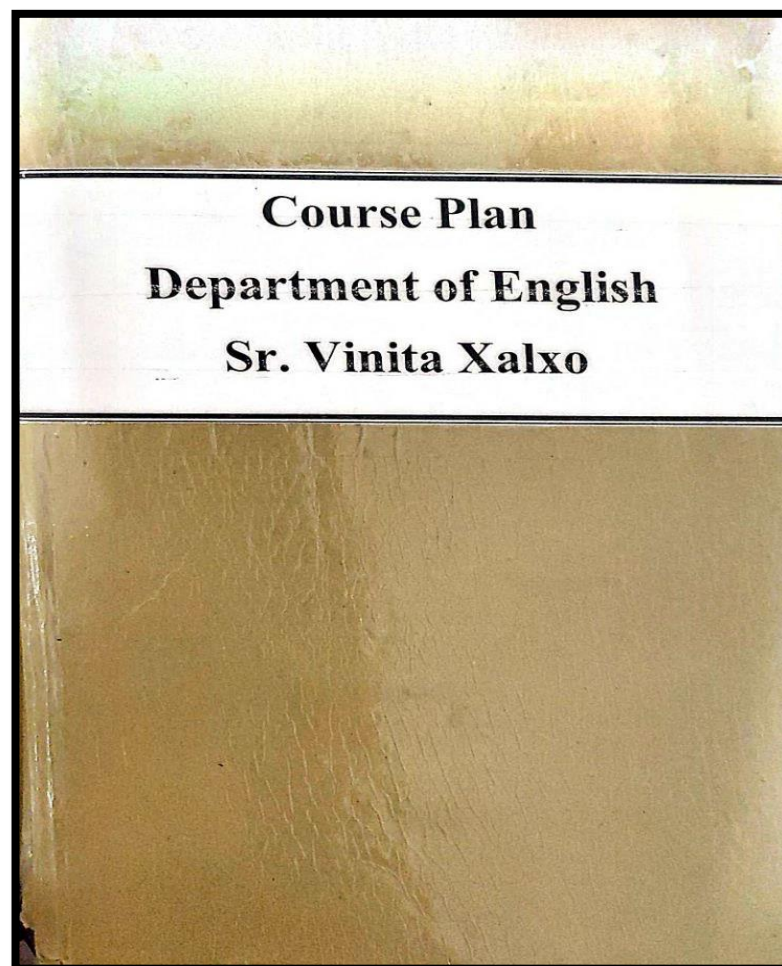




SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER





SOPHIA GIRLS' COLLEGE, AJMER (AUTONOMOUS)
DEPARTMENT OF ENGLISH
COURSE PLAN
2022-23
Odd Semester
July 2022 – December 2022



Sr. Vinita Xalxo

July 2022						
Class	Sem.	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
Hon s. III	V	ENGH - 503 20th Century English Poetry and Drama- I Unit II Literary Term: Fantasy *Dylan Thomas Fern Hill	Symbolism childhood innocence Christian imagery	The students will be able to evaluate and critique the works of different writers of the Victorian age	<ul style="list-style-type: none"> • Quizzes • Brainstorming sessions • Regular assignments • PPT • E- Content 	<u>Knowledge Based</u> Define fantasy. What is the setting of the poem? <u>Understanding Based</u> Explain the main theme of the poem. <u>Higher Order Thinking Skills Based</u> - 'Fern Hill' is a joyous celebration of childhood innocence and its inevitable loss, a poem which Dylan described as a poem 'for evening and tears'. Evaluate. - Write a critical appreciation of the poem. - How is the passage of time portrayed in the poem? Discuss the use of imagery in the poem.

