## 'Double, double, toil and trouble;
## Fire burn and cauldron bubble'

William Shakespeare, **Macbeth,** Act IV, Sc 1
The witches singsong their rhymes in the forest while boiling their magic potion

### Premise

The project which takes its start from Shakespeare's tragedy *Macbeth* will follow two distinct directions, one for young students and another one for grown up students and adult learners

### Learners

Pupils of the Primary and Middle school (present card)
High school students, adult educational programmes (see next card)

### Subjects

Art, Italian, History, English, Natural Sciences/Botany, Music, ICT

### Primary and Middle school students

The methodology will employ innovative and traditional tools and methods such as Coding, drawings, rhyming, sketching, scrapbooking, reading, writing, playing, sensorial and perceptive activities

(Age-appropriate ) **Objectives**
-getting a fair knowledge of Shakespeare and his most famous works with particular reference to *Macbeth*
-learning the history of the Botanical Garden and of the other gardens and parks of Trieste
-becoming aware of the cultural contribution provided by the Shakespearean pathways organized in the Botanical Garden
-exploring the Botanical Garden and learn about its various sectors, species, etc.
-use of the English language with activities and targets adjusted to the pupils' level
-use of Coding  to implement and improve logic and analysis skills; promote creativity and

enable the pupils to learn through creative strategic games
-favouring subject interaction

(Age-appropriate) **Competences**
-learning to learn, improving cultural awareness, attention and consideration towards other cultures
-attitude to inclusiveness, spirit of observation, collaboration, exchange
-ICT basics and Coding to develop transversal competences in logic; creative, functional processes favouring the learning of new languages and enhancing the ability to problem solving

**Tools and materials**
Online and printed texts (purchase of an Easy Reader version of *Macbeth* from the third year of primary school on), drawing materials, scrapbooks, cards
Coding lab to activate the process of discovering technology and enhancingcritical thinking

**Duration**
About two/three months

**Development**
After a brainstorming session among the teachers to decide approach, activities, time schedules etc. the progress of the project should be the following:

**English/Italian/History**
-elicit some information from the pupils about what they know of William Shakespeare (and about *Macbeth)*
-explanation in Italian on how the project will be carried out
-(soft) explanation in Italian and English about Shakespeare, some of his most famous works, the Elizabethan theatre. Use of videos with cultural programmes for kids (from YouTube or others). And of books like *Complete Shakespeare: Stories from all the Plays*
-filling out a form (or answering a questionnaire for the MS pupils) with some relevant data and information concerning Shakespeare and his works
-reading of *Macbeth* (Easy reader) focusing the attention on the characters and in particular on the role of the witches
-filling out a form (or answering a questionnaire for the MS pupils) with data and information

PASSEGGIATE SHAKESPEARIANE

area didattica

civico
orto
botanico
trieste

about *Macbeth*

-reading and repeating the refrain:

'Double, double, toil and trouble;Fire burn and cauldron bubble'

-the English teacher supplies other rhythmic rhymes like 'Remember, remember the fifth of November', Tyger, Tyger burning bright...', 'Water, water everywhere..' and similar, plus some nursery rhymes, and provides a short explanation for each of them to enlighten the learners about origin, meaning and diffusion

-again, an age-appropriate form with questions concerning the above activity will be handed out to be completed with the related information

-the Italian teacher invites the students to find similar rhythmic songs, nursery rhymes in Italian for example like 'Giro girotondo..' etc.

-here, too, some research and explanations may be useful in order to support the activity and provide information about the origins of the rhymes

-the songs/rhymes found will be learnt, repeated and written in the student's scrapbook. Each student will add any kind of images to embellish the pages

-brief class performance/s with the pupils playing the three witches and the characters of Banquo and Macbeth

-the sinsong of the witches will contain the names of the herbs the learners have seen and learnt about during their visit to the Botanical garden

-exercises and tests will complete the activity, adjusted to the level of the different grades: dictations, cloze exercises, captions, short paragraphs, brief accounts, true-false, etc.(search the Web for more exercises)

**Natural Sciences/Botany, Italian/History, English, Art and Music**

-researching the history of the Botanical Garden and of the other gardens and parks of the town. Watching videos

-eliciting the main facts and events by means of some proper tests (for instance, True/False, Ask questions, Flyers speaking exercises). Learn some English words like: petals, stem, leaves, roots, trunk, branch, seeds, etc.

-visit to the Botanical Garden; the Shakespearean pathways experience

-development of some sensorial activities around the garden, smelling, touching (where possible), embracing, observing, etc.

-stop at the Garden of the Herbs (Giardino dei Semplici) to learn the names in Italian and English and the characteristics of the plants and herbs housed there

-taking some photos and drawing sketches, shapes, details of the herbs in the sketchbook or

directly in the scrapbook which will be decorated with any sort of embellishment

-other drawings, sketches, etc. will be made on cards and hung around the class with names and captions

-class study: research on the herbs seen in the garden and categorization into Kitchen, Poisonous, Magic herbs providing specific graphs and tables

-using creativity to make an imaginary mock-potion with the herbs selected

-making up rhymes with the names of the herbs used for the potion. Pupils will sing them during their class performances

-the rhymes will be written down in the scrapbooks with the usual embellishments

## ICT/Coding

In the ICT laboratory creation of codes, adjusted to the students' level, referred to plants, witches and rhymes

Coding exercises to promote and check abilities and skills

Creation of animations and video games under the guidance of the teacher/s

## Products

Coding: animations and video games

Students' cards hung on walls and scrapbooks shown around in the classroom/s

Videos of the performances accompanied by music

Uploading of the digital materials on the school web in a proper section called

*'The Botanical Garden of Trieste: the Magic of Plants'* with a presentation from the teachers of each subject concerned and an account of the motivations and the methodological pathways exploited

## Evaluation and validation

See introduction