

# Macbeth Projects

While reading and studying this play, you will complete the following activities to enhance your understanding and participation. All work is to be your own unless expressly permitted. You are NOT to use any secondary sources (works *about* the play, i.e. SparkNotes, articles, Websites, essays, etc. about *Macbeth*) or any other unauthorized assistance. If you do, you're missing the point and do not belong in this class.

## Words and Daggers

Create a document that highlights your ten (10) favorite lines out of the play. Follow these guidelines:

- Copy the passage accurately (Use / to indicate line breaks for passages of three (3) lines or fewer. If your passage is four or more lines, copy them exactly as they appear in the text, blocking the quote. (See *MLA* for specific instructions on verse/poetry quotation usage and mechanics.) Before your end punctuation, include the act, scene, and line number/s within parenthesis.  
*Ex.* (1.5.78-9) indicates Act 1, scene 5, lines 78-79. (*MLA* documentation format)
- Include a two-to-three sentence explanation as to why you chose each one—**why** it speaks or appeals to you—consider meaning, imagery, sound, metaphor, etc. Do NOT simply “translate”/paraphrase the passage.
- Be as creative as you like! See the many examples around the room.

## Thoughts to Ponder

As we read the play, consider carefully the following questions, and note your observations, thoughts, insights, feelings, reactions, etc. to each idea throughout. Try to reserve final judgments until you have finished reading so that you can reflect on the entirety of the play and its outcomes before drawing conclusions. Any of these questions is fair game for your test.

## **Questions:**

- What do you think of the Macbeths? What kind of relationship do Macbeth and Lady Macbeth share? Can you relate? Have you observed other couples with a similar dynamic (hopefully not the same circumstances—)?
- What power, if any, do the witches and their prophecies and machinations wield over Macbeth? Back up your conclusions!
- Does Macbeth change throughout the play? Consider carefully his thoughts & attitudes, words, actions, and relationships, and discuss the choices he makes and the rationales/motivations behind them. Use the text!

## Literary Analysis

A motif is an image or idea that appears enough throughout a work of literature that it holds special significance. It becomes a sign that points to a theme. Note every reference to your team's given motif—that's the “What.” Once you've gathered all your specific details, you and your team will then interpret and organize the collective data and draw conclusions that will reveal the “Big So What.” Your ultimate goal is to write a scholarly essay, analyzing the overall thematic significance of your given topic's recurring references throughout the play.

**Topics/Motifs:** Identify all images of or references to (whether stated directly or implied) anything related to your topic.

- |  |                             |
|--|-----------------------------|
| ▪ “Un” words (any words that begin with the prefix “un”) | ▪ Children/babies & manhood |
| ▪ Birds and other animals                                | ▪ Light & dark /night & day |
| ▪ Blood & body parts                                     | ▪ Weather                   |
| ▪ Water  | ▪ Time                      |
| ▪ Sleep  | ▪ Clothing                  |

## Other Projects:

Choose **one** of the following, more creative activities below to round out your studies.

- Create a **soundtrack** for at least five major scene changes (minimum five songs). Write a thorough explanation for each song choice and its connection to the play and the particular scene change.
- Create a **Shakespeare banner** to display in a public area of the school. Follow the specific Banner Guidelines!
- As a **director**, pick any scene from this play (other than ones we've directed as a class or within teams) and explain (1) what impression you want your audience to have of the scene and why, (2) how you would block the scene physically, and (3) how you would have the actors present their lines.