

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 13

Subject: English Literature (IAL)

Week 1: 30TH AUGUST–3RD SEPTEMBER **No. of lessons – 3 (Zoom -3)**

Week 2: 6TH SEPTEMBER–10TH 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: HEART OF DARKNESS- SOCIO-POLITICAL AND HISTORICAL BACKGROUND AND PART 1 ((The Nellie...if such was my fancy)

Overall Objectives : To introduce setting and the socio-cultural background

To explore characters & themes

To explore the development and show critical appreciation of the plot, characters and themes.

Challenge – Research on the alternative reading of the text

RESOURCES: Heart of Darkness – Joseph Conrad

DATE	ACTIVITY
WEEK 1	30TH AUGUST–3RD SEPTEMBER
31st August 2020, Monday 1 lesson (period 4)	<p data-bbox="443 342 926 407"><i>Set text:</i> <i>Heart of Darkness – Joseph Conrad</i></p> <p data-bbox="443 488 674 516"><i>Lesson Objectives</i></p> <ul data-bbox="489 529 1486 781" 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 data-bbox="443 792 663 820"><i>Success Criteria:</i></p> <ul data-bbox="489 833 1415 1198" 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 <p data-bbox="443 1279 632 1307">Introduction:</p> <ul data-bbox="489 1320 1010 1347" style="list-style-type: none"> • Discussion on European Colonialism <p data-bbox="443 1360 758 1388">Teacher directed focus:</p> <ul data-bbox="489 1401 1430 1429" style="list-style-type: none"> • The teacher will inform the students about the era when the novel was

	<p>written and a brief background of the play.</p> <p>Independent student-led activity:</p> <ul style="list-style-type: none"> • Understanding the impact of colonization. • Discuss the social and cultural situation as revealed • 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 <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: : <i>Research on the background of the novel</i></p>
<p>3rd, 2020 September Thursday (2 Lessons) Periods 5 & 6</p>	<p>Set text: <i>Heart of Darkness – Joseph Conrad</i></p> <p>Lesson Objectives</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>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 introduce the characters and give brief information about them.

Independent student-led activity:

- Skimming and scanning the novel and commenting on the characters and their names
- Students will identify the themes and the various motifs used in the novel.
- 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: : *Read the first part of the novel*

DATE	ACTIVITY
WEEK 2	6TH SEPTEMBER–10TH SEPTEMBER
<p data-bbox="184 342 386 521">7th September 2020, Monday 1 lesson (period 4)</p>	<p data-bbox="443 342 1501 448"><i>Set text:</i> <i>Heart of Darkness – Joseph Conrad Part 1(‘The Nellie, a cruising yawl.....the dreams of men, the seeds of commonwealths, the germs of empires’)</i></p> <p data-bbox="443 526 674 553"><i>Lesson Objectives</i></p> <ul data-bbox="489 565 1486 821" 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 data-bbox="443 829 663 857"><i>Success Criteria:</i></p> <ul data-bbox="489 868 1415 1235" 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 <p data-bbox="443 1317 632 1344"><i>Introduction:</i></p> <ul data-bbox="489 1356 1465 1414" style="list-style-type: none"> • Recalling the background details and the various themes discussed in the last class.

	<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"> • Understanding importance of the unnamed narrator and his narrative technique. <p>Discussion on</p> <ul style="list-style-type: none"> • the importance of Marlow’s narrative • the various connotations of the word ‘dark’ and ‘darkness’. • 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 <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>10th September , 2020 Thursday (2 Lessons) Periods 5 & 6</p>	<p>Set text: <i>Heart of Darkness – Joseph Conrad Part 1 (‘The sun set; the dusk fell on the stream....if such was my fancy’)</i></p> <p>Lesson 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</p>

contexts in which literary texts are written and received
AO4- Explore connections across literary texts

Success Criteria:

- 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 important details linked to Marlow and his narrative discussed in the last lesson

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 Marlow's character and the various dichotomies linked with it

Discussion on

- 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.

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 unseen poetry assessment*