

# Edward Peake C of E VC Middle School

## Medium Term Plan

<b>Subject: English</b>	<b>Unit: Stories from Other Cultures</b>	<b>Term: Spring</b>	<b>Year Group: 8</b>
<b>Programme of Study assessment areas:</b>			
<b>Reading:</b>			
<ul style="list-style-type: none"><li>• reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, seminal world literature</li><li>▪ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>▪ making inferences and referring to evidence in the text</li><li>▪ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li><li>▪ checking their understanding to make sure that what they have read makes sense.</li><li>▪ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li><li>▪ studying setting, plot, and characterisation, and the effects of these</li><li>▪ making critical comparisons across texts<ul style="list-style-type: none"><li>▪ studying a range of authors</li></ul></li></ul>			
<b>Writing:</b>			
<ul style="list-style-type: none"><li>▪ writing for a wide range of purposes and audiences, including:<ul style="list-style-type: none"><li>• well-structured formal expository and narrative essays</li><li>• stories, scripts, poetry and other imaginative writing</li><li>• a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li></ul></li><li>▪ summarising and organising material, and supporting ideas and arguments with any necessary factual detail</li><li>▪ applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li><li>▪ drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li><li>▪ studying the effectiveness and impact of the grammatical features of the texts they read</li></ul>			

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- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously

### Spoken Language:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- giving short speeches and presentations, expressing their own ideas and keeping to the point

**This medium term plan is a guide to activities, it does not replace individual planning for the specific needs and abilities of each class. This plan should be adapted and differentiated for your class.**

Wk	Learning Objectives	Content	Assessment Area:	Resources	ICT Opportunities
1	To be able to:	<p><b>Activities: <i>Dead Man's Path</i></b>                      Either- Discuss what you know/think of European and African culture OR- Compare European and Africa culture.                      Read lines 1 – 75                      List Michael's beliefs about education                      Discuss the things Nancy wants from her life</p> <p>Read lines 76 – 11                      Brainstorm what the village priest's values in life                      What has caused the contrasting beliefs between Michael, Nancy and the priest?</p> <p>Look at list of characteristics.                      Fill up the chart for each character with the correct descriptions</p> <p>Thought bubbles. At the end of the story what do you think each of the main characters is thinking?</p>	<ul style="list-style-type: none"> <li>▪ List of Michael's beliefs</li> <li>▪ Notes on Nancy's desires</li> <li>▪ Brainstorm on Priest's values</li> <li>▪ Paragraph on contrasting beliefs</li> <li>▪ Character chart</li> <li>▪ Empathetic piece – report by educational officer</li> <li>▪ Notes on thematic statements</li> <li>▪ Notes on Michael references</li> </ul>	Character sheet  Educational Officer's report  Michael and Nancy Obi  Symbols in Dead Man's Path  The Hawk and the Eagle  The Village Priest  Themes in Dead Man's Path	

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	<p>Ext: Why are they thinking this? You are the educational officer that has to write a report about the destruction of Ndume School.</p> <p>Write the report explaining what you think caused the breakdown of the school Is there anything to learn from this story? Does Achebe have a message?</p> <p>Which of the statements do you think are a part of Achebe's message? Write explanations for your answer Paired feedback to class on theme choices</p> <p>Writer's often use various types of words in order to get readers to think about a person in a certain way</p> <p>Choose a celebrity, what type of words (good &amp; bad) are often used to describe him/her Paired: Look at the words used to refer to Michael. What does each reference suggest about Michael or how he is supposed to be viewed by the readers at that time in the story</p> <p>'Michael Obi' – 1 'Mike' – 41 'Obi' – 5 'Mr Obi' – 45 'young headmaster' – 98</p>	<ul style="list-style-type: none"> <li>▪ Paragraphs on symbols</li> <li>▪ Discussion or timed task</li> </ul>	<p>Thought bubbles</p> <p>Timed Writing Task</p>	

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		<p>Are Michael and Nancy's names typically African?            Why does the village priest have no name? What does that suggest about him?            Symbolism refers to the use of objects/events/actions used in a text to represent a bigger idea/theme about the whole story</p> <p>Paired: Explain in detail what you think the following things represent in the story</p> <ul style="list-style-type: none"> <li>- the gardens</li> <li>- the barbed wire</li> <li>- the ancient path</li> <li>- the neighbourhood bushes</li> <li>- the destruction of the gardens</li> </ul> <p>Class: Whose side is Achebe on, if he is on anyone's?</p> <p>What is a proverb?</p> <p>Discuss the true meanings of these two proverbs            'Too many cooks spoil the broth'            'A bird in the hand is worth two in the bush'            Find the proverb spoken by the village priest. Write it out.</p> <p>-What is similar about the hawk and the eagle            - 'Let' is repeated. Does it suggest force or is it an open suggestion?            Both birds are 'perching' what does that suggest?</p> <p>What is Achebe's message in 'Dead Man's Path'? How does he use plot, character and language to make this</p>			

