

Year 7 English Literature Term 2 Week 10 -DLP

Class and Section: Year 7 D

Subject: English Literature

Week 10: 25<sup>th</sup> April to 29th April No. of lessons - 4

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

Topic: PROSE : A MIDSUMMER NIGHT'S DREAM

Challenge – (Extension work) Please indicate the work

RESOURCES: PROSE : A MIDSUMMER NIGHT'S DREAM

LESSON 1 – PROSE: A MIDSUMMER NIGHT'S DREAM - Pg: 37 - 39

LESSON 2 – PROSE : A MIDSUMMER NIGHT'S DREAM

LESSON 3 – PROSE : A MIDSUMMER NIGHT'S DREAM

LESSON 4 – ASYNCHRONOUS

DATE	ACTIVITY
WEEK 10	25 <sup>th</sup> April to 29th April
LESSON 1	<p style="text-align: center;"><b><u>ZOOM LESSON 1 – PROSE: A MIDSUMMER NIGHT'S DREAM</u></b></p> <p><b><u>LEARNING OUTCOMES :</u></b></p> <ul style="list-style-type: none"><li>• Detailed reading of 'A Midsummer Night's Dream'</li><li>• Understand how the characters and setting of the story, events and themes contribute to the plot of the story.</li></ul> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"><li>• Read 'A Midsummer Night's Dream', effectively for meaning.</li><li>• Explore the settings, characters and themes in the story</li><li>• Identify the main points or ideas in a text and 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>• Skim, scan ‘A Midsummer Night’s Dream’</li> <li>• Infer, deduce, retrieve and explain information from the story</li> <li>• Identify 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: 37 - 39</b></li> <li>➤ Students take notes in their notebook as the teacher explains the story.</li> </ul> <p><b><u>ACTIVITY – 1 :</u></b> <i>Group Discussion</i></p> <ul style="list-style-type: none"> <li>• How, do you think, the title is related to the story?</li> </ul> <p><i>Class Discussion of the answers.</i></p> <p><b><u>ACTIVITY – 2:</u></b> Select the correct answer.*</p> <ol style="list-style-type: none"> <li>1. All this in <u>June/July</u>. In <u>Greece/France</u>!</li> <li>2. There was <u>discord/Concord</u> among the spirits.</li> <li>3. Demetrius was <u>bewitched/besotted</u> with her friend, Hermia.</li> <li>4. O, what an <u>exquisite/repulsive</u> creature.</li> <li>5. I shall undo the charm on my <u>proud/poor</u> Titania</li> </ol> <p><b><u>PLENARY:</u></b></p> <p>Teacher can ask students to summarize the story.</p>
<p><b>LESSON 2</b></p>	<p style="text-align: center;"><b><u>ZOOM LESSON 2 – PROSE : A MIDSUMMER NIGHT’S DREAM</u></b></p> <p><b><u>LEARNING OUTCOMES :</u></b></p> <ul style="list-style-type: none"> <li>• Revision of ‘A Midsummer Night’s Dream’</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>• Review ‘A Midsummer Night’s Dream’, effectively for meaning.</li> <li>• Revise and recall the events, settings, development of characters and themes in the story</li> </ul>

- Review the main points or ideas in a text and how they are sequenced and developed by the writer.
- understand character development
- Express my understanding of characters, events
- Express relevant personal response.

**SUCCESS CRITERIA:** - I can

- scan 'A Midsummer Night's Dream' for key events, ideas, evidence
- Infer, deduce, retrieve and explain key events, ideas from the story
- Interpret the themes in the story.
- Write impressions about characters with reference to their reactions to events.
- Express personal response to the story with evidence

**ACTIVITY – 1 :**

*Reread the story and answer the following questions*

1. Explain with evidence the relationship between Hermia and her father.
2. Explain with evidence your impressions of Puck.
3. Explain with evidence the character trait of Nick Bottom
4. What do you think is the theme of the story.

*Discussion of answers.*

**ACTIVITY – 2:**

*Group discussion*

- Who do you think is the main cause for all the confusion in the forest?

*Class discussion of the answers. **Teacher highlights the key event and explains the cause for confusion in the forest***

**PLENARY:**

Recall the key events and the cause for all the confusion in the forest

**Teacher summarizes the main traits of Hermia, Puck and Nick Bottom with reference to what each character says and does, how each character reacts to different events and situations.**

**LESSON  
3**

**ZOOM LESSON 3 – PROSE : A MIDSUMMER NIGHT’S DREAM**

**LEARNING OUTCOMES :**

- Revision of ‘A Midsummer Night’s Dream’
- Understand how the themes develop through the story

**Learning Objectives:**

- Revision of ‘A Midsummer Night’s Dream’.
- Explore the themes through settings, development of events, development of characters in the story
- Express relevant personal response.

**SUCCESS CRITERIA: - I can**

- scan ‘A Midsummer Night’s Dream’ for key events, ideas, evidence
- Interpret the themes in the story.
- Express personal response with evidence

*Recall the story of ‘A Midsummer Night’s Dream’*

**ACTIVITY – 1:**

- Read the extract given below and answer the following questions.

Always unloved before, Helena soon found herself with not one but two men mooning over her! Both Demetrius and Lysander, to her total bewilderment, were hurling compliments at her, and dogging her through the woods in hope of a kind word. They did not get one. She naturally assumed they were both making fun of her.     **5**

‘Everyone knows you love Hermia!’ she retorted to Lysander’s protestations of love.

‘Oh *her*. Demetrius can have *her*.’

‘No, no,’ said Demetrius. ‘I’m quite content. You eloped with her; you have her.’     **10**

‘No, You! I’ve found someone far better!’ declared Lysander.

Their raised voices guided little Hermia into their moonlit clearing.

