

Thinking about and revising *Macbeth*

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Tralee Education Support Centre, Monday 9th January 2023.

Put these scenes in chronological order:

- a) The murders of the Macduff family.
- b) The cauldron scene with the witches.
- c) Lennox and a Lord talk about the state of Scotland.

My Sixth Year

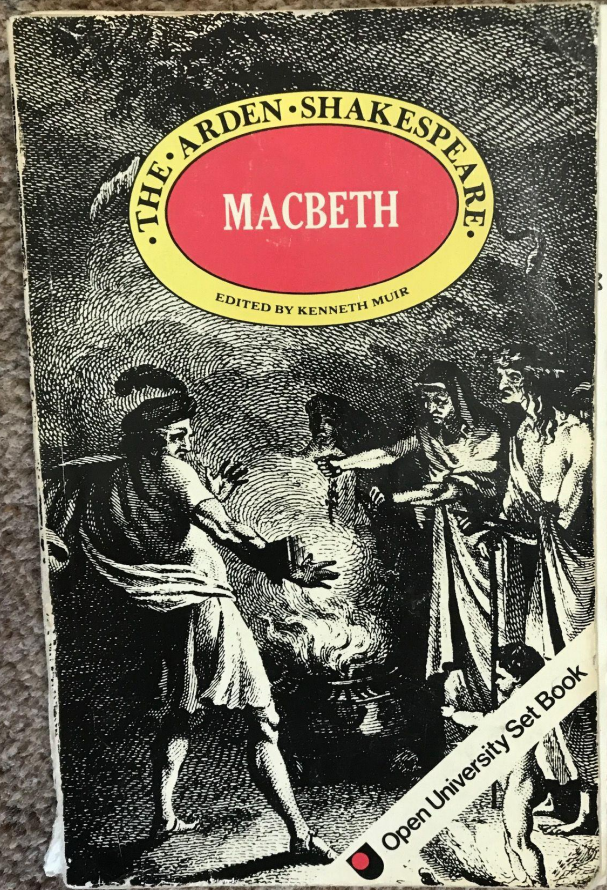
ABC	5%
ACB	-
BAC	55%
BCA	33%
CAB	-
CBA	5%

C - B - A

c) Lennox and a Lord talk about the state of Scotland. III vi

b) The cauldron scene with the witches. IV i

a) The murders of the Macduff family. IV ii



The Plan

- The rationale.
- Revising and thinking -
 - Flashcards.
 - Quotation retrieval grids.
 - Sequence grids.
 - Brain dumps.
 - Swiss Army Knife quotations.
 - Blackout words.
 - More.
- Further reading: recommendations.
 - Online resources.
 - Good books.

Daniel Willingham
Memory is the residue of thought.

Mary Myatt
High challenge, low threat.

The rationale

- Elastic exercises. Time flexibility. Little and often.
- Spaced. Every now and then after study has finished.
- Does this help my student/s think about the play?
- Hard thinking is effective.
- Classroom: probing questions.
- Rich discussions.
- Think comparatively.
- **Intellectual fitness.**



Macbeth

Set Page as Task

Edit Page

Immersive Reader



Video/Audio
Analyses, 1-10

Video/Audio
analyses, 11-20

7 Revision
Podcasts

Video resources

LitChart on the
play

General
resources

Soliloquies

Revision Notes -
JMG

Quizlet quotation
practices

Audio version

Key quotations
for revision

Swiss Army Knife
Quotations

Summary with
videos

Connell Guide to
'Macbeth'

Past Higher Level
questions



UNCOMMON SENSE TEACHING



Practical Insights in
Brain Science to
Help Students Learn

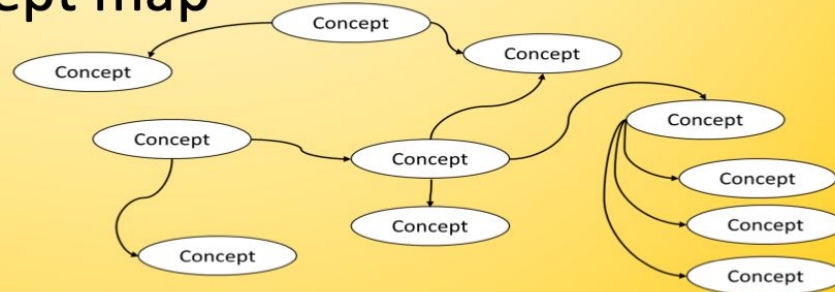
From the Creators of the Popular Online Course *Learning How to Learn*

