

**STUDY PLAN - DISTANCE LEARNING TERM II**

**Teacher: Ms. Kankanika Dutta**

**Class and Section: YEAR 11 A/D/E**

**Subject: English Literature (EDEXCEL GCSE)**

**Week 1: 31<sup>ST</sup> JANUARY–4<sup>TH</sup> FEBRUARY**                      **No. of lessons – 4 (Zoom -3 and GC-1)**

**Week 2: 7<sup>TH</sup> FEBRUARY–11<sup>TH</sup> FEBRUARY**                      **No. of lessons – 4 (Zoom -3 and GC-1)**

**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: Macbeth (Act V)**

**Overall Objectives :** To examine the use of dramatic devices/language used to reveal characters, themes and plot.

**To interpret the playwright's craft in developing the plot, characters and themes.**

**Challenge –** Researching on the various sources of Macbeth.

**RESOURCES:** Macbeth by William Shakespeare

DATE	ACTIVITY
<b>T2 WEEK 1</b>	<b>31<sup>ST</sup> JANUARY–4<sup>TH</sup> FEBRUARY</b>
<b>31<sup>st</sup> January 2021, Sunday 1 lesson (period 4) &amp; 2<sup>nd</sup> February 2021, Tuesday 1 lesson (period 1)</b>	<p><i>Macbeth by William Shakespeare (Act V Scenes 1 and 2)</i> <i>Lesson 1 and 2 Zoom</i></p> <p><i>Lesson Objectives</i></p> <ul style="list-style-type: none"> <li>• AO1- Read, understand and respond to text Students should be able to:</li> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations</li> <li>• AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• AO3- Show understanding of the relationships between texts and the contexts in which they were written</li> </ul> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> <li>• Examine the background of the writer</li> <li>• Explore the writer’s purpose &amp; time</li> <li>• Understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterization, events and settings</li> <li>• Distinguish between what is stated explicitly and what is implied</li> <li>• Identify the theme and distinguish between themes</li> <li>• Support a point of view by referring to evidence in the text</li> <li>• Recognize the possibility of and evaluate different responses to a text, use understanding of writer’s social, historical and cultural contexts to inform evaluation</li> <li>• Make an informed personal response that derives from analysis and evaluation of the text</li> <li>• Write effectively about literature for a range of purposes such as: to</li> </ul>

describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references.

- Review the plot and the key incidents and how they contributed in the turn of events
- Able to understand & identify the Central Idea, the use of literary & linguistic devices.
- 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.
- Recall the important events that took place in Act IV.

**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 and relevant critical terminology.
- Importance of Lady Macbeth's sleepwalking

**Independent student-led activity:**

- Understanding the dramatic importance of the scene.
- The development of Lady Macbeth's character
- The writer's craft that is used to show the change in Lady Macbeth's character
  
- Discussion on:
  - The Angus, Lennox and others marching to the Birnam Wood.

	<ul style="list-style-type: none"> <li>• Dramatic importance of the above incident</li> <li>• Linguistic, literary and structural devices employed by Shakespeare for the desired effect.</li> <li>• Importance of stage directions and how it adds meaning to the play.</li> <li>• Students will take notes &amp; monitor the development of characters, themes &amp; significant incidents.</li> </ul> <p><b>Teacher input:</b></p> <ul style="list-style-type: none"> <li>• The teacher will let the students take the lead</li> <li>• Ensure that the students think critically and are constantly focused</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>Review the skills learnt.</i></p>
<p><b>2<sup>nd</sup> February 2021, Tuesday</b>  <b>1 lesson (period 1)</b>  <b>&amp;</b>  <b>3<sup>rd</sup> February Wednesday</b>  <b>1 lesson (period 2)</b></p>	<p><b><i>Set text: Macbeth by William Shakespeare (Act V Scenes 3)</i></b>  <b><i>Lesson 3 Zoom &amp; 4Asynchronous</i></b></p> <p><b><i>Lesson Objectives</i></b></p> <ul style="list-style-type: none"> <li>• AO1- Read, understand and respond to text Students should be able to:</li> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations</li> <li>• AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• AO3- Show understanding of the relationships between texts and the contexts in which they were written</li> </ul> <p><b><i>Success Criteria:</i></b></p>

- Examine the background of the writer
- Explore the writer's purpose & time
- Understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterization, events and settings
- Distinguish between what is stated explicitly and what is implied
- Identify the theme and distinguish between themes
- Support a point of view by referring to evidence in the text
- Recognize the possibility of and evaluate different responses to a text, use understanding of writer's social, historical and cultural contexts to inform evaluation
- Make an informed personal response that derives from analysis and evaluation of the text
- Write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references.
- Review the plot and the key incidents and how they contributed in the turn of events
- Able to understand & identify the Central Idea, the use of literary & linguistic devices
- 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 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 and relevant critical terminology

- Symbolic significance of Birnam Wood

**Independent student-led activity:**

- Importance of the scene
- Macbeth's reaction when he hears that his soldiers are joining the English
- Deception in the witch's prophecy and how it gives him a false sense of security
- Various themes linked to this part of the play
- Linking the Scotland- England relationship as depicted in the play to the real life scenario.

