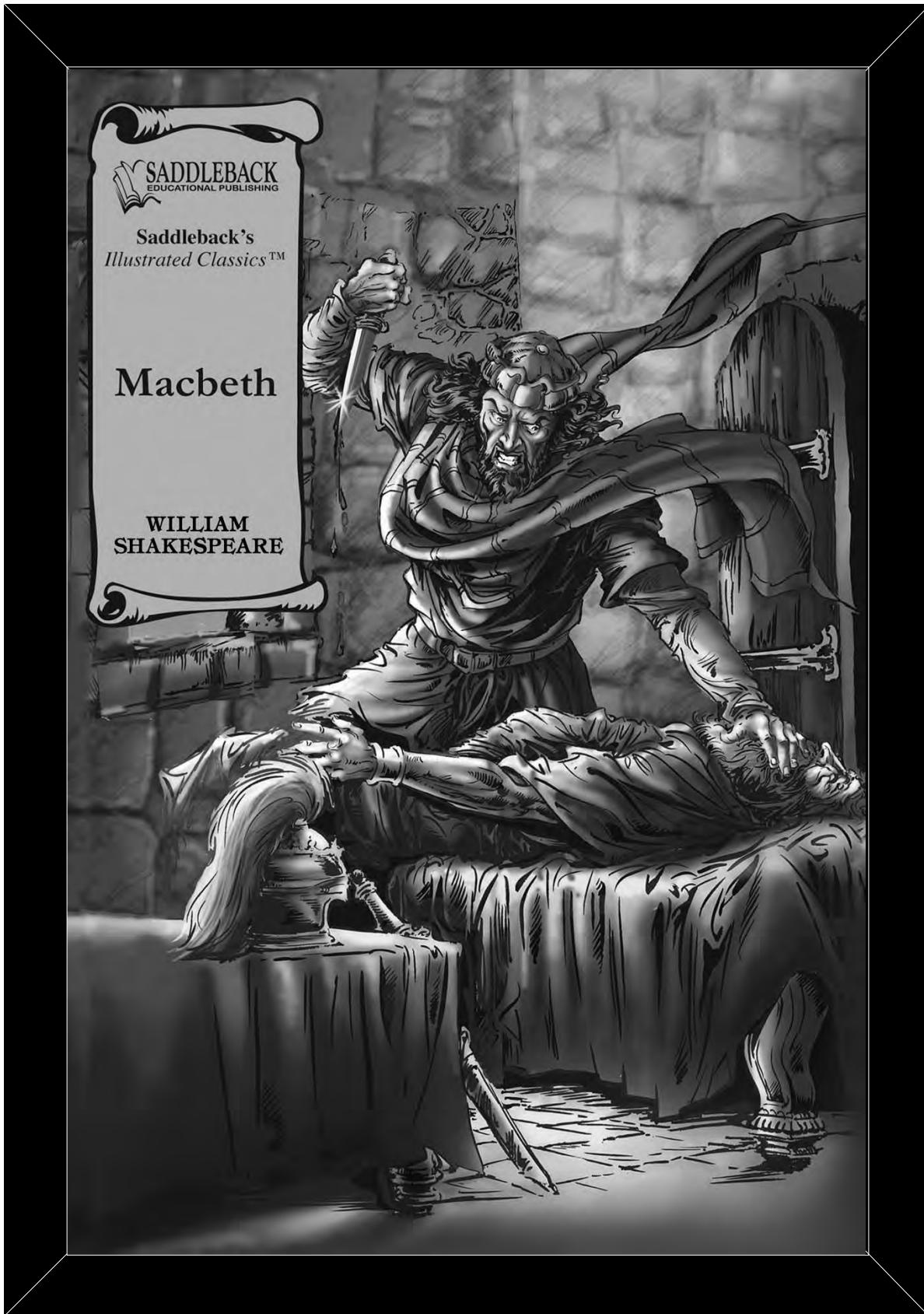




— GRAPHIC NOVEL —

STUDY GUIDE



MACBETH**CONTENTS**

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NOTES TO THE TEACHER**SADDLEBACK'S ILLUSTRATED CLASSICSTM SERIES**

What better way could there be to motivate struggling readers? Here are 45 of the world's all-time greatest stories—in the form of full-color graphic novels, no less! (Check the copyright page in this guide for a complete list of titles.)

