

Yr.7 English Literature WEEK 2 - DISTANCE/BLENDED LEARNING PLAN

Name of the teacher: Mr. Julius.

Class and Section: YEAR 7B

Subject: ENGLISH LITERATURE

Week 2: 6th to 10th September 2020 No. of lessons - 4 LESSONS

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

Topic: PROSE: '*HENRY THE FIFTH*' – pages 18 – 27

Learning Outcomes :

Students will be familiar with the terms related to Story

be able to identify elements of story in the given extract;

understand how the story develops through the eyes of the character

express their response to the events, characters, themes in the story

interpret questions and respond appropriately showing evidence of their knowledge and understanding of the story

RESOURCES: PROSE: '*HENRY THE FIFTH*' GERALDINE MACCAUGHREAN

DATE	ACTIVITY - CLOSE READING OF <i>HENRY THE FIFTH</i> - pages 18 - 27
WEEK 2	6 th April – 10th September, 2020
<p>Lesson 1 6th September, 2020, Monday 7B (5th Lesson)</p> <p>Lesson 1</p>	<p>Learning Outcomes : be able to identify elements of story in the given extract; understand how the story develops through the eyes of the character</p> <p>Zoom Lesson 1 L.O: -</p> <ul style="list-style-type: none"> ➤ Read <i>Henry The Fifth, pages 18 to 27</i> ➤ Explore the key ideas, events, characters ➤ Express viewpoints <p>Success Criteria: I can</p> <ul style="list-style-type: none"> • Read aloud 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 • express my understanding of characters and their actions <p>Task 1 for zoom lesson 1</p> <p>Read <i>Henry he Fifth pages 18 to two paragraphs below page 20</i></p> <ul style="list-style-type: none"> - <u>In your Note book</u> , write down the names of the characters who appear on these pages. - List the words you could not understand and find the meanings using a dictionary <p>Task 2:</p> <ul style="list-style-type: none"> • 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**

Teaching Activity - zoom lesson 1 pages 18 to page 20

Teacher

Last week, we discussed **the elements of a story** and how the writer **could use the events and characters of a story to attract the interest of his readers..**

In today's lesson, we will read and **discuss in detail the story opening, the key event; the question whether leadership is an important point to be discussed.**

Prediction – what do you think are the main events on pages 18 to 20?

Rearrange the following ideas to suit their occurrences in the part of the story that you just read:

1. Henry's friends advised him to make war with France in futility.
2. The ambassador of France came to Henry with a gift from the Dauphin.
3. Henry's father handed over power to Henry sooner than expected.
4. Henry's response to his friend's advice was beyond their expectation.
5. The embittered Henry thanked the Dauphin, telling him that when he comes to France he will defeat the King.

Class discussion and explanation

Story opening

- What is the importance of **the story opening**?
- What is the **key event** on these pages?
- What is conflict? Why has the writer used conflict?
- How is **conflict** presented through characters and the event?

Plot and character development pages 18 to 20

	<ul style="list-style-type: none">- How did Henry become a great leader?- What are some of the challenges that he encountered on pages 18 to 20- Do you think that the characters and events presented contribute to the interest of the story? Explain with textual evidence.- Is the Dauphin your favourite character in the story? Why? <p>PLENARY Teacher recalls the main points about Henry’s ascension to the throne, how his friends tried in vain to trick him into failure and how Henry’s popularity grew.</p> <hr/> <p><u>HOMRWORK</u> Answer the following question?</p> <ol style="list-style-type: none">1. What are the major challenges that Henry is facing at the beginning of his government? Give evidence from the first 2 pages of the story.
<p><u>Lesson 2</u></p>	<p><u>Zoom 2 Lesson 2</u></p> <p><i>Henry The Fifth, page 20 Last 2 paragraphs to page 23, (the last paragraph ending with, “... likes of us”.)</i></p> <p>Learning Outcomes :</p> <p>Discuss characters and themes in the story with evidence</p> <p>express their response to the events, characters, themes in the story</p>

L.O: -

- Read *aloud*
- Explore the key ideas, events, themes, characters
- Express viewpoints

Success Criteria: I can

- answer 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, themes
- draw a connection between and among the character
- express my understanding of characters and their actions

Task 1 Read *Henry The Fifth*, page 20 to page 23, (the paragraph ending with, “...likes of us”.)

- revise your summary and the notes of the events, characters of pages 18 to 20 you made 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

Teaching Activity - pages 20 to 22 .

