

York Notes *Pathway to Success*

MACBETH

Studying or revising *Macbeth*? Not sure where to start or how much you know? This pack is a great way to self-assess, learn, practise and progress!

START HERE

TEST YOURSELF!

Use our *4-Step Check-up* pack to decide where you are in your studies of *Macbeth*

NOT SO
CONFIDENT?

INTRO PACK

Complete our *Introductory Pack* to quickly get to grips with the basics

Pages 5–13

FEELING OK BUT NEED
SOME MORE HELP?

WORKBOOK PAGES

Try out some key pages from our popular Workbook to hone your skills

Pages 14–17

LINKS and SUPPORT

Expand and embed your knowledge with our handy list of links and resources

Pages 22–23

PRACTICE TEST

Use what you know! Complete our York Notes practice test and check your answer

Pages 18–21

YOUR 4-Step CHECK-UP ON MACBETH

Step 1 PLOT AND CHARACTERS

Where are you in your *Macbeth* studies? Start by answering these quiz-style questions to check your knowledge of the plot and characters.

1. The play opens with a **group of three** on a 'heath'. **Who** are they?
2. **Who** is **King of Scotland** at this point in the play?
3. We first meet **Macbeth** and **Banquo** in person in Act 1 Scene 3. **What brutal event** have they been involved in?
4. **What different things** do the **witches** promise **Macbeth** and **Banquo** when they meet them?
5. **What** is **Lady Macbeth** doing when we first meet her in **Act 1 Scene 5**?
6. **What ghostly vision** does **Macbeth** see on his way to murder **the king** in **Act 2 Scene 1**?
7. **How** does **Lady Macbeth** try to make it look like the **king's grooms** have murdered him?
8. **Who** discovers the King murdered in the morning?
9. **What** do the **king's sons**, **Malcolm** and **Donaldbain**, decide to do?
10. In **what way** do **the murderers** hired by Macbeth to kill Banquo and his son **fail** in their task?
11. **How** does the **banquet** in **Act 3 Scene 4**, which is supposed to be a high point for Macbeth, turn into a **disaster**?
12. **What three prophecies** do the **witches** reveal to **Macbeth** in **Act 4 Scene 1**?
13. In the same scene, **what apparition** shown to **Macbeth** horrifies him?
14. **What** happens to **Lady Macduff** and **her children** in the scene which follows?
15. **Who** does **Macduff** go to see in **England**? **Why** is Macduff initially disappointed at this meeting?
16. **What** is **Lady Macbeth** doing when the **doctor** and '**gentlewoman**' observe her **sleepwalking**?
17. **How** does the **prophecy** about **Birnam Wood** moving to **Dunsinane** come true?
18. **Who** becomes **king** at the end of the play?
19. **What** is the name of the **young soldier** Macbeth kills?
20. When **Macduff** kills **Macbeth**, **what other two prophecies** are proved correct?

Step 2 LANGUAGE AND THEMES

How much do you know about the language and themes of the play?

- Here are **five quotations** from the play. Can you identify **who** is speaking (and, where relevant, who they are speaking to)?
 - 'Come, you spirits/That tend on mortal thoughts, unsex me here' (Act 1 Scene 5)
 - 'O, full of scorpions is my mind, dear wife!' (Act 3 Scene 2)
 - 'Avaunt, and quit my sight, let the earth hide thee—/Thy bones are marrowless, thy blood is cold...' (Act 3 Scene 4)
 - 'Be bloody, bold and resolute; laugh to scorn/The power of man; for none of woman born/Shall harm Macbeth' (Act 4 Scene 1)
 - 'Here's the smell of the blood still—all the/perfumes of Arabia will not sweeten this little hand. O,/O, O.' (Act 5 Scene 1)
- Read these **further quotations**. What **theme(s)** do you think they are linked to, or explore, e.g. Good and evil? Ambition? Why?
 - Banquo (to Macbeth):** 'oftentimes, to win us to our harm,/The instruments of darkness tell us truths...' (Act 1 Scene 3)
 - Macbeth (to Lady Macbeth):** 'False face must hide what the false heart doth know' (Act 1 Scene 7)
 - Macbeth (after the murder to Lady Macbeth):** 'I'll go no more:/I am afraid to think what I have done.' (Act 2 Scene 2)
 - Macbeth (to himself):** 'Stars, hide your fires,/Let not light see my black and deep desires' (Act 1 Scene 4)
 - Malcolm (about the Macbeths):** 'this dead butcher, and his fiend-like Queen' (Act 5 Scene 7)

Step 3 WRITING SKILLS

A student has drafted this paragraph about the character of Lady Macbeth.

