

Yr.7 English Literature

WEEK 13- DISTANCE/BLENDED LEARNING PLAN

Name of the teacher: Mr. Julius.

Class and Section: YEAR 7B

Subject: ENGLISH LITERATURE

Week 13: 22nd to 26th 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
PROSE: 'Hamlet' – Geraldine McCaughrean: Page 50 – 62.

Learning Outcomes :

Students will be able to explore elements of a story,
read and understand Hamlet;
read and understand Hamlet, the setting and conflicts presented in the story
understand how the ideas and themes develop through the story
understand the writer's use of language, dramatic devices and structure
interpret questions and respond appropriately showing evidence of knowledge and understanding of the text
express their personal response to the ideas, themes and viewpoints.

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

PROSE: 'Hamlet' – Geraldine McCaughrean Page 50 – 62.

DATE	ACTIVITY - CLOSE READING OF 'KING OF SHADOWS' – SUSAN COOPER										
WEEK 13	22nd November – 26th November, 2020.										
<p>Lesson 1 22nd November, 2020, Sunday 7B (0 Period)</p>	<p>Learning Outcomes :</p> <ul style="list-style-type: none"> ➤ be able to recall elements of the play script; ➤ Read and engage with the events, characters and themes as they develop through the play script <p>Zoom Lesson 1</p> <p><u>L.O:</u> -</p> <ul style="list-style-type: none"> ➤ Explore the elements of the play script ➤ Write personal response with evidence from <i>King of Shadows</i>. <p><u>SUCCESS CRITERIA:</u> - I can</p> <ul style="list-style-type: none"> ➤ Infer, deduce and explain information from the play ➤ Write personal response with evidence from Act 1 of <i>King of Shadows</i>. <p>Task 1</p> <p>In Act 1 scene 11, Nat suffers violence in Elizabethan England when he is bullied by Roper; they are at the point of exchanging blows when Condell and Will appear to Roper's chagrin. What is your impression of the characters?</p> <p>Using the table below attempt to track the personality of the characters from what they say, do and feel about themselves and others in this scene.</p> <table border="1" data-bbox="552 1256 2024 1404"> <thead> <tr> <th data-bbox="552 1256 1066 1287">What they say</th> <th data-bbox="1066 1256 1581 1287">What they do</th> <th data-bbox="1581 1256 2024 1287">How they feel</th> </tr> </thead> <tbody> <tr> <td data-bbox="552 1287 1066 1377">Roper told Master Condell that he missed the bear-baiting show although it was too much for Nat to bear.</td> <td data-bbox="1066 1287 1581 1377">He teases Nat, holding Nat in ridicule that he is just a "baby girl" who was shocked out of his skin to see the dog's guts torn out.</td> <td data-bbox="1581 1287 2024 1377">Roper becomes frantic with excitement at the sight of Nat who is driven to fury because of Roper's vicious provocation.</td> </tr> <tr> <td data-bbox="552 1377 1066 1404">"Leave me alone, Roper!" was the desperate cry of</td> <td data-bbox="1066 1377 1581 1404"></td> <td data-bbox="1581 1377 2024 1404"></td> </tr> </tbody> </table>		What they say	What they do	How they feel	Roper told Master Condell that he missed the bear-baiting show although it was too much for Nat to bear.	He teases Nat, holding Nat in ridicule that he is just a "baby girl" who was shocked out of his skin to see the dog's guts torn out.	Roper becomes frantic with excitement at the sight of Nat who is driven to fury because of Roper's vicious provocation.	"Leave me alone, Roper!" was the desperate cry of		
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Nat. He thinks that Roper is painfully taunting him and must leave him alone.			
	Roper came at Nat and with the flat of his broom, pushed Nat to the edge of the stage.		
		With indifference, Will, who has just calmly come on stage, jokingly engages Puck to a rehearsal session.	

Task 2:

Explore the playwright’s use of form and structure to describe character in this scene. Examples are done to help you each time.

(i) From the stage direction pick an example and explain how the playwright uses it to develop personality.

“The Globe Theatre, 1599.” In this noun phrase, the playwright uses an adverbial to acquaint the audience to the setting of the play. It kindles excitement in the anxious audience who is eager to watch the refurbished Globe open her doors to the audience.

(ii) From the dialogue select 3 different examples and explain how they are used to describe the personality of the characters.

Example: “Pack him off!” In this exclamatory sentence,

Task 3:

What does the scene reveal about the personality of Roper? With evidence from Act 1 Scene 11, consider:

- What he says and does
- How he behaves towards others
- Your impression about Nat’s personality.

PLENARY: Teacher summarizes the criteria for answering questions on the play. Consider how Susan Cooper explores various elements to engage the reader and the audience.

