

LITERATURE IN ENGLISH
Senior 5
TEACHER'S GUIDE

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FOREWORD

Dear Teacher,

Rwanda Education Board is honoured to present Senior 5 Literature in English Teacher`s Guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Literature in English subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own lives but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative and group and individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research,

creativity and innovation, communication and cooperation.

- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided in 3 parts:

The part 1 : Explains the structure of this book and gives you the methodological guidance;

The part 2 : Gives the sample lesson plans as reference for your lesson planning process;

The part 3 : Provides details the teaching guidance for each concept given in the student book.

Even though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings.

I wish to sincerely appreciate all people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the teachers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this guide for the next versions.

Dr. NDAYAMBAJE Irénée

Director General of REB

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Joan MURUNGI,

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PART I. GENERAL INTRODUCTION

1.1. The structure of the guide

This section provides a paragraph presenting the guide: overall structure, the structure of a unit and the structure of a lesson. A brief explanation is given on each component to guide the users.

1.2. Methodological guidance

1.2.1. Developing competences

Since 2015 Rwanda shifted from a knowledge-based to a competence-based curriculum for pre-primary, primary and general secondary education. This called for changing the way of teaching/learning by shifting from a teacher-centered to a learner-centered approach. Teachers are not only responsible for knowledge transfer but also for fostering children's learning achievement and creating safe and supportive learning environment. It implies also that a learner has to demonstrate what he/she is able to do using the knowledge, skills, values and attitudes acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learners know. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The student is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life. Below are examples of how generic competences can be developed in Literature in English:

Critical Thinking

These are activities that require students to think critically about subject content. Groups can be organized to work in different ways e.g. taking turns, listening, taking decisions, allocating tasks, disagreeing constructively etc.

- Analyse critically texts, draw conclusions and present findings.
- Research and discuss themes, characters, setting and plot of set stories and novels.
- Compare and contrast social, historical and political contexts of different literary

traditions.

- Debate (see communication) on different topics in relation to content.
- Enjoy reading literature
- Make literary criticism
- Appreciate the language use (style) of different authors.
- Ability in skimming /scanning texts.
- Draw conclusions about discussed topics.

Research and problem solving

- Use computer with internet access to search more information about literary books.
- Create a School Library of books about literature.

Creativity and Innovation

- Write a story or poem
- Design a poster of traditional literary.
- Write and design a booklet of literature.
- Make a model
- Invent new ways of doing traditional things
- Create a flow chart to show the main stages of plot.
- Identify a problem which requires data collection to solve it
- Identify local problems and devise ways to resolve them using literary works (plays, poems and stories)

Communication Skills

- Tell/write a story, poem or drama
- Describe an event or situation
- Present ideas – verbally and in writing
- Set out negative effect and positive effect of a story.
- Observe, interpret any image
- Write letters for different purposes

Teamwork, cooperation, personal and interpersonal management and life skills

- Work in pairs – particularly useful for shared reading and comprehension in lower grades but can also be useful in higher grades for planning research, problem

- solving, planning experiments etc.
- Small group work
 - Large group work
 - Data collection from the community
 - Collect community photographs and interview residents to make a class/school History of the local community

Note: The teachers' guide should improve support in the organisation and management of groups

Lifelong Learning

- Take initiative to update knowledge and skills with minimum external support.
- Cope with the evolution of knowledge and technology advances for personal fulfilment
- Seek out acquaintances more knowledgeable in areas that need personal improvement and development
- Exploit all opportunities available to improve on knowledge and skills.

1.2.2. Addressing cross cutting issues.

Among the changes in the competence- based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are Gender, Peace and values education, Genocide studies, Inclusive education, Comprehensive sexuality education, Financial education, environment and sustainability, Standardization culture.

Some cross cutting issues may seem specific to particular learning areas/subjects but the teacher need to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in your subject:

1.2.3. Attention to special educational needs specific to each subject

When we think about inclusive education, often we just think about getting children into school, i.e. making sure they are physically present in school. However, we also need to ensure that children are participating in lessons and school life, and that they are achieving academically and socially as a result of coming to school. So we need to think about presence, participation and achievement.

Some people may think that it is difficult to address the needs of a diverse range of

children. However, by working as a team within your school, with support from families and local communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children – including those with disabilities.

Teachers need to:

- Remember that children learn in different ways. So, they must offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Always demonstrate the objective of the activity; show children what they expect them to do.
- Vary their pace of teaching to meet the needs of each child. Some children process information and learn more slowly than others.
- Use clear consistent language – explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a child who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the child. Both children will benefit from this strategy.
- Have a multi-sensory approach to your activities.

Below are strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each child is unique with different needs that should be handled differently.

Strategies to help children with developmental disabilities:

- Be patient! If you find that the child takes longer than others to learn or to do an activity, allow more time.
- Do activities together with the child.
- Gradually give the child less help.
- Let the child do the activity with other children and encourage them to help each other.
- Divide the activity into small achievable steps.
- Remember to praise and say ‘Well done’ when the child learns something new or makes a strong effort.

Strategies to help children with physical disabilities or mobility difficulties:

- Adapt activities so that children who use wheelchairs or other mobility aids, or other children, who have difficulty moving, can participate.
- Help them as much as possible to sit in a good position in classroom.

- Ask parents/caregivers to assist with adapting furniture – e.g. the height of a table may need to be changed to make it easier for a child to reach it or fit their legs or wheelchair under.
- Encourage peer support – friends can help friends.
- Get advice from parents or a health professional about assistive devices

Strategies to help children with hearing disabilities or communication difficulties

- Always get the child’s attention before you begin to speak.
- Encourage the child to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Ask the parents/caregivers to show you the signs they use at home for communication – use the same signs yourself and encourage other children to also use them.
- Keep background noise to a minimum.

Strategies to help children with visual disabilities

- Help children to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the child has some sight, ask them what they can see. Get information from parents/caregivers on how the child manages their remaining sight at home.
- Make sure the child has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that children work in pairs or groups whenever possible.

Adaptation of assessment strategies

Each unit in the teacher’s guide provides additional activities to help learners achieve the key unit competence. Results from assessment inform the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners: slow, average and gifted learners respectively.

1.2.4. Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ Continuous/ formative

assessment intends to improve learners' learning and teacher's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

Continuous / formative assessment

It is an ongoing process that arises out of interaction during teaching and learning. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The teacher should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

Summative assessment

The assessment can serve as summative and formative depending on its purpose. The end unit assessment will be considered summative when it is done at the end of the unit.

It will be formative assessment, when it is done in order to give information on the progress of students and from there the teacher decides on what adjustments need to be done. The assessment done at the end of the term or year is considered as a summative assessment because the teacher, school and parents are informed of the achievement of educational objective and think of improvement strategies. There is also end of level/ cycle assessment in form of national examinations.

1.2.5. Students' learning styles and strategies to conduct teaching and learning process

There are different teaching styles and techniques that should be catered for. The selection of a teaching method should be done with the greatest care and some of the factors to be considered are: the uniqueness of subjects, the type of lessons, the particular learning objectives to be achieved, the allocated time to achieve the objective, instructional available materials, the physical/sitting arrangement of learners in the classroom, individual students' needs, abilities and learning styles etc

There are mainly four different learning styles as explained below:

a) Active and reflective learners

Active learners tend to retain and understand information best by doing something active with it—discussing or applying it or explaining it to others.

Reflective learners prefer to think about it quietly first.

b) Sensing and intuitive learners

Sensing learners tend to like learning facts whereas intuitive learners often prefer discovering possibilities and relationships. Sensors often like solving problems by well-

established methods and dislike complications and surprises while intuitive learners like innovation and dislike repetition.

c) Visual and verbal learners

Visual learners remember best what they see—pictures, diagrams, flow charts, time lines, films, demonstrations, etc. whereas verbal learners get more out of words—written and spoken explanations.

d) Sequential and global learners

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it.”

1.2.6. Teaching methods and techniques that promote the active learning

The different student learning styles mentioned above can be catered for if the teacher uses active learning whereby learners are really engaged in the learning process.

What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

The role of the teacher in active learning

- The teacher engages learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He/she provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- The teacher supports and facilitates the learning process by valuing learners' contributions in the class activities.

The role of learners in active learning

Learners are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A learner engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation)
- Actively participates and takes responsibility for their own learning
- Develops knowledge and skills in active ways
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking
- Draws conclusions based on the findings from the learning activities.

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

1) Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens short discussions to encourage learners to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of learners' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

Discovery activity

Step 1

- The teacher discusses convincingly with students to take responsibility of their learning
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned)

UNIT 1 : EUROPEAN LITERARY TRADITIONS I

1

Key unit competence

The learner should be able to analyse texts according to their social, historical and political contexts in European literary traditions.