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		apparent to the reader? Depending on ability of group this could be done as a discussion or timed task.			
2	To be able to:	<p><b>Activities: <i>Snapshots of a wedding</i></b>            Brainstorm all the reasons why people get married            Read 1 – 22            List the preparations for the wedding that takes place in these lines            Read 23 – 98</p> <p>The three main characters are Kegoletile, Neo and Mathata            Find a quote that supports each of the statements            Traditionally what roles have men and women had to fulfil in marriage?            Complete chart</p> <p>Read lines 99 - 119            The culture of the story is very traditional, based on this who would make a better wife for Kego? Use at least six quotations from the story so far to support your answer</p> <p>What thoughts would be going through Kego's mind before the wedding?            Thought bubbles            Read 119-183</p> <p>Make a list of all the formalities that are part of the wedding ceremony.</p> <p>Look at the set formalities and make suggestions as to what they might represent            Think about why the other members of Neo's community are threatened by her attitude and education.</p>	<ul style="list-style-type: none"> <li>▪ List of wedding preparations</li> <li>▪ Statement and character quotes</li> <li>▪ Roles in marriage chart</li> <li>▪ 2-3 paragraphs on Kego's ideal wife</li> <li>▪ List of wedding formalities and representation</li> <li>▪ Notes on threats to community</li> <li>▪ Notes on Neo's &amp; Mathata's representation</li> <li>▪ Quotes showing snapshots of Neo's society</li> <li>▪ Message/Theme chart</li> <li>▪ Notes on community fears</li> <li>▪ Empathetic piece from the view of Neo's aunt</li> </ul>	Character sheet  Diary of Neo's aunt  Gender roles in marriage  Neo and Mathata  Preparing for a wedding  Snapshots of life  Themes and Messages  Thought bubbles	

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		<p>What threats does Neo pose to her community?            What does Neo represent in the story? How do you know this?            Think about her name.</p> <p>What does Mathata represent in the story? Does Mathata pose any threats to anyone in the story?</p> <p>Draw three 'snapshots' of your life/ society</p> <p>Explain what each snapshot represents            Which snapshots of Neo's society are we shown?</p> <p>Find quotes to support these snapshots            Is there a message in this story? Does the message seem to come from the author to the readers or from the author to the characters?</p> <p>Complete chart            How do the snapshots in the story reflect the concerns/ fears of the community in the story?            Write the diary of Neo's aunt the day after she tells Neo off.            What is making her so angry on the surface? What is making her fearful under the surface?</p>			
3	To be able to:	<p><b>Activities: Train from Rhodesia</b>            What was apartheid?            Read the summary and extract 6 negative results of apartheid            Key words list</p> <p>Read 1 – 41. Record all the references to poverty</p> <p>Read 27 – 41. Record all the descriptions of the lion            Discussion around native vendors</p>	<ul style="list-style-type: none"> <li>▪ Summary points on apartheid</li> <li>▪ References to poverty, the lion and the goods</li> <li>▪ Notes on what the inspector walks past</li> </ul>	<p>Character check</p> <p>History of Apartheid</p> <p>Same station, different situation</p>	