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						<p>distinctive features of Bacon's prose style.</p> <p>-Discuss the contribution of Bacon in the development of English essays</p>
Hons. III	V	ENGH - 503 20th Century English Poetry and Drama- I Unit III Literary Term: Imagism *T S Eliot Love Song of Alfred J. Prufrock -Preludes	Modern Poetry Imagism	Evaluation of the Modern age and core characteristics of Eliot's poetry	PPT, line by line analysis of the poem	<p><u>Knowledge Based</u></p> <p>What is Imagism. Give examples.</p> <p><u>Understanding Based</u></p> <p><u>Higher Order Thinking Skills Based</u></p> <p>Discuss Eliot as an Imagist.</p> <p>Critical appreciation of the poems</p>
BA III	V	ENG-501 (Poetry and Drama I) Unit II *G M Hopkins : The Sea and the Skylark Felix Randal Literary term	Symbolist movement and symbolism Modern Poetry Instress, Sprung Rhythm, Irish history and	Acquainting the students with the Symbolist movement and the writing style of modern writers.	<ul style="list-style-type: none"> • Line by line analysis of the poem • PPT • E- Content • Presentations by the students 	<p><u>Knowledge Based</u></p> <ul style="list-style-type: none"> • What is symbolism? <p><u>Understanding Based</u></p> <ul style="list-style-type: none"> • Write a note on • Symbolist Movement? • Discuss the types of


S. Vinita

		 : Symbolism *W B Yeats : Lake Isle of Innisfree Sailing to Byzantium *Dylan Thomas : Fern Hill	writing			symbols? • Illustrate on Yeats' use of symbols. • Reference to the context <u>Higher Order</u> <u>Thinking Skills</u> <u>Based</u> • Critically evaluate the poem. • Discuss Hopkins' writing style
BA I	I	GEN 101 – General English Unit-I Phrasal verbs Unit II Comprehensio n, Précis writing	• Phrasal verbs	The students will be able to develop a practice of using phrasal verbs in everyday conversatio ns	Activities Exercises audio-visual tutorials	Meaning of commonly used phrasal verbs <u>Higher Order</u> <u>Thinking Skills</u> <u>Based</u> The use of commonly used phrasal verbs Fill in the blanks Making sentences using phrasal verbs.
October 2022						
Class	Se m es te r	Paper/ Topics	Facts/ Concepts / Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
						



MA (F)	III	ENGM – 305 (B) Cultural Studies Unit II Stephen Greenblatt: Culture Unit III Identity- a) Theory b) Caste c) Class d) Gender e) Race	Identity Caste Class Gender Race	Determine interdisciplinary approach and analysis of cultural issues including literature and language. Plan analysis that can relate to our surroundings.	Discussion E- Content Chart Video	<u>Understanding Based</u> Define culture, caste and race. <u>Higher Order Thinking Skills Based</u> Why does gender an important constituent of Identity. Explain giving examples from different cultures.
MA Pre	I	ENGM – 104 Prose- Bacon to Bronte Unit II (Oct) *Hazlitt On Familiar Style On the Fear of Death *Benson: The Art of the Essayist Unit III Defoe: Moll Flanders	The Familiar Style of Hazlitt Bildungsroman Victorian Society • Religion and fear Youth and Old Age	To acquaint the students with the writing style of Hazlitt The student will be able to develop critical thinking while analyzing texts The students will be familiarized with the essays and the writing style of Hazlitt.	Discussion chapter-wise explanation and analysis Presentation by students Project Movie	• <u>Knowledge Based</u> Summarise Hazlitt's views as expressed in On the Fear of Death. What is the Familiar Style of Hazlitt? <u>Understanding Based</u> • Reference to Context • Hazlitt's essays reveal his personality. Discuss • Discuss Hazlitt as an essayist. <u>Understanding Based</u> Discuss Hazlitt's views on prose style as stated in his essay 'On familiar Style'. Discuss Hazlitt as an essayist

