

STUDY PLAN - DISTANCE LEARNING TERM II

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 13

Subject: English Literature (IAL)

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

Week 4: 21ST FEBRUARY–25TH 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 & 3 (But this must have been... Krutz's friend-in a way.)

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 |
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| T2 WEEK 3 | 14TH FEBRUARY–18TH FEBRUARY |
| 15th February 2021, Monday 1 lesson (period 4) | <p data-bbox="443 342 1499 451"><i>Set text:</i> <i>Heart of Darkness – Joseph Conrad Part II</i> (‘But this must have been.....I am glad.’)</p> <p data-bbox="443 565 674 594"><i>Lesson Objectives</i></p> <ul data-bbox="489 602 1486 857" style="list-style-type: none"> • 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 data-bbox="443 865 663 894"><i>Success Criteria:</i></p> <ul data-bbox="489 902 1415 1273" style="list-style-type: none"> • 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 <p data-bbox="443 1354 632 1383">Introduction:</p> <ul data-bbox="489 1391 1010 1422" style="list-style-type: none"> • Discussion on European Colonialism |

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| | <p>Teacher directed focus:</p> <ul style="list-style-type: none"> • 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. <p>Independent student-led activity:</p> <ul style="list-style-type: none"> • The importance of Mr. Kurtz’s writing. • The themes of imperialism and colonialism as upheld by Kurtz • Significance of writer’s craft <p><i>Discussion on</i></p> <ul style="list-style-type: none"> • Importance of the setting • Marlow’s realisation through his journey • The various descriptive devices to portray the setting’. • 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 further elaborate on the above <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Research on the background of the novel</i></p> |
| <p>18th February, 2021 Thursday</p> | <p>Set text: <i>Heart of Darkness – Joseph Conrad Part III (‘His aspect reminded me of something I had seen.....jocose dream of that eternal slumber.’)</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:

- The comparison with harlequin and its significance

- The impression of Kurtz as given by the manager.
- The manager's devotion to Kurtz
- Importance of the double narrative

Discussion on

- Marlow's judgement about the manager
- How Kurtz's character builds up through the manager's narrative
- 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 |
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| T2 WEEK 4 | 21ST FEBRUARY–25TH FEBRUARY |
| <p data-bbox="178 407 388 589">22nd February 2021, Monday 1 lesson (period 4)</p> | <p data-bbox="426 407 1509 516"><i>Set text:</i> <i>Heart of Darkness – Joseph Conrad Part III(‘I’m not disclosing any trade secrets.....stood still in attentive immobility.’)</i></p> <p data-bbox="426 589 682 626"><i>Lesson Objectives</i></p> <ul data-bbox="483 626 1509 889" style="list-style-type: none"> • 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 data-bbox="426 889 667 927"><i>Success Criteria:</i></p> <ul data-bbox="483 927 1509 1304" style="list-style-type: none"> • 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 <p data-bbox="426 1382 636 1412">Introduction:</p> |

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| | <ul style="list-style-type: none"> • Recalling the background details and the various themes discussed in the last class. <p>Teacher directed focus:</p> <ul style="list-style-type: none"> • 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. <p>Independent student-led activity:</p> <ul style="list-style-type: none"> • The manager’s account of Kurtz • Importance of the setting and how it adds effect to the entire narrative. • Significance of writer’s craft <p><i>Discussion on</i></p> <ul style="list-style-type: none"> • Importance of the setting • Marlow’s reaction to the manager’s narrative • The various descriptive devices to portray the setting’. • 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 further elaborate on the above <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Read the novel further</i></p> |
| <p>25th February , 2021 Thursday (2 Lessons)</p> | <p><i>Set text: Heart of Darkness – Joseph Conrad Part III(“Now, if he does not say the right thing....I’m Mr. Kurtz’s friend- in a way .”)</i></p> |

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:

- Description of Kurtz as Marlow sees him
- The moment of disillusionment
- The importance of the apparition

- Importance of the double narrative

Discussion on

- Kurtz's voice/ words and its significance
- 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
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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*