

# REMOTE LEARNING BOOKLET

**Year 7**  
**Topic: Social Issues**

*In the event of school closure, work through the activities in this timetable for **60 minutes** during each timetabled slot for English. If you are unsure how to complete an activity look through your revision guide, access the Power Points on Google classroom or email your teacher who will do their best to assist you. You are expected to evidence your learning and the activities you have completed in your exercise book.*



## Lesson 1

**Golden Question: What impact did the Ancient Greeks have on theatre?**

Read the information below and make dual coded notes.

Then answer the question:

*Why do you think the Grecians enjoyed the theatre?*



[What is dual coding?](https://lovetoteach87.com/2019/05/02/examples-of-dual-coding-in-the-classroom/)

<https://lovetoteach87.com/2019/05/02/examples-of-dual-coding-in-the-classroom/>

The Greek theatre history began with festivals honoring their gods. A god, Dionysus, was honored with a festival called by "City Dionysia". In Athens, during this festival, men used to perform songs to welcome Dionysus. Plays were only presented at City Dionysia festival.

Athens was the main center for these theatrical traditions. Athenians spread these festivals to its numerous allies in order to promote a common identity.

At the early Greek festivals, the actors, directors, and dramatists were all the same person. After some time, only three actors were allowed to perform in each play. Later few non-speaking roles were allowed to perform on-stage. Due to limited number of actors allowed on-stage, the chorus evolved into a very active part of Greek theatre. Music was often played during the chorus' delivery of its lines.

Tragedy, comedy, and satyr plays were the theatrical forms.

Tragedy and comedy were viewed as completely separate genres. Satyr plays dealt with the mythological subject in comic manner.

### **Tragedy plays**

Thespis is considered to be the first Greek "actor" and originator of tragedy (which means "goat song", perhaps referring to goats sacrificed to Dionysus before performances, or to goat-skins worn by the performers.) However, his importance is disputed, and Thespis is sometimes listed as late as sixteenth in the chronological order of Greek tragedians.

Aristotle's Poetics contain the earliest known theory about the origins of Greek theatre. He says that tragedy evolved from dithyrambs, songs sung in praise of Dionysus at the Dionysia each year. Three well-known Greek tragedy playwrights of the fifth century are Sophocles, Euripides and Aeschylus.

### **Comedy plays**

Comedy was also an important part of ancient Greek theatre. Comedy plays were derived from imitation; there are no traces of its origin. Aristophanes wrote most of the comedy plays. Out of these 11 plays survived - Lysistrata, a humorous tale about a strong woman who leads a female coalition to end war in Greece.

### **Greek Theatre**

Theatre buildings were called a theatron. The theaters were large, open-air structures constructed on the slopes of hills. They consisted of three main elements: the orchestra, the skene, and the audience.

**Orchestra:** A large circular or rectangular area at the center part of the theatre, where the play, dance, religious rites, acting used to take place.

**Skene:** A large rectangular building situated behind the orchestra, used as a backstage. Actors could change their costumes and masks. Earlier the skene was a tent or hut, later it became a permanent stone structure. These structures were sometimes painted to serve as backdrops.

Rising from the circle of the orchestra was the audience. The theatres were originally built on a very large scale to accommodate the large number of people on stage, as well as the large number of people in the audience, up to fourteen thousand.

### **Acting**

The cast of a Greek play in the Dionysia was comprised of amateurs, not professionals (all male).

Ancient Greek actors had to gesture grandly so that the entire audience could see and hear the story. However most Greek theatres were cleverly constructed to transmit even the smallest sound to any seat.

### **Costumes and Masks**

The actors were so far away from the audience that they needed the aid of exaggerated costumes and masks.

The masks were made of linen or cork, so none have survived. Tragic masks carried mournful or pained expressions, while comic masks were smiling or leering.

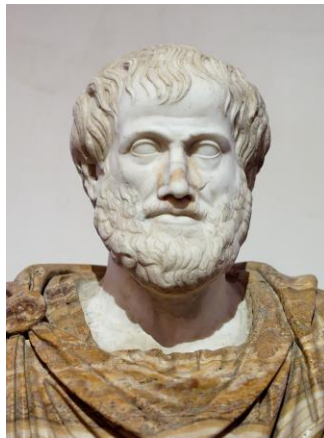
The shape of the mask amplified the actor's voice, making his words easier for the audience to hear.