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						 <p><u>Higher Order Thinking Skills Based</u></p> <p>Examine the qualities of William Hazlitt as a critic.</p> <p>Write a critical appreciation of the essay?</p>
Hons. III	V	ENGH - 503 20th Century English Poetry and Drama- I Unit I Literary term: Problem Play G B Shaw : Arms and the Man	Problem Play Love and war	To understand the issues of problem play and Arms and the Man as a satire	Discussion E- Content Chart Video	<p><u>Knowledge Based</u></p> <p>What is a Problem Play?</p> <p><u>Understanding Based</u></p> <p>Characteristics of Problem Play</p> <p>How is Bluntschli a chocolate cream soldier.</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>Analyze the type of the play.</p>
BA III	V	ENG-501 (Poetry and Drama I) Unit III Literary History : Characteristics of Victorian Age J M Synge : Playboy of the Western world	Victorian Age Characteristics of Victorian Age Victorian Society Inventions, discoveries and Industrial revolution Victorian Compromise	- To introduce the students the characteristics of the Victorian Period -The students will be able to evaluate and critique the works of different writers of the	-E- Content -PPT -Videos •-Group-Discussion	<p><u>Knowledge Based</u></p> <p>What the characteristics of Victorian poetry?</p> <p>-Describe the characteristics of psychological novels.</p> <p><u>-List the prominent Victorian writers and their works.</u></p> <p><u>- Understanding Based</u></p> <p>• Discuss the central theme of the play.</p>



				Victorian age		<u>Higher Order Thinking Skills Based</u> _Compare the different works which use the technique of stream of consciousness.
BA I	I	GEN 101 – General English Unit I SVOCA (Subject, Verb, Object, Complement, Adverbial) Transformation of sentence (Active Passive and Direct Indirect), Tense usage	Complement Adverbial Active and Passive Voice	To acquaint the students with the fundamentals of English Language The student will be able to have enhanced reading and writing skills.	Activities Exercises Quiz MCQs	<u>Knowledge Based</u> Forming sentences in various patterns <u>Understanding Based</u> Fill in the blanks Transforming sentences

November 2022

Classes	Semester	Paper/Topics	Facts/Concepts/Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA (F)	III	ENGM – 305 (B) Cultural Studies Unit III Richard Hoggart :An	Media and Popular Culture	The students will learn the newly established field of cultural studies, its concerns and approaches.	-E- Content -PPT -Videos -Group-Discussion	<u>Knowledge Based</u> Who was Richard Hoggart? <u>Knowledge Based</u> What is the

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		Approach to the Study of Literature and Society: Media and Popular Culture				<p>difference between Socialism and Capitalism?</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>Explain the meaning of hegemony with appropriate examples</p>
MA Pre.	I	<p>ENGM – 104</p> <p>Prose- Bacon to Bronte</p> <p>Goldsmith: The Vicar of Wakefield</p> <p>Emily Bronte: Wuthering Heights</p>	<p>-Social class</p> <p>-Religion</p> <p>-Family</p> <p>Victorian Era woman writer</p> <p>-Byronic and Romantic Hero</p>	<p>-The students will acquaint with the socio-economic political and cultural environment of mid-nineteenth century</p> <p>-They will be able to develop critical thinking while analyzing the text</p> <p>-The students will be able to articulate their views on the issues of gender, race, nationality, culture and class.</p>	<p>Class discussion</p> <p>-PPT</p> <p>-Movie adaptations</p> <p>Explanation of important lines</p> <p>-E- content</p> <p>-Video lectures from Govt. portals</p>	<p><u>Understanding Based</u></p> <p>-How is The Vicar of Wakefield a satire?</p> <p>-Discuss <i>The Vicar of Wakefield</i> as a domestic novel.</p> <p>-Character sketch</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>Discuss the main themes.</p> <p>Discuss the significance of the Novel's title "The Vicar of Wakefield".</p>
Hons . III	V	<p>ENGH - 503</p> <p>20th Century English Poetry and</p>	Concept of Problem Play and love and war.	To stimulate the students to the variety of issues the text presents.	<p>Lecture Videos</p> <p>Discussion Quiz</p> <p>Question and</p>	<p><u>Knowledge Based</u></p> <p>What is allegory?</p> <p>-Character-</p>