Learning Objectives:

Knowledge and understanding:

Learner should be able to:

- Identify the major periods of European literary traditions.
- List and describe the periods of European literary traditions.

Skills

Learner should be able to:

- Relate the specific context of novel to the European literary traditions
- Recognise the social, historical and political context in the novel.
- Develop an understanding of the importance of norms and tradition values
- Recognise the social, historical and political context in the novel.
- Critically evaluate how messages in a novel are conveyed in the light of specific context.
- Compare and contrast social, historical and political contexts in texts from different periods in the European literary traditions.
- Evaluate how messages in a novel are conveyed in the light of specific context.
- Explain how contexts help in the development of the plot in a novel.

Attitudes and values

Learner should be able to:

- Broaden students' literary and cultural horizons beyond the classroom through

a set novel.

- Recognise the social, historical and political context in the novel
- Appreciate that different people live different life at different historical times.
- Develop an understanding of the importance of norms and tradition values.
- Appreciate that different people live different life at different historical times.

Content:

Classification of the major types of European literary traditions

- Medieval Literature
- Renaissance literature
- Baroque literature
- Enlightenment literature
- Classical literature **Assessment criteria**

Learners will be able to:

Analyse texts according to their specific social, historical and political contexts in their European literary tradition.

Prerequisite

- African literary traditions,
- Various periods of African literary traditions
- Characteristics of literature of each period

Cross-cutting issues:

- Gender
- Inclusive education
- Peace and values

List of lessons

	Lesson title	Objectives	Number of periods
1.1	Introduction to European literary traditions	<p>Identify the major periods of European literary traditions.</p> <p>List and describe the periods of European literary traditions.</p> <p>Relate the specific context of novel to the European literary traditions.</p>	3
1.2	Classical ancient Greek and Latin literature.	<p>Recognise the social, historical and political context in the novel.</p> <p>Develop an understanding of the importance of norms and tradition values.</p>	5
1.3	Medieval literature	<p>Recognise the social, historical and political context in the novel.</p> <p>Critically evaluate how messages in a novel are conveyed in the light of specific context.</p>	5
1.4	Renaissance.	<p>Compare and contrast social, historical and political contexts in texts from different periods in the European literary traditions.</p> <p>Broaden students' literary and cultural horizons beyond the classroom through a set novel.</p>	5
1.5	SS Baroque	<p>Recognise the social, historical and political context in the novel</p> <p>Appreciate that different people live different life at different historical times.</p>	5

1.6	Enlightenment	Evaluate how messages in a novel are conveyed in the light of specific context. Explain how contexts help in the development of the plot in a novel.	5
1.7	Classicism	Develop an understanding of the importance of norms and tradition values. Appreciate that different people live different life at different historical times.	5
	Assessment	Can analyse texts according to their specific social, historical and political contexts in their European literary tradition.	2

Introductory activity

- Guide learners to observe the map
- Ask the learners to locate four countries bordering Mediterranean Sea and their capitals.
- Ask the learners to discuss the contributions of each nation in terms of their literary traditions to the rest of Europe.

Possible answers

1. Spain: Madrid
France: Paris
Italy: Rome
Greece: Athens
2. Greece was the pioneer of literary traditions. Italy through Roman civilization, Latin became the language of science and learning. French Revolution inspired the writers of Europe. Spanish literature influences the literature of the region.

Guidance on introductory activity

In this unit, the following are the key inquiry questions that will be the guide to the problem statement:

- i) What is African literary tradition?
- ii) Identify the period of African literary traditions and their characteristics.
- iii) What is the relevance of each period in nowadays social, historical and political contexts in Rwanda?
- iv) What do you think European literary traditions mean?

Teaching and learning resources:

- Recommended text books.
- World map.
- Computer with Internet access.
- Set novels (Animal Farm and The Pearl)
- Texts from different European literary traditions
- Dictionaries

1.1. Introduction to European literary traditions

Activity 1.1

- Guide learners to work in groups to discuss the periods of African literary traditions, using the illustration of the introductory activity in the learner's book and the content acquired on African literary traditions in Senior 4.
- Ask learners to discuss on periods of European literary tradition.

Note: Their answers should involve the integration of generic competences such as critical thinking, cooperation, communication, research and problem-solving skills. Engage learners in activities like discussions, asking and answering questions and for more answers they are referred to the learner's book.

Possible answers

1. European literary traditions is the literature written in the context of Western culture in the languages of Europe, including the ones belonging to the Indo-European language family as well as several geographically or historically related languages such as Basque and Hungarian.
2. Western literature is considered one of the defining elements of Western civilization.

Application activity 1.1

- The teacher provides the learners with enough time to read the extract given.
- The students discuss in the small groups guided by their teacher.
- The students record some answers related to the questions.

Possible answers

2. The main character in the above extract from Animal Farm is Napoleon because Napoleon uses military force (his nine loyal attack dogs) to intimidate the other animals and consolidate his power. Napoleon proves more treacherous than his counterpart. He was also a corrupt opportunist, very selfish and dictator in nature.

3. It is written on the context of Western culture trying to expose the problems of capitalism, democracy, communism and totalitarianism in Europe in 19th Century.

4. The first extract about Socrates reveals the political context that the traditional society went through during the early times of Greek civilization. There was no freedom of speech. Socrates was imprisoned and sentenced to death penalty because of his philosophical and political ideas to change the society and to make it more diplomatic.

1.2. Classical ancient Greek and Latin literature

Activity 1.2

- Briefly review the previous lesson by asking learners to identify major periods of European literary traditions.
- After, ask learners to mention the characteristics of Classical ancient Greek and Latin literature.

Note: Their answers should involve the integration of generic competences such as critical thinking, cooperation, communication, research and problem-solving skills. Engage learners in activities like discussions, asking and answering questions and for more answers they are referred to the learner's book.

Possible answers

1. Ancient Greek literature refers to literature written in the Ancient Greek language from the earliest texts until the time of the Byzantine Empire.

a) The main writers of Greek literature:

AUTHORS	WORKS
1.Pindar	Odes
2.Theocritus	Epigrams
3.Sophocles	Antigone, King Oedipus,
4.Plato (427-348) B.C	The dialogue, the republic

b) Major writers of Latin literature

The following are the Latin literature writers: Cicero, Vergil, Ovid and Horace. The contribution of Cicero in Latin in world literature.

- He was a Roman politician and lawyer, who served as consul in the year 63 BC.
- He came from a wealthy and noble family, and is considered one of Rome's greatest orators and prose stylists.
- His influence on the Latin language was so immense that the history of prose, not only in Latin but in European languages up to the 19th century, was said to be either a reaction against or a return to his style.

Application activity 1.2

Find appropriate answers to three questions

Assessment:

- Learners are asked to explain the characteristics of Classical ancient Greek and Latin literature and analyse its relevance in social, historical and political contexts in Rwandan society.
- They will use the content from the learner's book, Computer internet or other text documents to clearly explain all about classical ancient Greek and Latin literature.

1.3. Medieval literature

Activity 1.3

- Ask learners to read the excerpt critically.
- Organize learners to work in pairs or small groups depending on the task.

Note: Their answers should involve the integration of generic competences such as

critical thinking, cooperation, communication, research and problem-solving skills. Engage learners in activities like discussions, asking and answering questions and for more answers they are referred to the learner's book.

Possible answers

1.

- The character of the Doctor
- Knowledgeable in different domains
- Caring person
- Hardworking
- Courageous
- Talkative
- Etc.

2. The theme of the above extract is hard working, love, and knowledge in everything.

3. "He watched his patient closely for the hours."

4. The medieval Literature was based on love, faith, bravery, loyalty and devotion.

Classical literature was based on reason, return to Greek and Latin antiquity.

Application activity 1.3.1

- The teacher organizes the class into small groups to read the passage.

Possible answers

Some of the character of King Arthur was:

- Good leader
- Extravert (social)
- Bravery
- Loyal
- Modest
- Chivalric and heroic
- Democratic
- He wanted all people to be equal
- Charismatic

Application Activity 1.3.2

- Guide learners on how to write an essay.
- A good essay has an introduction, body and conclusion.

Possible answers

- Learners' essays should aim at persuading the contemporary audience that Chivalric behaviour and gallantry are not outmoded virtues.

Assessment

- Learners are asked to analyse text and explain the social, historical and political contexts in the Rwandan society referring to the period of the king Ruganzu Ndoli. They will use the content from the learner's book, computer and internet or other text documents to clearly explain its relevance in Rwanda society.

