

WEEK 8 - DISTANCE LEARNING PLAN

Name of the teacher: ANITA BHATTACHARYA

Class and Section: YEAR 7 E

Subject: ENGLISH LITERATURE

Week 8: 10<sup>th</sup> May to 14<sup>th</sup> May No. of lessons - 4 LESSONS

Student's access to Work: Work sent to students through Class Group Gmail /Google Classroom/Zoom

Topic: PROSE: 'KING LEAR' – pages 99 – 103

LEARNING OUTCOMES :

- The lessons of the week encourage critical thinking. Students learn to explore how writer's of narrative texts use setting, characters, events, contrast conflict , and literary techniques in a story to engage the readers.
- The discussions, asking and answering questions enable students to expand their own thinking , express personal response in formal language orally.
- The shared reading, text analysis of ideas, events, themes, techniques of language, literary and narrative structure leads students smoothly into the independent analytical writing process. Interpreting and reflecting on characters' experiences develops empathy
- Note-making supports review and reflection of key points, narrative techniques,

RESOURCE: PROSE: KING LEAR GERALDINE MACCAUGHREAN

DATE	ACTIVITY - CLOSE READING OF <i>KING LEAR</i> - pages 99 - 103
WEEK 8	10th May – 14th May, 2020
<p>Sunday, 10th May, 2020, 7E (0 period)</p> <p>Lesson 1</p>	<p><b>Lesson 1</b> <b>Zoom Lesson 1</b> <b>L.O:</b> -</p> <ul style="list-style-type: none"> <li>➤ Read <i>King Lear</i>, pages 99 to a paragraph at the beginning of page 100.</li> <li>➤ Explore the key ideas about events, themes, characters</li> <li>➤ Express viewpoints</li> </ul> <p><b>Success Criteria: I can</b></p> <ul style="list-style-type: none"> <li>• Read aloud with clear understanding of the text</li> <li>• deduce information about key events, characters</li> <li>• interpret importance of events, characters and their interactions</li> <li>• understand character development, plot development</li> <li>• draw a connection between and among the characters</li> <li>• express my understanding of characters and their actions</li> </ul> <p><b>Task 1 for zoom lesson 1</b></p> <p>Re- read <i>King Lear</i> pages 99 to a paragraph at the beginning of page 100</p> <ul style="list-style-type: none"> <li>- <b><u>Refer to your Note book</u></b> and <b><u>revise</u></b> your web/spider diagram/summary and the notes of the events, characters discussed in Week 7.</li> </ul> <p><b><u>Task 2:</u></b></p> <ul style="list-style-type: none"> <li>• write notes in your NOTEBOOK when the teacher is explaining and clearing the doubts.</li> </ul>

- **Your notes will help to answer Google Classroom work and HOMEWORK**

### **zoom lesson 1**

**Teaching Activity - pages 99 to a paragraph at the beginning of page 100.**

**Teacher will read and explain in detail, key events, contrast, conflict, relationships and love and hatred.**

### **Class discussion and explanation**

**Last week, we discussed :**

- Family relationship; the issue of ageing
- Lear's visit to Regan, the contrast and conflict between Goneril and Regan, and Kent and poor Tom,
- Regan's maltreatment of her poor old father and his companions, Kent and Poor Tom;
- The meeting of two mad men, Lear and Poor Tom (although one is disguised).
- The kindness of Earl of Gloucester against the cruelty of the sisters.

**In today's lesson, we will discuss:**

- **the main event ---the blinding of Gloucester, blackmailed by his son Edmund and Gloucester's realization of Edmund's real personality.**
- **Interaction between Earl of Gloucester and Edgar, as Poor Tom, at the supposed top of the cliff.**
- **What is the cause of enmity between the sisters and Earl of Gloucester? Explain?**
- **Is the attitude of Regan and Goneril towards their father, different from Edmund's attitude towards his father? How are they similar?**
- **Who would you think should be better behaved, masters or servants? Why?**
- **Is Edgar a villain because he disguised and has now tricked the blinded Gloucester?**
- **How is conflict and contrast presented through characters and events?**

Let us find **textual evidence of the strengths and weaknesses** of characters; what we can **infer from the interaction** between characters

