

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 13

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: LONELY LONDONERS- PAGES 45-75

Overall Objectives : To introduce setting and the socio-cultural background

To explore characters & themes

To explore the development and show critical appreciation of the plot, characters and themes.

Challenge – Research on the alternative reading of the text

RESOURCES: Lonely Londoners – Sam Selvon

DATE	ACTIVITY
WEEK 13	22ND NOVEMBER–26TH NOVEMBER
23rd November 2020, Monday 1 lesson (period 4)	<p><i>Set text:</i> <i>Lonely Londoners – Sam Selvon</i> <i>“During them first days at the hostel.....the girl father wouldn’t give him a chance’ (Pages 45-50)</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"> • Recapping the important ideas/ themes etc discussed earlier. <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"> • Understanding the importance of Bert and how he is different from the rest of the characters. • Interaction of Bert and Moses. • Difference between Cap and Bart. • Significance of the incident involving Bart and his girl friend’s father. <p><i>Discussion on</i></p> <ul style="list-style-type: none"> • The social and cultural situation as revealed • The use of double narrative and its significance • 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>Research on the background of the novel</i></p>
<p>26th November, 2020 Thursday (2 Lessons) Periods 5 & 6</p>	<p><i>Set text:</i> <i>Lonely Londoners – Sam Selvon</i> <i>“Get out! Get out!..they don’t care any more” (Pages 51-61)</i></p> <p><i>Lesson Objectives</i></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

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:

- Understanding the character of Lewis.
- The lighter side of Moses’ character through his interaction with Lewis.
- Tolroy and his family
- The narrator’s comment on the state of Blacks in London.

Discussion on:

	<ul style="list-style-type: none"> • The social and cultural situation as revealed • The use of double narrative and its significance • 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 first part of the novel</i></p>
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DATE	ACTIVITY
WEEK 14/15	29 TH NOVEMBER–3 RD DECEMBER 6 TH DECEMBER- 10 TH DECEMBER
December 2020, Monday 1 lesson (period 4)	<p>Set text: <i>Lonely Londoners – Sam Selvon</i> <i>'It have a kind of.....coronation of the Queen' (Pages 61-66)</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
- 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 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 author’s comment on the life of the Blacks in London.
- The importance of the grocery store and the Jamaican dishes available.
- Tanty’s behavior and her life in London.

Discussion on:

- The social and cultural situation as revealed
- The use of double narrative and its significance

	<ul style="list-style-type: none"> • 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>December, 2020 Thursday (2 Lessons) Periods 5 & 6</p>	<p>Set text: <i>Lonely Londoners – Sam Selvon</i> <i>‘Everybody in the district....not a worry in the world’ (Pages 66-75)</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 AO4- Explore connections across literary texts</p> <p>Success Criteria:</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

Introduction:

- Recalling the important details linked to Moses 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 in Tanty and Ma in understanding the difference between Jamaica and London.
- The evolution of Galahad

Discussion on:

- Students will identify the themes and the various motifs used in the novel.
- Introduction of Henry Oliver and his initial interaction with Moses.
- 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: *RE- read the pages discussed in the class*

	<p><i>Compare the ways in which the writers of your two chosen texts attempt to convince readers of the reality presented in the novels.</i></p> <p><i>In your answer, you must consider relevant contextual factors.</i></p> <p>(HOLIDAY HOMEWORK)</p>
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