

Yr.7 English Literature

WEEK 4 - DISTANCE/BLENDED LEARNING PLAN

Name of the teacher: Mr. Julius.

Class and Section: YEAR 7B

Subject: ENGLISH LITERATURE

Week 3: 20th to 24th September 2020 No. of lessons - 4 LESSONS

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

Topic: PROSE: '*ROMEO AND JULIET*' – pages 8 – 16

Learning Outcomes :

Students will be familiar with the terms related to the 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: '*ROMEO AND JULIET*' GERALDINE MACCAUGHREAN

DATE	ACTIVITY - CLOSE READING OF <i>ROMEO AND JULIET</i> – pages 8 - 16
WEEK 3	20th September – 24th September, 2020
<p>Lesson 1 20th September, 2020, Sunday 7B (0 Period)</p> <p>Lesson 1</p>	<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>ROMEO AND JULIET, pages 8 to 16</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>Sequence the main events of <i>Julius Caesar</i>, by spelling the following words correctly and using each in a separate sentence to talk about the events in Julius Caesar. Include as much details as you wish in each sentence.</p> <p>(A)</p> <p>- <u>In your Note book</u> :</p> <p>(i) Spell the following words and use each in a sentence about the story, '<i>Julius Caesar</i>'. Ancestors, prosperity, democracy, envious, virtue, conspirators, unnerve, treachery, assassination, manoeuvred</p>

B. What is the meaning of, “mystery”? In what 3 ways does the last paragraph of *Julius Caesar* develop mystery?

Task 2:

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

Teaching Activity - zoom lesson 1 ‘ROMEO AND JULIET’, page 8 to page 16.

Teacher

Last week, we discussed **the murder of Julius Caesar** and how Cassius convinced Brutus and some other Romans to join in the evil act; both Brutus and Cassius die, while Mark Antony and two others take over power.

In today’s lesson, we will read and discuss in detail

- the story opening of ‘ROMEO AND JULIET’,
- the key event;
- the issue of split personality,
- and the irrationality in wrangling as the hallmark that brings interest in the tragic story.

RESEARCH ON THE STORY OF ‘ROMEO AND JULIET’.

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

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

1. The Duke has passed an edict that no fighting in public shall be tolerated in the city of Verona.
2. Romeo and his friends gate-crashed into a house party at the Capulets.

3. The city of Verona has been notorious for some time now with people getting drunk, fighting and killing of citizens.
4. Juliet takes the help of her serving maid, and then, a church minister to elope with his new found lover.
5. In a flurry of confusion lives are lost and the city returns to an unsettling calm.

Class discussion and explanation

Story opening

- What do you learn about life in Verona at the beginning of *ROMEO AND JULIET*?
- Which word does Geraldine McCaughrean use to describe the issue of nursing unending hatred for one's neighbour in the second paragraph of the story?
- Romeo soon ensnares himself, putting not only his life but the life of his friends and others on the line; how?
- What is the meaning of the phrase, "*...at death's door*"?

Plot and character development, from "To cheer him ... cold and embittered", pages 10 to 13.

- What transformation takes place in this part of the story? Identify 5 verbs/phrases as textual evidence that justify the change in personality, in the first paragraph here.
- What is your opinion of Tybalt? Why does Geraldine bring him into the story at this point?
- On a table, show how Tybalt is different from Romeo.

Name/Quality	Explanation/Evidence	Name/Quality	Explanation/Evidence
Romeo	Montague; direct lineage	Tybalt	Capulet; relation
Montague	Son/child	Capulet	Cousin/dependant
Fearless but calm	Stays put without speaking, determined to meet Juliet	Coward and talkative	Spots the intruders and would have run his sword through Romeo

PLENARY Teacher enables the students to recall the main points about Romeo’s adventure, how he stumbles on Juliet and ends up fighting and killing Tybalt and is banished.

HOMRWORK

Answer the following question?

1. *“What are the qualities that make Romeo’s alter-ego unique?”* Explain them using evidence from *‘Romeo and Juliet’*.

Lesson 2

Zoom 2 Lesson 2

‘Romeo and Juliet’, pages 11 to 13, from “The go-between was cold and embittered.”

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 and plot development, 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 *ROMEO AND JULIET*, page 13 to page 16, (*the paragraph beginning with, “But once they... and ending with “... the Capulet tomb”.*)

- revise your summary and the notes of the events, characters of pages 10 to 13, 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 HOMEWORK

Teaching Activity - pages 14 to 16 .

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

Teacher will read and explain in detail

- plot development, character development
- contrast, conflict, tragedy and treachery.

