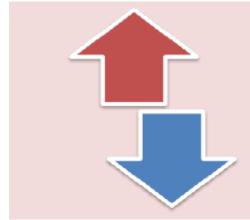
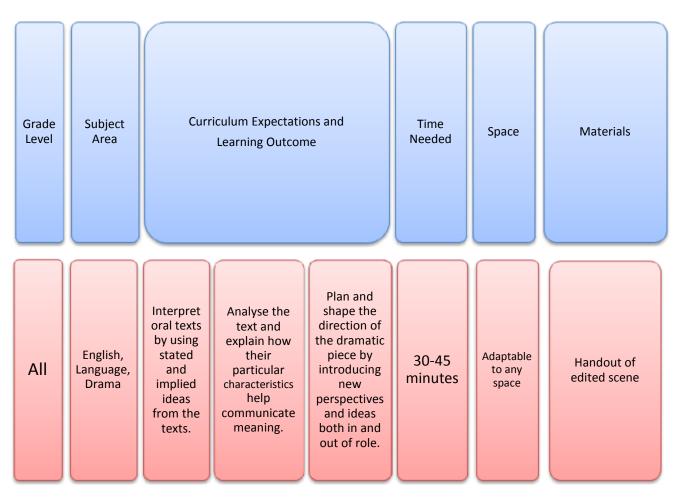


### Choral Speaking: Round the Witches' Cauldron (Act IV, scene 1)



## **Overview**

To help create the mood and atmosphere of a particular scene, students will work together and take a piece of text from the play using choral speaking techniques.



## Setting Up the Activity

- This activity turns any monologue, speech or section of dialogue into an ensemble activity that can involve an entire class.
- The teacher may act as 'director' while soliciting input from the students or may divide the class into small groups and have the students be self-directed.
- If the students are self-directed, they will decide how to divide up the lines; which to speak chorally; where and what sound effects and movements to add, and so on.
- Then the groups will present their work to each other. This can lead to lively discussion of the similarities and differences in treatment.
- NOTE: This approach is probably best tried after the class has worked together under teacher "direction".

# Activity

(These instructions are intended only as an example or a guide and need not be followed precisely)

- Start with the entire class standing in a circle. Start by going through the individual lines in call and response fashion with you reading a line, or part of a line, and the students repeating it after you. Break up long or difficult lines so that students can easily follow you, and deliver the lines with energy, physicality, generosity and commitment.
- Hand out copies of the text. Get the students to circle any words that are unfamiliar and figure them out together. There is already a partial glossary to help them through the more difficult words or phrases.
- Go through the excerpted text with the students line by line, checking to see that they understand everything that is being said.
- Go through the text again in call and response fashion now that everyone knows what is being said.
- Go through the text with the students in order to decide who will say which lines. Ask the students to find opportunities for individual speech, choral speaking and groups. Ask them which lines they think they should say all together; ask if anyone has a line or phrase that they'd really like to say etc. Note that this is just a preliminary assignment; you and the students may decide on changes as you play with the speech. Make notes of all the decisions on your text.
- Go through the text, with the students saying their lines. Review the results with them, soliciting ideas for improvements. Try out each of these new ideas and go through the whole text again.
- Work with the students to add a) staging b) gestures c) sound effects.
- Rehearse and perform the edited scene.

## Choral Speaking: Round the Witches' Cauldron – Act IV, scene 1 (Edited)

#	Lines	
# 1	FIRST WITCH	
	Thrice the <u>brinded</u> cat hath mewed.	striped
2	SECOND WITCH Thrice, and once the <u>hedge-pig</u> whined.	hedgehog
3	THIRD WITCH <u>Harpier</u> cries "'Tis time, 'tis time!"	name of familiar
4	FIRST WITCH Round about the cauldron go;	
5	In the poisoned entrails throw.	
6	Toad, that under cold stone	
7	Days and nights has thirty-one	
8	Sweltered venom sleeping got,	poisonous sweat
9	Boil thou first i' th' charmèd pot.	
ALL	ALL	
	Double, double toil and trouble; Fire burn, and cauldron bubble.	
10	SECOND WITCH	
	Fillet of a <u>fenny</u> snake	slimy
11	In the cauldron boil and bake.	
12	Eye of newt and toe of frog,	
13	Wool of bat and tongue of dog,	
14	Adder's fork and blindworm's sting,	split tongue / slow worm
15	Lizard's leg and howlet's wing,	young owl
L		

16	For a charm of powerful trouble	
	For a <u>charm</u> of powerful trouble,	magical rhyme
17	Like a hell-broth boil and bubble.	
ALL	ALL	
	Double, double toil and trouble;	
	Fire burn, and cauldron bubble.	
18	THIRD WITCH	
	Scale of dragon, tooth of wolf,	
	Scale of dragon, tooth of won,	
19	Witch's mummy, maw and gulf	mummified corpse / stomach and throat
20	Of the <u>ravined</u> salt-sea shark,	full of devoured prey
21	Poot of homlock diagod i' th' dark	n de marca a trat
	Root of <u>hemlock</u> digged i' th' dark,	poisonous plant
22	Add thereto a tiger's chaudron	stomach entrails
23	For th' ingredience of our cauldron.	
ALL		
ALL	ALL Double, double toil and troubles	
	Double, double toil and trouble;	
	Fire burn, and cauldron bubble.	
24	SECOND WITCH	
	Cool it with a baboon's blood.	
25	Then the charm is firm and good.	
26	THIRD WITCH	
	By the <u>pricking</u> of my thumbs,	tingling
		tingling
27	Something wicked this way comes.	
28	Open, locks,	
29		
23	Whoever knocks.	
L		

#### **Reflection Questions**

- What thoughts and feelings came up?
- ♦ What surprised you?
- What do you think has happened before this scene with the three witches?
- What's happening in the play at this point?
- What might happen in the next act?