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	<p>Read 42 – 48. Extract more references to the goods</p> <p>Read 49 – 66. Discuss all the things the inspector walks past How does a situation like apartheid arise? Brainstorm ideas</p> <p>Read 67 – 103. Complete the chart using quotes to show the situation of the people on the train compared to the people on the platform</p> <p>What problems do racial divides create for both races involved Read 104 – 187</p> <p>Put the plot events into chronological order Read the following lines, what do they tell you about the young man?</p> <ul style="list-style-type: none"> <li>- 134-6, 138, 150, 159, 165</li> <li>- The native vendors?</li> <li>- 35/36, 52-54, 87/88, 111-113, 129-131</li> </ul> <p>The young woman? - 96-100, 100-103, 143-145, 151-156, 169-174</p> <p>What has the train brought for these three characters?</p> <p>What is an allegory? What are people supposed to learn from these three allegories?</p> <p>'The Hare and the Tortoise' 'Daedalus and Icarus'</p>	<ul style="list-style-type: none"> <li>▪ Ideas on the rise of apartheid</li> <li>▪ Chart for situation of people on train and platform</li> <li>▪ Chronological list of story events</li> <li>▪ Short paragraphs on the young man, young woman and native vendors</li> <li>▪ Notes on what the train has brought the main characters</li> <li>▪ Paragraphs on thematic statements</li> <li>▪ Symbol charts for lion, young man and young woman</li> <li>▪ Notes on character emotions</li> <li>▪ Detailed piece on symbolic value of the train</li> </ul>	<p>The Lion</p> <p>The natives and the lion</p> <p>The train</p> <p>Themes and messages</p> <p>Timed task</p> <p>The story so far</p>

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		<p>'The boy who cried wolf'</p> <p>Split the list of statements and write a short paragraph for each explaining how parts of the story might support the statement Brainstorm what the lion, young man and his attitude and the young woman and her attitude might symbolise.</p> <p>For each idea fill in the symbols chart</p> <p>List the emotions possibly being felt by the young man, young woman and the native vendor at various points in the story The train is personified throughout the story. Write out the references to the train. What does the train represent? What purpose does it serve in the story?</p> <p>What is the message of 'Train from Rhodesia'? How does the writer use symbolism to show this? Depending on the ability of the class this could be completed as a group writing exercise or as a timed essay.</p>	<ul style="list-style-type: none"> <li>▪ Essay response (group or individual)</li> </ul>		
4	To be able to:	<p><b>Activities: The Gold Legged Frog</b> If you had to live 'off the land' what difficulties might you encounter?</p> <p>Read 1 – 45. Underline the references to Nak's difficult natural surroundings</p> <p>What effect do the harsh natural surrounding have on Nak's situation</p> <p>Read 46 -89. Nak's social surroundings also add to his pressures. Sum up three different attitudes shown by the other villagers towards Nak. Use a quote for each attitude</p>	<ul style="list-style-type: none"> <li>▪ Paragraph on Nak's natural surroundings</li> <li>▪ Notes and quotes on attitudes of villagers and town officials</li> <li>▪ List of hopeful/pessimistic features of Nak's life</li> <li>▪ Nak's diary</li> <li>▪ Completed Irony sheet</li> </ul>	<p>Irony worksheet</p> <p>Nak's character</p> <p>Nak's diary</p> <p>Nak's natural surroundings</p> <p>Nak's suffering</p> <p>Speaking and listening assessment</p>	



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	<p>Read 90 – 142. The town officials also add to Nak’s difficulties What type of attitude do the town officials display towards Nak? Write down 4 quotations that reflect their attitude</p> <p>Using worksheet pupils identify whether they agree or disagree with the statements:</p> <p>Discuss, does Nak have more reason to be hopeful than pessimistic? List the reasons</p> <p>Based on your reading of the story, write a diary entry for Nak at the end of the 24hrs of the story. What does he have to be sad about? Does he have anything to be happy about?</p> <p>How can irony be applied to life’s situations? Complete irony sheet.</p> <p>Re-read 130 -142:</p> <ul style="list-style-type: none"> <li>- How are Nak’s hopes raised and then cruelly dashed on his way home from seeing the city officials?</li> <li>- What does the villager mean in the final sentence? Lines 141/2</li> </ul> <p>How is it ironic that ‘Nak’ is lucky?</p> <p>‘All you do is suffer if you’re born a rice farmer and a subject’ 103/4. Nak’s life is one of constant suffering.</p> <p>Using events from the story and quotations explain how Nak suffers because of: his extreme poverty/ the harsh climate &amp; infertile land/ those around him always telling him what to do Who is to blame for Nak’s situation?</p>	<ul style="list-style-type: none"> <li>▪ Comprehension questions on Nak</li> <li>▪ Extended writing piece on Nak</li> <li>▪ Notes on blame for Nak’s situation</li> <li>▪ Speaker notes for 1min spoken argument</li> <li>▪ Peer assessment</li> </ul>		

