

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 12

Subject: English Literature (IAL)

Week 7: 11TH OCTOBER–15TH OCTOBER **No. of lessons – 3 (Zoom -3)**

Week 8: 18TH OCTOBER –22ND 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 7	11TH OCTOBER–15TH OCTOBER
12th October 2020, Monday	<i>Set text: Poetry Anthology- Poems of the Decade (History by John Burnside & A Leisure Centre is Also a Temple of Learning by</i>

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

Sue Boyle)

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 World Trade Center attacks in September 2001.

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

	<p>poem.</p> <ul style="list-style-type: none"> • 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"> • Terrorism and 21st century world. • Importance of the epigraph • The purpose of the poet and the message that this there in the poem. • Significance of the gruesome imagery employed by the poem-of the child, flesh on the rocks, smell of gasoline etc <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. Clearing of doubts.</i></p> <p>Homework: <i>Compare the ways in which poets explore the theme of power in Eat Me by Patience Agbabi and one other poem of your choice from Poems of the Decade: An Anthology of the Forward Books of Poetry 2002-2011.</i></p> <p>In your answer, you should consider the following:</p> <ul style="list-style-type: none"> • <i>the poets' development of themes</i> • <i>the poets' use of language and imagery</i> • <i>the use of other poetic techniques.</i> <p><i>Prepare for an assessment on assessment on comparative study of poems.</i></p>
<p>13th October , 2020</p>	<p><i>Set text:</i></p>

**Tuesday
(1 Lessons)
Period 3**

***Poetry Anthology- Poems of the Decade
(A Leisure Centre is Also a Temple of Learning by Sue Boyle)***

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:

- Discussion on the importance of youth in a girl's life

Teacher directed focus:

	<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"> • Youth of women and how they the female form change with ages and the challenges this brings. • Mythological imagery that aids the picture of this beautiful woman. • Reference to Song of Solomon • Contrast between the modern day leisure and the Greek temple <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. Clearing of doubts.</i></p> <p>Homework: <i>Re-read the poems and link it to its context.</i></p>
DATE	ACTIVITY
WEEK 8	18TH OCTOBER –22ND OCTOBER
19th October 2020, Monday 2 lessons (period 4 & 8)	<p><i>Set text:</i> Poetry Anthology- Poems of the Decade <i>(The War Correspondent by Ciaran Carson & Ode on a Grayson Perry by Urn Tim Turnbull)</i></p> <p>Lesson Objectives</p>

- 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 war and its aftermath

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 Crimean war and its result.
- The vivid imagery to show death and destruction
- The amalgamation of culture

Teacher input:

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

Introduction: (Lesson 2)

- Discussion on how past and present are always interlinked with each other

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 ideas of beauty and materialism
- Keats's Ode on a Grecian Urn
- The importance of vase in the poem and its various connotations

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.*

	<i>Homework: Re-read the poems and link it to its context.</i>
<p>20th October , 2020 Tuesday (1 Lesson) Period 3</p>	<p><i>Set text:</i> <i>Poetry Anthology- Poems of the Decade (An Easy Passage by Julia Copus)</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: (Lesson 3)</p>

- Discussion on the different journeys in our life and the impact of it

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:

- How stream of consciousness method had been used here
- Journey of a young girl sneaking into her house
- Ideas regarding childhood transitions and development.

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.*

