

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 11 A/D/E

Subject: English Literature (EDEXCEL GCSE)

Week 13: 22ND NOVEMBER–26TH NOVEMBER No. of lessons – 4 (Zoom -3 and GC-1)

Week 14/ 15: 29TH NOVEMBER–3RD DECEMBER No. of lessons – 4 (Zoom -3 and GC-1)

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: Doctor Jekyll and Mr. Hyde & an Inspector Calls-Practice

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

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

Challenge – Research on different adaptations of the novel

RESOURCES: Doctor Jekyll and Mr. Hyde by Robert Louis Stevenson

An Inspector Calls by J. B Priestly

DATE	ACTIVITY
WEEK 13	22 ND NOVEMBER–26 TH NOVEMBER
22 nd November 2020, Sunday 1 lesson (period 4) & 24 th November 2020, Tuesday 1 lesson (period 1)	<p><i>Doctor Jekyll and Mr. Hyde by Robert Louis Stevenson</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"> • 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 the religious and philosophical ideas that prevailed in Victorian England • Able to understand & identify the Central Idea, the use of literary & linguistic devices • Understand theories like Benthamism and Evangelicalism • Understand the concept of moral conscience and the impulses of

compassion, charity, mercy, kindness, self-sacrifice, generosity and love

- 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 Stevenson presents Hyde as a frightening character.

Explain ONE aspect of Stevenson's presentation of character / theme / setting

Stevenson presents ... as

Provide some evidence in the form of a quotation or reference to the text.

(Don't limit yourself to one quotation or reference!)

ZOOM IN to the quotation.

(Try to show your understanding of

	<p>Stevenson’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 novel • 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"> • The teacher will guide the students during their presentation and provide further details <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>The students will work on the progression of characters and themes</i></p>	
<p>24th November 2020,</p>	<p><i>Set text: Doctor Jekyll and Mr. Hyde by Robert Louis Stevenson</i></p>	

<p>Tuesday 1 lesson (period 1) & 25th November Wednesday 1 lesson (period 2)</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"> • 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 the religious and philosophical ideas that prevailed in Victorian England • Able to understand & identify the Central Idea, the use of literary & linguistic devices • Understand theories like Benthamism and Evangelicalism • Understand the concept of moral conscience and the impulses of compassion, charity, mercy, kindness, self-sacrifice, generosity and love • Relate the play to its social, cultural & historical context • Explore the writer’s purpose & themes • Able to integrate informed personal response <p><i>Introduction:</i></p> <ul style="list-style-type: none"> • Recalling the various ideas discussed in the last class.
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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

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)*

Write the complete answer

DATE	ACTIVITY
WEEK 14/15	<p data-bbox="443 228 934 267">29TH NOVEMBER–3RD DECEMBER</p> <p data-bbox="443 297 972 336">6TH DECEMBER- 10TH DECEMBER</p>
<p data-bbox="184 375 411 699">November 2020, Sunday 1 lesson (period 4) & December 2020, Tuesday 1 lesson (period 1)</p>	<p data-bbox="436 375 1018 440"><i>Set Text: An Inspector Calls by J.B Priestly</i> <i>Lesson 1and 2 Zoom</i></p> <p data-bbox="436 483 674 516"><i>Lesson Objectives</i></p> <ul data-bbox="489 524 1472 857" style="list-style-type: none"> <li data-bbox="489 524 1087 589">• AO1- Read, understand and respond to text Students should be able to: <li data-bbox="489 597 1430 662">• To explore the development and show critical appreciation of the plot, characters and themes. <li data-bbox="489 670 1472 735">• AO2- Analyze the language, form and structure used by a writer to create meanings and <li data-bbox="489 743 1318 776">• effects, using relevant subject terminology where appropriate <li data-bbox="489 784 1367 816">• AO3- Show understanding of the relationships between texts and <li data-bbox="489 824 1041 857">• the contexts in which they were written <p data-bbox="436 898 663 930"><i>Success Criteria:</i></p> <ul data-bbox="489 938 1493 1421" style="list-style-type: none"> <li data-bbox="489 938 1493 1003">• Focus the life and times while linking it to development of plot, characters, themes and significant incidents <li data-bbox="489 1011 961 1044">• Examine the voice of the narrator <li data-bbox="489 1052 1493 1230">• 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. <li data-bbox="489 1239 1430 1304">• 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. <li data-bbox="489 1312 1493 1377">• Respond to the text critically & imaginatively; select and evaluate relevant textual detail to illustrate & support interpretations <li data-bbox="489 1385 1161 1417">• 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

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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 Priestly builds up the character of Sheila.

Explain ONE aspect of Priestly's presentation of character / theme / setting

Stevenson presents ... as

Provide some evidence in the form of a quotation or reference to the text.

(Don't limit yourself to one quotation or reference!)

ZOOM IN to the quotation.

	<p>(Try to show your understanding of Stevenson’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"> • The teacher will guide the students during their presentation and provide further details <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>The students will work on the progression of characters and themes</i></p>	

<p>December 2020, Tuesday 1 lesson (period 1) & December Wednesday 1 lesson (period 2)</p>	<p><i>Set Text: An Inspector Calls by J.B Priestly</i> <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
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Introduction:

- Recalling the various ideas discussed in the last class.

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Homework: *Review the skills learnt.*

Asynchronous Work (Lesson 4): *(Worksheet attached)*

Write the complete answer- Can be completed during the Winter Break depending on the number of periods

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