

STUDY PLAN - DISTANCE LEARNING TERM II

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 11 A/D/E

Subject: English Literature (EDEXCEL GCSE)

Week 3: 14TH FEBRUARY–18TH FEBRUARY **No. of lessons – 4 (Zoom -3 and GC-1)**

Week 4: 21ST FEBRUARY–25TH 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 and revision)

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
T2 WEEK 3	14TH FEBRUARY–18TH FEBRUARY
<p data-bbox="178 332 428 535">14th February 2021, Sunday 1 lesson (period 4)</p> <p data-bbox="178 535 428 738">& 16th February 2021, Tuesday 1 lesson (period 1)</p>	<p data-bbox="428 332 1509 414"><i>Macbeth by William Shakespeare (Act V Scenes 8 and 9)</i> <i>Lesson 1 and 2 Zoom</i></p> <p data-bbox="428 446 672 479"><i>Lesson Objectives</i></p> <ul data-bbox="483 487 1470 860" 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 data-bbox="428 901 661 933"><i>Success Criteria:</i></p> <ul data-bbox="483 941 1470 1427" style="list-style-type: none"> • 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.
- 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 the scene in the plot of the play.

Independent student-led activity:

- Understanding the dramatic importance of the scene.
- The death of Macbeth
- Discussion on:
- Linking of Macbeth's death to the prophecy of the witches.
- The restoration of divine order

	<ul style="list-style-type: none"> • Dramatic importance of the above incident • Linguistic, literary and structural devices employed by Shakespeare for the desired effect. • Importance of stage directions and how it adds meaning to the play. • 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 let the students take the lead • Ensure that the students think critically and are constantly focused <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Review the skills learnt.</i></p>
<p>16th February 2021, Tuesday 1 lesson (period 1) & 17th February Wednesday 1 lesson (period 2)</p>	<p><i>Set text: Macbeth by William Shakespeare (Act V Scene 9)</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: • 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>

- 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.
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- Students will be informed of the learning objectives
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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
- Malcolm's coronation.
- 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

- 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.

Homework: Review the skills learnt.

Asynchronous Work (Lesson 4): Worksheet Provided

DATE	ACTIVITY
T2 WEEK 4	21ST FEBRUARY–25TH FEBRUARY
21st February 2021, Sunday 1 lesson (period 4) & 23rd February 2021, Tuesday 2 lessons (period 1 & 2)	<p data-bbox="436 272 1262 342"><i>Macbeth by William Shakespeare (Preparing for examination) Lesson 1,2 and 3 Zoom</i></p> <p data-bbox="436 383 674 415"><i>Lesson Objectives</i></p> <ul data-bbox="489 423 1472 789" 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 data-bbox="436 834 663 867"><i>Success Criteria:</i></p> <ul data-bbox="489 875 1478 1388" style="list-style-type: none"> • 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

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Introduction:

- Students will be informed of the learning objectives
- They will infer the success criteria from the learning objectives
- Recalling the AOs

Teacher directed focus:

- The teacher will engage the students in understanding the requirement of each part of the answer. **(The teacher will use the resource provided to explain the nuances of the answer)**
- Importance of stage direction and writer's craft while answering a question.

Independent student-led activity:

- Understanding the grade descriptors and how to include the bullet points while answering a question in exam condition.

Discussion on:

- The important themes
- The characters

	<ul style="list-style-type: none"> • Socio- Historical and cultural background <p>Teacher input:</p> <ul style="list-style-type: none"> • The teacher will let the students take the lead • Ensure that the students think critically and are constantly focused <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Review the skills learnt.</i></p>
<p>24th February Wednesday 1 lesson (period 2)</p>	<p><i>Set text: Macbeth by William Shakespeare</i> <i>Lesson 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"> • 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

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The teacher can choose any of the question given in the resource booklet to give a practice to the students.

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 Provided*

