

YEAR 9 ENGLISH LANGUAGE *WEEK 7* 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 7: 11th October to 15th October

No. of lessons - 5 (4 – ZOOM (1 assessment), 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 features writers use of language, viewpoint and purpose

RESOURCES: SKILLS FOR WRITING TEXT – UNIT 5 & 6, Pages 64 to 67

POWER POINT PRESENTATION – DYSTOPIAN WORLDS Building the Past

RESOURCES FROM EDEXCEL

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

DATE and LESSON No.	ACTIVITY
	11th October to 15 th October
LESSON 1 and 2	<p data-bbox="428 407 680 435">ZOOM Lessons 1 & 2</p> <p data-bbox="428 513 1243 540">ZOOM LESSON 1 – ASSESSMENT 1 – READING – 19th Century Fiction</p> <p data-bbox="428 618 632 646">ZOOM LESSON 2</p> <p data-bbox="428 695 674 722"><u>Learning Objectives:</u></p> <ul data-bbox="478 732 1873 906" style="list-style-type: none"> <li data-bbox="478 732 1780 760">• To understand how writers use nouns and noun phrases to influence the reader’s view of a fictional world <li data-bbox="478 769 1873 829">• To explore how writers use a ‘back-story’ to give background information to their dystopian story and understand the setting of the novel <li data-bbox="478 839 1873 906">• To explore the writer’s use of language of the back-story to influence readers’ responses to the dystopian society, rulers, victims... <p data-bbox="428 987 653 1015">SUCCESS CRITERIA</p> <p data-bbox="520 1024 800 1052">Students will be able to</p> <ul data-bbox="478 1062 1864 1122" style="list-style-type: none"> <li data-bbox="478 1062 1864 1122">• Use short noun phrases, expanded noun phrases and proper noun phrases to influence the reader’s responses to the dystopian story <p data-bbox="428 1170 663 1198"><u>Learning Outcome:</u></p> <ul data-bbox="478 1208 1829 1268" style="list-style-type: none"> <li data-bbox="478 1208 1829 1268">• 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 <p data-bbox="428 1312 569 1339">ACTIVITY A</p> <p data-bbox="428 1349 1850 1409">Begin by projecting DYSTOPIAN WORLDS – BUILDING ON THE PAST slides 1-4 (the 4 Dystopian Novels) and discussing briefly slides 5 & 6 – discussion questions.</p>

	<p>Slide 7 - (Planning a Dystopian story) can be briefly discussed and posted on Google Classroom in Materials – for the students to consider – it will be developed in later lessons....</p> <p>The Hunger Games: Pg 64 - DYSTOPIAN WORLDS – BUILDING ON THE PAST slide 8 Students read a longer extract (the back-story) from The Hunger Games for use of nouns and noun phrases...</p> <p>While reading, students may annotate the extract for key events, which they will use for the first task-</p> <p>Task 1: Make a timeline or list of events which the mayor describes in the extract. An example may be given...</p> <p>Task 2: What impression has the writer given you of the dystopian world in which the novel is set? Choose some examples from the extract to support your comments. DYSTOPIAN WORLDS: slide 9</p> <p>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</p>
<p>LESSON 3 – GC</p>	<p>LESSON 3 – GC</p> <hr/> <p>(Presentation: DYSTOPIAN WORLDS: slides 19-21 (also attached document – homework Dystopia Resource 3.5 WS)</p> <ul style="list-style-type: none"> • 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.
<p>LESSON 4 and 5</p>	<p>ZOOM LESSON 3 and 4</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand POINTS OF VIEW and how the writer uses language to influence the reader’s points of view <p>SUCCESS CRITERIA Students will be able to</p> <ul style="list-style-type: none"> • Effectively use pronouns, nouns and verbs to influence the reader’s responses to characters and

especially their points of view

Learning Outcome:

- Students examine how using pronouns, nouns and verbs can influence the reader's responses the characters and also their points of view

Presentation: DYSTOPIAN WORLDS: slides 18-20

TASK: Create a mind map of 'The Reaping' in your book. -

Students brainstorm on what they think 'the reaping' is and how it is relevant to a dystopian story.

Ideas

- What is it?
- What happens?
- How do the characters prepare?
- How does it make the characters behave?
- What does this tell us about the society they live in?
- Why is the government doing this?

Presentation: DYSTOPIAN WORLDS: slide 21-22

Discuss the purpose of the extract.

List out the events which the mayor describes in the extract.

What impression has the writer given you of the dystopian world in which the novel is set? Choose examples from the extract to support your points.

TO BE Continued in WEEK 8

ACTIVITY: GROUP WORK – BREAKOUT GROUPS may be used for this activity: **Presentation: DYSTOPIAN WORLDS: slide 23-31**

Allocate the points of view– one point of view per group. **Presentation: DYSTOPIAN WORLDS: slide 23**

Display **slide 24**, which shows an image of legal dolphin slaughter. **Without discussing the image**, read the article from **slides 25- 31**.

In groups: Using the information from the article but without discussing the image, give students five minutes to write a description of the picture from the point of view they have been allocated. Students must not discuss their personal views about the image, but put together a description that clearly shows the point of view that has been allocated to them. The **focus should remain on differing points of view of one event rather than the article.** **Slide 32**

HOMEWORK:

Read and annotate the extract from The Hunger Games (**pdf. File – The Hunger Games Trilogy Text pg 64.pdf, may be shared with the students**) in which Katniss tells the reader about the mayor’s speech on the day of The Reaping. **(Activity 1, question 1 page 68).**

The Word file: Homework Week 7 may be used as Google docs for homework.

Q1. Pick out two sentences which hint at the mayor’s thoughts and feelings (his point of view) about the history of Panem.

- a. In what tone of voice might the mayor express these thoughts and feelings?
- b. Write two or three sentences explaining your choices about his point of view and tone.

Q2. Pick out two sentences which hint at Katniss’s thoughts and feelings (her point of view) about the history of Panem.

- a. In what tone of voice might Katniss express these thoughts and feelings?
- b. Write two or three sentences explaining your choices about her point of view and tone.

Teachers please note:

Students should identify the tone of the mayor's speech as reinforcing the status quo, showing obedience to the state, celebratory, and possibly threatening.

The tone of Katniss's narration could be bitter, angry, possibly resigned and possibly fearful.