

**LESSON PACKET FOR RENAISSANCE ENGLISH (MACBETH, ACT FOUR, SCENES 1-2)**  
**ENGLISH III, BRITISH LITERATURE**  
**MR. CHAFFIN/A-315**  
**JUNE 2016**

**THE OBJECTIVES FOR THIS LESSON ARE:**

- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genders from a variety of perspectives.
- Students will identify and analyze main idea, theme, claims, point of view, and literary elements, within informational and literary texts.
- Students will cite specific textual evidence when writing or speaking to support inferences or conclusions drawn from the text.
- Students will read and comprehend a broad range of complex literary and informational texts independently and proficiently.
- Students will demonstrate understanding of sounds in oral language.
- Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
- Students will demonstrate understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.
- Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- Students will apply knowledge of print concepts, phonological awareness, and phonics in written form.
- Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will build and apply vocabulary using various strategies to make meaning and communicate ideas.
- Students will demonstrate command of Standard English grammar, mechanics, and usage when communicating.
- Students will demonstrate the ability to understand and use information technology tools to carry out research, including the use of discipline-related software and on-line resources.

**MATERIALS PROVIDED IN THIS PACKET:**

- \* vocabulary puzzle
- \* study/answer questions
- \* guide to composition development
- \* composition guidelines
- \* capitalization/punctuation exercises

**OBJECTIVES TO BE TESTED:**

- \* vocabulary
- \* story content
- \* capitalization/punctuation

There are many things to consider when writing a multi-paragraph informative report. What is your topic? Who is your audience? What sources are available? How will you develop the structure of your report? All of these must be effectively addressed to achieve success.

### **The Topic**

The topic on which you write must be of some conceivable interest to someone. If nobody, anywhere, at any time would have any interest in your topic, don't bother. Choose something else.

### **The Audience**

If your audience is, say, a bunch of eighty-year-olds, it is unlikely that they will be very interested in the development of recent children's video games. Conversely, it is unlikely that a bunch of, say, sixth-graders will be interested in advancements in geriatric medicine. Your topic must be of conceivable interest to your audience. A history of light-weight cotton fabrics probably won't interest a bunch of Inuits in a village in northern Alaska!

### **The Sources**

This is, of course, a school exercise in writing. Be careful what you choose to write about. Before you finally select your topic, be sure you can find information about it. No matter how interested you are in, say, nematode populations of the oceanic abyssal plain, if the only information you can find about it is some obscure research paper by a German scholar a hundred years, untranslated from the German, you just might want to reconsider your choice of topic!

### **The Structure**

This assignment is one that requires formal structure. You must have an opening statement that incites interest in your audience. You must clearly state the topic of your report. You must develop supporting information in coherently written sentences and paragraphs. You must draw some conclusion or summation at the end of the report. You must document your sources of information. You must write clear and meaningful sentences. You must spell, punctuate, and capitalize correctly. Your paragraphs must be unified around a central idea. There must be logical and/or sequential flow of the ideas and information in the paper. You must avoid irrelevant information. This is not a persuasive essay or opinion paper. You are presenting information.

Following is a report on the history of clocks. Since almost everyone in the world has a clock or watch, it is of reasonable relevance and interest to a wide audience. Note that I have provided a sidebar that comments on the paper. You will not do this in your paper: I include it for instructional purposes.

#### **The Development of Clocks** *by Neill J. Chaffin*

The alarm rings. You reluctantly open your eyes and peer resentfully at the big red numbers on your digital alarm clock. You know you could hit the snooze button,

but that is only delaying the inevitable: you have to get up. You will spend the rest of the day with your time ruled, measured, and controlled by clocks. How did it get to be this way? The development of clocks, and the life we lead as a result, is long and fascinating.

Our very concept of time would be impossible without clocks. If there were no clocks, we would not be able to live efficient and productive lives. Since modern life requires cooperation and coordination, it is essential to know what time it is. Ancient people were unable to achieve the efficiency and productivity we now have because they could only guess at time or at time spans. This made coordinated action very difficult.

The earliest time-keeping devices were simple: sandglasses, waterclocks, graduated candles, and sundials. They kept time, after a fashion. However, there were serious drawbacks to their usefulness: sandglasses had to be turned, waterclocks froze in the winter, graduated candles burned unevenly, and sundials, obviously, only worked during the daylight hours. Something better was needed.