## Lesson 2

Golden Question: Who was Aristotle?

Watch the video at this link and add notes around the picture of Aristotle below:

[https://www.youtube.com/watch?v=umHDO\\_VODWA](https://www.youtube.com/watch?v=umHDO_VODWA)



Find definitions for the key words below:

***Philosophy***

***Physician***

***Tutor***

***Curriculum***

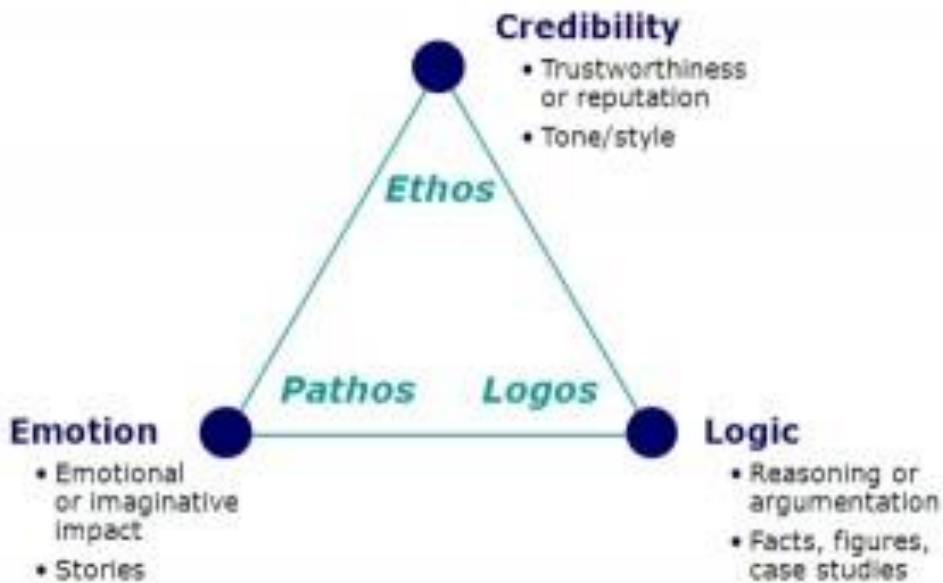
***Liberal arts***

***Empiricism***

## Lesson 2

**Golden Question: Who was Aristotle?**

Aristotle believe that rhetorical devices were the ultimate way to win an argument – he called it the "the faculty of discovering ... all of the available means of persuasion.". Amongst a number of rhetorical devices (which we will look at later on), he also believed that persuasion was most effective when it included three elements: pathos, ethos and logos.



**Look at the triangle above. Draw a picture at each corner to represent Pathos, Ethos or Logos.**

**Make the link:**

Did you know that 'logos' means 'the study of'?

If something is 'ethical' it means that it is the 'right' thing to do. This comes from 'ethos' meaning 'trustworthy'.



### Lesson 3

Golden Question: What are rhetorical devices and how can we identify them?

Below is a short extract from Martin Luther King's famous 'I have a dream' speech. Identify, highlight and annotate as many rhetorical devices as you can. One has been done for you.

Learn more about Martin Luther King and hear parts of his speech here:

<https://www.youtube.com/watch?v=IB0i6bJljw>

Anaphora

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But **one hundred years later**, the Negro still is not free. **One hundred years later**, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. **One hundred years later**, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. **One hundred years later**, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

Let us not wallow in the valley of despair, I say to you today, my friends. And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

## Lesson 4

**Golden Question:** How did theatre evolve in the Elizabethan period?

Watch the video about Shakespearean theatre (in the Elizabethan/Jacobean period) and complete the grid below.

<https://www.youtube.com/watch?v=95ec5xtt6Hs>

**Similarities to Ancient Grecian theatre**

*e.g. no artificial lighting*

**Differences to Ancient Grecian theatre**

*e.g. there were sometimes many more than three actors*

Which would you prefer to watch? A theatre show in Ancient Greece or a theatre show in Elizabethan England? Why?