1.4. Renaissance literature

Activity 1.4

- Ask learners to work in groups.
- Guide learners on the modalities of group discussion.

Note: Their answers should involve the integration of generic competences such as critical thinking, cooperation, communication, research and problem-solving skills. Engage learners in activities like discussions, asking and answering questions and for more answers they are referred to the learner's book.

Possible answers

1. Renaissance was a period in European history, from the 14th to the 17th Century, regarded as the cultural bridge between the Middle Ages and modern time.
It started as a cultural movement in Italy in the Medieval period and later spread to the rest of Europe, marking the beginning of the Modern age. The intellectual basis of the Renaissance was humanism, derived from the concept of Roman humanitarians and the rediscovery of classical Greek philosophy, such as that of Protagoras, who said that "Man is the measure of all things." This new thinking became manifest in art, architecture, politics, science and literature.
2. Literature changed during Renaissance because instead of being an advance from medieval period, Renaissance becomes a nostalgia for classical antiquity. Many of the themes are picked from classical antiquity i.e a complete return to classical Greek and Latin Literature. It is a rebirth of antiquity literature.
3. The main focus of Renaissance Literature is humanism, art, science, music, religion and self-awareness

4. The main influential writers of Renaissance are William Shakespeare, Miguel de Cervantes, Niccolo Machiavelli Francesco Petrarch, Sir Thomas More, Sir Francis Bacon.

Application Activity 1.4.1

- Guide learners to search more information on the internet or other sources on William Shakespeare’s works.

Possible answers

Comedy	History	Tragedy	Poetry
All’s Well That Ends Well	Henry IV, part 1	Antony and Cleopatra	The Sonnets
As You Like It	Henry IV, part 2	Coriolanus	A Lover’s Complaint
The Comedy of Errors	Henry V	Hamlet	The Rape of Lucrece
Cymbeline	Henry VI, part 1	Julius Caesar	Venus and Adonis
Love’s Labours Lost	Henry VI, part 2	King Lear	Funeral Elegy by W.S.
Measure for Measure	Henry VI, part 3	Macbeth	
The Merry Wives of Windsor	Henry VIII	Othello	
The Merchant of Venice	King John	Romeo and Juliet	
A Midsummer Night’s Dream	Richard II	Timon of Athens	
Much Ado About Nothing	Richard III	Titus Andronicus	

Application Activity 1.4.2

- Ask learners to read the extract critically.
- Organize learners to work in pairs or small groups.

Note: Their answers should involve the integration of generic competences such as critical thinking, cooperation, communication, research and problem-solving skills. Engage learners in activities like discussions, asking and answering questions and for more answers they are referred to in the learner’s book.

Possible answers

1. The feelings a ruler should inspire to his/her people in terms of war are courage, resistance, patience, determination and victorious
2. In the above extract, the tone is sorrow, modest and compassion.
3. To ensure the people that they will overcome the difficulties they will have a famous victory over the enemies. They will protect the territories of the realm, guarantee the security to everybody.
4. a) *Stimulate learners to give logical answers as the discussion goes on.*
5. b) *Consider reasonable, constructive and ideal answers from learners.*

Assessment

- Learners are asked to outline and explain the characteristics of Renaissance. They will use the content from the learner's book, computer and internet or other text documents to clearly analyse the social, historical and political contexts.

1.5. Baroque literature

Activity 1.5

- Give learners an excerpt from the learner's book to identify the characteristics of the period of Baroque.
- Guide learners to research more information on the periods.
- Let the learners do much work so as to integrate some generic competences such as critical thinking, cooperation, communication and research skills.
- Engage learners in activities like discussions, asking and answering questions.

Note: Their answers should involve the integration of generic competences such as critical thinking, cooperation, communication, research and problem-solving skills. Engage learners in activities like discussions, asking and answering questions and for more answers they are referred to the learner's book.

Assessment:

- Learners are asked to evaluate the social, historical and political contexts. They will use the content from the learner's book, computer and internet or other text documents.

1.6. Enlightenment literature

Activity 1.6

- Ask learners to work in groups.
- Guide learners on the importance of group leadership.

Note: Their answers should involve the integration of generic competences such as critical thinking, cooperation, communication, research and problem-solving skills. Engage learners in activities like discussions, asking and answering questions and for more answers they are referred to the learner's book.

Possible answers

1. Enlightenment impacted society by introducing the idea that mankind could use their reason to discover the natural laws of the world and the natural rights of mankind. These ideals opened the possibility of unending advancements in the knowledge and possibilities of mankind.

2.

- Age of reason
- Confidence in humanity's intellectual powers.
- Less trust in old forms of traditional authority
- The belief that rational and scientific thoughts will lead to an improved human existence

3.

- Age of many thinkers and reason
- Thought action based
- Change of religious traditional thoughts
- Core on a critical questioning of traditional institutions, customs and morals.
- A considerable degree of similarity between competing philosophies
- Main ideas from philosophers:
 - The power of human reasoning
 - Reason requires autonomy and sometimes breaking

Advocate 5 key ideas: learning vocabularies, terms, more flash cards, games, other studying tools.

Application activity 1.6.1

- Briefly review the previous lesson by asking learners to identify the characteristics of Baroque period.
- Engage learners in activities like discussions, asking and answering questions.

Note: Their answers should involve the integration of generic competences such as critical thinking, cooperation, communication and research skills.

Possible answers

1.

- Age of reason, the perfect society built on common sense and tolerance, promoting the ideal and power of Bourgeoisie.
 - Reserved for the elites and upper middle class;
 - Creation of coffee shop, store of sugar, tea, tobacco, and newspapers;
 - Political discussions;
 - Now all people have access to literature.
- 2.
- Sir Isaac Newton. He made many advancements in the field of sciences, modern physics, three laws of gravity his volume was called The Principia.
 - John Locke. He advanced a complete political philosophy, the father of liberalism, founder of Enlightenment in education.
 - Denis Diderot. He contributed more in modern literature, law and mathematics
 - Jean Jacques Rousseau
 - Voltaire
 - Montesquieu

Assessment

- Learners are asked to discuss the impact of the period of Enlightenment to Europe as well as African countries. They will use the content from the learner's book, computer and internet or other text documents.

Application activity 1.6.2

Possible answers

1. The Doctor refused to attend to Coyotito because they belonged to the different classes of their society which was based on segregation and discrimination.
2. The teacher will lead discussion on the political context that prevailed in that time in the following point:
 - a) Kino's family was considered as a lower class.
 - b) Doctor belonged in noble;
 - c) Segregation in that time;
 - d) Native people were considered as non-human; as consequence the Doctor send Kino to look for a veterinary.
3. The Doctor was:
 - a) Wicked, bad person, not compassionate, sadist.
 - b) Someone who is hated.
4. Themes: greed, family, wealth, good versus evil, gender and primitivism, segregation.
5. Destruction of culture, oppression that led to the lack of self-esteem, exploitation...

To the young generation: ignorance, lack of initiative and accountability, poverty, loss of self-esteem ...

6)

- This period was the golden age in Europe
- Authors in Europe started to write essays and novel in an intellectual fashion.
- Intellectual discussions of eras (pure, simple and sincere.)
- Intellectual activities and eighties
- Intellectual movement = homogeneity of attitudes towards culture

1.7. Classical literature

Briefly review the previous lesson by asking learners to identify the characteristics of enlightenment period.

Activity 1.7

- Give learners an extract from the learner's book illustrating the characteristics of classicism. Then, ask them to analyse the setting.
- Form groups and ask learners to do research on the Classical literature
- Engage learners in activities like discussions, presentations, asking and answering questions.
- Note: Their answers should involve the integration of generic competences such as critical thinking, cooperation, communication and research skills.

Possible answers

1. BOILEAU and CLASSICISM

Literary critics of his period influence in upholding classical standards both in French and English literature. A book on classical principles, Longinus constitutes the key source of aesthetic of romanticism

2.

- CLASSICISM: A genre of philosophy, literature, architecture art and music originated in ancient Greek and Roman emphasising on society, aesthetic expression of the Enlightenment.
- Enlightenment: Age of reason, the perfect society built on common sense and tolerance, promoting the ideal and power of Bourgeoisie.
- Reserved for the elites and upper middle class;
- Creation of coffee shop, store of sugar, tea, tobacco, and newspapers;

- Political discussions;
- Now all people have access to literature.

3.

- Shakespeare.
- Moliere.
- Pierre Corneille.
- Jean Racine.
- Victor Hugo

Ask learners to search for more information about them.

Application activity 1.7

Possible answers

1. The Pearl symbolises humankind's greed and selfishness

2.

