

## Macbeth – final project

According to your course outline, these are the three big questions that we will explore while studying *Macbeth*:

- How far are humans willing to go to gain or secure power?
- Is human nature inherently good or evil?
- In what ways does power corrupt?

Your final project will be in 2 stages:

### FIRST STAGE

#### → In-class writing: theme paragraph ←

1. There will be THREE individual scenes from *Macbeth* from which you choose one to write about.
2. Your chosen scene is an example of one or more of the unit questions.
3. Your task is to answer only one of the questions by using evidence from the scene to support your explanation. You are welcome to reference other parts of the play for elaboration.

You will be marked using the following rubric (one that you have seen several times):

Category Breakdown	1 or 2 Paper Does not yet meet expectations	3 paper Meets minimum expectations	4 paper Meets expectations	5 paper Fully meets expectations	6 paper Exceeds expectations
<b>Content and Comprehension:</b> <ul style="list-style-type: none"> <li>• Thesis</li> <li>• Ideas</li> <li>• Support</li> <li>• Interpretation, analysis</li> <li>• Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>- No thesis</li> <li>- Purpose lost</li> <li>- Ideas not developed</li> <li>- Ideas not supported</li> <li>- No analysis present</li> <li>- Irrelevant ideas</li> <li>- Retelling of story</li> <li>- No quotations used</li> <li>- Off topic</li> <li>- Misunderstood task</li> <li>- Meaning unclear</li> <li>- Misread of text</li> <li>- No/weak conclusion</li> </ul>	<ul style="list-style-type: none"> <li>- Thesis is weak</li> <li>- Purpose unclear</li> <li>- Simplistic ideas</li> <li>- Minimal or no support</li> <li>- Ideas listed</li> <li>- No to minimal analysis</li> <li>- Some summary of story</li> <li>- Quotations not used or used poorly/incorrectly</li> <li>- Some of text misread</li> <li>- Weak conclusion</li> </ul>	<ul style="list-style-type: none"> <li>- Thesis is apparent</li> <li>- Has a sense of purpose</li> <li>- Ideas not insightful</li> <li>- Adequate support</li> <li>- Basic analysis</li> <li>- Predictable ideas</li> <li>- Paper not engaging</li> <li>- Points are repetitive or redundant</li> <li>- Generalizations</li> <li>- Quotations not integrated</li> <li>- Conclusion evident but mechanical</li> </ul>	<ul style="list-style-type: none"> <li>- Thesis is proficient</li> <li>- Clear purpose</li> <li>- Ideas developed with some depth</li> <li>- Ideas convincingly supported</li> <li>- Good analysis</li> <li>- Somewhat engaging</li> <li>- Arguments are interesting but not always original</li> <li>- Quotations evident/mostly integrated</li> <li>- Reaches a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>- Creative/innovative thesis</li> <li>- Purpose fully evident</li> <li>- Exceptional ideas</li> <li>- Good depth of discussion</li> <li>- Effective use of argument</li> <li>- Mature/unique analysis</li> <li>- Very interesting</li> <li>- Shows mature understanding of the work</li> <li>- Excellent, original answer</li> <li>- Quotations well-chosen and integrated</li> <li>- Strong, logical/satisfying conclusion</li> </ul>
<b>Style:</b> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Tone</li> <li>• Sentence Variety</li> <li>• Flow</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- No sentence variety</li> <li>- Misuse of vocabulary/English language</li> <li>- Awkward wording</li> <li>- Voice impeded by grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>- Sentence type is limited</li> <li>- Vocabulary limited, no attempt to use new words</li> <li>- Awkward wording</li> <li>- Lacks voice</li> <li>- Inappropriate tone</li> </ul>	<ul style="list-style-type: none"> <li>- Some attempts to vary sentence length/type</li> <li>- Some attempt to use new vocabulary</li> <li>- Voice is flat</li> <li>- Some use of tone</li> </ul>	<ul style="list-style-type: none"> <li>- Sentence length/type varied</li> <li>- Vocabulary good, but could be enhanced further</li> <li>- Voice good but not always fluent</li> <li>- Appropriate tone</li> </ul>	<ul style="list-style-type: none"> <li>- Use of vocabulary / sentence variety is excellent</li> <li>- Individual voice</li> <li>- Reader is engaged</li> <li>- Excellent tone</li> </ul>
<b>Format:</b> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Organization</li> <li>• Transitions</li> </ul>	<ul style="list-style-type: none"> <li>- No essay structure</li> <li>- Not organized/ideas simply written down (no outline!)</li> <li>- No transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Poor essay structure</li> <li>- Development and organization are poor</li> <li>- Poor transitions (between sentences, paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate essay structure</li> <li>- Adequately organized</li> <li>- Basic transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Well structured</li> <li>- Well organized</li> <li>- Transitions mostly successful</li> </ul>	<ul style="list-style-type: none"> <li>- Excellent structure</li> <li>- Each aspect of the essay carefully fit together for maximum effect of organization</li> <li>- Strong transitions</li> </ul>
<b>Mechanics:</b> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Grammar</li> <li>• Punctuation</li> <li>• Sentence structure</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>- Poor English /Non-Standard</li> <li>- Frequent and numerous errors in spelling, verb agreement, tenses, pronouns, articles</li> <li>- Serious sentence errors</li> <li>- Errors impede meaning</li> <li>- Not edited</li> </ul>	<ul style="list-style-type: none"> <li>- Weak use of English</li> <li>- Serious errors in: Spelling, verb usage (subject agreement, tense), articles, pronouns, punctuation</li> <li>- Incorrect use of questions</li> <li>- Errors distract reader</li> <li>- Weak editing</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate English</li> <li>- Precision and clarity could be improved</li> <li>- Some errors in: Spelling, verb usage (subject agreement, tense), articles, pronouns, punctuation</li> <li>- Some editing evident</li> </ul>	<ul style="list-style-type: none"> <li>- Minimal errors</li> <li>- Good grammar, spelling, and sentence structure</li> <li>- Good editing</li> <li>- Good use of sentence variety</li> </ul>	<ul style="list-style-type: none"> <li>- The 6 paper may not be error-free, but the errors do not detract in any way from the paper</li> <li>- Strong sense of the conventions of English</li> <li>- Well edited</li> <li>- Excellent use of sentence variety</li> </ul>

