

LESSON PACKET FOR RENAISSANCE ENGLISH (MACBETH, ACT FIVE, SCENES 6-8)
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
- * exercises on nouns/possessives/plurals
- * exercise on adjectives
- * exercise on adverbs
- * exercise on elements of poetry
- * composition guidelines

OBJECTIVES TO BE TESTED:

- * vocabulary
- * story content
- * review grammar
- * review poetry

EXERCISE ON POETRY

Directions: Match the terms to their meanings:

- | | |
|------------------|---|
| 01. Assonance | a. Repetition of beginning sounds of words |
| 02. Consonance | b. Japanese poetic form with 5-7-5 syllable count |
| 03. Alliteration | c. Pause or rest in the middle of a line of poetry |
| 04. Rhyme | d. Arrangement of like sounds, usually at the end of lines |
| 05. Stanza | e. Analogous to paragraphs in prose, the divisions of a poem |
| 06. Meter | f. The pattern of stressed and unstressed syllables in lines of poetry |
| 07. Foot | g. Three line stanzas rhyming <i>aba bcb cdc</i> |
| 08. Tercet | h. The repetition of vowel sounds within words |
| 09. Triplet | I. A three-line stanza rhyming <i>aaa</i> |
| 10. Quatrain | j. Unrhymed poetry |
| 11. Terza rima | k. The repetition of consonant sounds within words |
| 12. Caesura | l. The number of repetitions of patterns of stressed and unstressed syllables |
| 13. Haiku | m. Shakespearean or Petrarchan, a 14-line poem in iambic pentameter |
| 14. Tanka | n. Any three-line stanza |
| 15. Sonnet | o. Any four-line stanza |
| 16. Blank verse | p. Lyric poem addressed to a person or thing to express praise or lofty feeling |
| 17. Ode | q. Japanese poetic form of 5 lines with 5-7-5-7-7 syllable count |

ANOTHER EXERCISE ON POETRY

Directions: Answer the questions about the following excerpts from poetry:

If of thy worldly goods thou art bereft,
And from thy slender store of goods,
Two loaves of bread alone to thee are left:
Sell one of them and with the dole,
Buy hyacinths to feed thy soul.

(*Sa'adi: 13th Century, Persia*)

01. Cite the alliteration in line 2.
02. Chart the rhyme scheme of the poem.
03. Summarize the message of the poet.
04. Chart the foot and meter of the poem.

Come fill the cup: what boots it to repeat,
How time is slipping underneath our feet:
Unborn tomorrow and dead yesterday,
Why fret about them if today be sweet!

(*Omar Khayyam: 11-12th Century, Persia*)

05. Cite the alliteration in line 1.

06. Chart the rhyme scheme of the poem.
07. Summarize the message of the poet.
08. Chart the foot and meter of the poem.

Abou Ben Adhem (may his tribe increase!)
 Awoke one night from a deep dream of peace,
 And saw, within the moonlight in his room,
 Making it rich and like a lily in bloom,
 An Angel writing in a book of gold:
 Exceeding peace had made Ben Adhem bold,
 And to the Presence in the room he said,
 "What writest thou?" The Vision raised its head,
 And with a look made of all sweet accord
 Answered, "The names of those who love the
 Lord."
 "And is mine one?" said Abou. "Nay, not so,"
 Replied the Angel. Abou spoke more low,

But cheerily still; and said, "I pray thee, then,
 Write me as one who loves his fellow men."
 The Angel wrote and vanished. The next night
 It came again with a great waking light,
 And showed the names whom love of God had
 blessed,
 And, lo! Ben Adhem's name led all the rest!
(James H.L. Hunt: 18-19th Century, England)

Of all the causes which conspire to blind
 Man's erring judgment, and misguide the mind,
 What the weak head with strongest bias rules,
 Is pride, the never-failing vice of fools.
 Whatever nature has in worth denied,
 She gives in large recruits of needful pride;
 For as in bodies, this in souls, we find
 What wants in blood and spirits, swelled with wind:
 Pride, where wit fails, steps in to our defense,
 And fills up all the mighty void of sense.
 If once right reason drives that cloud away,
 Truth breaks upon us with resistless day.
 Trust not yourself; but your defects to know,
 Make use of every friend, of every foe.

(Alexander Pope: 17-18th Century, English)

12. Cite the alliteration in lines 1 and 2.
13. Chart the rhyme scheme of the poem.
14. Chart the foot and meter of the poem.
15. Summarize the message of the poet.
16. What is personified in the poem?