Lady Macbeth finally disintegrates in Act 5 Scene 1 haunted by the bloody murders of and Lady Macduff. She sleepwalks and desperately wonders will these hands ne'r be clean? This is ironic given that she was the one in Act 2 Scene 2 who was angry with Macbeth when

- Copy out the paragraph and add in the **missing detail** in the **first sentence**
- Put **quotation marks** around the quotation the student uses
- Finish** the paragraph, completing the **last sentence**

Step 4 CLOSE ANALYSIS

This scene comes from Act 2 Scene 2 of the play. Macbeth has just returned from killing the king and refuses to take the daggers he used back to the room.

LADY MACBETH

Infirm of purpose;
Give me the daggers; the sleeping, and the dead,
Are but as pictures; 'tis the eye of childhood
That fears a painted devil. If he do bleed,
I'll gild the faces of the grooms withal;
For it must seem their guilt.

Exit. Knocking within

MACBETH

Whence is that knocking?
How is't with me, when every noise appals me?
What hands are here? Ha! they pluck out mine eyes.
Will all great Neptune's ocean wash this blood
Clean from my hand? No—this my hand will rather
The **multitudinous** seas **incarnadine**,
Making the green one red.

Enter LADY MACBETH

LADY MACBETH

My hands are of your colour, but I shame
To wear a heart so white.



Glossary

multitudinous:
vast, numerous

incarnadine:
bright crimson

Why is this scene important? Write one to two paragraphs (between 75 and 100 words) about:

- What it tells us about the characters or relationships at this point
- Any themes or ideas which are suggested from the language
- How the scene could link with other scenes or parts of the play

How did you do?

**NOT SO
CONFIDENT?**

Turn to the next page and complete our **INTRO PACK** to quickly get to grips with the basics

Try out the **LINKS and SUPPORT** (pp. 22–23)

**FEELING OK AND
READY TO MOVE ON?**

Check out the **WORKBOOK PAGES** (pp. 14–17) to hone your essay writing skills

Have a go at our sample **PRACTICE TEST** (pp. 18–21)

MACBETH

BY WILLIAM SHAKESPEARE

AN INTRODUCTORY PACK FOR GCSE

This pack is a great way to get to grips with one of your key GCSE English Literature texts. Put together by the English Literature experts at York Notes, it will really kickstart your studies!

So – what's in the pack?

1. Find out about Shakespeare, his times and the plot of *Macbeth*.
2. Explore the settings of the play – who lives where, and what key events are linked to these places.
3. Have a go at some warm-up tasks and activities to keep your brain active, and get a head start on your studies.
4. Follow up with our suggested links and ideas: websites, videos, and so on.

We hope you enjoy your introduction to this great play!



Who was William Shakespeare?

Five key things about William Shakespeare

- He was born in **Stratford-upon-Avon** in April **1564**, probably around St George's Day (23rd).
- He married **Anne Hathaway** in November 1582 when he was just **18** and she was 26.
- He went to **London** in the late 1580s, and from there began his work as a **poet** and **playwright**, eventually writing around **37 plays**, though there may have been even more.
- **Macbeth** was first performed in **1606**, towards the end of Shakespeare's career, after **James I** had come to the throne.
- Shakespeare returned to **Stratford** for good in 1614, and died there on April 23rd **1616**.



What was his life like?

- Although not much is known for certain about his youth, it is likely he attended the **Kings' New School**, and would have studied the **classics** (Latin and Greek) as well as **religious studies**.
- Shakespeare was an **actor** and a **writer**, and was part of acting companies such as the **Chamberlain's Men**.
- This company performed in **different theatres** before being forced to move to a new theatre, which they built in Southwark, called **The Globe**.
- When **James I** succeeded Elizabeth I to the throne in 1603, he renamed the Chamberlain's Men the **King's Men** and became their **patron**.

What was life like in England at this time?

