

YEAR 8- English Literature **WEEK 6** STUDY PLAN - DISTANCE LEARNING

Class and Section: YEAR 8 A

Name of Teacher: Merlin Annamma Philip

Subject: English Literature

Week 6: 4th October, 2020 – 8th October, 2020 No. of lessons - 4

Student's access to Work: Work sent to students through Class Group g mail / Google Classroom

Topic: Prose: A Scandal in Bohemia from The Adventures of Sherlock Holmes by Arthur Conan Doyle

Poetry:

Overall Learning Outcomes:

- The lessons of the week encourage **critical thinking**. Students learn to explore how poets use language and literary techniques, setting, characters, events to engage the readers.
- Interpreting and reflecting on content of the poem develops empathy

Poem is provided

Zoom Lesson 1: Discussion of prominent themes and characters in **The Speckled Band** and **A Scandal in Bohemia**

Zoom Lesson 2: Discussion of descriptors for assessing Prose answers

Zoom Lesson 3: Poetry: **The Seasons of Life** by Joseph Anderson

Asynchronous : Summary writing

DATE/LESSON No.	ACTIVITY
	CLOSE READING OF 'A Scandal in Bohemia' & RESPONSE TO QUESTIONS
WEEK 5	4 th October, 2020 – 8 th October, 2020
LESSON 1 4 th Oct, 2020 8 A Sunday (3rd Period)	<p><u>Lesson 1 - Zoom lesson 1</u></p> <p><u>Preparation for Assessment 1 PROSE on 11th Oct.</u></p> <ul style="list-style-type: none">➤ Critical reading of the stories at least three times➤ Revision of class discussion notes on events, character and themes➤ Revision of spellings <p><u>Portion for Assessment 1</u></p> <p>1. A Scandal in Bohemia 2. The Speckled Band</p> <p><u>Total marks for Assessment 1-PROSE = 18 MARKS</u> The assessment questions will focus on long answers.</p>

You will answer **two questions**

Question 1 = 9 Marks

Question 2 = 6 Marks

SPG = 3 Marks

Learning Outcomes : Understand how Doyle employs prominent themes in his stories

Learning Objective:

= Recall story plots to identify key themes

= Revise character development

Success Criteria: - I can select relevant textual details about events to support the themes discussed.

I can select relevant textual details about events to support character development in the stories.

Whole class Activity:

A Scandal in Bohemia

THEME	EVENTS LINKED TO CHARACTERS AND THEMES AS EVIDENCE	CHARACTERS LINKED TO THE THEME / WHAT DO THE CHARACTERS DO	WHAT THIS REVEALS ABOUT THE SOCIETY & CULTURE
DISGUISE & DECEPTION			
WOMAN EMPOWERMENT			
FRIENDSHIP & ADMIRATION			

The Speckled Band

THEME	EVENTS LINKED TO CHARACTERS AND THEMES AS EVIDENCE	CHARACTERS LINKED TO THE THEME / WHAT DO THE CHARACTERS DO	WHAT THIS REVEALS ABOUT THE SOCIETY & CULTURE
Greed, Desperation, and Decline			

	Isolation and Powerlessness			
	Fate and Justice			
	<u>Whole class Discussion of characters and themes with close reference to key events as textual reference and evidence.</u>			
PLENARY: What do these two stories reveal about human nature?				

4th October, 2020, Lesson 2 8A Sunday (4th Period)	Lesson 2 - Zoom lesson 2			
	<u>Learning Outcome: To have a clear understanding of the AOs for Literature</u>			
	Assessment Objectives:			
	AO1	Read, understand and respond to texts Students should be able to : Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement Use textual references, including quotations, to support and illustrate interpretations. (Prose, Poetry and Drama)		
	AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate (Poetry and Drama) (Prose: Use of relevant subject terminology where appropriate)		
AO3	Show understanding of the relationships between texts and the contexts in which they were written (Prose, Drama) Poetry (if possible)			
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (Poetry, Prose and Drama)			

Learning Objectives: Gain awareness of the Assessment Objectives for Prose

Success Criteria: Respond to question with sharp focus on the relevant Assessment Objectives.

Teacher will explain the AOs in detail.


Whole class Activity: Practice for Assessment 1.

