**Macbeth Act II, Scene i Close and Critical Reading**

The following text is speech from Shakespeare’s play *Macbeth*. Here, Macbeth (all alone on stage) contemplates a challenging decision: what to do about King Duncan. Read the text three times…yes three times. Each time, “talk to the text” in a different way as explained below.

1. Chunk the text. This means draw a line all the way across the page to distinguish between different major topics discussed in the text. Specifically, draw a line in between the lines of text when Macbeth switches from discussing an imaginary knife in his mind to when he is talking about a real knife in his hand. Then, draw another line when Macbeth switches from contemplating a decision to making a decision.
2. Underline the author’s craft. Specifically, Shakespeare uses three examples of the same author’s craft trick in this soliloquy. For instance, maybe he used three similes. This trick you are looking for is typically found in non-fiction articles, not typically in poetic texts. He uses these three examples to make it clear to the audience that Macbeth is contemplating a decision. Underline these three examples.
3. Circle all temporarily unknown words. Then, select one of these words and, in the right margin, write a metacognitive narrative that tells the story of how you figured the word out using the three vocabulary strategies we have been practicing: context clues, parts of speech, and word parts. Do NOT use a resource such as dictionary.com.

Line 1: 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 [sensible](http://www.shakespeare-online.com/plays/macbeth/soliloquies/sensible.html) to feeling and to sight? or art thou but
Line 5: A dagger of the mind, a false creation,
Proceeding from the [heat-oppressed brain](http://www.shakespeare-online.com/plays/macbeth/soliloquies/heat.html)?
I see thee yet, in form as palpable
As this which now I draw.
Thou [call](http://www.shakespeare-online.com/plays/macbeth/soliloquies/marshall.html) me to the way that I was going;
Line 10: And such an instrument I was to use.
It is the bloody business which [informs](http://www.shakespeare-online.com/plays/macbeth/soliloquies/informs.html)
Thus to mine eyes. [Now o'er the one halfworld
Sleeps](http://www.shakespeare-online.com/plays/macbeth/soliloquies/dead.html), and wicked dreams abuse
*A bell rings*
I go, and it is done; the bell invites me.
Line 15: Hear it not, Duncan; for it is a knell
That summons thee to heaven or to hell.

Now go to <https://myshakespeare.com/macbeth/act-2-scene-1> at the QR code below to read the entire scene and confirm or amend your vocabulary narrative. Make amendments to your narrative in a different colored writing utensil AFTER consulting this website.



**Now use your talking to the text notes to answer the following questions.**

1. The dagger in line 1 is a real, literal knife.
	1. True, Macbeth eventually picks it up
	2. True, but Macbeth is afraid of it and never touches it.
	3. False, the knife belongs to “thee”
	4. False, it is a figment of his imagination and the actual, real dagger in line 8
2. At the end of the speech, Macbeth decides to…
	1. Sleep and let wicked dreams abuse
	2. Go over the one halfworld
	3. Go confront Duncan, probably to kill him
	4. To give the dagger to Duncan as a gift
3. In this speech, all of the following literary devices are shown EXCEPT
	1. Soliloquy
	2. Symbolism/Metaphor
	3. Irony
	4. Rhetorical questioning
4. *A bell rings* is in italics because…
	1. It is stage directions, not something an actor says
	2. It is a major point of emphasis in the text
	3. Macbeth says it to Duncan
	4. Macbeth says it in his mind
5. When the author used the word *clutch* in line 2, he most likely meant…
	1. Spin
	2. Thrust
	3. Encounter
	4. Grab
6. When the author used the word *palpable* in line 7, he most likely meant…
	1. Tasty
	2. Angry
	3. Physical
	4. Mental
7. When the author used the word *knell* in line 15, he most likely meant…
	1. Question
	2. Bell sound
	3. Answer
	4. Dagger
8. The audience can logically infer that…
	1. Macbeth is having trouble making a decision through most of this speech
	2. Macbeth is torn between killing Duncan and killing himself
	3. Macbeth is unsure if he himself will go to heaven or hell
	4. Macbeth’s owns multiple physical, real daggers
9. The audience can logically infer that the bell ringing…
	1. Is heard by the audience members
	2. Was caused by Macbeth
	3. Was caused by Duncan
	4. Is the catalyst for Macbeth finally deciding what to do
10. Thematically, just in this speech, Shakespeare must be trying to show his audience that…
	1. Using metaphors to make decisions is helpful
	2. Daggers are dangerous
	3. Relying on fate is one way to make decisions
	4. Sleep is comprised of wicked dreams

**Now review the correct answers below. Score yourself. Pay attention to each question type. Then, write a narrative about your performance in the space below. Be sure to add a commentary about how your talking to the text notes did or did not assist your learning. Seesaw this narrative to log a record of your learning.**

1. D-Comprehension
2. C-Comprehension
3. C-Author’s Craft
4. A-Author’s Craft
5. D-Vocab
6. C-Vocab
7. B-Vocab
8. A-Infer
9. D-Infer
10. C-Theme

Now, analyze the ways that the author uses specific writing techniques to convey meaning. In other words, what methods does Shakespeare use to present his message? First, determine Shakespeare’s intent, his message, his claim in this soliloquy. Then, identify the most effective author’s craft technique he used to exude this message. Then, write your topic sentence of the paragraph that will answer this question and show Mr. Foster.

|  |
| --- |
| **Did I accomplish the purpose of this writing task? (Analysis of how examples prove claim)** |
| **Mastery Criteria**-All Proficient Criteria-Multiple pieces of specific, verbatim evidence help prove claim-Author 🡺 Text 🡺 Reader path is clear-Reader can’t ask, “But how?” | **Proficient Criteria**-Several text details work to prove the claim-At least 1 piece of text evidence is a direct quote-Several sentences explicitly explain how the examples prove the claim to be true | **Feedback:**  |
|  |
| **Did I use effective writing mechanics? Did any of my errors distract from meaning?** |
| **Mastery Criteria**-All Proficient Criteria-Mature use of advanced grammatical conventions like colon, semi-colon and dash-The reader is convinced the author has a firm control of grade level, and beyond grade level, mechanics | **Proficient Criteria**-Few if any grammatical errors distract from meaning-Comma rules we have discussed in class are followed-No comma splices-Titles are punctuated correctly-“Person” & verb tense agreement are consistent | **Feedback:**  |
|  |
| **Did I write artistically and engage the reader with strong diction and syntax?** |
| **Mastery Criteria**-All Proficient Criteria-Current vocabulary words are used effectively -Complex & Compound Sentences are used effectively | **Proficient Criteria**-No vague words: good, bad, nice, happy, sad, thing, a lot, stuff-No informal, slang language-Very few sentences are structured the same | **Feedback:**  |
| Reflect about your learning for this task. How did you learn? What did you learn? How can you use these skills in your “real life”? |

After consulting with Mr. Foster about your topic sentence, review the rubric below and finish writing your paragraph on the back of this page. Circle rubric criteria you are certain you accomplished when you finish.

Talk to the text answers

1. Line 7-8 “As this that I draw now” Line 13-14 “I go and it is done”
2. Line 2, 4, and 6 = rhetorical questions
3. Vocabualry analysis