- **Mortality rates** were **high** with disease ever present, but **London** was also a vibrant place of **trade** and a centre for the exchange of **ideas**.
- Religious and civil **conflicts** were never far from the surface, and both Elizabeth and James faced **rebellion** and **possible invasion**.
- **Theatres** and entertainment of all kinds were always under **scrutiny** by the **authorities**, so acting and writing was a **precarious business**.

Macbeth - the plot

Macbeth is based on historical events set in Scotland around the middle of the 11th century (probably just before the Battle of Hastings in 1066).

Act I

- Three strange **witches** meet on a **heath**, mentioning '**Macbeth**' and a '**battle**'.
- **King Duncan** is told of the bravery of two lords ('**Thanes**') called **Macbeth** and **Banquo** who have defeated Irish invaders and Norway.
- The witches meet Macbeth and Banquo and prophesy that Macbeth will become '**Thane of Cawdor**' and later, king of Scotland.
- Macbeth finds out he is to be rewarded with the title of Thane of Cawdor and we learn that the previous Thane has been executed for betraying King Duncan's trust. Macbeth starts to dream of being king himself.
- **Lady Macbeth**, Macbeth's wife, begins to plan the murder of Duncan.
- Duncan arrives at Macbeth's castle at **Inverness**, where he is welcomed, not knowing his fate.

Act II

- Macbeth is reluctant to go through with the murder but is egged on by his wife.
- On the way to kill the king, he sees a ghostly vision of a dagger, but he goes through with the murder anyway.
- **Macduff**, another Thane, finds Duncan dead the next day. Macbeth rushes in and murders the two servants, whom he and Lady Macbeth blame for the crime.
- Duncan's sons, **Malcolm** and **Donalbain**, slip away fearing for their own safety.
- Macbeth becomes king. Macduff refuses to go the coronation, suspecting Macbeth.

Act III

- Banquo, Macbeth's old friend, suspects Macbeth of treachery. Macbeth orders Banquo and his son's murder. Banquo is killed but his son **Fleance** escapes.
- Banquo's ghost appears at a banquet to honour Macbeth, terrifying him. Lady Macbeth is forced to cover up his actions but the banquet ends in confusion.
- Macbeth begins to act independently, stating he will seek out the witches again.

Act IV

- Macbeth visits the witches who tell him he should fear Macduff, but that he cannot be harmed by anyone **'born of woman'**. He also learns he will be safe until **Birnam Wood** moves to his castle!
- He orders the murder of **Macduff's wife and children**.
- In **England**, at the **King's palace** Malcolm is gathering forces. He tests Macduff's loyalty when he joins him. Macduff learns of the slaughter of his family and vows revenge.

Act V

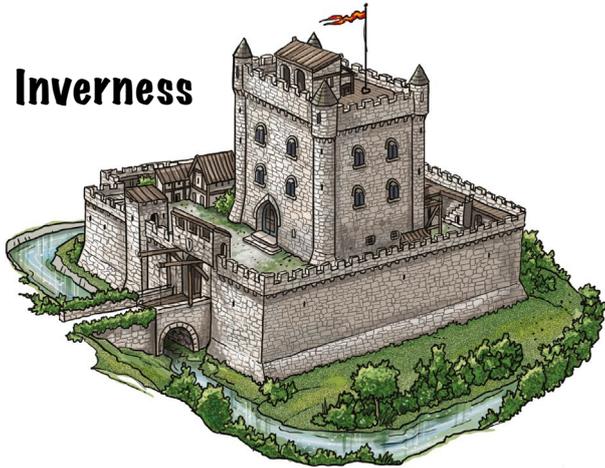
- The English army marches on Macbeth in his castle at **Dunsinane** disguised with branches taken from Birnam Wood – so one of the prophecies is fulfilled.
- Lady Macbeth is wracked with guilt, and apparently commits suicide.
- Macbeth takes on the enemy bravely and at first no one seems able to kill him, until he meets Macduff. Macduff reveals he was born by caesarean section (not **'of woman'**) and kills Macbeth.
- Malcolm becomes the King of Scotland.



