

Yr.7 English Literature

WEEK 3 - DISTANCE/BLENDED LEARNING PLAN

Name of the teacher: Mr. Julius.

Class and Section: YEAR 7B

Subject: ENGLISH LITERATURE

Week 3: 13th to 17th September 2020 No. of lessons - 4 LESSONS

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

Topic: PROSE: '*JULIUS CAESAR*' – pages 40 – 49

RESOURCES: PROSE: '*JULIUS CAESAR*' GERALDINE MACCAUGHREAN

DATE	ACTIVITY - CLOSE READING OF <i>JULIUS CAESAR</i> - pages 40 - 49
WEEK 3	13 th September – 17 th September, 2020
Lesson 1 13 th September, 2020, Monday 7B (5 th Lesson)	<p>Learning Outcomes : be able to explore 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>Julius Caesar, pages 40 to 49</i>➤ Explore the key ideas, events, characters

Lesson 1

- Express viewpoints

Success Criteria: I can

- 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

Task 1 for zoom lesson 1

Sequence the main events of *Henry the Fifth*, from especially the beginning and the ending of the story (A)

- **In your Note book** :

- write down how old was Henry at the beginning of the story?
- By the end of the story, what major event of his social life helped to diffuse the tension between France and England?.
- What dramatic change soon occurred in Henry's life to propel his popularity (make him become more popular)?
- At the final battle, the English still used the battle cry which they had used at Harfleur. What was that chant?
- How did the French by-pass the rules of battle, and so started the battle of Agincourt?
- What 2 problems did Henry face soon after he became King?
- "If you will go around dressed like a common man, you can't blame me if I take offence at you!" What does this reveal about the character of William.
- "Tennis balls?" What technique has the writer used here to express his feelings to the reader?
- How does Henry respond to this challenge which he has received from the Dauphin.
- List three interesting things that happen at the end of the story, 'Henry The Fifth'.

B. Now rearrange your answer to identify the events in the story in the correct sequence.

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 - zoom lesson 1 ‘Julius Caesar’, page 40 to page 43

Teacher

Last week, we discussed **the ascension to power of King Henry the Fifth** and how Geraldine McCaughrean **could use his life story with other people to attract the interest of his readers.**

In today’s lesson, we will read and **discuss in detail the story opening of ‘Julius Caesar’, the key event; the question whether ambition, conspiracy, and rivalry are the points that bring interest in the story.**

RESEARCH ON THE STORY OF ‘JULIUS CAESAR’.

Teacher shares the youtube video with the students. <https://www.youtube.com/watch?v=kgyAPrv30eg>

Prediction – what do you think are the main events of the story?

Sequence the following events as they could appear in the story:

1. Julius Caesar is brutally killed at the capitol.
2. Cassius is furious that Julius Caesar’s popularity is increasing.
3. The diviner and Julius Caesar’s wife warn him not to go out on the 15th of March.
4. Julius Caesar, the legend is held up in high esteem by the people of Rome, who seem to be living in plenty.
5. Cassius rallies intellectuals to join him and his friend Brutus to assassinate Julius Caesar.

Class discussion and explanation

Story opening

- What is your opinion of Julius Caesar in the first paragraph of **the story**?
- From the second paragraph which phrase suggest the meaning of democracy?
- Roman men and women were all free and equal; they were neither _____ nor _____.
- “He towers over the world like a giant, and we creep and peep about between his feet”, who said this?

Plot and character development pages 42 to 43.

- What does Cassius decide should be done, in order to handle Caesar as is deserved?
- How different was Brutus from Cassius?
- Why does Cassius think that Romans were behaving like “fools”, in the presence of Caesar? Explain with **textual evidence**.
- Would one be right to describe Caesar as stubborn? **Why?**

PLENARY Teacher enables the students to recall the main points about Julius Caesar’s demise, how his enemies murdered him in broad daylight with Cassius hacking the first deadly blow.

HOMRWORK

Answer the following question?

1. **“What, even you, Brutus?” Why does Julius Caesar say this to Brutus?.**

Lesson 2

Zoom 2 Lesson 2

Julius Caesar, pages 45 to 49.

Learning Outcomes :

Discuss characters and themes in the story with evidence

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

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 *Julius Caesar*, page 45 to page 49, (the paragraph beginning with, “Afterwards the streets..” and ending with “ ... or funeral oration”.)

- revise your summary and the notes of the events, characters of pages 40 to 43, which 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 48 to 49 .

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

Teacher will read and explain in detail

- plot development, character development
- contrast, conflict, democracy, conspiracy and treachery.

Class discussion and explanation

In zoom lesson 1, we discussed about Julius Caesar's greatness and consequent betrayal; Cassius' hatred for the Romans who looked at Julius Caesar as a demi-god and conferred on him so much power as if he ruled the world. The Soothsayer and Calpurnia decide to warn Julius Caesar from going out of the palace on the Ides of March but Caesar thinks that he must go out.

