

**STUDY PLAN - DISTANCE LEARNING**

**Teacher: Ms. Kankanika Dutta**

**Class and Section: YEAR 12**

**Subject: English Literature (IAL)**

**Week 5: 27<sup>TH</sup> SEPTEMBER–1<sup>ST</sup> OCTOBER**                      **No. of lessons – 3 (Zoom -3)**

**Week 6: 4<sup>TH</sup> OCTOBER –8<sup>TH</sup> OCTOBER**                      **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:** Post-2000 Poetry

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

**Challenge –** Establish links with other literary works/ genres

**RESOURCES:** Poetry Anthology- Poems of the Decade

<b>DATE</b>	<b>ACTIVITY</b>
<b>WEEK 5</b>	<b>27<sup>TH</sup> SEPTEMBER–1<sup>ST</sup> OCTOBER</b>
<b>28<sup>th</sup> September 2020, Monday</b>	<i>Set text: Poetry Anthology- Poems of the Decade (Eat Me by Patience Agbabi &amp; Chainsaw Versus the Pampas Grass Simon</i>

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

*Armitage)*

***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
- AO4- Explore connections across literary texts

***Success Criteria:***

- Show knowledge and understanding of the function of genre features and conventions in poetry
- Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively
- Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts
- Identify and explore how attitudes and values are expressed in texts
- Use literary critical concepts and terminology with understanding and discrimination
- Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources

**Introduction: (Lesson 1)**

- Discussion on objectification of women

**Teacher directed focus:**

- The teacher will provide details about the background of the poet

**Independent student-led activity:**

- Understanding how literary and linguistic devices shape the meaning of the poem.

- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts.

**Discussion on:**

- The unnamed female speaker who is constantly being fed by her partner.
- The character of the partner and his.
- The revenge of the speaker and her thoughts behind it.

**Teacher input:**

- The teacher will provide further inputs and encourage the students to provide critical comments on the poem.

**Introduction: (Lesson 2)**

- Discussion on masculinity and femininity

**Teacher directed focus:**

- The teacher will provide details about the background of the poet

**Independent student-led activity:**

- Understanding how literary and linguistic devices shape the meaning of the poem.
- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts.

**Discussion on:**

- Relationship between man-made, physical objects, with nature and the natural world, specifically using the symbolism of a chainsaw to show man's interaction
- The predominant themes -the idea of masculinity versus femininity.

**Teacher input:**

- The teacher will provide further inputs and encourage the students to provide critical comments on the poem.

	<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>Re-read the poems and link it to its context. Prepare for an assessment on Kite Runner Chapters 1-9</i></p>
<p><b>29<sup>th</sup> September , 2020 Tuesday (1 Lessons) Period 3</b></p>	<p><b>Set text:</b> <i>Poetry Anthology- Poems of the Decade (On Her Blindness Adam Thorpe)</i></p> <p><b>Lesson Objectives</b></p> <ul 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>• AO4- Explore connections across literary texts</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Show knowledge and understanding of the function of genre features and conventions in poetry</li> <li>• Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively</li> <li>• Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts</li> <li>• Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts</li> <li>• Identify and explore how attitudes and values are expressed in texts</li> </ul>

- Use literary critical concepts and terminology with understanding and discrimination
- Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources

**Introduction: (Lesson 3)**

- Discussion on the role of a mother in a family

**Teacher directed focus:**

- The teacher will provide details about the background of the poet

**Independent student-led activity:**

- Understanding how literary and linguistic devices shape the meaning of the poem.
- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts.

**Discussion on:**

- The mother's frustration at her disability.
- How the poet depicts scenes where she pretended to see and pretended to feel lighthearted and optimistic about her life.
- Humorous moments which are mixed with poignantly sad ones as the poem reaches its conclusion and the mother passes away. .

**Teacher input:**

- The teacher will provide further inputs and encourage the students to provide critical comments on the poem.

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

**Homework:** *Re-read the poems and link it to its context.*

DATE	ACTIVITY
<b>WEEK 6</b>	<b>4<sup>TH</sup> OCTOBER – 8<sup>TH</sup> OCTOBER</b>
<b>5th October 2020, Monday 2 lessons (period 4 &amp; 8)</b>	<p data-bbox="436 313 966 418"><i>Set text: Poetry Anthology- Poems of the Decade (Material by Ros Barber)</i></p> <p data-bbox="436 459 688 492"><b>Lesson Objectives</b></p> <ul data-bbox="489 500 1459 678" 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>• AO4- Explore connections across literary texts</li> </ul> <p data-bbox="436 686 672 719"><b>Success Criteria:</b></p> <ul data-bbox="489 760 1470 1279" style="list-style-type: none"> <li>• Show knowledge and understanding of the function of genre features and conventions in poetry</li> <li>• Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively</li> <li>• Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts</li> <li>• Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts</li> <li>• Identify and explore how attitudes and values are expressed in texts</li> <li>• Use literary critical concepts and terminology with understanding and discrimination</li> <li>• Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources</li> </ul> <p data-bbox="436 1360 634 1393"><b>Introduction:</b></p> <ul data-bbox="489 1401 1344 1433" style="list-style-type: none"> <li>• Discussion on the transition phase from childhood to adulthood</li> </ul>

	<p><b>Teacher directed focus:</b></p> <ul style="list-style-type: none"> <li>• The teacher will provide details about the background of the poet</li> </ul> <p><b>Independent student-led activity:</b></p> <ul style="list-style-type: none"> <li>• Understanding how literary and linguistic devices shape the meaning of the poem.</li> <li>• Exploring the structure, mood, themes and genre of the poem</li> <li>• Students will take notes &amp; show understanding of a range of literary texts and make connections and explore the relationships between texts.</li> </ul> <p><b>Discussion on:</b></p> <ul style="list-style-type: none"> <li>• The transition between childhood and adulthood</li> <li>• The narrator’s nostalgia for a less consumer-driven world through the description of a traditional handkerchief.</li> </ul> <p><b>Teacher input:</b></p> <ul style="list-style-type: none"> <li>• The teacher will provide further inputs and encourage the students to provide critical comments on the poem.</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>Re-read the poems and link it to its context.</i></p>
<p><b>6th October , 2020 Tuesday (1 Lesson) Period 3</b></p>	<p><b>Set text:</b> <i>Poetry Anthology- Poems of the Decade (Inheritance by Eavan Boland)</i></p> <p><b>Lesson Objectives</b></p> <ul 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> </ul>

- AO4- Explore connections across literary texts

**Success Criteria:**

- Show knowledge and understanding of the function of genre features and conventions in poetry
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- Use literary critical concepts and terminology with understanding and discrimination
- Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources

**Introduction:**

- Discussion on how parents pass on their values and tangible materials to their children

**Teacher directed focus:**

- The teacher will provide details about the background of the poet

**Independent student-led activity:**

- Understanding how literary and linguistic devices shape the meaning of the poem.
- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts.

**Discussion on:**

- The idea of what parents pass down to their children whether it is

materialistic or an intangible quality such as motherhood.

- The idea of identity and how it is passed from one generation to the next

**Teacher input:**

- The teacher will provide further inputs and encourage the students to provide critical comments on the poem.

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

**Homework:** *Re-read the poems and link it to its context.*