

**STUDY PLAN - DISTANCE LEARNING**

**Teacher: Ms. Kankanika Dutta**

**Class and Section: YEAR 12**

**Subject: English Literature (IAL)**

**Week 9: 25<sup>TH</sup> OCTOBER–29<sup>TH</sup> OCTOBER      No. of lessons – 3 (Zoom -3)**

**Week 10: 1<sup>ST</sup> NOVEMBER–5<sup>TH</sup> NOVEMBER      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: KITE RUNNER- CHAPTERS 10-13**

**Overall Objectives : To consider the writer's point of view perceptively and link it to the development of characters, plot, and themes.**

**To incorporate informed personal response.**

**Challenge – Research on the alternative reading of the text**

**RESOURCES: Kite Runner– Khaled Hosseini**

DATE	ACTIVITY
<b>WEEK 9</b>	<b>25<sup>TH</sup> OCTOBER–29<sup>TH</sup> OCTOBER</b>
<b>26<sup>th</sup> October 2020, Monday 2 lessons (period 4 &amp; 8)</b>	<p data-bbox="436 272 548 300"><i>Set text:</i></p> <p data-bbox="436 305 1050 341"><i>Kite Runner by Khaled Hosseini (Chapter 10)</i></p> <p data-bbox="436 451 674 483"><b><i>Lesson Objectives</i></b></p> <ul data-bbox="485 492 1486 751" style="list-style-type: none"> <li>• AO1 – Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>• AO2 - Analyse ways in which meanings are shaped in literary texts</li> <li>• AO3 – Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</li> <li>• AO4- Explore connections across literary texts</li> </ul> <p data-bbox="436 756 663 784"><b><i>Success Criteria:</i></b></p> <ul data-bbox="485 792 1415 1166" style="list-style-type: none"> <li>• To be able to read, listen and speak with engagement &amp; clarity</li> <li>• To be able to identify the writer’s craft</li> <li>• To be able to identify &amp; explore the development main characters</li> <li>• To be able to respond to the text critically &amp; imaginatively; select &amp; evaluate relevant textual detail to illustrate &amp; support interpretations</li> <li>• To explain how language, structure &amp; form contribute to writer’s presentation of ideas, themes &amp; settings</li> <li>• To be able to relate text to their social, cultural &amp; historical contexts; explain how texts have been influential &amp; significant to self &amp; other readers in different contexts &amp; at different times</li> </ul> <p data-bbox="436 1243 632 1271"><b>Introduction:</b></p> <ul data-bbox="485 1279 1203 1317" style="list-style-type: none"> <li>• Recall the important ideas discussed in the last class</li> </ul> <p data-bbox="436 1321 762 1349"><b>Teacher directed focus:</b></p> <ul data-bbox="485 1357 1388 1427" style="list-style-type: none"> <li>• The teacher will inform the students about the political situation in Afghanistan between 1978-1981</li> </ul>

	<p><b>Independent student-led activity:</b></p> <ul style="list-style-type: none"> <li>• Understanding the impact of civil and political strife in a country.</li> <li>• Discuss the social and cultural situation as revealed</li> <li>• Students will take notes &amp; monitor the development of characters, themes &amp; significant incidents.</li> </ul> <p><b>Discussion on:</b></p> <ul style="list-style-type: none"> <li>• How Amir and Baba, along with several others, are in the back of a truck fleeing Afghanistan for Pakistan.</li> <li>• Importance of Karim and his help to Baba and Amir.</li> <li>• Interaction between Baba and the Russian soldiers.</li> <li>• The incident of Kamal and his brother.</li> <li>• The emotional turmoil of Amir</li> </ul> <p><b>Teacher input:</b></p> <ul style="list-style-type: none"> <li>• The teacher will further elaborate on the above the significance of Mujahideen, Taliban rule, the role of USA and USSR in the political scenario of the country.</li> </ul> <p><b>Review &amp; Reflect:</b> <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p><b>Homework:</b> <i>Read the novel further.</i></p>
<p><b>27<sup>th</sup> October , 2020 Tuesday (1 Lessons) Period 3</b></p>	<p><b>Set text:</b> <i>Kite Runner by Khaled Hosseini (Chapter 11)</i></p> <p><b>Lesson Objectives</b> 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</p>

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 explain the importance of the time leap/ lapse and the change of setting.

**Independent student-led activity:**

- Discussion on the socio-cultural and political history of Kabul and how it shaped the life of Amir and others.
- Students will take notes & monitor the development of characters, themes & significant incidents.

**Discussion on:**

- Importance of the new setting- Fremont, California.
- The incident at the convenience store.
- The change in Baba's life.
- Amir's graduation and the gift.
- The impact of the memory of Hassan in their life.

	<p><b>Teacher input:</b></p> <ul style="list-style-type: none"> <li>• The teacher will further elaborate on the above</li> </ul> <p><b>Review &amp; Reflect:</b> <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p>
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<b>DATE</b>	<b>ACTIVITY</b>
<b>WEEK 10</b>	<b>1<sup>ST</sup> NOVEMBER–5<sup>TH</sup> NOVEMBER</b>
<b>2<sup>nd</sup> November 2020, Monday 2 lessons (periods 4 &amp; 8)</b>	<p><i>Set text:</i> <i>Kite Runner by Khaled Hosseini (Chapter 8)</i></p> <p><i>Lesson Objectives</i></p> <ul style="list-style-type: none"> <li>• AO1 – Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression</li> <li>• AO2 - Analyse ways in which meanings are shaped in literary texts</li> <li>• AO3 – Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</li> <li>• AO4- Explore connections across literary texts</li> </ul> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> <li>• To be able to read, listen and speak with engagement &amp; clarity</li> </ul>

- 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:**

- The change in Amir's life with the introduction of Soraya.

**Discussion on**

- The growing up of Amir.
- Significance of General Tahiri.
- Importance of Soraya in Amir's life.
- Interaction between Amir and Soraya's family.
- Baba's terminal illness and its effect on Amir.
- Soraya's past and its importance.
- Students will take notes & monitor the development of characters, themes & significant incidents.

	<p><b>Teacher input:</b></p> <ul style="list-style-type: none"> <li>• The teacher will further elaborate on the above</li> </ul> <p><b>Review &amp; Reflect:</b> <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p><b>Homework:</b> : <i>Read the novel further</i></p>
<p><b>5<sup>th</sup> November , 2020 Tuesday (1 Lessons) Periods 3</b></p>	<p><b>Set text:</b> <i>Kite Runner by Khaled Hosseini (Chapter 13)</i></p> <p><b>Lesson Objectives</b></p> <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  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> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• To be able to recap previous learning</li> <li>• To be able to read, listen and speak with engagement &amp; clarity</li> <li>• To be able to identify the writer’s craft</li> <li>• To be able to identify &amp; explore the development main characters</li> <li>• To be able to respond to the text critically &amp; imaginatively; select &amp; evaluate relevant textual detail to illustrate &amp; support interpretations</li> <li>• To explain how language, structure &amp; form contribute to writer’s presentation of ideas, themes &amp; settings</li> <li>• To be able to relate text to their social, cultural &amp; historical contexts; explain how texts have been influential &amp; significant to self &amp; other readers in different contexts &amp; at different times</li> </ul>

**Introduction:**

- Recalling the important details linked to Amir and Baba 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:**

- Understanding the significant events that shape the plot of the novel

**Discussion on**

- Amir's engagement and wedding.
- The interaction between the Taheri family and that of Baba.
- Baba's sickness and death.
- Secrets of General Taheri and Jamilia.
- The marital relationship between Amir and Soraya.

**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*