

WEEK 9 - DISTANCE LEARNING PLAN

Name of the teacher: Mrs. Aurine

Class and Section: YEAR 7 A

Subject: ENGLISH LITERATURE

Week 9 : 17th May to 21st 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' – Full story

LEARNING OUTCOMES :

- The lessons of the week encourage critical thinking. Students learn to explore how writers 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.
- They 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,

Overall Objectives:

- To listen and respond appropriately to questions
- Develop reading strategies and skills
- understand key ideas about events, characters
- To understand related themes and writer's purpose

- To work in groups and present a power point or frozen frames of *'King Lear'*

Learning Objective (L.O.): is given for each lesson

Success Criteria (S.C): - is given for each lesson

RESOURCES: PROSE: *KING LEAR* GERALDINE MACCAUGHREAN

Home Work **Date of submission.....**

DATE	ACTIVITY - CLOSE READING OF <i>KING LEAR</i> - pages 90 - 103
WEEK 9	17th May – 21st May, 2020
Sunday, 17th May, 2020, 7C (3rd period) Lesson 1	Lesson 1 Zoom Lesson 1 <u>L.O:</u> - <ul style="list-style-type: none"> ➤ Review <i>King Lear</i>, pages 99 to a paragraph at the beginning of page 101. ➤ Explore the key ideas about events, themes, characters ➤ Express viewpoints ➤ Cooperate with members of a group and share ideas Success Criteria: I can <ul style="list-style-type: none"> • Speak with clear understanding of the text • deduce information about key events, characters • interpret importance of events, characters and their interactions • understand character development, plot development • draw a connection between and among the characters and events

- discuss my understanding of characters and their actions with peer group
- listen to and engage with others' viewpoints

Task 1 for zoom lesson 1

Re- read *King Lear* pages 99 to a paragraph at the beginning of page 101

- Refer to your Note book and revise your web/spider diagram/summary and the notes of the events, characters discussed in Week 8.

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](#)

zoom lesson 1

Teaching Activity - pages 99 to a paragraph at the beginning of page 101.

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 issues of love versus hatred
- Edgar's education of his poor, old, blind father at the cliff of Dover
- Cordelia's reunion with Lear at the border of France and England, the contrast and conflict between Goneril, Regan, Cornwall and Edmund on the one hand and Lear, Cordelia, France, Kent, Gloucester, Albany and Edgar on the other,
- The battle of the forces of evil, characterized in Goneril, Regan and Edmund against forces of good; Albany, Cordelia and Edgar.
- The killing of Cordelia and the death of her father with his daughter in his arms.

In today's lesson, we will do our individual presentations in groups:

- There are 5 questions for 5 groups to decide whether to do power point or frozen frame using the main event ---the blinding of Gloucester, blackmailed by his son Edmund and Gloucester's realization of Edmund's real personality.

For the 5 questions, answer in detail: Who did what? State what was done, where and when? Why was it done? What does the entire event reveal about the character(s)? Develop using details and quotations where necessary. Make pertinent comments. Use the notes made during

	<p>the previous lessons to enrich your presentation.</p> <ul style="list-style-type: none"> - Interaction between Earl of Gloucester and Edgar, as Poor Tom, at the supposed top of the cliff... Who does what? What does each one say? Why? What does each one do? Would they have any reasons for doing so? Does the situation symbolise anything? Explain, giving full details and accordingly making any relevant comments. If your group chooses to use freeze frames, do your voice overs to explain the depth of your frames. Let your frames not be more than 5 in number. A great frame would create room for inferences or different views raised in the story. <p><u>Presentation of Group Work</u></p> <p>While one group members do the presentation , the others peer assess(criteria will be provided) and give feedback on:</p> <ul style="list-style-type: none"> - One thing you learned from the presentation - One thing the group did well - One suggestion to help them further improve future presentations <p>PLENARY</p> <ul style="list-style-type: none"> • Teacher gives feedback • Teacher recalls the main points about the events presented- ***blinding of Gloucester, discovery of Edmund, the kindness of the servants, Edgar’s deception of Gloucester ; how their thoughts and actions help the readers to infer the significance of the events. <p>Teacher will guide about zoom 2</p>
<p>Sunday, 17th May, 2020. 7C (4th period)</p> <p>Lesson 2</p>	<p><u>Lesson 2</u></p> <p><u>Zoom lesson 2</u></p> <p><u>L.O:</u> -</p> <ul style="list-style-type: none"> ➤ Group presentations, (encouraging participation of all group members). ➤ Cooperate with members of a group and share ideas ➤ Explore the key ideas, events, themes, characters ➤ Express viewpoints <p>Success Criteria: I can</p> <ul style="list-style-type: none"> • Speak with clear understanding of the text

