

## Macbeth Body Biography

We have spent the last couple of weeks following the captivating tragedy of Shakespeare's play, *Macbeth*. We have discovered through our reading that the characters within *Macbeth* have extremely diverse motivating forces, aspirations, and perspectives of the world. Shakespeare utilizes a number of elements to construct these unique characters, and it's your turn to identify those elements, in order to construct their individual body biographies. This project will be allotted two in-class workdays: Monday, November 25 and Tuesday November 26th This project **will be due Tuesday, December 3rd**.

Students will work individually to construct their body biographies, on a character of their choosing. There are two possible formats for students to complete this assessment within; a poster/flyer illustration, or a written essay. Either format must include all of the following elements, in order to receive credit.

### Required Elements:

[ ] You must select **one of the characters** from William Shakespeare's tragedy, *Macbeth*. The character list can be found at the beginning of your Act 1 packet.

[ ] Your body biography must have the character **labeled with their name** and a **colored illustration of their full body**. You may use a template online in order to complete the illustration.

[ ] Your body biography must include:

**a. 3 Direct Quotes/Statements**

i. What does the character say and what does that reveal about his/her character? Select 3 quotes that illustrate this character most appropriately.

**b. Physical Description**

i. Where in the text is the character's physical appearance revealed? Be sure to utilize this physical description to illustrate the character.

**c. Passionate About**

i. Who or what does this character love/care about? How do we know that? Utilize the text to support your identification.

**d. Strengths**

i. What is this character's greatest strength? How do we know that? Utilize the text to support your identification.

**e. Vices (Weaknesses)**

i. What is this character's greatest weakness/vice? How do we know that? Utilize the text to support your identification.

**f. Symbols**

i. What items or colors in the text cue the reader to know that this character is nearby?

**g. Wants to Control**

i. What or whom does this character wish to control? Utilize the text to support your identification.

**h. Values/Beliefs**

i. What does this character value or believe in? How do readers know this? Utilize the text to support your identification.

**i. Goals**

i. What are the goals and aspirations of this character? Utilize the text to support your identification.

**j. Family/Background**

i. What do we know about the family and background of this character? Utilize the text to support your identification.

**k. Conflict**

- i. What major conflict does this character face? Utilize the text to support your identification.

**l. Best Accomplishment**

- i. Utilize the text to support your identification.

**m. Challenge**

- i. Utilize the text to support your identification.

[ ] Each piece of textual evidence must be cited with the correct page number and quotations. Line numbers reset in every act; therefore, page numbers are preferred. Should you choose to use line numbers, your citation must mimic this format: "Act 1, lines #-#" If they do not, you will not receive credit, as they are improperly cited.

\*If you choose to write an essay, your essay must be a minimum of 2-full pages in length, double-spaced. You will need to highlight the same elements required for the illustration and it must be printed, stapled, and submitted to the appropriate bin by the due date. If you cannot access a printer at home, be sure to plan accordingly and access those available in the Media Center.