

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 13

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: LONELY LONDONERS- PAGES 15-45

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 7	11TH OCTOBER–15TH OCTOBER
<p>12th October 2020, Monday 1 lesson (period 4)</p>	<p><i>Set text:</i> <i>Lonely Londoners – Sam Selvon</i> <i>‘The only thing.....you will have to try and get one near the work.’ (Pages 15-19)</i></p> <p><i>Lesson Objectives</i></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 • 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><i>Success Criteria:</i></p> <ul 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>Introduction:</p> <ul style="list-style-type: none"> • Recalling the background details and the various themes discussed in the

	<p>last class.</p> <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"> • Development of Galahad’s character. • The various themes linked to him. • Use of writer’s craft. • Understanding the economical scenario of Britain. <p><i>Discussion on</i></p> <ul style="list-style-type: none"> • The social and cultural situation as revealed • The interaction between Galahad and Moses 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>15th October , 2020 Thursday (2 Lessons) Periods 5 & 6</p>	<p><i>Set text:</i> <i>Lonely Londoners – Sam Selvon</i> <i>“Galahad know that Moses talking good talk.....we better go and see the landlord about the room’ (Pages 19-29)</i></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

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 background details of the novel and linking it to the book.

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:

- The difference between America and Britain as depicted.
- Incidents linked to racism- Rendezvous restaurant etc.
- Importance of the flashback techniques

Discussion on

	<ul style="list-style-type: none"> • The dominant themes. • The socio economic condition in Britain. • Realization of Galahad. • 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 first part of the novel</i></p>
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DATE	ACTIVITY
WEEK 8	18TH OCTOBER –22ND OCTOBER
19th October 2020, Monday 1 lesson (period 4)	<p>Set text: <i>Lonely Londoners – Sam Selvon</i> <i>‘When Moses did arrive fresh in London.....he come to inspire me.’ (Pages 29-33)</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 • 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 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 and the various themes discussed in the last class.

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 of Moses' past.
- Use of writer's craft.
- Introduction of Captain's character and his importance.

Discussion on

- The social and cultural situation as revealed
- The interaction between Captain and Moses and its significance
- Students will take notes & monitor the development of characters, themes

	<p>& significant incidents.</p> <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>22nd October, 2020 Thursday (2 Lessons) Periods 5 & 6</p>	<p>Set text: <i>Lonely Londoners – Sam Selvon</i> <i>‘One time Cap made a hundred pound.....you have things down the right way’ (Pages 33-45)</i></p> <p>Lesson Objectives</p> <p>AO1 – Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</p> <p>AO2 - Analyse ways in which meanings are shaped in literary texts</p> <p>AO3 – Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</p> <p>AO4- Explore connections across literary texts</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • 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 various incidents discussed in the last class.

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:

- Cap's relationship with various girls.
- Importance of romance and physical relationship in the novel.
- Various incidents involving Cap.

Discussion on

- The dominant themes.
- The relationship between Moses and Cap.
- Importance of Daniel's character.
- 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*

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