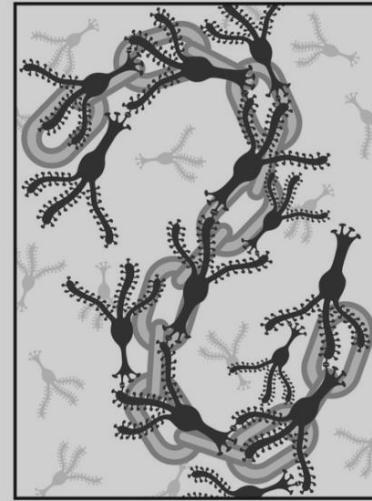
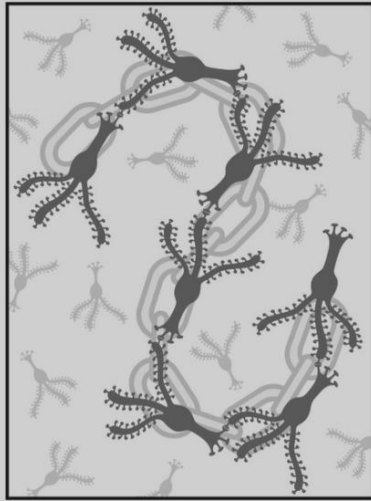
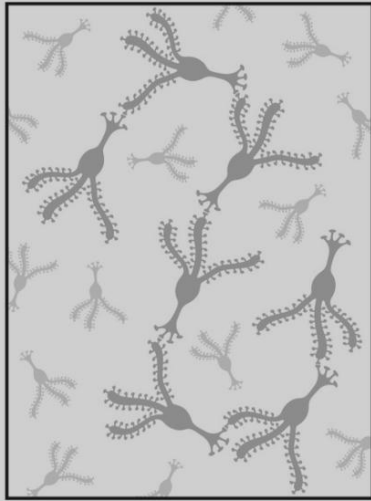
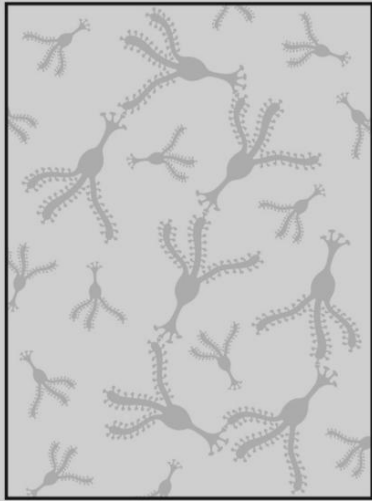
Barbara Oakley, PhD; Beth Rogowsky, EdD;
Terrence J. Sejnowski, PhD

Barbara Oakley

What technique do you yourself use to learn most efficiently?

- Reread
- Highlight or underline
- Retrieval practice (“recall”)
- Create a concept map





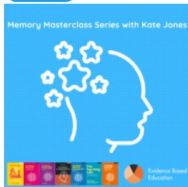
Learn it

Link it

Learn it, link it: In the first *learn it* image on the left, you can get a sense of neurons beginning to find one another as a student is introduced to a new concept—for example, during a brief period of explanation by a teacher, or while reading a textbook or watching a video. Connections are made as a student follows along and practices the material (the second image). As a student works in active ways with the new idea, concept, or technique, links solidify in long-term memory and form the basis of proficiency (the third image). Still more practice in novel ways can extend the learning to new areas (the fourth image), which allows the neurons to tie in with other neurons that underpin related concepts.

23TRA012 Memory Masterclass Series with Kate Jones

 Tweet



Dates: Tuesday 17th, 24th, 31st January and 7th February 2023

Time: 7 - 8 pm

Venue: Online via Zoom

[Target Audience - All teachers, primary to further education, across all subjects.](#)

This four part series of webinars will focus on memory and learning. There will be a combination of theory and evidence alongside practical examples for the classroom. Kate will explore and explain what research findings can tell us about memory, including working memory and cognitive load theory as well as offering practical strategies to support memory in the classroom. Kate Jones is regarded as a leading expert in the field of retrieval practice in the classroom and she will cover the key evidence, principles, task and question design as well as how schools can create a culture of effective learning with students, parents and families.



www.learningscientists.org

Six Strategies for Effective Learning Videos

Strategy Videos for the Classroom

The videos below were designed to be used by teachers in the classroom to teach students about how to use the strategies. The below set of videos moves at a lecture pace.

Retrieval Practice

The screenshot shows a YouTube video player interface. At the top, the video title is "Retrieval Practice: A video for Students" with a "Copy link" button. The video content displays the text: "We come up with rules of thumb to help you study *well* and *without spending too much time*". Below the text is a diagram of a brain with a lightbulb inside, connected to a cloud by several colored arrows (red, blue, green, yellow). A "More videos" overlay is visible at the bottom, showing three video thumbnails: "RETRIEVAL PRACTICE", "Interleaving", and "Mind Mapping". The video player controls at the bottom show a play button, a volume icon, a progress bar at 0:19 / 3:21, and the YouTube logo.

Interleaving

The screenshot shows a YouTube video player interface. At the top, the video title is "Interleaving: A Video for Students" with a "Copy link" button. The video content displays the title "Interleaving" and a diagram illustrating interleaved study sessions. The diagram shows three columns: "TOPICS A B C" with "STUDY SESSION 1", "TOPICS C B A" with "STUDY SESSION 2", and "TOPICS A C B" with "STUDY SESSION 3". Below each session is a lightbulb icon labeled A, B, and C respectively. A large red play button is centered over the diagram. The video player controls at the bottom show "Watch on YouTube" and the YouTube logo.