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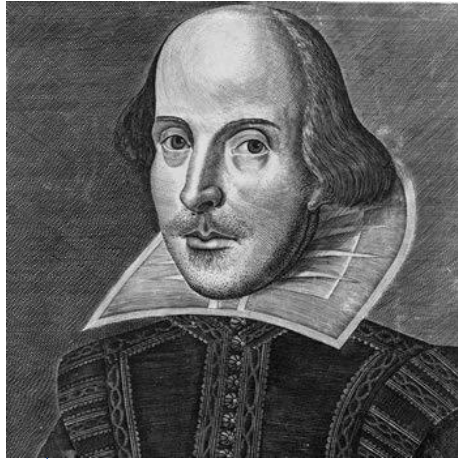
## Lesson 5

**Golden Question: Who was Shakespeare?**

Watch the video at this link:

[https://www.youtube.com/watch?time\\_continue=2&v=Wv7-nnUN5QI&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=2&v=Wv7-nnUN5QI&feature=emb_logo)

*Add details to the below picture about Shakespeare, his life and his career.*



*He was born in 1564*

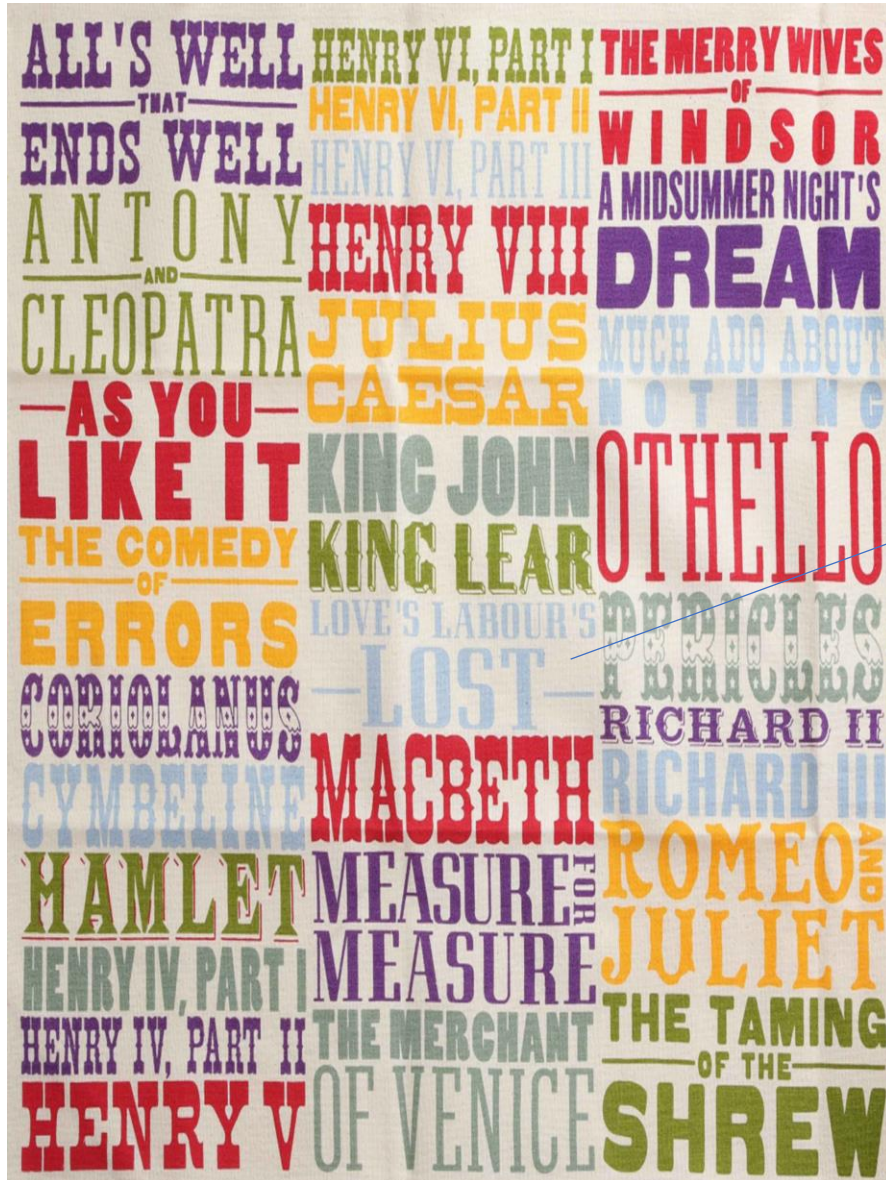


## Lesson 5

### Golden Question: Who was Shakespeare?

Shakespeare's plays can be split into three categories: historical, comedy and tragedy. Very much like the plays of Ancient Greece!

