

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 12

Subject: English Literature (IAL)

Week 11: 8TH NOVEMBER–13TH NOVEMBER **No. of lessons – 3 (Zoom -3)**

Week 12: 15TH NOVEMBER–19TH 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 14-19

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
WEEK 11	8 TH NOVEMBER–13 TH NOVEMBER
<p>9th November 2020, Monday 2 lessons (period 4 & 8)</p>	<p><i>Set text:</i> <i>Kite Runner by Khaled Hosseini (Chapter 14 and 15)</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"> • Recall the important ideas discussed in the last class <p>Teacher directed focus:</p> <ul style="list-style-type: none"> • The teacher will explain to the students about the importance of Amir’s return to Pakistan

	<p>Independent student-led activity:</p> <ul style="list-style-type: none"> • Understanding the impact of civil and political strife in a country. • Discuss the social and cultural situation as revealed • Students will take notes & monitor the development of characters, themes & significant incidents. <p>Discussion on:</p> <ul style="list-style-type: none"> • Importance of June 2001 and the phone call from Rahim Khan • Change in Amir and Soraya’s relationship • Amir’s walk to the Golden Gate Park • Significance of the conversation between Amir and Rahim Khan • Amir’s return to Pakistan and his experience there • Changed face of Pakistan <p>Teacher input:</p> <ul style="list-style-type: none"> • 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. <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>10th November , 2020 Tuesday (1 Lessons) Period 3</p>	<p>Set text: <i>Kite Runner by Khaled Hosseini (Chapter 16)</i></p> <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</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:

- Rahim khan's narrative and its impact on Amir.

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.*

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DATE	ACTIVITY
WEEK 12	15TH NOVEMBER–19TH NOVEMBER
16th November 2020, Monday 2 lessons (periods 4 & 8)	<p><i>Set text:</i> <i>Kite Runner by Khaled Hosseini (Chapter 17 and 18)</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

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 importance of flashback technique.

Discussion on

- Hassan's fate.
- Rahim Khan's narrative.
- The introduction of Hassan's son and Amir's reaction.
- Rahim Khan's advice to Amir.
- Amir's realization about himself
- 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: : *Read the novel further*

<p>17th November , 2020 Tuesday (1 Lessons) Periods 3</p>	<p><i>Set text:</i> <i>Kite Runner by Khaled Hosseini (Chapter 19)</i></p> <p><i>Lesson Objectives</i> 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><i>Success Criteria:</i></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 <p>Introduction:</p> <ul style="list-style-type: none"> • Recalling the important details linked to Amir and Baba 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 mentioned pages keeping in mind the socio-historical and cultural context,
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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 return to Kabul.
- Importance of Farid and Wahid in Amir's life
- The importance of Amir's journey.

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*