- Greed and selfishness in the society.
- Divine providence (Kino society had the prophecy of the Pearl that might be. Meaning that the Pearl comes to fulfil this prophecy)
- life free from the shackle of colonization
- The Pearl of the world = destruction influence (possession + energies)
- The Pearl of great price (wealth).

3.

- Historical setting: *The Pearl* was written in the time when America emerges as world super power with its industrial capacity, after ending World War II. The colonial era in Mexico.
- Political setting: colonialism
- Social setting: conflict with the pearl. Buyers and everyone (trying to take the pearl)
- Cultural setting: dream like
- Physical setting: the story happened in La Paz on the Baja Peninsula
- Temporary setting: It is set in 1947.

End unit assessment

Possible answers

1. African literary tradition mainly emerged from oral literature. It is divided into three periods: the pre-colonial, the colonial and postcolonial literature. While European was mainly written and divided into six periods include Classical ancient Greek and Latin literature, Medieval literature, Renaissance literature, Baroque literature, Classical literature and Enlightenment literature

2. The concept of European culture is generally linked to the classical definition of the Western world. In this definition, Western culture is the set of literary, scientific, political (modernity refers to a period marked by a questioning or rejection of tradition; the prioritization of individualism, freedom and formal equality; faith in inevitable social, scientific and technological progress and human perfectibility; rationalization and professionalization; a movement from feudalism (or agrarianism) toward capitalism and the market economy; industrialization, urbanization and secularization; the development of the nation-state and its constituent institutions (e.g. representative democracy, public education, modern bureaucracy) and forms of surveillance (Foucault 1995, 170–77). Some writers have suggested there is more than one possible modernity, given the unsettled nature of the term and of history itself.) , artistic and philosophical (Historically, the term refers to the philosophical thinking of Western culture, beginning with Hellenic (i.e. Greek) philosophy of the Pre-Socratics such as Thales (c. 624 – c. 546 BC) and Pythagoras (c. 570 BC – c. 495 BC), and eventually covering a large area of the globe. The word philosophy itself originated from the Hellenic: *Philosophia* , literally, ‘the love of wisdom’ ‘to love’ and *sophia*, “wisdom”).

The scope of philosophy in the ancient understanding, and the writings of (at least some of) the ancient philosophers, were all intellectual endeavours. This included the problems of philosophy as they are understood today; but it also included many other disciplines, such as pure mathematics and natural sciences such as physics, astronomy, and biology (Aristotle, for example, wrote on all of these topics), principles which set it apart from other civilizations. Much of this set of traditions and knowledge is collected in the Western canon.

3. Matching

Periods	Influential writer	Main characteristics
Classical ancient Greek and Latin literature	Aristotle, Plato, Cicero, Virgile	Art of speaking, persuading and rhetoric.

Medieval literature	Christina de Pizan Geoffrey Chaucer	Chivalry, magic and love
Renaissance literature	William Shakespeare	Humanism, art, science, music, religion and self-awareness, magic, mythology and classic tradition.
Enlightenment literature	Voltaire, Jean Jacques Rousseau	Age of reason
Classical literature	Nicolas Boileau	

4.

- a) The construction of windmill. Second, Napoleon was very powerful, and Snowball was clever.
- b) The protagonist is Napoleon while the antagonist was Snowball and other animals that supported the idea of the windmill.

Unit summary:

This unit introduces you to the concept of European literary traditions. It goes through different periods of fiction in Europe from early times of Greek civilizations up to modern times in general. The unit goes through different characteristics of each period and some extracts from famous writers of each period. It compares their literary works in terms of social, political and historical context.



UNIT 2 : UNDERSTANDING PROSE

2

Key unit competence:

The learner should be able to read and critically analyse novellas and short stories.

Learning objectives

Knowledge and Understanding

Learners should be able to:

- Identify the key aspects of a short story or novella.
- Demonstrate how relationships among elements in a set novella or short story advance its plot development.

Skills

Learners should be able to:

- Examine how different aspects of a novella or short story relate to the author's intention and purpose.
- Select an element of a set novella or short story and its relationship to another element.
- Select an element of a set novella or short story and its relationship to another element.

Attitudes and Values

Learners should be able to:

- Appreciate other students' creativity in their writing.
- Engage actively in creative writing.
- Appreciate that elements of a set short story or novella are used for a purpose.

Content

Key aspects of prose

- Plot development.
- Literary devices

- Creative writing process
- Inference and suspense

Assessment criteria

Learners will be able to read and critically analyse novellas and short stories

Prerequisite

- Definition of prose
- Key aspects of prose
- Difference between prose and other genres of literature
- Various literary devices

Cross-cutting issues

- Peace and Values
- Gender
- Comprehensive sexuality education
- Inclusive education

List of topics

	Lesson title	Learning objectives	Number of periods
2.1	Review key aspects of prose	<ul style="list-style-type: none"> • Identify the key aspects of a short story or novella. • Select an element of a set novella or short story and its relationship to another element. • Appreciate that elements of a set short story or novella are used for a purpose. 	8
2.2	Plot development.	<ul style="list-style-type: none"> • Demonstrate how relationships among elements in a set novella or short story advance its plot development. • Examine how different aspects of a novella or short story relate to the author's intention and purpose. 	7

2.3	Literary devices	<ul style="list-style-type: none"> Select an element of a set novella or short story and its relationship to another element. 	8
2.4	Creative writing process	<ul style="list-style-type: none"> Engage actively in creative writing. Appreciate other students' creativity in their writing. 	6
2.5	Inference and suspense	<ul style="list-style-type: none"> Appreciate that elements of a set short story or novella are used for a purpose. 	4
	Assessment	Learners can read and critically analyse novellas and short stories	2

Introductory activities

Guide learners to review Senior 4 content

1. Ask learners to explain what they understand by the term prose.
2. Discuss briefly the key aspects of prose.
3. Differentiate prose from poetry and drama.

Possible answers

1. A prose is one of the three genres of literature. It is a long narrative describing fictional characters, places, time and events in form of a story. It uses sentences and paragraph.
2. The key aspects of prose are characters, setting, plot, themes, point of view and language style.
3. Prose is written in sentences, paragraphs, narrative language. It is arranged into chapters. Poetry is composed in lines or verses which are arranged into stanzas. It is written in verse form and composed with rhythm and rhyme. Drama is written into acts and scenes. It uses monologue or dialogue. The actors/actresses perform on stage.

Teaching and Learning resources

For effective delivery of the lesson you should ensure you have the following resources or any other appropriate teaching aids:

- Recommended text books;

- Computer and Internet access.
- Set short stories (from the anthology “When The Sun Goes Down and other Stories from Africa and Beyond.”)
- Dictionaries

2.1 Review of key aspects of prose

2.1.1 Setting

Possible answers

1. The story is set in Tanzania, in Dar es Salaam, at Uhuru Street. It is an urban setting in Dar es Salaam.
2. The flow of the story events and the mood of the story depend on the setting. Teacher will guide students’ discussions through the short story to analyse how the setting of the story influence characters, events and the mood of the story.
3. The story is set in the family where a widow is a head of it. She tries to seek advice from Mr Velji on education matters of her children. The historical setting: the story is set in post-independence period where learning has become more prominent backbone of the life. The natives wanted to get qualifications abroad where they could get qualified doctors and engineers.

Cultural setting of the story is seen through the condition that the mother gave to her son not to (marry a white woman, drink and smoke) that is to say the mother was tied to her traditional culture. She feared to lose these values that she had given to her son.

2.1.2 Character and characterization

Activity 2.1.2

- Guide learners to work in groups to identify the elements of plot.
- The learners are also guided to make research on types of plot.
- Engage learners in activities like discussions, asking and answering questions.

Note: Their answers should involve the integration of generic competences such as critical thinking, cooperation interpersonal, communication and research skills.

Possible answers

1. The story was set in the Okonkwo’s mother homeland when he was in exile.
2. The major character in the story is Okonkwo.
The minor characters are Uchendu and his kinsmen, Okonkwo’s children.
3. The narrator in Third Person Point of View (the above extract is from the book *Thing Fall Apart*. The narrator is the third person ‘he’ or ‘they’).

4. The main theme is the importance of motherhood (supremacy).
5. A character is a fictional human being, animal or thing in a story.
6. Protagonist is the main character who faces with a conflict or a problem to solve. While an antagonist is the main character who most of the time challenges or hinders the protagonist.

Application activity 2.1.2

- Guide learners to work in groups to identify the setting of the story.
- The learners are also guided on how to read critically.
- Engage learners in activities like discussions, asking and answering questions.

Note: Their answers should involve the integration of generic competences such as critical thinking, cooperation, interpersonal communication and research skills.

