

**STUDY PLAN - DISTANCE LEARNING**

**Teacher: Ms. Kankanika Dutta**

**Class and Section: YEAR 11 A/D/E**

**Subject: English Literature (EDEXCEL GCSE)**

**Week 3: 13<sup>TH</sup> SEPTEMBER–17<sup>TH</sup> SEPTEMBER**      No. of lessons – 4 (Zoom -3 and GC-1)

**Week 4: 20<sup>TH</sup> SEPTEMBER–24<sup>TH</sup> SEPTEMBER**      No. of lessons – 4 (Zoom -3 and GC-1)

**Student's access to Work:** Work sent to students through Class Group gmail or Google Classroom (email answers)/ Class English WhatsApp Group (Clear doubts)

**Topic:** (Seen Poetry Relationships- Romantic & Macbeth Recap Acts I-III)

**Overall Objectives :** To understand and analyse writers' use of language, structure and form and how these are used to create literary effects.

To integrate and interpret the plot, characters, themes and the writer's craft and give a personal response.

**Challenge** – Research on the background of the poets

**RESOURCES:** Macbeth by William Shakespeare

The Pearson Edexcel GCSE (9-1) English Literature Poetry Anthology

DATE	ACTIVITY
<b>WEEK 3</b>	<b>13<sup>TH</sup> SEPTEMBER–17<sup>TH</sup> SEPTEMBER</b>
<p>13<sup>th</sup> September 2020, Sunday 1 lesson (period 4) &amp; 15<sup>th</sup> September 2020, Tuesday 1 lesson (period 1)</p>	<p><i>Set text:</i> <i>The Manhunt by Simon Armitage</i> <i>Lesson 1 Zoom, Lesson 2 GC</i></p> <p><i>Lesson Objectives</i></p> <ul style="list-style-type: none"> <li>• AO1- Read, understand and respond to text</li> <li>• Students should be able to: <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations</li> </ul> </li> <li>• AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• AO3- Show understanding of the relationships between texts and the contexts in which they were written</li> </ul> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> <li>• Examine the background of the poet</li> <li>• Explore the writer’s purpose &amp; time</li> <li>• Able to understand &amp; identify the Central Idea, the use of literary &amp; linguistic devices</li> <li>• Relate the poem to its social, cultural &amp; historical context</li> <li>• Explore the writer’s purpose &amp; themes</li> <li>• Able to integrate informed personal response</li> </ul> <p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Discussion on the effects of war and on the condition of post traumatic</li> </ul>

stress disorder.

**Teacher directed focus:**

- The teacher will introduce the poem by giving the students an insight into the background of the poet & the times it was written in
- The students will be encouraged to give their own insight as well as informed personal response
- The teacher will ensure that students show a clear understanding of the writer's use of writer's craft, linguistic and literary devices

- **Independent student-led activity:**

- Silent reading of the poem
- Students then show their understanding of the title from the silent reading
- Students will identify the central idea, characters and themes
- They will be given the characters & reading will take place
- Students will share information and during the course of the discussion they will take notes

**Teacher input:**

- The teacher will let the students take the lead
- Ensure that the students think critically and are constantly focused

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

*Homework: Review the skills learnt.*

**GC- ASSESSMENT I- TERM 1**

**POETRY- UNSEEN (20 MARKS)**

15<sup>th</sup> September  
2020,

*Set text:*

*The Pearson Edexcel GCSE (9-1) English Literature Poetry Anthology*

<p><b>Tuesday</b>  <b>1 lesson</b>  <b>(period 1)</b>  <b>&amp;</b>  <b>16<sup>th</sup> September</b>  <b>Wednesday</b>  <b>1 lesson</b>  <b>(period 2)</b></p>	<p><i><b>My Father would not Show Us by Ingrid de Kok</b></i>  <i><b>Lesson 3 and 4 Zoom</b></i></p> <p><i><b>Lesson Objectives</b></i></p> <ul style="list-style-type: none"> <li>• AO1- Read, understand and respond to text</li> <li>• Students should be able to:</li> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations</li> <li>• AO2- Analyse the language, form and structure used by a writer to create meanings and</li> <li>• effects, using relevant subject terminology where appropriate</li> <li>• AO3- Show understanding of the relationships between texts and</li> <li>• the contexts in which they were written</li> </ul> <p><i><b>Success Criteria:</b></i></p> <ul style="list-style-type: none"> <li>• Examine the background of the poet</li> <li>• Explore the writer’s purpose &amp; time</li> <li>• Able to understand &amp; identify the Central Idea, the use of literary &amp; linguistic devices</li> <li>• Relate the poem to its social, cultural &amp; historical context</li> <li>• Explore the writer’s purpose &amp; themes</li> <li>• Able to integrate informed personal response</li> </ul> <p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Q. What is your first impression of the poem?</li> <li>• Q. Skim and scan the poems and identify the key ideas.</li> <li>• Q. What are the main themes?</li> <li>• Q. Identify the main persona of both the poem.</li> </ul> <p><b>Teacher directed focus:</b></p> <ul style="list-style-type: none"> <li>• The teacher will introduce the poem by giving the students an insight into the background of the poet &amp; the times it was written in</li> </ul>
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- The students will be encouraged to give their own insight as well as informed personal response
- The teacher will ensure that students show a clear understanding of the writer's use of writer's craft, linguistic and literary devices

**Independent student-led activity:**

- Silent reading of the poem
- Students then show their understanding of the title from the silent reading
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**Teacher input:**

