

STUDY PLAN - DISTANCE LEARNING

Teacher: Samra Rana

Class & Section: YEAR 10 BCF

Subject: English Literature (GCSE 9-1)

Week 8: 10 – 14 May 2020 No. of lessons – 4

Students' access to Work: Weekly schedule and Work planned for the week are sent to students through **Class Group Gmail**

Google Classroom is used to assign group and individual tasks which students complete and turn in within the specified time for each assignment.

English Class **WhatsApp Group** is used for quick questions that students may have regarding their assignments esp. when working asynchronously.

Zoom Sessions are used for general instruction and live discussions in the presence of teacher.

Topic: Drama

Overall Objectives: To understand and analyse writers' use of language, structure and form and how these are used to create literary effects

To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.

Challenge: Research on the socio-political and historical background

RESOURCES: **TEXT: Heinemann Shakespeare Macbeth** [Act 3, Scenes 5 to 6] and the related ppt files.

DATE	ACTIVITY
WEEK 8	10 – 14 MAY 2020
<p>SUNDAY 10 MAY 2020,</p> <p>2 lessons (periods 7 and 8)</p>	<p>ZOOM SESSION 1</p> <p>Macbeth (Act 3 – Scene 5)</p> <p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Read, understand and respond to text • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate <p>Success Criteria:</p> <ul style="list-style-type: none"> • To be able to explore the development of characters • To be able to respond to the text imaginatively; select relevant textual detail to support interpretations • To explain how language, structure and form contribute to writer’s presentation of ideas <p>Activities / Tasks:</p> <p>Discussion on Act 3, Scene 5 – based on the following questions to anticipate why the witches meet again.</p> <p>Pre-reading:</p> <ul style="list-style-type: none"> • What happened when the witches met in Act 1, Scene 1? • What did they reveal about their plan to meet Macbeth? • Considering all that has happened in the play, what you think they will say or do in this meeting. <p>Post-reading:</p> <ul style="list-style-type: none"> • Select a few lines from this scene. How do they match with the other witches scenes? [focus on shorter rhymed lines] • Some commentators think that the scene was not written by Shakespeare but was added later by a lesser playwright. Do you feel any difference in the use of language or structure that support or reject

that claim?

Google Classroom Session 1

Discussion Board:

- The scene reinforces the philosophical question: 'Is Macbeth entirely to blame for his own downfall?' What is your opinion on that?

The opinion question is posted on the Google Classroom using Google Docs. All students post their opinions on the question using details from the text to explain and support their understanding. Teacher may also add a few points during the session to direct or redirect the discussion.

**MONDAY
11 MAY 2020**

**(1 Lesson)
Period 4**

ZOOM SESSION 2

Macbeth (Act 3 – Scene 6)

Lesson Objectives:

- Read, understand and respond to text
- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate

Success Criteria:

- To be able to explore the development of characters
- To be able to respond to the text imaginatively; select relevant textual detail to support interpretations
- To explain how language, structure and form contribute to writer's presentation of ideas

Activities / Tasks:

Discussion on Act 3, Scene 6 – based on the following questions to anticipate why the witches meet again.

	<p>Pre-reading:</p> <ul style="list-style-type: none"> • What do you think is the general state of affairs in Scotland, knowing the kind of King Macbeth is? • What choice do people of Scotland have in face of the cruel reign of Macbeth? <p>Post-reading:</p> <ul style="list-style-type: none"> • Select a few lines from this scene. How do they reveal the doubts of Lennox, the rebel lord, about Macbeth's actions? • From your reading, explain what Shakespeare imagined to be the qualities of a good king. How do Duncan and Macbeth fit this role?
<p>THURSDAY 14 MAY 2020</p> <p>(1 Lesson) Period 4</p>	<p>Google Classroom Session 2 (Asynchronous)</p> <p>Macbeth (Act 3 – Scene 6)</p> <p>Lesson Objectives:</p> <ul style="list-style-type: none"> • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate <p>Success Criteria:</p> <ul style="list-style-type: none"> ▪ To explain how language, structure and form contribute to writer's presentation of ideas <p>Assignment (<i>marked out of 20</i>):</p> <ul style="list-style-type: none"> • Some of the language of this scene is difficult. Its lines are full of pauses, half-spoken thoughts, and fragments of reported speech. Analyse Shakespeare's use of language and structure in the conversation between Lennox and another Lord. <p>The question will be posted on the Google Classroom using Google forms. All students turn in their responses by Sunday 17 May 2020.</p>