

*'Tomorrow, and tomorrow, and tomorrow.....  
.....and then is heard no more'*

William Shakespeare, *Macbeth* (Act V, Sc. 5, lines 17-28)

Macbeth's soliloquy is a distressful acceptance of his defeat as a man, husband and chief and a disturbing address to the mystifications of human life

### **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 (see module on the witches '*Double, double..*')  
High school students, adult learning programmes (present card)

### **Subjects**

English, Natural Sciences/Botany, ICT, Italian (for the meetings in the garden). Addition of some musical and artistic activities, if feasible

### **High school students, adults' education programmes**

The methodology will make use of both traditional and innovative tools based on the application of technological devices and programmes like Virtual reality, Cloud technology to enlarge research, storage and communication. Their utilization will be balanced by the use of online and printed texts, reading activities, written and oral communication

### **Objectives**

To enhance the students' English cultural background through the study of Shakespeare and his works especially focusing on *Macbeth* and the existential issues about it

To experience real and virtual field-trip moments by visiting the Botanical Garden and the digital section of Shakespeare's works at the Bodleian libraries and Oxford colleges libraries providing virtual trips into his works; a virtual trip into Shakespeare's Globe



To encourage communication amid students, and between them and botany experts  
To encourage the learning of digital skills through the mild, intelligent use of technological apps under the guidance of the teacher/s  
To promote the utilization of printed texts for reading, noting, commenting and leafing through, cherished as tangible, personal cultural resources  
To favour cultural and civic awareness, experience sharing, exchange and collaboration  
To engage subject and methodology interaction

### **Competences**

Ability to distinguish and use different types of sources and resources  
Awareness of the main types of verbal and digital interaction; understanding and using digital and verbal communication in a positive and socially responsible way  
Use of the English language and the mother tongue in a functional, appropriate way  
Positive attitude to and showing interest in the study, analysis, reflection, and comment on *Macbeth* and the cultural and existential implications in the play  
Understanding and appreciation of the functions fulfilled by botanical gardens and related actions: study, cultivation and growth process management, organization, etc.  
Selection and organization of data and information concerning plants, methods and practices

### **Tools and materials**

Online and printed texts, photo and video camera  
Multimedia lab: use of specific digital programmes, applications and devices

### **Duration**

About three/four 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:  
Elicit from the students some information about the subject to be exploited and supply details about the objectives and development of the project  
Personal written notes about:  
A visit to the Botanical Garden and its Shakespearean pathways to provide hints and further motivation for exploring the Shakespearean world  
Investigation into Shakespeare's life and works by means of online and printed texts, videos,



etc.

Focus on *Macbeth*: reading and in-depth analysis of the literary, historical, ethical, supernatural, etc. elements making up the work

Particular attention must be paid to the characters of Macbeth, Lady Macbeth and to the witches' multiple forecast

Watching videos of great actors performing extracts from the play

Virtual trip into the Shakespearean world, the Elizabethan theatre, the historical facts (YouTube and other devices)

Collection of the information, presentation to the class and debate

Focus on *Macbeth* -Essays on some of the aspects that characterize the play under titles like (for instance) 'Macbeth: ambition, bloodshed and fall'; 'Macbeth and Lady Macbeth, an enquiry about a deadly love relationship' - where love and deadly are the keywords; 'Imagery and the supernatural in *Macbeth*'; and other topics significant to the comprehension of the work

Each student chooses a title to develop and to present orally before the class. Each presentation or group of presentations is debated and evaluated

The hemlock, the pine tree and the bushes (the forest) moving to Dunsinane are the only plants mentioned in the play, however worth being enquired about and categorized during the Science/Botany classes

Further visit to the Botanical Garden to discover some of the plants identifying the four Shakespearean pathways. Shooting photos and videos. At their will, the students can also make hand sketches and drawings.

Meeting with the staff of the garden to get information about the massive study behind the creation and existence of a garden and its management; details on the cultivation, growth and properties of some of the plants identified

Online research and categorization of the plants on proper tables; development of graphs, diagrams, clouds, etc. to represent the life-process and characteristics of each species

Class presentation and debate on the above activities

Optional: a survey of (some of) the Shakespearean works mentioned along the garden pathways

Storing of the whole materials in a Cloud for students and teachers to visualize

Creation of an e-book containing the links to online sources and resources, all the relevant documents of the project: essays, images, videos shot by the student and set up with the accompaniment of music, photos, drawings, etc.



### **Products**

Clouds containing information and communication links

E-book *Trip around Macbeth and the Shakespearean Garden* completed with an accurate bibliography and a presentation from the teachers of each subject concerned with an account of the motivations and of the methodological pathways exploited

### **Evaluation and validation**

See introduction