THE LEARNING SCIENTISTS

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Or click to download posters individually:

LEARN TO STUDY USING Spaced Practice
Maximize retention and reduce forgetting

LEARNING OBJECTIVE
Understand the benefits of spaced practice and how to use it effectively

KEY TAKEAWAYS

- Start spaced practice for learning and review at the end of the study day. This helps to reduce forgetting and improve retention.
- Review information over time. This helps to reduce forgetting and improve retention.
- When you review information over time, you are more likely to remember it for a longer period of time.
- Spaced practice is more effective than massed practice.

REFERENCES
Karpicke, J. D., & Roediger III, H. L. (2008). The benefits of testing for learning. *Journal of Experimental Psychology: Applied*, 14(1), 101-111.

Click to download Spaced Practice poster

LEARN TO STUDY USING Retrieval Practice
Maximize retention and reduce forgetting

LEARNING OBJECTIVE
Understand the benefits of retrieval practice and how to use it effectively

KEY TAKEAWAYS

- Retrieval practice is more effective than re-reading.
- Retrieval practice helps to reduce forgetting and improve retention.
- Retrieval practice is more effective than massed practice.
- Retrieval practice is more effective than spaced practice.

REFERENCES
Karpicke, J. D., & Roediger III, H. L. (2008). The benefits of testing for learning. *Journal of Experimental Psychology: Applied*, 14(1), 101-111.

Click to download Retrieval Practice poster

LEARN TO STUDY USING Elaboration
Maximize retention and reduce forgetting

LEARNING OBJECTIVE
Understand the benefits of elaboration and how to use it effectively

KEY TAKEAWAYS

- Elaboration is more effective than re-reading.
- Elaboration helps to reduce forgetting and improve retention.
- Elaboration is more effective than massed practice.
- Elaboration is more effective than spaced practice.

REFERENCES
Karpicke, J. D., & Roediger III, H. L. (2008). The benefits of testing for learning. *Journal of Experimental Psychology: Applied*, 14(1), 101-111.

Click to download Elaboration poster

LEARN TO STUDY USING Interleaving
Maximize retention and reduce forgetting

LEARNING OBJECTIVE
Understand the benefits of interleaving and how to use it effectively

KEY TAKEAWAYS

- Interleaving is more effective than massed practice.
- Interleaving is more effective than spaced practice.
- Interleaving is more effective than elaboration.
- Interleaving is more effective than retrieval practice.

REFERENCES
Karpicke, J. D., & Roediger III, H. L. (2008). The benefits of testing for learning. *Journal of Experimental Psychology: Applied*, 14(1), 101-111.

Click to download the Interleaving poster

LEARN TO STUDY USING Concrete Examples
Maximize retention and reduce forgetting

LEARNING OBJECTIVE
Understand the benefits of concrete examples and how to use them effectively

KEY TAKEAWAYS

- Concrete examples are more effective than abstract concepts.
- Concrete examples help to reduce forgetting and improve retention.
- Concrete examples are more effective than massed practice.
- Concrete examples are more effective than spaced practice.

REFERENCES
Karpicke, J. D., & Roediger III, H. L. (2008). The benefits of testing for learning. *Journal of Experimental Psychology: Applied*, 14(1), 101-111.

Click to download the Concrete Examples poster

LEARN TO STUDY USING Dual Coding
Maximize retention and reduce forgetting

LEARNING OBJECTIVE
Understand the benefits of dual coding and how to use it effectively

KEY TAKEAWAYS

- Dual coding is more effective than re-reading.
- Dual coding helps to reduce forgetting and improve retention.
- Dual coding is more effective than massed practice.
- Dual coding is more effective than spaced practice.

REFERENCES
Karpicke, J. D., & Roediger III, H. L. (2008). The benefits of testing for learning. *Journal of Experimental Psychology: Applied*, 14(1), 101-111.

Click to download the Dual Coding poster

UNDERSTANDING HOW WE LEARN

A VISUAL GUIDE

YANA WEINSTEIN AND MEGAN SUMERACKI WITH OLIVER CAVIGLIOLI



A David Fulton Book

Flashcards

- Paper/Index cards (Leitner system).
- Quizlet: class sets, and students' own ones.
- Others: Anki / IDoRecall / Kahoot! / Quizizz / Nearpod / Peardeck for Google Slides etc.
- Reverse side: notes, connections, prompts for thinking.
- *Quizlet: 'This series is for revision/retrieval practice, and generating thoughts on key ideas and characters in the play. Fill in the missing word, and then think about the significance of the quotation, before looking at the reverse. Doing it with a partner can be useful too.'*

Flashcards

Macbeth, Act 1, Quotations

7 studiers today

In-class activity

Classic Live

Checkpoint New

Self-study activity

Flashcards

Learn

Q+

Test

Q+

Match

Term

1 / 30

✎ ★

Captain: "Doubtful it stood, as ????? that do cling together" I ii

<

>

Definition

1 / 30

✎ ★

"Doubtful it stood, as **two spent swimmers** that do cling together" I.ii

Everything is doubtful. The swimmers would drown each other: what they intended the opposite of what is achieved (like Macbeth).

