

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 11 A/D/E

Subject: English Literature (EDEXCEL GCSE)

Week 5: 27TH SEPTEMBER–1ST OCTOBER No. of lessons – 4 (Zoom -3 and GC-1)

Week 6: 4TH OCTOBER–8TH OCTOBER 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: Macbeth (Act IV)

Overall Objectives : To examine the use of dramatic devices/language used to reveal characters, themes and plot.

To interpret the playwright's craft in developing the plot, characters and themes.

Challenge – Researching on the various sources of Macbeth

RESOURCES: Macbeth by William Shakespeare

DATE	ACTIVITY
WEEK 5	27TH SEPTEMBER–1ST OCTOBER
<p>27th September 2020, Sunday 1 lesson (period 4) & 29th September 2020, Tuesday 1 lesson (period 1)</p>	<p><i>Macbeth by William Shakespeare (Act IV Scenes 1 and 2)</i> <i>Lesson 1 and 2 Zoom</i></p> <p><i>Lesson Objectives</i></p> <ul style="list-style-type: none"> • AO1- Read, understand and respond to text Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate 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 <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • Examine the background of the writer • Explore the writer’s purpose & time • Understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterization, events and settings • Distinguish between what is stated explicitly and what is implied • Identify the theme and distinguish between themes • Support a point of view by referring to evidence in the text • Recognize the possibility of and evaluate different responses to a text, use understanding of writer’s social, historical and cultural contexts to inform evaluation • Make an informed personal response that derives from analysis and evaluation of the text • Write effectively about literature for a range of purposes such as: to

describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references.

- 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 play to its social, cultural & historical context
- Explore the writer's purpose & themes
- Able to integrate informed personal response

Introduction:

- Students will be informed of the learning objectives
- They will infer the success criteria from the learning objectives
- How is supernaturalism reflected in Macbeth?

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 and relevant critical terminology.
- Importance of the weird sisters
- The role that Hecate play in this scene?

Independent student-led activity:

- Understanding the dramatic importance of the scene.
- Importance of the witches in the plot of the play.
- Use of the specific meter and rhythm.
- Macbeth's encounter with the witches.
- Importance of the apparition
- The setting and the dominant themes in the scene

	<p>Teacher input:</p> <ul style="list-style-type: none"> • The teacher will let the students take the lead • Ensure that the students think critically and are constantly focused <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Review the skills learnt.</i></p>
<p>29th September 2020, Tuesday 1 lesson (period 1) & 30th September Wednesday 1 lesson (period 2)</p>	<p>Set text: <i>Macbeth by William Shakespeare (Act IV Scenes 3)</i> <i>Lesson 3 Zoom & 4Asynchronous</i></p> <p>Lesson Objectives</p> <ul style="list-style-type: none"> • AO1- Read, understand and respond to text Students should be able to: <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate 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 <p>Success Criteria:</p> <ul style="list-style-type: none"> • Examine the background of the writer • Explore the writer’s purpose & time • Understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterization, events and settings • Distinguish between what is stated explicitly and what is implied • Identify the theme and distinguish between themes • Support a point of view by referring to evidence in the text

- Recognize the possibility of and evaluate different responses to a text, use understanding of writer's social, historical and cultural contexts to inform evaluation
- Make an informed personal response that derives from analysis and evaluation of the text
- Write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references.
- 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 play to its social, cultural & historical context
- Explore the writer's purpose & themes
- Able to integrate informed personal response

Introduction:

- Students will be informed of the learning objectives
- They will infer the success criteria from the learning objectives
- The portrayal of female figures in the play

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 and relevant critical terminology
- Portrayal of lady Macduff and how she differs from Lady Macbeth

Independent student-led activity:

- Understanding the dramatic importance of the scene.
- The language used in this scene
- Macbeth's character as portrayed by the murder
- Role of Ross in the play

