

Yr.7 English Literature

WEEK 6 - DISTANCE/BLENDED LEARNING PLAN

Name of the teacher: Mr. Julius.

Class and Section: YEAR 7B

Subject: ENGLISH LITERATURE

Week 6: 4th to 8th October 2020 No. of lessons - 4 LESSONS

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

Topic: POETRY: '*ELECTRONIC BRAIN, I WANT TRAINERS AND LIFE IS A BALL*' – NORMAN SILVER

Learning Outcomes :

Students will be familiar with the terms related to stories

be able to explore elements of stories,

be able to read and understand an extract from one of the stories;

understand how the events and characters develop through the extract

_interpret questions and respond appropriately showing evidence of their knowledge and understanding of the stories

express their personal response to the events, characters and viewpoints.

Compare two of Norman silver's poems

RESOURCES: PROSE: 'Henry The Fifth', 'Julius Caesar' and 'Romeo and Juliet'

POETRY: '*ELECTRONIC BRAIN, I WANT TRAINERS, LIFE IS A BALL*'- *NORMAN SILVER*

| DATE | ACTIVITY - CLOSE READING OF 'ELECTRONIC BRAIN', 'I WANT TRAINERS' & 'LIFE IS A BALL' – NORMAN SILVER |
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| WEEK 5 | 4th October – 8th October, 2020 |
| <p>Lesson 1 4th October, 2020, Sunday 7B (0 Period)</p> | <p>Learning Outcomes :</p> <ul style="list-style-type: none"> ➤ be able to review elements of a story in the given extract; ➤ understand how the characters and events develop through the story <p>Zoom Lesson 1</p> <p><u>L.O:</u> -</p> <ul style="list-style-type: none"> ➤ Read an extract effectively for meaning. ➤ Explore the elements of a story ➤ develop personal response to the story <p><u>SUCCESS CRITERIA:</u> - I can</p> <ul style="list-style-type: none"> ➤ Skim, scan and annotate an extract ➤ Infer, deduce and explain information from a story ➤ express personal response with evidence <p>Task 1 for zoom lesson 1</p> <p>Read the following extract from 'Henry The Fifth', page 26, beginning from "Against all rules ... to be believed", and answer the following question below.</p> <p>What is the main event referred to in this extract? In your answer consider the following</p> <ul style="list-style-type: none"> • Who are involved? • What have they done? • What are your views about them? <p>The Teacher reads and explains situation in the extract to the students and enables their understanding in order to guide them to correctly answer the question with sharp focus on the bullet points.</p> <p><i>(The teacher explains that the Dauphin, having challenged Henry to battle, some French soldiers went ahead to overstep</i></p> |

war protocol by attacking the English camp where some English boys were guarding the provision wagons. The French killed so many and caused so much destruction that horrified everyone, causing the English to go after the murderers with naked swords. At the final battle, the Battle of Agincourt the French were mercilessly defeated; with men, young and old, dead. They lost 8500 men against 29 for the English side.)

Let the students express their response giving their opinion about the soldiers using adjectives to describe their thoughts and feelings about the event in relation to life as it should be.

Teacher should encourage the students to be positive in thinking about life and living in harmony rather than fighting and causing bloodshed.

Feelings could include: pity, love for others, love for country, determination, selflessness etc.

Teachers need to remind the students about the marking criteria, guiding them how to gauge the number of points to be given in order to be fully rewarded. They must be able to attempt all questions in order to submit their answers immediately after the Assessment. Reiterate that NO answers shall be accepted once the day's Zoom lesson is ended.

Remind the students about the importance of reading all the stories again and again.

In your Note book :

Carefully read and complete the table below to reveal an understanding of the given characters in the different stories.

| Character/Story | I think that he/she is ... | He/She ... | My viewpoint ... |
|--|----------------------------|---|--|
| 1. The Dauphin in <i>Henry The Fifth</i> | I think he is tactless. | He sends a provocative gift to Henry thinking that the reckless youth is still the same when he becomes king. | The Dauphin's behavior infuriates Henry and makes him determined to overcome his opponent. |
| Cassius in <i>Julius Caesar</i> | He is cruel. | | |
| | | She elopes with Romeo who she met only recently and even marries him without the consent of her parents. | |
| | | | |

Comment [V1]:

Comment [V2]:

Comment [V3]:

Comment [V4]:

Comment [V5]:

Comment [V6]:

We will discuss in detail **Romeo and Juliet**, the key event; the death of Tybalt who meets Romeo and his friends on a street and attacks them for attending the Capulet party uninvited.

How is Romeo different from Tybalt?

What did Romeo do to escape from punishment?

What does the decision which he takes reveal about Romeo? Consider what he says and does and give your opinion about his actions.

Teacher summarizes how the writer presents Romeo and his friends as violent, unruly and aggressive; and although Romeo was calm initially, he soon transforms into a beast and runs into Tybalt with his friend's sword; they are unreasonable, implacable and inhuman.

Teacher will guide about Test.

