

"Test" on *Macbeth* – An Alternative Assessment

Two class periods are required to play this “game”; the entire process begins about a week ahead of those two days.

***Macbeth* Assessment: “To Tell the Truth”**

On Thursday and Friday, Feb. 24 and 25, we shall play a game loosely based on the old game show, “To Tell the Truth.” Three “contestants” will try to convince the class that they are the “real” Macbeth (Thursday) or Lady Macbeth (Friday). They will do so by answering questions as if they were these characters. The rest of the class will act as panelists, asking questions of the contestants.

An example of a question for Macbeth might be, “When did you first think about killing Duncan and why?” Or: “How did you feel as you were walking down the hall to murder Duncan?” Lady Macbeth might be asked, “Did you ever stop to consider the consequences of murdering Duncan? What were you thinking?”

Each question will be directed at one contestant, who will then answer it, remaining as true to the text as possible. No one question may be asked of more than one contestant. After approximately twenty minutes of questioning the contestants, all panelists will vote on the “real” Macbeth/Lady Macbeth. Panelists must write a justification for their choice.

Part one of this assessment depending on the role you choose:

To “be” Macbeth (that is, to be a contestant claiming to be the “real” Macbeth), select a passage from the text that conveys insight into his character and/or motivation. Explicate the text: Explain what it tells the audience about him.

To “be” Lady Macbeth, follow the directions above, making the obvious modifications.

To be a panelist, make a list of three questions that you would like to pose to Macbeth or Lady Macbeth in order to ascertain who the “real” one is (three questions in total, not three for each character). Make sure your questions will be useful in revealing how well a contestant understands the character s/he claims to be by thinking carefully about possible answers. **Pick one question and write an answer that would be convincing. Be sure to quote from the text.**

A list of questions will be distributed on Monday, Feb. 22 so that you may prepare for this assessment, whether you are a contestant and must answer them or a panelist who must assess the contestants’ answers.

Evaluation:

For the contestants (those playing Macbeth or Lady Macbeth)

10 points: passage selection (due Wednesday, Feb. 17)

30 points: analysis (due Wednesday, Feb. 17 as well)

30 points: quality of your answers while performing

30: vote justification in the other contest

For the panelists:

10 points: question quality (questions are due Wednesday, Feb. 17)

30 points: hypothetical good answer (also due on Wednesday, Feb. 17)

60 points: vote justifications (30 points each)

If you apply to be a contestant but end up as a panelist due to numbers, your grade will be based on your passage selection and analysis (40) and your two vote justifications (60).

Amy Marschall, English and German Teacher, Raleigh Charter High School