***Discussion on***

- The character of Macbeth
- His reaction to Lady Macbeth's illness
- Importance of the doctor
- Linguistic, literary and structural devices employed by Shakespeare for the desired effect.
- Importance of stage directions and how it adds meaning to the play
- Link between text and context
- Students will take notes & monitor the development of characters, themes & significant incidents.

**Teacher input:**

- The teacher will encourage the students to delve further into the character of Macbeth thorough his interaction with various people in this scene.
- Ensure that the students think critically and are constantly focused.

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

	<p><b><i>Homework: Review the skills learnt.</i></b> <b><i>Asynchronous Work (Lesson 4): Worksheet Provided</i></b></p>
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DATE	ACTIVITY
<b>T2 WEEK 2</b>	<b>7<sup>TH</sup> FEBRUARY–11<sup>TH</sup> FEBRUARY</b>
<p>7<sup>th</sup> February 2021, Sunday 1 lesson (period 4) &amp; 9<sup>th</sup> February 2021, Tuesday 1 lesson (period 1)</p>	<p><i>Macbeth by William Shakespeare (Act V Scene 4 &amp; 5)</i> <i>Lesson 1 and 2 Zoom</i></p> <p><b><i>Lesson Objectives</i></b></p> <ul style="list-style-type: none"> <li>• AO1- Read, understand and respond to text Students should be able to:</li> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations</li> <li>• AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• AO3- Show understanding of the relationships between texts and the contexts in which they were written</li> </ul> <p><b><i>Success Criteria:</i></b></p> <ul style="list-style-type: none"> <li>• Examine the background of the writer</li> <li>• Explore the writer’s purpose &amp; time</li> <li>• Understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterization, events and settings</li> <li>• Distinguish between what is stated explicitly and what is implied</li> <li>• Identify the theme and distinguish between themes</li> <li>• Support a point of view by referring to evidence in the text</li> <li>• Recognize the possibility of and evaluate different responses to a text, use understanding of writer’s social, historical and cultural contexts to inform evaluation</li> <li>• Make an informed personal response that derives from analysis and evaluation of the text</li> <li>• Write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and</li> </ul>



maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references.

- Review the plot and the key incidents and how they contributed in the turn of events
- Able to understand & identify the Central Idea, the use of literary & linguistic devices
- 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
- How is Shakespeare presented women in this play?

**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 and relevant critical terminology.
- Importance of stage direction in portrayal of the battlefield.

**Independent student-led activity:**

- Understanding the dramatic importance of the scene.
- How the witch's prophecy is linked to Malcolm's instruction of cutting down the branches of Birnam Wood
- Understand how the writer builds a sense of tension

***Discussion on:***

- Lady Macbeth's death and its importance in the plot of the play

	<ul style="list-style-type: none"> <li>• Macbeth’s realisation that the witch’s prophecy might come true.</li> <li>• Linguistic, literary and structural devices employed by Shakespeare for the desired effect.</li> <li>• Importance of stage directions and how it adds meaning to the play.</li> <li>• Students will take notes &amp; monitor the development of characters, themes &amp; significant incidents.</li> </ul> <p><b>Teacher input:</b></p> <ul style="list-style-type: none"> <li>• The teacher will let the students take the lead</li> <li>• Ensure that the students think critically and are constantly focused</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>Review the skills learnt.</i></p>
<p><b>9<sup>th</sup> February 2021, Tuesday</b>  <b>1 lesson (period 1)</b>  <b>&amp;</b>  <b>10<sup>th</sup> February Wednesday</b>  <b>1 lesson (period 2)</b></p>	<p><b><i>Set text: Macbeth by William Shakespeare (Act V Scenes 6 &amp; 7)</i></b>  <b><i>Lesson 3 Zoom &amp; 4Asynchronous</i></b></p> <p><b><i>Lesson Objectives</i></b></p> <ul style="list-style-type: none"> <li>• AO1- Read, understand and respond to text Students should be able to:</li> <li>• maintain a critical style and develop an informed personal response</li> <li>• use textual references, including quotations, to support and illustrate interpretations</li> <li>• AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</li> <li>• AO3- Show understanding of the relationships between texts and the contexts in which they were written</li> </ul> <p><b><i>Success Criteria:</i></b></p>

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- Able to understand & identify the Central Idea, the use of literary & linguistic devices
- 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
- Recalling the important ideas discussed in the previous scene

**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 and relevant critical terminology

**Independent student-led activity:**

- Importance of the scene
- Interaction between various characters of the play
- The scene of the conflict
- Various themes linked to this part of the play
- Linking the Scotland- England relationship as depicted in the play to the real life scenario.

***Discussion on***

- The character of Macbeth
- The reaction between Macbeth and Siward.
- Linguistic, literary, and structural devices employed by Shakespeare for the desired effect.
- Importance of stage directions and how it adds meaning to the play
- Link between text and context
- Students will take notes & monitor the development of characters, themes & significant incidents.
- incidents.

**Teacher input:**

- The teacher will let the students take the lead
- Ensure that the students think critically and are constantly focused
- The teacher encourage the students to delve further into the character of Macbeth

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

	<p><i>Clearing of doubts.</i></p>
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*Homework: Review the skills learnt.*

*Asynchronous Work (Lesson 4): Worksheet Provided*