Macbeth: "I have no spur / To prick the sides of my intent, but only / **?????**, which o'erleaps itself / And falls on th' other-'... I.vii

"I have no spur / To prick the sides of my intent, but only / **Vaulting ambition**, which o'erleaps itself / And falls on th' other-... I.vii. His other 'spur', his wife, enters just then. Again 'overleaping', jumping the natural order.

Quotation retrieval grids

Macbeth quotation practice grid.

3. 'Come, you spirits / That tend on mortal thoughts, unsex me here / And fill me from the crown to the toe top-full of direst cruelty.' I vi 37-40.

1. What has happened immediately before these words?	2. Fill in the missing word from the sentence which follows (and explain it): 'Make thick my blood, / Stop up th' access and passage to ?????'	3. What does Lady Macbeth <i>mean</i> by the word 'unsex'?
4. What does it show about Lady Macbeth that she calls on the spirits to 'unsex' her?	5. How 'bad' do you judge Lady Macbeth to be?	
7. 'Look like th' innocent flower, / But be the serpent under't.' Another example of this idea?	8. Chart Lady Macbeth through the play – what scenes after this do you think are key in how life changes for her?	

Quotation retrieval grids

- Pair-work, but still can be used independently.
- 15-20 minutes in class, followed by whole class discussion & probing questions.
 - key vocabulary.
 - context.
 - finish statements.
 - wider themes and characters.
 - opinions.
- Checking for understanding.
- Focus on key moments and ideas.

Macbeth quotation practice grid.

4. 'His virtues / Will plead like angels, trumpet-tongued, against / The deep damnation of his taking off.' I vii 18-20.

<p>1. What are the first words of this soliloquy?</p>	<p>2. What does Macbeth mean by saying that Duncan's virtues will be 'trumpet-tongued'?</p>	<p>3. What is the missing phrase from earlier in the speech: 'If th'assassination / Could ????? ?? ??? ??????', and catch / With his surcease, success.' Explain the missing phrase.</p>
<p>4. Write down 3 or 4 words which encapsulate Macbeth's state of mind in this speech and at this point of the play.</p>	<p>5. At the end of this speech, Macbeth has decided not to kill Duncan. Some lines later he changes to 'If we should fail?'</p> <p>How many lines later? Tick one -</p> <p>a) 37</p> <p>b) 62</p> <p>c) 109</p>	<p>6. What does the phrase: 'the deep damnation of his taking off' show us about Macbeth?</p>
<p>7. Complete the last line of the scene: 'False face must hide ???????'</p>	<p>8. Make the case for this speech being one of the most important moments in the play as a whole.</p>	

Sequence grids

- Pair work ideally, but works with individuals.
- Testing of sequence knowledge. Secure? Alleviate cognitive load.
- Freeing up ability to think and connect.
- Consequences are central to this play.
- Embedding mental map of the play.

Macbeth: sequence of events 1. Write in key moments, and a small number of key quotations per scene.

1) I.i: Witches →	2) I.ii: Duncan & Captain: triumph in battle	3) I.iii: Witches meet Banquo & Macbeth	4) I.iv: King appoints Malcolm as heir →	5) I.v: Lady M, letter, Macbeth returns.	6) I.vi: Duncan arrives at castle.	7) I.vii: Macbeth 'If it were done', Lady M. ←
8) II.i: Banquo & Macbeth. Dagger. →	9) II.ii: Duncan's murder	10) II.iii: Porter, body discovered.	11) II.iv: Old Man, Ross, Macduff. →	12) III.i: Banquo & Macbeth. Soliloquy. Murderers.	13) III.ii: Macbeth & Lady Macbeth.	14) III.iii: Murder of Banquo. ←
14) III.iv: Banquet. →	[15) III.v: Hecate]. →	16) III.vi: Lennox & Lord.	17) IV.i: Cauldron, apparitions. →	18) IV.ii: Macduffs' murder.	19) IV.iii: Malcolm & Macduff in England.	20) V.i: Sleepwalking ←
21) V.ii: <u>Mentieth etc.</u>	22) V.iii: <u>Seyton, M preparing for battle.</u>	23) V.iv: Malcolm on way.	24) V.v: Death of LM. 'Tomorrow ...' →	[25) V.vi: Malcolm, Siward]. →	26) V.vii: Macduff hunts Macbeth. Death of Macbeth.	27) VI.viii: Malcolm King.

Macbeth: sequence of events 2. Complete the empty sections with key moments & quotations.