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		Drama- I G B Shaw: Arms and the Man			Answer Group-Discussion	sketch of the main characters. <u>Higher Order Thinking Skills</u> <u>Based</u> Analyze the type of the play.
BA II	V	ENG-501 (Poetry and Drama I) Unit III -J M Synge : Playboy of the Western World	Victorian Age Characteristics of Victorian Age Victorian Society Inventions, discoveries and Industrial revolution Victorian Compromise	To introduce the students the characteristics of the Victorian Period	-E- Content -PPT -Videos -Group-Discussion	<u>Knowledge</u> <u>Based</u> Characteristics of Victorian Plays? <u>Understanding</u> <u>Based</u> Discuss the main characters of the play, 'The Playboy of the Western World'.
BA I	I	GEN 101 – General English Unit III Formal and Informal Letters- Job Application, Resume and Cover letter, Composition, Report Writing	Letters and its importance Report	To introduce them to various types of letters and to enhance their writing skills.	Lecture method and PPT	<u>Understanding</u> <u>Based</u> Explain the difference between formal and informal letter. <u>Higher Order Thinking Skills</u> <u>Based</u> Writing various types of letters and reports
December 2022						
Revision						

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SOPHIA GIRLS' COLLEGE, AJMER (AUTONOMOUS)

DEPARTMENT OF ENGLISH

COURSE PLAN

2022-23

EVEN SEMESTER

January 2022 to April 2022

Sr. Vinita Xalxo

January 2022

Class	Semester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Pre.	II	<p>ENGM – 202 Poetry - Pre-Romantics and Romantics</p> <p>Unit-I *William Cowper-</p> <ul style="list-style-type: none"> To Mary God Made the Country Lines Written During a Period of Insanity <p>*William Blake <i>From Songs of Innocence</i>-The Lamb, Little Black Boy, The Chimney Sweeper, The Nurse's Song</p> <p><i>From Songs of Experience</i>-The Tyger, The Clod and the Pebble, The Chimney</p>	<p>-Pre-Romantics</p> <p>-Salient Features and prominent writers of Pre-Romantic Age</p>	Develop critical thinking while analyzing texts - Discuss Cowper and Blake and their work	<p>-Line by line analysis</p> <p>- Assignment</p> <p>-Quiz</p> <p>-Video</p> <p>-E-content</p>	<p><u>Knowledge Based</u></p> <p>- Who was Mary Unwin?</p> <p>-Cowper's important works</p> <p>-Autobiographical elements in poem</p> <p><u>Understanding Based</u></p> <p>-Discuss William Cowper as a Pre-Romantic poet.</p> <p>-Contrast the theme of William Blake's "The Lamb" and "The Tyger"</p> <p>-Use of auditory images in the poetry of William Blake. Give the reference to the poems prescribed in your course.</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>- Reference to the context</p> <p>- Critical appreciation of the poems</p> <p>- 'Blake's Songs of Innocence expresses the state of childhood into</p>

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		Sweeper. The Nurse's Song				which we are born, a state of free imagination and infinite joy. Discuss with reference to the poems prescribed for your study.
ons I	VI	ENGH - 603 20th Century English Poetry and Drama- II Unit I Literary Term : Trench Poets *Rupert Brooke: -The Soldier -The Dead *Wilfred Owen: Strange Meeting	-Trench Poetry -War poetry -Victorian poetry and Modern Poetry	Acquainting the students to the social, political economic, religious and literary conditions of the 20 th century	Line by line analysis Discussion Class test Quiz	<u>Knowledge Based</u> Who are Trench Poets? <u>Understanding</u> <u>Based</u> Explain the core themes of the poems. Reference to the context <u>Higher Order Thinking Skills Based</u> Write a critical appreciation of the poems.
SA II	VI	ENG-601 Poetry and Drama- II Unit I *Thomas Hardy : -The Darkling Thrush -The Voice *Robert Frost : -Mending Wall *Rupert Brooke: -The Soldier *Wilfred Owen: -Strange Meeting	Modern Age War poetry, Victorian poetry and Modern Poetry - the Bharat brand of English	To acquaint the students with the social, political, economic, religious and literary conditions of the Modern Age	Line by line analysis Discussion Class test Quiz	<u>Knowledge Based</u> Whose voice is heard by the poet? <u>Understanding</u> <u>Based</u> Explain the core themes of Hardy's & Frost's poems. Discuss the theme of the poem Reference to the context <u>Higher Order Thinking Skills Based</u> Evaluate Hardy's style of writing.

