

**STUDY PLAN - DISTANCE LEARNING TERM II**

**Teacher: Ms. Kankanika Dutta**

**Class and Section: YEAR 13**

**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:** HEART OF DARKNESS- PART 2 (Towards the evening... had found time for!)

**Overall Objectives :** To explore 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:** Heart of Darkness – Joseph Conrad

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 1 lesson (period 4)</b>	<p data-bbox="443 342 1499 456"><i>Set text:</i> <b><i>Heart of Darkness – Joseph Conrad Part II ('Towards the evening of the second day.....behind the blind whiteness of the fog.')</i></b></p> <p data-bbox="443 565 674 597"><b><i>Lesson Objectives</i></b></p> <ul data-bbox="489 607 1486 862" 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 data-bbox="443 870 663 902"><b><i>Success Criteria:</i></b></p> <ul data-bbox="489 911 1415 1276" 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 data-bbox="443 1357 632 1390"><b>Introduction:</b></p> <ul data-bbox="489 1398 1010 1430" style="list-style-type: none"> <li>• Discussion on European Colonialism</li> </ul>

	<p><b>Teacher directed focus:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Independent student-led activity:</b></p> <ul style="list-style-type: none"> <li>• The journey to Kurtz’s station.</li> <li>• Importance of the setting and its effects on the readers</li> <li>• The importance of the encounter and the realization thereafter</li> <li>• Significance of writer’s craft</li> </ul> <p><i>Discussion on</i></p> <ul style="list-style-type: none"> <li>• How starvation is portrayed and links to the context</li> <li>• The various descriptive devices to portray the setting’.</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 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>Research on the background of the novel</i></p>
<p><b>4<sup>th</sup> February, 2021 Thursday</b></p>	<p><i>Set text: Heart of Darkness – Joseph Conrad Part II (‘Two pilgrims were quarrelling.....where I knew the water was deep.’)</i></p>

**(2 Lessons)**  
**Periods 5 & 6**

***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

***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 important details linked to Marlow 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:***

- How the pilgrims were portrayed

- Setting

***Discussion on***

- The metaphorical journey of Marlow
- Various writer's craft used to shape his narrative
- Link between text and context
- Alternative readings- reference to Freud, Chinua Achebe etc
- Students will take notes & monitor the development of characters, themes & significant incidents.

**Teacher input:**

- The teacher will further elaborate on the above
- The teacher will encourage the students to delve further into the character of Marlow and Kurtz's character builds through his eyes

***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***

DATE	ACTIVITY
T2 WEEK 2	7 <sup>TH</sup> FEBRUARY–11 <sup>TH</sup> FEBRUARY
8 <sup>th</sup> February 2021, Monday 1 lesson (period 4)	<p data-bbox="436 272 548 300"><i>Set text:</i></p> <p data-bbox="436 310 1314 378"><i>Heart of Darkness – Joseph Conrad Part II(‘We tore slowly along the.....glaring at the wounded man.’)</i></p> <p data-bbox="436 456 674 483"><b><i>Lesson Objectives</i></b></p> <ul data-bbox="489 496 1486 751" 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 data-bbox="436 760 663 787"><b><i>Success Criteria:</i></b></p> <ul data-bbox="489 800 1415 1166" 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 data-bbox="436 1247 632 1274"><b>Introduction:</b></p> <ul data-bbox="489 1287 1465 1349" style="list-style-type: none"> <li>• Recalling the background details and the various themes discussed in the last class.</li> </ul> <p data-bbox="436 1360 758 1388"><b>Teacher directed focus:</b></p> <ul data-bbox="489 1401 1367 1429" style="list-style-type: none"> <li>• The teacher will engage the students in an in depth reading of the</li> </ul>

	<p>mentioned pages keeping in mind the socio-historical and cultural context, the use of writer’s craft, various alternative readings of the text.</p> <p><b>Independent student-led activity:</b></p> <ul style="list-style-type: none"> <li>• The journey to Kurtz’s station.</li> <li>• Importance of the setting and its effects on the readers</li> <li>• The importance of the encounter and the realization thereafter</li> <li>• Significance of writer’s craft</li> </ul> <p><b>Discussion on</b></p> <ul style="list-style-type: none"> <li>• Importance of the mad helmsman</li> <li>• The various descriptive devices to portray the setting’.</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 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>11<sup>th</sup> February , 2021 Thursday (2 Lessons) Periods 5 &amp; 6</b></p>	<p><b>Set text:</b> <i>Heart of Darkness – Joseph Conrad Part II (‘‘We two whites stood over him.....close writing he had found time for.’)</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</p>

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 important details linked to Marlow 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:**

- Interaction between the helmsman and Marlow
- Setting
- Importance of the double narrative

***Discussion on***

- The significance of the voices



- The use of fragmented sentences
- The stream of consciousness method use for narration
- Various writer's craft used to shape his narrative
- Link between text and context
- Alternative readings- reference to Freud, Chinua Achebe etc
- Students will take notes & monitor the development of characters, themes & significant incidents.

**Teacher input:**

- The teacher will further elaborate on the above
- The teacher will encourage the students to delve further into the character of Marlow and Kurtz's character builds through his eyes

**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*