



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

Lesson Plan

YEAR 13 – ENGLISH LITERATURE (Weeks 1 & 2)-2021-2022

<b>Subject</b>	<b>English Literature (IAL)</b>
<b>Class/ Section</b>	<b>YEAR 13</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>Heart of Darkness Part I (I got my appointment...and got up shirtfronts)</b>
<b>Key Vocabulary</b>	<b>Explore, analyse, demonstrate, explain, critically comment, compare</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>

- To be able to read, listen and speak with engagement & clarity
- To be able to identify the writer's craft
- To be able to identify & explore the development main characters
- 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 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.

**Independent student-led activity:**

- Understanding importance of the death of Fresleven.
- Its impact on Marlow.
- Importance of the ladies who were knitting and the word 'black'
- Importance of the doctor and his narrative
- Various themes linked to this part of the novel
- Portrayal of women in the novel

• **Discussion on:**

- the importance of Marlow's narrative
- the various connotations of the word 'dark' and 'darkness'.
- Marlow' character
- Importance of his narrative
- Various writer's craft used to shape his narrative
- Link between text and context
- Alternative readings- reference to Freud, Chinua Achebe etc
- Students will take notes & monitor the development of characters, themes & significant incidents

<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>Why has the writer chosen the word black to symbolise various things in the novel?</i></p>
<p><b>Resources</b></p>	<p><i>Heart of Darkness – Joseph Conrad</i></p>

<p><b>Subject</b></p>	<p><b>English Literature (IAL)</b></p>
<p><b>Class/ Section</b></p>	<p><b>YEAR 13</b></p>
<p><b>Week</b></p>	<p><b>4 (19<sup>th</sup> September 2021-23rd September 2021)</b></p>
<p><b>Work sent to students by</b></p>	<p><b>Google classroom</b></p>
<p><b>Total number of lessons per week</b></p>	<p><b>3</b></p>
<p><b>Unit/Topic</b></p>	<p><b>Heart of Darkness Part I (He had been out...grove of death) &amp; Unseen Poetry</b></p>
<p><b>Key Vocabulary</b></p>	<p><b>Explore, analyse, demonstrate, explain, critically comment, compare</b></p>
<p><b>Lessons 1,2,3 –Live Zoom lesson along with face to face instruction for students present on a particular</b></p>	<p><b><u>Specific Learning objectives</u></b></p>

<p><b>day</b></p> <p><b>Work will be assigned in google classroom which will be matched to the students' ability.</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> <li>• To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.</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 influential &amp; significant to self &amp; other readers in different contexts &amp; at different times</li> </ul>
<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 the importance of the French steamer.</li> <li>• The symbolical significance of the jungle</li> <li>• Importance of the names "Gran' Bassam, Little Popo"</li> <li>• Importance of the captain's narrative.</li> <li>• Importance of the chain gang</li> <li>• The various words/ phrases used and its connotations- black, naked, knots in a rope etc</li> <li>• The description of the disease and its impact on the people as well as the readers.</li> </ul> <p>Discussion on</p> <ul style="list-style-type: none"> <li>• The various descriptive devices to portray the setting'.</li> <li>• Marlow' character</li> <li>• Importance of his narrative</li> <li>• Introduction of Kurtz and its impact on Marlow</li> <li>• Various writer's craft used to shape his narrative</li> <li>• Link between text and context</li> <li>• Alternative readings- reference to Freud, Chinua Achebe</li> </ul>

	<p>etc</p> <ul style="list-style-type: none"> <li>• Students will take notes &amp; monitor the development of characters, themes &amp; significant incidents.</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 is the importance of setting in this novel?</i></p>
<p><b>Resources</b></p>	<p><i>Heart of Darkness – Joseph Conrad</i></p> <p><b><i>PREPARE FOR AN ASSESSMENT ON UNSEEN POEM.</i></b></p>