The modern clock began with the development of mechanical time-keeping devices in the 14th century. Monks in monasteries needed a reliable way to tell the time: they were required to rise at specific hours of the night to say the rounds of prayers that were their obligation<sup>1</sup>. Sandglasses, waterclocks, candles, and sundials were obviously limited, as previously stated. At some point, some monk figured out how to use gravity weights to turn wheels and gears to tell time. The earliest such clocks probably had no dials or hands: the movements were used to ring a bell to tell the time. The earliest complete clock still in existence is the one at Salisbury Cathedral in England. Built about 1386 A.D., it was a tower or turret clock that rang a bell to count the hours<sup>2</sup>.

Town governments installed clocks in churches and municipal building towers so everyone could know the time. By the early 16th century, personal clocks had become fairly common among the wealthy. Hand-made, ornate, and expensive, these clocks sat on tables or shelves or hung on walls. They were gravity powered: that is, they were weight-driven. The most popular style was the carriage clock, so called because it was small enough to be carried from one room to another. Even the wealthy couldn't usually afford more than one. Still, it was now possible to regulate time and work much more efficiently than before. "Eight o'clock in the morning" is a lot more precise than "during the first hour of daylight"!

The long-case clock, now popularly called the grandfather clock, was developed in the late 17th century<sup>3</sup>. The fitting of a long pendulum and an anchor escapement

Clock design improved rapidly. Advances in metal technology made spring-driven clocks possible. Brass began to be used for the plates of mechanical clocks. Steel was used for the arbors. The development of the pendulum to replace the old verge-and-foliot balance system considerably improved the accuracy of clocks. Clocks would now keep time to within a few seconds per day, instead of a few minutes.

*The opening presents a scenario familiar to all. It develops interest. It leads into the topic statement: the history of clocks.*

*The relevance and importance of clocks is discussed, giving readers a reason to continue reading.*

*The antecedents of modern clocks are discussed, including their drawbacks..*

*This paragraph details what is known about the earliest true clocks, and it gives an example of such. It relates the reason reliable clocks were developed.*

*The development of public and private clocks is detailed. A connection is drawn between clocks and the modern concept of time.*

*The further technological development of clocks is discussed.*

further increased accuracy. The use of a weight-driven movement in these clocks, as opposed to a spring-driven movement, also increased accuracy. Gravity does not

vary. Spring power varies depending on how much the springs are wound and how old the springs are, since they lose power as they age due to metal fatigue. Grandfather clocks remain popular today, although more from a decorative viewpoint than a practical one.

Clock ownership remained out of the reach of the general population until the Industrial Revolution of the 19th century. Especially in the New England area of the United States, machine production and assembly-line techniques resulted in massive numbers of clocks being produced. Big companies like Seth Thomas, Gilbert, Waterbury, New Haven, and Ingraham produced millions of clocks. They were sturdily built, cleverly engineered to run despite considerable dirt and wear, and priced so that most people could afford them. As a result, the daily life of people became more and more closely regulated by time. The success of these clocks is evidenced by the fact that huge numbers are still running today, and every antique shop has several of them for sale. It is not unusual for the average clock enthusiast to have clocks in running condition that are in excess of a hundred years old.

The age of the mechanical clock began to fade with the development of electrically-driven clocks during the 1930's. Speed-governed electric motors replaced spring and weight driven movements<sup>4</sup>. The Great Depression drove virtually all of the old-line clock companies into bankruptcy. The later development of battery-powered movements regulated by the oscillations of quartz crystals further improved the accuracy and affordability of clocks. Accuracy became a matter of seconds per year instead of minutes per week. Now only a small percentage of the clock market is for mechanical movements, those being produced in Germany, Korea, and most recently in China. They are more prized as decorative items than as time-keepers.

Pericles, an ancient Greek statesman, is quoted as saying, "Be ruled by time, the wisest counselor of all". The truth of his statement has been demonstrated by centuries of development in the art and science of time-keeping. New clocks now correct themselves via radio signals from an atomic clock in Fort Collins, Colorado. Digital telephones, computers, cell phones, business systems, global positioning satellites, and countless other things are dependent upon the accurate measurement of time. There are those who say that we are slaves to the clock, but the modern world could not exist without clocks. Remember that the next time your alarm clock goes off!

