

Day Three: (Detailed Lesson Plan #4)**Title:** Trial Debate: Macbeth vs. Lady Macbeth**Class:** Academic English 12

Objective: To allow students to dig deeper into text to develop a better understanding of main characters' actions; To develop group work skills; To allow everyone to get involved and do different things instead of everyone doing the same things; To allow students to become one with the text

Rationale: This lesson is part of a larger unit developed by my mentor teacher; My lesson is designed to allow students to use the text and quotes to defend and debate their prospective character against another character; It will develop their ability to work in groups, public speaking tools, and debate skills.

PA State Standards:

- 1.1.11 D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a text.
- 1.1.11 H. Demonstrate fluency and comprehension in reading.
- 1.3.11 A. Read and understand works of literature.
- 1.3.11 E. Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of a work.
- 1.4.11 A. Write short stories, poems and plays.
- 1.5.11 G. Present and/or defend written work for publication when appropriate.
- 1.6.11 A. Listen to others.
- 1.6.11 C. Speak using skills appropriate to formal speech situations.
- 1.6.11 D. Contribute to discussions.
- 1.6.11 E. Participate in small and large group discussions and presentations.

Materials:

- *Macbeth*, by Shakespeare
- Explanation of assignment
- 19 slips of paper separated into 3 different categories: 7 Ms, 7 Ls, and 5 Js.
- Questions to research and debate on

Activities/Procedures:

1. Hand out slips of paper with either a M, L, or J. on it. Do not tell students what letters mean what.
2. Tell students to separate into their prospective groups based on the letters they received. Once they are all in their groups, tell them that the M means Macbeth, L means Lady Macbeth, and J means Jury.
3. Explain the Debate Trial emphasizing that the Macbeth group has to try and prove that Macbeth is the more evil than Lady Macbeth and Lady Macbeth group has to prove that she is more evil than Macbeth. The jury has the job of deciding who wins.
4. Give questions to answer/debate on. (25-30 minutes)

- a. Opening statement – Use a quote or two to introduce why their character is more evil and expand on the quote talking about themes, symbols, and/or cause/effects that the quote leads to.
 - b. Case #1 – Best example of evil nature. Find the part in the play that best explains why the character is more evil.
 - c. Case #2 – Media connection. Make a connection of a person in popular media or real life to the character. Example: Compare Macbeth to O.J. Simpson... why?
 - d. Closing statement – Talk about the deaths of each character to develop reasoning as to why the character was the most evil.
5. Tell Jury to come up with a rubric of things to look for. IE. Presentation, Eye contact, Textual evidence, Poise, etc. They must take notes as the two sides are debating.
6. The Debate (20 minutes)
- a. Opening statement – Each side gets 1 minute to give their opening statement. (2 minutes)
 - b. Case #1 -- Each side gets 2 minutes to state their cases (4 minutes)
 - c. Case #2 – Each side gets 2 minutes to state their cases (4 minutes)
 - d. Rebuttal – Each side gets 2 minutes to defend any cases brought against them. (4 minutes)
 - e. Final statement – Each side gets 1 minute to give their closing statement. (2 minutes)
 - f. Decision with explanation (5 minutes)

Assessment: Their understanding can be accessed from their participation, details brought up from the text and the asking of any questions throughout the entire process.

Assignment: None.