

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 12

Subject: English Literature (IAL)

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

Week 6: 4TH OCTOBER –8TH 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

DATE	ACTIVITY
WEEK 5	27 TH SEPTEMBER–1 ST OCTOBER
28 th September 2020, Monday	<i>Set text:</i> <i>Poetry Anthology- Poems of the Decade</i> <i>(Eat Me by Patience Agbabi & 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>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Re-read the poems and link it to its context. Prepare for an assessment on Kite Runner Chapters 1-9</i></p>
29th September , 2020 Tuesday (1 Lessons) Period 3	<p>Set text: Poetry Anthology- Poems of the Decade (On Her Blindness Adam Thorpe)</p> <p>Lesson Objectives</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 • AO4- Explore connections across literary texts <p>Success Criteria:</p> <ul style="list-style-type: none"> • 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 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
WEEK 6	4 TH OCTOBER – 8 TH OCTOBER
5th October 2020, Monday 2 lessons (period 4 & 8)	<p><i>Set text:</i> <i>Poetry Anthology- Poems of the Decade</i> <i>(Material by Ros Barber)</i></p> <p>Lesson Objectives</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 • AO4- Explore connections across literary texts <p>Success Criteria:</p> <ul style="list-style-type: none"> • 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 <p>Introduction:</p> <ul style="list-style-type: none"> • Discussion on the transition phase from childhood to adulthood

	<p>Teacher directed focus:</p> <ul style="list-style-type: none"> • The teacher will provide details about the background of the poet <p>Independent student-led activity:</p> <ul style="list-style-type: none"> • 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. <p>Discussion on:</p> <ul style="list-style-type: none"> • The transition between childhood and adulthood • The narrator's nostalgia for a less consumer-driven world through the description of a traditional handkerchief. <p>Teacher input:</p> <ul style="list-style-type: none"> • The teacher will provide further inputs and encourage the students to provide critical comments on the poem. <p>Review & Reflect: <i>The students will take the lead to recap the main point.</i> Clearing of doubts.</p> <p>Homework: <i>Re-read the poems and link it to its context.</i></p>
6th October , 2020 Tuesday (1 Lesson) Period 3	<p>Set text:</p> <p>Poetry Anthology- Poems of the Decade <i>(Inheritance by Eavan Boland)</i></p> <p>Lesson Objectives</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

- 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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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.*