# Macbeth
## Ambition, Power, and Corruption

## 1. Question & Research Task

William Shakespeare's play *Macbeth* tells the story of Macbeth, a Scottish nobleman, who will do whatever it takes to become king. Even after achieving his goal, his ambition clouds his judgment and ultimately leads to his tragic downfall.

The topics of ambition, power, and corruption are hardly new or unique to literature. In preparation for reading and analyzing William Shakespeare's *Macbeth*, you will research one instance of ambition, power, and corruption in our society.



"By the pricking of my thumbs, Something wicked this way comes."
- William Shakespeare, *Macbeth*

A video about the importance of reading *Macbeth*.

Video Source: Pelsue, Brendan. "Why should you Read 'Macbeth'? Uploaded by *TED-Ed*. 2 Nov. 2017. https://www.youtube.com/watch?v=rD5goS69LT4.

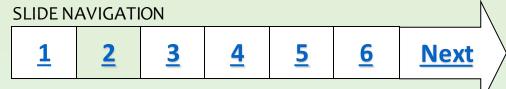**In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:**

How do instances of ambition, power, and corruption in contemporary society compare to those found in Shakespeare's *Macbeth*?

# 2. Information Sources

Your task will be to select an instance from your project overview on slide 3 to further investigate the ambition, power, and corruption in our modern day society.

You may consider using the following suggested databases the Apps Portal or Digital Content Access Page to conduct your research in order to complete your Ambition, Power & Corruption Note Taking resource:

- Gale OneFile News

- Discovery Education for BCPS (scroll down)

- ProQuest SIRS Discoverer

- World Book Advanced

*Lady Macbeth with the Daggers*
Image Source: Wikimedia Commons

# 3. Student Activity

1. Review the project overview.

2. Select one topic from the list.

3. Using the links on the previous slide, answer the questions on the note taking sheet like the one on the right. Click on the screenshot to open a copy of the note taking sheet.

4. Be sure to cite your sources in MLA format for your Works Cited page.

5. Create a sentence outline using Purdue OWL as a resource or another method as recommended by your teacher.

**Research Worksheet: Ambition, Power and Corruption**

Name: _____ Period: _____ Date: _____

Selected topic: _____

| | |
|---|---|
| 1. Define the power of person or institution | |
| 2. Who gives them this power? How? | |
| 3. What did the person or group do that was wrong? | |
| 4. How did this person get to the point of abusing power? Why does he/she/it abuse power? | |

# 4. Assessment Activity

How do instances of ambition, power, and corruption in contemporary society compare to those found in Shakespeare's *Macbeth*?

Using your sentence outline, present your findings to your classmates in an Inner Circle/Outer Circle discussion session or another presentation method as recommended by your teacher. With the Inner Circle/Outer Circle strategy, the outer circle will rotate every 5 minutes so that each partner will present the information multiple times to a new audience each time.

As you listen to the presentations, take notes on the presentation handout. You will need these notes in your follow-up essay at the conclusion of your study of the play.

Your presentation will be scored using this rubric.



Macbeth and Macduff meet on the battlefield.
Image Source: Flickr

# 5. Enrichment Activities

Image Source: Pixabay

Read the short story by Leo Tolstoy, "How Much Land Does a Man Need?". Afterwards consider how Pohom, the protagonist in this story, suffers from the evils of ambition, power, or corruption.

What parallels can you draw between Pahom in "How Much Land Does a Man Need?" and your selected issue that you researched?

Create a timeline of Pohom's actions in the story to track the events that led to his ambition, power, or corruption leading to his death. Use Google Slides to create a timeline and review this resource.

If you have time, create a similar timeline for the topic that you researched for your assessment on slide 4.

# 6. Teacher Resources

**Grade 10 Unit 4**

**Learning Standards Alignment**

**Common Core State Standards for English Language Arts & Literacy**

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Standards for the 21st Century Learner**

1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations**.**

**ISTE NETS - National Educational Technology Standards for Students**

3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. c. Collect and analyze data to identify solutions and/or make informed decisions

**Differentiation:** Direct students to use comprehension tools included in databases, such as: audio read-aloud, labeled reading levels, and embedded dictionaries.

**Learning Styles**: Visual, auditory, field independent

**AVID Strategies: Inner Circle/Outer Circle Discussion:** Students sit facing one another in two concentric circles. The students share information with one another about their topics in short verbal presentations. When time is up, the students in the outer circle stand and rotate one position clockwise. The new partners then share their research findings.

**Notes to the teacher:** After the students have read *Macbeth*, have them revisit the ambition, power and corruption topic and respond to either an SAT-style timed writing or comparison/contrast prompt where students compare the subject of their research to the characters in the play.

**Differentiation strategies for this lesson:**
- Have students use learning supports provided in BCPS Digital Content found in the AppsPortal. Refer to Digital Content Snapshot/Support pages as needed.

**Notes to the teacher:**
- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is on the **BCPS Digital Content** page in the Apps Portal.
- Consider using the Schoology Assignment App feature to assign Google Docs for students to access, edit, and submit through Schoology.