**Searching for Justice:  Macbeth Project 10/23-10-31 Gallery Walk 10/30-31**

 **Project found online at** **macbethjcooper@weebly.com**

*Premise: After Duncan is murdered by Macbeth, the injustice of the act sends the world into chaos. As you read the rest of the play, look for evidence of the disorder caused by Macbeth's overreaching ambition. Trace the motifs that Shakespeare uses to symbolize order and justice, evil and injustice, innocence and callous cunning. How does this chaos result in the total demolition of Macbeth, the tragic hero?*

Assignment: Create a Glogster page with a summary of your assigned scene, a selection of 20-30 lines of text that you think are crucial, poetic or just seem the best to focus on, a detailed annotation of the selection, an analysis of the selection explaining its importance to the narrative, artistry with literary device use or reference to theme, and a recording of the selection with (Audacity at school or your Smart phone at home) with appropriate pronunciation, expression and preparation. You are expected to use two sources listed in the suggested resources and cite that source when used in your page and in an MLA Works Cited.
Helpful Hints:
\*The page should be augmented by pictures, sketches and/or diagrams that show your understanding of this

 portion of the play.
\*Internet or print source citation and attribution
\*Required two entry--Works Cited
\*Your Glogster page will be reviewed and graded by your teacher and other students in your senior class. We will

 use the pages in a gallery walk to help enhance understanding of the tragedy.

Objectives in brief:
Unit Skills include annotation of complex text, text analysis of vocabulary, use of literary device and theme, performance that shows comprehension, introduction of research habits.

Scoring Rubric

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| Summarize the selected scene in Macbeth Acts III-V | 4 3 2 1 |
| Annotation of one 20-30 line selection from the scene | 4 3 2 1 |
| Literary analysis with text support and proper attribution—summary of annotation and research | 4 3 2 1 |
| Works Cited—Use of two or more outside sources for analysis | 4 3 2 1 |
| Presentation(recording or filming) of the selected text | 4 3 2 1  |
| Gallery walk style viewing and listening with comments and peer rating | 4 3 2 1 |

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| Suggested sources:[www.sparknotes.com](https://bluprd0712.outlook.com/owa/redir.aspx?C=e31-vS0WYEGPa6InQ_PoX6vEWru9otAINlxPUfYeEfIw96xeoVWln9LinQ8FB7QuyyMSgA9i3LQ.&URL=http%3a%2f%2fwww.sparknotes.com). Search the act and the character[www.hhshakespeare-navigator.com](https://bluprd0712.outlook.com/owa/redir.aspx?C=e31-vS0WYEGPa6InQ_PoX6vEWru9otAINlxPUfYeEfIw96xeoVWln9LinQ8FB7QuyyMSgA9i3LQ.&URL=http%3a%2f%2fwww.hhshakespeare-navigator.com) The entire text online[www.Shakespeare-online.com](https://bluprd0712.outlook.com/owa/redir.aspx?C=e31-vS0WYEGPa6InQ_PoX6vEWru9otAINlxPUfYeEfIw96xeoVWln9LinQ8FB7QuyyMSgA9i3LQ.&URL=http%3a%2f%2fwww.Shakespeare-online.com) Good summaries and discussions[www.folger.edu/template.cfm?cid=2778](https://bluprd0712.outlook.com/owa/redir.aspx?C=e31-vS0WYEGPa6InQ_PoX6vEWru9otAINlxPUfYeEfIw96xeoVWln9LinQ8FB7QuyyMSgA9i3LQ.&URL=http%3a%2f%2fwww.folger.edu%2ftemplate.cfm%3fcid%3d2778) Teaching Macbeth-Folger Shakespeare Library[www.shmoop.com](https://bluprd0712.outlook.com/owa/redir.aspx?C=e31-vS0WYEGPa6InQ_PoX6vEWru9otAINlxPUfYeEfIw96xeoVWln9LinQ8FB7QuyyMSgA9i3LQ.&URL=http%3a%2f%2fwww.shmoop.com) › Literature Macbeth – Shmoop—a bit irreverent but easy to understandBasic Citation Guide:Electronic:Author. “Article Title*.” Name of the Web site*. Date of the page. Web. Date of access.PrintAuthor*. Book Title*. City of Publication: Publisher, Date of Publication. |

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| The Acts and ScenesAct IIIScene 1, p. 440-445. Scene 2, p. 445-446Scene 3 (whole class)Scene 4, p. 448-453 (divided into two parts)Scene 5 omittedScene 6, p. 445-446Act IVScene I, p. 458-465 ( divide into two parts)Scene 2, p. 465-468Scene 3, p. 469-476 (focus on Macduff)Act VScene 1, p. 478-480Scene 2, p. 480-482Scene 3, p. 482-484Scene 4&6, p. 484-488Scene 5, p. 485-487Scene 7-8, p. 488--end  |

CCSS Standards
STEM Engage in inquiry; engage in logical reasoning; apply technology appropriately

CCSS English 12
CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELA Literacy RL11-12. 4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RL.11-12.10
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.SL.11-12.5 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.