EXERCISE ON ADJECTIVES

Directions: Circle the adjectives, including possessive nouns and possessive pronouns used as adjectives; include demonstrative adjectives; ignore "a", "an" and "the":

01. Her long yellow hair rippled down her slender shoulder and over her back. (6)
02. Goldberry's gown was green and decorated with silver and gold threads. (4)
03. Tom's coat was yellow, and his boots were blue; his fashion sense was terrible! (7)
04. There were four deep mattresses with white blankets. (3)
05. He had a dreadful feeling that he was listening to that horrible, dry, creaking voice. (5)
06. The wine was sweet, the sun was hot, and he was sleepy. (3)
07. The ground beside the road was covered for many miles with short springy turf. (3)
08. The red flowers on the beans began to glow against the wet green leaves. (3)
09. He seemed quite dry, except for his boots. (2)
10. He was lying in a soft slimy bog and, springing up, he set his foot on a cold hard flagstone. (5)

EXERCISE ON ADVERBS

Directions: Circle the adverbs:

01. Two very tall men stepped quickly out of the shadows and then entered the long limousine. (3)
02. An extremely old cat lay lazily there on the sun-warmed patio. (3)
03. We had never before seen a dog that could dance wildly and bark musically. (4)
04. They could not fully understand the explanation that Sheldon had so quickly given. (4)
05. She almost never bought her clothes at the most expensive stores. (3)
06. Seldom had they seen a storm that immediately caused damage so quickly. (4)
07. The scared cat finally scrambled down and ran off. (3)
08. He often wrote Shakespearean sonnets and extremely dull articles about flea repellents.(2)
09. Very tired from diligently writing exercises about grammar and usage, he finally took a break. (3)
10. Then he remembered that he had to write another sentence. (1)

EXERCISE ON NOUNS AND USAGE

Directions: Circle the nouns in the following sentences. Then tell how the bold-faced noun is used (subject, direct object, etc.)

01. The king then chose men and swift **horses** and sent them out to confront the enemy.(4)_____
02. A great wall protected the castle; it rose above a steep **cliff** and covered the top of the hill.(5)_____
03. The teacher sent his **students** a letter of congratulations for their good grades.(5)_____
04. The first obstacle to our journey is a great **wall** of thick grey stone. 4)_____
05. Out of the deep vale a vast spire of smoke and vapor rose and hid the **moon**.(5)_____
06. The moon had passed into the West, and its **light** was hidden by the hills.(4)_____
07. His car sat in the driveway; **rain** fell heavily; a light breeze ruffled the shrubs.(5)_____
08. The rain brought **relief** to the parched community on the edge of the desert.(5)_____
09. Swimming was his favorite **sport**, but he also liked basketball and tennis.(4)_____
10. Send the **parents** a message about the performance of their students.(4)_____

EXERCISE ON POSSESSIVES OF NOUNS

19. Oases _____
20. Calves _____

Directions: Write the correct possessive form:

01. Baby _____
02. Women _____
03. Horses _____
04. Cats _____
05. Son-in-law _____
06. Mary _____
07. John Williams _____
08. Teacher _____
09. Attorney-at-law _____
10. Teeth _____
11. Tomato _____
12. Wolves _____
13. Geese _____
14. Ross _____
15. Dress _____
16. Fairies _____
17. Pliers _____
18. Alumni _____

EXERCISE ON PLURALS OF NOUNS

Directions: Write the correct plural form:

01. Child _____
02. Goose _____
03. Crisis _____
04. Scissors _____
05. Pliers _____

06. Attorney-general _____
07. Alumnus _____
08. Key _____
09. Ross _____
10. Gully _____
11. Donkey _____
12. Mother-in-law _____
13. Tooth _____