Q1. How does Doyle employ the theme of disguise in the story A Scandal in Bohemia?
You may refer to

- The key events
- Characters involved

<u>LEVEL</u>	<u>MARK</u>	<u>DESCRIPTOR –</u> Bullets 1,2 and 3 – AO 1 Bullet 4 – AO3
	0	No rewardable material.
<u>Level 1</u>	1 - 4	<ul style="list-style-type: none">• The response is simple with little personal response.• There is little evidence of a critical style.• Little reference is made to the content or themes• There is little awareness of context and little comment on the relationship between text and context.
<u>Level 2</u>	5 - 8	<ul style="list-style-type: none">• The response may be largely narrative but has some elements of personal response.• There is some evidence of a critical style but it is not always applied securely.• Some valid points are made, but without consistent or secure focus.• There is some awareness of relevant context and some comment on the relationship between text and context.
<u>Level 3</u>	<u>9 - 12</u>	<ul style="list-style-type: none">• The response shows a relevant personal response, soundly related to the text.• There is an appropriate critical style, with comments showing a sound interpretation.

			<ul style="list-style-type: none"> The response is relevant and focused points are made with support from the text. There is sound comment on relevant context and sound relevant comment on the relationship between text and context.
	<u>Level 4</u>	<u>13 - 16</u>	<ul style="list-style-type: none"> The response has a developed personal response and thorough engagement, fully related to the text. The critical style is sustained, and there is well – developed interpretation. Well – chosen references to the text supports a range of effective points. There is sustained comment on relevant context and detailed awareness of the relationship between text and context.
	<u>Level 5</u>	<u>17 - 20</u>	<ul style="list-style-type: none"> There is an assured personal response, showing a high level of engagement with the text. A critical style is developed with maturity, perceptive understanding and interpretation. Discerning references are an integral part of the response, with points made with assurance and full support from the text. There is an excellent understanding of context, and convincing understanding of the relationship between text and context is integrated into the response.
	<p><u>Teachers to give feedback to students’ responses based on the Descriptors. This will be beneficial to the students as far as Assessment 1 is concerned.</u></p> <p><u>Date of Submission is to be flexible according to the convenience of the students and the Teacher.</u></p> <p><u>Plenary: Clarification of doubts regarding the descriptors.</u></p>		
6thOctober, 2020, Lesson 3 8A	Lesson 3 - Zoom Lesson 3 <u>Learning Outcome:</u> Close reading of the poem to understand poet’s use of language to		

<p>Tuesday (5th Period)</p>	<p>convey ideas and meanings</p> <p><u>Learning Objective:</u> Interpret the main ideas with evidence of words and phrases. Express viewpoints about the poem with evidence. Explore poet's use of language devices to develop and present main ideas.</p> <p>Success Criteria: Infer, deduce and interpret key ideas Use suitable textual evidence from the poem Explore poet's use of language</p> <p><u>Activity 1:</u></p> <p><u>Starter: NOTEBOOK WORK</u></p> <div data-bbox="370 730 532 890">  </div> <ul style="list-style-type: none"> - What is your favourite season? Why? - Is there a season you dislike? Why / why not? <p><u>Teacher then introduces the students to a poet named Joseph Anderson.</u></p> <p>Joseph Anderson is an American poet. Born in Kentucky, Anderson began writing poetry during World War II.</p> <p>Reading: Teacher models loud reading of the poem.</p> <p>Discussion and note - making:</p> <p><u>Notebook Work: Make detailed notes during discussion</u></p> <p>Q1. What is this poem about? Q2. Make a mind map of the key ideas with evidence of words and phrases. Q3. Explore poet's use of language devices to develop and present main ideas. Provide relevant textual evidence to support your notes.</p> <ul style="list-style-type: none"> • Make notes of Teacher's explanation and class discussions in your notebook <p>PLENARY : Teacher summarises the key points of the explanation and class discussion of the poem.</p>
<p>6th October, 2020,</p>	<p>Lesson 4</p>

<p>Lesson 4</p> <p>8A</p> <p>Tuesday</p> <p>(6th Period)</p>	<p><u>Asynchronous Lesson</u></p> <p><u>Learning Outcome:</u> Interpret and summarise key ideas presented in the poem <u>The Seasons of Life</u>.</p> <p>Learning Objectives:</p> <p>Understand poet's perspectives</p> <p>Summarise key ideas presented in the poem <u>The Seasons of Life</u></p> <p>Success Criteria: Comprehend key ideas in the poem and summarise them in own words.</p> <p>Activity: Read the poem The Seasons of Life by Joseph Anderson and write a summary of the key ideas presented in the poem.</p> <div style="background-color: yellow; height: 20px; width: 100%;"></div>
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Zoom Lesson 3 - RESOURCE

The Seasons of Life

by *Joseph Anderson*.

