ 1. This play takes place in what country?  
 a. Scotland  
 b. Norway  
 c. England  
 d. Denmark
- \_\_\_ 2. With whom are Duncan and his army fighting?  
 a. Norway  
 b. England  
 c. Scottish rebels  
 d. both a and c
- \_\_\_ 3. Macbeth gains the title of \_\_\_\_\_ of Cawdor  
 a. chancellor  
 b. dignitary  
 c. thane  
 d. king
- \_\_\_ 4. Another name for the Three Witches is the \_\_\_\_\_ Sisters.  
 a. Black  
 b. Strange  
 c. Weird  
 d. Sorcerer
- \_\_\_ 5. Macbeth hears the witches' prophecies while he is with \_\_\_\_\_.  
 a. Duncan  
 b. Malcolm  
 c. Macduff  
 d. Banquo
- \_\_\_ 6. The Three Witches tell Macbeth that he is to become  
 a. king of Scotland.  
 b. father to the king of Scotland.  
 c. a murderer.  
 d. a prince.
- \_\_\_ 7. Banquo compares the new titles and honors heaped upon Macbeth to new \_\_\_\_\_.  
 a. babies  
 b. clothes  
 c. days  
 d. ideas
- \_\_\_ 8. The King of Norway was forced to pay \_\_\_\_\_ thousand pounds.  
 a. ten  
 b. fifteen  
 c. twenty  
 d. fifty
- \_\_\_ 9. The 1st Witch put a spell on a sailor's wife because the wife  
 a. called the witch a bad name.  
 b. wouldn't give the witch chestnuts.  
 c. made fun of the witch's clothes.  
 d. asked the witch to put a spell on her husband.
- \_\_\_ 10. How many of the witches' prophecies have come true so far?  
 a. one  
 b. two  
 c. three  
 d. none

This is a sample not intended for classroom use.