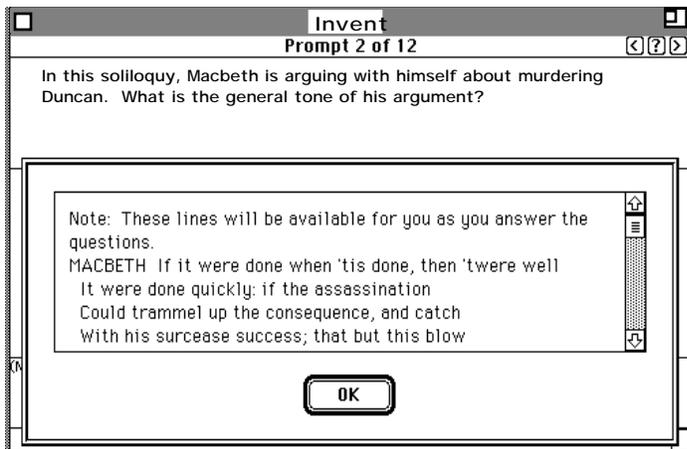
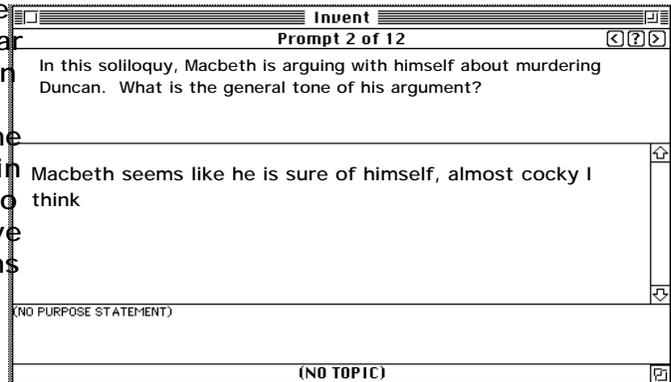


Teaching Macbeth with the Daedalus Integrated Writing Environment

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Using DIWE, I have my students work through the various steps of the writing process from beginning to end. To start, I have my AP and Academic students read the entire play outside of class. Then I assign the five soliloquies that show the change in Macbeth's mental states, and ask them to look at how the character changes over the play's five acts.

In Invent, I concentrate on the "If it were done when 'tis done" soliloquy in particular to show how MacBeth changes even within the course of the scene. Students see a series of questions asking them to do some critical thinking about the scene itself in the normal Invent window. I ask them to wait and define their purpose after they've gone through the entire series of questions – so the purpose statement remains undefined.

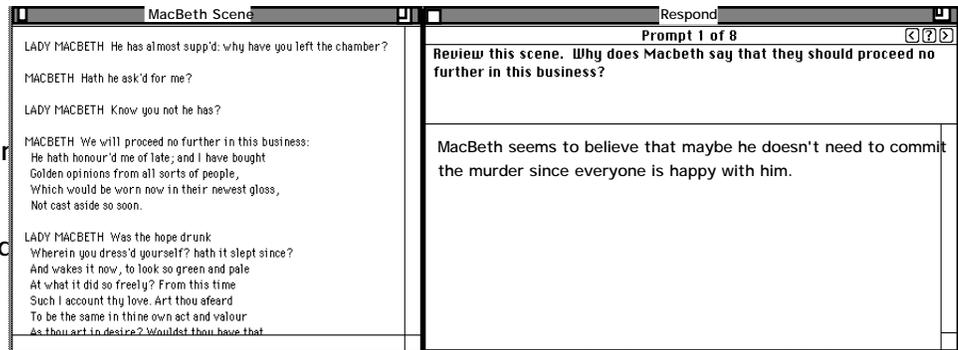


To see the soliloquy they are working on, students can consult their textbook, they can view an on-line copy of the soliloquy by clicking on the EXPLAIN button — the Question Mark in the upper right corner. This technique allows them to move easily back and forth from the play to their response. They can also use the side-by-side method shown with Respond. To create the file of questions, I use a downloaded copy of the play, so I don't have to type up the lines myself. I just copy what I need and paste the lines in place.