Possible answers

1. The main character is Aloo, and the minor character is Mother, sisters and Mr Velji.
2. Respect, determination, bright and hardworking to achieve his dreams.
3. The students will read carefully the short story from the beginning up to the end, observing the behaviours of the main characters and the major characters.

For example: the mother of Aloo was very resistant to let Aloo pursue his studies abroad pretending that she was very poor and fearing from her son to be a drug user once abroad. The narrator informs us their mother laid hopes on he & Aloo. This is because they both excel at school. The narrator joins the local University. Meanwhile, in his last year at school, he proves to be exceptionally bright in his studies.

Mr. Dato, a farmer student and teacher at the Boys' School, visits the town from U.S.A. the similarity of Dato's and Aloo's background makes Aloo feels that he too could study in the USA. He starts writing applications to various universities in America. His ambition is to study medicine. When the results are out, he has straight A's. However, the local varsity gives him a place to study Agriculture.

2.1.3 Plot

Activity 2.1.3

- Guide the discussions on gender equality in Rwanda.
- Give more examples based on leadership, education and careers.

Possible answers

1. The story is set among the people who live on the shores of Lake Victoria. It is a rural setting in the era of the African chieftaincy. The story is completely devoid of

Western influence and examines the shortcomings of the inherited chieftaincy and how this affects the chief's family. Further, it examines the morality of the decisions these people make owing to the pressure of the inherited chieftaincy. Chief Mboga goes to the foot of the Ramogi Hills to pray for a son. He is a man both stressed and depressed because none of his many wives have borne him a son to inherit his throne. This is the final plea he is making on this sacred spot. His wife, Achieng is pregnant and due to give birth soon. Unknown to anybody, she is carrying twins. Two months after Mboga's visit to the sacred hill she gives birth alone at the river bank where she had gone to fetch water. She is disappointed when she gives birth to a baby girl. Her disappointment is not long lived though, because she goes into labour again and this time the twin is a boy. Overjoyed and desiring to please her husband, she abandons the girl child by the bank and takes the boy back home to the happy chief. Her secret tears at her heart but when she goes back to the river bank after staying indoors for the mandatory 4 days, the baby is not there.

2. The main conflict is **Mboga and the gods**: Chief Mboga feels that the gods have denied him happiness. For many years he had beseeched Ramogi, the ancestor of the Luo people, to intercede on his behalf for a son. He is not happy because he hasn't a son to inherit his chieftaincy.
3. a) The roles of men and women in the story are quite distinct. Women had to stay and bore children. Men are dominant in society and decision makers.
b) Guide the discussions on gender equality in Rwanda. Give more examples based on leadership, education, careers (*women in politics and how women are carrying out different jobs.*)

2.1.3.1 Types of plot

Activity 2.1.3.1

Possible answers

1. A plot is a logical succession of events or actions in a short story or novella.
2. Plot is divided into two types: linear and circular plot.

Application activity 2.1.3.1

Possible answers

1. **Setting**: The story is set in a rural town in Central Kenya. It is set in the modern times.

Characters:

- **Steve**: determined, loving, realistic, open, sociable, hardworking;
- **Kanja**: hypocritical, ignorant, lustful;
- **Maureen**: hopeless, faithful, loving, religious, hospitable, enduring

2. The summary plot of the story:

We shall approach conflict from two perspectives:

- Conflict developed by Maureen.
- Conflict developed by Steve.

In the introductory part of the plot Steve is confronted with external conflict: between him and the villagers. He has made a decision that has not gone down well with the villagers. They believe that he deserves better than marrying Maureen. This is because Maureen is HIV positive. However, no one is ready to seek his opinion on the matter but they all talk behind his back about his affair with Maureen. His decision to marry Maureen therefore alienates him from the people who looked up to him. His mind is however made up and he doesn't care what they think or say about him. He has no friends but Kanja.

The second external conflict he develops is between him and Kanja, his boyhood friend. Kanja has heard rumours about Steve's intentions to marry Maureen; however, he is afraid for Steve because rumour also has it that she is HIV positive. Steve feels that Kanja, his only remaining friend, should not be part of the rumour mill. He has no control over this and it turns out that his friend indeed has come fishing for information based on the rumours he has heard. What is more, his friend had also made advances to Maureen but was unsuccessful. Further, his friend brings the HIV stigma right into their house when he refuses to drink the juice Maureen serves him. It is this conflict with Kanja that is central to the story and is responsible for the ultimate death of Maureen.

The other external conflict Steve develops is between him and Maureen.

Maureen explains to Kanja how Steve came to learn that he had HIV. This was her way of taking responsibility for passing the virus to him. This was her way of making him a victim and Steve resented it. He forbids her to reason like that but will not stop.

Maureen is hurt by Kanja's refusal to take the juice she serves him. She says it is worthless to live if people cruelly discriminate against you. Steve would have none of this and implores her not to think like that to no avail. Steve not only buys the most nutritious foods for her but also cooks them but Maureen wouldn't eat. She suffers from nausea after a few bites, what is more she yearns for death. Despite his remonstrations with her that she banishes such thoughts of death from her head she wouldn't stop. Maureen's sense of guilt finally gets the better of Steve. Her deep seated sense of guilt reinforced by the careless talk of the neighbours finally gets Steve to contemplate the terrible possibility of her death.

Steve also develops external conflict between him and HIV/AIDS.

- He tries to have good mental health by making Maureen avoid negative talk, this is a battle he loses for her but does not succumb to. He continues to live positively He talks of counting their blessings.

- He stops smoking at the urging of his doctor. This too is a battle that he is winning.

He buys nutritious foods and takes his drugs. He tells Maureen that she has to eat and take her drugs daily. Although Maureen loses this battle Steve does not. He is in it for the long haul. He is determined to stay alive.

2.3 Themes

Activity 2.3

Leaving from When The Sun Goes Down and Other stories from Africa and Beyond

1. Aloo and Mother
2. Aloo's sibling (narrator) 2. Mr. Datoo and Mr Velji

Application activity 2.3

Possible answers

1. The tone was sorrowful and sad.
2. No, the airline was not fair in firing the Tatha because they have not carried a research to see the circumstances of the email whether it was written by a drunkard or sober or any other bad wishers for Tatha.
3. The main themes of the story are integrity and suffering.

This is the main theme of the story. For example, the narrator only learns that his actions on the plane lacked integrity after they had caused Tatha her job. Most of the service providers he meets lack integrity and are merely concerned about themselves. Therefore, the services they offer are poor at best.

Malawi Air too is a prisoner of its own policies. They were quick to dismiss Tatha on account of a comment from a solitary passenger who was drunk. The claims were not verifiable. What is more, they were at pains to rescind an unfair decision that they had made even after a personal retraction by the complainant. They also have double standards: passengers on their planes are asked to make comments on the quality of service but visitors to their offices are given such an opportunity. As a result, the receptionist uses company resources, time and phone, for personal benefit without fear of retribution.

Finally, and most importantly, Tatha acted with integrity but lost her job on account of bureaucracy. However, because of her integrity she lands a similar job in a different company and is soon crowned Employee of the Year. Integrity pays.

2.3 Literary Devices

2.3.1. Simile

Activity 2.3.1

Possible answers

1. Literary devices are techniques that are used in prose narrative to produce effects on the reader especially using figures of speech to let the reader understand more about the story.
2. The main literary devices used in prose narrative are similes, metaphor, personification, symbolism, hyperbole, irony etc.

Application activity 2.3.1

The teacher guides the students to find out the examples of similes used in the passage. They are in the following sentences:

- A sound like that of a rock thrown on the roof had scared him awake.
- He thought of this as the road swallowed the pupils.

2.3.2 Metaphor

Activity 2.3.2

Possible answers

Guide the students to find out the examples of metaphors used in the passage.

They are in the following sentences:

- ... what a **smashing beauty** Maureen is...
- I **am no Christ** though...
- “And is it not a **four-letter word** anyway?” (AIDS)
- ... you were a hallelujah (Christian)
- Steve also have **the big disease** with a small name (AIDS)

2.3.3. Personification

Activity 2.3.3.

Possible answers

The teacher guides the students to find out the examples of personification used in the passage. They are in the following sentences:

- **The wind had died down** and it was a sunny day.

2.3.4. Symbolism

Activity 2.3.4

The teacher guides the students to find out the examples of symbolism used in the passage.

Some are in the following sentences:

- She let the tears flow freely (the tears are symbols of sadness and sorrow).

... the grey hawk that steals chickens (the grey hawk symbolises the way Yalla came to take the girl).