1) I.i: Witches →	2) I.ii: Duncan & Captain: triumph in battle	3) I.iii: Witches meet Banquo & Macbeth	4) I.iv: King appoints Malcolm as heir →	5)	6) I.vi: Duncan arrives at castle.	7) I.vii: Macbeth 'If it were done', Lady M. ←
8) II.i: Banquo & Macbeth. Dagger. →	9) II.ii: Duncan's murder	10)	11) II.iv: Old Man, Ross, Macduff. →	12) III.i Banquo & Macbeth. Soliloquy. Murderers.	13) III.ii: Macbeth & Lady Macbeth.	14) ←
14) III.iv: Banquet. [15) III.v: Hecate]. →		16) III.vi: Lennox & Lord.	17) IV.i: Cauldron, apparitions. →	18)	19) IV.iii: Malcolm & Macduff in England.	20) V.i: Sleepwalking ←
21) V.ii: Mentieth etc. →	22) [23) V.iv: Malcolm on way.]		24) V.v: Death of LM. 'Tomorrow ...' [25) V.vi: Malcolm, Siward]. →		26) V.vii: Macduff hunts Macbeth. Death of Macbeth.	27) VI.viii: Malcolm King.

Macbeth: sequence of events 3. What are the key events in each scene? Identify them by the quotations. 🧠 = scene with major soliloquy

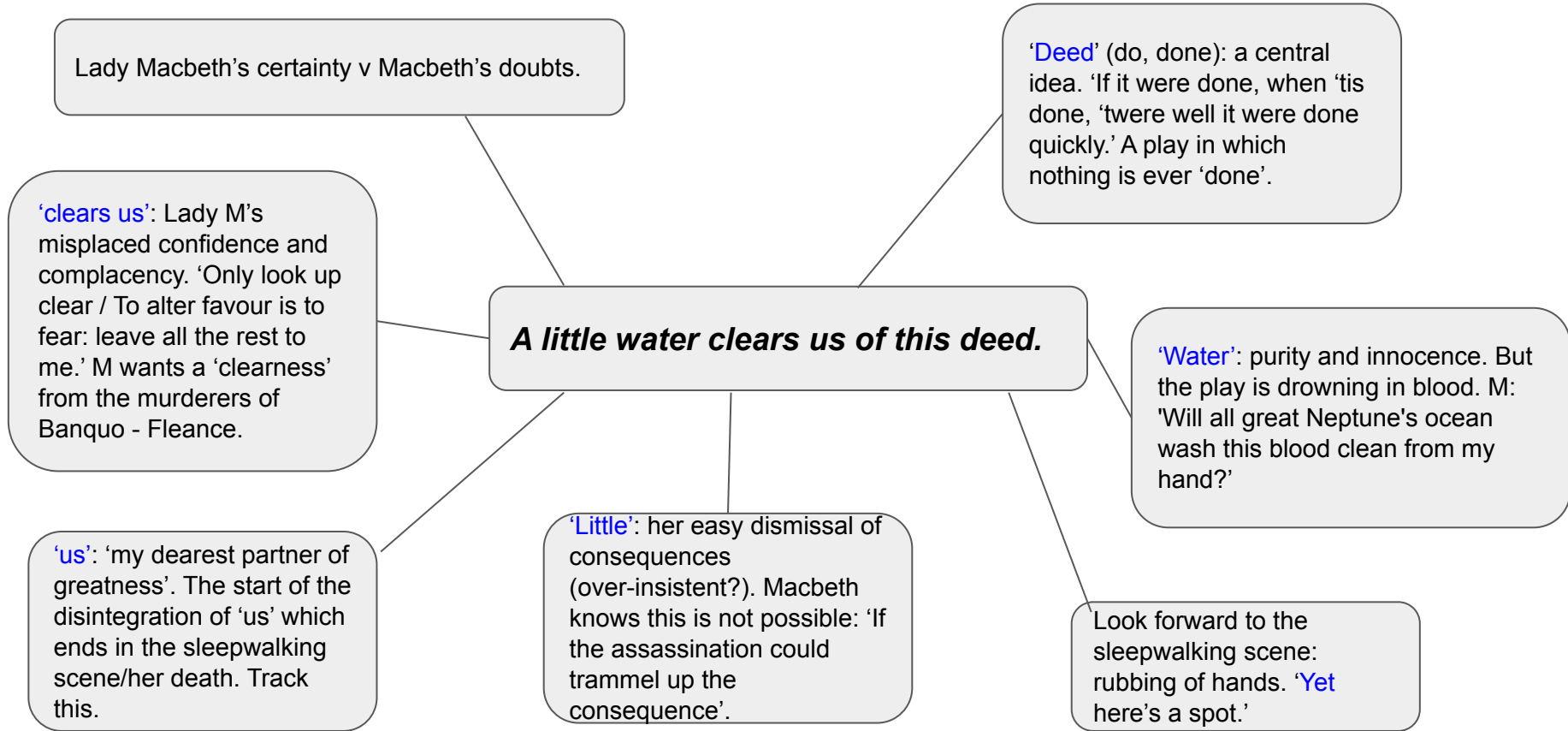
1) Fair is foul, and foul is fair.	2) Yes; / As sparrows eagles, or the hare the lion.	3) Oftentimes, to win us to our harm, / The instruments of darkness tell us truths. 🧠	4) Stars, hide your fires; / Let not light see my black and deep desires.	5) Look like the innocent flower, / But be the serpent <u>under't</u> .	6) The air / Nimble and sweetly recommends itself / Unto our gentle senses.	7) Art thou afraid / To be the same in thine own act and <u>valour</u> / As thou art in desire? 🧠
→			→			←
8) Thou sure and firm-set earth, / Hear not my steps. 🧠	9) Consider it not so deeply.	10) The expedition of my violent love / Outran the pauser, reason.	11) 'Tis unnatural, / Even like the deed that's done.	12) He hath a wisdom that doth guide his <u>valour</u> / To act in safety. 🧠	13) We must <u>lave</u> / Our <u>honours</u> in these flattering streams.	14) We have lost best half of our affair.
→			→			←
14) Now I am cabined, cribbed, confined, bound in / To saucy doubts and fears.		16) A swift blessing / May soon return to this our suffering country / Under a hand accursed!	(17) But yet I'll make assurance double sure, / And take a bond of fate.	(18) Cruel are the times, when we are traitors / And do not know ourselves.	(19) Sundry blessings hang about his throne / That speak him full of grace.	20) A great perturbation in nature.
[15] <u>III.v</u> : Hecate]. →			→			←
21) He cannot buckle his distempered cause / Within the belt of rule.	22) My way of life / Is <u>fall'n</u> into the sear, the yellow leaf.	23) Let every soldier hew him down a bough / And <u>bear't</u> before him.	24) It is a tale / Told by an idiot, full of sound and fury / Signifying nothing.	26) Swords I smile <u>at</u> , weapons laugh to scorn.	27) <u>Accursèd</u> be that tongue that tells me so, / For it hath cowed my better part of man.	
→			[25] V.vi: Malcolm, Siward]. →			