Out of this analysis, I have the students develop their rough drafts. The questions give them a starting place, helping them to gather their ideas and examine the passages from the play before they write the first draft. Once they finish the questions in Invent, they go back and define their purpose for the paper and save the entire series so that they can open the file in their word processor. This process allows them to move easily from prewriting to shaping the essay, and they can use the easy "cut and paste" tools to move their Invent answers into the first draft.

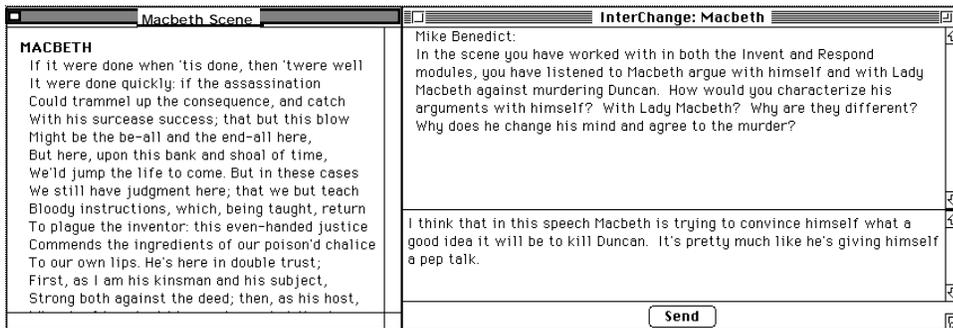
To explore these ideas further, especially with longer passages from the play, I have students use Respond with a viewed file I've turned in to Class Files . Students scroll through the text in the left window using the conventional scroll bar.

With the text still showing on the left, they can respond to the prompts I've set up in Respond asking them to think further about MacBeth's arguments. Students can use the "copy and paste" commands to copy quotations from the scene to their answers.



Then, following the same routine they used for Invent, students save their files and open them in the word processor to continue working on their papers.

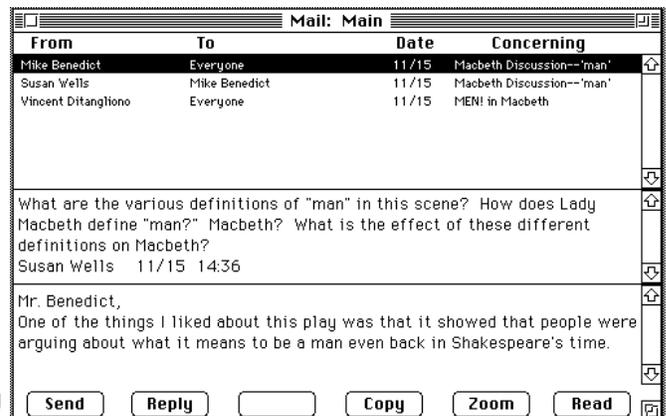
I also ask students to explore these issues in InterChange discussion where they can think through the arguments they want to make in their papers and benefit from the response of their classmates in a real-time discussion.



Again they can open a file to have on-line access to the scene right beside the InterChange session. I save the transcript of their conversation so that they can open the files to get further ideas or copy comments they made in class which they want to use in their papers.

I also have students discuss ideas using DaedalusMail. This is useful when there isn't class time in the lab for InterChange discussions. I post a discussion question in a message to the class and they read and respond to me and to each other in their replies.

Once they have spent time discussing the issues and working on their drafts, I have students turn in a draft to Class Files . Then they can exchange papers electronically, and return to Respond using a series of peer review questions to evaluate each other's texts using the same side-by-side layout they used to look at the soliloquy. They mail each other their responses to the questions, revise their papers and then turn in the final copy.



The *Macbeth* Invent and Respond questions and the discussion prompts are available from the Daedalus Web page: <http://www.daedalus.com/didak/mikeb.html>

