

Unit 5 Activity 1

Play Title:	Macbeth
Author:	William Shakespeare
Synopsis:	Macbeth is a tragic play about the consequences of ambition. It shows the Scottish King being manipulated by a witch and his wife, Lady Macbeth, to murder the king, and how this leads to their downfall.
Setting/Context:	Scotland, 11th century AD. The play is set in the Scottish Highlands and around the court of King Duncan.
Key Themes:	Power, ambition, guilt, fate, and the supernatural.
Characters:	Macbeth, Lady Macbeth, Banquo, King Duncan, Malcolm, and the three witches.
Plot Summary:	The play begins with the three witches meeting on a heath. They predict that Macbeth will become king. Macbeth, a brave Scottish general, is introduced. He is then manipulated by Lady Macbeth to murder King Duncan. The murder is successful, but Macbeth is haunted by guilt. He becomes more ruthless, ordering the murder of Banquo and others. The play ends with Macbeth's defeat by Malcolm and the restoration of order.
Language:	The language is highly poetic, with a focus on imagery and metaphor. It includes many famous soliloquies and duologues.
Structure:	The play is divided into five acts. Act 1 introduces the characters and the supernatural elements. Act 2 is the night of the murder. Act 3 shows Macbeth's growing paranoia. Act 4 shows his descent into madness. Act 5 is the final battle and Macbeth's death.
Themes:	The play explores the theme of ambition and the consequences of unchecked power. It also deals with the supernatural and the idea of fate.
Characters:	Macbeth is the central character, a brave warrior who is corrupted by ambition. Lady Macbeth is his wife, who is equally ambitious and manipulative. Banquo is Macbeth's friend and a potential rival. King Duncan is the Scottish monarch. Malcolm is the son of Duncan and the rightful heir to the throne.
Setting/Context:	The play is set in Scotland, a time of political instability and civil war. The setting is crucial to the plot, as the Scottish Highlands are a place of mystery and the supernatural.
Language:	The language is highly poetic, with a focus on imagery and metaphor. It includes many famous soliloquies and duologues.

Unit 5 Activity 1 Pretest

Meredith Marsh, Peter S. Alagona

A red circular graphic with a gradient, appearing as a partial circle or a thick arrow pointing to the right, located to the right of the author names.

Unit 5 Activity 1 Pretest:

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Publisher description **Higher Order Thinking in Science Classrooms: Students' Learning and Teachers' Professional Development** Anat Zohar, 2004-01-31 How can educators bridge the gap between big ideas about teaching students to think and educational practice This book addresses this question by a unique combination of theory field experience and elaborate educational research Its basic idea is to look at science instruction with regard to two sets of explicit goals one set refers to teaching science concepts and the second set refers to teaching higher order thinking This book tells about how thinking can be taught not only in the rare and unique conditions that are so typical of affluent experimental educational projects but also in the less privileged but much more common conditions of educational practice that most schools have to endure It provides empirical evidence showing that students from all academic levels actually improve their thinking and their scientific knowledge following the thinking curricula and discusses specific means for teaching higher order thinking to students with low academic achievements The second part of the book addresses issues that pertain to teachers professional development and to their knowledge and beliefs regarding the teaching of higher order thinking This book is intended for a very large audience researchers including graduate students curricular designers practicing and pre service teachers college students teacher educators and those interested in educational reform Although the book is primarily about the development of thinking in science classrooms most of its chapters may be of interest to educators from all disciplines **Training Triage** Lou Russell, 2023-06-20 Offers emergency remedies for real life training challenges that are faced in the field daily Training Triage is designed for seasoned trainers who must continually deliver impossible training programs without budget or staff Featuring step by step solutions for some of the most commonly requested programs Training Triage includes a CD ROM with all accompanying problem solving handouts assessments and tools **Complete Key for Schools Teacher's Book** Emma Heyderman, 2013-01-17 Complete Key for Schools is official

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Journal of Chemical Education ,1925 Includes Report of New England Association of Chemistry Teachers and Proceedings of the Pacific Southwest Association of Chemistry Teachers

CA Asmnt Prog Calif Rflx 07 HSP,2004-07

Introduction to the Navy Industrial Fund ,1989

CA Asmnt Prog Gr1 Rflx 07 HSP,2004-07

Artificial Intelligence in Education Seiji Isotani,Eva Millán,Amy Ogan,Peter Hastings,Bruce McLaren,Rose Luckin,2019-06-20 This two volume set LNCS 11625 and 11626 constitutes the refereed proceedings of the 20th International Conference on Artificial Intelligence in Education AIED 2019 held in Chicago IL USA in June 2019 The 45 full papers presented together with 41 short 10 doctoral consortium 6 industry and 10 workshop papers were carefully reviewed and selected from 177 submissions AIED 2019 solicits empirical and theoretical papers particularly in the following lines of research and application Intelligent and interactive technologies in an educational context Modelling and representation Models of teaching and learning Learning contexts and informal learning Evaluation Innovative applications Intelligent techniques to support disadvantaged schools and students inequity and inequality in education

Developmental Cognitive Science Goes to School Nancy L. Stein,Stephen Raudenbush,2013-08-15 This book addresses core issues related to school learning and the use of developmental cognitive science models to improve school based instruction The contributors comprise a veritable who s who of leading researchers and scientists who are broadly trained in developmental psychology cognitive science economics sociology statistics and physical science and who are using basic learning theories from their respective disciplines to create better learning environments in school settings Developmental Cognitive Science Goes to School presents evidence based studies that describe models of complex learning within specific subject area disciplines focuses on domain knowledge and how this knowledge is structured in different domains across the curriculum gives critical attention to the topic of the ability to overcome errors and misconceptions addresses models that should be used to begin instruction for populations of children who normally fail at schooling This is a must read volume for all researchers students and professionals interested in evidence based educational practices and

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