Swiss Army Knife (exploding) quotations

A little water clears us of this deed.

Probing questions:

- If you had to highlight one word only, what, and why?
- *Why* does the character say this?
- Does she believe it?
- How is she similar or different to other characters?
- How does this echo anything that has already been said/happened?
- Can you connect anything later in the play to this?



Blacked out words

Be innocent of the knowledge, dearest ██████,
Till thou applaud the deed. Come, seeling night,
Scarf up the tender eye of pitiful ██████;
And with thy bloody and invisible ██████
Cancel and tear to pieces that great ██████
Which keeps me pale! Light thickens; and the crow
Makes wing to the rooky wood:
Good things of day begin to droop and drowse;
While ██████ to their preys do rouse.
Thou marvell'st at my words: but hold thee still;
Things bad begun make ██████.
So, prithee, go with me.

Blacked out words

Be innocent of the knowledge, dearest **chuck**,
Till thou applaud the deed. Come, seeling night,
Scarf up the tender eye of pitiful **day**;
And with thy bloody and invisible **hand**
Cancel and tear to pieces that great **bond**
Which keeps me pale! Light thickens; and the crow
Makes wing to the rooky wood:
Good things of day begin to droop and drowse;
While **night's black agents** to their preys do rouse.
Thou marvell'st at my words: but hold thee still;
Things bad begun make **strong themselves by ill**.
So, prithee, go with me.

Brain Dumps

- Sheet of A3 paper.
- Choose a scene / theme / character.
- 10-15 minutes.
- Write down everything you know (ideas, connections, quotations).
- Then a general share / send back to the book, notes to add more (different colour?)

More

- Modelled / guided opening paragraphs. I - we - you.
- Audio recording.
- Soliloquies - compare performances.

The Plan

- The rationale.
- Revising and thinking -
 - Flashcards.
 - Quotation retrieval grids.
 - Sequence grids.
 - Brain dumps.
 - Swiss Army Knife quotations.
 - Black out words.
 - More.
- Further reading: recommendations.
 - Online resources.
 - Good books.

Online resources

(links via next slide)

- www.litdrive.org.uk, including CPD remote sessions (on governance, female blood, the Porter, social order, performative gender, theory of evil, the unconscious mind and the theory of guilt, an artefact of a plague-ridden era, Macduff's son, agency, seeds & roots, the motif of birds, kingship).
- British Library: teachers' resource pack by Patrick Cragg.
- The *Hamlet* podcast with Conor Hanratty.
- Doug Wise: thread of resources.
- Emma Smith podcast from 'Approaching Shakespeare'.
- Mine: essays, podcasts, audio/video key moments annotated.

