

YEAR 8- English Literature **WEEK 7** STUDY PLAN - DISTANCE LEARNING

Class and Section: YEAR 8 A

Name of Teacher: Merlin Annamma Philip

Subject: English Literature

Week 7: 11th October, 2020 – 15th October, 2020 No. of lessons - 4

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

Topic: Poetry:

Zoom Lesson 1: Assessment 1 – PROSE

Zoom Lessons 2 & 3: The Seasons of Life by Joseph Anderson

Asynchronous: **A Lady** by Amy Lowell

Overall Learning Outcomes:

- The lessons of the week encourage **critical thinking**. Students learn to explore how poets use language and literary techniques, setting, characters, events to engage the readers.
- Interpreting and reflecting on content of the poem develops empathy

Poem is provided

Zoom Lesson 1: Assessment 1 - PROSE

Zoom Lesson 2: Discussion of poetic devices in **The Seasons of Life** by Joseph Anderson

Zoom Lesson 3: Discussion of use of form and structure in the poem **The Seasons of Life** by Joseph Anderson

Lesson 4: Asynchronous

DATE/LESSON No.	ACTIVITY
WEEK 6	CLOSE READING OF 'A Scandal in Bohemia' & RESPONSE TO QUESTIONS
WEEK 6	11 th October, 2020 – 15 th October, 2020
LESSON 1 11 th Oct, 2020 8 A Sunday (3rd Period)	<p><u>Lesson 1 - Zoom lesson 1- Assessment 1 PROSE</u></p> <p><u>Learning Outcome: Understand questions and write critical answers supported with textual references.</u></p> <p><u>Write critical answers clearly and accurately.</u></p> <p><u>Assessment 1 PROSE on 11th Oct.</u></p> <ul style="list-style-type: none"> ➤ Critical reading of the stories at least three times ➤ Revision of class discussion notes on events, character and themes

➤ Revision of spellings

Portion for Assessment 1

1. A Scandal in Bohemia
2. The Speckled Band

Total marks for Assessment 1-PROSE = 18 MARKS

The assessment questions will focus on long answers.

You will answer two questions

Question 1 = 9 Marks

Question 2 = 6 Marks

SPG = 3 Marks

11th October,
2020,
Lesson 2
8A
Sunday
(4th Period)

Lesson 2 - Zoom lessons 2 & 3

Learning Outcome: Close analysis of the poem *The Seasons of Life* to identify the poetic devices, form and structure used to create meaning and effect

Learning Objective: Analyse poet's use of literary devices, form and structure to convey meaning, ideas, themes and perspectives

Success Criteria:

- I can identify the different poetic devices used in the poem
- I can explain the effect created by the uses of these devices
- I can explain poet's use of form and structure to convey key ideas and perspectives

Whole class Activity: Could be given as group work if feasible. Time limit 20 minutes.

Complete the following table. Some of it has been done for you.

<u>Stanza</u>	<u>Poetic devices</u>	<u>Effect created</u>
<u>STANZA</u> <u>1</u>	<p><i>*Simile: How like the seasons is our life,</i></p> <p><i>*Rhyming words: life, strife; go, flow</i></p> <p><i>*Alliteration: sunshine, storms, strife – Consonance</i></p> <p><i>*Personification: coming in and going out of seasons</i></p> <p><i>*Triad / rule of three /</i></p>	<p>Focus is on the key idea that the cycle of life can be compared to the cycle of seasons. Life flows and one has to go with the flow irrespective of what happens in one's life. This is the eternal truth and one cannot evade this reality.</p> <p>Seasons are personified as human beings who are always on the move.</p> <p>Life is a mix of joys, sorrows and</p>

13th October,
2020,
Lesson 3
8A
Tuesday
(5th Period)

power of three: sunshine, storms, strife – different stages in life

**Metaphor:*

flow - flow of life enjoined to the flow of seasons

Sunshine - happy, cheerful and joyful moments in life - carefree

Storms – when things go wrong or downhill, unexpected events of a sorrowful nature,

Strife – challenges, difficulties that our way - internal or external

**Repetition: the word ‘seasons’ – suggestive of change*

EXTRA INFORMATION:

*Kinds of Imagery: **visual (see)**, auditory (hear), olfactory (smell), tactile (touch), gustatory (taste), thermal (temperature: chill, cold, hot, heat), **kinaesthetic / kinetic (movement)***

**thermal and kinaesthetic imagery*

**colour imagery – blue*

**Juxtaposition: bringing together two opposite ideas*

Come and go

Sunshine and storms

struggles. We often fail to realise this and drown in our personal miseries. If only we understand and accept that change is the only constant, then we will not allow ourselves to be depressed.

