

Year 7 English Literature Term 2 Week 8 -DLP

Class and Section: Year 7 D

Subject: English Literature

Week 8: 21<sup>st</sup> March to 25<sup>th</sup> March No. of lessons - 4

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

Topic: PROSE : KING LEAR

Challenge – (Extension work) Please indicate the work

RESOURCES: PROSE: KING LEAR

LESSON 1 – ASSESSMENT

LESSON 2 – PROSE: KING LEAR

LESSON 3 – PROSE: KING LEAR

LESSON 4 – ASYNCHRONOUS

DATE	ACTIVITY
WEEK 8	21 <sup>st</sup> March to 25 <sup>th</sup> March
LESSON 1	<u>LESSON 1 – ASSESSMENT</u>
LESSON 2	<u>LESSON 2 – PROSE: KING LEAR</u>  <u>LEARNING OUTCOMES :</u> <ul style="list-style-type: none"><li>Detailed reading of King Lear (Pg 94 -99).</li><li>understand how the characters, ideas, events and themes develop through the story</li></ul> <u>Learning Objectives:</u> <ul style="list-style-type: none"><li>Read 'King Lear', effectively for meaning.</li><li>Explore the events, settings, development of characters and themes in the story</li><li>Identify the main points or ideas in a text and how they are sequenced</li></ul>

and developed by the writer.

- understand character development
- Express my understanding of characters
- Express relevant personal response.

**SUCCESS CRITERIA:** - I can

- scan the story, 'King Lear ' for main ideas
- Infer, deduce, retrieve and explain information from the story
- Interpret role and different character traits.
- Express personal response with evidence

**TEACHING ACTIVITY:**

- Teacher or a student reads the text. From **Pg: 94 – 99 (till "...worse kind of darkness)**
- **Students take notes in their notebook as the teacher explains the story.**

**ACTIVITY – 1 :**

*Group Discussion*

1. Discuss Lear's relationship with Goneril and Regan.
  - Difference in their words and action
  - What they say before getting power
  - What they say and do after getting power
  - What you can infer about the characteristics of Lear, Goneril and Regan through their interaction.

*Class Discussion of answers.*

**ACTIVITY – 2:**

Fill in the table with the correct answer.

<b>Lines</b>	<b>Who says</b>	<b>To whom</b>
"You're a fool"		King Lear
"Old men should be wise. You, you surround yourself with drunken oafs..."		
"Darkness and Devils"		
"...I wasn't expecting you yet. The house isn't ready..."		
"...you were born a fool, so one can take that one away from you!"		

	<p><b><u>PLENARY:</u></b></p> <p>Teacher summarizes the story and highlights the key traits of the main characters and how they contribute to the main plot.</p>
<p><b>LESSON 3</b></p>	<p style="text-align: center;"><b><u>LESSON 3 – PROSE: KING LEAR</u></b></p> <p><b><u>LEARNING OUTCOMES :</u></b></p> <ul style="list-style-type: none"> <li>• Detailed reading of King Lear (Pg 99 -103).</li> <li>• understand how the characters, ideas, events and themes develop through the story</li> </ul> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Read ‘King Lear’, effectively for meaning.</li> <li>• Explore the events, settings, development of characters and themes in the story</li> <li>• Identify the main points or ideas in a text and explain how they are sequenced and developed by the writer.</li> <li>• understand character development</li> <li>• Express my understanding of characters</li> <li>• Express relevant personal response.</li> </ul> <p><b><u>SUCCESS CRITERIA:</u></b> - I can</p> <ul style="list-style-type: none"> <li>• scan the story, ‘King Lear ‘ for main ideas</li> <li>• Infer, deduce, retrieve and explain information from the story</li> <li>• Interpret role and different character traits.</li> <li>• Express personal response with evidence</li> </ul> <p><b><u>TEACHING ACTIVITY:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher or a student reads the text. From <b>Pg: 99 - 103</b></li> <li>• <b>Students take notes in their notebook as the teacher explains the story.</b></li> </ul> <p><b><u>ACTIVITY – 1 :</u></b>  <i>Group Discussion:</i></p> <ul style="list-style-type: none"> <li>• What happened to the Earl of Gloucester?</li> <li>• Who were involved in tormenting him?</li> <li>• Who saved him? How?</li> <li>• What did the Earl of Gloucester finally realize?</li> </ul> <p><i>Class discussion of the answers.</i></p> <p><b><u>ACTIVITY – 2:</u></b></p>

- Analyze the characters of the banished children, Cordelia and Edgar
- Write down your impression of them with evidence from the story
- Explain how their actions reveal their love towards their father.

*Class discussion of the answers*

**PLENARY:**

Teacher summarizes the story and highlights the key traits of the main characters and how they contribute to the story

**LESSON 4**

**LESSON 4 – ASYNCHRONOUS**

**LEARNING OUTCOME:**

- 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

**LEARNING OBJECTIVES:**

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

**SUCCESS CRITERIA:** I can

- Review the story King Lear
- 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:**

*Select the correct words from the table and fill in the blanks.*

gentlest	weary	unkind	tired
foolish	gentle	Penniless	flatter
heartless	lie	vain	devoted
affectionate	dutiful	ungrateful	exaggerate

1. There was once a king – an old King, the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ old King of England.
2. Old age had made him \_\_\_\_\_.
3. Cordelia had always been the \_\_\_\_\_, most \_\_\_\_\_ daughter in all she did.
4. Said Cordelia, unable to \_\_\_\_\_, or \_\_\_\_\_, or \_\_\_\_\_.
5. “So \_\_\_\_\_? So \_\_\_\_\_? So \_\_\_\_\_ for everything I’ve done for you.
6. Edgar was a \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ boy.

**ACTIVITY – 2:**

1. What do you think is the main theme of the story? Select any two from the list and explain with evidence from the text.
  - Authority and power
  - Human Cruelty and Wickedness
  - Kindness
  - Reconciliation
  - Chaos and confusion
  - Blindness and Madness
  - Forgiveness
  - Sibling rivalry
  - Patience
  - Disguise and deception.

**ACTIVITY – 3:**

Recall the story of King Lear and answer the following questions.

<b>What was King Lear’s tragic flaw/ error in judgment?</b>
<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<b>How did it lead to the reversal of fortune (Change in situation)?</b>
<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<b>What was the final outcome of the decisions (consequence)?</b>
<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul>

	<ul style="list-style-type: none"><li>• _____</li></ul>
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