**Macbeth Seminar Assignment**

The study of Macbeth reveals the rapid decline of the tragic hero. Once a brave and loyal soldier, motivated by his desire to protect and serve King Duncan, Macbeth quickly devolves into a ruthless tyrant, motivated only by his desire to hold onto his power.

In this way, Macbeth is much like many real-life tyrants. Your task is to prove this.

* You will complete a seminar in a group of two or three.
* Your seminar will be 15-20 minutes in length. You will be stopped at 20 minutes.
* Seminars will require being both ***informative*** about your topic **AND** developing **an interesting but brief class discussion about the information you presented**. Inspire the class to express their opinions.
* In addition your seminar should stimulate an ongoing open academic dialogue between classmates, using an online forum. All students will be evaluated for the quality of their participation in the discussion.
* **As a group, create a Weebly page that reflects your seminar, include:**
  + **Information about your political figure**
  + **Comparison of Macbeth and the political figure, using quotations and specific examples**
  + **Connection to Human Rights**
  + **Discussion questions and big ideas**
  + **Works Cited**
* Each partner will be expected to contribute equally. **Take the information and divide it into TWO or THREE DISTINCT PARTS.** Your “part” may not be just the leading of the discussion. You must be responsible for presenting some of the content. Each partner will be expected to speak one half of the time or one third of the time for groups of three.
* You will be marked separately based on your part of the presentation.
* If there is any evidence of a partner participating less than equally, that comment should be made to the partner with specific explanations as to what he or she should be doing to make up for this lack of effort.
* Do not work with anyone you cannot rely on.
* Exchange phone numbers. Keep each other informed. Be extremely responsible to one another.
* If you are absent for a preparation period, it must be extremely evident to your partner and to me that the absence was *unavoidable* and that you were still able to contribute equally to the final product and the group sense of being prepared.
* **Divide the work early in the preparation stage.**

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|  | **50-59%** | **60-69%** | **70-79%** | **80-100%** |
| **Criteria** | **Level 1 (D)** | **Level 2 (C)** | **Level 3 (B)** | **Level 4 (A)** |
| **Knowledge/Understanding**  Knowledge of the text  and of the seminar topic | * limited superficial understanding of the implications of the questions. * limited understanding of the text * limited evidence of research * few direct examples & few indirect examples * several important ideas not mentioned * weak and/or brief analysis of material | * some understanding of the deeper significance of the question * text was examined somewhat to prepare for the seminar * some evidence of research * some direct examples were used * some indirect examples were used * some important ideas not mentioned * satisfactory analysis of material | * strong understanding of the question * text was well examined to prepare for the seminar * strong evidence of research * several direct examples were used to support ideas * several indirect examples were used to support ideas * strong analysis of material | * superior insights into what the question was asking. * text was thoroughly examined to prepare for the seminar * extensive evidence of research * several excellent quotes used as proofs * subtle but significant details in the text were considered * superior analysis of material |
| **Communication**  Speakers have an understanding of how to convey ideas in a clear and interesting way  Media supports enhance the audience’s ability to absorb and consider the ideas presented  Communication with an audience is sophisticated and appropriate for the grade level | * speaker(s) used very few media supports to enhance ideas presented verbally * largely lecture format was used * wording was awkward and unclear; diction was below senior level * no transitions; flow of material was difficult to follow, random | * some media supports were offered to the audience * AV material may have been hard to read; video clip not explained; etc. * wording showed some effective language but parts were worded unclearly * few transitions between points/parts of the presentation | * Media support or visuals considered audience perspective. E.g. large print or led well into a video clip * opportunities were given to the audience to absorb key concepts in ways other than listening * dictions was suitable for the senior level * strong transitions between sections of the seminars | * Media support or visuals were used well to reinforce complex ideas * audience needs and interests were well considered in the preparation of the materials * excellent smooth incorporation of the materials into the presentation * diction effectively conveyed and emphasized ideas * very strong transitions added clarity and interest |
| **Thinking & Inquiry**  Thought-provoking discussion occurs.  The presenters control the discussion in an effective way. | * questions/ideas presented to the audience required very little higher level thinking to discuss * questions/ideas were worded poorly * you did not guide the discussion: you may have dominated it or simply let the class talk without direction * responses are simplistic, and repetitive and do little to move the discussion forward | * questions/ideas did require some higher level thinking * wording of the questions/ideas may have been awkward or not focused on just one idea at a time * your monitoring / guiding of the discussion was weak at times * responses from audience are ordinary, but use some detail | * questions/ideas were clear & interesting * questions/ideas appealed to the audience * questions/ideas were clearly worded and focused on one idea at a time * you did not interrupt speakers * responses from audience are in-depth and detailed and move the discussion forward | * questions/ideas were well worded & thought-provoking * issues were relevant * class was motivated to discuss the topic because of the questions you posed & your ability to listen and comment * responses from audience are in-depth and detailed and move the discussion forward, making connections to other texts and ideas |
| **Application**  Speaking techniques are mature and well developed:  Voice, volume, eye contact, body language  Level of preparation:  Well organized, all materials ready to go | * several weaknesses in body language, voice volume, eye contact were shown * monotoned voice * basic presentation skills were overlooked (leaned against counter, chewed gum, etc.) * seemed unsure of the information and/or your role * awkward or no transitions between segments * last minute rushing to ensure materials were ready * some materials not ready due to oversights or unforeseen problems * brief introduction * no apparent conclusion | * some weaknesses in voice and/or volume and/or eye contact and/or body language * some lack of planning caused “glitches” in the flow of information * some confidence * a few last minute details needed completing at the start of class * parts seem unrehearsed * introduction provides sufficient background information * ends with a conclusion | * clear, ENERGETIC voices * strong eye contact * mature body language * sense of confidence in the material * an obvious interest in the topic was evident * speaker(s) clearly knew his or her role * A/V material was cued and ready to go * seemed rehearsed * handouts prepared before the start of class. * introduction catches audience’s attention & provides sufficient background information * good summation | * superior use of voice and eye contact * body language was confident * you were well prepared and interested in your topic * your interest and knowledge were infectious! We all became interested! * extremely well organized * presentation material was well prepared and set out before class started * obviously well rehearsed & timed * introduction was both informative & engaging * ends with a powerful conclusion that impacts audience |