

Macbeth Comes to Life

Prerequisite Knowledge:

From Shakespeare's *Macbeth*, students should already know characters' motives for their actions and their other attributes as well as what mood has been established.

Objective:

Students will be able to view Roman Polanski's 1971 film adaptation of *Macbeth* using reader response.

Anticipatory Set:

Students will respond in their journals to the following prompt: "Describe the best Halloween costume you have ever worn or seen."

GSE:

R-12-8: Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by...

- R-12-8.2: Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)

OC-12-1: In oral communication, students demonstrate interactive listening by ...

- OC-12-1.2: Summarizing, paraphrasing, questioning, or contributing to information presented to advance understanding (Local)

NCTE:

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Significance:

It is important for students to view a film using reader response because they will see how a different director interpreted the events, characters, and movement of the play. The students will also see how a new interpretation can bring new meaning to the play as well as help in understanding the original play. Their personal and critical responses to this interpretation will aid in how they view the play. The lesson aligns with the third objective: Students will be able to analyze at least one character using textual evidence. They will be able to see the character in action on screen and understand their motivations, the visuals of which they miss while reading the play.

Methods and Learning Activities:

1. After finishing each act, the students will watch that portion of the play acted out in Roman Polanski's film. I will instruct them to watch carefully and to think about how what they are seeing on screen compares to the play.

2. When the portion of film is done, I will ask the students specific questions, such as, “How is the film Macbeth similar to/different from the play Macbeth?” “How is the film Lady Macbeth similar to/different from the play Lady Macbeth?” “What do you think of the witches? Are they what you pictured when you were reading the play?” “Do the scenes follow in the same order?” “What kind of a mood does Polanski set with his film?” “Does seeing the film help you understand the play?” These questions will help the students understand what is happening in the play, since plays are meant to be seen.

Assessment:

The students’ oral responses to the above questions will assess their knowledge of the play as well as their critical skills in comparing the film to the play.

Adaptations:

This lesson may be adapted for students with learning disabilities by having class discussions after the film has been viewed. Students who have difficulties with reading and writing may benefit from the class discussion because they will not have the pressure to write their responses. In addition, students who have difficulties with reading will benefit from watching the film because they will be able to understand the text: the characters’ motivations and the visual aspects of what is happening in the play. Students with diverse learning styles will benefit from this lesson as well because they will be able to view, discuss, and write about the film, depending on learning disabilities, resistance to learning, and gifted and talented students.



Feinstein School of Education and Human Development

Critical Analysis of Media Lesson

Name: _____

ID#: 035 4119

GPA: _____

Teacher Preparation Program: English Education

Major: _____

Assess the extent that the candidate has achieved the following Rhode Island Beginning Teacher Standards in the Professional Development Reflection. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

In this lesson, the candidate:

	Weakness (1)	Developing (2)	Competence (3)	Strength (4)
1. Understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA (NCTE, 4.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Engages students in critical analysis of different media and communications technologies and their effect on students' learning (NCTE, 4.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Creates opportunities and develop strategies that permit students to demonstrate, through their own work, the influences of language and visual images on thinking and composing (NCTE, 3.2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Create opportunities and develops strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning processes (NCTE, 3.2.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates a variety of ways to teach students composing processes that result in their creating various forms of oral, visual, and written literacy (NCTE, 3.2.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Engages students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating images for <u>a variety of audiences</u> (NCTE, 3.2.4)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Uses a variety of ways to assist students in creating and critiquing <u>a wide range of print and nonprint texts for multiple purposes</u> and helps students understand the relationship between symbols and meaning (NCTE, 3.2.5)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Understands media's influence on culture and people's actions and communication, reflecting that knowledge not only in her own work but also in her teaching (NCTE, 3.6.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Uses a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrates learning opportunities into classroom experiences that promote composing and responding to such texts (NCTE, 3.6.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Helps students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and uses current technology to enhance their own learning and reflection on their learning (NCTE, 3.6.3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator: _____

Date: _____