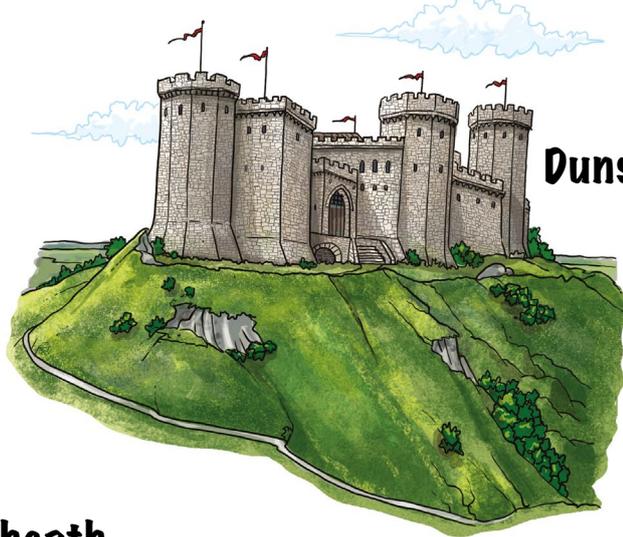
The settings of *Macbeth*

Look at these pictures of some key settings in *Macbeth*. Can you label each setting with any of the important events or characters linked to it?

Inverness



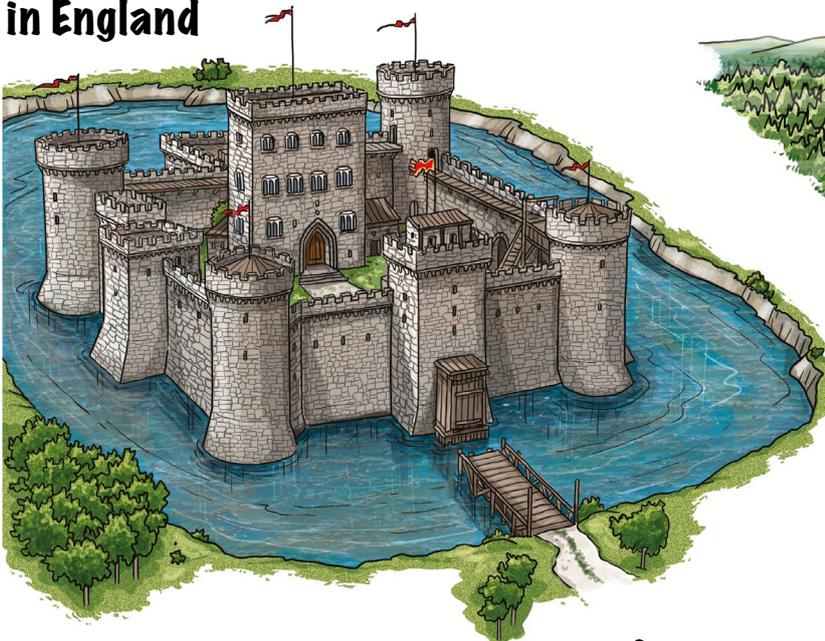
Dunsinane



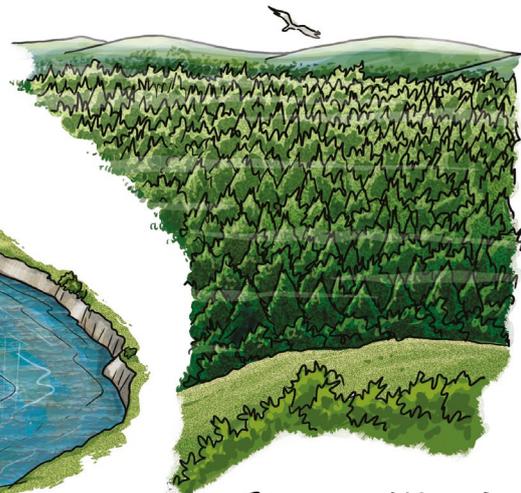
The heath



**King's Palace
in England**



Birnam Wood



Try these tasks

1. Dipping your toe into *Macbeth*!

You've read the plot, now experience the beginning properly. The opening scene of *Macbeth* may be short, but it packs a punch.

Act I Scene 1

A desert place

[Thunder and lightning. Enter three Witches]

FIRST WITCH

When shall we three meet again
In thunder, lightning, or in rain?

SECOND WITCH

When the hurlyburly's done,
When the battle's lost and won.

THIRD WITCH

That will be ere the set of sun.

FIRST WITCH

Where the place?

SECOND WITCH

Upon the heath.

THIRD WITCH

There to meet with Macbeth.

