**ENG3U *Macbeth* Media Project**

*Bringing the play to life in today’s world!*

As we study the play in class, we will be exploring the play’s themes. The purpose of this assignment is to pick one of the themes and present it in today’s world. This will show the universality of the ideas from the play. MAKE SURE to connect these your theme as it appears in Macbeth to how it appears in today’s society.

Please form into **groups of 2-3**, and pick your theme from the following:

1. Power – power as a corrupting force; “absolute power corrupts absolutely”
2. Fate and Free will – how superstition can negatively affect human behavior
3. Versions of Reality – the contrast between appearances and reality
4. Ambition – “the more you get, the more you want”
5. Gender – the role of women and men, and any role reversals

Step A: Research

Your first task is to search through different types of news media outlets to find evidence of your theme in our modern world. Find stories and pictures to present to the class through a PowerPoint presentation (PPT). You may choose from the following media outlets to find a current example of your theme:

* CBC News
* The Toronto Star
* The Globe and Mail
* CTV News

**Please note**: **articles from other sources MUST have the source approved of by your teacher**, and all articles used **must be no older than 6 months.**

Step B: PowerPoint presentation Creation

Create a PPT in which you teach the class about your theme and your connection of this theme to **BOTH** *Macbeth* and your article. Please include quotations from and links to news stories, and quotations from *Macbeth*, pictures from new stories, pictures from a stage or film production of *Macbeth*, as well as your own writing, of course. Remember, any material taken from a source needs to be referenced, so the last page of your PPT needs to be a “Works Cited” page. Please see the school’s policy on plagiarism. You will be marked on the use of proper MLA formatting.

Step C: Presentation:

**Length**: 10-15 min per group (approximately 5 min/person)

As a group, you will present your PPT to the class. All group members need to speak an equal amount of time. The content of the presentation will be graded as a group, unless a group member did not help with the research and/or creation step(s), but you will be graded individually for your communication skills.

Be sure to **email your presentation to your teacher** (from your NOIC student accounts)and submit **1 printed copy** of your presentation to be added to your student files.

**ENG3U *Macbeth* Media Presentation Rubric Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- |
| **Knowledge and**  **Understanding** | **Insufficient**  6.0 8.0 | **Level One**  10.4 11 11.6 | **Level Two**  12.4 13 13.6 | **Level Three**  14.4 15 15.6 | **Level Four**  16.8 17.8 19 20 | **K/U** |
| ▪ Demonstrates knowledge of topic and *Macbeth* with an  understanding of ideas, themes, and concepts  ▪ Demonstrates knowledge of speaking, presenting, and representing skills | ▪ demonstrates insufficient knowledge of the topic, text, ideas, themes, and concepts  ▪ demonstrates unacceptable knowledge of speaking, presenting, and representing skills | ▪ demonstrates limited  knowledge of the topic, text, ideas, themes, and concepts  ▪ demonstrates limited knowledge of speaking, presenting, and representing skills | ▪ demonstrates adequate  knowledge of the topic, text, ideas, themes, and concepts  ▪ demonstrates some knowledge of speaking, presenting, and representing skills | ▪ demonstrates considerable  understanding of the topic, text, ideas, themes, and concepts  ▪ demonstrates considerable knowledge of speaking, presenting, and representing skills | ▪ demonstrates thorough  understanding of the topic, text, ideas, themes, and concepts  ▪ demonstrates a thorough understanding of speaking, presenting, and representing skills | **\_\_\_**  **20** |
| **Thinking** | 9.0 12 | 15.6 16.5 17.4 | 18.6 19 20.4 | 21.6 22.5 23.4 | 25.2 26.7 28.5 30 | **T** |
| ▪ Uses critical and creative thinking processes to analyze the connection between themes in *Macbeth* and media example  ▪ Integrates specific and compelling research to support analysis  ▪ Explains, analyses, and  synthesizes ideas, themes, and concepts | ▪ little evidence of effective critical and creative thinking processes  ▪ provides inadequate,  inaccurate, and/ or  irrelevant research  ▪ insufficient explanation of ideas | ▪ uses critical and creative thinking processes with limited effectiveness  ▪ provides limited supporting research which is frequently vague or inappropriate  ▪ provides limited explanation of ideas | ▪ uses critical and creative thinking processes with some effectiveness  ▪ provides some supporting research, but is occasionally vague or inappropriate  ▪ provides explanation and shows some analysis of ideas | ▪ uses critical and creative thinking processes with considerable effectiveness  ▪ integrates considerable and convincing supporting research  ▪ shows considerable analysis and synthesis of ideas | ▪ uses critical and creative thinking processes to a high degree of effectiveness  ▪ integrates substantial and compelling supporting research  ▪ shows thorough analysis and skillful synthesis of ideas | **\_\_\_\_**  **30** |
| **Communication** | 9.0 12 | 15.6 16.5 17.4 | 18.6 19 20.4 | 21.6 22.5 23.4 | 25.2 26.7 28.5 30 | **C** |
| ▪ Organizes information and ideas with clarity and focus  ▪ Uses language and style  appropriate to purpose and audience (diction, voice, sentence structure, devices)  ▪ Communicates and interacts with the audience | ▪ lacks clear sense of direction  ▪ demonstrates a lack of competence in the use of language and style  ▪ little communication and/or interaction with the audience | ▪ frequent loss of focus and logical sequencing of ideas  ▪ language and style are  frequently ineffective and demonstrate limited sense of audience and purpose  ▪ communicates and interacts with the audience with limited effectiveness | ▪ occasional lapse(s) in focus and/or logical sequencing of ideas  ▪ language and style are  occasionally ineffective, but demonstrate some sense of audience and purpose  ▪ communicates and interacts with the audience with some effectiveness | ▪ organization is clear, focused, and logical  ▪ language and style are effective and demonstrate a considerable sense of audience and purpose  ▪ communicates and interacts with the audience with considerable effectiveness | ▪ organizes information and ideas with a high degree of coherence and unity  ▪ language and style are  sophisticated, well-crafted, and engaging with a strong sense of audience and purpose  ▪ communicates and interacts with the audience with a high degree of effectiveness | **\_\_\_\_**  **30** |
| **Application** | 6.0 8.0 | 10.4 11 11.6 | 12.4 13 13.6 | 14.4 15 15.6 | 16.8 17.8 19 20 | **A** |
| ▪ Makes connections within and between information to presentation  ▪ PowerPoint is used to enhance the content of the presentation (visuals)  ▪ Applies knowledge of MLA style to the prompt | ▪ makes little to no connections within and between information to presentation  ▪ visuals are not accessible and/or included  ▪ insufficient application MLA style | ▪ makes few connections within and between information to presentation  ▪ visuals are somewhat accessible and included  ▪ limited application of MLA style | ▪ makes some connections within and between information to presentation  ▪ visuals are accessible, creative, and included  ▪ occasional lapse(s) in use of MLA style | ▪ makes considerable connections within and between information to presentation  ▪ visuals are accessible, creative, and important  ▪ consistent application of MLA style | ▪ makes considerable connections within and between information to presentation  ▪ visuals are accessible, creative, professional, and important  ▪ a thorough command of MLA style | **\_\_\_\_**  **20** |
| **Comments**: |  |  |  |  |  | **Total**  **\_\_\_\_**  **100** |