

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 11 A/D/E

Subject: English Literature (EDEXCEL GCSE)

Week 9: 25TH OCTOBER–29TH OCTOBER No. of lessons – 4 (Zoom -3 and GC-1)

Week 10: 1ST NOVEMBER–5TH NOVEMBER 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: An Inspector Calls- Recap Acts I and II and Act III Pages 50-62

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

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

Challenge – Research on different adaptations of the play

RESOURCES: An Inspector Calls by J.B Priestly

DATE	ACTIVITY
WEEK 9	25TH OCTOBER–29TH OCTOBER
<p>25th October 2020, Sunday 1 lesson (period 4) & 27th October 2020, Tuesday 1 lesson (period 1)</p>	<p><i>Set Text: An Inspector Calls by J.B Priestly (Recap Acts I and II- Background and plot)</i> <i>Lesson 1 and 2 Zoom</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: • To explore the development and show critical appreciation of the plot, characters and themes. • AO2- Analyze 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 immediate post-war drama, which means that it was written after World War Two. Post-war dramas take up some of the economic, political, and social issues prompting that conflict, including socialism versus free-market capitalism, democracy versus fascism, and communal versus individual rights and privileges. • It is also a historical drama, as it is set in the run-up to the World War One. This produces instances of dramatic irony throughout the play. • Respond to the text critically & imaginatively; select and evaluate relevant textual detail to illustrate & support interpretations • Relate and identify the writer’s craft and purpose

- Link the past to the present and show understanding of the social and historical background of the text

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 divide the class into four groups and give each group A SPECIFIC ASSIGNMENT. (15 minutes discussion time)

Independent student-led activity: (Lesson 1)

- GROUP 1 – HISTORICAL CONTEXT
- GROUP 2 – POLITICAL CONTEXT
- GROUP 3 – BACKGROUND OF THE AUTHOR
- GROUP 4 – RELATION BETWEEN TEXT AND CONTEXT
- The students will take the initiative in discussion of the contextual details.
- They share their analysis with an interactive discussion
- Students will take notes for future reference

Independent student-led activity: (Lesson 2)

- GROUP 1 – PLOT OVERVIEW
- GROUP 2 – IMPORTANCE OF THE INSPECTOR'S ARRIVAL
- GROUP 3 – INVESTIGATION OF MR. BIRLING AND MRS. BIRLING
- GROUP 4 – INVESTIGATION OF SHEILA AND GERALD
- The students will take the initiative in identifying the writer's craft brought out through the PLOT and INCIDENTS. They will comment analytically on the development.
- They share their analysis with an interactive discussion

	<ul style="list-style-type: none"> • Students will take notes & monitor the development of significant incidents linked to the plot. <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>27th October 2020, Tuesday 1 lesson (period 1) & 28th October Wednesday 1 lesson (period 2)</p>	<p><i>Set Text: An Inspector Calls by J.B Priestly (Recap Acts I and II- Themes and Characters)</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: • To explore the development and show critical appreciation of the plot, characters and themes. • AO2- Analyze 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 immediate post-war drama, which means that it was written after World War Two. Post-war dramas take up some of the economic, political, and social issues prompting that conflict, including socialism versus free-market capitalism, democracy versus fascism, and communal versus individual rights and privileges.
- It is also a historical drama, as it is set in the run-up to the World War One. This produces instances of dramatic irony throughout the play.
- Respond to the text critically & imaginatively; select and evaluate relevant textual detail to illustrate & support interpretations
- Relate and identify the writer's craft and purpose
- Link the past to the present and show understanding of the social and historical background of the text

Introduction:

- Recap of the important points discussed in the last two lessons

Teacher directed focus:

- The teacher will assign the following work to different students

Independent student-led activity:

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

- GROUP 1 – RESPONSIBILITY
 - GROUP 2 – MORALITY AND LEGALITY
 - GROUP 3 – GENERATION GAP
 - GROUP 4 – ROLE OF WOMEN
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- The students will take the initiative in identifying the writer's craft brought out through the THEMES. They will comment analytically on the

