Remote education Spring 2

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? |
| Monday 15th March | Shakespeare’s Tragic heroes – Introduction to Shakespeare and his genre; tragedies. | PowerPoint/Video links/PDF documents | **Lesson 1:** Create a poster on Shakespeare’s life. Watch the following cartoon: <https://www.youtube.com/watch?v=c3RyQxEdPmY>  (see lesson on P drive)  **Lesson 2:** Read the article about Shakespeare and answer the questions. Write a paragraph about what you think it would have been like to live in Shakespearean England (renaissance period).  (see lesson on P drive)  **Lesson 3:** <https://www.youtube.com/watch?v=NWbxpK90I_Q>)  Answer the questions about the generic conventions of tragedy.  (see lesson on P drive)  **Lesson 4:** Review what makes ‘Macbeth’ a tragedy. Write your own 200-word outline of a tragedy. (see slides for ingredients on what you could include)  (see lesson on P drive) |
| Monday 22nd March | Shakespeare’s Tragic heroes – Tragedy and ‘Macbeth’/creating own tragedy. | PowerPoint/Video links/PDF documents | **Lesson 5:** To continue reviewing the elements of a tragedy and ‘Macbeth’. Complete a ‘student planner form’ which is a planning sheet for your created tragedy.  (see lesson on P drive)  **Lesson 6:** How is Macbeth described by the captain at the beginning of the play – underline words used to describe him. Identify Macbeth’s reaction to the witches’ prophecies. What are their prophecies?  (see lesson on P drive)  **Lesson 7:** Complete the starter activity – plotting Macbeth’s pathway to darkness. Read Macbeth’s soliloquy and answer the questions. Follow instructions on PPT on P drive.  (see lesson on P drive)  https://www.sparknotes.com/nofear/shakespeare/macbeth/page\_10/  **Lesson 8:** Look at the PPT on the P drive and use the defence document to record thoughts and feelings on each character. Write speech where you show support for a chosen character (out of Shylock/Lady Macbeth/Richard III)  (see lesson on P drive) |
| Monday 29th March | Shakespeare’s Tragic heroes – exploring language and techniques used to create meaning. | PowerPoint/Video links/PDF documents | **Lesson 9:** Read the character Iago’s speech and identify any persuasive techniques, language techniques and dramatic techniques in the speech. Then, read Iago’s second speech (his soliloquy) and highlight important techniques (details in PPT on P drive). Write a SEA paragraph explaining his lust for revenge – identify the proof he wants revenge.  https://www.sparknotes.com/nofear/shakespeare/othello/page\_10/  (lesson on P drive)  **Lesson 10:** Follow the instructions on the PPT on the P drive. Read the quotes about the character, Desdemona. (from the play ‘Othello’) What do the quotes tell us about her character?  What is the significance of tragedy in the extract? (Desdemona and Othello) Write a SEA paragraph explaining the reasons for the character’s lust for revenge.  (see lesson on P drive)  **Lesson 11:** Follow the instructions on the PPT in the P drive. Choose alternative words for the epithets on the first slide. What similarities are there between Othello and Iago’s language in their conversation? Learn a key term: peripeteia. Give an example.  (see lesson on P drive)  **Lesson 12 (assessment):** Time to write a SEAWASP paragraph for two different extracts and questions. Read the two assessment extracts in the P drive and answer the question on the sheet, using SEAWASP. Also, use the PPT to help you with SEAWASP.  (see lesson on P drive) |