2.4 Creative writing process

Activity 2.4

Possible answers

- Creative writing is an open and imaginative form of writing in which the author or a writer freely expresses his/her unique thoughts and feelings. It is the focus on authenticity, imagination, and expression which separates creative writing from other forms.
- The main steps of creative writing are prewriting stage (planning), the drafting stage (writing), revising stage, the proofreading stage.

Application activity 2.4

The teacher guides the students in writing a short story by respecting writing stages. The teacher will mark in process and individually. The students will work on their work to improve it and the teacher will keep on reminding that any piece of writing must have a title, an introduction, a body and a conclusion. It should be free from spelling and grammatical errors. Ideas should be coherent and well stated in clear language and illustrated with examples.

2.5 Inference and suspense

Activity 2.5

Possible answers

1. Inference is a logical guess about a story or character based on your own experience and the evidence or ideas you find in the story.
2. Suspense is the intense feeling that an audience goes through while waiting for the outcome of certain events. It basically leaves the reader holding their breath and

wanting more information.

Application activity 2.5

Possible answers

The teacher guides the students' discussion to find out the possible usage of inferences and suspense.

Here are some points of the discussions:

- Kanja refused the juice offered by Maureen (“You know why your friend did not drink the juice?”);
- The death of Maureen;
- Kanja learnt that Steve is HIV positive;
- Did Steve remarry after the death of her wife?
- Did Kimotho grow up in a safe hand?
- Did the surrounding community cease murmuring

End unit assessment

1. A short story like a novel is a work of fiction. A novella is much more expansive than a short story. It handles several themes and incidents in novel may span many years. It also contains multiple plots and a range of conflicts, contrasts and contradictions. A short story tends to be short with one or two events.
2. The key aspects of a short story are plot, setting, characters, themes, messages and point of view.

3. The main themes of short stories in “When the Sun Goes Down” are:

Two of the best developed themes in this story are fear and guilt. They are both developed by Maureen.

- a) Kanja develops the theme of hypocrisy – friendship cracks at mention of AIDS.
- b) HIV/AIDS is developed by both Steve and Maureen. The author uses Steve to show how people can live positively with AIDS. Maureen on the other hand serves to illustrate how hopelessness and not AIDS kills people infected with HIV.
- c) Ignorance is developed by:
 - Kanja – not taking the juice Maureen serves
 - The town’s folk in general – not knowing that their negative talk kills worse than AIDS.
 - Mr. Kabia- fears contracting AIDS if an AIDS sufferer is carried in his car.
- d) Loneliness is developed by both Steve and Maureen.

4. The advantages of studying abroad are:

- Personal development
- Life experience
- Make lifelong friends
- Find new interests
- Career opportunities
- Master of foreign languages
- Take in a new culture
- Education
- Explore the world

5. The teacher guides the students during discussion period. Here are some of key points:

- Poverty of home country
- Insecurity
- Low living conditions
- High rate of unemployment
- Corruption
- Low salary

End unit summary:

In this unit, we were introduced to key aspects of prose: characters, setting, plot and themes. We have also gone through the plot development (linear, circular or recursive) and different types of prose. We have discussed literary devices that are likely to be met in different short stories from “*When the Sun Goes Down and other stories from Africa and beyond.*” Then, we have seen different techniques that could empower learners to be good creative writers.

UNIT 3 : THEMES IN AFRICAN NOVELS

3

Key unit competence:

The learner should be able to analyse major and minor themes in African novels and evaluate how they fit into special historical, economical, social and cultural contexts.

Learning Objectives

Knowledge and understanding:

Learner should be able to:

- Describe historical, economic and cultural contexts highlighted in set novel,
- Identify and explain specific themes in a set novel,
- Analyse how contexts contribute to the development of themes in set novels.
- Compare the specific contexts of a set novel to students 'own experience.

Skills

Learner should be able to:

- Compare the specific contexts of a set novel to students 'own experience.
- Explore how writers' personal experiences, beliefs and values may influence the themes in a set novel.
- Restate recurring themes in African novels.

Attitudes and values

Learner should be able to:

- Appreciate that texts are written and read in specific contexts

Content

- Historical themes

- Economic themes
- Political themes
- Cultural themes

Assessment criteria:

Learners can analyse major and minor themes in African novels and evaluate how they fit into specific historical, economical, social and cultural contexts.

Prerequisite

- Identify and analyse the historical, economical, social and cultural themes in the selected extracts from set novels.

Cross-cutting issues

- Environment and sustainability
- Gender

Lists of lessons

	Lesson title	Learning objectives (from the syllabus including knowledge, skills and attitudes):	Number of periods
3.1	Historical themes	<ul style="list-style-type: none"> • Describe historical contexts highlighted in set novels. • Identify and explain specific themes in set novels. • Analyse how contexts contribute to the development of themes in set novels. 	8
3.2	Political themes	<ul style="list-style-type: none"> • Describe political themes highlighted in set novels. • Compare the specific contexts of a set novel to students' own experience. 	8

3.3	Economical themes	<ul style="list-style-type: none"> Describe economical contexts highlighted in set novels. Appreciate that texts are written and read in specific contexts. Compare the specific contexts of a set novel to students' own experience. 	8
3.4	Cultural themes	<ul style="list-style-type: none"> Describe cultural themes highlighted in set novels. Restate recurring themes in African novels. Explore how writers' personal experiences, beliefs and values may influence the themes in a set novel. 	8
	Assessment	Learners can analyse major and minor themes in African novels and evaluate how they fit into specific historical, economical, social and cultural contexts.	3

Introductory activity

Guide learners to discuss about five famous African novelists and their famous novels.

Possible answers

1. We read novels for the following reasons:

- Mental stimulation
- Stress Reduction
- Knowledge
- Vocabulary expansion
- Memory improvement
- Stronger analytical thinking skills
- Improved focus and concentration
- Better writing skills
- Free entertainment
- Tranquillity

2. Novels deliver political, social, historical, economic, cultural contexts in which they are written.

3. Africa is a continent of famous writers in literary works. Here are some of them:

No	Names	Famous novels
1	Ngugi wa Thiong'o	The River Between
2	Chinua Achebe	Things Fall Apart
3	Camara Laye	African Child
4	Peter Abrahams	Mine Boy

Teaching and Learning resources:

For effective delivery of the lesson you should ensure you have the following resources or any other appropriate teaching aids:

- Recommended text books;
- Computer and Internet access.
- Set short stories
- Dictionaries

Activity 2

Possible answers

1. Xuma migrated from his rural village to the city to look for a job. He got the job and became a Mine Boy.
2. The story tells us that the people were divided into two groups; the group of haves (the rich white people) and have not (black people). The black people had no value and were discriminated in the society. They were simple labourers.
3. The main message or theme is discrimination/racial segregation. Black people were totally discriminated.

3.1 Historical theme

Activity 3.1.1

Possible answers

1. Historical theme means historical events that motivate the writer to write.
2. The elements of historical theme may be war, independence, genocide, famine, migration, drought, natural calamities, and volcano eruptions.

Application activity 3.1.1

Possible answers

1. The teacher takes the students through the extract looking for historical elements in the extract. Independence is a key element in the text. It is also a reference. A common saying in the country after independence shows that to get a job was not a matter of what you know but whom you know. This proves that before independence, job was given by colonisers.
2. The book was written after independence for the following reasons:
 - The natives were bosses in smart civil service jobs
 - Scholarships abroad were given by ministers in charge of them (Minister of Overseas Training)
 - After independence, service delivery became vice versa. For example; “a white-man taxi-driver received ten shillings from the white man for carrying his suitcase.

Application Activity 3.1.2

Possible answers

1. The first extract is dealing with problems in Nigerian-post independence about corruption while the second extract is dealing with problems of unemployment of black people in South Africa before independence. The second extract deals with migration and rural exodus to seek jobs in the city.

3.2 Political themes

Activity 3.2.1

Possible answers

1. A political theme means political situation that are depicted in a story.
2. A political theme is composed with some elements that highlight good governance, corruption, unity and reconciliation in a story.

Activity 3.2.2

Possible answers

1. The cause of the strike is that the cage collapsed and killed two men. The engineers in

mining said it was a minor collapse of the cage and asked the mine boys to enter the cage before it is fixed. They refused. It has to be fixed first. Then they could enter. They said, “we are men”. “It does not matter if our skins are black!”. “We are not cattle to throw away our lives.” “We are men.”

2. The relationship between the black people and the white people were worse. White people were rulers and administrators while black people were poor and labourers. They were discriminated totally in political, social and economical activities. For instance; “Come on, Paddy!” a white man called. “It’s all very well to play with them sometimes but we must show these kaffirs where they belong.”
3. The political theme discussed in the above extract is apartheid or racial discrimination. Throughout the above extract, the writer explains the distinction between the black and white people in South Africa.

