



# Macbeth Act I Scene V

March 2023



# Retrieval:

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1. Complete the line: 'Stars, hide your fires, / Let not light see \_\_\_\_\_.'
2. What does the above quote tell you about Macbeth at this point in the play?
3. What is the word used to describe the killing of a king?
4. What prophecies do the witches give Macbeth?
5. What prophecies do the witches give Banquo?



# Retrieval:

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1. Complete the line: 'Stars, hide your fires, / Let not light see **my black and deep desires.**'
2. What does the above quote tell you about Macbeth at this point in the play? **Betrayal / Deceit / Hamartia**
3. What is the word used to describe the killing of a king? **Treason**
4. What prophecies do the witches give Macbeth? **He will be Thane of Cawdor / He will be king**
5. What prophecies do the witches give Banquo? **He will be lesser but happier than Macbeth / His sons will be king**

## How is the supernatural presented in Act I?



### Learning Intent – what I need to know:

- To show an understanding of context and why it is important in this text.
- To consider the effect of techniques and language choices, making links to context.

### How will I know if I've been successful?

- *Can I examine the writer's methods, exploring the effects?*
- *Can I show a clear understanding of perspectives and contextual influences?*
- *Can I show a clear understanding of the writer's methods?*

### Tier 2 and 3 vocabulary:

supernatural  
betrayal  
deceit  
hamartia

## How does Shakespeare present the theme of ambition in the play?

# Year 9 English Homework

- Task: To complete 20 points on Bedrock Vocabulary minimum.
- Purpose: To expand the knowledge of Tier 2 Vocabulary and understand how to apply it.
- Expectations: To achieve 20 points minimum.
- Expected duration: 20 minutes
- Due date: Sunday 12<sup>th</sup> March 2023



**INTELLECTUAL  
CONFIDENCE**

# Our focus for Spring term is:



**ENQUIRING**

## Stage 1:

- Can I begin to develop my natural curiosity?
- Can I identify, with guidance, questions and problems which interest me?
- Can I with guidance, plan to collect, store and organise information relevant to the texts and themes?

## Stage 2:

- Can I identify questions and problems and justify my interest in them?
- Can I consider different viewpoints on issues, events or themes?

## Stage 3:

- Can I realise which information is useful and relevant and communicate analysis in an appropriate ways?
- Can I consider why there are different viewpoints, and begin to make connections between them?
- Can I challenge assumptions and make evidence-based assertions?

# What are the examiners looking for?

**A01** – That you can form your own point of view and give evidence to support it.

**A02** – That you understand how Shakespeare uses language and structure **purposefully** to create meaning.

**A03** – That you understand that the text links to the context of the time Macbeth was written.

**A04** – That you can use a variety of sentence types and vocabulary (with correct spelling) to express your ideas.



# Context: Role of Women

Even though there was an unmarried woman on the throne in Elizabethan England, the roles of women in society were very limited. Macbeth was written in Jacobean times, but Shakespeare also lived in Elizabethan times. The people of the time had very clear expectations of men and women, and in general men were expected to be the breadwinners and women to be housewives and mothers.

On average, a woman gave birth to a child every two years, but as a lot of babies and children died from sickness, families were not always large. Childbearing was considered a great honour to women, as children were seen as blessings from God, and women took great pride in being mothers.



# Context: Role of Women

- Elizabethan society was patriarchal, meaning that men were considered to be the leaders and women their inferiors.
- Women were regarded as "the weaker sex", not just in terms of physical strength, but emotionally too. It was believed that women always needed someone to look after them.
- If they were married, their husband was expected to look after them. If they were single, then their father, brother or another male relative was expected to take care of them.



# Context: Role of Women

- Women were not allowed to go to school or to university, but they could be educated at home by private tutors. Women were not supposed to be ambitious like Lady Macbeth was. She is a very unusual portrait of a woman for this period in time. It is almost as if Shakespeare is warning women not to be ambitious through her character because of her descent into madness.
- Women were not allowed to enter the professions i.e law, medicine, politics, but they could work in domestic service as cooks, maids etc. Women were also allowed to write works of literature, providing the subject was suitable for women: mainly translations or religious works.
- Women were not allowed to act on the public stage or write for the public stage. Acting was considered dishonorable for women and women did not appear on the stage in England until the seventeenth century. In Shakespeare's plays, the roles of women were often played by young boys.



Prediction:

Knowing what we do about Macbeth and society, what type of person do you think Lady Macbeth will be?

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- Class Reading – Act 1.5



# Why does Act 1 Scene 5 begin with a letter?

**Prose** – when the writing is structured in complete sentences across the page. Prose is used to show that a character is:

- a) reading
- b) of lower status
- c) losing their sanity

Shakespeare normally uses prose to demonstrate a disruption of some kind.



# Check our understanding...

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1. What does Macbeth tell Lady Macbeth in his letter to her?
2. What does Lady Macbeth want to happen as a result of the letter?
3. What is it about Macbeth's nature that worries Lady Macbeth?
4. Who is arriving at the castle tonight?
5. What does Lady Macbeth plan to do with them?
6. How does Lady Macbeth want Macbeth to behave?

# Lady Macbeth's Soliloquy

*The **raven** himself is hoarse  
That croaks the **fatal** entrance of Duncan  
Under my battlements. Come, you **spirits**  
That tend on mortal thoughts, **unsex** me here,  
And fill me from the **crown** to the toe top-full  
Of direst cruelty. Make thick my blood.  
**Stop up the access and passage to remorse,**  
That no compunctious visitings of **nature**  
Shake my fell purpose, nor keep peace between  
The effect and it! Come to my **woman's breasts,**  
And take my **milk for gall,** you **murd'ring ministers,**  
Wherever in your **sightless substances**  
You wait on nature's mischief. Come, **thick night,**  
And pall thee in the dunnest **smoke of hell,**  
That my **keen knife see not the wound it makes,**  
Nor **heaven peep through the blanket of the dark**  
To cry "Hold, hold!"*

Pages 18 and 19 KAO

1. What does the raven symbolise?
2. What is Lady Macbeth saying will happen to Duncan once he arrives at the castle?
3. What is Lady Macbeth calling upon and how would a Shakespeare audience react to this?
4. What is Lady Macbeth asking for and why is it necessary for her to do so? Consider the historical context.
5. Why does Lady Macbeth want to be filled with cruelty? How does this go against the stereotypical role of women?
6. What is 'remorse'? Why is Lady Macbeth asking for tis to be stopped?
7. What are the connotations of 'milk'? Why does Lady Macbeth ask for her milk to turn bitter and poisonous?
8. Lady Macbeth is asking for darkness here so that no-one can her evil deeds. How is this similar to Macbeth in Act I Scene IV?
9. Why is it important that heaven 'cannot peep through the blanket of the dark'? How is religious imagery used here?
10. When she says 'Hold, hold,' what, in particular, is Lady Macbeth afraid of?

# Our focus for Spring term is:



**ENQUIRING**

## ***Where are we today?***

Today, I gave demonstrated that I have ...  
because...

**You are not allowed to say ‘...because I have  
completed my work.’**

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