FIRST WITCH

I come, **Graymalkin!**

SECOND WITCH

Paddock calls.

THIRD WITCH

Anon.

ALL

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

[Exeunt]



Glossary

desert: deserted

ere: before

Graymalkin: grey cat

Paddock: toad

anon: soon

Activities

Getting 'into' the scene

- Try reading it aloud either on your own or with your family. You could do different voices for the different witches (one could be very old, one child-like, etc.).
- What words, phrases or lines stand out? Tip out your pencil case, or use different font colours or typefaces if working online.
- What do you notice about the sound and structure of the scene? Using your colours or sticky labels, you could highlight any rhymes or patterns you notice.
- Now that you've done this, reread the scene, applying anything you have learned.

Exploring its meaning

- Imagine you were directing the scene in a film or play. What sort of atmosphere or mood would you hope to create?
- How would you stage it? How would the witches be dressed? (You don't have to make them look like 'typical' witches.) What props or music would you add (if any)?
- Write up your ideas with drawings or diagrams.

Follow-up

- Check out the opening as it was interpreted by Roman Polanski in his 1971 film version. What does it add or leave out from Shakespeare's original?
- How does it compare with your ideas?

3. Updating *Macbeth*

Macbeth has been updated in several stories and films – there’s a famous gangster film, *Joe Macbeth*, and the BBC produced a version in which he was an ambitious and murderous chef!

In fact, the themes of *Macbeth* – **betrayal, ambition, murder, guilt** – are present in many popular television series such as *Line of Duty* or *Top Boy*.

Can you think of any ways of updating the story?

Here are some possible scenarios:

Police force	Army	Fishermen out at sea
	Ballet school	Law firm
Football or other sports team		Music business

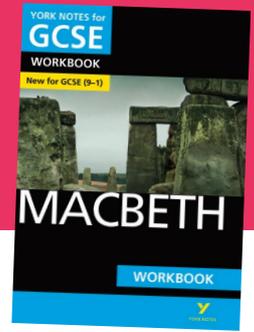
My idea:

I would set *Macbeth* in...

Well done!

Now get some more practice with some Workbook-style tasks – turn to page 14.

WORKBOOK PRACTICE



Tackling exam tasks

A01 A02

DECODING QUESTIONS

It is important to be able to identify key words in exam tasks and then quickly generate some ideas.

Read this task and notice how the key words have been underlined:

Read from '*KING: My worthy Cawdor!*' (Act I Scene 4 line 48) to '*It is a peerless kinsman.*' (line 59)

Question: In what ways does Shakespeare present Macbeth as ambitious:

- In this extract
- In the play as a whole?

1 Now do the same with this task, i.e. **underline** the **key words**:

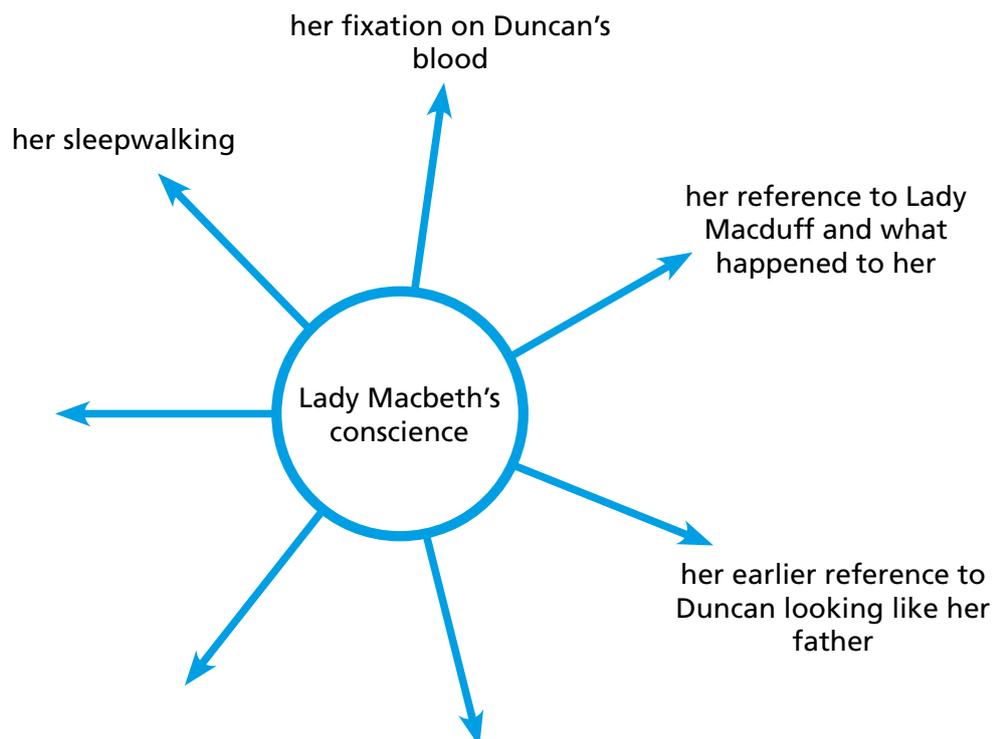
Read from '*LADY MACBETH: Yet here's a spot*' (Act V Scene 1 lines 31) to '*To bed, to bed, to bed.*' (line 64)

