

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 11 A/D/E

Subject: English Literature (EDEXCEL GCSE)

Week 7: 11TH OCTOBER–15TH OCTOBER No. of lessons – 4 (Zoom -3 and GC-1)

Week 8: 18TH OCTOBER–22ND 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: Doctor Jekyll and Mr. Hyde- Recap Chapters 1-6 and Chapter 7 and 8

Overall Objectives : To explore the development and show critical appreciation of the plot, characters and themes.

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

Challenge – Research on different adaptations of the novel

RESOURCES: Doctor Jekyll and Mr. Hyde by Robert Louis Stevenson

DATE	ACTIVITY
WEEK 7	11TH OCTOBER–15TH OCTOBER
11th October 2020, Sunday 1 lesson (period 4) & 13th October 2020, Tuesday 1 lesson (period 1)	<p data-bbox="438 339 1461 407"><i>Doctor Jekyll and Mr. Hyde by Robert Louis Stevenson (Recap Chapters 1-6) Lesson 1 and 2 Zoom</i></p> <p data-bbox="438 448 674 483"><i>Lesson Objectives</i></p> <ul data-bbox="489 488 1472 857" 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="438 899 663 935"><i>Success Criteria:</i></p> <ul data-bbox="489 940 1493 1427" style="list-style-type: none"> • Focus the life and times while linking it to development of plot, characters, themes and significant incidents • Examine the voice of the narrator • Show understanding of the religious and philosophical ideas that prevailed in Victorian England • Able to understand & identify the Central Idea, the use of literary & linguistic devices • Understand theories like Benthamism and Evangelicalism • Understand the concept of moral conscience and the impulses of compassion, charity, mercy, kindness, self-sacrifice, generosity and love • Relate the play to its social, cultural & historical context • Explore the writer’s purpose & themes • Able to integrate informed personal response

	<p>Introduction:</p> <ul style="list-style-type: none"> • Students will be informed of the learning objectives • They will infer the success criteria from the learning objectives <p>Teacher directed focus:</p> <ul style="list-style-type: none"> • The teacher will assign students the following task. They will be asked to choose any one of the given options • They will be given 40 minutes to make notes to be presented in front of the class in the next lesson lessons <p>Independent student-led activity:</p> <ul style="list-style-type: none"> • Option1: Characters • Option 2: Themes, Motifs and Symbols • Option 3: Socio- historical and political background • Option 4: Stevenson’s writing style <p>Teacher input:</p> <ul style="list-style-type: none"> • The teacher will guide the students during their presentation and provide further details <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>The students will work on the progression of characters and themes</i></p>
<p>13th October 2020, Tuesday 1 lesson</p>	<p><i>Set text: Doctor Jekyll and Mr. Hyde by Robert Louis Stevenson (Chapter 7)</i></p> <p><i>Lesson 3 Zoom & 4Asynchronous</i></p>

(period 1)
&
14th October
Wednesday
1 lesson
(period 2)

Lesson Objectives

- 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

Success Criteria:

- Focus the life and times while linking it to development of plot, characters, themes and significant incidents
- Examine the voice of the narrator
- Show understanding of the religious and philosophical ideas that prevailed in Victorian England
- Able to understand & identify the Central Idea, the use of literary & linguistic devices
- Understand theories like Benthamism and Evangelicalism
- Understand the concept of moral conscience and the impulses of compassion, charity, mercy, kindness, self-sacrifice, generosity and love
- Relate the play to its social, cultural & historical context
- Explore the writer's purpose & themes
- Able to integrate informed personal response

Introduction:

- How has Stevenson maintained the mystery in the novel?
- To what extent is the society responsible for turning Dr. Jekyll into Mr. Hyde?

- What is it that you like or don't like about Stevenson's writing style?
- What are the autobiographical elements in the novel?
- How has the society evolved since Stevenson's time?

Teacher directed focus:

- The learning objectives will be written on the white board
- The students will infer the success criteria
- The teacher will assign the following work to different students

Independent student-led activity:

Students will be given 15 mins to read and share their points of view on:

- Option: 1 –Characters portrayed in Chapter 7
- Option: 2 – Themes developed in Chapter 7
- Option: 3 – The development of the plot thus far
- Option: 4 –The exposition of the duality

Teacher input:

- The teacher will let the students take the lead
- The teacher will ensure that during the analysis the students pay attention to an informed personal response

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 Doctor Jekyll and Mr. Hyde Chapters 1-6

DATE	ACTIVITY
WEEK 8	18TH OCTOBER–22ND OCTOBER
18th October 2020, Sunday 1 lesson (period 4) & 20th October 2020, Tuesday 1 lesson (period 1)	<p data-bbox="436 272 1325 342"><i>Doctor Jekyll and Mr. Hyde by Robert Louis Stevenson (Chapter 8)</i> <i>(THE LAST NIGHT- PAGES 34-38)</i></p> <p data-bbox="436 383 716 410"><i>Lesson 1 and 2 Zoom</i></p> <p data-bbox="436 456 674 483"><i>Lesson Objectives</i></p> <ul data-bbox="489 496 1472 862" 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="436 906 663 933"><i>Success Criteria:</i></p> <ul data-bbox="489 946 1493 1393" style="list-style-type: none"> • Focus the life and times while linking it to development of plot, characters, themes and significant incidents • Examine the voice of the narrator • Show understanding of the religious and philosophical ideas that prevailed in Victorian England • Able to understand & identify the Central Idea, the use of literary & linguistic devices • Understand theories like Benthamism and Evangelicalism • Understand the concept of moral conscience and the impulses of compassion, charity, mercy, kindness, self-sacrifice, generosity and love • 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

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:

Discussion on the following:

- Poole's visit to Mr. Utterson
- The conversation between the two
- The reaction of the other servants when Utterson reaches Jekyll's house.
- The development of the plot in this chapter
- The dominant themes revealed here
- The relevant contextual details

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: *The students will work on the progression of characters and themes*

<p>20th October 2020, Tuesday 1 lesson (period 1) & 21st October Wednesday 1 lesson (period 2)</p>	<p><i>Set text: Doctor Jekyll and Mr. Hyde by Robert Louis Stevenson (Chapter 8)</i> <i>(THE LAST NIGHT- PAGES 38-44)</i></p> <p><i>Lesson 3 Zoom & 4Asynchronous</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"> • Focus the life and times while linking it to development of plot, characters, themes and significant incidents • Examine the voice of the narrator • Show understanding of the religious and philosophical ideas that prevailed in Victorian England • Able to understand & identify the Central Idea, the use of literary & linguistic devices • Understand theories like Benthamism and Evangelicalism • Understand the concept of moral conscience and the impulses of compassion, charity, mercy, kindness, self-sacrifice, generosity and love • Relate the play to its social, cultural & historical context • Explore the writer's purpose & themes • Able to integrate informed personal response

Introduction:

- What is the role of Poole's in this chapter?
- What can you say about Utterson from the way he behaves when Poole visits him?
- What type of society is portrayed in this chapter through the reaction of the other servants?

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:***Discussion on***

- The revelation after breaking into the kitchen
- The importance of the envelopes
- The significant motifs, symbols and themes
- The development of the plot
- The relevant contextual details

Teacher input:

- The teacher will let the students take the lead
- Ensure that the students think critically and are constantly focused and integrate informed personal response

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

	<p><i>Homework: Review the skills learnt.</i> <i>Asynchronous Work (Lesson 4): Worksheet Provided</i></p>
--	---