Zoom Lesson 2

Test:

Learning Outcomes :

- **be able to respond to questions using evidence from the stories**
- **understand how the characters and events develop through the story**

Zoom Lesson 2

L.O: -

- **Read an extract effectively for meaning.**
- **Express personal response to the story with evidence**

Test to be posted on GC

Lesson 3

Zoom 3 Lesson 3: Comparing '*Electronic Brain*' and '*I Want Trainers*'

LEARNING OUTCOME

express their response to the events, language, themes in the poems

Zoom Lesson 3

L.O: -

- Read a poem effectively for meaning.
- Explore the elements of a poem
- Express personal response to the story with evidence

SUCCESS CRITERIA: - I can

- Skim, scan and annotate a poem
- Infer, deduce and explain ideas from the poem
- develop personal response with evidence from the poems

Task 2: Poetry

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

Teacher

Last week, in the poem, 'ELECTRONIC BRAIN' we discussed about the overconfidence of a computer, that looked down on earlier models even though the machine itself was so vulnerable and could easily lose all data.

Discussion and explanation:

In today’s lesson, we will read another poem, by Norman Silver, ‘*I Want Trainers*’, and compare the poem to ‘*Electronic Brain*’. Consider the following as you read and annotate the poem.

- Writer’s use of diction,
- The poet and the voice in his poem
- Possible themes and viewpoints,

The poem, ‘*I Want Trainers*’, by Norman Silver.

I Want Trainers

I want trainers
that stand out in a crowd
that mark you number one on the block
that raise you off the concrete,
that stamp your identity on the streets, 5
that make your every footstep a dance,
that find their own way through town,
that magnetize the eyes of your mates,

with innersoles like trampolines,
with tongues that reach your knees, 10

with laces that hang loose,
with gold-plated lettering,
with treads deeper than tractor wheels,
with footprints that spell danger,
with hugely inflated price-tags, 15

because the way I am I'm a nonentity,
because even Sam has a pair,
because you love me and you're my parents,
because feet need all the attention they can get,
because I'm suffering severe shoe envy, 20
because what I wear is what I am,
because if I don't get them I might as well be DEAD!

Norman Silver

Starter: – what do you think is similar between '*Electronic Brain*' and '*I Want Trainers*'?

TEACHER :

The speaker in the both poems may not always be the poet. In '*I Want Trainers*', you would have experienced the difference between a poem's creator and a poem's 'voice'; is this the same with '*Electronic Brain*'?

TASK 1.

1. Identify words and phrases that help to give you a picture of the narrator in the poems.

2. Why do the poets use these words and phrases?

Task 2:

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

Teaching Activity - zoom lesson 3 Comparing '*Electronic Brain*' with '*I Want Trainers*'.

Teacher

In the previous classes, we discussed about the overconfident computer which thought that it had no equal yet we soon noticed that it was completely unreliable especially in the hands of a careless user.

In Norman Silver's poem, '*I Want Trainers*', the key event is the issue of a young speaker who wants a pair of designer shoes, and talks of dying if his parents would not provide him with the shoes.

Wholeclass discussion

1. If the speakers in both poems are not the same, how are they different?
2. Are both poems developing in the same manner? Explain with evidence from both poems. And if not, how are the poem developments different?

Task 3:

Poets tend to speak in a more lively way by using poetic devices.

Is Norman Silver using the same type of poetic devices to engage his reader when he is talking about the events?

Read both poems again and choose from each of them the poetic technique used by Norman Silver and explain how he used it to make you enjoy reading the poems.

One is done for you.

Norman Silver uses **personification** in writing his poems. In the poem, 'Electronic Brain', he gives a computer the voice of the poet and although he is overconfident, he ends up in disaster when he regrets losing all his data.

In 'I Want Trainers', Norman Silver still uses personification but this time, it is a child who speaks, telling the reader that if he is not bought a pair of designer shoes that will make him stand out among his friends, he will die.

It is interesting to hear the same poet express different opinions of the computer and the child and each just like we would have it in real life

Lesson 4: Asynchronous Lesson.

LESSON OUTCOMES:

- interpret questions and respond appropriately showing evidence of knowledge and understanding of the poems

Success Criteria: I can

- Read silently with clear understanding of the poems
- deduce information about key ideas and themes
- infer importance of ideas, themes and use of language
- write my personal response, using evidence from the poems

Re-call the key ideas of the poems, '*Electronic Brain*' and '*I Want Trainers*'

Answer the following questions?

Read the poems again in your lesson plan and answer the questions below it.

1. How different are the titles of the poems?

2. In the first stanza of each of the poems, which words are used to tell you the “voice” being used by the poet?

3. Which word in stanza 3 of ‘Electronic Brain’, may have the same meaning as the clause, “because even Sam has a pair”?

4. Identify and explain any other figure of speech used in both of the poems

In ‘Electronic Brain’,

In ‘I Want Trainers’,

5. What similar feeling is expressed by the computer and the child in both the poems? Explain with evidence from both the poems.

6. Which of the poems do you prefer? Consider what they said about

- the main idea
- the use of poetic features
- the form of the poem.

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