

Year 7 English Literature Term 2 Week 5 -DBLP

Class and Section: Year 7

Subject: English Literature

Week 5: 28<sup>th</sup> February to 4<sup>th</sup> March . No. of lessons - 4

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

Topic: PLAY: 'KING OF SHADOWS' by SUSAN COOPER

Challenge – (Extension work) Please indicate the work

RESOURCES: PLAY: 'KING OF SHADOWS' Act 2 Scene 1 & 2

**LESSON 1-** PLAY: 'KING OF SHADOWS Act 2 Scene 1 & 2

**LESSON 2 –** PLAY: 'KING OF SHADOWS' Act 2 Scene 3 & 4

**LESSON 3 –** PLAY: 'KING OF SHADOWS' Act 2 scene 5 & 6

**LESSON 4 –** ASYNCHRONOUS

DATE	ACTIVITY
WEEK 5	21 <sup>st</sup> February to 25 <sup>th</sup> February.
LESSON 1	<p data-bbox="526 1241 1214 1272" style="text-align: center;"><b><u>LESSON 1 – PLAY: KING OF SHADOWS Act 2 Scene 1 &amp; 2</u></b></p> <p data-bbox="323 1304 639 1335"><b><u>LEARNING OUTCOMES :</u></b></p> <ul data-bbox="371 1367 1398 1545" style="list-style-type: none"><li>• Close reading of KING OF SHADOWS Act 2 Scene 1 &amp; 2</li><li>• Understand how the characters, ideas, events and themes develop through the play</li><li>• Identify the setting, key events and characters in the play</li></ul> <p data-bbox="323 1577 597 1608"><b><u>Learning Objectives:</u></b></p> <ul data-bbox="371 1640 1382 1875" style="list-style-type: none"><li>• Recall key events and characters from Act 1.</li><li>• Read KING OF SHADOWS Act 2 Scenes 1 &amp; 2, effectively for meaning.</li><li>• Explore the events, settings, development of characters and themes in the play</li><li>• understand the setting and its relevance to the play</li><li>• express understanding of characters</li></ul>

- Express relevant personal response.

**SUCCESS CRITERIA:** - I can

- Skim, scan the play
- Infer, deduce, retrieve and explain information from the play
- Identify different character traits.
- Express personal response with evidence

**STARTER ACTIVITY- Recall of main events of Act 1**

Teacher asks the students to recall the events of Act 1.

The teacher can ask few students to explain the main events and the key characters.

About 15 minutes can be allocated to recall Act 1.

**ACTIVITY- 2**

The teacher can assign students to each character and read ACT 2 SCENE 1 & 2.

Teacher explains Act 2, students take down notes in their notebooks.

**ACTIVITY -3**

Refer to your notes and answer the following questions:

**ACT 2 SCENE 1**

1. Where does the scene take place?
2. Who is Fawcett? What is she doing?
3. Who comes to meet Will?
4. What does Lord Randal want?
5. What is the other name that is used to refer to the Queen?

**ACT 2 SCENE 2**

1. Where does the scene take place?
2. What happens to Roper?
3. Who helps him?
4. How does he react after being saved?
5. What does thribble mean?

*Class discussion of the answers.*

**ACTIVITY – 4**

Can be a group activity or an individual activity:

*Nat: it's called the Heimlich manoeuvre, some guy called Heimlich*

*invented it – well I mean – my aunt showed me how.*

- What made Nat change his mind about telling the truth?
- How did everyone react when Nat performed the manoeuvre?
- Explain the use of punctuation in the dialogue.
- Explain the impact of time shift in this line.

Discussion of the answers.

**PLENARY:**

Teacher summarizes the characters and the events in Act 2 Scenes 1 & 2

**LESSON  
2**

**LESSON 2 - PLAY: KING OF SHADOWS Act 2 Scene 3 & 4**

**LEARNING OUTCOMES :**

- Close reading of KING OF SHADOWS Act 2 Scene 3 & 4
- Understand how the characters, ideas, events and themes develop through the play
- Identify the setting, key events and characters in the play

**Learning Objectives:**

- Read KING OF SHADOWS Act 2 Scene 3 & 4, effectively for meaning.
- Explore the events, settings, development of characters and themes in the play
- understand the setting and its relevance to the play
- express understanding of characters
- Express relevant personal response.