1. (Baillie, G.H. *et al.* 7) *Britten's Old Clocks and Watches and Their Makers*, 7th Edition. New York; Bonanza Books, 1956.

2. (Baillie *et al.* 10)

3. Swedberg, Robert and Harriet 19). *Encyclopedia of Antique American Clocks*. Iola, Wisconsin; Krause Publications, 1985.

4. (Swedberg 19)

*The development of the long-case clock, long pendulum, and anchor escapement are discussed; clock development is brought up to relatively modern times.*

*The virtual demise of the mechanical clock is discussed. The successors are detailed, including information about their accuracy. The place of mechanical clocks in the modern world is established.*

*The modern era of the mechanical clock comes to its fruition. The prevalence of clocks in virtually every household makes daily life ever more regulated by time.*

*The significance of clocks and time-keeping is connected to history. The relevance of accurate clocks is discussed. There is a reconnection to the opening scenario.*

*These are reference notes, indicating where the information was obtained. Notice that notes 2 and 4 are from the same sources as 1 and 3.*

## **EXERCISE ON SENTENCE FRAGMENTS, RUN-ONS, AND COMPLETE SENTENCES**

*Directions: Classify the following as fragments, run-ons, or complete sentences:*

01. All over the area near the left bank of the river that flows through the city.
02. Colonel Mustard with a lead pipe in the library.
03. Near the dock lay a half-submerged trawler with rotting nets on its deck.
04. We listened for the thousandth time that night to a commercial for a pizza parlor.
05. A massive bronze statue of the Madonna sat on the desk a book lay beside it.
06. A massive bronze statue of the Madonna sat on the desk; a book lay beside it.
07. A massive bronze statue of the Madonna sat on the desk, a book lay beside it.
08. A massive bronze statue of the Madonna sat on the desk, and a book lay beside it.
09. After the end of program, we went out for dinner.
10. When dinner was finished and we drove back along the highway toward home.
11. When dinner was finished, we drove back along the highway toward home.
12. We hiked, played, walked, and sun-bathed along the white sandy beach.
13. Down crashed the mast, the ship listed heavily to port, and the sailors jumped overboard.
14. Because it had a flat tire, the car sat on the side of the road for five hours.
15. Because it had a flat tire, the car sat on the side of the road for five hours, and then a tow-truck came to retrieve it, which the owner really liked, because he did not have another car so he had to walk.
16. The teacher thought of another sentence for the exercise then he typed it.
17. When the teacher thought of another sentence for the exercise and typed it.
18. The teacher thought of another sentence for the exercise, and then he typed it.
19. Several clocks, a poster by Edward Gorey, and numerous diplomas and awards on the office wall.
20. There were several clocks, a poster by Edward Gorey, and numerous diplomas on the office wall.

## **EXERCISE ON MISPLACED AND DANGLING MODIFYING PHRASES AND FAULTY SUBORDINATION OF CLAUSES**

*Directions: Correct and re-write the following sentences:*

01. The hotel sits on the left bank of the river most frequently occupied by tourists.
  02. Gliding in for a landing, the air traffic controller guided the damaged airplane.
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03. The courier spoke to the receptionist who was delivering an envelope.

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04. The building was rebuilt by the owners destroyed by the hurricane.

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05. Soaring high above the city, the houses looked like little boxes.

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06. A milk shake was served to each visitor topped with whipped cream and a cherry.

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07. Damaged beyond hope of repair, Sherry viewed her car.

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09. When the sky grew dark, the storm approached.

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10. After the janitors cleaned up the mess in the cafeteria, the students ate lunch.