The reference to the colour blue is suggestive of the peace and serenity that surrounds youth from infancy to young adulthood. Blue is strongly associated with tranquility and calmness.

Stanza 1 introduces the main theme and sets the tone which is very much philosophical and realistic. The readers are brought into an anticipatory mood as to how the poet is about to develop the ideas.

<u>STANZA</u> <u>2</u>		
<u>STANZA</u> <u>3</u>		
<u>STANZA</u> <u>4</u>		
<u>STANZA</u> <u>5</u>		

Discussion:

- 1. Whole class discussion of form, rhyme scheme and structure.**
- 2. How form, rhyme scheme and structure help express poet's ideas.**

Plenary: Recap of key points related to use of form, rhyme scheme, structure and language in the poem *The Seasons of Life.*

13th October, 2020, Lesson 4

8A Tuesday (6th Period)

Lesson 4

Asynchronous Lesson:

Learning Outcome: Respond to the devices used in the poem **A Lady** by Amy Lowell

Learning Objective: Close reading of the poem to explain the figurative language, mood and tone used in the poem **A Lady by Amy Lowell**

Success Criteria: I can identify and explain poet's use of language, form and structure

Figurative Language Poem 7

A Lady

By Amy Lowell

You are beautiful and faded
 Like an old opera tune
 Played upon a harpsichord;
 Or like the sun-flooded silks
 Of an eighteenth-century boudoir¹.
 In your eyes
 Smoulder the fallen roses of outlived minutes,



And the perfume of your soul
Is vague and suffusing²,
With the pungence of sealed spice-jars.
Your half-tones delight me,
And I grow mad with gazing
At your blent colors.

My vigor³ is a new-minted penny,
Which I cast at your feet.
Gather it up from the dust,
That its sparkle may amuse you.

GLOSSARY

1. A woman's bedroom or private room
2. Gradually spread through or over
3. Physical strength and good health.

Directions: Respond to these questions to the best of your ability. Answer the questions completely.

1. Identify two examples of **simile**: explain which two things are being compared in each simile.
2. Identify two examples of **metaphor**: explain which two things are being compared in each metaphor.
3. Identify one example of **personification**: explain what is being personified and how.
4. Identify one example of **hyperbole**: explain what is being exaggerated.
5. What is the subject of this poem? What is this poem about? Explain your response.

6. What is the **tone** of this poem? How does the speaker treat the subject of the poem? Refer to text.

7. What is the **mood** of this poem? How does this poem make you feel? Refer to text in your response.

8. Comment on the structure of the poem.

9. As far as the form is concerned, is this poem

a. a lyrical poem

b. a free verse poem

c. an elegy

d. a narrative poem?

Explain the reason for your choice.



Zoom Lesson 2 - RESOURCE

The Seasons of Life

by *Joseph Anderson*.

*"How like the seasons is our life,
We face the sunshine, storms and strife;
As seasons come, so they must go,*

We are enjoined within that flow.

*In spring we start our journey new,
When flowers bloom and skies are blue;
The trees are budding, birds will sing,
With youth in bloom, it's always spring.*

*'Tis summer soon, we are mature,
Face love and kids, home and career;
It's harvest time, success we seek,
These sounds of summer leave us weak.*

*Then autumn calls to have its say,
The foliage falls, the hair turns gray;
The chill descends and soon the frost,
We think, perhaps on things we lost.*

*Old winter grips with snow and cold,
We watch our destined fate unfold;
As now we near our time to go
And seek life's final afterglow."*