Question: Explain how Shakespeare explores Lady Macbeth's conscience:

- In this extract
- In the play as a whole

GENERATING IDEAS

2 Now you need to generate ideas quickly. Use the spider-diagram* below and add as many ideas of your own as you can:



*You can do this as a list if you wish.

PLANNING AN ESSAY

3 Here is the exam-style task from the previous page:

Read from 'LADY MACBETH: Yet here's a spot' (Act V Scene 1 lines 31) to 'To bed, to bed, to bed.' (line 64)

Question: Explain how Shakespeare explores Lady Macbeth's conscience:

- In this extract
- In the play as a whole

Using the ideas you generated, write a simple plan with at least five key points (the first two have been done for you). Check back to your spider diagram or the list you made:

a) *Shakespeare explores the idea that Lady Macbeth cannot rid herself of the image of Duncan's blood.*

b) *He demonstrates how she cannot stop thinking of Lady Macduff's murder.*

c)

d)

e)

4 Now list five quotations, one for each point (the first two have been provided for you):

a) 'LADY MACBETH: Yet who would have thought the old man to have had so much blood in him' (lines 38–9)

b) 'LADY MACBETH: The Thane of Fife had a wife; where is she now?' (line 41)

c)

d)

e)

5 Now read this task and write a plan of your own, including quotations, on a separate sheet of paper. (The key words have been underlined.)

Read from 'KING: My worthy Cawdor!' (Act I Scene 4 line 48) to 'It is a peerless kinsman.' (line 59)

Question: In what ways does Shakespeare present Macbeth as ambitious:

- In this extract
- In the play as a whole?

PROGRESS LOG [tick the correct box]

Needs more work

Getting there

Under control

OPENING PARAGRAPHS

Here is one of the tasks from earlier:

Read from 'LADY MACBETH: Yet here's a spot' (Act V Scene 1 lines 31) to 'To bed, to bed, to bed.' (line 64)

Question: Explain how Shakespeare explores Lady Macbeth's conscience:

- In this extract
- In the play as a whole

Now look at these two alternate openings to the essay and read the expert viewpoints underneath:

Student A

Shakespeare presents Lady Macbeth's conscience as something that develops as the play progresses. As the play opens, she seems to be fixated on gaining power for herself and Macbeth. However, as the play progresses we get hints about another side of her.

Student B

Lady Macbeth starts the play as a really evil person. She plans the murders and is as ruthless as Macbeth. She doesn't feel much guilt to start with. She is the one who sorts out the daggers when Macbeth is too frightened to take them back into the bedchamber.

Expert viewpoint 1: This is a clear opening paragraph that outlines Lady Macbeth's 'journey' as a human being over the course of the play. It suggests she undergoes a change according to the effect of murderous acts. However, it could say a little more about that other 'side' to her which we learn about.

Expert viewpoint 2: This opening recounts what happens at the start of the play and what Lady Macbeth does but it doesn't outline what the essay will cover, or the key area of her presentation across the whole play.

MID LEVEL

LOWER LEVEL

- 1 Which comment belongs to which answer? Match the paragraph (A or B) to the expert's feedback (1 or 2).

Student A: Student B:

- 2 Now it's your turn. Write the opening paragraph to this task on a separate sheet of paper:

Read from 'KING: My worthy Cawdor!' to 'It is a peerless kinsman.' (Act I Scene 4 lines 48–59)

Question: In what ways does Shakespeare present Macbeth as ambitious:

- In this extract
- In the play as a whole?

