MACBETH LESSON 1: WITCHES

1. Ask pupils to open books and have a pen ready to write. Explain that you are going to show them a video (DO NOT give any information away!) and then need to write down any thoughts, words or phrases that come into their heads as they watch.
2. Show video <http://youtu.be/VY0Hyza6C-U>
3. Take feedback from pupils (briskly) about their thoughts and ideas. Ask them what words they would use to describe the witches? What about the atmosphere?
4. Tell pupils that they will be reading a graphic novel (book) based on a PLAY (THEATRE) and this is the dramatic OPENING SCENE (beginning). Today they will be reading the opening speech by the witches in a dramatic way to create a witchy atmosphere .
5. Hand out the three witches speech sheet. Give each pupil a number: 1,2,3 (randomly around the room). Ask pupils to practice saying their lines as witch 1, 2 or3 (quietly to themselves). DO NOT worry about meaning of individual words at this stage. The focus is on sound and communicating a feeling.
6. Read the speech as a class several times in different ways: loudly, softly, slowly, quickly, in a cackly voice, in a soothing voice. Which do they like the best? Why?
7. In groups of three pupils practice saying the speech – decide how they will read it for the best effect. Tell them you will select the best group interpretation to show the class.
8. Select one (or maybe 2) of the best readings to show the class. Ask them to watch out for what makes them effective.
9. Feedback the classes’ thoughts on why the readings are good.
10. Give each group a large piece of paper with the picture of the page with the witches opening scene from the graphic novel. Ask pupils to annotate the picture, describing the witches, setting and atmosphere.
11. As the pupils work give them the word bank and ask them to choose 2 words to describe the witches and 3 words to describe the atmosphere/ setting to add to their annotations.
12. Post-it evaluations: ask pupils to pass their sheet to the next table in a clockwise direction. Read their annotations and write what you like about it on a post-it. Do you have any questions or suggestions to make it better? Write that on a post-it too. Only allow ONE MINUTE!
13. Pass the sheet on again. Repeat. Continue until the pupils have their sheet back.
14. Pupils read the post-it comments and take one or 2 pieces of advice to make improvements.