3.3 Economical themes

Activity 3.3.1

Possible answers

1. An economical theme is a description of economical situation in the prose narrative
2. An economical theme is characterised by poverty, development, growth, economic integration, monetary union, economic growth, inflation, debts that are depicted in a novel.

Activity 3.3.2

Possible answers

1. The main economical activity depicted from the above extract was agriculture (coffee plantation).
2. Agriculture is also the main economical activity in Rwanda as long as coffee is a cash crop.
3. The teacher guides class debate and the students participate fully in expressing their convincing arguments. Here are some of them: a leader should be familiar, charismatic, democratic, extravert, problem solving and many more.

3.4 Cultural themes.

Activity 3.4.1

Possible answers

1. Cultural themes are cultural elements that are described in a narrative prose.
2. Cultural themes are traditions (polygamy, charms, witchery, rituals, superstitions, kubandwa, guterekera and kuraguza).

Application Activity 3.4.1

Possible answers

1. The culture elements in the extract are polygamy, protective medicine (charms), respecting ancestors and rituals.
2. These cultural elements are relevant in the Rwandan context because there are some similarities like polygamy, traditional beliefs, rituals (guterekera, kubandwa, kuraguza), respecting ancestors and so on.

3.5 Social themes

Activity 3.5.1

Possible answers

1. By social theme, we understand the social interaction between people in their daily life.
2. The elements of social theme are the way the society is organized in family, state, in social groups, institutions, roles, social relationship, societal values, religions, classification of social group, etc.

Application Activity 3.5.1

Possible answers

1. The life in Malay Camp was very chaotic, queer, sorrow, sad, melancholic, enmity, homosexuals and bizarre. The pulsating motion of Malay Camp at night was everywhere. Warm and intense and throbbing. For instance; People sang. People cried. People fought. People loved. People hated. Others were sad. Others gay. Others with friends. Some lonely. Some died. Some were born...

2. Life in the city was like life in Malay Camp because it was a struggle for life. “All the time you are fighting. Fighting, Fighting! When you are asleep and when you are awake. And you look only after yourself. If you do not, you are finished. If you are soft, everyone will spit in your face...”
3. The above extract depicts the disruption of South African society. The racial segregation (apartheid) was the base of misunderstanding between two groups of people. Black people were not allowed to get out of the camp, to go to school, to study in English.

End unit assessment activities

A. *A Man of the People* by Chinua Achebe

- **The setting:**The setting of the novel is an African country (Nigeria) in 1966 after independence.
- **Characters:** (Chief Nanga, Jonathan Nwege, Samalu Odili, Jean, Edna, Hezekiah Samalu, Andrew Kadibe, Peter, Dogo, Maxwell Kulamo, Eunice, Josiah, Azoge, Mrs. Nanga, Odo and Boniface)
- **Plot:**A Man of the People is a first-person account of Odili, a school teacher in a fictional country closely resembling post-colonial Nigeria. Odili receives an invitation from his former teacher, Chief Nanga, who is now the powerful but corrupt Minister of Culture. As Minister, Nanga’s job is to protect the traditions of his country especially when he is known as “A Man of the People”. Instead, his position is used to increase his personal wealth and power that proves particularly alluring to Odili’s girlfriend; she cheats on him with the minister. Seeking revenge, Odili begins to pursue the minister’s fiancée. Odili agrees to lead an opposition party in the face of both bribes and violent threats. Then there is a military coup.
 - **Themes:**Suffering, immorality, culture, exploitation, politics, disillusionment, poverty, Neo-colonialism, betrayal and corruption.

B. *Mine Boy* by Peter Abrahams

- **The setting:** Mine Boy is a 1946 novel by South African novelist Peter Abrahams. It was set in South Africa during the apartheid.
- **Characters:** Xuma, Daddy (Francis Ndabula), Paddy O’shea, Leah, Eliza, Maisy, Ma Plank.
- **Plot:** The story sets in South Africa. In this story, Peter Abraham portrays apartheid through following the life of Xuma, a villager in search of a better life. Xuma first lived in Malay camp where he was offered accommodation by Leah on his first night in the city. After getting a job, he moves to his own house in Vrededorp. Leah earned her living through selling illicit brew. There was also Dladla who was bitter about Leah controlling him and betrays her to the police. Leah found out

about it but before she could deal with Dadla, he was found dead in the bush stabbed in the back. Johannes, a strong well-built miner, was a timid person who became bold and loud only when drunk.

Daddy was never sober and died after being hit by a car. Xuma falls in love with Eliza. He constantly rejects Maisy who loves him. However, in the end he accepts her and promises to marry her as soon as he gets out of jail as Eliza left him. Leah is sent to jail after being caught red handed with the illicit brew by the crafty policeman nicknamed the Fox who had been trying to catch her for a long time. She had managed to escape the police dragnet by bribing some policemen who kept her informed. Johannes and his white boss Chris died under the mine as they tried to prevent it from collapsing. Paddy, Xuma's boss sides with the blacks and is arrested when a riot breaks out in the mine. Xuma flees but later surrenders himself at the police station.

- **Themes:** Oppression, poverty, love (Xuma vs Eliza, Xuma vs Leah, Xuma vs Maisy, Maisy vs Xuma, Leah vs Daddy, Paddy vs humanity), betrayal, exploitation and apartheid.

End Unit summary:

In this unit 'Themes in African Novels', we have identified different themes depicted in both novels *A Man of the People* by Chinua Achebe and *Mine Boy* by Peter Abrahams. The themes reflecting social, cultural, political and economical context.



UNIT 4 : EPIC POETRY

4

Key unit competence:

To be able to make connections between epics from different parts of the world, with regard to their themes to show different times and cultures.

Learning objectives

Knowledge and Understanding

The learner should be able to:

- Demonstrate understanding of selected epics set and written in different contexts and from various parts of the world.
- Name the main characteristics of an epic.

Skills

The learner should be able to:

- Read and interpret epics set and written in different context and from various parts of the world.
- Analyze and explain how the themes are developed in epics set and written in different contexts and from various parts of the world.
- Identify the characteristics of epics in the text.

Attitudes and values

The learner should:

- Be able to demonstrate awareness of the themes in epics.
- Show interest to read and analyze epics.

Content

- Selected epics from Africa and the rest of the world.
- Characteristics of an epic.
- Review poetic devices: alliteration, repetition, personification, assonance, simile, synecdoche and metaphor.

Assessment criteria: learners will be assessed through analyzing epics from different periods and cultures with regard to their themes.

Prerequisites

- Define poetry
- Differentiate rhyme and rhythm
- Identify types of poems
- Analyze poetic devices

Crosscutting issues:

- Peace and values education.
- Gender.
- Comprehensive sexuality education.
- Financial education.
- Standardization of culture

List of subtopics

Number	List of lessons	Objectives	Number of periods
4.1	Epic Poetry	Define epic poetry using the given epic poems	7
4.2	Characteristics of an Epic poem	Identify the characteristics of Epics from different poems.	8

4.3	Review of Poetic devices: Alliteration, repetition, personification, assonance, simile and metaphor.	Analyze the poetic devices used in different epics from various parts of the world. Use different poetic devices to compose their own poems	8
	End unit assessment	Analyze epics from different periods and cultures with regard to their themes	2

Introductory Activity

- Guide learners to read “Mwindo Epic” individually.
- Ask one of the learners to read the poem aloud, slowly and clearly to the whole class.
- In pairs, ask learners to compare the poem to previous types of poems learnt.
- Ask some learners from some pairs to present their works to the class.
- Use a dictionary to look up for some unfamiliar words (if necessary).
- Ask learners to answer questions about the poem.

Possible answers

1. The poem is reminding Muisa that Mwindo is more powerful than him even if the latter is younger than the former.
2. Mwindo is the hero in the poem.
3. His heroic deeds are: Born-he-walked.

Teaching/ learning resources:

- Epic poems: “The Birth of Shaka”, “Song of Lawino” and “Shaka, the Zulu King”.
- Student’s Book.
- Dictionaries.
- Extracts of epic poems
- Internet access.

4.1 Epic Poetry

Activity 4.1

Guide learners to read the poems “ Shaka, the Zulu King” and “ The Birth of Shaka” one by one. Each poem should be read as many times as possible. Model read the poem clearly if necessary. Ask the learners to discuss in groups or pairs and answer the questions about the poems.

