Remote education Spring 1 (2022)

Subject: English

Year Group: 9

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| **Week commencing** | **Topic** | **How will the new content be delivered?** | **What activities need to be completed?** |
| **3/1/22** | **The Language of Protest** | **See Powerpoint and lesson resources in weekly folder** | Lesson 1: * Match the language devices with the correct definitions.
* Make a list of different genres of protest literature.
* Read through the speech examples in **Lesson 1 – Resource A** and highlight any language devices you identify.
* Write SEA paragraph where you explain the similarities between two of the speech examples from the resource.

Midweek lesson: Reading for pleasure.Lesson 2:* Copy the Dylan lyric and highlight all of the persuasive techniques.
* Read the Ghost Town lyrics on **Lesson 2 – Resource A** and the context behind the song in **Lesson 2 – Resource B**. Answer the questions in **Lesson 2 – Resource C** in full sentences.
* Make two mindmaps where you list the strengths and weaknesses of protest songs.
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| **10/1/22** | **The Language of Protest** | **See Powerpoint and lesson resources in weekly folder** | Lesson 1:* Highlight the persuasive techniques being used in the cartoons.
* Review the persuasive language devices and their definitions.
* Read **Lesson 1 – Resource A**. Make notes on what you think ‘The Café’ is about.
* Use **Resources B** and **C** to create your own political cartoon and then write a commentary, explaining its meaning.

Midweek lesson: Reading for pleasure.Lesson 2:* Highlight the persuasive techniques used in the Mandela speech extract.
* Review the language devices and their definitions.
* Follow the link to watch the video about MLK.
* Read MLK’s speech in **Lesson 2 – Resource A** and then answer the questions on the slides.
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| **17/1/22** | **The Language of Protest** | **See Powerpoint and lesson resources in weekly folder** | Lesson 1:* List 5 persuasive devices from memory.
* Use the **Resources** in the folder to read Greta Thunberg’s speech, then answer the questions about it on the slides.
* Write your own short speech about climate change. Use the slides to help you.

Midweek lesson: Reading for pleasure.Lesson 2:* Read the three articles about lowering the voting age (**Resource A**). Make notes on who the audience of each article is and where you think it comes from.
* Use **Resource B** to help you write a speech in response to the statement about lowering the voting age.
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| **24/1/22** | **The Language of Protest** | **See Powerpoint and lesson resources in weekly folder** | Lesson 1:* Assessment: write a persuasive speech about a topic that you feel strongly about. Use the slides and the examples from previous lesson to help you.

Midweek lesson: Reading for pleasure.Lesson 2:* Make a list of features you expect to find in a formal letter (address, etc.)
* Read the example letter (**Resource A**). Highlight 5 examples of persuasive techniques.
* Write your own letter in response to the statement about technology. Use the checklist (**Resource B**) to help you.
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| **31/1/22** | **The Language of Protest** | **See Powerpoint and lesson resources in weekly folder** | Lesson 1:* Review the language devices on the slides and the letter features.
* Either write an informal letter to a friend advising them on whether to get a tattoo, or write an informal letter to a friend where you try to convince them to join you in running a marathon for charity. Use the checklist and example **(resources A and B)** to help you.

Midweek lesson: Reading for pleasure.Lesson 2:* Read the two headlines and consider whether they demonstrate bias.
* Read **Resource A** and then identify the statements which are true from the list on the slide.
* Write an SEA paragraph about the language used in Resource A. See the slide for an example.
* Write an SEA paragraph about the language used in **Resource B**.
* Use the slides to help you complete the comparison grid in **Resource C**.
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| **7/2/22** | **The Language of Protest** | **See Powerpoint and lesson resources in weekly folder** | Lesson 1:* Annotate **Resource A** for any stylistic, tonal and linguistic features you can identify. Use the examples of the slide to help you.
* Write another two paragraphs to finish off the article. Aim to match the same style and tone as the writer. Ensure that your writing suits the same audience and purpose of the article.

Midweek lesson: Reading for pleasure. |