



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

Lesson Plan

YEAR 13 – ENGLISH LITERATURE (Weeks 5 & 6)-2021-2022

Subject	English Literature (IAL)
Class/ Section	YEAR 13
Week	3 (26th September 2021-30th September 2021)
Work sent to students by	Google classroom
Total number of lessons per week	3
Unit/Topic	LONELY LONDONERS- SOCIO-POLITICAL AND HISTORICAL BACKGROUND
Key Vocabulary	Explore, analyse, demonstrate, explain, critically comment, compare
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 introduce setting and the socio-cultural background• To explore characters & themes. <u>Specific Intended Learning Outcomes</u> <ul style="list-style-type: none">• To be able to read, listen and speak with engagement & clarity• To be able to identify the writer's craft

	<ul style="list-style-type: none"> • 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.
<p>Tasks</p>	<p>Introduction:</p> <ul style="list-style-type: none"> • Discussion on problems of immigration <p>Teacher directed focus:</p> <ul style="list-style-type: none"> • The teacher will inform the students about the era when the novel was written and a brief background of the play. <p>Independent student-led activity:</p> <ul style="list-style-type: none"> • Understanding the importance of the society after World War II • Life of West Indians as immigrants in London. <p><i>Discussion on</i></p> <ul style="list-style-type: none"> • The social and cultural situation as revealed • The use of double narrative and its significance • Students will take notes & monitor the development of characters, themes & significant incidents.
<p>Assessment Criteria/ Essential questions</p>	<p>AO1 – Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO2 - Analyse ways in which meanings are shaped in literary texts</p> <p>AO3 – Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO4- Explore connections across literary texts</p> <p><i>Research on the background of the novel</i></p>

Resources*Lonely Londoners – Sam Selvon*

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Lesson Plan

Subject: English Literature
Year: 13

Topic: Lonely Londoners

Teacher: Ms. Kankanika Dutta

Date: 4th October 2021

LESSON ELEMENT (TERM I WEEK 6) LESSON 1 LONELY LONDONERS BY SAM SELVON <i>'One grim winter evening.....You know about any?'</i> (Pages 1-5)	STUDENT-FRIENDLY TRANSLATION
1. Core Learning Objective/Objectives: 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	Objectives will be discussed in class for further clarification
2. Specific Intended learning Outcomes: (What will students know & be able to do as a result of this lesson?) <ul style="list-style-type: none">• To be able to recap previous learning• 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	I can do a close reading <ul style="list-style-type: none">• Language• Narrative• Syntax• Context share my point of view coherently explore the development of character, themes and plot can trace the development of the main characters
3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes	<i>The Lonely Londoners</i> is about the ambivalence and

essential for future learning?)

- Immigration and its effects.
- Can be linked to history, sociology and psychology

isolation that West Indian immigrants feel in London in the years after World War II.

4. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences as formative assessment opportunities?)

Introduction:

- Recalling the background details and the various themes discussed in the last class.

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 the importance of the weather
- Introduction of Moses.
- Appearance of Tolroy and the comparison with Moses.

Discussion on

- The social and cultural situation as revealed
- The use of double narrative and its significance
- Students will take notes & monitor the development of characters, themes & significant incidents .

Teacher input:

- The teacher will further elaborate on the above

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

Homework: : *Research into the background*

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 ?)

Differentiation, targeted question based on the level of the students

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

- Lonely Londoners by Sam Selvon

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?

Lesson Plan

Subject: English Literature
Year: 13

Topic: Lonely Londoners

Teacher: Ms. Kankanika Dutta

Date: 7th October 2021

<p>LESSON ELEMENT (TERM I WEEK 6) LESSONS 2 & 3 LONELY LONDONERS BY SAM SELVON</p> <p><i>'Not my way..... go shopping for rations' (Pages 6-15)</i></p>	<p>STUDENT-FRIENDLY TRANSLATION</p>
<p>7. Core Learning Objective/Objectives:</p> <p>AO1 – Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO2 - Analyse ways in which meanings are shaped in literary texts</p> <p>AO3 – Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO4- Explore connections across literary texts</p>	<p>Objectives will be discussed in class 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"> • To be able to recap previous learning • 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 	<p>I can</p> <p>do a close reading</p> <ul style="list-style-type: none"> • Language • Narrative • Syntax • Context <p>share my point of view coherently</p> <p>explore the development of character, themes and plot</p> <p>can trace the development of the main characters</p>
<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

	<p>evaluation of the research process</p> <ul style="list-style-type: none"> • Critical thinking
<p>10. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences as formative assessment opportunities?)</p> <p>Introduction:</p> <p>Recalling the various incidents discussed in the last class.</p> <p>Teacher directed focus:</p> <ul style="list-style-type: none"> • 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. <p>Independent student-led activity:</p> <ul style="list-style-type: none"> • Importance the flashback and story-telling method • Importance of Tolroy’s family arriving and the encounter with the reporter. <p>Discussion on</p> <ul style="list-style-type: none"> • Students will identify the themes and the various motifs used in the novel. • Introduction of Henry Oliver and his initial interaction with Moses. • Students will take notes & monitor the development of characters, themes & significant incidents. <p>Teacher input:</p> <ul style="list-style-type: none"> • The teacher will further elaborate on the above and focus on the themes. <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Review and revise the notes taken in class.</i></p>	
<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 ?)</p>	

- 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?)

- Lonely Londoners by Sam Selvon

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?