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						Write a critical appreciation of the poem.
Hons II	IV	ENGH-401- Elizabethan and Jacobean Age II Unit III *Andrew Marvell: <ul style="list-style-type: none"> To his Coy Mistress The Garden The Coronet *Vaughan: <ul style="list-style-type: none"> The Retreat The Morning Watch Peace 	- Metaphysical Poetry - Religious Poet -Dramatic monologue - Conceit - Carpe Diem	-To evaluate different metaphys- ical poets and their characteri- stics. -To develop an understan- ding with the social, economic and -To distinguis- h between writing styles of different metaphys- ical poets with reference to the poems prescribe d.	<ul style="list-style-type: none"> Line by line analysi s of the text Discussi on Video 	<u>Knowledge Based</u> -Important works of the poets -Background of the poems <u>Understanding</u> <u>Based</u> -Reference to the Context -Significance of the title <u>Higher Order Thinking</u> <u>Skills Based</u> -Critical appreciation of the poems. -Evaluating the themes - Discuss the poems as the metaphysical poems

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February 2022

Class	Sem	Paper/ Topics	Facts/ Concepts / Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Pre	II	<p>ENGM – 202</p> <p>Poetry - Pre-Romantics and Romantics</p> <p>Unit-II</p> <p>*Wordsworth- Prelude I [Selincourt Edition]</p> <p>*Coleridge:- The Rime of the Ancient Mariner – Part I & Part II</p> <p>-Kubla Khan</p>	<p>- Nineteenth Century Romantic Revival</p> <p>- Autobiographical Element</p> <p>- Concept of supernaturalism</p>	<p>-To elucidate and critically interpret Wordsworth's The Prelude</p> <p>-To give a historical account of the Romantic Revival</p>	<ul style="list-style-type: none"> • Discussion of the poem line by line • Exercises • Quiz • Video E-content 	<p><u>Knowledge Based</u></p> <p>Write a note on the Romantic Revival and examine Wordsworth's role in it.</p> <p><u>Understanding Based</u></p> <p>Discuss <i>The Prelude</i> as an autobiographical poem.</p> <p>Write a short essay on the diction and imagery of <i>The Prelude</i>.</p> <p>Reference to the Context</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>Analyse the philosophical content of <i>The Prelude</i>.</p> <p>Critically appreciate the Boat Episode in <i>The Prelude</i>.</p> <p>Evaluation of Coleridge as a supernatural poet</p>
Hons . III	VI	ENGH-603 20 th Century English	Concept of Symbolism	Evaluating the backdrop	Line by line analysis, Assignment	<u>Knowledge Based</u>

