

## A Group Reading of the rest of Act I – Instructions for group leaders

**You must begin immediately** and be very focused in order to get through this Act while answering all the questions (mine and yours). You will be covering scenes before & after scenes we've covered through activities.

If the teacher has not chosen a Group Leader, choose a **group leader** and a **time keeper** – time keeper immediately get a sense of how you need to move along.

Next, divide the characters amongst your group at the beginning of each scene. Do this by starting with one member of your group and assign parts (the group leader should **NOT** take any parts) clock wise when you get to a new scene (group leaders may want to do that in advance). Remember where you left off for the next scene. Do **NOT** spend a lot of time on this. **ASSIGN** roles **QUICKLY** and move on.



2. READ the following (only what is in **bold** to your group): “**Everyone in this group should have their reading notes for ACT I open along with their text. As you read the play scan your notes while you listen. If you have a question or observation, either old (from your notes) or new raise your hand.**” The Group Leader will direct the group and call on those people raising their hands (at the group leaders discretion you may not have to raise hands if everyone asks questions in a meaningful, orderly way).

*Group Leaders read the following to yourselves:*

**Group Leaders** should call on as many question-askers as possible with the amount of time given. The group leader should also ask questions or make observations. If students are not participating try to get them to ask a question

or answer one. A good rule might be no more than 2 group questions per page in your text (unless there seems to be a general agreement that a question needs answering), or if there are more than 2 questions as part of the required questions below.

3. **Required questions:** Group leaders you must note when these are coming up and then ask the questions after your group reads the line (or ½ line depending) – remember you must keep things going but give students time to get the answers down...Also note these are in addition to the questions or observations that your group comes up with on their own.



Scene	Line	Question
		<b>READING #1</b> – Act I, Scene 1 page Parts: 3 Witches Stop at the end of this scene.
1.1	1-4	What are the implications of when they will meet again? Knowing what you know from later reading, how is the “battle, lost and won” – how does this paradox fit with other paradoxical statements see the next question.
	12	Where have we seen this line before (though it occurs later in the play). Is there any implication in them (the witches) saying it? How is it in their power to make what is foul appear fair (think: “ <b>you imperfect speakers</b> ) – very important!
		<b>Reading #2</b> – Act I, Scene 3 – up until Macbeth entrance (then go to next scene) Try to keep your group off of their footnotes as much as possible (make them cover the left side of their books). Try to get them to answer all questions from the TEXT and nothing else.
1.3	1-27	After this is read – Whom are they throwing a spell against? Macbeth? Why not? Who is it? What has she done? Where does it show that in the text?
		<b>Reading #3</b> – Act I, Scene 3 – page 19 after the witches disappear (“Melted, as breath into the wind)
1.3	82	Why do they question what they’ve seen? How does that fit in with “foul is fair.”
	86-87	What is it that Banquo & Macbeth take note of here? Is it about them (no)? What is on their minds then. How does this heighten the suspense of what they’re doing?
	109-111	What is the news from Ross? How should Macbeth react? Banquo? Towards each other (see above)
	114-115	What does that mean, “Why do you dress me in borrowed robes?” – again answer from the text not the footnote
	116-124	What was it that the old Thane of Cawdor did anyway?
	129-130	Why might (politically speaking) Macbeth start by mentioning Banquo’s happy future rather than his own? What must happen for Macbeth to become king?
	136	Look carefully at this line “oftentimes, to win us to our harm...” Who are the instruments of darkness? What would they have Macbeth do? See above? What does this have to do with “foul is fair?”
	148-155	Again when given good news, Macbeth, “starts”. Why? What is the “horrid image” he must imagine? Why? Be specific. In line 142 – notice Banquo’s use of “rapt” again – just like before in the same circumstance. What are the implications?
	158-159	A very important line: <i>If chance will have me king</i> . What does it mean? How does it fit with Macbeth’s horrid imagings. What does he believe is possible? Why would it make sense – given what’s happened with the other recently acquired title?
	168-162	Now it is Banquo’s turn to mention strange garments – what does HE mean here – how is it similar or dissimilar to the last mentioning? What other “strange garment” might Banquo imagine Macbeth is contemplating? Why
	172	Why does Macbeth say these lines to Banquo? What might he be trying to figure out? Be specific.
		<b>Reading 4 – Act I scene 4 page 25</b>
1.4	1	What is the execution that Duncan refers to?
	8	“Nothing in his life...” What does this line mean? How did he die? (honorably). How did he live? How does this fit in with “foul is fair?”
	13-14	“There’s no art” -- What does this line mean. Art=talent. There are 2 choices here: There is no way (talent) that you can see what is in a man’s heart from looking at his face OR it is no big deal to see what is going on in a man’s heart from looking at his face? How are each of these lines possible? What does the context point towards?
	after 65	summarize what takes place during this last meeting.