

**STUDY PLAN - DISTANCE LEARNING**

**Teacher: Ms. Kankanika Dutta**

**Class and Section: YEAR 13**

**Subject: English Literature (IAL)**

**Week 11: 8<sup>TH</sup> NOVEMBER–12<sup>TH</sup> NOVEMBER      No. of lessons – 3 (Zoom -3)**

**Week 12: 15<sup>TH</sup> NOVEMBER–19<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: HEART OF DARKNESS-PART II**

**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 and Unseen Poetry**

DATE	ACTIVITY
<b>WEEK 11</b>	<b>8<sup>TH</sup> NOVEMBER–12<sup>TH</sup> NOVEMBER</b>
<b>9<sup>th</sup> November 2020, Monday 1 lesson (period 4)</b>	<p data-bbox="443 342 831 410"><i>Set text:</i> <i>Post 1900 Poetry (UNSEEN)</i></p> <p data-bbox="443 451 674 483"><i>Lesson Objectives</i></p> <ul data-bbox="489 492 1461 634" 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> </ul> <p data-bbox="443 643 663 675"><i>Success Criteria:</i></p> <ul data-bbox="489 683 1472 1122" style="list-style-type: none"> <li>• Show knowledge and understanding of the function of genre features and conventions in poetry</li> <li>• Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively</li> <li>• Communicate fluently, accurately and effectively their knowledge, understanding and critical evaluation of texts</li> <li>• Identify and explore how attitudes and values are expressed in texts</li> <li>• Use literary critical concepts and terminology with understanding and discrimination</li> <li>• Make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources.</li> </ul> <p data-bbox="443 1203 632 1235"><b>Introduction:</b></p> <ul data-bbox="489 1243 1318 1276" style="list-style-type: none"> <li>• Discussion of the assessment objectives and its requirements.</li> </ul> <p data-bbox="443 1308 758 1341"><b>Teacher directed focus:</b></p> <ul data-bbox="489 1382 1409 1414" style="list-style-type: none"> <li>• The teacher will engage the students in an in depth reading of poem</li> </ul>

	<p style="text-align: center;"><b><i>Meeting Point by Louis Macneice</i></b></p> <p><b>Independent student-led activity:</b></p> <ul style="list-style-type: none"> <li>• The students will read the poem and make notes on it</li> </ul> <p><b><i>Discussion on</i></b></p> <ul style="list-style-type: none"> <li>• The significance of the title.</li> <li>• The use of appropriate critical terminology and other critical concepts</li> </ul> <p><b>Teacher input:</b></p> <ul style="list-style-type: none"> <li>• The teacher will engage the students in an depth study of the poem, help them to gain a sharper focus and encourage them to provide informed personal response</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>Complete the answer</i></p>
<p><b>12<sup>th</sup> November, 2020</b>  <b>Thursday</b>  <b>(2 Lessons)</b>  <b>Periods 5 &amp; 6</b></p>	<p><b><i>Set text:</i></b>  <b><i>Heart of Darkness – Joseph Conrad Part I</i></b></p> <p><b><i>Lesson Objectives</i></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  AO4- Explore connections across literary texts</p>

***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:**

- Modeling and writing of answer on Racism based on the notes they have written

*Discussion on*

- Grade descriptors.
- Assessment objectives.
- Requirements of the answer

**Teacher input:**

- The teacher encourage the students to think critically and include informed

	<p>personal response.</p> <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>Complete the answer.</i></p> <p><b>PREPARE FOR AN ASSESSMENT ON THE COMPARATIVE STUDY OF NOVELS</b></p>
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DATE	ACTIVITY
WEEK 12	15 <sup>TH</sup> NOVEMBER–19 <sup>TH</sup> NOVEMBER
16 <sup>th</sup> November 2020, Monday 1 lesson (period 4)	<p><i>Set text:</i></p> <p><i>Heart of Darkness – Joseph Conrad Part II (“One evening as I was lying.....half a crown a tumble.”)</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</li> </ul>

contexts in which literary texts are written and received

- AO4- Explore connections across literary texts

***Success Criteria:***

- 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 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, various alternative readings of the text.

**Independent student-led activity:**

- Importance of double narrative.
- Importance of the setting and its effects on the readers
- Significance of writer's craft

***Discussion on***

- 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><b>Teacher input:</b></p> <ul style="list-style-type: none"> <li>The teacher will engage the students in an depth study of the novel and encourage them to provide informed personal response</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>19<sup>th</sup> November , 2020</b>  <b>Thursday</b>  <b>(2 Lessons)</b>  <b>Periods 5 &amp; 6</b></p>	<p><b>Set text:</b>  <i>Heart of Darkness – Joseph Conrad Part II (‘Try to be civil....beyond my power of meddling.’)</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  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;</li> </ul>

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*



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