

**STUDY PLAN - DISTANCE LEARNING**

**Teacher: Ms. Kankanika Dutta**

**Class and Section: YEAR 13**

**Subject: English Literature (IAL)**

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

**Week 2: 6<sup>TH</sup> SEPTEMBER–10<sup>TH</sup> 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
<b>WEEK 1</b>	<b>30<sup>TH</sup> AUGUST–3<sup>RD</sup> SEPTEMBER</b>
<b>31<sup>st</sup> August 2020, Monday 1 lesson (period 4)</b>	<p data-bbox="441 345 924 410"><i>Set text:</i> <i>Heart of Darkness – Joseph Conrad</i></p> <p data-bbox="441 488 672 521"><i>Lesson Objectives</i></p> <ul data-bbox="483 529 1491 784" style="list-style-type: none"> <li>• AO1 – Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>• AO2 - Analyse ways in which meanings are shaped in literary texts</li> <li>• AO3 – Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</li> <li>• AO4- Explore connections across literary texts</li> </ul> <p data-bbox="441 792 661 824"><i>Success Criteria:</i></p> <ul data-bbox="483 833 1417 1198" 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 data-bbox="441 1279 630 1312"><b>Introduction:</b></p> <ul data-bbox="483 1320 1008 1352" style="list-style-type: none"> <li>• Discussion on European Colonialism</li> </ul> <p data-bbox="441 1360 756 1393"><b>Teacher directed focus:</b></p> <ul data-bbox="483 1401 1428 1433" style="list-style-type: none"> <li>• The teacher will inform the students about the era when the novel was</li> </ul>

	<p>written and a brief background of the play.</p> <p><b>Independent student-led activity:</b></p> <ul style="list-style-type: none"> <li>• Understanding the impact of colonization.</li> <li>• Discuss the social and cultural situation as revealed</li> <li>• Students will take notes &amp; monitor the development of characters, themes &amp; significant incidents.</li> </ul> <p><b>Teacher input:</b></p> <ul style="list-style-type: none"> <li>• The teacher will further elaborate on the above</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>Research on the background of the novel</i></p>
<p><b>3<sup>rd</sup>, 2020</b>  <b>September</b>  <b>Thursday</b>  <b>(2 Lessons)</b>  <b>Periods 5 &amp; 6</b></p>	<p><b>Set text:</b>  <i>Heart of Darkness – Joseph Conrad</i></p> <p><b>Lesson Objectives</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><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• To be able to recap previous learning</li> <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> </ul>

- 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
<b>WEEK 2</b>	<b>6<sup>TH</sup> SEPTEMBER–10<sup>TH</sup> SEPTEMBER</b>
<p data-bbox="178 332 388 519"><b>7<sup>th</sup> September 2020, Monday 1 lesson (period 4)</b></p>	<p data-bbox="428 332 1509 446"><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="428 519 1509 560"><b>Lesson Objectives</b></p> <ul data-bbox="483 560 1509 820" style="list-style-type: none"> <li>• AO1 – Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>• AO2 - Analyse ways in which meanings are shaped in literary texts</li> <li>• AO3 – Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</li> <li>• AO4- Explore connections across literary texts</li> </ul> <p data-bbox="428 820 1509 860"><b>Success Criteria:</b></p> <ul data-bbox="483 860 1509 1242" 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 data-bbox="428 1307 1509 1347"><b>Introduction:</b></p> <ul data-bbox="483 1347 1509 1421" style="list-style-type: none"> <li>• Recalling the background details and the various themes discussed in the last class.</li> </ul>

	<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 importance of the unnamed narrator and his narrative technique.</li> </ul> <p>Discussion on</p> <ul style="list-style-type: none"> <li>the importance of Marlow’s narrative</li> <li>the various connotations of the word ‘dark’ and ‘darkness’.</li> <li>Students will take notes &amp; monitor the development of characters, themes &amp; significant incidents.</li> </ul> <p><b>Teacher input:</b></p> <ul style="list-style-type: none"> <li>The teacher will further elaborate on the above</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>Read the novel further</i></p>
<p><b>10<sup>th</sup> September , 2020</b>  <b>Thursday</b>  <b>(2 Lessons)</b>  <b>Periods 5 &amp; 6</b></p>	<p><b>Set text:</b>  <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><b>Lesson Objectives</b></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*