‘She is yours!’ Demetrius was shouting,

‘No she’s not, she’s yours!’ Lysander shouted back.

‘Helena loves me, she’s always said so!’     **15**

‘That was before you contracted to marry Hermia.’

‘I told you before: leave that minimus out of this!’

Hermia’s Jaw dropped as she realized that the men were talking about her.

1. Explain who were “hurling compliments “at Helena and why?
2. Explain with evidence how the relationship of the lovers changed after entering the forest.

	<p>3. Why were Demetrius and Lysander fighting with each other?  4. 'I told you before: leave that minims out of this!'  5. Why did Hermia's Jaw drop?</p> <p><b><u>ACTIVITY- 2:</u></b></p> <p>Group Discussion</p> <ol style="list-style-type: none"> <li>1. Explore how Love, jealousy, dreams and magic contribute to the plot of the story.</li> </ol> <p>Class discussion of the answers</p> <p><b><u>PLENARY:</u></b></p> <p>Teacher can ask students to recall how each character reacts when they are in love and when they are consumed by jealousy. What is the consequence?</p>
<p><b>LESSON 4</b></p>	<p style="text-align: center;"><b><u>LESSON 4 – ASYNCHRONOUS</u></b></p> <p><b><u>LEARNING OUTCOME:</u></b></p> <ul style="list-style-type: none"> <li>• Read, listen to and enjoy the story.</li> <li>• Interpret questions and respond appropriately showing evidence of knowledge and understanding of the story.</li> <li>• Express personal response with evidence</li> </ul> <p><b><u>LEARNING OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>• Read 'A Midsummer Night's Dream' effectively.</li> <li>• Explore the theme, setting and characters of the story</li> <li>• Review and develop the notes made in earlier lessons</li> <li>• Express viewpoints</li> <li>• Develop relevant personal response</li> </ul> <p><b><u>SUCCESS CRITERIA:</u></b> I can</p> <ul style="list-style-type: none"> <li>• Review the story 'A Midsummer Night's Dream'</li> <li>• Explain the theme and plot of the story</li> <li>• Explore the character's actions and setting of the story</li> <li>• Refer to my notes and develop answers</li> <li>• Express personal response with evidence.</li> </ul> <p><b><u>ACTIVITY – 1:</u></b></p> <ul style="list-style-type: none"> <li>• Read the extract given below and answer the following questions.</li> </ul> <p>'This is all your doing. Use the love-flower to put thing to rights, or by morning we shall have dead Athenians strewn round the wood like dirty washing. Go after them. Roll up the moonlight and paint the night blacker so that they miss each other in the dark. Lead them to opposite end of the wood where they can't</p>

hurt each other. In the meantime, I shall undo the charm on my proud Titania.' 5

An hour earlier, walking in the wood, the Fairy King had found his Queen busy festooning the donkey-headed Bottom with flowers and jewels. So obsessed was she with her new love that she had lost all interest in the little Indian boy. 'Take him, take him,' she said dreamily, and Oberon had simply carried the boy away. He found his joy in winning marred, however, by the sight of Bottom still being caressed and garlanded. He did not like to admit it, but he was a little jealous 10 of Bottom the Ass.

1. 'This is all your doing.' Who said this line, to whom and why?
2. How did Bottom end up with the donkey head?
3. Why was Titania obsessed with 'donkey-headed Bottom'?
4. Why was Oberon jealous of Bottom the Ass?

**ACTIVITY – 2:**

**Answer the following questions:**

1. Who is the King of the fairies?
  - a. Egeus
  - b. Theseus
  - c. Oberon
  - d. Puck
2. Which of the following is NOT a fairy?
  - a. Flute
  - b. Moth
  - c. Mustardseed
  - d. Cobweb
3. Who is the Duke of Athens?
  - a. Egeus
  - b. Oberon
  - c. Puck
  - d. Theseus
4. Hermia is betrothed to \_\_\_\_\_.
  - a. Demetrius
  - b. Nick
  - c. Lysander
  - d. Oberon
5. Whom does Helena love?
  - a. Lysander
  - b. Demetrius
  - c. Oberons

- d. Theseus
6. Hippolyta is betrothed to \_\_\_\_\_.
- Theseus
  - Oberon
  - Lysander
  - Demetrius
7. Who was the victim of Puck's prank?
- Quince
  - Titania
  - Nick Bottom
  - Helena
8. Who is known as the mischief-maker?
- Nick Bottom
  - Puck
  - Oberon
  - Helena
9. Who is Hermia's friend?
- Demetrius
  - Lysander
  - Titania
  - Helena
10. What was the color of the potent herb?
- Pink
  - Purple
  - Blue
  - Orange

**ACTIVITY- 3:**

1. Match the following\*

1	Malicious	dirty and smelling bad	
2	Grotesque	having a strong effect on your body or mind	
3	foul	strange in a way that is unpleasant or offensive	
4	Potent	the quality of something, especially a person's ability	
5	Calibre	having or showing a desire to harm somebody	

For Teachers reference:\*

Select the correct answer.

1. All this in June/July. In Greece/France!
2. There was discord/Concord among the spirits.
3. Demetrius was bewitched/besotted with her friend, Hermia.
4. O, what an exquisite/repulsive creature.
5. I shall undo the charm on my proud/poor Titania

## Activity 2 : Answers

1.c    2.a    3.d    4.a    5.b    6.a    7.c    8.b    9.d    10. b

## ACTIVITY – 3:

1. Match the following\*

1	Malicious	dirty and smelling bad	3
2	Grotesque	having a strong effect on your body or mind	4
3	foul	strange in a way that is unpleasant or offensive	2
4	Potent	the quality of something, especially a person's ability	5
5	Calibre	having or showing a desire to harm somebody	1