



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

Lesson Plan

YEAR 12 – ENGLISH LITERATURE (Weeks 5 & 6)-2021-2022

Subject	English Literature (IAL)
Class/ Section	YEAR 12
Week	5 (26th September 2021-30th September 2021)
Work sent to students by	Google classroom
Total number of lessons per week	3
Unit/Topic	Post-2000 Poetry (Eat Me, On Her Blindness & Chainsaw Versus the Pampas Grass)
Key Vocabulary	Analyse, demonstrate, explain, explore, critically comment
Lessons 1,2,3 –Live Zoom lesson along with face to face instruction for students present on a particular day Work will be assigned in google classroom which will be matched to the students' ability.	<u>Specific Learning objectives</u> <ul style="list-style-type: none">To explore the use of poetic devices and make effective connections between particular techniques used by the writer and presentation of ideas, themes and settings <u>Specific Intended Learning Outcomes</u> <ul style="list-style-type: none">Show knowledge and understanding of the function of genre features and conventions in poetryShow knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively

- Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts
- Identify and explore how attitudes and values are expressed in texts
- Use literary critical concepts and terminology with understanding and discrimination
- Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources

Tasks

Teacher directed focus:

- The teacher will provide details about the background of the poet

Independent student-led activity:

- Understanding how literary and linguistic devices shape the meaning of the poem.
- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts.

Discussion on: Eat Me

- The unnamed female speaker who is constantly being fed by her partner.
- The character of the partner and his.
- The revenge of the speaker and her thoughts behind it.

Discussion on: Chainsaw Versus Pampas the Grass

- Relationship between man-made, physical objects, with nature and the natural world, specifically using the symbolism of a chainsaw to show man's interaction.
- The predominant themes -the idea of masculinity versus femininity.

Discussion on: On Her Blindness.

- The mother's frustration at her disability.
- How the poet depicts scenes where she pretended to see and pretended to feel light-hearted and optimistic about her life.
- Humorous moments which are mixed with poignantly sad ones as the poem reaches its conclusion and the mother passes away.

**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
- AO4- Explore connections across literary texts

Prepare for an assessment on Kite Runner Chapters 1-9

Resources
**Poetry Anthology- Poems of the
Decade**



Lesson Plan

Subject: English Literature

Topic: Post-2000 Poetry

Year: 12

Teacher: Ms. Kankanika Dutta

Date: 4th October 2021

LESSON ELEMENT (TERM I WEEK 6) LESSON 1 & 2 Post-2000 Poetry (<i>Material by Ross Barber</i>)	STUDENT-FRIENDLY TRANSLATION
<p>1. Core Learning Objective:</p> <ul style="list-style-type: none">• 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• AO4- Explore connections across literary texts	<p>Objectives will be discussed for further clarification.</p>
<p>2. Specific Intended learning Outcomes: (What will students know & be able to do as a result of this lesson?)</p> <ul style="list-style-type: none">• Show knowledge and understanding of the function of genre features and conventions in poetry• Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively• Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts• Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts• Identify and explore how attitudes and values are expressed in texts• Use literary critical concepts and terminology with understanding and discrimination• Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources	<p>I can</p> <p>do a close reading</p> <ul style="list-style-type: none">• Language• Narrative• Syntax <p>share my point of view coherently</p> <ul style="list-style-type: none">• Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure

	<p>in texts, responding critically and creatively</p> <ul style="list-style-type: none"> • Communicate fluently, accurately and effectively their knowledge, understanding and critical evaluation of texts • Identify and explore how attitudes and values are expressed in texts • Use literary critical concepts and terminology with understanding and discrimination
<p>3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)</p> <ul style="list-style-type: none"> • Independent research skills, including skills in primary research and the selection of appropriate methods for data collection • Extended reading and academic writing, including reading academic articles • Critical thinking. 	<ul style="list-style-type: none"> • Source handling and evaluation • Evaluation of arguments and processes, including arguments in favour of alternative interpretations of sources and evaluation of the research process • Critical thinking.
<p>4. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences as formative assessment opportunities?) Assessment Criteria/Essential questions:</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Discussion on the transition phase from childhood to adulthood <p>Teacher directed focus:</p> <ul style="list-style-type: none"> • The teacher will provide details about the background of the poet <p>Independent student-led activity:</p> <ul style="list-style-type: none"> • Understanding how literary and linguistic devices shape the meaning of the poem. • Exploring the structure, mood, themes and genre of the poem • Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts. <p>Discussion on:</p> <ul style="list-style-type: none"> • The transition between childhood and adulthood • The narrator’s nostalgia for a less consumer-driven world through the description of a traditional handkerchief. <p>Teacher input:</p> <ul style="list-style-type: none"> • The teacher will provide further inputs and encourage the students to provide critical 	

comments on the poem.

