

STUDY PLAN - DISTANCE LEARNING TERM II

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 13

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: HEART OF DARKNESS- PART 3 (He said with a good deal... immense darkness.)

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
T2 WEEK 5	28 TH FEBRUARY–4 TH MARCH
29 TH February 2021, Monday 1 lesson (period 4)	<p data-bbox="443 342 1388 451"><i>Set text:</i> <i>Heart of Darkness – Joseph Conrad Part III</i> (‘<i>He said with a good dealmeet such a phenomenon.</i>’)</p> <p data-bbox="443 561 678 591"><i>Lesson Objectives</i></p> <ul data-bbox="491 602 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="443 865 669 894"><i>Success Criteria:</i></p> <ul data-bbox="491 906 1409 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 625 1383">Introduction:</p> <ul data-bbox="491 1395 1003 1422" style="list-style-type: none"> • Discussion on European Colonialism

	<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 character. • 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 interaction with the Russian trader. • 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>4th March, 2021 Thursday (2 Lessons)</p>	<p>Set text: <i>Heart of Darkness – Joseph Conrad Part III (‘When I woke up shortly... nothing more for smoke.’)</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:

- The setting and its significance

- Kurtz's interaction with Marlow.
- Importance of the double narrative

Discussion on

- Marlow's judgement about Kurtz
- How Kurtz's character unfolds
- 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 6	7 TH MARCH –11 TH MARCH
<p>8th March 2021, Monday 1 lesson (period 4)</p>	<p><i>Set text:</i> <i>Heart of Darkness – Joseph Conrad Part III(“The brown current.....as a cliff of crystal.”)</i></p> <p><i>Lesson Objectives</i></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 • 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><i>Success Criteria:</i></p> <ul 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>Introduction:</p> <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"> • 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"> • Kurtz’s death • Importance “The horror! The Horror!” • Importance of the setting and how it adds effect to the entire 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>11th March , 2021 Thursday (2 Lessons) Periods 5 & 6</p>	<p><i>Set text:</i> <i>Heart of Darkness – Joseph Conrad Part III(“No, they did not bury me...heart of immense darkness.”)</i></p> <p><i>Lesson Objectives</i> AO1 – Articulate informed, personal and creative responses to literary texts, using</p>

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 interacts with him
- The moment of disillusionment
- Importance of the double narrative

Discussion on

- Marlow's realization after Kurtz's death
- The meeting with the Intended
- The title of the novel and how it can be linked to the entire story
- 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*