

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 12

Subject: English Literature (IAL)

Week 13: 22ND NOVEMBER–26TH NOVEMBER No. of lessons – 3 (Zoom -3)

Week 14/ 15: 29TH NOVEMBER–3RD DECEMBER No. of lessons – 3 (Zoom -3)

6TH DECEMBER- 10TH DECEMBER

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: Post-2000 Poetry

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

Challenge – Establish links with other literary works/ genres

RESOURCES: Poetry Anthology- Poems of the Decade

DATE	ACTIVITY
WEEK 13	22 ND NOVEMBER–26 TH NOVEMBER
23 rd November	<i>Set text:</i>

**2020,
Monday
2 lessons
(period 4 & 8)**

***Poetry Anthology- Poems of the Decade
(‘The Deliverer’ by Tishani Doshi)***

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
- AO4- Explore connections across literary texts

Success Criteria:

- Show knowledge and understanding of the function of genre features and conventions in poetry
- 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
- Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts
- Identify and explore how attitudes and values are expressed in texts
- Use literary critical concepts and terminology with understanding and discrimination
- Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources

Introduction: (Lesson 1)

- Discussion on gender and issues of adoption

Teacher directed focus:

- The teacher will provide details about the background of the poet

	<p>Independent student-led activity:</p> <ul style="list-style-type: none"> • Understanding how literary and linguistic devices shape the meaning of the poem. • Exploring the structure, mood, themes and genre of the poem • Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts. <p>Discussion on:</p> <ul style="list-style-type: none"> • The anti-female bias in the country which has drastically impacted the lives of women • How the poet and her mother are in a convent, looking for a child. This child, who was found buried and left for dead, is brought to America. Here she meets her adoptive parents, grows up and then begins to look into her own story. • The final lines describing the terrifying lives of women in rural India and the horrible choices they are forced to make. • Meter and metrical style etc <p>Teacher input:</p> <ul style="list-style-type: none"> • The teacher will provide further inputs and encourage the students to provide critical comments on the poem. <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Review the poem and the contextual details</i></p>
<p>24th November , 2020 Tuesday (1 Lessons) Period 3</p>	<p>Set text: <i>Poetry Anthology- Poems of the Decade (The Map-Woman' by Carol Ann Duffy)</i></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
- AO4- Explore connections across literary texts

Success Criteria:

- Show knowledge and understanding of the function of genre features and conventions in poetry
- 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
- Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts
- Identify and explore how attitudes and values are expressed in texts
- Use literary critical concepts and terminology with understanding and discrimination
- Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources

Introduction:

- Discussion on the importance of travel and growth in our lives.

Teacher directed focus:

- The teacher will provide details about the background of the poet

Independent student-led activity:

- Understanding how literary and linguistic devices shape the meaning of the poem.

	<ul style="list-style-type: none"> • Exploring the structure, mood, themes and genre of the poem • Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts. <p>Discussion on:</p> <ul style="list-style-type: none"> • The ideas of personal growth and transition, using ideas of maps and travelling to represent these ideas metaphorically. • the ideas of one's past, one's present and one's future into something that one can wear, like a piece of clothing. • How Duffy has created an extended metaphor that rolls straight off of the tongue, just like the woman's, in the poem, life has rolled straight off of her body, but not out of her mind. <p>Teacher input:</p> <ul style="list-style-type: none"> • The teacher will provide further inputs and encourage the students to provide critical comments on the poem. <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Re-read the poems and link it to its context.</i></p>
DATE	ACTIVITY
WEEK 14/15	29TH NOVEMBER–3RD DECEMBER 6TH DECEMBER- 10TH DECEMBER
November 2020, Monday 2 lessons (period 4 & 8)	<p><i>Set text:</i> Poetry Anthology- Poems of the Decade (The Lammas Hireling' by Ian Duhig & A Minor Role' by UA Fanthorpe)</p> <p>Lesson Objectives</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
- AO4- Explore connections across literary texts

Success Criteria:

- Show knowledge and understanding of the function of genre features and conventions in poetry
- 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
- Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts
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- Use literary critical concepts and terminology with understanding and discrimination
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Introduction: (Lesson 1)

- Discussion on the folklore revolving the Lammas Day

Teacher directed focus:

- The teacher will provide details about the background of the poet

Independent student-led activity:

- Understanding how literary and linguistic devices shape the meaning of the poem.
- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts

and make connections and explore the relationships between texts.

Discussion on:

- The dark and foreboding mood as through the farmer's story he delves into themes of magic, consequence, and folklore.
- Shooting of the hireling dead and its metaphorical significance
- Confession to a priest etc

Teacher input:

- The teacher will provide further inputs and encourage the students to provide critical comments on the poem.

Introduction: (Lesson 2)

- Discussion on how society influences us and our role in society

Teacher directed focus:

- The teacher will provide details about the background of the poet

Independent student-led activity:

- Understanding how literary and linguistic devices shape the meaning of the poem.
- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts.

Discussion on:

- The reflection of the poet on the role the poet has been forced to play within society due to her illness.
- The fine line between the life the poet wants and the one she has, and this is explored through the constant changing narrative directions of the poem.
- How Fanthorpe challenges the reader to reflect on their own life, on the role they play and how they present themselves to society.

Teacher input:

- The teacher will provide further inputs and encourage the students to provide critical comments on the poem.

	<p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Re-read the poems and link it to its context.</i></p>
<p>December, 2020 Tuesday (1 Lesson) Period 3</p>	<p>Set text: <i>Poetry Anthology- Poems of the Decade</i> <i>(To My Nine-Year-Old Self' by Helen Dunmore)</i></p> <p>Lesson Objectives</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 • AO4- Explore connections across literary texts <p>Success Criteria:</p> <ul style="list-style-type: none"> • Show knowledge and understanding of the function of genre features and conventions in poetry • 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 • Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts • Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts • Identify and explore how attitudes and values are expressed in texts • Use literary critical concepts and terminology with understanding and discrimination • Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources

Introduction: (Lesson 3)

- Discussion on childhood and growing up.

Teacher directed focus:

- The teacher will provide details about the background of the poet

Independent student-led activity:

- Understanding how literary and linguistic devices shape the meaning of the poem.
- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts.

Discussion on:

- The idea of childhood, as presented in the poem considering the regrets and nostalgia that an adult may have when looking back at their past experiences.
- Moving on from the past and into a state of peace and acceptance

Teacher input:

- The teacher will provide further inputs and encourage the students to provide critical comments on the poem.

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

Homework: *Re-read the poems and link it to its context.*

Compare the ways in which poets explore the theme of childhood in To my Nine year Old Self by Helen Dunmore and one other poem of your choice from Poems of the Decade: An Anthology of the Forward Books of Poetry 2002-2011.

In your answer, you should consider the following:

- *the poets' development of themes*
- *the poets' use of language and imagery*
- *the use of other poetic techniques.*

(Can be done as holiday homework)