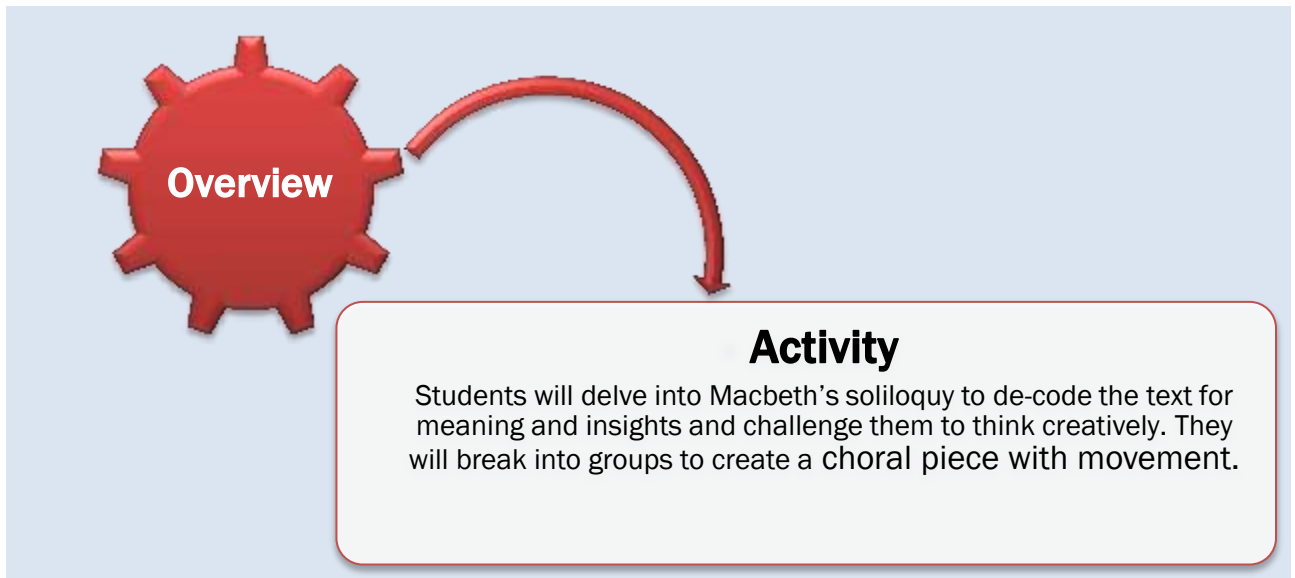




A Look at Macbeth's Dagger Speech (Act II, scene 1)



Grade Level	Subject Area	Curriculum Expectations and Learning Outcome			Time Needed	Space	Materials
7-12	English, Language, Drama	Identify the important information and ideas in the text, focusing on Shakespeare's clues for staging.	Analyse the text and explain how they help communicate meaning and enhance effectiveness.	Use a variety of conventions to develop character and shape the action in ensemble drama presentations.	1-2 class Periods	Desks in groups, then open spaces for exploring the text	Attached handout of Activity

A Look at the Dagger Speech - Act II, scene 1

ACTIVITY # 1

Break up into 8 groups; each group will be assigned a section. Study the words and discuss the meaning with your group.

Divide up the lines and speak chorally, adding movement with energy and physicality. Be creative and feel free to use a variety of ways to deliver the lines.

#	Lines
1	Is this a dagger which I see before me, The handle toward my hand? Come, let me <u>clutch</u> ¹ thee: I have thee not, and yet I see thee still.
	<i>1.grasp</i>
2	Art thou not, <u>fatal vision</u> ¹ , <u>sensible</u> <u>To feeling</u> ² as to sight? Or art thou but A dagger of the mind, a false creation, Proceeding from the <u>heat-oppressed</u> ³ brain?
	<i>1.deadly sight; 2. able to be touched, perceptible to the senses; 3. feverish</i>
3	I see thee <u>yet</u> ¹ , in form as <u>palpable</u> ² As this which now I draw. Thou <u>marshall'st</u> ³ me <u>the way that I was going</u> , ⁴ And such an instrument I was to use.
	<i>1.still; 2.real, physical, touchable; 3.guide; 4.toward my intention (to Duncan's murder)</i>
4	Mine eyes are made the fools o' th' other senses, Or else <u>worth all the rest</u> ¹ . I see thee still, And on thy blade and <u>dudgeon</u> ² <u>gouts</u> ³ of blood, Which was not so before.
	<i>1.more reliable than the other senses; 2.handle, hilt; 3.large drops</i>

5	<p>There's no such thing: It is the bloody business which <u>informs</u>¹ Thus to mine eyes. Now o'er the <u>one halfworld</u>² Nature seems dead, and wicked dreams abuse The <u>curtained</u>³ sleep.</p>
	<i>1.takes on a shape; 2.night-time world; 3.screend by the eyelids / veiled by bed curtains</i>
6	<p>Witchcraft celebrates Pale <u>Hecate's</u>¹ <u>off'rings</u>,² and withered murder, <u>Alarumed</u>³ by his <u>sentinel</u>,⁴ the wolf, Whose howl's his watch, thus with his stealthy pace, With <u>Tarquin's</u>⁵ <u>ravishing</u>⁶ strides, towards his <u>design</u>⁷ Moves like a ghost.</p>
	<i>1.goddess of witchcraft; 2.gifts, sacrifices; 3.alerted, awoken; 4.guard; 5.a Roman prince who raped Lucrece – this deed lead to the overthrow of Roman monarchy; 6. Intent on rape; 7.undertaking / scheme</i>
7	<p>Thou <u>sure</u>¹ and firm-set earth. Hear not my steps which way they walk, for fear Thy very stones <u>prate</u>² of my <u>whereabout</u>³ And <u>take</u> the present horror from the time <u>Which now suits with it.</u>⁴</p>
	<i>1.stable; 2.talk; 3.betray my location; 4.(in breaking the silence) take the horror at this moment that is suitable for it</i>
8	<p>Whiles I <u>threat</u>,¹ he lives: Words to the heat of deeds too cold breath gives. A bell rings I go, and it is done; the bell invites me. Hear it not, Duncan, for it is a <u>knell</u>² That summons thee to heaven or to hell.</p>
	<i>1.threaten to act; 2.funeral bell</i>

ACTIVITY # 2

- ♦ Find a line, phrase, or word in the text above that you find powerful in your section.
- ♦ Walk around the room and repeat it softly to yourself several times.
- ♦ Then, stand and space yourselves around the room.
- ♦ The instructor will walk around the room and tap you on the shoulder and you will speak your line, phrase, or word out loud. [**Note:** this may be underscored with music while you are saying your lines.]