

STUDY PLAN - DISTANCE LEARNING TERM II

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 11 A/D/E

Subject: English Literature (EDEXCEL GCSE)

Week 5: 28TH FEBRUARY–4TH MARCH **No. of lessons – 4 (Zoom -3 and GC-1)**

Week 6: 7TH MARCH –11TH MARCH **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: Doctor Jekyll and Mr. Hyde & an Inspector Calls- Chapters 9 & 10

Overall Objectives : To explore the development and show critical appreciation of the plot, characters and themes.

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

Challenge – Research on different adaptations of the novel

RESOURCES: Doctor Jekyll and Mr. Hyde by Robert Louis Stevenson

DATE	ACTIVITY
T2 WEEK 5	28TH FEBRUARY–4TH MARCH
<p>28th February, 2021 Sunday 1 lesson (period 4) & 2nd March, 2021, Tuesday 1 lesson (period 1)</p>	<p><i>Doctor Jekyll and Mr. Hyde by Robert Louis Stevenson (Chapter 9)</i> <i>Lesson 1 and 2 Zoom</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"> • Focus the life and times while linking it to development of plot, characters, themes and significant incidents • Examine the voice of the narrator • Show understanding of the religious and philosophical ideas that prevailed in Victorian England • Able to understand & identify the Central Idea, the use of literary & linguistic devices • Understand theories like Benthamism and Evangelicalism • Understand the concept of moral conscience and the impulses of compassion, charity, mercy, kindness, self-sacrifice, generosity and love • 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 explain the importance of Dr. Lanyon's Narrative.

Independent student-led activity:

- Understanding the importance of the chapter.
- Exploring the importance Lanyon's letter

Discussion on:

- Narrative structure.
- Lanyon's interaction with Hyde.
- The real reason of Lanyon's death.
- The use of various literary, linguistic and structural devices employed by Stevenson for the desired effect.
- Students will take notes & monitor the development of characters, themes & significant incidents.

Teacher input:

- The teacher will guide the students during their presentation and provide further details

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

	<p><i>Homework: The students will work on the progression of characters and themes</i></p>
<p>2nd March 2021, Tuesday 1 lesson (period 1) & 3rd March Wednesday 1 lesson (period 2)</p>	<p><i>Set text: Doctor Jekyll and Mr. Hyde by Robert Louis Stevenson (Chapter 9)</i></p> <p><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> <ul style="list-style-type: none"> • Focus the life and times while linking it to development of plot, characters, themes and significant incidents • Examine the voice of the narrator • Show understanding of the religious and philosophical ideas that prevailed in Victorian England • Able to understand & identify the Central Idea, the use of literary & linguistic devices • Understand theories like Benthamism and Evangelicalism • Understand the concept of moral conscience and the impulses of compassion, charity, mercy, kindness, self-sacrifice, generosity and love • 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 explain the importance of the

Independent student-led activity:

- Understanding the importance of the chapter.
- Exploring the importance of Lanyon's letter

Discussion on:

- Narrative structure.
- Lanyon's interaction with Hyde.
- The real reason of Lanyon's death.
- The use of various literary, linguistic and structural devices employed by Stevenson for the desired effect.
- Students will take notes & monitor the development of characters, themes & significant incidents.

Teacher input:

- The teacher will let the students take the lead
- Ensure that the students think critically and are constantly focused and integrate informed personal response

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

	<p><i>Clearing of doubts.</i></p> <p><i>Homework: Review the skills learnt.</i></p> <p><i>Asynchronous Work (Lesson 4): Writing Task</i></p>
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DATE	ACTIVITY
T2 WEEK 6	7 TH MARCH –11 TH MARCH
<p>7th March, 2021, Sunday 1 lesson (period 4) & 9th March 2021, Tuesday 1 lesson (period 1)</p>	<p><i>Doctor Jekyll and Mr. Hyde by Robert Louis Stevenson (Chapter 10)</i> <i>Lesson 1 and 2 Zoom</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"> • Focus the life and times while linking it to development of plot, characters, themes and significant incidents • Examine the voice of the narrator • Show understanding of the religious and philosophical ideas that prevailed

in Victorian England

- Able to understand & identify the Central Idea, the use of literary & linguistic devices
- Understand theories like Benthamism and Evangelicalism
- Understand the concept of moral conscience and the impulses of compassion, charity, mercy, kindness, self-sacrifice, generosity and love
- 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 explain the importance of the chapter.

Independent student-led activity:

- Understanding the importance of the chapter.
- Exploring the importance Jekyll's narrative

Discussion on:

- Narrative structure.
- Jekyll's childhood.
- His thoughts of duality.
- The use of various literary, linguistic and structural devices employed by Stevenson for the desired effect.
- 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 guide the students during their presentation and provide further details <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>The students will work on the progression of characters and themes</i></p>
<p>9th march 2021, Tuesday 1 lesson (period 1) & 10th March 2021 1 lesson (period 2)</p>	<p>Set text: <i>Doctor Jekyll and Mr. Hyde by Robert Louis Stevenson (Chapter 10)</i></p> <p>Lesson 3 Zoom & 4Asynchronous</p> <p>Lesson Objectives</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>Success Criteria:</p> <ul style="list-style-type: none"> • Focus the life and times while linking it to development of plot, characters, themes and significant incidents • Examine the voice of the narrator

- Show understanding of the religious and philosophical ideas that prevailed in Victorian England
- Able to understand & identify the Central Idea, the use of literary & linguistic devices
- Understand theories like Benthamism and Evangelicalism
- Understand the concept of moral conscience and the impulses of compassion, charity, mercy, kindness, self-sacrifice, generosity and love
- 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 explain the importance of the chapter.

Independent student-led activity:

- Understanding the importance of the chapter.
- Exploring the importance of Jekyll's confession.

Discussion on:

- Narrative structure.
- The various incidents.
- Unravelling of mystery.
- Resolution of the novel.
- The use of various literary, linguistic and structural devices employed by Stevenson for the desired effect.

- Students will take notes & monitor the development of characters, themes & significant incidents.

Teacher input:

- The teacher will let the students take the lead
- Ensure that the students think critically and are constantly focused and integrate informed personal response

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): Writing Task*