

Name:

Break Packet 2023

Date: Monday, March 16th 2020

# SPRING BREAK PACKET

*Dear Pride,*

*Spring break is finally here! This year I am super excited to travel and to visit all of my friends and Family. I hope that you also get to enjoy your Spring Break with friends, sunshine, food, and rest. Please stay safe and don't forget to wash your hands. If you need help on your break packet or just want to give me an update on your break, don't hesitate to call!*

*Much love,*

*Mr. Saheeb*

- *Part 1: Read the following sections from Macbeth and answer the questions that follow (3.4-4.3)*
- *Part 2. Complete Reading Guide Act 3 scene 5-6*
- *Part 3. Complete Reading Guide Act 4 Scene 1*
- *Part 4. Complete reading guide Act 4 Scene 2-3*
- *Part 5: Do the IA prep passages and questions*



# Act III, Scene 5-6: Reading Guide

**Directions:** Complete the following guided reading questions as you read *Macbeth*, answer in complete sentences unless otherwise specified by the question. Cite your evidence with line numbers.

**1. Read and annotate this summary of Act 3, Scene 5.\*\***

Upon the stormy heath, the witches meet with Hecate, the goddess of witchcraft. Hecate scolds them for meddling in the business of Macbeth without consulting her but declares that she will take over as supervisor of the mischief. She says that when Macbeth comes the next day, as they know he will, they must summon visions and spirits whose messages will fill him with a false sense of security and “draw him on to his confusion” (3.5.29). Hecate vanishes, and the witches go to prepare their charms.

**2. Make a prediction. Why is it significant that Macbeth plans to visit the witches? What impact could this have on his future actions?**

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**3. Read and annotate this summary of Act 3, Scene 6.\*\***

That night, somewhere in Scotland, Lennox walks with another lord, discussing what has happened to the kingdom. Banquo’s murder has been officially blamed on Fleance, who has fled. Nevertheless, both men suspect Macbeth, whom they call a “tyrant,” in the murders of Duncan and Banquo. The lord tells Lennox that Macduff has gone to England, where he will join Malcolm in pleading with England’s King Edward for aid. News of these plots has prompted Macbeth to prepare for war. Lennox and the lord express their hope that Malcolm and Macduff will be successful and that their actions can save Scotland from Macbeth.

**4. Make a prediction. How might Fleance, Macduff, or Malcolm influence Macbeth’s future as king?\***

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# Act 4, Scene 1: Reading Guide

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Directions: Complete the following guided reading questions as you read *Macbeth*, answer in complete sentences unless otherwise specified by the question. Cite your evidence with line numbers.

1. Describe the three apparitions that offer prophecy to Macbeth and the prophecies they provide.

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(b)

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(c)

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2. What are two ways Macbeth responds to these prophecies?\*

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3. What do these responses reveal about his character?

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4. What does Macbeth say he will plan to do at the end of the scene? Why will he do this?\*

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## **Act 4, Scene 2- Act 4, Scene 3:** Reading Guide

Directions: Complete the following guided reading questions as you read *Macbeth*, answer in complete sentences unless otherwise specified by the question. Cite your evidence with line numbers.

Act 4, Scene 2:

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1. At the beginning of this scene, what is Lady Macduff's response to Macduff going to England?\*

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2. Based on the conversation between Lady Macduff and her son, how does she view Macduff?

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3. What happens to Lady Macduff and her children at the end of the scene? Why does this happen?\*\*\*

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Act 4, Scene 3:

4. In this scene, how does Malcolm test Macduff?

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5. How does Macduff respond to the news about his family? What does this reveal about him?\*\*\*

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6. What is Malcom's advice to him (look for references to manhood!)?\*\*

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## Critic's Do Now #138

**Directions:** Paraphrase the poem in the space provided to the right of the poem.

That time of year thou may'st in me behold	
When yellow leaves, or none, or few, do hang	
Upon those boughs which shake against the cold,	
Bare ruin'd choirs, where late <sup>1</sup> the sweet birds sang.	

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<sup>1</sup> Late = lately

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In me thou see'st the twilight of such day,	
As after sunset fadeth in the west,	
Which by-and-by <sup>2</sup> black night doth take away	
Death's second self, that seals up all in rest.	
In me thou see'st the glowing of such fire	
That on the ashes of his youth doth lie,	
As the death-bed whereon it must expire	
Consum'd with that which it was nourish'd by.	
This thou perceivest, which makes thy love more strong,	
To love that well which thou must leave ere <sup>3</sup> long	

**1. Which of the following offers the best summary of the poem?**

- (A) The speaker reflects on his own approaching death and praises his beloved for her awareness of this.
- (B) The speaker urges his beloved to fight against approaching death and to do all she can to restore his health.
- (C) The speaker begs his beloved to remember him after he dies and to keep his memory alive.
- (D) The speaker remarks on his growing awareness of death and asks for forgiveness for his past misdeeds.

**2. What is the structure of this poem?**

- (A) An octave and a sestet
- (B) Two quatrains and a sestet
- (C) Three quatrains and a couplet
- (D) An octave and three couplets

**3. Part A: Which of the following best reflects the theme of the poem?**

- (A) Love is fragile, and committing to another person often seems hopeless given the absurdity of life.
- (B) One must simply accept death, and awareness of death makes love grow stronger.

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<sup>2</sup> By and by = soon

<sup>3</sup> Ere = before

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- (C) Life is incredibly fragile, and one must fight against death by surrounding one's self with younger people.
- (D) There is no point in loving another person, since every person one knows will eventually die.

4. **Part B: Which quotation from the poem BEST provides the best evidence for the answer to Part A?**

- (A) "Bare ruin'd choirs, where late the sweet birds sang."
- (B) "In me thou see'st the twilight of such day..."
- (C) "That on the ashes of his youth doth lie..."
- (D) "This thou perceivest, which makes thy love more strong..."

5. **What is the likely purpose of the figurative language in lines 1-4?**

- (A) Shakespeare personifies winter to reveal the detrimental effect that negative thinking can have on one's life and positivity.
- (B) Shakespeare refers to autumn through metaphor to communicate that the end of life is a natural occurrence, like the changes of the seasons.
- (C) Shakespeare begins a metaphor he will continue in the poem – the damaging power of winter, which ruthlessly destroys summer; in this metaphor, summer represents love.
- (D) Shakespeare personifies autumn to reveal the destructive effect that time and old age can have on a person's beauty.

6. **Part A: How do the words "twilight" and "glowing" contribute to the meaning of the poem?**

- (A) The words challenge the speaker to realize that the end of his life is near.
- (B) The words illustrate that the speaker's life is not yet over, and is still sustained by patient love.
- (C) The words demonstrate the speaker's state of denial about his rapidly approaching death.
- (D) The words remind the reader of the importance of acceptance of death.

7. **How do the final two lines of the poem contribute to the overall message of the poem?**

- (A) The final two lines shift the tone of the poem from tragically emphasizing the finality of death to highlighting the powerful strength of love at the end of life.
- (B) The final two lines shift the meaning of the poem by allowing the recipient to see that it is entirely up to him to live beyond death.
- (C) The final two lines parallel the second quatrain by allowing the audience to see that the "death" of the final couplet is a metaphor for the darkness mentioned earlier.
- (D) The final two lines personify death so as to present it as the strongest force, one to which both the speaker and the audience are powerless.

8. **Using NEZZ format, respond to the following prompt. How does the poet use literary devices to convey their theme?**

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