

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 12

Subject: English Literature (IAL)

Week 3: 13TH SEPTEMBER–17TH SEPTEMBER No. of lessons – 3 (Zoom -3)

Week 4: 20TH SEPTEMBER–24TH SEPTEMBER No. of lessons – 3 (Zoom -3)

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: KITE RUNNER- CHAPTERS 4-9

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

Challenge – Research on the alternative reading of the text

RESOURCES: Kite Runner– Khaled Hosseini

DATE	ACTIVITY
WEEK 3	13TH SEPTEMBER–17TH SEPTEMBER
14th September 2020, Monday	<i>Set text: Kite Runner by Khaled Hosseini (Chapters 4-6)</i>

**2 lessons
(period 4 & 8)**

Lesson 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

Success Criteria:

- 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

Introduction:

- Recall the important ideas discussed in the last class

Teacher directed focus:

- The teacher will inform the students about the story of “Rostam and Sohrab,”.

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

	<p>& significant incidents.</p> <p>Discussion on:</p> <ul style="list-style-type: none"> • The childhood of Baba and Ali and their growing up. • The birth of Amir as a story writer and his disappointment with Baba. • 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. <p>Teacher input:</p> <ul style="list-style-type: none"> • 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. <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Read the novel further.</i></p>
<p>15th September , 2020 Tuesday (1 Lessons) Period 3</p>	<p>Set text: <i>Kite Runner by Khaled Hosseini (Chapter 7)</i></p> <p>Lesson 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</p> <p>Success Criteria:</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

Introduction:

- Recalling the background details of the novel and linking it to the book.

Teacher directed focus:

- The teacher will explain the importance of this chapter in the plot of the novel.

Independent student-led activity:

- Discussion on the socio-cultural and political history of Kabul and how it shaped the life of Amir and others.
- Students will take notes & monitor the development of characters, themes & significant incidents.

Discussion on:

- 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.

Teacher input:

- The teacher will further elaborate on the above

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

	<p><i>Clearing of doubts.</i></p> <p><i>Homework: 'A novel that explores the effect of childhood on adult life'. In the light of this statement, explore Hosseini's presentation of Amie in the novel. In your answer, you must consider relevant contextual factors.</i></p>
--	---

DATE	ACTIVITY
WEEK 4	20THSEPTEMBER–24TH SEPTEMBER
21st September 2020, Monday 2 lessons (periods 4 & 8)	<p><i>Set text:</i> <i>Kite Runner by Khaled Hosseini (Chapter 8)</i></p> <p><i>Lesson Objectives</i></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 • 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><i>Success Criteria:</i></p> <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
- 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

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 importance of Amir and Hasan's relationship.

Discussion on

- The change in Amir and Hasan's relationship.
- The theme of loyalty, betrayal and friendship and linking.
- Rahim Khan's past.
- 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.*

	<p><i>Clearing of doubts.</i></p> <p><i>Homework: : Read the novel further</i></p>
<p>22nd September , 2020 Tuesday (1 Lessons) Periods 3</p>	<p><i>Set text:</i> <i>Kite Runner by Khaled Hosseini (Chapter 9)</i></p> <p><i>Lesson Objectives</i> 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>Success Criteria:</i></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>Introduction:</p> <ul style="list-style-type: none"> • Recalling the important details linked to Amir and Hassan 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 implications of Pashtun and Hazara group

Discussion on

- Amir's birthday present.
- Amir's conspiracy against Hasan.
- Hasan's loyalty.

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: : *RE- read the pages discussed in the class*

PREPARE FOR AN ASSESSMENT ON THE KITE RUNNER CHAPTERS 1-9