

YEAR 7 ENGLISH LITERATURE

Term 2 - WEEK 3 - DISTANCE LEARNING PLAN

Class and Section: Year 7

Subject: English Literature

Week 3: 14th February to 18th February. No. of lessons - 4

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

Topic: Poetry and Prose

Challenge – (Extension work) Please indicate the work

RESOURCES: Poetry: *'Casting a Spell'* by Elizabeth Jennings

Prose: *"Macbeth"* (pg -105- 107) (Stories from Shakespeare) by Geraldine McCaughrean

LESSON 1- DISCUSSION OF ASYNCHRONOUS TASK set in WEEK 2

LESSON 2 –DISCUSSION OF " CASTING A SPELL" BY ELIZABETH JENNINGS

LESSON 3 – PROSE : MACBETH

LESSON 4 – ASYNCHRONOUS

DATE	ACTIVITY
WEEK 3	14 th February to 18 th February.
LESSON 1	<u>LESSON 1 – DISCUSSION OF ASYNCHRONOUS TASK - WEEK 2</u>

LEARNING OUTCOME:

- Write a comparison of two poems by using the appropriate vocabulary.
- Identify the similarities and differences in the poems by understanding the use of words and their meaning

LEARNING OBJECTIVE:

- Analyze theme, tone, language, form and structural features used by the poets.
- Use a range of vocabulary and sentence structures to compare the two poems, with accurate spelling and punctuation.

SUCCESS CRITERIA:

- I can write a comparison of both the poems.
- I can use a variety of vocabulary to compare and contrast the poems.
- I can read my answer to others, take their suggestions and improve my answer

Discussion on Asynchronous class of week 2

- *In your **Note book**, make notes of the class discussion of the asynchronous task of Week 2.*

ACTIVITY 1:

Teacher asks few students to read out their answers. Briefly collates feedback, and then teacher elaborates on the Key features to focus. Eg:

Theme :

- Man's destruction of nature.
- Humans' present actions are causing irreparable damage to the planet's future.

- Human greed and carelessness may lead to the planet becoming uninhabitable.

Form and Structure:

- Used stanza in 'Pollution' and talks about a different kind of pollution(Noise, land and water) in each of them. No stanza in 'Tomorrow they'll be Coming to Get Me' Talks about deforestation throughout.
- Free verse and dissonance – to bring out the chaos, confusion and helplessness. Man's continuing disregard for trees and the natural environment

Language:

- Simple yet powerful
- Talks about the future and warns about the future
- Tone ranges from gloomy to sarcastic
- Aims to make the reader ponder on the seriousness of the issues mentioned

Poetic devices

- Personification – giving voice to the voiceless – to get a different point of view – enhance the tone of helplessness.
- Imagery – to aid the readers to visualize the unpleasant scenes of the present and future because of man's actions.
- Onomatopoeia- To amplify the unpleasant sounds. Etc...

ACTIVITY 2:

Reinforcement Activity

Match the following:

1	Likewise	Used to contradict something that has been said previously.	
2	However	Used to contrast somebody or something	

3	Moreover	In the same way	
4	Unlike	used to introduce some new information that adds to or supports what you have said previously	

ACTIVITY 3:

Teachers can review and reinforce the students knowledge on the following topics

- Theme
- Form and structure
- Language
- Poetic devices.

PLENARY :

Teacher recaps the words that can be used to write the comparison and contrast between two poems.

Also Highlights, the key features to compare; guides students to select significant example from the poems as evidence to support critical ideas.

LESSON 2

LESSON 2 – DISCUSSION ON CASTING A SPELL BY ELIZABETH JENNINGS

LEARNING OUTCOME:

- Read, listen to and enjoy the poem.
- Interpret questions and respond appropriately showing evidence of knowledge and understanding of poet’s use of main ideas, figurative language, and poetic devices.
- Express personal response with evidence

LEARNING OBJECTIVES:

- Read the poem aloud.
- Connect the use of words with the intended meaning.
- Understand the main theme of the poem.
- Identify and understand the effect of poetic devices.
- Develop relevant personal response.