THE REPRODUCIBLE EXERCISES

The eleven reproducible exercises that support each Illustrated Classics title are ideal for use in the academically diverse classroom. All written at a sub-5.0 reading level, they are designed to be “moderately challenging” for all learners—be they on-level recreational readers, older, struggling readers in need of skills reinforcement, or native speakers of other languages who are working to improve their command of language structure.

As a whole, the exercises focus on developing the traditional skillsets that underpin reading competence. The overall goal is to reinforce and extend basic reading comprehension while using the text as a springboard for acquisition of important language arts competencies. Specific skills and concepts targeted in the exercises include: following directions, vocabulary development, recall, cause and effect, recognizing details, generalization, inference, interpreting figurative language, understanding idioms and multiple-meaning words, etc.

All students—regardless of their range of exceptionalities and markedly different experiential backgrounds—can benefit from, and even enjoy, the experience of successfully “showing what they know” via the reproducible exercises.

DIFFERENTIATING INSTRUCTION: OPTIONS AND OPPORTUNITIES

Responsive teachers have always used a variety of methods and strategies to tailor instruction to the needs of specific students. To this end, the reproducible exercises lend themselves to a variety of presentation modes. Following are some suggestions for varying your approach:

- **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing the story through class discussion.
- **Assign reading buddies or small reading groups.** Students not yet able to work independently can be paired off as reading buddies who consult with and reinforce each other as they answer questions or solve the puzzles. Small groups can also be formed to cooperatively complete the exercises. If appropriate, groups can compete as teams. (“Winners” might finish first or have the most correct answers.)
- **When possible, give your students a choice of response modes.** As an alternative to working independently, allowing students to respond orally to the exercise questions may give some students a better chance to demonstrate their grasp of the material. Many students can greatly benefit by “listening to how other people think” as they explain their answers. Choice also increases the struggling student’s sense of autonomy and engagement—which in turn enhances his or her sense of competence and self-esteem.
- **Native speakers of other languages** will especially benefit from the combination of the pictorial representations in the book and the follow-up printed matter in the exercises. While maintaining different performance expectations for students at different levels, use the vocabulary exercises to help these students add to their stock of English words and phrases. Students at the intermediate to advanced levels are ideal candidates for the *Word Study* and *Language Study* exercises that deal with idioms, figures of speech, and multiple-meaning words.
- **Suggestions for lesson extensions:**
 - Write a paragraph about your favorite character.
 - Use the vocabulary words as the basis for a spelling test.
 - Do Internet research on the author or the story’s setting.
 - Have students rewrite lines of dialogue in their own words.
 - Write a three-paragraph book report.
 - Ask students to write a new title for the book.



MACBETH
PREVIEWING THE STORY

1

What's the story about? Read the summary before answering the questions.
Hint: There are no right or wrong answers. Use your imagination!



We usually think of ambition, the strong desire to succeed in life, as a good thing. But what happens when the drive for power, wealth, and fame goes too far? In the tragic story of *Macbeth*, the unbridled ambition of a Scottish nobleman ends in disaster—for others as well as himself. At first he is flattered and tempted by a witch's strange prophecy. But soon his greed for power goes out of control, and his scheming wife hatches an evil plan. As you read, you will see that too much of a good thing—such as ambition—can have very, very bad results.

1. What ambitions do you have for your own future? Do you dream of being successful at a certain career or profession? Write a sentence or two about your goals.

2. Do you think that wealth and fame necessarily make people happy? Give one or two examples of the positive effects of being rich and famous, and one or two examples of problems that might go along with fame and wealth.