*"How like the seasons is our life,
We face the sunshine, storms and strife;
As seasons come, so they must go,
We are enjoined within that flow.*

*In spring we start our journey new,
When flowers bloom and skies are blue;
The trees are budding, birds will sing,
With youth in bloom, it's always spring.*

'Tis summer soon, we are mature,

*Face love and kids, home and career;
It's harvest time, success we seek,
These sounds of summer leave us weak.*

*Then autumn calls to have its say,
The foliage falls, the hair turns gray;
The chill descends and soon the frost,
We think, perhaps on things we lost.*

*Old winter grips with snow and cold,
We watch our destined fate unfold;
As now we near our time to go
And seek life's final afterglow."*

Zoom Lesson 3 (Detailed Reference for Teachers)

"Seasons of Life" poem is less explicitly religious, through five verses of an a-a-b-b rhyming couplet schemes. Anderson prefers to equate the transformation of the human life with the changing seasons:

1. Spring representing youth
2. Summer maturity
3. Autumn the senior years
4. Winter being death

Main idea:

Stages in life compared to the four seasons

Techniques/ devices:

Stanza 1

*"How like the seasons is our life,
We face the sunshine, storms and strife;
As seasons come, so they must go,*

We are enjoined within that flow.

Metaphor and Alliteration: **sunshine** (joys and pleasant experiences), **storms** (unexpected troubles and challenges), **strife** (period of struggle)

Juxtaposition: Line 3 -**come**.....**go** – suggestive of the repetitive cycle of nature

Simile: Line 1 - clear and straightforward presentation of the key idea.

Imagery: Kinaesthetic – Line 4 – reference to flow of life – cycle of seasons , ongoing process, a never – ending one

Stanza 2

*In spring we start our journey new,
When flowers bloom and skies are blue;
The trees are budding, birds will sing,
With youth in bloom, it's always spring.*

Metaphor :

journey (of life, of events)

spring (beginning of life new hope – early stages of life – infancy and youth - freshness)

trees are budding (productivity and action)

First person plural:

We : inclusive nature of the poem and the poet: that the key message is applicable to all irrespective of gender, caste or creed

Stanza 3

*'Tis summer soon, we are mature,
Face love and kids, home and career;
It's harvest time, success we seek,
These sounds of summer leave us weak.*

Metaphor:

Summer (adulthood, building of family)

Harvest time (sow and reap)

Alliteration: summer soon, success... seek, sounds.... summer

Stanza 4

*Then autumn calls to have its say,
The foliage falls, the hair turns gray;
The chill descends and soon the frost,
We think, perhaps on things we lost.*

Personification:

Then autumn calls to have its say

Metaphor:

Autumn: onset of senior years

Imagery:

Thermal imagery: *The chill descends and soon the frost*

Visual imagery: *The foliage falls, the hair turns gray*

Tone: reflective, introspective, maybe regret about choices or loss of opportunities

Stanza 5

*Old winter grips with snow and cold,
We watch our destined fate unfold;
As now we near our time to go
And seek life's final afterglow."*

Personification:

Old winter....

.....grips with snow and cold

Metaphor:

destined fate (fate in store at the end of one's life - death or the manner of death)

life's final afterglow (afterlife, eternal life)(Hopeful, positive note)

Acceptance of the reality of life: (reminds one of one's own mortality) *We watch our destined fate unfold*

FORM: lyrical poem with particular emphasis on end - rhyme

Rhyme Scheme : AABB, end – rhyme

Structure:

Five quatrains

Stanza1 – Philosophical tone

Stanzas 2 and 3 (New beginnings and hope, energy, vitality, strength) contrast with stanzas 4 and 5 (loss, lack of energy, overpowered by the ills of old age)

