

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 13

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: LONELY LONDONERS- SOCIO-POLITICAL AND HISTORICAL BACKGROUND AND PAGES 1-15

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: Lonely Londoners – Sam Selvon

DATE	ACTIVITY
WEEK 5	27TH SEPTEMBER–1ST OCTOBER
28th September 2020, Monday 1 lesson (period 4)	<p data-bbox="441 341 871 414"><i>Set text: Lonely Londoners – Sam Selvon</i></p> <p data-bbox="441 519 682 560"><i>Lesson Objectives</i></p> <ul data-bbox="483 560 1491 820" 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="441 820 661 860"><i>Success Criteria:</i></p> <ul data-bbox="483 860 1417 1242" 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="441 1307 640 1347">Introduction:</p> <ul data-bbox="483 1347 1050 1388" style="list-style-type: none"> • Discussion on problems of immigration <p data-bbox="441 1388 766 1429">Teacher directed focus:</p>

	<ul style="list-style-type: none"> • The teacher will inform the students about the era when the novel was written and a brief background of the play. <p>Independent student-led activity:</p> <ul style="list-style-type: none"> • Understanding the importance of the society after World War II • Life of West Indians as immigrants in London. <p><i>Discussion on</i></p> <ul style="list-style-type: none"> • The social and cultural situation as revealed • The use of double narrative and its significance • 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>1st October , 2020 Thursday (2 Lessons) Periods 5 & 6</p>	<p>Set text: <i>Lonely Londoners – Sam Selvon</i></p> <p>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 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>

- 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 6	4TH OCTOBER –8TH OCTOBER
5th October 2020, Monday 1 lesson (period 4)	<p data-bbox="443 412 1312 516"><i>Set text:</i> <i>Lonely Londoners – Sam Selvon</i> <i>‘One grim winter evening…….You know about any?’ (Pages 1-5)</i></p> <p data-bbox="443 594 674 621"><i>Lesson Objectives</i></p> <ul data-bbox="489 634 1486 889" 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="443 898 663 925"><i>Success Criteria:</i></p> <ul data-bbox="489 938 1415 1304" 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 1385 632 1412">Introduction:</p>

	<ul 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 the importance of the weather • Introduction of Moses. • Appearance of Tolroy and the comparison with Moses. <p><i>Discussion on:</i></p> <ul style="list-style-type: none"> • The social and cultural situation as revealed • The use of double narrative and its significance • 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>8th October, 2020 Thursday (2 Lessons) Periods 5 & 6</p>	<p><i>Set text:</i> <i>Lonely Londoners – Sam Selvon</i> <i>‘Not my way.....go shopping for rations’ (Pages 6-15)</i></p> <p><i>Lesson Objectives</i> AO1 – Articulate informed, personal and creative responses to literary texts, using</p>

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

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:

- Importance the flashback and story-telling method
- Importance of Tolroy's family arriving and the encounter with the reporter.

Discussion on:

- Students will identify the themes and the various motifs used in the novel.

- Introduction of Henry Oliver and his initial interaction with Moses.
- 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*