

## Yr.7 English Literature

### WEEK 11- DISTANCE/BLENDED LEARNING PLAN

Name of the teacher: Mr. Julius.

Class and Section: YEAR 7B

Subject: ENGLISH LITERATURE

Week 11: 8<sup>th</sup> to 12<sup>th</sup> November 2020 No. of lessons - 4 LESSONS

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

Topic: PLAY: '*KING OF SHADOWS*' – SUSAN COOPER

#### Learning Outcomes :

Students will be able to explore elements of drama,  
read and understand the play script;  
understand how the ideas and themes develop through the play script  
understand the playwright's use of language, dramatic devices and structure  
interpret questions and respond appropriately showing evidence of knowledge and understanding of the play script  
express their personal response to the ideas, themes and viewpoints.

RESOURCES: PLAY: '*KING OF SHADOWS*' – SUSAN COOPER - Scenes 7 to 10

DATE	ACTIVITY - CLOSE READING OF 'KING OF SHADOWS' – SUSAN COOPER														
WEEK 11	8th November – 12th November, 2020.														
<p>Lesson 1 8th November, 2020, Sunday 7B (0 Period)</p>	<p><b>Learning Outcomes :</b></p> <ul style="list-style-type: none"> <li>➤ be able to recall elements of the play script;</li> <li>➤ Read and engage with the events, characters and themes as they develop through the play script</li> </ul> <p><b>Zoom Lesson 1</b></p> <p><b><u>L.O:</u> -</b></p> <ul style="list-style-type: none"> <li>➤ Read and annotate meaningfully the play, <i>King Of Shadows</i></li> <li>➤ Explore the elements of the play script</li> <li>➤ Craft my personal response with evidence from the poem</li> </ul> <p><b><u>SUCCESS CRITERIA:</u> - I can</b></p> <ul style="list-style-type: none"> <li>➤ Infer, deduce and explain information from the play</li> <li>➤ Develop my personal response with evidence</li> </ul> <p><b>Task 1</b></p> <p>In Act 1 scene 7, still in his travel through time, Nat experiences city life in Elizabethan England, match the following words to the suggested topics that characterize city life.</p> <table border="1" data-bbox="552 1122 2016 1386"> <thead> <tr> <th data-bbox="552 1122 1325 1159">Words</th> <th data-bbox="1325 1122 2016 1159">Suggested Topics</th> </tr> </thead> <tbody> <tr> <td data-bbox="552 1159 1325 1196">1. Elizabethan</td> <td data-bbox="1325 1159 2016 1196">Food and drink</td> </tr> <tr> <td data-bbox="552 1196 1325 1234">2.carts clattering</td> <td data-bbox="1325 1196 2016 1234">Violence and weapons</td> </tr> <tr> <td data-bbox="552 1234 1325 1271">3.bear-baiting</td> <td data-bbox="1325 1234 2016 1271">The Globe theatre</td> </tr> <tr> <td data-bbox="552 1271 1325 1308">4. Shakespeare</td> <td data-bbox="1325 1271 2016 1308">The streets</td> </tr> <tr> <td data-bbox="552 1308 1325 1346">5. tavern/ fruits and pastries</td> <td data-bbox="1325 1308 2016 1346">History</td> </tr> <tr> <td data-bbox="552 1346 1325 1386"></td> <td data-bbox="1325 1346 2016 1386"></td> </tr> </tbody> </table>	Words	Suggested Topics	1. Elizabethan	Food and drink	2.carts clattering	Violence and weapons	3.bear-baiting	The Globe theatre	4. Shakespeare	The streets	5. tavern/ fruits and pastries	History		
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**Task 2:**

- **Mind map your thoughts and feelings about city life in the days of Shakespeare.**

**Task 3:**

Read the play script, *'King of Shadows'*, **Scene 8 and 9** **annotate** the following:

- Key words and phrases that develop the main idea in the scene.
- Trace events that develop the ideas in the play.
- List the characters involved and highlight each one's traits
- Explain any figures of speech purposefully used to convey meaning.
- Explore the structure of the play script.

**PLENARY:** Teacher summarizes the events that happened and their contribution to the plot structure as well as the characters and their roles in enabling Susan Cooper to stand out as a great playwright. Consider her use of various techniques to define the roles played by each element in developing the play.

**Zoom Lesson 2**

**L.O:** -

- **Recall the elements of a play script.**
- **Explore the events, and characters in the play script**
- **Explore the themes and writer's viewpoints in the play script**

**SUCCESS CRITERIA:** - I can

- Infer, deduce and explain information from the play script
- Interpret writer's viewpoints in the play script
- Make notes about the events, characters themes with evidence
- Write notes about your viewpoints with evidence.

**Task 1**

Unscramble the following vocabulary words and use them in a sentence about the play script, *King of Shadows*  
*Goalpling refev, glaupe, dewmovhelmer, rallegly, wocln*

**Task 2**

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

Teacher

In the previous lesson, we discussed about the time travel of Nat. So the play has taken us to 1599  
In this lesson, we will read Scene 8 and 9 to find out what life in the city would have been like at that time.  
Remember to take note of the way the events are developing.