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		<p>In groups of three students will write and deliver arguments for or against the following question:</p> <p>'Was Nak wrong to leave his dying son in order to go and collect a government handout?</p> <p>Each member of the group must speak for 1 min in order to be assessed</p> <p>Each group presents their arguments. Pupils peer assess using agreed criteria (using statements from KS3 programme of study and group agreed criteria)</p>			
5	To be able to:	<p><b>Activities: Two Kinds</b></p> <p>What type of pressures/ expectations do parents place on their children?</p> <p>Share information about China in 1949</p> <ul style="list-style-type: none"> <li>- Civil war going on for 3 years</li> <li>- Became communist republic in 1949</li> <li>- Many fled to avoid war and communism to the biggest anti-communist country in the world, USA</li> </ul> <p>Read 1 -98. List the type of pressures placed in Ni Kan by her mother</p> <p>In pairs discuss anything you found humourous in this section. How/Why is it funny?</p> <p>Read 99 – 217. Complete chart for Ni Kan/ Mother's actions in the story so far</p> <p>Discuss how might the pressure put on Ni Kan by her mother end up affecting her?</p>	<ul style="list-style-type: none"> <li>▪ Notes on Chinese civil war</li> <li>▪ List of pressures Ni Kan is facing</li> <li>▪ Notes on humour in the story</li> <li>▪ Ni Kan/ Mother actions chart</li> <li>▪ Paragraph on consequences of pressure</li> <li>▪ Detailed paragraphs on piano competition</li> <li>▪ Screenplay of sections 304-347</li> <li>▪ Profile of Ni Kan's mother</li> <li>▪ Paired reports on symbolic value of piano pieces</li> </ul>	<p>Actions of main characters</p> <p>Info on Chinese civil war</p> <p>Musical representation</p> <p>Ni Kan and her Mother</p> <p>Ni Kan pressures Ni Kan's mother thought bubbles</p>	

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	<p>Independently write a paragraph about this using ideas from class discussion.</p> <p>Why do people appreciate talents such as music-playing, sporting talents etc</p> <p>Read 218-303. The piano competition is a turning point in Ni Kan's relationship with her mother</p> <p>Using at least 6 quotations write two paragraphs explaining</p> <ol style="list-style-type: none"> <li>a. What happens at the recital</li> <li>b. How it affects Ni Kan's mother</li> </ol> <p>Read 304 -347. Write out all the speech of this section in pairs</p> <p>Read out the lines trying to capture the tension of the situation Write a profile of Ni Kan's mother. You must write in paragraphs and include:</p> <ol style="list-style-type: none"> <li>a. information about her past</li> <li>b. Her hopes and dreams for her daughter</li> <li>c. Her methods of training her daughter</li> </ol> <p>Ideas about her worst fears</p> <p>Write a paragraph in the 1<sup>st</sup> person detailing your feelings about the pressures you are currently under</p> <p>Which is the main conflict of the story?</p>	<ul style="list-style-type: none"> <li>▪ Detailed notes on mother-daughter conflict</li> <li>▪ Thematic paragraphs</li> <li>▪ Presentation notes on set themes</li> <li>▪ Peer assessment</li> </ul>	<p>Speaking and Listening presentation</p> <p>The Piano recital</p> <p>Themes in Two of a Kind</p>

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		<p>Read these lines and discuss what they tell the reader about the reasons for the mother-daughter conflict:</p> <p>9, 77-78, 135-136, 311-312, 332-334</p> <p>Read 348 – 405. Tan uses a piece of music to represent parts of her life - 396-405</p> <p>In pairs discuss and answer: What does 'Pleading Child' represent? How can you tell?</p> <p>What does 'Perfectly Contented' represent? How can you tell?</p> <p>Chosen pairs to feed back to class</p> <p>Why is it poignant that Tan has chosen music to represent her flight into adulthood and freedom?</p> <p>Discuss the title: Why is it called 'Two Kinds'</p> <p>In pairs for each thematic idea find a quotation and write a short explanation that clarifies the statement</p> <p>In groups prepare a 3min group presentation on one of the following themes:</p> <ul style="list-style-type: none"> <li>▪ Children need to try and understand why their parents put them under pressure</li> <li>▪ You will get nowhere without discipline</li> <li>▪ Parents cannot live their lives through their children</li> <li>▪ America is competitive but it is a land of freedom and opportunity</li> <li>▪ Parents have to learn to let children live their own lives</li> </ul>			