- **Stuart Pryke and Amy Staniforth's** amazing book on the play, [Ready to Teach: Macbeth: A compendium of subject knowledge, resources and pedagogy](#), is 467 pages' worth of detailed advice, resources and support.
- [20 key moments annotated](#) (video and audio).
- [Macbeth autotest](#) (20 key quotations).
- [Quizlets for quotation retrieval practice](#) (designed for Leaving Certificate revision). One per Act, plus one with them all for the whole play. Important: discuss the ideas/context etc for each quotation, rather than 'just' recall it.
- Essays on the play (based on the podcasts below, updated): 1) [the crucial soliloquy in I vii](#) | 2) [the real Lady Macbeth](#) | 3) [Malcolm the hero?](#) | 4) [the supernatural](#) | 5) [the end](#) |
- [Macbeth: 7 revision podcasts](#). The crucial moment : the soliloquy in Act I scene vii before the murder | The real Lady Macbeth. | King Macbeth - law and order in Scotland. | Malcolm the hero? | The Witches and the Supernatural. | A quotation auto-test | Macbeth's tragic end - "Tomorrow, and tomorrow ..." | and all seven are also on Soundcloud [here](#).
- My review of the **Joel Coen** film version is [here](#).
- [A thread of resources](#) from Douglas Wise for teaching the play.
- [Notes](#) from Emma Smith's book *This is Shakespeare*.
- **Conor Hanratty**, having covered all of *Hamlet* in his podcast, has now [started on Macbeth](#).
- The [Swiss Army Knife technique](#) for embedding quotations.
- The [British Library Macbeth pages](#) include articles and descriptions of collection items, including Patrick Cragg's '[Macbeth in Context](#)' resource for teachers.
- The [whole text of the play](#) in a variety of formats - put it on your computer/tablet/e-reader for easy access.
- [The Rest is History](#): podcast from Tom Holland and Dominic Sandbrook. The first half is a primer on the early Scottish medieval history, leading up to Macbeth himself.
- [Notes from a thought-provoking talk](#) on the play given by the playwright Frank McGuinness at the Abbey Theatre.
- [BBC Bitesize](#) microsite for revision (level - GCSE).
- [Royal Shakespeare Company Learning Zone on Macbeth](#), with resources at different levels.

www.juliangirdham.com/shakespeare-1



A JOHN CATT PUBLICATION



READY TO TEACH
MACBETH

A COMPENDIUM OF SUBJECT
KNOWLEDGE, RESOURCES
AND PEDAGOGY

STUART PRYKE &
AMY STANIFORTH

JAMES SHAPIRO

AUTHOR OF *1599*,
WINNER OF THE SAMUEL JOHNSON PRIZE

1606

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Shakespeare
and the
Year of Lear*

'A book for anyone interested in history, or literature,
or in the creation of the greatest play ever written.' Richard Eyre



GLOBE. SOUTHWARKE.
PREFACES TO SHAKESPEARE

TONY TANNER

Foreword by Stephen Heath

"...the Globe Theatre, London
and other plays for the benefit of the
new theatre of the Globe
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and the Earl of Devonshire"

"Brilliant, beautifully organized, exceedingly readable."
—PHILIP ROTH

TYRANT

Shakespeare on Politics



Stephen

GREENBLATT

Author of

WILL IN THE WORLD

A FELICAM BOOK

This is Shakespeare
Emma Smith

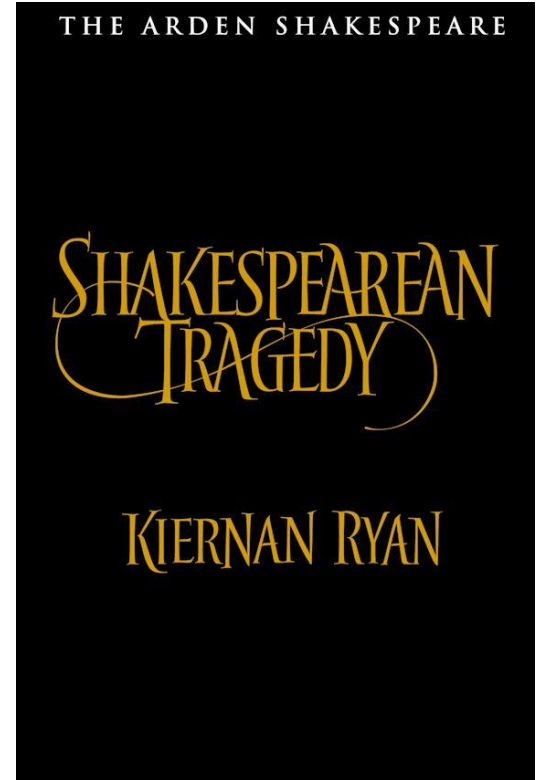
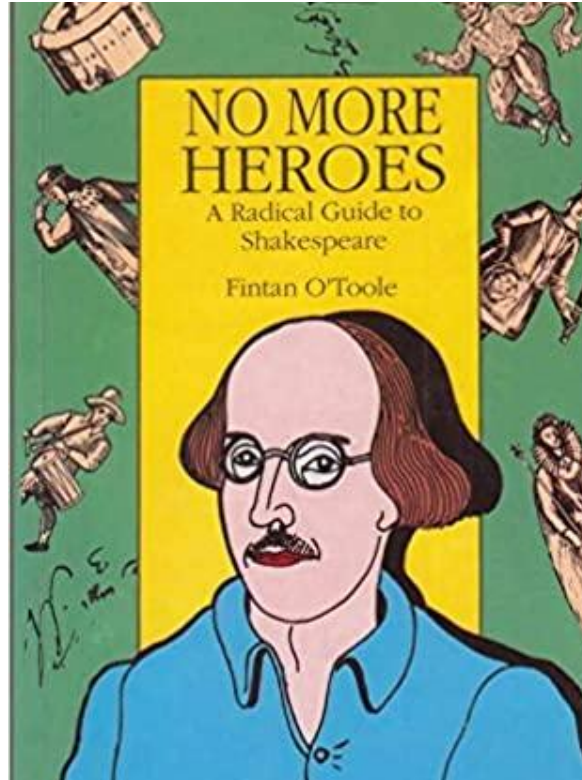
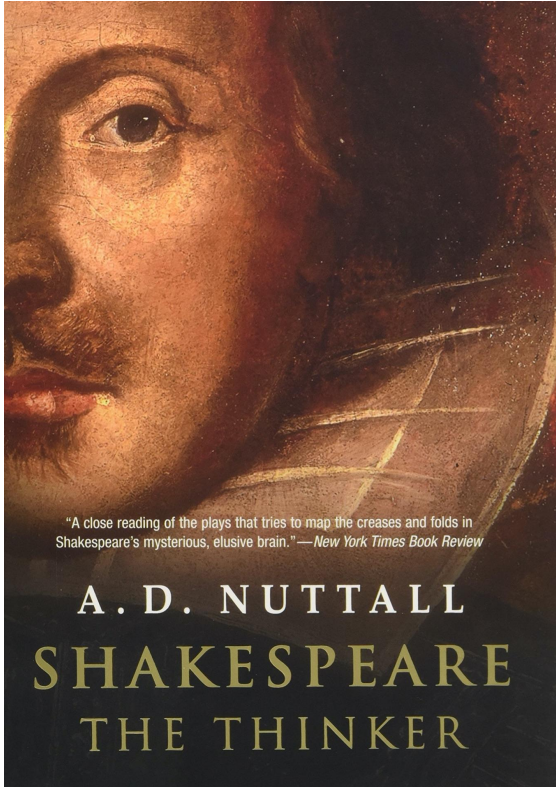