- The teacher will let the students take the lead
- Ensure that the students think critically and are constantly focused

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

**Homework:** *Review the skills learnt.*

DATE	ACTIVITY
WEEK 4	20 <sup>TH</sup> SEPTEMBER–24 <sup>TH</sup> SEPTEMBER
<p>20<sup>th</sup> September 2020, Sunday 1 lesson (period 4) &amp; 22<sup>nd</sup> September 2020, Tuesday 1 lesson (period 1)</p>	<p><i>Set text:</i> <i>Macbeth by William Shakespeare</i> <i>Lesson 1 and 2 Zoom</i></p> <p><i>Lesson Objectives</i></p> <ul style="list-style-type: none"> <li>• AO1- Read, understand and respond to text</li> <li>• Students should be able to: <ul style="list-style-type: none"> <li>• • maintain a critical style and develop an informed personal response</li> <li>• • use textual references, including quotations, to support and illustrate interpretations</li> </ul> </li> <li>• AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• AO3- Show understanding of the relationships between texts and the contexts in which they were written</li> <li>•</li> </ul> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> <li>• Examine the background of the writer</li> <li>• Explore the writer’s purpose &amp; time</li> <li>• Review the plot and the key incidents and how they contributed in the turn of events</li> <li>• Able to understand &amp; identify the Central Idea, the use of literary &amp; linguistic devices</li> <li>• Relate the poem to its social, cultural &amp; historical context</li> <li>• Explore the writer’s purpose &amp; themes</li> <li>• Able to integrate informed personal response</li> </ul> <p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Students will be informed of the learning objectives</li> <li>• They will infer the success criteria from the learning objectives</li> </ul>

**Teacher directed focus:**

- The teacher will ask the students to pick out one of the topics they want and make notes on them.  
(15 minutes time)

**Independent student-led activity: Zoom Lesson 1**

- 1 – PLOT OVERVIEW
- 2 – THE IMPORTANCE OF THE PROPHECY
- 3 – DRAMATIC SIGNIFICANCE OF LADY MACBETH'S SPEECH
- 4 – THE MURDER OF KING DUNCAN
- 5 – THE MURDER OF BANQUO
- 6 – IMPORTANCE OF BANQUO'S GHOST

**After the assigned time is over**

- The students will take the initiative in identifying the writer's craft brought out through the PLOT and INCIDENTS.
- They will comment analytically on the development.
- They share their analysis with an interactive discussion
- Students will take notes & monitor the development of significant incidents linked to the plot.

**Independent student-led activity: Zoom Lesson 2**

- 1 –BLIND AMBITION
- 2 – DEATH
- 3 –BETRAYAL
- 4 – CORRUPTION OF POWER
- 5 – SUPERSTITION

	<p><b>After the assigned time is over</b></p> <ul style="list-style-type: none"> <li>• The students will take the initiative in identifying the writer’s craft brought out through the THEMES and comment analytically on the development of the characters.</li> <li>• They will comment analytically on the development.</li> <li>• They share their analysis with an interactive discussion</li> <li>• Students will take notes &amp; monitor the development of significant incidents linked to the plot.</li> </ul> <p><b>Teacher input:</b></p> <ul style="list-style-type: none"> <li>• The teacher will let the students take the lead</li> <li>• Ensure that the students think critically and are constantly focused</li> </ul> <p><b>Review &amp; Reflect:</b> <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p><b>Homework:</b> <i>Review the skills learnt.</i></p>
<p><b>22<sup>nd</sup> September 2020, Tuesday 1 lesson (period 1) &amp; 23<sup>rd</sup> September Wednesday</b></p>	<p><b>Set text:</b> <i>Macbeth by William Shakespeare</i> <i>Lesson 3 Zoom and Lesson 4 GC</i></p> <p><b>Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>• AO1- Read, understand and respond to text</li> <li>• Students should be able to: <ul style="list-style-type: none"> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate</li> </ul> </li> </ul>



**1 lesson  
(period 2)**

interpretations

- AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
- AO3- Show understanding of the relationships between texts and the contexts in which they were written
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***Success Criteria:***

- Examine the background of the writer
- Explore the writer's purpose & time
- Review the plot and the key incidents and how they contributed in the turn of events
- Able to understand & identify the Central Idea, the use of literary & linguistic devices
- Relate the poem to its social, cultural & historical context
- Explore the writer's purpose & themes
- Able to integrate informed personal response

**Introduction:**

- Recalling the important themes discussed in the last class.

**Teacher directed focus:**

- The teacher will ask the students to pick out one of the topics they want and make notes on them.  
(15 minutes time)

**Independent student-led activity: Zoom Lesson 3**

- 1 – MACBETH
- 2 – LADY MACBETH
- 3 – BANQUO
- 4 – WITCHES
- 5 – MALCOLM AND MACDUFF

**After the assigned time is over**

- The students will take the initiative in identifying the writer's craft brought out through the characters and comment analytically on the development of the characters.
- They will comment analytically on the development.
- They share their analysis with an interactive discussion
- Students will take notes & monitor the development of significant incidents linked to the plot.

**Teacher input:**

- The teacher will let the students take the lead
- Ensure that the students think critically and are constantly focused

**Google Classroom Activity: Worksheet attached**

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

**Homework:** *Review the skills learnt.*

**PREPAPRE FOR AN ASSESSMENT ASSESSMENT II- TERM 1**

**MACBETH (40 MARKS)**