	<p>Class discussion and explanation</p> <p>In zoom lesson 1, we discussed about Romeo’s irrationality and consequent transformation; Tybalt’s blind attempt to stop the designs of a passionate love game; Romeo meets face to face with his soulmate and he is completely overwhelmed by her advances towards him.</p> <p>In today’s lesson, we will continue with</p> <ul style="list-style-type: none">• Writer’s use of contrast between characters,• Conflict between characters and the irrationality of family members,• Friar Laurence’s determination to help true lovers <ul style="list-style-type: none">• Do children have any good reason to disobey their parents or, citizens their leaders? <p>PLENARY: Teacher summarizes how the writer presents theme of tragedy, disobedience; and writer’s viewpoints about character interactions revealed in Juliet, and Friar Laurence.</p> <p>Teacher will guide about <i>Asynchronous lesson</i></p>
<p><u>Lesson 3</u></p>	<p><i>Zoom Lesson 3</i></p> <p>Learning Outcomes : interpret questions and respond appropriately showing evidence of their knowledge and understanding of the key events ,characters and themes in the story</p> <p>Success Criteria: I can</p> <ul style="list-style-type: none">• 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 , *Romeo and Juliet* pages 8 - 16

Explanation and class discussion of the following questions?

1. What surprises met Romeo's ears at his very first meeting with Juliet? Explain, with **textual evidence**.
2. What would one remember most about Juliet's Nurse? Why?
3. Does Romeo have any reason for disobeying the Duke's orders?
4. Are Romeo and Juliet ideal role models for their peers? Explain, with evidence from the story.
5. How is theme of love presented in the story? You may consider
 - what Romeo and Juliet say and do
 - the conflict between Romeo and Tybalt and their families
 - what the nurse, Friar Lawrence and the Duke say and do

Read the following extract and answer the questions that follow.

When Juliet awoke, she found Romeo lying by her side. His body was still a little warm from life, but touched by icy death.

"What, didn't you leave one drop for me?" She said reproachfully, holding up the empty poison bottle. Then she drew his dagger and quickly sank it in her heart; there were voices and footsteps outside, and she had no wish to to be stopped in her pursuit

of Romeo.

1. What characteristic does Romeo and Juliet share in common?
2. What does the phrase, "... *touched by icy death*" mean _____ ?
3. What does Juliet show you about her character?
4. If you were Juliet, how would you have behaved, meeting the dead body of Romeo?
Give evidence.
5. Does the life of these two teach you any lesson at all?

Lesson 4

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 8 - 16

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

1. Which word, best describes the families in this story?

A) *Aristocrats.*

B) *Peasants.*

C) *Lovers*

D) *Democrats.*

2. Where do the events take place?

A) *Verona and Mantua.*

B) *Mantua.*

C) *Verona.*

D) *Paris.*

3. What was the real cause of the conflict?

A) *Standing inter-family feuds.*

B) *Childlike naivety.*

C) *Tybalt's attack on Romeo and his friends.*

D) *Juliet's love for Romeo.*

4. Who said this: "I can't explain why, but God knows, I've more cause to love you than hate you this morning"?

A) *Juliet*

- B) Tybalt
- C) Friar Laurence.
- D) Romeo

5. In your own words, explain this metaphor:

"But once they were together, Romeo and Juliet rebuilt heaven out of the ruins of the day."

- A) *Being together was like building heaven from the destruction of the day.*
- B) *Being together, was like using Romeo and Juliet to build heaven on earth.*
- C) *Nothing else in the world mattered to Romeo and Juliet, as soon as they met again.*
- D) *Nothing could have been better than always having Romeo and Juliet together.*

6. Why were Juliet's parents so cross with her?

- A. *She refused to love Paris who was rich.*
- B. *Juliet loved their enemy.*
- C. *She was so stubborn and naive.*
- D. *Juliet acted in defiance of her parents.*

What do the following quotations reveal about Romeo and Juliet?

7. "Does Juliet hate me for killing her cousin?"

- A) *He is daring and naive.*
- B) *He is selfish and unreasonable.*
- C) *He is careless and heartless.*
- D) *He is short sighted and over confident.*

8. "He'll be there at your side when you wake, and you can leave the city together"

- A) *He was weak and thoughtless.*
- B) *He was careless and insolent.*
- C) *He was unreasonable and dishonest.*

D) *He was fickle-minded and over-confident.*

Answer the following question in a few paragraphs (Challenge)

9. *What is your impression of Friar Laurence?*