

**STUDY PLAN - DISTANCE LEARNING TERM II**

**Teacher: Ms. Kankanika Dutta**

**Class and Section: YEAR 12**

**Subject: English Literature (IAL)**

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

**Week 2: 7<sup>TH</sup> FEBRUARY–11<sup>TH</sup> FEBRUARY**      **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: KITE RUNNER- CHAPTERS 20-23**

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

**Challenge –** Research on the alternative reading of the text

**RESOURCES:** Kite Runner– Khaled Hosseini

DATE	ACTIVITY
<b>T2 WEEK 1</b>	<b>31<sup>ST</sup> JANUARY–4<sup>TH</sup> FEBRUARY</b>
<b>1<sup>st</sup> February 2021, Monday 2 lessons (period 4 &amp; 8)</b>	<p><b><i>Set text:</i></b> <i>Kite Runner by Khaled Hosseini (Chapter 20)</i></p> <p><b><i>Lesson Objectives</i></b></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 contexts in which literary texts are written and received</li> <li>• AO4- Explore connections across literary texts</li> </ul> <p><b><i>Success Criteria:</i></b></p> <ul style="list-style-type: none"> <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; explain how texts have been influential &amp; significant to self &amp; other readers in different contexts &amp; at different times</li> </ul> <p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Recall the important socio-cultural and political details.</li> </ul> <p><b>Teacher directed focus:</b></p> <ul style="list-style-type: none"> <li>• The teacher will re-orient the students about the history of the Taliban and their rise to power.</li> </ul>

	<p><b>Independent student-led activity:</b></p> <ul style="list-style-type: none"> <li>• Understanding the impact of civil and political strife in a country.</li> <li>• Discuss the social and cultural situation as revealed</li> <li>• Students will take notes &amp; monitor the development of characters, themes &amp; significant incidents.</li> </ul> <p><b>Discussion on:</b></p> <ul style="list-style-type: none"> <li>• Amir’s description of Afghanistan.</li> <li>• The encounter with the beggar.</li> <li>• The search for Sohrab</li> <li>• Character of Zaman</li> <li>• The blurry lines between morality and immorality.</li> <li>• The revelation about Sohrab’s condition.</li> </ul> <p><b>Teacher input:</b></p> <ul style="list-style-type: none"> <li>• The teacher will further elaborate on the above the significance of Mujahideen, Taliban rule, the role of USA and USSR in the political scenario of the country.</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>2<sup>nd</sup> February, 2021</b>  <b>Tuesday</b>  <b>(1 Lessons)</b>  <b>Period 3</b></p>	<p><b>Set text:</b>  <i>Kite Runner by Khaled Hosseini (Chapter 21)</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</p>

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 explain the importance of this chapter in the plot of the novel.

**Independent student-led activity:**

- Discussion on how Kabul has changed after the Taliban rose to power.
- Students will take notes & monitor the development of characters, themes & significant incidents.

**Discussion on:**

- Condition of Baba's house.
- Significance of the various flashbacks and its link to Amir and Hasan's life.
- The incident at the soccer field.
- Barbaric practices of the Taliban.

**Teacher input:**

	<ul style="list-style-type: none"> <li>• The teacher will further elaborate on the above</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>Re-read Chapters 20-21</i></p>
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<b>DATE</b>	<b>ACTIVITY</b>
<b>T2 WEEK 2</b>	<b>7<sup>TH</sup> FEBRUARY–11<sup>TH</sup> FEBRUARY</b>
<b>8<sup>th</sup> February</b> <b>2021,</b> <b>Monday</b> <b>2 lessons</b> <b>(periods 4 &amp; 8)</b>	<p><b>Set text:</b>  <i>Kite Runner by Khaled Hosseini (Chapter 22)</i></p> <p><b>Lesson Objectives</b></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 contexts in which literary texts are written and received</li> <li>• AO4- Explore connections across literary texts</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <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> </ul>

- 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:**

- Understanding importance of Amir and Assef's encounter.

**Discussion on**

- The thoughts, feelings, and emotions of Amir before entering the house.
- Interaction with the Taliban.
- The first meeting between Sohrab and Amir.
- The revelation of Assef.
- The fight between Amir and Assef.
- The bravery of Sohrab.
- 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 further elaborate on the above</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>9<sup>th</sup> February, 2021</b>  <b>Tuesday</b>  <b>(1 Lessons)</b>  <b>Periods 3</b></p>	<p><b>Set text:</b>  <i>Kite Runner by Khaled Hosseini (Chapter 23)</i></p> <p><b>Lesson Objectives</b></p> <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</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; explain how texts have been influential &amp; significant to self &amp; other readers in different contexts &amp; at different times</li> </ul>

**Introduction:**

- Recalling the important details linked to Amir and Hassan 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:**

- Understanding the change in Amir's character.

**Discussion on**

- Amir's hallucination and its deeper inclination.
- Rahim Khan's letter.
- Amir and Sohrab's relationship
- The significance of Amir's injuries.

**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*