- You will be told which scenes TWO days prior to writing the in-class prompt.
- You will be given a fresh copy of your chosen scene and you may only bring in your introduction paragraph. No other notes will be allowed.

→ → → Mark is /18 and will go towards **UNIT PROJECT** instead of **in-class writing**. ← ← ←

#### Recommended:

- Use the handout of the example theme response that I gave you in preparation for your poetry in-class writing; it shows you clearly how to develop and support your ideas.
- Aim to write one page, double-spaced, both sides written. This is an adequate amount, but you are welcome to write more.
- This is NOT a multi-paragraph piece but it can be if you wish.
- I can check introductions for the thesis statement, but not more than that.

## PART TWO

→ individual oral presentations

1. Choose ONE *Macbeth* character and TWO characters from other works that we covered this semester. **Do not choose more than one character per work.**
2. Create a TRIPLE VENN DIAGRAM to compare these three characters.
3. Ideally, you will choose information based on their character, motives, experiences, struggles, thought processes, speech patterns, and anything else that defines these characters.
  - a. **DO NOT:** compare them based on physical features, shared number of family members, or other non-essential information. Ask if you are unsure.
4. For each character, choose THREE pieces of information, **either quotes or anecdotes** about the character, that you think are the most powerful in the work (9 in total). Example will follow.
5. You can make a **large poster** or some kind of **Powerpoint/Google Slides/Prezi presentation**
  - a. **Caution:** you must be mindful of how many words you have in a given slide; too many means squished text, so perhaps make use of animations in digital presentations.
  - b. You may use point form within the Venn diagram, but **any anecdotes/quote explanations must be in formal English with quotes properly integrated and cited.**
6. Be prepared to give a 3 minute presentation on your Venn diagram. Presentations will be done “science fair” style with sets of 6 to 9 people at set times. Anyone not presenting will be the audience and will be writing comments. **These comments do not affect your mark.**

### Marking

#### Poster or digital presentation

	Exceeds: 6-5.5	Fully Meets: 5-4.5	Meets: 4-3	Does Not Meet: less than 3
<b>Content</b> (characters)  /6	Information included displays important and essential features of characters discussed; connections between characters are thoughtful	Information included displays some key features of characters discussed; connections between characters are solid	Information included may display solid but non-essential features of characters discussed; connections between characters may be weak	Information included displays unimportant features of characters discussed; connections between characters are lacking, incorrect, or non-essential
<b>Comprehension &amp; explanation</b> (quotes and/or anecdotes from the world of each character)  /12	Anecdotes/quotes selected display deep understanding of individual works and also how they connect beyond superficial levels; explanations are clear and thoughtful	Anecdotes/quotes selected display good understanding of individual works and also how they connect; explanations are solid but may not be clear or thoughtful	Anecdotes/quotes selected display understanding of individual works; connections may be missing or unclear; explanations may be unclear or lack depth	Anecdotes/quotes selected display little understanding of individual works; may lack connections between works; explanations are unclear, not present, or superficial
<b>Presentation</b> (visuals)  /3	Work is easy to read and clear, edited well, makes good use of space	Work may be difficult to read due to font/size/colour/amount of text, needs better editing, may not use space well	Work is difficult to read due to font/size/colour/amount of text, is not edited or edited well, does not use space well.	

