

Europeana Learning Scenario

Title

Macbeth - The Scottish Play

Author

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Abstract

This Learning Scenario allows upper secondary students to explore one of Shakespeare’s tragedies, *Macbeth*, starting from visual resources selected on Europeana. The images will be used to develop storytelling skills as well as the specific language necessary to analyse a work of art. After working on the plot and the characters of the play and reading some extracts, they will learn about the importance of the “Great Chain of Being” and the connection with the tragedy. This will allow them to reflect critically on universal themes such as ambition and power, free will and guilt. Students will also be able to express their creativity by producing an original artwork inspired by what they have read and learnt. This LS can be implemented either in a physical learning environment (*in class*), in blended mode or in full remote learning (*online*).

Keywords

Art, CLIL, Cultural Awareness and Expression, Language Subjects, Shakespeare

Table of summary

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Subject	English as a Foreign Language, History, Literature, Art
Topic	Macbeth
Age of students	16-17
Preparation time	3 h
Teaching time	4 h 15'
Online teaching material	<ul style="list-style-type: none"> • Macbeth - The Folger Shakespeare • Why should you read Macbeth? - video • Padlet • Edpuzzle • Macbeth: synopsis and plot overview • Learning Apps • The Great Chain of Being in Elizabethan Times • Order and Chaos Worldview in Macbeth • Kialo-Edu • Artsteps • Microsoft Forms

Offline teaching material	Handouts and worksheets if the activities are carried out in a physical learning environment.
Europeana resources used	<ul style="list-style-type: none"> • The three witches hover over Macbeth and Banquo • Macbeth and the three witches - Füssli • Macbeth and Banquo meet the three witches on a heath - Bromley • Macbeth and Banquo meet the three witches on a heath - Fuseli • Macbeth meets the three witches • Macbeth seeing the witches • Macbeth and Lady Macbeth • Lady Macbeth - Venig • Macbeth 1 • Macbeth 2 • Macbeth 3 • Macbeth - Theatre scene 1 • Macbeth - Theatre scene 2

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Integration into the curriculum

English literature topics are part of the English as a Foreign Language (EFL) curriculum in the last three years of Italian upper secondary schools: students are required to understand and contextualise literary texts from different historical periods, analysing, comparing and contrasting them. Teachers are also encouraged to design multidisciplinary and CLIL learning units in order to blend content and language learning. CLIL, as a dual-focused educational approach in which the learning of both content and language is promoted, is part of the Italian national curriculum in the last year of all courses and in the last three years of foreign language courses.

Aim of the lesson

Students will learn about the plot and characters of the Shakespearean play, its historical context and themes, and learn and practise specific language to describe artistic works. They will also use their critical skills to debate some universal themes and express their creativity through the creation of artefacts.

Outcome of the lesson

Students will produce original artwork, choosing their favourite mode and means of expression; all artworks will be displayed in a VR exhibition.

Trends

CLIL, Collaborative learning, Peer learning, Learning materials

Key Competences

Multilingual competence: students will read, interpret, understand and express facts, concepts, thoughts, feelings and opinions in both written and oral form in English as a Foreign Language, integrating a historical and literary dimension; they will mediate between the foreign language and their native language and between different media.

Digital competence: students will use digital technologies confidently, responsibly and critically to search for information, collaborate, communicate and create during the whole learning pathway.

Personal, social and learning-to-learn competence: students will critically reflect on the topics and their personal learning pathway, manage time and information, work with others in a constructive way and provide feedback to their peers; they will apply prior learning to new tasks.

Cultural awareness and expression competence: students will understand how ideas and meanings are expressed in different cultures through a range of cultural forms; they will express their own ideas and opinions on social and cultural topics.

Activities

Name of activity	Procedure	Time
Introductory brainstorming TPS	<p>In class - Students are shown various pictures from Europeana portraying scenes from the Shakespearean play “Macbeth” and asked to think about the story behind those images, pair with another student to compare their versions and then share their predictions with the whole class (Annex 1).</p> <p>Online - The same activity can be carried out online, pairing students in breakout rooms and then bringing them back to the main room for the whole class discussion.</p>	20 min
Video Listening Activity	<p>In class - Students watch TEDEd video “Why should you read Macbeth?” and complete a comprehension worksheet.</p> <p>Online - The same activity can be carried out online individually by students through Edpuzzle.</p>	15 min
Plot & Characters: hands-on activities	<p>In class - Students are divided into groups and are provided with worksheets with various activities (putting the sequence of the plot in the right order, matching the features of the various characters, etc.). At the end of the activity, they check their work thanks to some resources provided by the teacher (ex.: Macbeth’s plot).</p> <p>Online - The same activities can be done online using Learning Apps.</p>	20 min
Flipped Task	<p>Homework - Students are required to watch two videos on The Great Chain of Being and its connection to Macbeth.</p> <p>In class / Online - the class will read extracts from the play (role-play reading) and discuss the various characters (three witches, Macbeth, Lady Macbeth) and themes (appearance and reality, ambition, chaos and order, fate vs. free will, etc.)</p>	10 + 45 min
Debate	<p>In class - Students take part in a structured debate; they are provided with some claims connected to the story and have to argue in favour or against each claim.</p> <p>Online - The same activity can be done slightly differently using KialoEdu.</p>	45 min

CLIL activity: describing art	<p>In class - Students work in groups and are provided with handouts introducing language functions and vocabulary necessary to describe images and paintings; they are required to work together to use those structures to describe the Europeana pictures, comparing and contrasting them, focusing on the style, the colours and the techniques used. Students write their group’s descriptions in a Padlet shared by the teacher.</p> <p>Online Students can work in groups in breakout rooms, with the teacher monitoring each group for scaffolding.</p>	25 min
Artwork creation	Students are required to produce an artwork, either manual or digital, inspired by the play; they are free to choose between drawing a scene, a character, designing a book jacket/cover or creating a book trailer. They can also use an app/web tool of their choice. All the artworks will be collected in a virtual reality exhibition using Artsteps.	90 min

Assessment

Formative Assessment will be provided by the hands-on activities carried out while the teacher is monitoring individual or group work.

Peer feedback: students visit the virtual exhibition and are required to provide structured feedback on two of their peers’ artworks by means of a digital form.

Summative Assessment: students are assessed with a rubric that takes into consideration their overall participation in the learning pathway activities and the final artwork produced.

***** **AFTER IMPLEMENTATION** *****

Student feedback

Students will be able to provide feedback both on their learning process and on their peers’ work by means of a digital form.

Teacher’s remarks

About the Europeana DSI-4 project

[Europeana](#) is Europe’s digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe’s museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet’s task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

Think-Pair-Share Worksheet

Student's Name _____ Partner's Name _____ Class _____



The Scottish Play

THINK - PAIR - SHARE

Artwork / Prompt	My thoughts	My partner's thoughts	What we will share