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		<ul style="list-style-type: none"> <li>All most parents want is the best for their children</li> <li>Good parenting is not putting your children under pressure</li> </ul> <p>Each group presents their presentation on their chosen theme. Peer assessment using agree criteria.</p>			
6	To be able to:	<p><b>Activities: <i>The Tall Woman and her Short Husband</i></b> What is true love and how is it demonstrated? Read 1 – 18</p> <p>Paired: What is the moral of the introduction?</p> <p>Read 19 – 89</p> <p>Individual: What was the Chinese cultural revolution? Summary task Read 90 – 128</p> <p>Individual: What do we know about the following characters in the story so far?</p> <p>Complete character chart for the couple, the neighbours and the tailor's wife (first four boxes) Paired: Thinking about the culture in China where the story is set, why do you think the tailor's wife is so malicious? In what ways does the tailor's wife contrast with the couple?</p> <p>Use at least 6 quotations in your answer</p> <p>Due to events in our own society in the west according to the media who are we supposed to be suspicious of?</p> <p>Ext: Is it really as simple as that? Why?</p>	<ul style="list-style-type: none"> <li>Notes on the introduction</li> <li>Summary notes on the cultural revolution</li> <li>Character chart</li> <li>Extended piece on contrasts between tailor's wife and couple</li> <li>Paragraphs on how events have affected Mr Short/ Tailor's wife</li> <li>List of couple's persecution</li> <li>Quotations reflecting pack mentality</li> <li>Notes on irony of situation</li> <li>References to couple's love</li> <li>Notes on feelings at the end of the story</li> </ul>	<p>Character chart</p> <p>Cultural revolution</p> <p>Dialogue in the story</p> <p>Essay guide</p> <p>Messages in the story</p> <p>Pack mentality</p> <p>Persecution</p> <p>The couple's love</p> <p>The Tailor's wife</p> <p>The transfer of power</p> <p>Through the eyes of the community</p>	

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	<p>Read 129 – 161</p> <p>Individual: Explain in detail how the events in China have affected Mr Short and the tailor's wife. Read 162 – 250</p> <p>What is a kangaroo court?</p> <p>Paired: List all the ways in which Mr Short and his wife are persecuted through their 'trial' Class: Discuss the meaning of 'pack mentality'</p> <p>Which sections of the text suggest pack mentality</p> <p>Insert at least two more entries into your character chart Read 251-304</p> <p>Class: As Mr Tall/Mrs Short lose everything, who is gaining? Why is this ironic (check irony sheets from 'Gold-Legged Frog')</p> <p>Paired: Write out the references that show the couple's love is still going strong Read 305 – 334</p> <p>Class: What has changed in this passage?</p> <p>What hasn't changed?</p> <p>Individual: Write down your feelings at the end of the passage and give reasons for them</p>	<ul style="list-style-type: none"> <li>▪ Extended piece on messages in the story</li> <li>▪ Complete dialogue charts</li> <li>▪ Paragraphs on dialogue in the story</li> <li>▪ Notes on love in the story</li> <li>▪ Updated character charts</li> <li>▪ Detailed notes on language choices of author</li> <li>▪ Plans for extended writing piece</li> <li>▪ Essay on theme of tragic love in the story</li> </ul>	<p>Tribute to Mao Zedong and the cultural revolution</p>

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	<p>Class: What is the message of this story? What are we left to contemplate? Think of at least 3 messages that are left at the end of the story for all people from all cultures. Explain each of your messages and include which parts of the text support your ideas</p> <p>'Actions speak louder than words' Explain the meaning of this saying Paired: Complete dialogue charts</p> <p>Individual: What is dialogue used for? Who does most of the speaking in the story? Why is there a lack of dialogue with reference to the couple? How does each section of the story clearly reflect the love between the couple? 182-184, 247-250, 297-304, 321-325, 327-334 Update the last two boxes of your character charts in the light of the end of the story Read the 'tribute to the cultural revolution'. How can you link the ideas in the tribute with the events from the story?</p> <p>Rewrite this sentence in the following forms:</p> <ul style="list-style-type: none"> <li>- broadsheet newspaper</li> <li>- tabloid newspaper</li> <li>- text message</li> </ul> <p>'A young boy was skateboarding along the street, he fell and lost both of his front teeth'</p>			

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		<p>Groups: How does the reader feel like a member of the community in the story?</p> <p>What is the effect of the 3<sup>rd</sup> person?</p> <p>What is the effect of the relaxed language?</p> <p>What is the effect of referring to people and places as though we already know them?</p> <p>What is the effect of describing tense events with little emotion?</p> <p>As an essay, pupils should answer the following question: What evidence is there to suggest that 'Tall Woman/Short Husband' is simply a tragic love story?</p>			