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## EXERCISE ON CAPITALIZATION

*Directions: Correct the errors of capitalization, either of omission or commission:*

01. The man worked at industrial machine parts, inc.
02. On mondays, wednesdays, and thursdays he went to work early.
03. Work was most intense during April and may, and vacations were taken during December and January.
04. He had a three-day weekend once each Month; He had to work saturdays once each Month as well.
05. In addition to english, spanish is widely spoken in the southwest of the united states.
06. We drove Eastward into arkansas, and then we went South into Louisiana, a state on the gulf of mexico.
07. Many canadian provinces border the united states; Accordingly, many american States border canada.
08. The great plains is an area in the middle of the United States; Extremes of weather in the Spring and Summer are common.
09. The 2012 summer olympics were held in the united kingdom, and queen elizabeth II opened the ceremonies.
10. She was accompanied by her husband prince phillip and other member of the Royal Family.
11. In our american history class we discussed the mexican-american war, including the part played by general antonio lopez de santa anna, who was late president of mexico.
12. He was defeated and captured in a battle on the banks of the san jacinto river.
13. His forces defeated the americans in a battle fought at the alamo, now a National Monument, in san antonio, a city in texas.
14. "how many of you," asked mrs. gulliver, "Have completed the work that is due today?"
15. The english poet and playwright william shakespeare was born in the Town of stratford-upon-avon in england.
16. He went to his doctor, philip mosca, m.d., and he had several tests and procedures.
17. Our family reunion was attended by aunt Maria, uncle joe, and several Cousins and Nephews.
18. The highest mountain in the world, mt. everest, was first climbed by sir edmund hillary, a man from new zealand, and by tenzing norgay, a man from tibet.
19. "Did mr. chaffin say, 'the work is due by the end of class?'" Asked gina.
20. The Captain of the ship ordered the crew to abandon the Ship after it struck rocks off the italian coast.
21. "Did you say, captain," asked the Teacher, "That you have served two tours in afghanistan?"
22. He read in the new york times, one of the Nation's greatest newspapers, that president obama was visiting the dominican republic, a Country in the caribbean sea.
23. I have attended concerts by the beach boys, the beegees, the rolling stones, ike and tina turner, and wishbone ash, all great Rock and Roll Bands.
24. In one of the pirates of the caribbean movies, the father of captain jack sparrow was played by keith richards, the long-time guitarist for the rolling stones, the world's greatest-and oldest-rock and roll band.
25. The oklahoma city public schools began classes on Wednesday, August 1.

## EXERCISE ON PUNCTUATION

*Directions: Correct the errors in punctuation, either of omission or commission:*

01. Sojourner Truth was instrumental in freeing people from slavery?
02. Many African American women helped Northern troops in military raids
03. After we moved to Boston we bought a house north of the city
04. They purchased a stapler a tape dispenser two lamps and a pencil sharpener.
05. Painted in bright colors the house caught the attention of passersby.
06. They lived at 4949 N Briant Street Brixley Illinois
07. Bring me some wrenches then hand them to me one by one
08. We understood the message at once we had to comply with his wishes in order to survive.
09. The party was held on Tuesday March 29 at two o clock in the afternoon.
10. Mr. Bartlett who is the man in the business suit is noted for dressing well and working hard?
11. With a good education noted in her resume the woman applied for a job at the company.
12. I arise at 5 00 A M and immediately begin preparations to go to work.
13. She washed her hair applied her cosmetics put on her best dress and left the apartment
14. He planted the following crops barley wheat corn and alfalfa.
15. Valerie do you want to go to the party or not
16. No she didn t want to go but she did ask if we could go out for dinner?
17. His favorite bands were the Beatles the Rolling Stones Creedence Clearwater Revival and Three Dog Night
18. Twenty five boys and thirty one girls attended the seminar and most of them enjoyed it.
19. Have you considered moving buying new furniture and getting a haircut!
20. The doctor s orders were not clear and the patient was worried about what would happen.
21. No I don t want to see the movie and I can t understand why you want to do so either.
22. It s not a great surprise that you re not going with us.
23. We finished the painting however there was still some finishing work to do.
24. *Silent Spring* Rachel Carson s book about pollution was a wake-up call to America.
25. What a great party this is