In-class writing + presentation = **39 marks total**

Notice that you are not going to be graded on the presentation to your peers – just your actual work. The presentation to others is merely to share the learning with your classmates and as a way to forever say goodbye to the texts you may never want to see again.

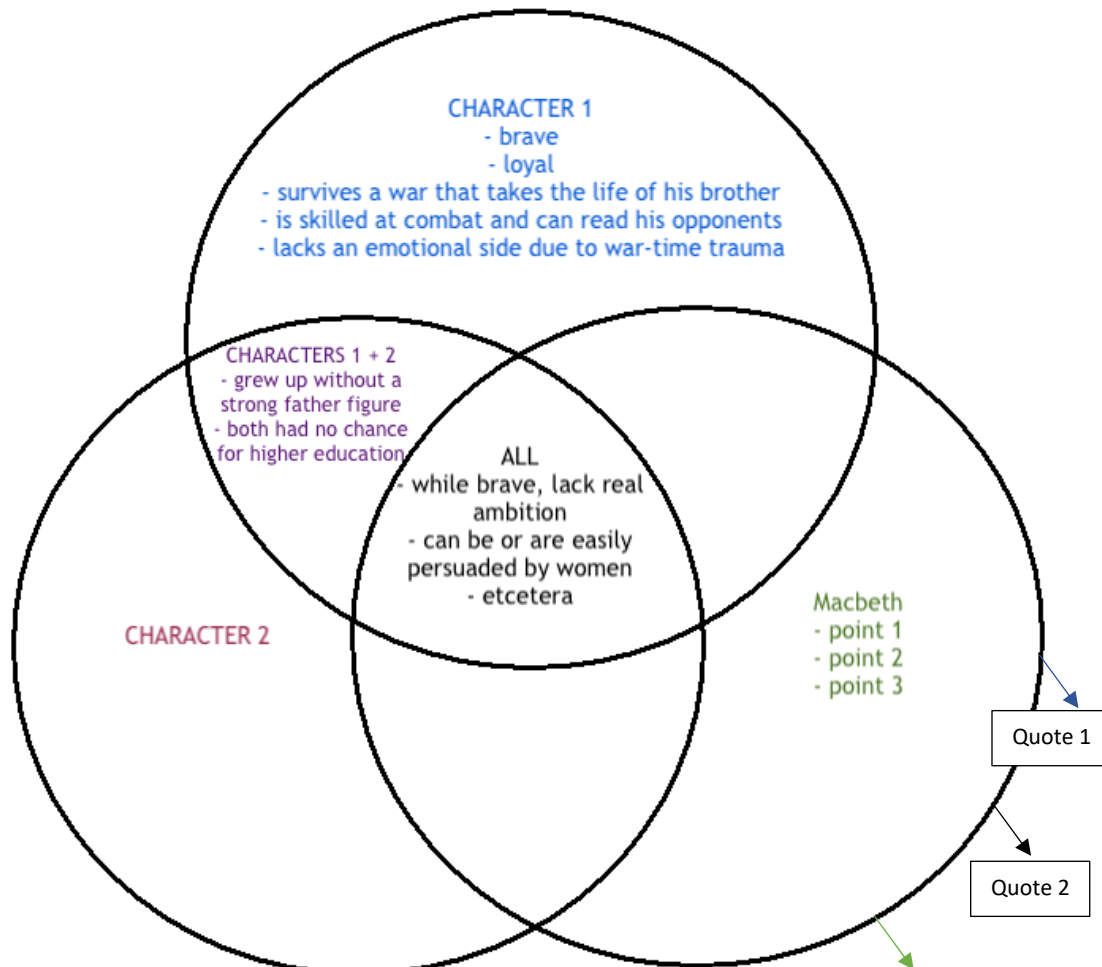
## Expectations

- You will use class time wisely to complete the project. Starting June 13, you will have class time as work blocks.
  - o Rescheduling and extensions will not work unless there are dire circumstances for which you must tell me as soon as possible.
  - o You WILL be able to finish on time if you focus on your work.
- You will write and present honest work for both part 1 and 2 of this project.
  - o **Plagiarised work will automatically receive a zero** → **as this is a final project, you will have no chance to redo or make up anything**. This means that you can lose at least 27% automatically. Do not take this chance because you cannot afford it.
  - o

## Due dates

- **In-class writing:** Monday, June 18 or Tuesday, June 19 → you MUST confirm first
- **Presentation:** Thursday, June 21

## Example of the triple Venn diagram



\*\*\* do NOT use any of these examples for your own work \*\*\*

Macbeth is able to understand the impact of murdering Duncan when he cries, "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" (2.2.61-64).