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.*

Asynchronous Work (Lesson 4): *Worksheet Provided*

Prepare for an assessment on Macbeth Acts 1-4

DATE	ACTIVITY
WEEK 6	4TH OCTOBER–8TH OCTOBER
4th October 2020, Sunday 1 lesson (period 4) & 6th October 2020, Tuesday 1 lesson (period 1)	<p data-bbox="436 266 1499 342"><i>Macbeth by William Shakespeare (Act IV Scene 3 Lines 1-123)</i> <i>Lesson 1 and 2 Zoom</i></p> <p data-bbox="436 380 674 417"><i>Lesson Objectives</i></p> <ul data-bbox="485 417 1472 792" style="list-style-type: none"> • AO1- Read, understand and respond to text Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate 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 <p data-bbox="436 829 663 867"><i>Success Criteria:</i></p> <ul data-bbox="485 867 1478 1388" style="list-style-type: none"> • Examine the background of the writer • Explore the writer’s purpose & time • Understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterization, events and settings • Distinguish between what is stated explicitly and what is implied • Identify the theme and distinguish between themes • Support a point of view by referring to evidence in the text • Recognize the possibility of and evaluate different responses to a text, use understanding of writer’s social, historical and cultural contexts to inform evaluation • Make an informed personal response that derives from analysis and evaluation of the text • Write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and

maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references.

- 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 play to its social, cultural & historical context
- Explore the writer's purpose & themes
- Able to integrate informed personal response

Introduction:

- Students will be informed of the learning objectives
- They will infer the success criteria from the learning objectives
- How has Shakespeare used reverse psychology in his plays?

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 and relevant critical terminology.
- How England is portrayed in the play

Independent student-led activity:

- The interaction between Macduff and Malcolm
- How Macbeth is portrayed in their speech.
- The use of various literary, linguistic and structural devices employed by Shakespeare for the desired effect.
- Students will take notes & monitor the development of characters, themes & significant incidents.
- Understanding the dramatic importance of the scene.
- Exploring the use of reverse psychology and its impact on Macduff

	<p>Teacher input:</p> <ul style="list-style-type: none"> • The teacher will let the students take the lead • Ensure that the students think critically and are constantly focused <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Review the skills learnt.</i></p>
<p>6th October 2020, Tuesday 1 lesson (period 1) & 7th October Wednesday 1 lesson (period 2)</p>	<p><i>Set text: Macbeth by William Shakespeare (Act IV Scenes 3 Lines 124-244)</i> <i>Lesson 3 Zoom & 4Asynchronous</i></p> <p>Lesson Objectives</p> <ul style="list-style-type: none"> • AO1- Read, understand and respond to text Students should be able to: <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate 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 <p>Success Criteria:</p> <ul style="list-style-type: none"> • Examine the background of the writer • Explore the writer’s purpose & time • Understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterization, events and settings • Distinguish between what is stated explicitly and what is implied • Identify the theme and distinguish between themes

- Support a point of view by referring to evidence in the text
- Recognize the possibility of and evaluate different responses to a text, use understanding of writer's social, historical and cultural contexts to inform evaluation
- Make an informed personal response that derives from analysis and evaluation of the text
- Write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references.
- 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
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- Explore the writer's purpose & themes
- Able to integrate informed personal response

Introduction:

- Students will be informed of the learning objectives
- They will infer the success criteria from the learning objectives
- Recalling the important ideas discussed in the previous scene

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 and relevant critical terminology

Independent student-led activity:

- Importance of the reference to King Edward

- Importance the interaction between Malcolm and Macduff
- Various themes linked to this part of the play
- Portrayal of the condition of Scotland during that time.

Discussion on

- The character of Malcolm and Macduff
- Importance of Ross in this part of the scene
- Macduff's reaction to the news
- Link between text and context
- Students will take notes & monitor the development of characters, themes & significant incidents.

Teacher input:

- The teacher will let the students take the lead
- Ensure that the students think critically and are constantly focused
- The teacher encourage the students to delve further into the character of Macduff and Malcolm thorough their interaction

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

Homework: *Review the skills learnt.*
Asynchronous Work (Lesson 4): Worksheet Provided

