

Title of Lesson:Deconstructing Disability Stereotypes and Tropes in *Macbeth*

Full title:

Deconstructing Disability Stereotypes & Tropes Used in Literature:
Comparing Shakespeare's *Macbeth* to the Lived Experience of Those with OCD**Date of Creation:**

08/2023

Creator of the Lesson:

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Grade Level:

10

Subject:

English

Time Duration:

85 minutes

Summary of Lesson:

In Act 5 Scene 1 of Shakespeare's *Macbeth*, Lady Macbeth exhibits actions that could be connected to Obsessive Compulsive Disorder, providing the opportunity to teach about disability stereotypes and tropes that Shakespeare utilizes in the play. Students will read this act of the play prior to the lesson. Students will be introduced to information about OCD, and what some stereotypes of OCD are. Students will also learn about disability tropes in literature and media, and how this can be harmful in perpetuating stereotypes. The teacher will check for understanding for the students' comprehension of the act as a whole. Students will connect what they learned at the beginning of the lesson to their understanding of the act and will discuss during a Socratic seminar. The Socratic seminar will allow students to make connections between Shakespeare's disability tropes in Act 5 Scene 1 and harmful stereotypes about OCD. Students will then reflect on what they learned about the realities of and stereotypes about OCD.

DSE Alignment:

1. privilege the interest, agendas, and voices of people labeled with disability/disabled people

We will learn about the stories of people who have OCD and what their individual experiences are. We will pair this with an understanding of what OCD is and how stereotypes are incorrect and harmful. This lesson gives space for the voices of those living with OCD from an asset-based perspective.

Lesson Objectives and Assessments:

Objective 1: Students will identify what a trope is, how this can perpetuate harmful stereotypes, and how Shakespeare utilizes disability tropes in this act.

Assessment 1: Web scavenger hunt for stereotypes & disability tropes: small group activity, note taking and reading comprehension check.

Objective 2: Students will examine how Shakespeare's use of a disability tropes can be harmful to one's understanding of or perception of disability.

Assessment 2: Socratic seminar participation, exit ticket

Teacher Guide:

Anticipatory Set (Prior to beginning of the Lesson):

- What comes to mind when you hear the term "OCD"? word cloud (independently)
- Watch video (if time)- video on what OCD is and isn't
<https://www.youtube.com/watch?v=eXFkcfmrig>
https://www.youtube.com/watch?v=I8Jofzx_8p4
 - Reactions to video (think-pair-share)
- Takeaways & Read about one person's experience
 - Howie Mandel:
<https://parade.com/health/howie-mandel-ocd-mental-health>
 - <https://ocdrecovery.com/my-journey-with-contamination-ocd-in-depth/>
 - New vocabulary from the readings: In groups, find 5 vocabulary words from the readings and create a poster with their definitions. Have groups share their vocabulary words.
- Web Scavenger Hunt: (in groups or partners)
 - What is a "trope"? Can you find an example from a 1)movie 2)TV show 3)book
- Stereotypes & disability tropes small group activity: disability tropes and stereotypes in movies or TV shows- what is this saying about disability? Each group is given a movie or example to explain (one google slide on a shared doc)
 - Stereotypes? How can this be harmful?

Lesson Progression (Will the lesson unfold/develop?):

- Guiding question: How does Shakespeare use disability tropes in this act? How can it perpetuate harmful stereotypes about OCD?
- Homework check: students will have read & annotated the act last class or for homework (provide audiobook)
- Note-taking & reading comprehension checks (Kahoot or Blooket): what is happening at this point in the story? Ask students questions about the plot and the character development of Macbeth and Lady Macbeth.
- Prepare for Socratic seminar: (begin Socratic seminar if time or at the beginning of next class) Worksheet with the following questions to be used during the seminar: How does Shakespeare convey Lady Macbeth and her obsessive handwashing? Why is Lady Macbeth handwashing? How is this similar or different to what OCD looks like in reality? How can this be hurtful to someone with OCD? How can this be harmful to our perception of OCD?

Closure (How will the lesson be wrapped up?):

- Exit ticket: What is one thing you learned today about OCD? What is one OCD stereotype? (post-it note or Google Forms)
 - Next time someone uses the term “OCD” instead of “clean”, “tidy”, or “organized”, what is some feedback you can give them?

Required Materials/Equipment:

Macbeth (original text or No Fear version) audiobook, hard-copy text, virtual text, projector & laptop for teacher, iPad or laptop for students, post-its, notebooks, writing utensils.