**SUCCESS CRITERIA:** - I can

- Skim, scan the play
- Infer, deduce, retrieve and explain information from the play
- Identify different character traits.
- Express personal response with evidence

Class reading of Act 2 Scene 3 & 4. Teacher explains the key events.

Students take notes in their notebooks.

**ACTIVITY- 1**

1. Which play are they performing for the Queen?
2. Whose role is Nat playing?
3. What is Nat worried about in scene 3 & 4?
4. What gift does Shakespeare give Nat?
5. What is the significance of the gift that Will gave to Nat?

Discussion of answers

**ACTIVITY -2 :**

Annotate the sonnet that Shakespeare (Will) gave to Nat.

Let me not to the marriage of true minds  
Admit impediments. Love is not love  
Which alters when it alteration finds,  
Or bends with the remover to remove.  
O no! it is an ever-fixed mark  
That looks on tempests and is never shaken;  
It is the star to every wand'ring bark,  
Whose worth's unknown, although his height be taken.  
Love's not Time's fool, though rosy lips and cheeks  
Within his bending sickle's compass come;  
Love alters not with his brief hours and weeks,  
But bears it out even to the edge of doom.  
If this be error and upon me prov'd,  
I never writ, nor no man ever lov'd.

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***Shakespeare tries to comfort Nat with a sonnet about love. The sonnet explains that love lives on through change and even after death. Shakespeare has used the symbol of 'bending sickle' to describe passage of time leading to change and death.***

**PLENARY:**

Teacher summarizes the events of Act 2 scene 3 & 4

**LESSON  
3**

**LESSON 3 – PLAY: KING OF SHADOWS Act 2 Scene 5 & 6**

**LEARNING OUTCOMES :**

- Review KING OF SHADOWS Act 2 Scenes 1- 4
- understand how the characters, ideas, events and themes develop through

the story

**Learning Objectives:**

- Explore the events, settings, development of characters and themes in the play
- Identify the main points or ideas in a text and how they are sequenced and developed by the writer.
- understand character development
- express understanding of characters
- Express relevant personal response.

**SUCCESS CRITERIA:** - I can

- Infer, deduce, retrieve and explain information from the play
- Explain character development with evidence
- Comment on the character development.
- Express personal response with evidence

Students are asked to recall the characters and events of Act 2 Scenes 1-4  
Class reading of Act 2 Scenes 5 & 6. Teacher explains the scenes in details.  
Students take notes in their notebooks.

**ACTIVITY -1:**

- Write a summary of scene 5. highlighting the setting, characters and their issues.

Class discussion of the answers.

**ACTIVITY – 2:**

**Match the following:**

a	Roper	Gloriana	
b	Condell	Oberon	
c	Queen	Felon	
d	Will	Puck	
e	Nat	Drunk	

Roper – Felon; Condell – Drunk; Queen - Gloriana; Will – Oberon; Nat – Puck

**ACTIVITY- 3 :**

Use a dictionary to find the meaning of the following words and use them in a sentence of your own:

1. Dote
2. Beguile
3. Knavish
4. Throstle
5. Gaping
6. Frolic

**PLENARY:**

Teacher recaps the key points from Act 2 Scene 5

Next Week- Act 2 Scene 6 will be continued

**LESSON  
4**

**LESSON 4 – ASYNCHRONOUS**

**LEARNING OUTCOME:**

- Read, listen to and enjoy the play.
- Interpret questions and respond appropriately showing evidence of knowledge and understanding of the story.
- Express personal response with evidence

**LEARNING OBJECTIVES:**

- Explore the theme, setting and characters of the play
- Review and develop the notes made in earlier lessons
- Express viewpoints
- Develop relevant personal response

**SUCCESS CRITERIA:** I can

- Review the play KING OF SHADOWS Act 2 Scene 1 - 6
- 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**

**Fill in the table with the relevant details about:**

- the setting of each scene
- the characters in each scene
- what the characters say and do

	Setting	Characters	Action

<b>ACT 2 Scene 1</b>	<b>Will's house</b>	<ul style="list-style-type: none"><li>• Nat</li><li>• Fawcett</li><li>•</li></ul>	
<b>Act 2 Scene 2</b>			
<b>Act 2 Scene 3</b>			
<b>Act 2 Scene 4</b>			
<b>Act 2 Scene 5</b>			
<b>Act 2 Scene 6</b>			