Zoom Lesson 2

L.O: -

- Recall the elements of a play script.
- Write personal response with evidence from the play script, *King of Shadows*.

SUCCESS CRITERIA: - I can

- Recall, infer, deduce and explain information from the play
- Write a personal response with evidence from Act 1 of King of Shadows.

The task will be posted on GC.

Zoom Lesson 3

Learning Outcomes :

- **be able to read effectively *Hamlet*, from pages 50 to 62.**
- **understand how the ideas, events and themes develop through the story**

Zoom Lesson 3

L.O: -

- Read '*Hamlet*', effectively for meaning.
- Explore the events, characters and themes in the story
- Make notes with references from the story

SUCCESS CRITERIA: - I can

- Skim, scan and annotate pages 55 to 62
- Infer, deduce, retrieve and explain information from the story

- Express personal response with evidence

READING THE STORY:

'HAMLET'- GERALDINE MACCAUGHREAN pages 50 - 62.

Task 1

Rearrange the following ideas in order to trace the events from the beginning to the end of the story.

1. In order to make certain that Hamlet is killed and the country returns to normal, Claudius organizes that Hamlet should be taken to England, with a letter instructing his killing.
2. Successively the Ghost had appeared until Hamlet had to see it and be instructed to go in search of the Ghost's killer and when found, eliminated.
3. Having confirmed that the Queen and Claudius were responsible for his sadness and uncalled-for madness, the prince, badly dressed and looking miserable, distressed Ophelia whose confused father thought an explanation of the situation to the Queen and the King would make good a marriage to restore Hamlet to happiness.
4. Desperately in love with Queen Gertrude and urged by greed for King Hamlet's possession, Claudius poisoned to death his own brother and married his faithless wife.
5. Claudius' plans failed; Hamlet returned to meet a maddened Ophelia; Laertes, Ophelia's enraged brother, instigated by Claudius picks on a duel with Hamlet and wounding Hamlet meets with his death and his mother happy at his son's victory, raised a cup of wine to her lips: "A toast to the success of my clever son!", her hissing husband could not stop the poisoned drink prepared for Hamlet from another disaster.

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

Last week, we discussed **about Hamlet's discontentment and his subsequent thirst to avenge his father.**
In this lesson, we will read and explore to the end, the story of Hamlet.

Predictions:

1. What are Hamlet's problems? Identify them on the table below and state how you think he can solve the problems. Feel free to explain as clearly as possible; using PEE.

Hamlet's Problems	Possible solutions
1. Avenging his late father.	1. He needs to confirm that his father was murdered by Claudius and then kill Claudius because that is the wish of his father's ghost.

2. How do you think the story might end?

READING *HAMLET*: (From page 50 to page 62.)

'HAMLET'- GERALDINE MACCAUGHREAN

The teacher explores the story with clear understanding.

Together the students are given time to annotate the following:

- Key words and phrases that pull the story to its ending.
- Identify characters and events that take the story to the end.
- Select and explore setting, explaining why it is important at this point in the story
- Identify and explain the conflicts in the final pages of the story.

Explanation and Discussion

The students mind-map and share their understanding of the key ideas with their fellow students; the fact that from the

time that Laertes and Hamlet set in for the contest, the “friendly bout, simply to settle a bet!” arranged by Claudius, who are the characters present, what is said and done, and how do the characters behave? How do you think each of them is feeling?

What is revealed about the characters present? Consider what they say, and do, how they behave and feel.

Character; what they say or do	How they behave and feel	Your overall impression.

Morality against immorality:

What do the above words mean? Who are those you consider moral or immoral? What do they say and do? Suggest to any immoral person how to change for the better.

PLENARY: Teacher summarizes how events, characters and themes are developed along the pages of the story, with Hamlet avenging his father, former king, Polonius getting involved and losing his life, Ophelia and Laertes dead, Gertrude poisoned, Hamlet wounded with a poisoned sword and Claudius...?

Asynchronous Exercise

Learning Outcomes :

- be able to explore events, characters and themes of the story and explain the viewpoints
- understand and explain the beginning, and ending of the story.

Zoom Lesson 4

L.O: -

- Read *Hamlet* effectively for meaning.

- Explore the elements of the story
- Express personal response to the story with evidence

SUCCESS CRITERIA: - I can

- Skim, scan and annotate the story
- Infer, deduce and explain events, characters, themes and viewpoints of the story
- develop personal response with evidence

Task :

Read the extract from *Hamlet*, page 59 to 60, beginning from “*It was Hamlet ...sure of that.*” and answer the following questions.

1. What has caused the speaker in the first paragraph to say all what he said in the first 4 lines of the extract?

2. Identify the instances of conflict in this extract and explain how they came about.