Review & Reflect: *The students will take the lead to recap the main point. Clearing of doubts.*

Homework: *Re-read the poems and link it to its context.*

5. Modifications/Accommodations: (What curriculum modifications and/or classroom accommodations will you make for Students with special needs in your class/enrichment task for gifted and talented students ?)

- Challenge Level based on Bloom's Taxonomy
- Altering the complexity of questions for different groups.
- Different process to achieve the same outcome.

6. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)

Poetry Anthology- Poems of the Decade

Teacher Reflection

Please choose ONE question below to respond to after you have taught the lesson

1. How did this lesson support 21st Century Skills?
2. How did this lesson reflect academic rigour?
3. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

Subject: English Literature

Topic: Post-2000 Poetry

Year: 12

Teacher: Ms. Kankanika Dutta

Date: 5th October 2021

LESSON ELEMENT (TERM I WEEK 6) LESSON 3 Post-2000 Poetry (<i>Inheritance by Eavan Boland</i>)	STUDENT-FRIENDLY TRANSLATION
<p>7. Core Learning Objective:</p> <ul style="list-style-type: none">• 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• AO4- Explore connections across literary texts	<p>Objectives will be discussed for further clarification.</p>
<p>8. Specific Intended learning Outcomes: (What will students know & be able to do as a result of this lesson?)</p> <ul style="list-style-type: none">• Show knowledge and understanding of the function of genre features and conventions in poetry• Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively• Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts• Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts• Identify and explore how attitudes and values are expressed in texts• Use literary critical concepts and terminology with understanding and discrimination• Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources	<p>I can</p> <p>do a close reading</p> <ul style="list-style-type: none">• Language• Narrative• Syntax <p>share my point of view coherently</p> <ul style="list-style-type: none">• Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively• Communicate fluently, accurately and effectively their knowledge, understanding and critical evaluation

	<p>of texts</p> <ul style="list-style-type: none"> • Identify and explore how attitudes and values are expressed in texts • Use literary critical concepts and terminology with understanding and discrimination
<p>9. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)</p> <ul style="list-style-type: none"> • Independent research skills, including skills in primary research and the selection of appropriate methods for data collection • Extended reading and academic writing, including reading academic articles • Critical thinking. 	<ul style="list-style-type: none"> • Source handling and evaluation • Evaluation of arguments and processes, including arguments in favour of alternative interpretations of sources and evaluation of the research process • Critical thinking.
<p>10. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences as formative assessment opportunities?) Assessment Criteria/Essential questions:</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Discussion on how parents pass on their values and tangible materials to their children <p>Teacher directed focus:</p> <ul style="list-style-type: none"> • The teacher will provide details about the background of the poet <p>Independent student-led activity:</p> <ul style="list-style-type: none"> • Understanding how literary and linguistic devices shape the meaning of the poem. • Exploring the structure, mood, themes and genre of the poem • Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts. <p>Discussion on:</p> <ul style="list-style-type: none"> • The idea of what parents pass down to their children whether it is materialistic or an intangible quality such as motherhood. • The idea of identity and how it is passed from one generation to the next <p>Teacher input:</p> <ul style="list-style-type: none"> • The teacher will provide further inputs and encourage the students to provide critical comments on the poem. <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Re-read the poems and link it to its context.</i></p>	

11. Modifications/Accommodations: (What curriculum modifications and/or classroom accommodations will you make for Students with special needs in your class/enrichment task for gifted and talented students ?)

- Challenge Level based on Bloom's Taxonomy
- Altering the complexity of questions for different groups.
- Different process to achieve the same outcome.

12. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)

Poetry Anthology- Poems of the Decade

Teacher Reflection

Please choose ONE question below to respond to after you have taught the lesson

4. How did this lesson support 21st Century Skills?
5. How did this lesson reflect academic rigour?
6. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