SUCCESS CRITERIA: I can

- Read the poem with expression
- Infer the poet's use of words and their meaning
- Explain the main ideas in the poem and give evidence
- Recognize and explain poetic devices in the poem
- Give informed personal response

Reread the poem, "Casting A Spell" By Elizabeth Jennings

Make notes in your notebook as teacher recaps the key points from the poem.

ACTIVITY 1:

Refer to your notebook and the poem and answer the following questions:

1. What "... takes some time"?
 - a. Casting a spell
 - b. Learning a spell
 - c. Performing the best spell
2. What is referred to as "a secret skill"?
 - a. Casting a spell

- b. Learning a spell
- c. Performing the best spell

3. Who or What is everywhere?

- a. True Magic
- b. Melody
- c. False sorcerer

4. What is “deep and rare”?

- a. True Magic
- b. Poetry
- c. subtle rhythms

Class discussion of the answers.

ACTIVITY 2:

Group discussion

1. Write the definition of the following literary terms.
 - a. Analogy –
 - b. Metaphor –
 - c. Simile -
 - d. Allusion –
2. What is the difference between Analogy, metaphor, simile and allusion?
3. Which of these literary devices are used in the poem? Give examples.

PLENARY:

Teacher summarizes the main theme of the poem and the literary devices the poet has used in the poem

LESSON 3

LESSON3 – PROSE : MACBETH

LEARNING OUTCOMES :

- Detailed reading of Macbeth (pg 105-107).
- understand how the ideas, events and themes develop through the story

Learning Objectives:

- Read 'Macbeth', effectively for meaning.
- Explore the events, settings, development of characters and themes in the story
- Identify the main points or ideas in a text and how they are sequenced and developed by the writer.
- Express relevant personal response.

SUCCESS CRITERIA: - I can

- Skim, scan Macbeth (pg 105- 107)
- Infer, deduce, retrieve and explain information from the story
- Express personal response with evidence

ACTIVITY- 1

Teacher or a student reads the text.

Take notes in your notebook as teacher explains the story.

ACTIVITY -2

	<p><u>Group Discussion:</u></p> <ul style="list-style-type: none">• What do you think about the characters:<ol style="list-style-type: none">1. Macbeth2. Lady Macbeth3. Banquo4. Macduff5. The three witches• Discuss about what is revealed so far about their character.• Whether they will be a good character or will turn bad.• What can you predict about them? <p><i>Followed with a class discussion of the different answers.</i></p> <p><u>PLENARY:</u></p> <p><i>Teacher gives a summary of the story, settings and the characters.</i></p>
LESSON 4	<p style="text-align: right;"><u>LESSON 4 – ASYNCHRONOUS</u></p> <p><u>LEARNING OUTCOME:</u></p> <ul style="list-style-type: none">• Read, listen to and enjoy the story.• Interpret questions and respond appropriately showing evidence of knowledge and understanding of the story.• Express personal response with evidence <p><u>LEARNING OBJECTIVES:</u></p>

- Read Macbeth effectively.
- Explore the theme, setting and characters of the story
- Explore poetic devices
- Review and develop the notes made in earlier lessons
- Express viewpoints
- Develop relevant personal response

SUCCESS CRITERIA: I can

- Read the story Macbeth
- read the poem aloud with expression
- Explain the theme and plot of the story
- Explore the character's actions and setting of the story
- refer to my notes and develop answers
- Express personal response with evidence.

Activity 1:

Reread Macbeth (Pg 105 – 107) from “This is the story...” to “... motive for murder”

Answer the following questions:

- 1. Where does the story take place?**
- 2. Who is the King?**
- 3. What title does Macbeth hold at the beginning of the story?**
- 4. Name the two sons of the King?**
- 5. What are the three titles by which the witches address Macbeth?**

Activity 2:

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| | <ol style="list-style-type: none">1. <u>Explain the theme , language and poetic devices used in the poem “Casting a Spell” by Elizabeth Jennings.</u> |
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