

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 13

Subject: English Literature (IAL)

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

Week 10: 1ST NOVEMBER–5TH 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: HEART OF DARKNESS-PART I

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

To give an informed personal response.

To understand and analyse writers' use of linguistic and structural devices to enhance their ideas and perspectives.

Challenge – Research on the alternative reading of the text

RESOURCES: Heart of Darkness – Joseph Conrad

DATE	ACTIVITY
WEEK 9	25TH OCTOBER–29TH OCTOBER
<p data-bbox="178 332 367 519">26th October 2020, Monday 1 lesson (period 4)</p>	<p data-bbox="428 332 1509 446"><i>Set text:</i> <i>Heart of Darkness – Joseph Conrad –Part I (‘Next day I left the station at last,.....took some months.’)</i></p> <p data-bbox="428 519 1509 560"><i>Lesson Objectives</i></p> <ul data-bbox="483 560 1509 820" 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 data-bbox="428 820 1509 860"><i>Success Criteria:</i></p> <ul data-bbox="483 860 1509 1234" 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 data-bbox="428 1307 1509 1347">Introduction:</p> <ul data-bbox="483 1347 1509 1388" 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"> • Description of the tramp. • Importance of the flashback technique used here • Image of the Central Station. <p><i>Discussion on</i></p> <ul style="list-style-type: none"> • the importance of Marlow’s narrative • The various descriptive devices to portray the setting’. • 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 novel further</i></p>
<p>29th October, 2020 Thursday (2 Lessons)</p>	<p><i>Set text:</i> <i>Heart of Darkness – Joseph Conrad Part I (“My first interview with the manager....you won’t have the opportunity”)</i></p>

Periods 5 & 6

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:

- Importance of the description of Kurtz
- Various connotations of black and darkness
- Use of the word Mephistopheles

Discussion on

- Importance of the chief of the Inner Station
- Various writer's craft used to shape his narrative
- Link between text and context
- Alternative readings- reference to Freud, Chinua Achebe etc
- Students will take notes & monitor the development of characters, themes & significant incidents.

Teacher input:

- The teacher encourage the students to delve further into the character of Marlow and how he never clears his position on the issue of imperialism and colonization

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.*

PREPARE FOR AN ASSESSMENT ON THE COMPARATIVE STUDY OF NOVELS

DATE	ACTIVITY
WEEK 10	1 ST NOVEMBER–5 TH NOVEMBER
<p>2nd November 2020, Monday 1 lesson (period 4)</p>	<p><i>Set text:</i> <i>Heart of Darkness – Joseph Conrad Part I ('He blew the candle out.....to set that steamboat afloat.')</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 various incidents discussed in the last class. <p>Teacher directed focus:</p> <ul style="list-style-type: none"> • The teacher will engage the students in an in depth reading of the

	<p>mentioned pages keeping in mind the socio-historical and cultural context, the use of writer’s craft, various alternative readings of the text.</p> <p>Independent student-led activity:</p> <ul style="list-style-type: none"> • Importance of double narrative. • Importance of the setting and its effects on the readers • Significance of writer’s craft <p><i>Discussion on</i></p> <ul style="list-style-type: none"> • the importance of Marlow’s narrative • The various descriptive devices to portray the setting’. • 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 novel further</i></p>
<p>5th November , 2020 Thursday (2 Lessons) Periods 5 & 6</p>	<p>Set text: <i>Heart of Darkness – Joseph Conrad Part I (“He was becoming confidential now....about his work when there.”)</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</p>

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 important details linked to Marlow and his narrative discussed in the last lesson

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 the images used here to depict the mood
- Metaphorical meaning of the word darkness
- Setting

Discussion on

- The metaphorical journey of Marlow
- Various writer's craft used to shape his narrative
- Link between text and context

- Alternative readings- reference to Freud, Chinua Achebe etc
- Students will take notes & monitor the development of characters, themes & significant incidents.

Teacher input:

- The teacher encourage the students to delve further into the character of Marlow and Kurtz's character builds through his eyes

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*