**Activity:**

1. Life in the Elizabethan England was easy and joyful, do you agree?

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**READING THE PLAY SCRIPT:**

*'KING OF SHADOWS'- SUSAN COOPER*

The teacher makes some students take roles and read the play script with clear understanding.

Together the students read the play script, *'King of Shadows'* and annotate the following:

- Key words and phrases that help in developing ideas in the play script.
- Identify characters and events that develop in the course of the play script.
- Select and explain any figures of speech, purposefully used for dramatic effect
- The structure of the play script and the effect thereby created.

*Teacher's Explanation and Class Discussion*

The students role play and attempt explaining with the teacher’s assistance, an understanding of the key ideas of their fellow students; the fact that life was hard to live with a lot of insecurity, danger and violence. *(The teacher explains that the play offers the students the chance to understand the hardships which characterized life in those days in London yet the determination with which people lived and struggled through life. The play’s structure still helps the reader understand the joys of life amid moments of difficulty.*

*Identify and explain the various ways in which Susan Cooper enables the reader to understand what is happening?*

*Activity:*

*Make notes of what the characters say and do and how the characters behave.*

**Now, Burbage seems to be at the centre of the events in this scene, fill the following table to show what you think and feel about Burbage.**

<b>Burbage’s appearance</b>	<b>What he says and does</b>	<b>How it contributes to drama</b>
	“Here is our theatre, Nat. Hast seen it before?”	
	“Sooner change your parents than change a word of his play.”	
	“Taking hold of one of Nat’s ears.”	He also thinks that the Queen should be protected than be allowed to be killed. Unlike many others he is a fine English citizen.
Burbage is a cheerful character.	Burbage leads the boys in clapping briefly for Nat who ably says his lines without using the book unlike other characters would do at rehearsals.	He warms the heart of many of the actors and motivates them to perform their best always.

**Write a summary of Act 1 scene 9. Consider the following**

- **What are the key ideas**
- **Who are those involved in the events, and what do they say and do**
- **Comment on any structures effectively used to make the scene dramatic.**

**PLENARY:** *Teacher summarizes how the events of the scene have unfolded, with Nat’s great rehearsal performing to*

the applause of other actors. What is your impression of Nat?

**Point - reliable, evidence, explanation**

**Point – resourceful, evidence, explanation**

**Point – responsible, evidence, explanation**

Could encourage students to use PEE. Teacher can ASSESS for LEARNING

**Learning Outcomes :**

- be able to explore elements of drama in the given play script, '*King of Shadows*'
- understand how the ideas, events and themes develop through the play script

**Zoom Lesson 3**

**L.O: -**

- Read '*King of Shadows*', Act 1, Scene 10 effectively for meaning.
- Explore the development of plot, themes in the scene
- Express personal response to the play script

**SUCCESS CRITERIA: - I can**

- Skim, scan and annotate Scene 10
- Infer, deduce key ideas and events
- explain the development of plot, themes in the scene with textual details
- Express personal response with evidence

**READING THE PLAY SCRIPT:**

**'KING OF SHADOWS'- SUSAN COOPER, Act 1 Scene 10.**

**Task 1**

1. This Scene begins with a stage direction about the event. What is its dramatic significance?

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2. Explore the form and structure used by Susan Cooper in this stage direction.

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3. Who is Maria and what does her entry reveal about her character?

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**Task 2:**

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

Teacher

In lesson 2, we discussed about Nat's performance and his commitment as an actor and the fact that his travel has positively motivated him. What else can be learnt about 1599, apart from city life?

Now make a mind-map about what you learn from reading the remainder of the scene. Consider the following points to be discussed with your peers.

**Class discussion:**

**Who are the characters involved in the scene?**

**What do they say and do to reveal the olden day city?**

**What feelings are triggered?**

**Are there any other views that would contribute to the play's interest? Explore them carefully.**

### **Teaching Activity – Exploring the play script:**

Students read scene 10 and mind-map in detail; while being guided and mentored by their teacher.

- **They express their views about the scene**
- **Talk about the feelings experienced**
- **Explain the use of language and structural features that appeal to the audience**
- **Identify and explain different patterns that contribute to the interest of the play script**
- **Review of criteria for Asynchronous Exercise in drama.**

### **Class discussion and explanation**

PLENARY: **Teacher summarizes how Susan Cooper engages the reader with various elements of the play script. This scene is important for the fact that more is revealed about life in London in those days.**

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### **Asynchronous Exercise**

#### **Learning Outcomes :**

- **be able to explore main idea of the play and explain the viewpoints**
- **understand and explain the playwright's use of language, dramatic techniques and structure**

### **Zoom Lesson 4**

#### **L.O: -**

- **Read *King of Shadows* effectively for meaning.**
- **Explore the main ideas of the scene**
- **Explore writer's viewpoints with evidence**
- **Express personal response to the play with evidence**





**Self Evaluation:**

**What did you do well?**

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**Where do you need to improve?**

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