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		<p>Literature [Poetry and Drama] – II Unit II</p> <p>Literary *W B Yeats:-1</p> <p>-Nineteen Hundred and Nineteen</p> <p>-Wild Swans at Coole</p> <p>-A Prayer for my Daughter</p>	<p>m, Irish Revolution,</p> <p>Theme of violence</p> <p>-First and Second World Wars</p> <p>Abbey Theatre and Yeats' style of writing .</p>	<p>of Irish Revolution and application of the concept of symbolism and mysticism in the prescribed texts</p>	<p>and quiz</p>	<p>Examine Yeats' role during the Irish Revolution.</p> <p>Enumerate the core symbols in Yeats' poems.</p> <p><u>Understanding</u></p> <p><u>Based</u></p> <p>-Reference to the context</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>Write a critical appreciation of the poem</p> <p>Evaluate the theme of violence.</p>
BA III	VI	<p>ENG – 601 (A) Poetry and Drama- VI Unit II</p> <p>*T S Eliot :Prelude</p> <p>s</p> <p>*W H Auden:</p> <ul style="list-style-type: none"> ● Musee Des Beaux Arts ● As I Walked Out One Evening 	<p>Concept, salient features and prominent writers of 20th Century</p> <p>-Imagism</p>	<p>Acquaintin g the students to the social political and literary conditions of the age</p>	<p>Line by line analysis of the poem</p> <p>PPT</p> <p>handouts</p> <p>E-content</p> <p>Class presentation</p> <p>Discussion</p> <p>Quizz</p>	<p><u>Knowledge Based</u></p> <p>What is the setting of the poem?</p> <p>Who was Icarus?</p> <p><u>Understanding</u></p> <p><u>Based</u></p> <p>What are the main characteristics of the Modern Poetry</p> <p>-The images in W. H. Auden's poetry. Analyse.</p> <p>-What is the theme of Musse Des Beaux Arts?</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>Discuss and explain the main themes of the poems.</p> <p>Write a critical appreciation of the</p>

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						poems.
Hons II	IV	ENG (H) 401 Elizabethan and Jacobean Age II Unit III *Crashaw • Hymn to Saint Teresa • Caritas Nimia or The Dear Bargain	Religion Mystical perceptions Inner vision of Christ's all - embracing love - Metaphys ical Poetry - Religious Poet - Carmelite Spiritualit y	To acquaint the students with the social, econ omic and literary conditions of the Elizabethan and Metaphysic al Age. To introduce Crashaw and his poems.	Line-wise analysis E-content Clips from the movie on St. Teresa of Avila	<u>Knowledge Based</u> Who was St. Teresa? What does the poet mean by Caritas Nimia? <u>Understanding</u> <u>Based</u> -How does Crashaw convey the sense of final triumph for Teresa? -Discuss the language and tone in Hymn to St. Teresa. • Explore the imagery of Hymn to St. Teresa. • Reference to context.

Shweta



March 2022

MA Pre	II	<p>ENGM-202 - Poetry - Pre-Romantics and Romantics</p> <p>Unit-III *Shelley: -Ode to the West Wind -Stanzas Written in Dejection Near Naples -Ozymandias</p> <p>*Keats- Ode to a Nightingale On a Grecian Urn To Autumn</p> <p>*Byron: The Vision of Judgment</p>	<p>Salient Features and prominent writers of Romantic Age</p> <p>- Concept satire, burlesque, lampoon</p>	<p>Acquaintin g the students To the social political and literary conditions of the Romantic Age</p> <p>- Students will be able to understand the concept of satire, burlesque and lampoon</p>	<p>Line by line analysis of the poem Quiz Class Test E- Content</p>	<p><u>Knowledge Based</u></p> <p>-What are the themes? -Name the three important works of Shelley and Keats</p> <p><u>Understanding Based</u></p> <p>-Reference to the Context</p> <p>-Discuss Shelley and Keats as Romantic poets.</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>-Critical appreciation of the poems</p> <p>-Discuss Vision of Judgment as a Satire</p>
Eng. Hons . III	VI	<p>ENGH - 603- 20th Century English Poetry and Drama- II</p> <p>- Literary term -Theatre of the Absurd Harold Pinter -The Homecoming</p>	<p>Theatre of Absurd</p> <p>Sex, power, female roles</p>	<p>Acquaintin g the students to the social, political economic, religious and literary conditions of the 20th century</p>	<p>Quiz Class Test E- Content Group - discussion</p> <p>Class presentation</p>	