	<p>development and link the characters to each of the themes</p> <ul style="list-style-type: none"> • They share their analysis with an interactive discussion • Students will take notes & monitor the development of significant characters linked to the themes. <p>Teacher input:</p> <ul style="list-style-type: none"> • 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 <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Review the skills learnt.</i> Asynchronous Work (Lesson 4): <i>Google Form</i></p>
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DATE	ACTIVITY
WEEK 10	1ST NOVEMBER–5TH NOVEMBER
1st November 2020, Sunday 1 lesson (period 4) & 3rd November	<p><i>Set Text: An Inspector Calls by J.B Priestly (Acts III-Pages 50-55)</i> <i>Lesson 1 and 2 Zoom</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: • To explore the development and show critical appreciation of the plot,

**2020,
Tuesday
1 lesson
(period 1)**

characters and themes.

- AO2- Analyze 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 immediate post-war drama, which means that it was written after World War Two. Post-war dramas take up some of the economic, political, and social issues prompting that conflict, including socialism versus free-market capitalism, democracy versus fascism, and communal versus individual rights and privileges.
- It is also a historical drama, as it is set in the run-up to the World War One. This produces instances of dramatic irony throughout the play.
- Respond to the text critically & imaginatively; select and evaluate relevant textual detail to illustrate & support interpretations
- Relate and identify the writer's craft and purpose
- Link the past to the present and show understanding of the social and historical background of the text

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 and relevant critical terminology.

	<p>Independent student-led activity:</p> <ul style="list-style-type: none"> • Understanding the dramatic importance of the act. • Exploring the importance of Eric in this act. <p><i>Discussion on:</i></p> <ul style="list-style-type: none"> • The interaction between Eric and the Inspector • How Eric’s character is revealed. • The use of various literary, linguistic and structural devices employed by Priestley for the desired effect. • 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 guide the students to have a sharper focus 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 play further</i></p>
<p>3rd November 2020, Tuesday 1 lesson (period 1) & 4th November Wednesday 1 lesson</p>	<p><i>Set Text: An Inspector Calls by J.B Priestly (Acts III-Pages 56-62)</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: • To explore the development and show critical appreciation of the plot, characters and themes.

(period 2)

- AO2- Analyze 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 immediate post-war drama, which means that it was written after World War Two. Post-war dramas take up some of the economic, political, and social issues prompting that conflict, including socialism versus free-market capitalism, democracy versus fascism, and communal versus individual rights and privileges.
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Introduction:

- Recalling the various incidents discussed in the last class.

Teacher directed focus:

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the use of writer's craft and relevant critical terminology.

Independent student-led activity:

- Importance of the revelation
- Importance the interaction between the family members
- Various themes linked to this part of the play
- Portrayal of the condition of London during that time.

Discussion on:

- The character of Sheila and Eric
- Importance of Sybil in this part of the scene
- The family's reaction to the news
- Link between text and context
- Students will take notes & monitor the development of characters, themes & significant incidents.

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.

Homework: *Review the skills learnt.*

Asynchronous Work (Lesson 4):

Gerald: (steadily) I discovered, not that night but two nights later, when we met again – not accidentally this time of course - that in fact she hadn't a penny and was going to be turned out of the miserable back room she had. It happened that a friend of mine, Charlie Brunswick, had gone off to Canada for six months and had let me have the key of a nice little set of rooms he had – in Morgan Terrace – and

had asked me to keep an eye on them for him and use them if I wanted to. So I insisted on Daisy moving into those rooms and I made her take some money to keep her going there. (carefully, to the inspector.) I want you to understand that I didn't install her there so that I could make love to her. I made her go to Morgan Terrace because I was sorry for her, and didn't like the idea of her going back to the palace bar. I didn't ask for anything in return.

In the light of the above statement explore how the character of Gerald is presented in the play?

You must refer to the context of the play in your answer.