Look at the titles of the plays below. Can you split them into their categories based on their titles? Don't worry about making a mistake, this is developing your skills of inference.



e.g. I think this is a comedy, because it has comedy in the title.

e.g. I think is a tragedy because it sounds like love is being lost or disappearing.

## Lesson 6

### Golden Question: How can I practise identifying rhetorical devices?

One of Shakespeare's plays was called *Julius Caesar*. Watch the summary of the plot here:

<https://www.youtube.com/watch?v=kgyAPrv30eg>

You may wish to make notes as you watch.

Now look at the speech below, spoken by Mark Antony. What rhetorical devices can you recognise?

You should look for other descriptive devices too, such as adjectives, imperatives and declaratives.

Friends, Romans, countrymen, **lend me your ears**;

Imperative (a command)

I come to bury Caesar, not to praise him.

**The evil that men do lives after them**;

The good is oft interréd with their bones;

So let it be with Caesar. The **noble** Brutus

Adjective (a describing word)

Hath told you Caesar was ambitious:

If it were so, it was a grievous fault,

And grievously hath Caesar answer'd it.

Here, under leave of Brutus and the rest—

For Brutus is an honourable man;

So are they all, all honourable men—

Come I to speak in Caesar's funeral.

He was my friend, faithful and just to me:

But Brutus says he was ambitious;

And Brutus is an honourable man.

He hath brought many captives home to Rome

Whose ransoms did the general coffers fill:

Did this in Caesar seem ambitious?

When that the poor have cried, Caesar hath wept:

Ambition should be made of sterner stuff:

Yet Brutus says he was ambitious;

And Brutus is an honourable man.

You all did see that on the Lupercal

I thrice presented him a kingly crown,

Which he did thrice refuse: was this ambition?

Yet Brutus says he was ambitious;

And, sure, he is an honourable man.

I speak not to disprove what Brutus spoke,

But here I am to speak what I do know.

You all did love him once, not without cause:

What cause withholds you then, to mourn for him?

O judgment! Thou art fled to brutish beasts,

And men have lost their reason. Bear with me;

My heart is in the coffin there with Caesar,

And I must pause till it come back to me.

Declarative (a statement)

## Lesson 7

**Golden Question: How can I practise analysing rhetorical devices?**

Complete the grid below. This is an analysis of Mark Antony's speech from the previous lesson. Sections have been filled in for you.

Evidence	Technique used	Why? Effect on audience.
'Friends, Romans, countrymen'	Tricolon/Triplet	The list of three has a rhythmic effect that would have grabbed the attention of the audience. By starting with 'friends', Antony emphasises that this is how he wants to be seen and this warms the audience to him.
'Brutus says he was ambitious, and Brutus is an honourable man'		
	Rhetorical question	

