

**Third additional task:** Remediation of a screenplay

**Learning aims:** By challenging the student's ability in remediation, the aim is for students to improve their close reading skills through the understanding of the text and context then challenge their writing ability by recreating the piece in another form.

**Task description:** The handout includes an excerpt from the screenplay *Ruling Passions: The story of Roger Casement* by Michael Eaton, - Casement's life story. The excerpt, detailed on the handout, features the point in Casement's life when he went to Germany attempting to recruit Irish P.O.W. soldiers. The excerpt's dramatic irony makes it quite comical in tone, which could make the task fun to complete. Multiple examples of genres to convert into are provided on the handout, this freedom of choice is an attempt to spark the students interest and creativity.

When the students return for the second double lesson, having completed the homework task, the teacher can then place them in small groups (3-4 people) as a follow up exercise to share their creative efforts with each other, provide feedback and ask questions while the teacher monitors. Also, if a handful of students are motivated, they could read or perform their piece to the whole class. The students can then submit their written pieces for in-depth analysis.

**Prerequisites:** This task must be done as a follow-up to the core task, which will provide the students with the fundamental knowledge needed. The students should be reminded of the part of Roger Casement's life that is covered in the excerpt, focusing on the historical context, including why Casement travelled to Germany and the risks and consequence of doing so.

**Required material:** Beyond the handouts and recording, just the ability to make some notes.

**Main type of student activity/output:** Reading comprehension and language production

**Key Skills:** Reading, writing and speaking

**Primary source**

Eaton, Michael. "Ruling Passions: The Story of Roger Casement." *Critical Quarterly* 41.1 (1999): 82–126; 41.2 (1999): 105–152; 41.3. (1999): 71–117.

**Additional task:** Acting out further segments of Eaton's script would work effectively as an additional task, there are many interesting scenes which could be used. The students could divide into groups then perform or film a scene of their choice.