



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي  
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

YEAR 12 – ENGLISH LITERATURE (Weeks 3 & 4)-2021-2022

<b>Subject</b>	<b>English Literature (IAL)</b>
<b>Class/ Section</b>	<b>YEAR 12</b>
<b>Week</b>	<b>3 (12<sup>th</sup> September 2021-16<sup>th</sup> September 2021)</b>
<b>Work sent to students by</b>	<b>Google classroom</b>
<b>Total number of lessons per week</b>	<b>3</b>
<b>Unit/Topic</b>	<b>KITE RUNNER- CHAPTERS 5-7</b>
<b>Key Vocabulary</b>	<b>Analyse, demonstrate, explain, explore, critically comment</b>
<b>Lessons 1,2,3 –Live Zoom lesson along with face to face instruction for students present on a particular day</b>  <b>Work will be assigned in google classroom which will be matched to the students' ability.</b>	<b><u>Specific Learning objectives</u></b> <ul style="list-style-type: none"><li>To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.</li></ul> <b><u>Specific Intended Learning Outcomes</u></b> <ul style="list-style-type: none"><li>To be able to read, listen and speak with engagement &amp; clarity</li><li>To be able to identify the writer's craft</li><li>To be able to identify &amp; explore the development main characters</li></ul>

- To be able to respond to the text critically & imaginatively; select & evaluate relevant textual detail to illustrate & support interpretations
- To explain how language, structure & form contribute to writer's presentation of ideas, themes & settings
- To be able to relate text to their social, cultural & historical contexts; explain how texts have been influential & significant to self & other readers in different contexts & at different times

**Tasks**

**Teacher directed focus:**

- The teacher will inform the students about the story of "Rostam and Sohrab,".
- The teacher will further elaborate on the above the significance of Mujahideen, Taliban rule, the role of USA and USSR in the political scenario of the country.
- The teacher will also explain the importance of these chapters in the plot of the novel.

**Independent student-led activity:**

- Understanding the impact of civil and political strife in a country.
- Discuss the social and cultural situation as revealed
- Students will take notes & monitor the development of characters, themes & significant incidents.

**Discussion on:**

- The childhood of Baba and Ali and their growing up.
- The birth of Amir as a story writer and his disappointment with Baba. Importance of kite flying.
- Hasan's loyalty
- Treatment of the Hazaras by the Pashtuns.
- The physical assault of Hasan by Assef.
- Amir's cowardice and subsequent guilt which clouds his life.
- Coup in which Daoud Khan, the king's cousin, took over the government.
- Introduction of Assef and his interaction with Amir and Hassan.
- The building up of personal and political tension.

**Assessment Criteria/  
Essential questions**

- AO1 – Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression
- AO2 - Analyse ways in which meanings are shaped in literary texts
- AO3 – Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received
- AO4- Explore connections across literary texts

*‘A novel that explores the effect of childhood on adult life’.  
In the light of this statement, explore Hosseini’s presentation of Amir in the novel.  
In your answer, you must consider relevant contextual factors.*

**Resources  
Kite Runner– Khaled Hosseini**

<b>Subject</b>	<b>English Literature (IAL)</b>
<b>Class/ Section</b>	<b>YEAR 12</b>
<b>Week</b>	<b>4 (19<sup>th</sup> September 2021- 23<sup>rd</sup> September 2021)</b>
<b>Work sent to students by</b>	<b>Google classroom</b>
<b>Total number of lessons per week</b>	<b>3</b>
<b>Unit/Topic</b>	<b>KITE RUNNER- CHAPTERS 8 &amp; 9</b>
<b>Key Vocabulary</b>	<b>Analyse, demonstrate, explain, explore, critically comment</b>
<p><b>Lessons 1,2,3 –Live Zoom lesson along with face to face instruction for students present on a particular day</b></p> <p><b>Work will be assigned in google classroom which will be matched to the students’ ability.</b></p>	<p><b><u>Specific Learning objectives</u></b></p> <ul style="list-style-type: none"> <li>• To integrate and interpret the plot, characters, themes, and the writer's craft and give a personal response.</li> </ul> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <ul style="list-style-type: none"> <li>• To be able to read, listen and speak with engagement &amp; clarity</li> <li>• To be able to identify the writer’s craft</li> <li>• To be able to identify &amp; explore the development main characters</li> <li>• To be able to respond to the text critically &amp; imaginatively; select &amp; evaluate relevant textual detail to illustrate &amp; support interpretations</li> <li>• To explain how language, structure &amp; form contribute to writer’s presentation of ideas, themes &amp; settings</li> <li>• To be able to relate text to their social, cultural &amp; historical contexts; explain how texts have been</li> </ul>

	<p>influential &amp; significant to self &amp; other readers in different contexts &amp; at different times</p>
<p><b>Tasks</b></p>	<p><b>Teacher directed focus:</b></p> <ul style="list-style-type: none"> <li>The teacher will engage the students in an in depth reading of the mentioned pages keeping in mind the socio-historical and cultural context, the use of writer’s craft, various alternative readings of the text.</li> </ul> <p><b>Independent student-led activity:</b></p> <ul style="list-style-type: none"> <li>Understanding importance of Amir and Hasan’s relationship.</li> <li>Understanding the implications of Pashtun and Hazara group</li> </ul> <p><b>Discussion on</b></p> <ul style="list-style-type: none"> <li>The change in Amir and Hasan’s relationship.</li> <li>The theme of loyalty, betrayal and friendship and linking.</li> <li>Rahim Khan’s past.</li> <li>Students will take notes &amp; monitor the development of characters, themes &amp; significant incidents.</li> <li>Amir’s birthday present.</li> <li>Amir’s conspiracy against Hasan.</li> <li>Hasan’s loyalty.</li> <li></li> </ul>
<p><b>Assessment Criteria/ Essential questions</b></p>	<p>AO1 – Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression  AO2 - Analyse ways in which meanings are shaped in literary texts  AO3 – Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received  AO4- Explore connections across literary texts</p> <p><i>What principles of modernism and post-modernism is found in Hosseini’s writing?</i></p>
<p><b>Resources</b></p>	<p><b>Kite Runner– Khaled Hosseini</b></p> <p><b><i>PREPARE FOR AN ASSESSMENT ON THE KITE RUNNER CHAPTERS 1-9</i></b></p>