14. Mouse _____
15. Memory _____
16. Fairy _____
17. Wolf _____
18. Calf _____
19. Box _____
20. Dress _____

VOCABULARY

MACBETH, ACT FIVE, SCENES 6-8

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

- | | |
|-----------------|--|
| 01. abhorred | 40. surrendered |
| 02. accursed | 41. terms |
| 03. baited | 42. thine |
| 04. behold | 43. usurper |
| 05. brandished | 44. vulnerable |
| 06. bruited | 45. womb |
| 07. butcher | 46. wretched |
| 08. clamorous | 47. yield |
| 09. clatter | a. Anything that functions to hide, conceal, or protect something or someone |
| 10. compassed | b. Noisy; loud and confused |
| 11. confirmed | c. Omens; foretellers; things that predict or presage |
| 12. cowed | d. Brings or puts back to the original state or condition |
| 13. crests | e. Gave up; yielded |
| 14. despair | f. Hated; detested |
| 15. earl | g. Waved or shook in a threatening or exultant way |
| 16. exiled | h. Contempt; disdain |
| 17. fiends | i. Sticks; poles |
| 18. harbingers | j. Put back into a cover, as of a sword or dagger |
| 19. harmony | k. Spread a report or rumor of |
| 20. haunt | l. Abasement; made to appear contemptible or foolish |
| 21. hellhound | m. Concord; agreement |
| 22. henceforth | n. A dog of Hell, as of Cerberus; a fiendish, evil person |
| 23. humiliation | o. Yours |
| 24. impress | p. Sharp |
| 25. keen | q. Able to be hurt or injured |
| 26. measure | r. Helmets |
| 27. opposed | s. Surrender |
| 28. palter | t. Under a curse; ill-fated; abominable; hated |
| 29. prowess | u. Subdued; made submissive |
| 30. rabble | v. Inhumanly evil or wicked person, as of a demon or devil |
| 31. reckon | w. Lured; enticed |
| 32. restores | x. Disorderly crowd; mob |
| 33. salutation | y. Killed |
| 34. scorn | |
| 35. screens | |
| 36. sheathe | |
| 37. slain | |
| 38. snares | |
| 39. staves | |

z.	Courage; bravery; valor	jj.	Traps
aa.	Made sure of; proved	kk.	From now on
bb.	See; observe	ll.	Think; suppose; take account of
cc.	One who takes a throne, title, etc. by force or without right	mm.	Against; vie with
dd.	Encompassed; encircled; surrounded	nn.	Quibble; bargain with
ee.	Greeting	oo.	Uterus
ff.	British nobleman above a count and below a marquess	pp.	Give up hope of
gg.	Banished; sent away from one's country	qq.	Conditions; accommodations
hh.	One who kills people in great number and needlessly	rr.	Use pressure on so as to leave a mark
ii.	Extent; capacity; proportion	ss.	Contemptible; despicable
		tt.	Visit a person or place repeatedly, as of a ghost
		uu.	Rapid succession of loud, sharp noises

STUDY QUESTIONS FOR MACBETH, ACT FIVE, SCENES 6-8

01. What does Malcolm tell his troops to do at the beginning of the scene?
02. Whom does Malcolm tell to lead the attack?
03. What gives encouragement to MacBeth at the beginning of Scene 7?
04. Is this encouragement borne out by his fight with Siward?
05. For whom is MacDuff searching on the battlefield?
06. What especially motivates him to find the one for whom he searches?
07. What does Siward report to Malcolm in lines 24-30?
08. What reason does MacBeth give for not wanting to fight MacDuff?
09. Does this matter to MacDuff?
10. What does MacBeth tell MacDuff in lines 12-13?
11. How does MacDuff answer this?
12. What does MacBeth finally fully realize about the promises of the witches?
13. When MacBeth still says he does not want to fight with MacDuff, what does MacDuff offer as an alternative?
14. How does MacBeth answer this?
15. Who wins the fight, MacDuff or MacBeth?
16. What does Ross tell Siward?
17. Why is Siward interested to know where his son's fatal wounds were on his body?
18. What does MacDuff bring to show Malcolm?
19. What does Malcolm tell his supporters he will quickly do?
20. What will he do for those who fled Scotland to escape MacBeth?

COMPOSITION ASSIGNMENT

Directions: Write a paragraph about some person who seized power by force or murder from someone who trusted him and who was finally forced out of power. The example might come from history, politics, business, religion, etc. The paragraph should be 150-200 words.

Here is my example:

One of the most infamous figures in the Mafia of the 20th Century was John Gotti. Nicknamed the "Teflon Don" because he beat so many attempts by the authorities to convict him of crimes, he had risen from a messenger boy and errand runner in the Anastasio (later Gambino) crime family. After committing murders for the crime family, he was "made", or considered an official member of the family. Continuing to rise in importance in the family, he became increasingly dissatisfied with the leadership of Paul Castellano, head of the Gambino family. Cultivating

accomplices in the Lucchese, Colombo, and Bonano families, he put into motion a plan to assassinate Castellano. On December 16, 1985, assassins hired by Gotti killed Castellano while Gotti watched from a nearby car. For seven years, Gotti ran the Gambino family, beating all attempts by authorities to convict him of his numerous crimes. Finally, however, in 1992 he was brought up on trial for murder, bribery, tax evasion, and other felonies. Testimony by gangster Sammy Gravano during his trial resulted in his conviction on all counts. Gotti died in prison on June 2, 2002, while serving a life sentence.