

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 11 A/D/E

Subject: English Literature (EDEXCEL GCSE)

Week 11: 8TH NOVEMBER–13TH NOVEMBER No. of lessons – 4 (Zoom -3 and GC-1)

Week 12: 15TH NOVEMBER–19TH 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- Act III Pages 63-72 and Macbeth practice

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

Macbeth by William Shakespeare

DATE	ACTIVITY
WEEK 11	8TH NOVEMBER–13TH NOVEMBER
<p>8th November 2020, Sunday 1 lesson (period 4) & 10th November 2020, Tuesday 1 lesson (period 1)</p>	<p><i>Set Text: An Inspector Calls by J.B Priestly (Act III Pages 63-67)</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 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.

Independent student-led activity:

- Understanding the dramatic importance of the act.
- Exploring the importance of interaction between the family members

Discussion on:

- The mystery around the Inspector's character
- How the real characters are 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.

Teacher input:

- The teacher will guide the students during their presentation and provide further details

Review & Reflect: *The students will take the lead to recap the main point.*

	<p><i>Clearing of doubts.</i></p> <p><i>Homework: The students will work on the progression of characters and themes</i></p>
<p>10th November 2020, Tuesday 1 lesson (period 1) & 11th November Wednesday 1 lesson (period 2)</p>	<p><i>Set Text: An Inspector Calls by J.B Priestly (Act III-68-72)</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 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.

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
- The teacher will ensure that during the analysis the students pay attention to an informed personal response
- The teacher will encourage the students to delve further into the character of Mr. Birling and Gerald through their interaction

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): *Worksheet attached*

DATE	ACTIVITY
WEEK 12	15 TH NOVEMBER–19 TH NOVEMBER
<p>15th November 2020, Sunday 1 lesson (period 4) & 17th November 2020, Tuesday 1 lesson (period 1)</p>	<p><i>Set Text: Macbeth by William Shakespeare</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: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations • AO2- Analyse 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"> • Examine the background of the writer • Explore the writer’s purpose & time • Understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterization, events and settings • Distinguish between what is stated explicitly and what is implied • Identify the theme and distinguish between themes • Support a point of view by referring to evidence in the text • Recognize the possibility of and evaluate different responses to a text, use understanding of writer’s social, historical and cultural contexts to inform evaluation • Make an informed personal response that derives from analysis and evaluation of the text • Write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and

maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references.

- Review the plot and the key incidents and how they contributed in the turn of events
- Able to understand & identify the Central Idea, the use of literary & linguistic devices
- Relate the play to its social, cultural & historical context
- Explore the writer's purpose & themes
- Able to integrate informed personal response

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 3 groups and assign the following task based on character/ setting/ themes.

Independent student-led activity:

PARAGRAPH STRUCTURE: Explore how Shakespeare presents Macbeth as a character who believes in the supernatural power of the witches.

Explain ONE aspect of Shakespeare's presentation of character / theme / setting	
Shakespeare presents ... as	
Provide some evidence in the form of a quotation or reference to the text.	

	<p>(Don't limit yourself to one quotation or reference!)</p>	
	<p>ZOOM IN to the quotation.</p> <p>(Try to show your understanding of Shakespeare's deliberate use of language to achieve certain effects. Use connectives to develop the layers of your analysis.)</p>	
	<p>ZOOM OUT to one or more of the following, as appropriate:</p> <p>Link your close analysis to:</p> <ul style="list-style-type: none"> • The rest of the play • A key theme • Social, historical or cultural contexts 	
	<p>Conclude:</p> <p>by linking back to your opening point, making a deeper comment about the character / theme / setting, based on your analysis and exploration.</p>	
	<p>Teacher input:</p> <ul style="list-style-type: none"> • After the assigned time the students will be asked to present their ideas and exchange it with their peers. • 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><i>Homework: Review the skills learnt</i></p>
<p>17th November 2020, Tuesday 1 lesson (period 1) & 18th November Wednesday 1 lesson (period 2)</p>	<p><i>Set Text: Macbeth by William Shakespeare</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: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations • AO2- Analyse 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"> • Examine the background of the writer • Explore the writer’s purpose & time • Understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterization, events and settings • Distinguish between what is stated explicitly and what is implied • Identify the theme and distinguish between themes • Support a point of view by referring to evidence in the text • Recognize the possibility of and evaluate different responses to a text, use understanding of writer’s social, historical and cultural contexts to inform evaluation

- Make an informed personal response that derives from analysis and evaluation of the text
- Write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references.
- Review the plot and the key incidents and how they contributed in the turn of events
- Able to understand & identify the Central Idea, the use of literary & linguistic devices
- Relate the play to its social, cultural & historical context
- Explore the writer's purpose & themes
- Able to integrate informed personal response

Introduction:

- Recalling the various ideas discussed in the last class.

Teacher directed focus:

- The teacher will engage the students in an in depth discussion on the play and help them write the first draft of the answer keeping in the mind the grade descriptors of the Edexcel Board.

Independent student-led activity:

- The students will brainstorm the ideas based on the group work done in the last two classes and structure the answer keeping in mind the requirements of the question. (Question attached in the asynchronous worksheet)

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

	<p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p>
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Homework: *Review the skills learnt.
Asynchronous Work (Lesson 4): (Worksheet attached)
Write the complete answer*