

English 2201/3201

Macbeth

Unit Study Workbook

Student Name: _____

Teacher Name: _____

Date of Submission: _____

Section 1 – Quotations (40 marks)

Answer each of the following questions in the space provided.

1.

Fair is foul, and foul is fair:
Hover through the fog and filthy air.

(a) From Act ____, Scene _____

(b) Speaker:

(c) Summarize the literal meaning of this quotation.

(d) Explain the significance of this quotation.

2.

Glamis thou art, and Cawdor; and shalt be
What thou art promised. Yet do I fear thy nature;
It is too full o' the milk of human kindness
To catch the nearest way. Thou wouldst be great;
Art not without ambition, but without
The illness should attend it. What thou wouldst highly,
That wouldst thou holily; wouldst not play false,
And yet wouldst wrongly win: thou dost have, great Glamis,
That which cries "Thus thou must do, if thou have it";

And that which rather thou dost fear to do
Than wishest should be undone. Hie thee hither,
That I may pour my spirits in thine ear;
And chastise with the valour of my tongue
All that impedes thee from the golden round,
Which fate and metaphysical aid doth seem
To have thee crown'd withal.

(a) From Act ____, Scene _____

(b) Speaker:

(c) Summarize the literal meaning of this quotation.

(d) Explain the significance of this quotation.

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! make thick my blood;
Stop up the access and passage to remorse,
That no compunctious visitings of nature
Shake my fell purpose, nor keep peace between
The effect and it! Come to my woman's breasts,
And take my milk for gall, you murd'ring ministers,

Wherever in your sightless substances
You wait on nature's mischief! Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes,
Nor heaven peep through the blanket of the dark,
To cry "Hold, hold!"

(a) From Act ____, Scene _____

(b) Speaker:

(c) Summarize the literal meaning of this quotation.

(d) Explain the significance of this quotation.

4.

I have no spur
To prick the sides of my intent, but only
Vaulting ambition, which o'erleaps itself
And falls on the other —

(a) From Act ____, Scene _____

(b) Speaker:

(c) Summarize the literal meaning of this quotation.

(d) Explain the significance of this quotation.

5.

Is this a dagger which I see before me,
The handle toward my hand? Come, let me clutch thee.
I have thee not, and yet I see thee still.
Art thou not, fatal vision, sensible
To feeling as to sight? or art thou but
A dagger of the mind, a false creation,
Proceeding from the heat-oppressed brain?
I see thee yet, in form as palpable
As this which now I draw.
Thou marshall'st me the way that I was going;
And such an instrument I was to use.
Mine eyes are made the fools o' the other senses,
Or else worth all the rest; I see thee still,
And on thy blade and dudgeon gouts of blood,
Which was not so before. There's no such thing:
It is the bloody business which informs
Thus to mine eyes.

(a) From Act ____, Scene _____

(b) Speaker:

(c) Summarize the literal meaning of this quotation.

(d) Explain the significance of this quotation.

6.

Will all great Neptune's oceans wash this blood clean from my hands?

(a) From Act ____, Scene

(b) Speaker:

(c) Summarize the literal meaning of this quotation.

(d) Explain the significance of this quotation.

7.

It will have blood; they say, blood will have blood.
Stones have been known to move and trees to speak;
Augurs and understood relations have
By maggot-pies and choughs and rooks brought forth
The secret'st man of blood. What is the night?

(a) From Act ____, Scene _____

(b) Speaker:

(c) Summarize the literal meaning of this quotation.

(d) Explain the significance of this quotation.

8.

Out, damned spot! out, I say!—One: two: why,
then, 'tis time to do't.—Hell is murky!—Fie, my
lord, fie! a soldier, and afeard? What need we
fear who knows it, when none can call our power
to account?—Yet who would have thought the old
man to have had so much blood in him?

(a) From Act ____, Scene _____

(b) Speaker:

(c) Summarize the literal meaning of this quotation.

(d) Explain the significance of this quotation.

9.

She should have died hereafter;
There would have been a time for such a word.
Tomorrow, and tomorrow, and tomorrow,
Creeps in this petty pace from day to day
To the last syllable of recorded time,
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more: it is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

(a) From Act ____, Scene _____

(b) Speaker:

(c) Summarize the literal meaning of this quotation.

(d) Explain the significance of this quotation.

10.

I will not yield,
To kiss the ground before young Malcolm's feet,
And to be baited with the rabble's curse.
Though Birnam wood be come to Dunsinane,
And thou opposed, being of no woman born,
Yet I will try the last. Before my body
I throw my warlike shield. Lay on, Macduff,
And damn'd be him that first cries, "Hold, enough!"

(a) From Act ____, Scene _____

(b) Speaker:

(c) Summarize the literal meaning of this quotation.

(d) Explain the significance of this quotation.

Section Two – Constructed Responses (45 marks)

Respond with properly formed, well-developed essays.

* If needed, attach extra loose leaf to the back of this workbook. Label responses clearly, please.

1. **State a theme for *Macbeth*. With specific reference to the play, explain how this theme is developed through Shakespeare’s use of any 3 of the following literary elements:**

- **character**
- **irony**
- **setting**
- **symbol**
- **conflict**

Section 3 – Creative Response (15 marks)
Choose one of the following options.

(A)

Decorate a paper bag with symbols to demonstrate an understanding of *Macbeth*. The images should be symbols which reflect themes, motifs, significant events, characters, setting, conflicts, and resolutions. Inside the bag, on slips of paper (or cue cards), explain how each of your images refers to the play. The images can be as literal or figurative as you wish.

Alternatively, you may place objects inside the bag (or a box) which are symbolic of *Macbeth*, accompanied by written explanations.

(B)

Create a “soundtrack” of 8 to 12 songs that tells the story of *Macbeth*. Your choice of songs should roughly narrate the events of the play. For each song, write a few sentences identifying the scene the song relates to and explaining how it is a relevant representation of the scene. (You might want to look beyond the title, and consider the song's lyrics.) Your song choices can reflect literal action, theme, characterization, etc. You may choose your approach, but choose one and follow it consistently.

Bear in mind that *Macbeth* is a dark play. Pairing the mood of the play and the mood of the music would be effective in creating better coherence.

The submission of this option should include:

- I. An album cover
- II. A song list
- III. “Liner notes” explaining the songs' relation to *Macbeth*

***DO NOT submit recordings of the songs themselves. That would technically be a copyright violation, and therefore illegal. (That is, unless you own the copyrights. If you want to compose an entire album about *Macbeth* to submit, go nuts.)

(C)

Create costume designs for 5 characters in *Macbeth*. This should include both the characters' clothes and any props they might be carrying. Write at least one paragraph per costume explaining why you choose to design it the way you did. Draw (in whichever medium you prefer) and colour your designs. The drawings and written explanations must be submitted together. Any flourishes – fabric samples, for example – will be happily accepted.