- deduce information about key events, characters
- interpret importance of events, characters and their interactions
- understand character development, plot development
- draw a connection between and among the characters and events
- express my understanding of characters and their action
- listen to and engage with others' viewpoints

Presentation of Group Work

While one group members do the presentation , the others peer assess(criteria will be provided) and give feedback on:

- One thing you learned from the presentation
- One thing the group did well
- One suggestion to help them further improve future presentations

Teacher will discuss the following and clear your doubts.

In zoom lesson 1, we witnessed a presentation and how the interactions between characters helps in the plot and character development and helps point to **evidence** of the character's thoughts and actions and **infer** the strengths and weaknesses of the characters .

We will continue with

- Group presentations, discussing, analysing and commenting on the events, characters, themes and other view points
- **The force of love of children for parents, to restore Gloucester and Lear to their loved ones**
- What evidence is there to show Edgar's wisdom in tricking his father to accept his own suffering?
- The battles in the story: France and England; the decision of Cordelia to come in to help Lear against the cruel sisters, Goneril and Regan, and her sisters battling over Edmund's love to the point of killing themselves, the battle of Edgar and Edmund to reveal true love for Gloucester
- The death of **Lear, with Cordelia**, in Lear's arms.

PLENARY:

- **Teacher gives feedback**
- **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 friends presented through the events.**

Home Work:

Read the following extract from *King Lear*, and answer the questions that follow'

The Duke of Albany, who had deserted Lear's enemies in disgust and remorse, took on the crown of England. Gloucester, for all his eyes were gone, lived to see what his son Edgar had done for him. But those were dark days still, with no dazzling new dawn to light the way ahead. What does man find out about himself, after all, when suffering strips him bare? What is he? A candle burning on a rainy night, waiting for the storm to blow it out.

**remorse = the feeling of being extremely sorry*

1. Who were Lear's enemies?
2. Why had Albany disgust and remorse for them?
3. What did Edgar do to Gloucester?
4. If you were Gloucester, what would you think of Edgar now? Explain.

Teacher guides students about

- Google classroom pair work activity; choosing of partners and planning work in advance; distribution of roles
- Asynchronous lesson.

**Tuesday,
19th May,
2020
7C**

**(5th Period)
Lesson 3**

Google Classroom Lesson 1

Re-call the events of the story, *King Lear* page 90, from, the beginning... to page 103

Lesson 3

L.O.

- Re-read closely pages 90 to 103.
- Review the key ideas, events, characters

Success Criteria: I can

- Re-read closely pages 90 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
- express personal response, with details and using quotations

Read pages 90 to 103 of the story and answer the following questions

1. Do you agree that King Lear had three daughters but only one was faithful? Explain.

2. Goneril is a flatterer? From page 91, pick one quotation to support the fact that she deceives her father.

3. In what ways is the story of Lear like that of Gloucester? Explain

4. What do the sisters, Goneril and Regan do, to show hatred towards their own father?

- B) understand that Kent was an old experienced man like Lear to describe the sisters like their father.
- C) understand that Goneril and Regan were naive to have lied to their father.
- D) understand that Kent loved Cordelia more.

3. What happened to Kent when Lear had sent him to inform Regan to expect Lear?

- A) He was welcomed and given a room to sleep and wait for his master.
- B) He was introduced to the entire house as her father's good friend.
- C) He was held back as an abusive old man who interrupted in others' affairs.
- D) He was humiliated like a common criminal.

4. When Regan told Lear that she wasn't expecting him yet, and wouldn't be able to attend to more than 25 of his knights, what did Lear do?

5. What technique does Geraldine McCaughrean use to express a shocking understanding of Gloucester's nature, when she says, "A pair of eyes was the price it had cost him to see the truth." Explain.