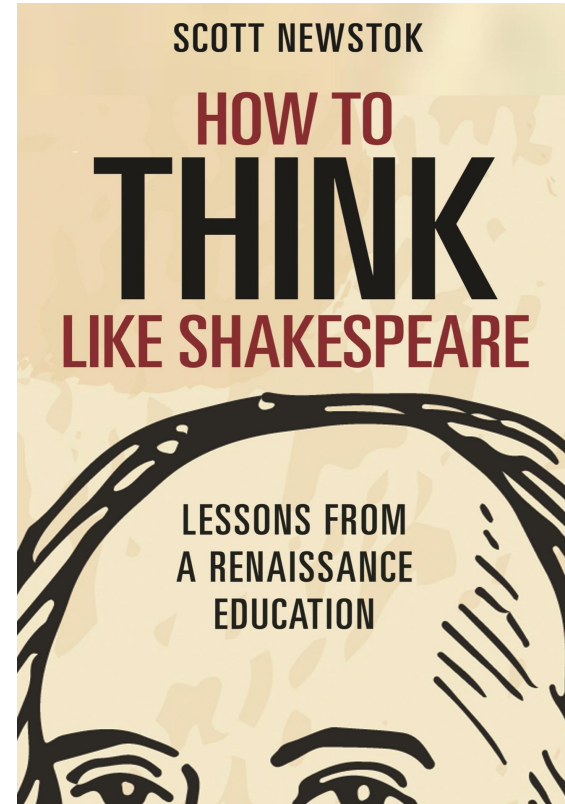
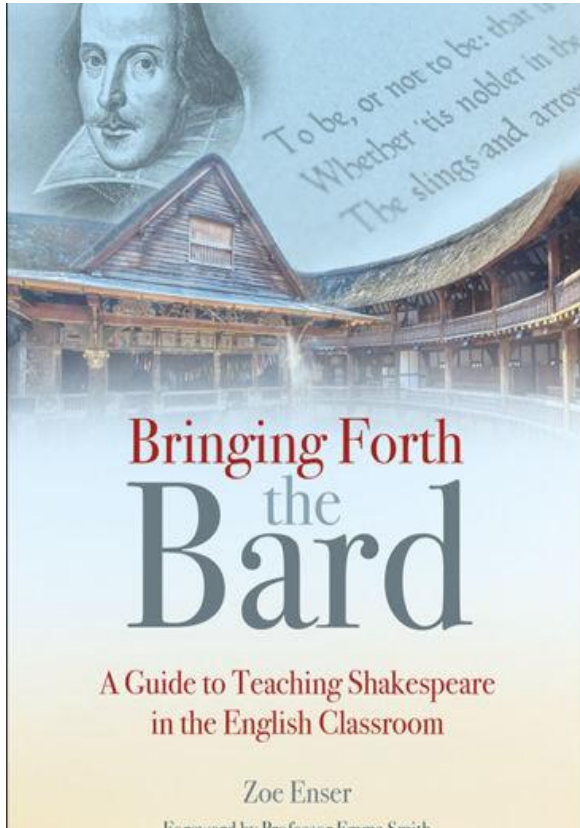
Macbeth

Language & Writing

Emma Smith

...where the Norway
...and fanne our people
...Norway himselfe, with
...Afflicted by that most dil
...The Thane of Cawdor, b
...Till that *Bellona's* Bridg
...Confronted him with
...ant against Point
...his Iudic





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Thank you!