Units for Books
Macbeth Graphic Novel Application
Alex Janusek, Senn High School

One-Day Lesson Plan

Objective: Students will develop the ability to inform class discussion with prior knowledge, experiences, and opinions.

Relevant Standard(s):

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Sequencing:

This lesson should precede students’ reading of Macbeth.

Rationale:

Allowing students to engage in authentic discussion of personal experiences or hypothetical scenarios will create opportunities for students to access prior knowledge during reading and discussion of Macbeth later in the unit.

Step-by-Step (51 min):

1. Teacher will introduce the new unit by posing the essential questions and themes of Macbeth. (5 min)
2. After distributing the opinionnaire, teacher will direct students to indicate their level of agreement with each statement on the survey. Students should work individually during this time. (3 min)
3. Teacher will display new assigned groups on projector and explain where each group is to meet. (2 min)
4. Students will form assigned groups. Teacher will double check attendance. (3 min)
5. In differentiated groups of 4-5 (the ones just assigned), students will review responses from their opinionnaires, discussing and making note of areas of agreement and disagreement. Discussions will be fluid, as students can move through the survey items in any order they wish and pursue conversation of particular responses as far as they are engaged. Teacher will circulate among the groups, listening to discussions, making note of each student’s contributions to the conversation. (25 min)
6. Teacher will direct students to return desks to original positions. (3 min)
7. Students will share out highlights of their discussions and complete the exit ticket at the end of the opinionnaire. (7 min)
8. Teacher will preview next day’s lesson, and follow up on any remaining questions. (3 min)

Assessment:

Record of discussion comments, exit tickets.
Directions: Indicate your level of agreement for each statement.

1. If my decision only impacts me, then it doesn’t matter if it has negative consequences.
   - Strongly Disagree 1
   - Disagree 2
   - Agree 3
   - Strongly Agree 4

2. We should always keep in mind how our decisions impact other people.
   - Strongly Disagree 1
   - Disagree 2
   - Agree 3
   - Strongly Agree 4

3. If I’m in the wrong place at the wrong time when something bad happens, then I’m not responsible for the consequences.
   - Strongly Disagree 1
   - Disagree 2
   - Agree 3
   - Strongly Agree 4

4. If I’m caught doing something wrong, I should be held responsible for the consequences—even if many people get away with doing that same thing every day.
   - Strongly Disagree 1
   - Disagree 2
   - Agree 3
   - Strongly Agree 4

5. If I break a rule but nobody realizes it for a long time, then I shouldn’t have to face any consequences.
   - Strongly Disagree 1
   - Disagree 2
   - Agree 3
   - Strongly Agree 4

6. There should be one set of rules for the rich and powerful to follow, and one set of rules for everyone else.
   - Strongly Disagree 1
   - Disagree 2
   - Agree 3
   - Strongly Agree 4

7. Rules that pertain to our behavior should change every once in a while.
   - Strongly Disagree 1
   - Disagree 2
   - Agree 3
   - Strongly Agree 4

8. If I convince my friend to hurt someone, I should face the same punishment as my friend.
   - Strongly Disagree 1
   - Disagree 2
   - Agree 3
   - Strongly Agree 4
9. If I make a decision with good intentions that leads to unforeseen bad consequences, I should be held responsible for those future problems.

Strongly Disagree 1  Disagree 2  Agree 3  Strongly Agree 4

10. I should do the right thing, even if I know I will fail.

Strongly Disagree 1  Disagree 2  Agree 3  Strongly Agree 4

11. Some people are just naturally bad, so you can’t hold them to consequences when they do bad things.

Strongly Disagree 1  Disagree 2  Agree 3  Strongly Agree 4

12. Other people should base their decisions on how they might impact me.

Strongly Disagree 1  Disagree 2  Agree 3  Strongly Agree 4

After discussing your responses with a partner or the class, choose another student’s comment that was shared today that you agree or disagree with. Write that student’s comment and name and explain your reaction below:

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<table>
<thead>
<tr>
<th>Week 1 (Pre-Reading)</th>
<th>Week 2 (Immersion)</th>
<th>Week 3 (Immersion)</th>
<th>Week 4 (Analysis)</th>
<th>Week 5 (Analysis)</th>
<th>Week 6 (Performance)</th>
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</thead>
<tbody>
<tr>
<td>Opinionnaire</td>
<td>Macbeth Scenario</td>
<td>Macbeth Scenario, cont’d</td>
<td>Shakespeare’s Bio</td>
<td>Prepare performances</td>
<td>Groups will perform Act 1</td>
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<tr>
<td>Macbeth Scenario</td>
<td>Macbeth Scenario, cont’d</td>
<td>Shakespeare’s Bio</td>
<td>Gunpowder Plot</td>
<td>Prepare performances</td>
<td>Act 2 Performances</td>
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<td>Prepare performances</td>
<td>Act 3 Performances</td>
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<tr>
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<td>Week 3 (Immersion)</td>
<td>Week 4 (Analysis)</td>
<td>Week 5 (Analysis)</td>
<td>Week 6 (Performance)</td>
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<tr>
<td>Working with Graphic Novels</td>
<td>Act 3</td>
<td>Act 4</td>
<td>Prepare performances</td>
<td>Groups assigned 2 short sections for analysis</td>
<td>Act 2 Performances</td>
</tr>
<tr>
<td>Supplementing with media resources where appropriate Act 1</td>
<td>Act 3</td>
<td>Act 4</td>
<td>Prepare performances</td>
<td>Groups assigned 2 short sections for analysis</td>
<td>Act 3 Performances</td>
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<tr>
<td>Act 1</td>
<td>Act 1</td>
<td>Act 3</td>
<td>Prepare performances</td>
<td>Prepare performances</td>
<td>Act 4 Performances</td>
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<tr>
<td>Act 1/2</td>
<td>Act 2</td>
<td>Act 4</td>
<td>Prepare performances</td>
<td>Prepare performances</td>
<td>Act 5 Performances</td>
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<td>Act 2</td>
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<td>Prepare performances</td>
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