Remember:

- Introduce the topic in general terms, perhaps **explaining** or '**unpicking**' the key **words** or **ideas** in the task (such as 'present').
- Mention the **different possibilities** or ideas that you are going to address.
- Use the **author's name**.

WRITING ABOUT TECHNIQUES

Here are two paragraphs in response to a different task, where the students have focused on the writer's techniques. The task is:

Read from 'BANQUO: *Thou hast it now*' (Act III Scene 1 line 1) to 'My lord, I will not' (line 28).

Question: How does Shakespeare present Banquo as ambitious:

- In this scene
- In the play as a whole?

Student A

Banquo says that he is worried that Macbeth: 'thou playedst most foully' to become king, which shows that he understands enough about power to see that sometimes people will murder to get what they want. Shakespeare's use of the phrase 'I fear' suggests that Banquo himself would not go as far.

Student B

Shakespeare fills Banquo's speech with ambiguous statements that leave the audience uncertain about how genuine he is. Banquo's comment about Macbeth in which he says, 'I fear thou playedst most foully' in order to become king could suggest that he himself would never go as far as murder, which could show him as less ambitious than Macbeth. Yet the verb could also imply personal 'fear' – that his life is in danger because Macbeth thinks he is ambitious. After all, unlike Macbeth, Banquo was not rewarded by Duncan for his bravery in battle.

Expert viewpoint 1: This higher-level response comments on a specific quotation but it explores more than one inference from the specific word selected. The second sentence is a little long, but develops the possible interpretation before the final sentences go further and then link to other moments from the play.

Expert viewpoint 2: This mid-level response highlights the effect of one statement on our understanding of Banquo. However, the quotation, though appropriate, is not sufficiently embedded in the sentence, and there is not much in the way of development or exploration of what is said in order to consider other possibilities.

HIGHER LEVEL

MID LEVEL

- 3 Which comment belongs to which answer? Match the paragraph (A or B) to the examiner feedback (1 or 2).

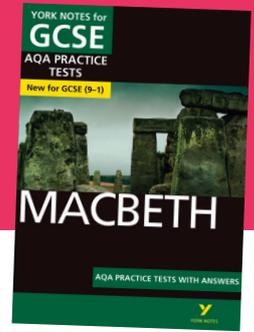
Student A: Student B:

- 4 Now, take another **aspect** of this or a different scene and on a separate sheet of paper write your own **paragraph**. You could **comment** on one of these aspects:
- Banquo's recollection of the witches prophecy about his children
 - Banquo's dreaming about the witches (Act II Scene 1)
 - Banquo's refusal to directly confirm he would support Macbeth (Act II Scene 1)

Great work!

Now try a Practice question – turn to page 18.

YORK NOTES PRACTICE TEST



Here is a question on the text in a similar style to the ones you might face in your assessment or exam. Taking into account what you have learned, use this question as you wish. You may choose to:

- plan ideas
- write a full answer at your own speed
- write an opening paragraph or part of an answer
- write a full answer to a set time limit.

Once you have finished, you can check to see if you have covered some of the key points suggested in the answer section, and make a judgement about what level you have achieved.

Question

Read the following extract from Act I Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play, Lady Macbeth has just received a letter from her husband, describing his meeting with the witches on the heath.

LADY MACBETH

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,
 5 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'dst have, great
 Glamis,
 That which cries, 'Thus thou must do' if thou have it,
 10 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
 15 Which fate and metaphysical aid doth seem
 To have thee crowned withal.

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as ruthless.

Write about:

- how far Shakespeare presents Lady Macbeth as ruthless in this speech
- how far Shakespeare presents Lady Macbeth as ruthless in the play as a whole.

[30 marks]
 AO4 [4 marks]

Answer

Below is a short (indicative content) answer to the question on page 18 covering the three main Assessment Objectives.

