

<u>Teacher:</u>	Mrs. Aurine
<u>Class and Section:</u>	YEAR 10A/E
<u>Subject:</u>	English Language (GCSE 9-1)
<u>Week 4:</u>	27 th to 1 st October 2020
No. of Sessions:	5 sessions (Zoom = 4; Asynchronous = 1)
<u>Students' Access to Work:</u>	Work sent to students through Google Classroom
<u>Topic:</u>	20th Century fiction

RESOURCES:*The Handmaid's Tale* by Margaret Atwood

The Handmaid's Tale' Chapter-2

Edexcel GCSE English Language coverage:

- 1.1.1 read and understand a range of prose fiction, including unseen texts
- 1.1.2 identify and interpret themes, ideas and information; draw inferences and justify these with evidence
- 1.1.3 summarise ideas and information from a single text
- 1.1.4 analyse and evaluate how form and structure contribute to the effectiveness and impact of a text
- 1.2.2 select, organise and emphasise facts, ideas and key points

GCSE Assessment Objectives: AO1, AO2, AO5, AO7

ACTIVITY
27th – 1st October 2020
<i>Zoom Session 1 and 2</i>
<u>Lesson Objectives</u>
<ul style="list-style-type: none"> • To explore how writers engage readers by the effective use of language to create meaning • To analyse Atwood's use of symbolism and how it shapes meaning in the text.
<u>Success Criteria:</u>
<ul style="list-style-type: none"> • I can understand how writers use language to achieve effects and influence readers • I can support responses with appropriate textual references • I can explain and comment in detail on how language techniques are used to communicate ideas to the reader. • I can comment in detail on the writer's use of structural features, linking these precisely to the overall

effect being created.

Learning Outcome:

- Students will be able to interpret the subtle inferences a writer is making in the introduction to a text and use precise references to support their interpretations.
- Students will be able to make careful, precise selections of words and phrases to support interpretations of viewpoints and ideas.

Introduction:

Display the [Hook presentation](#). Ask students to complete the task, working in pairs or individually. Set targets to encourage students to gather as broad a range of vocabulary as possible, e.g. three or five suggestions in each of the three categories: thoughts, emotions and physical responses. Take feedback, gathering as many ideas as possible.

Task-1

Students read [3.2 Text 1](#) (or page 39 in the Anthology). *The Handmaid's Tale* by Margaret Atwood

Task-2

Reading for meaning

1. Look at the final sentence in the extract. What kinds of 'other escapes' do you think the narrator is referring to?
2. In the first paragraph of the extract, the narrator describes the room in which she spends most of her time.
 - (a) Which detail in this paragraph reveals the most information to you about her situation? Underline it in the extract.
 - (b) What does it suggest to you about her situation? Write a sentence or two explaining your ideas.
3. Look closely at the sentences below. Some of the details provide the reader with visual description: they describe the narrator's room. However, some of the sentences give the reader clues about the setting of the novel: the society in which the narrator lives.
 - (a) Underline all the details which provide visual description.
 - (b) Circle any details from which you can infer ideas about this society.

On the wall above the chair, a picture, framed but with no glass: a print of flowers, blue irises, watercolour. Flowers are still allowed. Does each of us have the same print, the same chair, the same white curtains, I wonder? Government issue?
Think of it as being in the army, said Aunt Lydia.

- (a) Think carefully about all the details you circled. What kind of society is this? Write two or three sentences explaining your ideas.
4. Identify one or two other details in the rest of the extract from which you can infer ideas that add to your understanding of the novel's setting. Underline them in the extract, and add an annotation to each one, summarising what you can infer from it.

Commentary on extract(Group activity)

uses the adjective 'white

ornament in the shape of a wreath' connotes

simile 'like the place in a face where the eye has been taken out' -

they've removed anything you could tie a rope to'.

'no glass, in front of the water colour picture of blue irises' and that 'the window opens only partly' and 'the glass in it is shatter-proof-

sunlight comes in through

narrow strips'

why do I want?

Flowers-Symbolism

'blue'-

does each of us have the same print

pronoun 'us

A wreath -

the eye has been taken out –

They've removed ... they like –

opens partly ... no glass –

short one sentenced paragraph stating 'think of it as being in the army, said Aunt Lydia-suggest

a return to traditional values –

Waste not ... I am not being wasted –

now ... former times –

Thought ... rationed -

I intend to last ... I am alive -

Homework:

1. What is suggested by the fact that the narrator observes "they've removed anything you could tie a rope to?"
2. What is implied by the sentence, "Nothing takes place in the bed but sleep; or no sleep"?

Plenary

Share their ideas

Zoom Session 3 and 4

Learning Objectives:

- To make significant contributions to discussions, taking a range of roles and helping to move discussion forward.
- To ask questions that probe and elicit expanded thinking and processing of information, resulting in deeper learning.
- To cite specific textual evidence to support their responses.
- To rephrase their questions (when appropriate) so they are worded more effectively.

Success Criteria:

- I can identify and ask reflective, conceptual, and factual questions.
- I can respond appropriately to questions formulated by their peers.
- I can reflect on the relevance of their questions and the accuracy of their responses.

Learning Outcome:

Students develop skills in analyzing, inferring, restating, and summarizing. Effective questioning stimulates students to refine their understanding and make accurate/informed inferences.

Introduction

Discuss homework questions

Whole class discussion:

What impact does the mood have on the reader at this point in the extract?

What details give you this impression?

What do you imagine may happen later in the Novel?

What questions does this extract raise for the reader?

Individual/Pair Activity:

Type six questions based on the extract *The Handmaid's Tale by Margaret Atwood* using Google Forms.

Focus on;

- Opening line
- Language
- Structure
- Setting
- Character
- Mood
- Tone
- Atmosphere
- Themes

Students will ask questions to each other and assess their understanding of the text.

Criteria to assess their response:

	Sophisticated Understanding	Extended Understanding	Basic Understanding	Partial Understanding
Student asks questions that would likely encourage a response that is...	<input type="checkbox"/> highly focused <input type="checkbox"/> explicit <input type="checkbox"/> highly engaging	<input type="checkbox"/> focused <input type="checkbox"/> detailed <input type="checkbox"/> moderately engaging	<input type="checkbox"/> on-topic <input type="checkbox"/> sufficient <input type="checkbox"/> minimally engaging	<input type="checkbox"/> off-topic <input type="checkbox"/> insufficient <input type="checkbox"/> not engaging

Homework:

How does the writer use language and structure to describe the setting?-15 Marks

Checklist for success

A successful response should include:

- reference to particular words and phrases
- comments on the effects of language features and techniques
- Comments on the effects of sentences and punctuation.

Coherent or meaningful linking and organization of ideas

Plenary:

Feedback

Lesson 5 : Asynchronous Session

Learning Objectives:

- To check the students reading comprehension
- To make students think about the ideas presented by the writer
- To encourage critical and logical thinking

Success Criteria:

- ✓ Students will be able to answer the question to review the language and structural features
- ✓ Students will be able to analyse the use of language and structure to create an effect.
- ✓ Students will be able to analyse the writer’s intention.

Learning Outcome:

Students will answer questions to demonstrate their knowledge and understanding of the main ideas and the use of language and structural features to express his point of view.

Class work:

Read the extract The Handmaid’s Tale’ Chapter-2 and answer the following questions.

Please find the attached worksheet.

