

YEAR 9 ENGLISH LANGUAGE *WEEK 6* STUDY PLAN - DISTANCE LEARNING / BLENDED LEARNING

YEAR 9 ENGLISH LANGUAGE

Name of the Teacher: Keenan Pimenta

Class and Section: YEAR 9 F

Subject: ENGLISH LANGUAGE (GCSE 9-1)

Week 6: 4th October to 8th October

No. of lessons - 5 (4 – ZOOM, 1 GOOGLE CLASSROOM)

Student's access to Work: Work sent to students through Google Classroom and Zoom session will be held.

Topic: EXPLORE DYSTOPIAN NARRATIVE

Overall Objectives:

- Understand the features of a dystopian narrative
- Understand how writers use their dystopian stories to explore how the problem might develop further if no one does anything about the problem
- Consider writer's use of language, viewpoint and purpose

RESOURCES: SKILLS FOR WRITING TEXT – UNIT 5 & 6, Pages 62 to 64

POWER POINT PRESENTATION –

ASSESSMENT for LEARNING : Students are assessed continuously for GC work; Homework and contributions during class discussions.

DATE and LESSON No.	ACTIVITY
	4th October to 8 th October
LESSON 1 and 2	<p>ZOOM Lessons 1 & 2</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • To identify, list and suggest features of dystopian narratives • To understand how the writers take their ideas from what they think is a problem in the world and explore how the problem might develop further.... <p>SUCCESS CRITERIA Students will be able;</p> <ul style="list-style-type: none"> • To identify, list and suggest common features of dystopian novels after reading summaries of four dystopian novels <p><u>Learning Outcome:</u> Students will be able to gather and plan ideas for writing a dystopian story.</p> <p>ZOOM LESSON 1 & 2</p> <p>ACTIVITY 1 – Pg 62 & 63</p> <p>Begin the lesson with a recap of the blurb of GONE and ask students to list words that point to a dystopian world Powerpoint Presentation – DYSTOPIAN WORLDS: slide 1</p> <p>Powerpoint Presentation – DYSTOPIAN WORLDS: slide 2 –Sherlock Holmes Ask students to list words that are common features of the literary genre of Detective stories</p> <p>Powerpoint Presentation – DYSTOPIAN WORLDS: slides 3-6 Students read the summaries of the four novels in the Dystopian genre.</p> <p>They then identify any common features in these dystopian novels. They could draw a mindmap of their own of the common features of dystopian novels...or add to the mind map in the Presentation – DYSTOPIAN WORLDS: slide 7</p>

<p>LESSON 3 – GC</p>	<p>Discussion: (Break out groups may be used for this segment) Presentation – DYSTOPIAN WORLDS: slide 8, 9, 10 You may also use Dystopia_Resource_3.3_WS (this may be posted to the students for reference)</p> <ol style="list-style-type: none"> The students are asked to look again at the four summaries of dystopian novels and asked the following question: What problems might have inspired the writers of these stories to imagine these dystopian futures? Choose one of the novels summarised: How has the writer taken one of the features you have identified and developed it into a dystopian world of the future? Look at all 4 novels: What effect do you think each of the four writers wanted to have on the reader? <p><i>(for each question a., b., c., students are to write a sentence or two explaining their ideas and use evidence from the summary/ies to support their comments)</i></p> <p>HOMEWORK: Students write the answer to the question they discussed in the Break out groups.</p> <p>LESSON 3 Google Classroom : PLANNING IDEAS FOR A DYSTOPIAN STORY:</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> To set plans for writing a dystopian story – listing ideas, prioritising, summarising... To explore ideas of central character/s, problems they may face, how they will overcome the problems <p>SUCCESS CRITERIA</p> <p>Students will be able to</p> <ul style="list-style-type: none"> Draft plans for their dystopian story <p><u>Learning Outcome:</u></p> <ul style="list-style-type: none"> Students consider present day problems and draft a framework for a story based on one of the problems and how to resolve the problem through the central character/s in the story <p>Presentation – DYSTOPIAN WORLDS: slide 11, Text – pg 63 – ACTIVITY 2</p>
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LESSON 4 and 5

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ZOOM LESSON 3 & 4

Learning Objectives:

- To understand how writers use nouns and noun phrases to influence the reader's view of a fictional world
- To explore how writers use a 'back-story' to give background information to their dystopian story and understand the setting of the novel
- To explore the writer's use of language of the back-story to influence readers' responses to the dystopian society, rulers, victims...

SUCCESS CRITERIA

Students will be able to

- Use short noun phrases, expanded noun phrases and proper noun phrases to influence the reader's responses to the dystopian story

Learning Outcome:

- Students examine how short noun phrases, expanded noun phrases and proper noun phrases to influence the reader's responses to the dystopian story they have planned

ACTIVITY A

The Hunger Games: Pg 64 - DYSTOPIAN WORLDS: slide 12

Students read a longer extract (the back-story) from The Hunger Games for use of nouns and noun phrases...

While reading, students may annotate the extract for key events, which they will use for the first task-

Task 1: Make a timeline or list of events which the mayor describes in the extract. An example may be given...

Task 2: **How has the writer used language and structure to engage the reader in the dystopian world in which the novel is set? Choose examples from the extract to support your comments.**

DYSTOPIAN WORLDS: slide 13

ACTIVITY B

WRITER'S WORKSHOP:

Students explore how the writer uses the back-story and carefully selected language – Noun Phrases and relative clauses

to influence the reader's response to his dystopian world... **DYSTOPIAN WORLDS: slides 14-18**

HOMEWORK : (Presentation: **DYSTOPIAN WORLDS: slides 19-21** (also attached document – homework Dystopia Resource 3.5 WS)

- Students read an article - '**Dystopia**' seems to be the new buzzword – and write three or four sentences explaining, in their own words, why Blackman, the writer, believes dystopian novels are particularly popular at the moment.