	<p>- Read the paragraph, “Very good...what does it reveal about Edgar? What do you think about his father, Gloucester?”</p> <p><b>PLENARY</b> Teacher recalls the main points about the events- <b>blinding of Gloucester, discovery of Edmund, the kindness of the servants, Edgar’s deception of Gloucester</b> ; how their thoughts and actions help the readers to infer the significance of the events.</p> <hr/>
<p><b>Sunday, 10<sup>th</sup> May, 2020. 7E (5<sup>th</sup> period)</b></p> <p><b>Lesson 2</b></p>	<p><b><u>Lesson 2</u></b></p> <p><b><u><a href="#">Zoom lesson 2</a></u></b></p> <p><b><u>L.O:</u></b> -</p> <ul style="list-style-type: none"> <li>➤ Read <i>King Lear, pages 100 to 101.</i></li> <li>➤ Explore the key ideas, events, themes, characters</li> <li>➤ Express viewpoints</li> </ul> <p><b>Success Criteria: I can</b></p> <ul style="list-style-type: none"> <li>• Read closely with clear understanding of the text</li> <li>• deduce information about key events, characters</li> <li>• interpret importance of events, characters and their interactions</li> <li>• understand character development, plot development</li> <li>• draw a connection between and among the character</li> <li>• express my understanding of characters and their actions</li> </ul> <p><b>Task 1 for zoom lesson 2</b></p> <p><b>Re- read <i>King Lear</i>, from, page 101 to page 103.</b></p>

- revise your web/spider diagram/summary and the notes of the events, characters in your Note book

**Task 2:**

- write notes in your NOTEBOOK when the teacher is explaining and clearing the doubts
- Your notes will help to answer Google Classroom work and HOMEWORK and Asynchronous work

**Teaching Activity - pages 100 to 101.**

- Recall the main events and ideas discussed in zoom lesson 1.

Teacher will read and explain in detail

- plot development, character development
- contrast, conflict, relationships between parents, siblings and servants
- hatred and love, which is stronger?

Teacher will discuss the following and clear your doubts.

In zoom lesson 1, we discussed about how the interactions between characters helps in the plot and character development and help us to find evidence of the character's thoughts and actions and infer the strengths and weaknesses of the characters .

We will continue with

- Writer's use of story within a story to develop the plot,
- The force of love to restore Gloucester and Lear to their lost loved ones
- What evidence is there to show Edgar's wisdom in tricking his father to accept his own suffering?
- Lear's meeting with Cordelia
- The relationship between Lear and Cordelia, is this the fruit of genuine love?

**PLENARY:** Teacher summarises how the writer presents love and wickedness through contrast and conflict between good and evil characters; and writer's viewpoints about relationships between parents, siblings and servants presented

through the events.

Teacher guides students about [Google Classroom work](#) and Asynchronous lesson.

MONDAY  
11<sup>TH</sup> May,  
2020  
7E

(3RD  
Period)  
Lesson 3

[Google Classroom work](#)

( NOTE to teacher – The work can be group work or answering questions according to what you can manage )

Re-call the events of the story , *King Lear* pages 101,from, “No such storm... to 103

Lesson 3

L.O.

- **Review** the key ideas, events, characters

**Success Criteria: I can**

- Re-read closely **pages 101 to 103.** with clear understanding of the text
- deduce information about key events, characters
- interpret importance of events, characters and their interactions
- express understanding of characters and their actions
- **work in a group and make a power point presentation/ frozen frames about a given topic.**

Read pages 101 to 103 of the story, ‘*King Lear*’ (and make a power point presentation/frozen frames of the ending of the story

Consider:

**Group 1: What happened to Goneril and Regan? Did they change to become better behaved persons in life?**

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	<p><b>Group 2.</b> What malicious act did Edmund plan to do and what was the effect?</p> <hr/> <hr/> <hr/> <p><b>Group 3.</b> What lessons can be learned from the encounter between Edgar and Edmund?</p> <hr/> <hr/> <hr/> <p><b>Group 4.</b> How could you and your group rewrite the end of the story in favour of Lear?</p> <hr/> <hr/> <hr/> <p><b>Group 5.</b> How could Edgar have been of help now to Gloucester, without his eyes?</p> <hr/> <hr/> <hr/>
<p>WEDNESD AY 14<sup>th</sup> May, 2020.  7E(5<sup>th</sup> period)</p>	<p><b>Lesson 4 Asynchronous Lesson.</b> <b>Re-call the events of the story , King Lear pages 101 - 103</b>  <b><u>Lesson 4</u></b> <b><u>L.O.</u></b></p>

**Lesson 4**

➤ **Review** the key ideas, events, characters

**Success Criteria: I can**

- Re-Read closely **pages 101 to 103.** with clear understanding of the text
- deduce information about key events, characters
- interpret importance of events, characters and their interactions
- express my understanding of characters and their actions

Read pages 101 to 103 of the story, **'King Lear'** and answer the following questions.

1. Why did Albany's hatred for Regan come about ?

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2. Who won the battle?

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3. What did Edmund plan to do?

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4. Why did Edmund decide to change his mind?

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5. How does Geraldine McCaughrean reward good and wisdom? Consider Edgar and Edmund's encounter, Edgar and Gloucester's encounter at the top of the cliff, Albany's experience with the sisters.

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