## Lesson 8

**Golden Question:** Can I identify pathos, logos and ethos in persuasive speech?

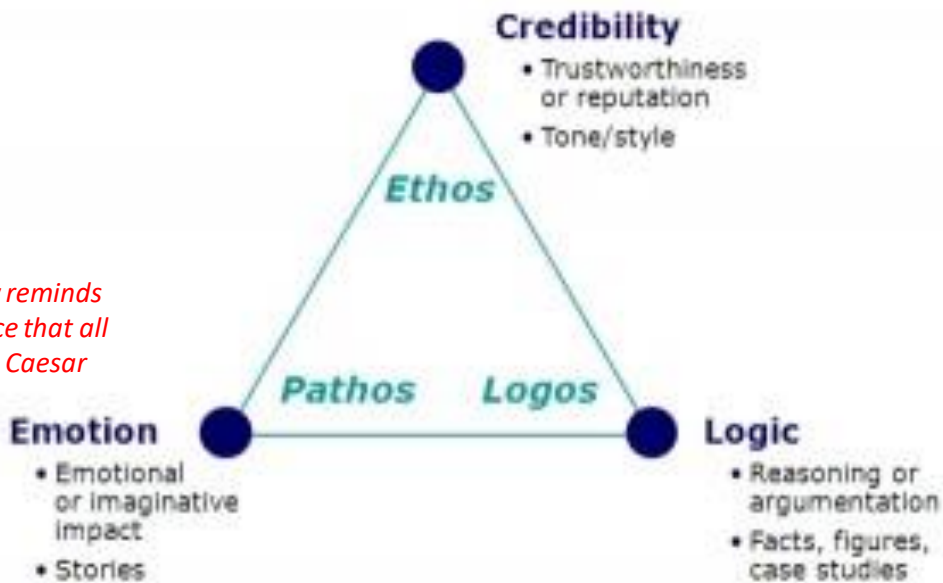
Look again at the rhetoric triangle proposed by Aristotle.

Look again at Antony's speech.

Surround the triangle with evidence of where each has been used.

*e.g. Antony repeats that Brutus is 'honourable'*

*e.g. Antony reminds the audience that all used to like Caesar*



*e.g. Antony reminds the audience that Caesar turned down the crown three times*

## Lesson 9

**Golden Question: How can I demonstrate understanding of the effect of rhetoric?**

Using your grid and triangle from the last couple of lessons, answer the question below. Follow the What/**How**/**Why** format. Your answer has been started for you.

**'How has Antony made us of pathos, ethos and logos throughout his speech?'**

Throughout the speech, Antony makes specific use of pathos to incite emotions of different kinds in his audience. **For example, he declares that they all 'did love him once', referring to Julius Caesar. He wants his audience to feel kindly towards Caesar, despite what he did, perhaps in order to remind them that they are gentle, decent people, who can forgive.**

Another example of where Antony appeals to the emotions of his crowd is in his opening, **where he refers to the audience as his 'friends'. This...**

There is also evidence throughout the speech of logos.

Using your grid from last lesson, answer the question below. Follow the What/How/Why format. Your answer has been started for you.

Finally, Antony used ethos to gain the trust of his audience and persuade them to take his speech seriously. He does this by...

A grid of horizontal lines for writing an answer, with a vertical red line on the left side.

# Lesson 10

**Golden Question:** What are the differences between a speech, a letter and an article?

Watch the three videos below.

Make dual-coded notes as a revision tool for each video as a revision tool.

## Writing an Article



## Writing a Letter



## Writing a Speech





## Lesson 11:

### Golden Question: How can I use rhetoric in my own writing?

Imagine this:

The government says that instead of reopening schools, they are considering keeping them shut and moving all education to online sources.

They are asking for the opinions of secondary school pupils to help them make their decision.

*Write a letter to your local MP which either argues for or against this plan.*

Follow these steps to plan your letter:

- 1) Write a list of good things about keeping schools closed
- 2) Write a list of bad things about keeping schools closed

This should give you a good idea of which side would be easier to argue.

Now plan out your letter. This should include five paragraphs – a quick, catchy introduction, three paragraphs discussing your opinion, and a short, memorable conclusion.

Paragraph	What is going to be discussed?	What persuasive devices do I want to use?
Introduction		Rhetorical question Tricolon
1		
2		
3		
Conclusion		



## Lesson 12:

**Golden Question: How can I use rhetoric in my own writing?**

**Imagine this:**

**The government says that instead of reopening schools, they are considering keeping them shut and moving all education to online sources.**

**They are asking for the opinions of secondary school pupils to help them make their decision.**

***Write a letter to your local MP which either argues for or against this plan.***

Using your plan from last lesson and everything you now know about rhetoric and persuasion, write your response to the above task. Remember to use the correct format and conventions for a letter – you can make the addresses up.

The writing area consists of a vertical red margin line on the left side and horizontal grey lines for the main text area, providing a structured space for writing a letter.

**Lesson 12:**

**Golden Question: How can I use rhetoric in my own writing?**

A series of horizontal grey lines for writing, with a vertical red margin line on the left side.