POSITIVE: _____

NEGATIVE: _____

3. In the story, Macbeth and his wife are tortured by guilt for what they do to make their dreams come true. Do you think that losing your peace of mind is an acceptable trade-off for gaining wealth or power? Explain why or why not.

4. Do you believe that witches—or any other kind of fortune teller—actually has the power to predict future events? What evidence do you have to support your answer? Explain your reasoning.



MACBETH
ABOUT THE AUTHOR

2

- A.** Read about the author's life on the page before the story starts. After reviewing what you have read, study the statements below. Then write **T** for *true*, **F** for *false*, or **NM** for *not mentioned* next to each statement.

1. _____ Shakespeare studied several languages as a schoolboy.
2. _____ Shakespeare married Anne Hathaway when he was 28 years old.
3. _____ Shakespeare's acting company was called the Stratford Players.
4. _____ Audiences in Shakespeare's time thought he was more gifted as an actor than as a playwright.
5. _____ Shakespeare was born in the 15th century and died in the 16th century.
6. _____ Susanna, Hamnet, and Judith were the grandchildren of Mary Arden and John Shakespeare.
7. _____ Shakespeare is believed to have been 53 years old when he died.
8. _____ Shakespeare's plays were performed at the Globe Theater in London.
9. _____ Shakespeare's comedies are more highly regarded than his tragedies.
10. _____ Shakespeare was born in Stratford-on-Avon, England, on April 26, 1564.

- B.** Circle a letter to show the meaning of the **boldface** word from the reading.
 Hint: Check a dictionary if you need help.

1. Shakespeare's father was a **merchant**.
 - a. one who buys and sells goods for profit
 - b. soldier hired to fight for a foreign country
 - c. one who lends money for profit
2. Someone who lives as a **country gentleman**
 - a. never visits the city.
 - b. raises chickens and pigs.
 - c. has retired from the working world.
3. Shakespeare wrote a number of **sonnets**.
 - a. 14-line poems rhymed in a certain pattern
 - b. very short biographies
 - c. plays with many sound effects
4. Today, a **grammar school** is called
 - a. a junior college.
 - b. a prep school.
 - c. an elementary school.

**INTERPRETING VISUAL CLUES**

Along with the words, the drawings in illustrated novels give you important information about where and when story events are taking place.

In your book, turn to the referenced page and look closely at the picture. Then circle a letter to answer the question or complete the sentence.

1. **Page 10—top of page.** Study the uniforms worn by the men in this scene of an army camp. By looking closely at their clothing, you can tell that the story takes place in
 - a. the 1800s.
 - b. medieval times.
 - c. the future.
2. **Page 23—top lefthand side.** By studying the details in this picture you can identify King Duncan by
 - a. the crown on his head.
 - b. his golden throne.
 - c. his fancy armor.
3. **Page 27—top of page.** This drawing of Macbeth's castle at Inverness suggests that he
 - a. built it by himself.
 - b. has a huge family.
 - c. is a wealthy man.
4. **Page 40—top of page.** By studying the picture you can guess that Macbeth isn't speaking out loud because
 - a. he has a sore throat.
 - b. the words represent his thoughts.
 - c. he doesn't want to be overheard.
5. **Page 44—bottom of page.** The figure seated in the chair clearly alarms Macbeth. The other man in the drawing is not alarmed because he
 - a. can't see Banquo's ghost.
 - b. isn't paying attention.
 - c. expected Banquo to be there.
6. **Page 35—bottom of page.** In this drawing, the expression on Macduff's face shows that he
 - a. is tired and hungry.
 - b. is shocked and horrified.
 - c. needs someone to help him.
7. **Page 49—top of page.** The details in the artist's drawing of the witches suggest that they
 - a. are wild and unearthly.
 - b. are dancing for Macbeth.
 - c. sympathize with Macbeth's problems.