

STUDY PLAN - DISTANCE LEARNING TERM II

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 12

Subject: English Literature (IAL)

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

Week 6: 7TH MARCH –11TH MARCH **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: Post-2000 Poetry

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

Challenge – Establish links with other literary works/ genres

RESOURCES: Poetry Anthology- Poems of the Decade

DATE	ACTIVITY
T2 WEEK 5	28TH FEBRUARY–4TH MARCH
1ST March 2021, Monday 2 lessons	<i>Set text: Poetry Anthology- Poems of the Decade (The Furthest Distances I've Travelled by Leontia Flynn & You, Shiva, and My</i>

(period 4 & 8)

Mum by Ruth Padel

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
- AO4- Explore connections across literary texts

Success Criteria:

- Show knowledge and understanding of the function of genre features and conventions in poetry
- Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively
- Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts
- Identify and explore how attitudes and values are expressed in texts
- Use literary critical concepts and terminology with understanding and discrimination
- Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources

Introduction: (Lesson 1)

- Discussion on the importance of travel

Teacher directed focus:

- The teacher will provide details about the background of the poet

Independent student-led activity:

- Understanding how literary and linguistic devices shape the meaning of the poem.

- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts.

Discussion on:

- The places that the persona visits.
- The impact of those places on the speaker.
- The change and maturity of the speaker towards the end.

Teacher input:

- The teacher will provide further inputs and encourage the students to provide critical comments on the poem.

Introduction: (Lesson 2)

- Discussion on Indian culture.

Teacher directed focus:

- The teacher will provide details about the background of the poet

Independent student-led activity:

- Understanding how literary and linguistic devices shape the meaning of the poem.
- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts.

Discussion on:

- Relationship between the speaker and her mum
- Portrayal of India
- The predominant themes in the poem.

Teacher input:

- The teacher will provide further inputs and encourage the students to provide critical comments on the poem.

	<p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Re-read the poems and link it to its context.</i></p>
<p>2nd March, 2021 Tuesday (1 Lessons) Period 3</p>	<p>Set text: <i>Poetry Anthology- Poems of the Decade</i> <i>(Giuseppe by Roderick Ford)</i></p> <p>Lesson Objectives</p> <ul 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 • AO4- Explore connections across literary texts <p>Success Criteria:</p> <ul style="list-style-type: none"> • Show knowledge and understanding of the function of genre features and conventions in poetry • Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively • Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts • Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts • Identify and explore how attitudes and values are expressed in texts • Use literary critical concepts and terminology with understanding and discrimination

- Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources

Introduction: (Lesson3)

- Discussion on war and its effect on humanity

Teacher directed focus:

- The teacher will provide details about the background of the poet

Independent student-led activity:

- Understanding how literary and linguistic devices shape the meaning of the poem.
- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts.

Discussion on:

- Historical realism with a fairy tale element to explore the darkest corners of human behaviour.
- The idea of what makes us human. Under the pressure of war, is there any innate moral compass that can keep us on the right side of horror? In context, the mermaid can be said to be symbolic of any outsider or enemy. By making her a creature from legend, Ford allows us to look more clearly at the protagonists' behaviour.

Teacher input:

- The teacher will provide further inputs and encourage the students to provide critical comments on the poem.

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

Homework: *Re-read the poems and link it to its context.*

DATE	ACTIVITY
T2 WEEK 6	7 TH MARCH –11 TH MARCH
<p data-bbox="184 272 417 412">8th March 2021, Monday 2 lessons (period 4 & 8)</p>	<p data-bbox="434 272 1304 380"><i>Set text:</i> <i>Poetry Anthology- Poems of the Decade</i> <i>(Out of the Bag by Seamus Heaney& Song by Christina Rossetti)</i></p> <p data-bbox="434 418 688 451">Lesson Objectives</p> <ul data-bbox="485 461 1457 643" 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 • AO4- Explore connections across literary texts <p data-bbox="434 646 667 678">Success Criteria:</p> <ul data-bbox="485 721 1472 1243" style="list-style-type: none"> • Show knowledge and understanding of the function of genre features and conventions in poetry • Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively • Show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts • Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts • Identify and explore how attitudes and values are expressed in texts • Use literary critical concepts and terminology with understanding and discrimination • Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources <p data-bbox="434 1318 785 1351">Introduction: (Lesson 1)</p> <ul data-bbox="485 1360 1289 1393" style="list-style-type: none"> • Discussion on how a child’s perspective differs from adults <p data-bbox="434 1396 764 1429">Teacher directed focus:</p>

- The teacher will provide details about the background of the poet

Independent student-led activity:

- Understanding how literary and linguistic devices shape the meaning of the poem.
- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts.

Discussion on:

- Themes of childhood, coming of age, and family relationships.
- The images that focus on life and death in general.
- The mood of the text varies from the first section which feels mainly light-hearted and humorous, to the following which is darker, portraying the scarier aspects of childhood. The transition between childhood and adulthood

Teacher input:

- The teacher will provide further inputs and encourage the students to provide critical comments on the poem.

Introduction: (Lesson 2)

- Discussion on human emotions

Teacher directed focus:

- The teacher will provide details about the background of the poet

Independent student-led activity:

- Understanding how literary and linguistic devices shape the meaning of the poem.
- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts.

Discussion on:

- Speaker's reflection upon whether or not he or she and the "dearest" shall remember one another when the speaker dies.

	<ul style="list-style-type: none"> • Figuratively, the poem conveys the poet's perception of death as a dreamy, intermediate existence that compares to "twilight" <p>Teacher input:</p> <ul style="list-style-type: none"> • The teacher will provide further inputs and encourage the students to provide critical comments on the poem. <p>Review & Reflect: <i>The students will take the lead to recap the main point. Clearing of doubts.</i></p> <p>Homework: <i>Re-read the poems and link it to its context.</i></p>
<p>9th March 2021 Tuesday (1 Lesson) Period 3</p>	<p>Set text: <i>Poetry Anthology- Poems of the Decade</i> <i>(Effects by Alan Jenkins</i></p> <p>Lesson Objectives</p> <ul 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 • AO4- Explore connections across literary texts <p>Success Criteria:</p> <ul style="list-style-type: none"> • Show knowledge and understanding of the function of genre features and conventions in poetry • Show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively • Show knowledge and understanding of a range of literary texts and make

connections and explore the relationships between texts

- Communicate fluently, accurately and effectively knowledge, understanding and critical evaluation of texts
- Identify and explore how attitudes and values are expressed in texts
- Use literary critical concepts and terminology with understanding and discrimination
- Makes appropriate use of the conventions of writing in literary studies referring accurately and appropriately to texts and sources

Introduction:

- Discussion on the idea of loss

Teacher directed focus:

- The teacher will provide details about the background of the poet

Independent student-led activity:

- Understanding how literary and linguistic devices shape the meaning of the poem.
- Exploring the structure, mood, themes and genre of the poem
- Students will take notes & show understanding of a range of literary texts and make connections and explore the relationships between texts.

Discussion on:

- The idea of loss, and the lasting impact it can have on an individual both physically and emotionally.
- Important themes

Teacher input:

- The teacher will provide further inputs and encourage the students to provide critical comments on the poem.

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

	<p><i>Clearing of doubts.</i></p>
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Homework: Re-read the poems and link it to its context.