In today's lesson, we will continue with

- Writer's **use of contrast** between characters,
- **Conflict** between characters and the treachery of the conspirators
- **Julius Caesar's ambition and pride**

- Do the politicians have good reasons for eliminating their emperor?

PLENARY: Teacher summarizes how the writer presents theme of conspiracy, ambition and pride; and writer's viewpoints about character interactions revealed in Brutus, and Caesar.

Lesson 3

Lesson 3 Zoom 3

Learning Outcomes :

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

L.O: -

- Explore the tragic elements of the story
- Express viewpoints

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

Activity 1

Re-call the tragic events of the story , *Julius Caesar* pages 40 - 49

Answer the following questions?

- 1. What mistake committed by Caesar, caused his death?**
- 2. What is your opinion of Mark Antony?**
- 3. Is Caesar a coward or a brave King? Explain with from the story.**

Lesson

Activity 2

- **Teacher explains the purpose of extract with questions is to understand writer's use of literary style**
- **Develop understanding of correct literary terminology**
- **Students are assessed for accurate use of spelling, punctuation and grammar.**

Read the following extract and answer the questions that follow.

Outwitted and outmanoeuvred, Cassius and Brutus were still able to muster an army out of the men included on that list. They would fight the new rulers. The odds were against them, but they had nothing more to lose, after all. Everything Cassius had dreaded had come about.

Brutus's wife, Portia, had killed herself in despair. Hundreds of their friends had been put to death. But such mutual griefs bound the two men in a greater friendship than ever. There was no more bickering between them, no more disagreement. Together they would see it through to *the bitter end* – and with honour, too. Perhaps they would even defeat Mark Antony.

1. Who are the new rulers?

2. The phrase, "... *outwitted and outmanoeuvred*", may mean _____ ?

3. What two tragic experiences did Brutus suffer?
4. Explain how Brutus and Cassius met with *the bitter end*. Give evidence.
5. Why do Brutus and Cassius want to defeat Mark Antony?

Activity 3 – Think, pair, share

Students share their responses. Teacher monitors and discusses the correct answers.

PLENARY:

Teacher recalls the tragic events of the story and the narrative structure

Lesson 4

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

Julius Caesar – pages 45 - 49

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

1. *“It was as if the sun had fallen and plunged them into a deep and icy darkness”*. Why does the writer use this literary technique

- A) *To emphasize the death of their admirable emperor who did so much for them but was brutally killed.*
- B) *To tell the readers that the conspirators had no right to do what they did.*
- C) *To tell the reader that after a bright sunny day comes the nightfall.*
- D) *To emphasize to the world that Julius Caesar was a great emperor who brought about a model democracy.*

2. Do you think Cassius could persuade all the intellectuals to join in the conspiracy?

- A) *Yes, he spoke to all the intellectuals in Rome and they joined him.*
- B) *No. He could only speak to politicians who were fickle-minded.*
- C) *No. He couldn't dare talk to someone like Mark Antony who had an outstanding regard for Caesar..*
- D) *Yes, he spoke to the well meaning politicians in Rome and was joined by them.*

3. What did Brutus think could help the design of the conspirators from any criticism?

- A) *Including Mark Antony in the new government.*

B) *Killing of Mark Antony.*

C) *Never to allow Mark Antony to speak to the Roman people.*

D) *Neglecting Mark Antony as a nonentity in matters of great politicians like him and Cassius.*

4. *Who uttered these words: "The moment my death serves Rome as well as Caesar's did today, I am ready to die for her"?*

A) *Cassius*

B) *Mark Antony*

C) *A true Roman.*

D) *Brutus*

5. *In the context of the play, what does the simile, "Like straw, he kindled them" mean.*

A) *He had inspired them to take action.*

B) *He had set fire on the grass to burn it up.*

C) *Like straw he ignited all of them.*

D) *Like the grass on fire he let them burn to ashes.*

6. *How did the friendship between Brutus and Cassius grow stronger?*

A. *The two were visited by the ghost of Caesar.*

B. *They constantly visited each other and stood up for one another.*

C. *the two men shared a mutual grief that bound them together.*

D. *Both men ended up killing themselves as great friends.*

What do the following quotations reveal about Brutus and Cassius?

7. *"And Mark Antony was no orator – he said to himself"*

A) *He is careless and daring.*

B) *He is right and highly perceptive in judgment.*

C) *He hates the truth about what is right and good.*

D) *He is short sighted and over confident of himself.*

8. "He gave his sword- hilt into the hands of a trusted friend and ran on to the blade"

A) *He was a fickle-minded coward.*

B) *He was pretender.*

C) *He was wicked and foolish.*

D) *He was bold and talkertive.*

Answer the following question in a few paragraphs (Challenge)

9. *Is Brutus a dishonest, treacherous coward?*