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

Teacher will read and explain in detail

- plot development, character development
- contrast, conflict, governments, inheritance and change
- leadership.

Class discussion and explanation

In zoom lesson 1, we discussed about Henry’s inheritance and how friends tried to cause his downfall but Henry had changed into a gentle, admirable but intolerable king who would do everything possible to preserve the lands of his country without allowing any crime go unpunished.

In today’s lesson, we will continue with

- Writer’s **use of contrast** between characters,
- **Conflict** between characters and the warring nations
- The character’s **dilemma**

- Does great leadership contribute to better governance?
- What is the **textual evidence** that Henry was a charismatic leader, just and intolerable before the law
- Does **Henry’s popularity reflect his manner of government?**

PLENARY: Teacher summarises how the writer presents theme of leadership and great governance; and writer’s viewpoints about character interactions presented through the characters of Henry, his friends and captors.

Lesson 3

Lesson 3 *Asynchronous*

Learning Outcomes :

interpret questions and respond appropriately showing evidence of their knowledge and understanding of the key events, characters in the story

Success Criteria: I can

- Read aloud with clear understanding of the text
- deduce information about key events, characters
- infer importance of events, characters and their interactions

Henry The Fifth – pages 18-25

Choose the most suitable answer, by circling the correct letter.

1. What does the phrase, “*a noisy, pleasure-seeking rascal*” mean?

- A) ... a playful wasteful man.*
- B) ... a talkative, good-for-nothing child.*
- C) ... a careless useless man.*
- D) ... a wasteful troublesome child.*

2. Why was Henry no longer able to co-operate with his friends?

- A) It was easier for him to take action against them if they also went wrong.*
- B) He no longer considered them his friends because he had become king.*
- C) He now hated his friends and thought they wanted him to be a failure.*

D) *He had become wise enough to realize that he shouldn't just act on what he was told.*

3. Who sent Henry the "Tennis Balls"?

A) *His Father .*

B) *The King of France.*

C) *The Dauphin*

D) *His cronies.*

4. Where did the English side beat the French in a battle?

A) *England*

B) *Agincourt*

C) *Harfleur*

D) *Scotland*

What do the following utterances reveal about the speakers?

5. "But you may tell the Dauphin that if he comes, we shall fight him as we are, and as we are we shall defeat him!"

A) *Careless yet fearless.*

B) *He is stubborn and unforgiving.*

C) *He hates being challenged even when he is making a wrong decision.*

D) *He is rude and inconsolable.*

6. "Like a piece of driftwood on a beach, waiting to be washed off by the next tide."

A) *He was plain and honest.*

B) *He was dishonest and impolite.*

C) He was awful and thoughtless.

D) He was spiteful and callous.

Answer the following question in a few paragraphs (Challenge)

7. Apart from being humble, gentle and kind, what other qualities Henry V possess?

Lesson 4

Teacher will guide about [Google Classroom work](#)

Lesson 4 GC

Learning Outcomes :

interpret questions and respond appropriately showing evidence of their knowledge and understanding of the key events, characters in the story

Success Criteria: I can

- Read silently with clear understanding of the text
- deduce information about key events and characters
- infer importance of events, characters and their interactions
- write my personal response, using evidence from the story

Re-call the events of the story , *Henry The Fifth* pages 18 - 27

Answer the following questions?

1. **What are the major challenges that Henry is facing at the beginning of his government? Give evidence from the first 2 pages of the story.**
2. **What strategies were used by Henry in order to conquer the battle of Harfleur? Select points from pages 20 – 22 to explain your answer.**

3. Is Henry the Fifth a coward or a brave King? Explain with points from page 25 – 27.

Read the following extract and answer the questions that follow.

By the time the pale sun went down beyond the muddy fields of Agincourt, the surviving French were gaping open-mouthed at their defeat. Their silk-fringed banners covered the dead, their marvellous horses lay butchered, their gilded armour was being filched by scavengers, and kites gathered in the sky, darker than the rain clouds. The victory was England's, against all odds, and the defeated French could think of nothing but negotiating a truce. More than 8500 Frenchmen lay dead, the flower of French nobility. And of the English? Just twenty-nine dead, if the history books are to be believed.

1. What does the writer do to paint a dull atmosphere at the end of the battle?
2. The phrase, "... the flower of French nobility", may also mean _____ ?
3. How do we know that the writer is in favour of the English side?
4. What does the extract reveal about Henry? Give evidence.

