

STUDY PLAN - DISTANCE LEARNING TERM II

Teacher: Ms. Aurine Saldanha

Class and Section: YEAR 10 B/C/F

Subject: English Literature (EDEXCEL GCSE)

Week 4: 28TH FEBRUARY–4TH MARCH No. of lessons – 4 (Zoom -2 GC-1 and Async-1)

Student's access to Work: Work sent to students through Class Group Gmail or Google Classroom (email answers)/ Class English WhatsApp Group (Clear doubts)

Topic: The Man He Killed by Thomas Hardy

Overall Objectives: To examine the use of devices/language used to create meanings and effects, themes.

To interpret the Shakespeare's use of style in developing the ideas, characters, events, setting and themes

Challenge – Researching on the various sources of the play.

RESOURCES: Macbeth Act 11- Scene 1 and 2

DATE	ACTIVITY
T2 WEEK 5	28TH FEBRUARY–4TH MARCH
<p>28th February 2021, Sunday 1 lesson (period 8) & 1st March 2021, Monday 1 lesson 2 lesson (period 5 and 6)</p>	<p>Lesson 1 and 2 Zoom Lesson 3 Lesson Objectives</p> <ul style="list-style-type: none"> • Explain the purpose of Act II – Act II contains the rising action of the play – the events which lead up to the climax, a singular, lightning strike incident that changes the whole plot. • Explore and discuss how Banquo and Macbeth are feeling. • Conduct interpretive acting, through tone and gesture, of the “dagger soliloquy” • Discuss and explore LM’s vulnerability; Macbeth’s reaction after the murder; Macbeth’s damnation; Macbeth’s guilt and the symbolism of blood. <p>Success Criteria:</p> <ul style="list-style-type: none"> • Explore the purpose & time • Understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterization, events and settings • Distinguish between what is stated explicitly and what is implied • Identify the theme and distinguish between themes • Support a point of view by referring to evidence in the text • Recognize the possibility of and evaluate different responses to a text, use understanding of social, historical and cultural contexts to inform evaluation • Make an informed personal response that derives from analysis and evaluation of the text • Write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references. • Able to understand & identify the Central Idea, the use of literary & linguistic devices. • Relate the play to its social, cultural & historical context. • Explore the purpose & themes. • Able to integrate informed personal response. <p>Introduction: Revise Act 1</p>

Teacher directed focus:

Exploring Act II Scene 1

1. Why does Banquo want to stay awake despite his sleepiness? What kind of dreams has he been having? Banquo keeps mentioning the Weird Sisters to Macbeth, what does this say about him?
2. How does Macbeth feel about the fact that Banquo was with him when he heard the witches' prophecies? How might Banquo react to the murder of Duncan? Does Macbeth consider Banquo an ally or a threat?
3. What does Macbeth's "dagger soliloquy" tell us about his thoughts before the murder? What state of mind is he in? How does he feel about the act he is about to commit? Is there any evidence that this is what he wants to do? If not, why might he be doing it?

4. **Dramatic Interpretation**

a. Mime - Student act out how Macbeth would move and what gestures he would make during this scene. Read the soliloquy and have a student pretend to follow a dagger –Macbeth is having a hallucination; how would you act if you saw a bloody dagger floating in front of you? What emotions would be going through you?

b. Tone/Mood - How would you read this soliloquy? What tone would you use? How would Macbeth sound?

Discuss.

5. What is the effect of Duncan's murder being set offstage? Would it have been more effective if it were done onstage?

Act II Scene 2

Have you ever done something that you didn't want to and knew was wrong? Did you feel guilty afterwards? How did that guilt affect you?

Questions

1. How does Lady Macbeth act in the beginning of the scene? How would you describe her mood? How might she be moving about? What signs of weakness do we see in her?
2. "As Macbeth enters, what is his mental state?" How does Macbeth feel immediately after the murder? What do you think is being said about Macbeth when he says that he couldn't say amen? Why is Macbeth being denied the power of prayer?
3. How does Lady Macbeth act when Macbeth gets here?
4. What do you think Lady Macbeth's mood is when she goes back?

	<p>5. Why does Macbeth think that the blood on his hands can never be washed off? How can it remain with him?</p> <p>Teacher input:</p> <ul style="list-style-type: none"> • The teacher will let the students take the lead • Ensure that the students think critically and are constantly focused <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Review the skills learnt.</i></p>
<p>3rd March 2021, Wednesday 1 lesson (period 1)</p>	<p>Lesson 4 Asynchronous</p> <p>Lesson Objectives</p> <ul style="list-style-type: none"> • AO1- Read, understand and respond to text Students should be able to: <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations • AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate • AO3- Show understanding of the relationships between texts and the contexts in which they were written <p>Success Criteria:</p> <ul style="list-style-type: none"> • Understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterization, events and settings • Distinguish between what is stated explicitly and what is implied • Identify the theme and distinguish between themes • Support a point of view by referring to evidence in the text • Recognize the possibility of and evaluate different responses to a text, use understanding of 'poet's social, historical and cultural contexts to inform evaluation • Make an informed personal response that derives from analysis and evaluation of the text • Write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references. • Able to understand & identify the Central Idea, the use of literary & linguistic devices. • Relate the play to its social, cultural & historical context.

- Able to integrate informed personal response.

Individual Task

Read the following extract from Act 2 Scene 2 of Macbeth and then answer the question that follows.

In this extract Macbeth has just murdered Duncan and has returned with the daggers to his wife Lady Macbeth.

MACBETH

Whence is that knocking?
How is't with me, when every noise appals me?
What hands are here? ha! they pluck out mine eyes.
Will all great Neptune's ocean wash this blood
Clean from my hand? No, this my hand will rather
The multitudinous seas incarnadine,
Making the green one red.

Re-enter LADY MACBETH

LADY MACBETH

My hands are of your colour; but I shame
To wear a heart so white.

Knocking within

I hear a knocking
At the south entry: retire we to our chamber;
A little water clears us of this deed:
How easy is it, then! Your constancy
Hath left you unattended.

Knocking within

Hark! more knocking.
Get on your nightgown, lest occasion call us,
And show us to be watchers. Be not lost

So poorly in your thoughts.

MACBETH

To know my deed, 'twere best not know myself

Explore how Shakespeare presents guilt in Macbeth.

In your answer you can include;

- what Macbeth and Lady Macbeth say in this extract that reveals their attitudes to guilt
- how Shakespeare explores guilt in the play as a whole.

Review & Reflect: *The students will take the lead to recap the main point. Clearing of doubts.*