Your answer could include the following:

A01

- In the extract, Lady Macbeth's excitement about Macbeth's news shows her willingness to 'catch the nearest way' to power.
- Lady Macbeth is instrumental in the death of Duncan – in this extract, she seizes on the idea of accelerating fate.
- Lady Macbeth's ambition is to see her husband crowned king – and her own ambition is to be his 'partner of greatness'.
- Lady Macbeth wields considerable power over her husband, seen for example in 'pour my spirits in thine ear' and 'chastise thee'. This power changes in the course of the play, just as their relationship changes.
- There is a powerful contrast between Lady Macbeth's ruthlessness here and later in the play when she is plagued by guilt, culminating in her sleepwalking in Act V Scene 1 and subsequent taking of her own life.

A02

- The use of soliloquy to present Lady Macbeth allows her inner thoughts to be shown – in comparison to the way Macbeth is introduced by others before he appears.
- Lady Macbeth's language echoes the way the witches greet Macbeth in Act I Scene 3, so aligning her with the witches from the first time we meet her.
- Her metaphor describing Macbeth as 'full o'the milk of human-kindness' establishes the contrast between Macbeth's nature and her own ruthless nature at this point.
- The repetition of modal verb tenses such as 'wouldst' suggests that in Macbeth's hands the future is uncertain and contrasts with Lady Macbeth's 'Thou must do it', which again suggests her power to command her husband.

A03

- Social expectations of women at the time included being submissive, particularly with regard to their husband; Lady Macbeth has many masculine attributes – ruthlessness was not considered feminine.
- A Jacobean audience would expect a wife to fulfil a maternal, loving role. However, Lady Macbeth is powerful and murderous.
- Ambition is another trait Jacobean audiences would have considered masculine, yet it is Lady Macbeth who appears more ambitious in this scene (compare with Macbeth in Act I Scene 7).
- In breaching these gender stereotypes, is it Lady Macbeth who is ultimately responsible for the death of Duncan?

You've done it!

You have almost completed this *Pathway to Success!*
Now, check out some further links and ideas on pages 22–23.

Want to know more?

Here are some really useful and interesting resources you could check out.

Background to the play and Shakespeare himself

1. If you want to check out the real history behind the play, the British Library has lots of interesting stuff! There is a section, 'Holinshed as a source for Macbeth', on how Shakespeare took historical events and adapted them to his needs.
Go to: <https://www.bl.uk>, search for 'Holinshed Chronicles' and click 'View Online'
2. What was Shakespeare's relationship with King James I like? Check out the section on Macbeth which explores why Shakespeare might have tailored the play for the king.
Go to: <https://www.bl.uk>, search for 'Royal Shakespeare: a playwright and his king' and click 'View Online'
3. The play begins with supernatural beings – the three Witches. But why would this have interested contemporary audiences? And how were witches seen in Shakespeare's day?
Go to: <https://www.bl.uk>, search for 'Witches in Macbeth' and click 'View Online'
4. The BBC Teach site has a whole section dedicated to Shakespeare's life and works.
Go to: <https://www.bbc.co.uk/teach> and search for 'Shakespeare's life, work and legacy'



Finding out more about the plot, theme and characters

1. There is a useful animated version of the play on BBC Teach. It doesn't go into lots of depth, and mixes the original language with modern narration, but it could help bring the key events to life for you.

Go to: <https://www.bbc.co.uk/teach> and search for 'Macbeth KS2' to find the whole series

2. If you want to delve deeper into characters and themes, take a look at the Shakespeare Unlocked series of films on BBC Teach. Here you can find clips of actors from the Royal Shakespeare Company interpreting different scenes.

Go to: <https://www.bbc.co.uk/teach>, click 'Secondary' then 'Drama 14–16' and find 'Shakespeare Unlocked – Macbeth'



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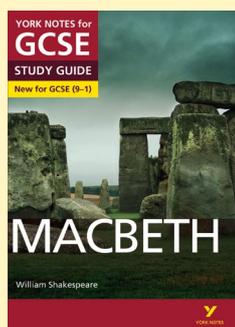
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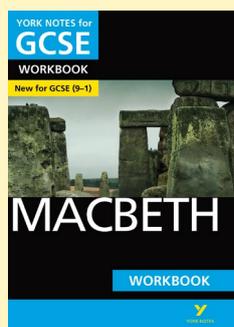
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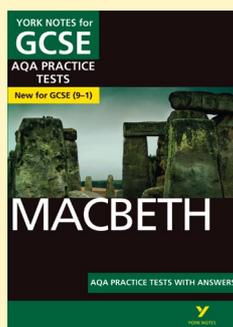
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