

LESSON 8	The Trial of Lady Macbeth – how guilty is she?
<p>Drama</p>	<p>In a large space, set up a mock court of law. If possible, ensure seating is all arranged in advance.</p> <p>Explain to the class, before the drama lesson begins that they are going to be participating in the trial of Lady Macbeth (they will obviously need to imagine that the dead can be brought to trial!). Ideally, this should be spread over two lessons: one session focusing on preparing evidence/statements, and one for the trial itself.</p> <p>The class will need to be divided into different groups for this exercise:</p> <ul style="list-style-type: none"> • Judge (can be teacher, but doesn't have to be. Main role to keep control of proceedings) • The Accused (Lady Macbeth) • Defence Team (lawyers and recorders to take notes) • Prosecution Team (lawyers and recorders to take notes) • Defence witnesses (e.g. Lady Macbeth's chambermaid, the Witches) • Prosecution witnesses(e.g. Malcom, Macduff, Fleance) • Crown witnesses(e.g. the hired assassins, medical experts, Police) • Members of the Jury(will need to listen carefully to the evidence and make notes. You could invite other members of staff, governors) • Journalists (can be from different newspapers; their reports will be published as soon as the trial ends. Will need to record as much as possible. Note: their newspaper may be pro or anti royal which will affect the bias of their reportage) • Film crew/photographers <p>Ensure all children understand their role. You can allocate slips of paper to each with an explanation of their role, as well as issues for them to consider as the trial progresses.</p> <p>A table could be set up displaying the evidence. These could include:</p>

- Lady Macbeth's blood-stained dress
- Her fingerprints photographed on the dagger (she carried the bloody dagger back to Duncan's bedchamber)
- A sketch of King Duncan's family tree drawn by Macbeth
- A diary entry written by lady Macbeth
- A letter to her husband in which she taunts and teases him for not being a 'true' man
- A medical prescription for sleeping tablets
- A doctor's written note suggesting she is insane

Pupils can be involved in choosing and making these in advance.

The Judge starts the trial by reading out the crimes that Lady Macbeth is accused of: an accessory to King Duncan's murder, as well as the subsequent murders that followed. He will invite Lady Macbeth to plead guilty or not-guilty (she will plead not-guilty!).

The Judge will invite members of the prosecution team to speak first. The lawyers will invite witnesses to come forward and give their statements. The Judge will then invite the defence team to cross examine each witness. When all witnesses have been called, the Judge will invite the defence team to deliver their case.

Each team will also cross examine Lady Macbeth.

At any time the judge can grant time for each side to confer. At the end, the prosecution and the defence will give a closing argument (their one opportunity to really persuade the jury!). All pupils must have at least one opportunity to speak.

The judge will then conclude that it is time for the Jury to consider their verdict. They will need to move to a separate classroom to do so, with a teacher to facilitate.

Whilst the jury confer, the journalists can be invited to a mini mock press-conference. They might want to interview key people. This will need to be managed by an extra adult.

The jury then return to the court of law to deliver their

	<p>verdict. The Judge passes an appropriate sentence. Everyone exits the courtroom.</p> <p>It is worth filming the trial so pupils can refer to when they are doing follow up writing tasks.</p> <p>Back in the classroom, and out of role, ask the children how it felt to be part of the trial. Did anything surprise/shock you? Did you change your opinion of Lady Macbeth in any way?</p>
Writing	<p>The Trial of Lady Macbeth can be followed by one or all of the suggested writing activities:</p> <ol style="list-style-type: none"> 1. Diary Entry (from different points of views). This writing task needs to be completed as soon as possible following the trial. In role as their assigned character from the trial, pupils compose a secret diary, sharing their thoughts and feelings about the trial. 2. A Discursive Essay In this writing task, pupils demonstrate their understanding of the Judge's position by exploring both sides of the trial: the prosecution and defence team's main points. Teachers will need to model very carefully to children how to balance and support each point clearly with reference to witness statements and any physical evidence. In the essay's conclusion, the pupil can cite their own personal opinions and judgement of Lady Macbeth's guilt. If pupils have not encountered this text type before they will need exposure to some good models. <p><u>Suggested success criteria:</u></p> <ul style="list-style-type: none"> • Introduction refers to statement and sets out essay's intentions • Clear paragraphs which refer to individual points. Each paragraph will explore both the 'for' and 'against' side • Use of specific sentence starters help guide the flow of the essay • Conclusion summarises all points and ends on pupil's own personal viewpoint.

Use peer assessment techniques to support pupils throughout the writing process. Give children time to read work aloud to a partner. Children feedback to whole class their favourite sentence or feature of their partner's essay.

3. **A Persuasive Speech**

In role as either the chief prosecution or defence lawyer, pupils write a speech persuading their listeners of either Lady Macbeth's clear guilt or innocence.

Suggested success criteria:

- The use of facts to back up argument
- Reference to 'expert' opinion
- Rhetorical questions to challenge listener
- Flattery
- Emotive, powerful language
- The use of three (repeating facts/ideas in groups of three)

4. **A Journalistic Recount**

This will require careful planning. Children will need to gather lots of information and work out how to structure it within their report.

- A catchy headline
- An 'orientation' paragraph (who, what, where, when) which sets the scene for the reader
- Time connectives
- Use of reported speech
- Statements/ quotations (e.g. witnesses, police and medical experts)

Depending on ability/ experience of class:

- Pro-royal or anti-royal bias (of particular newspaper)