## **STUDY QUESTIONS FOR MACBETH, ACT FOUR, SCENES 1 AND 2**

*Directions: Answer the following questions:*

01. Chart the rhyme scheme of the witches' spell in lines 4-9.
02. What shows the state of MacBeth's mind and character in lines 44-45?
03. What does the first apparition (the armed head) tell MacBeth?
04. Who is the Thane of Fife?
05. What does the second apparition (the bloody child) tell MacBeth?
06. How does this give confidence to MacBeth concerning MacDuff?
07. What does the third apparition (the crowned child) tell MacBeth?
08. How does this make MacBeth feel?
09. From a religious point of view, how can we infer that the witches are lying or at least not telling everything?
10. Who is the master of the witches and of Hecate?
11. What alarms MacBeth about the last vision he sees?
12. Who enters the cave after the Weird Sisters vanish?
13. What news does he bring of MacDuff?
14. How does this frustrate MacBeth?
15. What ironic thing does MacBeth say to him about the predictions of the witches?
16. What does he decide to do to strike at MacDuff in any way he can?
17. Lady MacDuff believes her husband has fled out of fear; what does Ross say to her to contradict this?
18. Why does Lady MacDuff tell her son that his father is dead?
19. After a conversation with her son, what does she tell him his father has become?
20. The son shows a certain precocious intelligence. What does he say about his mother's comment that all liars and swearers must be hanged by the honest men?
21. What does the messenger advise Lady MacDuff to do?

22. What does the murderer who enters do to the son when the son calls him a villain?  
 23. What does the son's defense of his father indicate about his belief of his father being a traitor?  
 24. What does Lady MacDuff do?

**VOCABULARY                      MACBETH, ACT FOUR, SCENES 1 AND 2**

*Directions: Match the definitions to the words by writing the letter of the definition in front of the word:*

- |  |   |
|--|---|
| 01. antic  | b. Meowed; cried softly   |
| 02. aright   | c. A small insect-eating mammal with spines, akin to a porcupine; hedgehog  |
| 03. assurance  | d. Uttered a high-pitched sound of distress, complaint, or fear             |
| 04. blaspheming  | e. Exuded; emitted; gave forth  |
| 05. brindled (brindled)  | f. Work   |
| 06. cauldron   | g. Large pot for cooking  |
| 07. caution  | h. Preying; plundering  |
| 08. chafed   | I. A poisonous European plant   |
| 09. confound   | j. Using profane or contemptuous, especially towards God                    |
| 10. destruction  | k. Any of several evergreen needle-leafed shrubs; somewhat poisonous        |
| 11. diminutive   | l. Shadow cast by the earth on the moon because of the sun's position       |
| 12. eclipse  | m. Sticking or prickly feeling  |
| 13. elves  | n. Imaginary beings of human form, supposed to have magical powers; elf     |
| 14. exploits   | o. Imaginary beings of human form, supposed to have magical powers; fairies |
| 15. fairies  | p. Witches  |
| 16. frets  | q. Science/art of traveling on the sea                                      |
| 17. hags   | r. Defeat; destroy  |
| 18. hedge-pig  | s. Devastation; ruin  |
| 19. hemlock  | t. Carefulness  |
| 20. homely   | u. Correctly  |
| 21. issue  | v. With firm confidence   |
| 22. judicious  | w. Certainty; sureness  |
| 23. laudable   | x. Having high character, spirit, courage, etc.                             |
| 24. lease  | y. Defeated; conquered  |
| 25. mansion  | z. Rubbed; annoyed; irritated   |
| 26. methinks   | aa. Irritates; annoys   |
| 27. mettled  | bb. Period of time, as of a contract, agreement, etc.                       |
| 28. mewed  | cc. Beats; pulses   |
| 29. navigation   | dd. Children; offspring; progeny  |
| 30. nigh   | ee. Burn; char  |
| 31. pernicious   | ff. Imaginary spirit or being; fairy; elf; goblin                           |
| 32. pricking   | gg. Playful, silly, or ludicrous act  |
| 33. ravined  | hh. Causing great injury, damage, etc.                                      |
| 34. resolute   | ii. Deeds; actions  |
| 35. sear   | jj. Large house   |
| 36. sprites  | kk. Small; tiny; little   |
| 37. sweltered  | ll. A small variety of songbird   |
| 38. throbs   | mm. Wise; carefully considered  |
| 39. toil   | nn. Intelligence  |
| 40. unsanctified   | oo. Characteristic of home life; simple; unpretentious                      |
| 41. vanquished   |   |
| 42. villain  |   |
| 43. whined   |   |
| 44. wit  |   |
| 45. wren   |   |
| 46. yew  |   |
| a. having a gray or tawny coat streaked or spotted with a darker color |   |



pp. Near  
qq. Praiseworthy  
rr. Unblessed; unholy; unconsecrated  
ss. Evil-doer; wicked person; scoundrel  
tt. I think