Extensions/Practice (Continuation of Engagement):

Other stereotypes are perpetuated throughout the rest of *Macbeth*, before and after this act. Students can analyze each act and connect the plot to the possible disability tropes that are prevalent, and how these tropes may be perpetuating harmful stereotypes about various disabilities. For example, this activity can be modified for Act 2 Scene 1, Act 3 Scene 1, and Act 5 Scene 8.

References:

Helpful resources:

- 1) Obsessive compulsive disorder
 - a) <https://www.youtube.com/watch?v=eXFlkcfriq>
 - b) https://www.youtube.com/watch?v=I8Jofzx_8p4
 - c) <https://parade.com/health/howie-mandel-ocd-mental-health>
 - d) <https://ocdrecovery.com/my-journey-with-contamination-ocd-in-depth/>
- 2) Schizophrenia
 - a) https://www.youtube.com/watch?v=K2sc_ck5BZU
 - b) <https://www.jnj.com/personal-stories/i-have-schizophrenia-what-its-really-like-living-with-the-mental-illness>
- 3) Post Traumatic Stress Disorder
 - a) https://www.youtube.com/watch?v=0y_a_V1QD3U
 - b) https://www.youtube.com/watch?v=2KXtlIX_yUs
 - c) <https://www.theguardian.com/society/2019/feb/21/one-in-13-teenagers-has-experienced-ptsd-research-finds>
- 4) https://docs.google.com/presentation/d/1WtW83Hk_clpia7gEl4tLKT8_JalAYY1Ls/edit#slide=id.p6
- 5) <https://www.lead4inclusion.com/lesson-plans>
- 6) <https://www.lead4inclusion.com/workshopmaterials>

Conversation starters

- 1) What is a psychiatric disability?
- 2) What is the issue with calling someone “crazy” or “insane”?
- 3) Do you think Shakespeare’s display of psychiatric disability is realistic?

- 4) What are some stereotypes about psychiatric disabilities/mental illness present in the play? How could this be harmful?
- 5) What are your reactions to some of the psychiatric disabilities we have discussed?
- 6) What are some ways we as a community can support our friends and family members with psychiatric disabilities or struggling with mental health?

List of possible examples from the text that show a character experiencing symptoms of psychiatric disabilities:

- 1) Act 2 Scene 1

MACBETH

Go bid thy mistress, when my drink is ready,
She strike upon the bell. Get thee to bed.

「Servant」 exits.

Is this a dagger which I see before me,

45

The handle toward my hand? Come, let me clutch thee.

- 2) Act 2 Scene 1

MACBETH

But wherefore could not I pronounce "Amen"?
I had most need of blessing, and "Amen"
Stuck in my throat.

LADY MACBETH

45

These deeds must not be thought
After these ways; so, it will make us mad.

- 3) Act 2 Scene 1

MACBETH

Methought I heard a voice cry "Sleep no more!
Macbeth does murder sleep"—the innocent sleep,
Sleep that knits up the raveled sleeve of care,

50

The death of each day's life, sore labor's bath,
Balm of hurt minds, great nature's second course,
Chief nourisher in life's feast.

LADY MACBETH

What do you mean?

- 4) Act 3 Scene 1

LADY MACBETH

Out, damned spot, out, I say! One. Two.

Why then, 'tis time to do 't. Hell is murky. Fie, my lord, fie, a soldier and afeard? What need we fear

40

who knows it, when none can call our power to account? Yet who would have thought the old man to have had so much blood in him?

5) Act 5 Scene 1

DOCTOR

What is it she does now? Look how she rubs her hands.

GENTLEWOMAN

30

It is an accustomed action with her to seem thus washing her hands. I have known her continue in this a quarter of an hour.

6) Act 5 Scene 1

DOCTOR

This disease is beyond my practice. Yet I have known those which have walked in their sleep, who have died holily in their beds.

7) Act 5 Scene 1

LADY MACBETH

Here's the smell of the blood still. All the perfumes of Arabia will not sweeten this little

55

hand. O, O, O!

8) Act 5 Scene 8

Producing forth the cruel ministers

Of this dead butcher and his fiend-like queen
(Who, as 'tis thought, by self and violent hands,
Took off her life)—this, and what needful else

85

That calls upon us, by the grace of grace,
We will perform in measure, time, and place.