Signature



BA III	VI	ENG-601 Poetry and Drama- II Unit III Literary Terms :Georgia n poetry, Modern Poetry, War poetry, Problem Play, Free Verse	Georgian poetry, Modern Poetry, War poetry, Problem Play, Free Verse	To introduce the literary terms in the prescribed texts and syllabus	Audio - video PPT Lecture	<u>Knowledge Based</u> Comment/write a note on the following: Georgian poetry, Modern Poetry, War poetry, Problem Play, Free Verse <u>Understanding Based</u> Discuss the characteristics.
Hons II	IV	ENGH - 401 Elizabethan and Jacobean Age – II Unit I Literary Terms : Romanti c Comedy William Shakespeare : Twelfth Night	Elizabeth an drama Romantic Comedy	The students will get acquainted with the plays of Shakespear e	-Line wise analysis of the play -PPT - Dramatizati on -Quizzes -E-content	<u>Knowledge Based</u> What is the alternate title to the play Twelfth Night <u>Understanding Based</u> Justify the title. Discuss the play as a Romantic Comedy. <u>Higher Order Thinking Skills Based</u> Draw the character sketch of all the female characters of the play Twelfth Night Reference to Context

Shivika



April 2022

MA Pre.	II	ENGM – 202 Poetry - Pre- Romantics and Romantics *Keats: Ode to a Nightingale -On a Grecian Urn - To Autumn -On Psyche -Ode on Indolence -Ode on Melancholy	Concept, salient Features and prominent writers of Romantic Age	Acquaintin g the students To the social political and literary conditions of the Romantic Age	Line by line analysis of the poem Quiz Class Test E- Content	<u>Knowledge Based</u> -What are the themes? -Name the three important works of Keats <u>Understanding Based</u> -Reference to the Context -Discuss Keats as a Romantic poets. <u>Higher Order Thinking Skills Based</u> -Critical appreciation of the poems
Eng. Hons . III	VI	ENGH - 603- 20th Century English Poetry and Drama– II - Literary term- Theatre of the Absurd Harold Pinter -The Homecoming	Theatre of the Absurd	Explaining the social, political economic, religious and literary conditions of the 20 th century	Quiz Class Test E- Content Audio-video PPT Group discussion	<u>Knowledge Based</u> Write a note on the Theatre of Absurd. <u>Understanding based</u> Comment on the significance of the title. <u>Higher Order Thinking Skills Based</u> Discuss the play as an absurdist play.



BA III	VI	ENG-601 Poetry and Drama- II Unit III Shaw: Candida	The Life Force Theory Realism and Modern (New) Drama Socialism The New Woman Fabian Society	To acquaint the students with the social, political, economic, religious and literary conditions of the Victorian and Modern Age. -To introduce the students to G.B. Shaw and his works.	E- Content Lecture PPT Group Discussion Role play	<u>Knowledge Based</u> Briefly write about the feminist ideal of the 19th century "New Woman" <u>Understanding</u> <u>Based</u> How is the theme of the 'New Woman' significant in the play? Explain why Candida chooses her husband and not Marchbanks. Do you think she has made the right decision? Is the reason she gives for her choice a good one? Explain what is realism in modern drama with reference to the play Candida? <u>Higher Order</u> <u>Thinking Skills Based</u> How does Shaw represent the 'Shavian Woman' in his play Candida? Discuss
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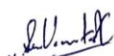
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Hons . II	IV	ENGH-401- Elizabethan and Jacobean Age II Unit II Marlowe: Edward II	- Elizabethan Age - Historical play -Mystery Play - Renaissance -Wheel of fortune	• To develop an understanding with the social, economic, political, religious and social condition of the age.	-Lecture -video -E-content -PPT	<u>Knowledge Based</u> What is the complete title of the play? Who kills Edward II? <u>Understanding Based</u> -Discuss Edward the Second as a historical play. -Write a summary of the play -Characters Sketch -Is Gaveston manipulative, aware of the kings weakness? <u>Higher Order Thinking Skills Based</u> Discuss the themes of the play. Analyse, how important are the ideas about kingship in <i>Edward II</i> .
Revision of all the papers						


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