Possible answers

1. The poem narrates the bravery of Shaka such as beating but not being beaten, being considered as an axe that surpasses other axes in sharpness, etc
2. The hero in the poem is Shaka because the speaker praises him, for example he/she says that Shaka is famous without effort and whistles the lion.
3. Literary devices used in the poem:
 - **Repetition:** in the lines 5 and 6. “he who” is repeated twice.
 - **In the lines 8 and 9 “ Shaka” is repeated twice. Etc.**
 - **Hyperbole:** example: Shaka is the axe that surpasses other axes in sharpness. (line 7)
 - **Alliteration:** examples: he who beats but is not beaten...(line 6) The sentence contains alliteration with the letter “b” in “beats”, “but”, and “beaten”.
 - **Etc.**

Activity 4.2

Possible answers

1. The main idea in the poem is the praise of a baby born with *strange behaviour* (crying as a cub) and *strange nature* (the gods boiled his blood in a clay pot of passion)
2. The hero is the baby Shaka because he cries like a cub, his eyes are lanterns that shine from the dark valleys of Zululand to see white swallows coming across the sea.
3. Poetic devices used:
 - **Simile:** examples: as tough as water bark, as sharp as syringa thorns (stanza four)
 - **Metaphor :** example: his baby cry was of a cub (stanza 1)
 - **Alliteration:** example: b in “boiled” and “blood” (stanza 2).
 - **Assonance:** example: e in “neck” and “lioness” (stanza 1)
 - **Etc**
4. The setting is Zululand located in South Africa today.

Application activity 4.1

Possible answers

1. Lawino ironically describes Clementine's beauty who is the concubine of Ocol.
2. Lawino uses similes to build up the picture of Clementine:
Examples: her lips are red hot like glowing charcoal, she resembles the wild cat, her mouth is like raw jaws etc.
3. Lawino dislikes Clementine because of her culture's deviation (rejecting old culture for a modern one) something which attracts Ocol who is no longer in love with old culture/ behaviour.
4. In addition to similes given in answer 2, other poetic devices used are:
Alliteration, assonance, etc (answer may vary from learner to learner).
5. The setting is Acoli land in northern Uganda. Lawino is a typical representation of an Acoli / African traditional life whereas Clementine (Tina) stands for the European/ modern one.

4.2 Characteristics of an epic poem.

You need to help learners enjoy individually reading the poem "Epic of Liyongo" and guide them to identify the hero/ heroine and the heroic deeds, supernatural power, divine intervention. You also have to ask them to choose a hero or heroine they know and his or her deeds they admire.

Activity 4.2.

Possible answers

1. The poem talks about Liyongo, who was expected to be the king of Bauri. On his father's death, Mringwari, his younger brother, was chosen as ruler and Liyongo was imprisoned: he escaped, joining the bush people, and building a reputation for bravery, chivalry, generosity and justice.

Questions 2 and 3: *Answers may vary from learner to learner.*

Application activity 4.2

After being familiar with the activity 4.2, having received the content summary on epic poetry, learners are now able to analyse the epic “The Death of My Father”. In their groups or pairs, guide them and encourage them to participate actively in this activity for finding out the theme of the poem, the speaker’s feeling and heroic deeds.

Possible answers

1. The poem talks about a child who praises the bravery of his deceased father who had worked hard in his time with hope to get out from poverty. The child still believes in his father’s plan/hope and is passionate to pursue/fulfil/ awake his father’s sleepy hopes or dreams.
2. The speaker is disappointed and frustrated

The following are some words or expressions showing the speaker’s feeling:

- But I did not mourn for him
- The hard, coarse sand- paper hands, spoke eloquently of the life he had lived.
- He built colonial mansions, arrogant constructions but he squatted in a sickly mud- house.
- I had already inherited his premature old- age look.
- I had imbibed his frustration.
- My father’s dead life still lives in me.

(Answers may vary from learner to learner)

3. Even though his father died, the child (speaker) lives his father’s life. He stands for his father’s life. *Evidences:*
 - My father’s dead life still lives in me.
 - He lives in my son my father.
4. The answer is yes; because he was a hardworking person with the aim to overcome the family poverty. Evidence: - stanza 2 and 4.

4.3 Review of poetic devices

(Alliteration, repetition, personification, assonance, simile, metaphor)

Activity 4.3.1.

You are expected to give learners brief recall or review on the technique devices above before starting the activity 4.3.1. and 4.3.2. in student's book. While revising these poetic devices, the following points should be put into consideration:

- The repetition of initial consonant sounds of words refers to as **alliteration**.
- The repetition of vowel sounds in nearby words or words with close proximity, refers to as **assonance**.
- Language that attributes human qualities to non human things refers to as **personification**.
- Comparisons using connecting words such as “like, as, etc” refer to **assimile** while the comparison without these connecting words refers to as **metaphor**.
- You have to remind them that the use of any language element more than once is called **repetition**.

Possible answers

1. Either: The central idea of the poem is about a warrior praising his own brave actions at the battlefield.

Or: the warrior delights in his own strength and skill through describing his victories.

2. Historical setting (time) and Geographical setting (battles at different places: Kaanyabareega, Oruhinda, kahenda, Nkanga, Kanyegyero)

3. **Some alliterative words are:**

‘W’ in was and warriors

‘B’ in Bitembe, brought, back, beast, Bihanga.

(Answer may vary from learner to learner)

4. **Repetition: “I who”** is repeated more times, in order to emphasize on his praises.

“At” is twice repeated in order to emphasize on different battlefields (Nkanga and Kaanyegyero)

Enjambment: examples:

- **my cotton cloth** is enjambment of the line 3.
- **Beast from Bihanga**, enjambment of line 7
- **Them** are the enjambment of line 10.

5. Answers may vary from learner to learner.

Activity 4.3.2

Possible answers

1. The subject matter in the poem is a black man lamenting for being exploited by his boss.
2. The use of:
 - Assonance: some examples: **must** and **burn**, **consume** and **combustion**.
 - alliteration: some examples: **make me** your **mine**, **forever** and **force**.
 - Personification: example: I am **coal!** Coal is personified.
3. Other poetic devices used include repetition (example: “I am coal” is repeated. The same as the words “burn”, “I must burn” and “master”

Note: use the notes provided in the student’s book to introduce some poetic devices such as alliteration, assonance, repetition, personification, simile and metaphor.

Application activity 4.3

After the feedback from activities 4.3.1. and 4.3.2, having provided the content summary, you guide them to attempt activity 4.3 in applying in groups or pairs, the knowledge and skills they acquired.

Possible answers

1. In this poem, the prisoner (the speaker) describes his companion’s feelings (unshakeable confidence that one day things will change from bad to good) when the latter was released from prison.
2. The poem took place in prison.
3. **Hands** stand for people (who are not in prison) involved in their daily activities while **wall** stands for prison.
4. The poetic device used here is synecdoche.

End of unit assessment

You need to help learners participating individually in this assessment and make sure they are all involved, for this is the assessment of the whole unit objectives. As the teacher, the feedback from the assessment below will help you for a self-assessment.

Activity 1

Possible answers

1. The poem talks about the conception of an extra-ordinary baby boy who was to destroy the kingship of Manding. This frightened the king Susu Sumanguru Baamangana who tried in vain to kill the baby once born.
2. Some of the epic features in the poem are: -supernatural forces (conception of a bab during a long period of time. (stanza 1 and 3)
- Divine intervention: (the last stanza).

Questions 3 and 4: Answer may vary from learner to learner.

Activity 2

Possible answers

1. The speaker is praising the popular, irreplaceable and invincible leadership of a certain powerful person.
2. Some of the poetic devices include:
 - . **Simile:** example: plentiful as grains of sand.
 - . **Hyperbole:** example: plentiful as grains of sand on the earth. (They are so many)
 - . **Repetition:** examples: he who owns you is repeated.
3. Answers may vary from learner to learner.

Unit summary

You are expected to give to learners a summary of what an epic poem is, its characteristics and various poetic devices used and the effect they create in a poem. (Alliteration, repetition, personification, assonance, simile and metaphor).



UNIT 5 : ODES

5

Key unit competence:

To be able to identify and analyse odes and explore the atmosphere created in them.

Learning objectives:

Knowledge and understanding:

The learner should be able to:

- Specify the characteristics of different kinds of poems
- Demonstrate understanding how the atmosphere is created in odes.

Skills:

The learner should be able to:

- Identify techniques to create certain atmospheres in poems.
- Apply knowledge about the characteristics of epigrams to practice writing poetry

Attitudes and values:

The learner should:

- Appreciate that poems create specific atmospheres.
- Actively engage in reading and writing poetry.

Content

- Selected poems.
- Review of different types of poems: Ode, Elegy, Ballad, Acrostic, Haiku, Tanka, Sonnet and Epigram.
- Poetic devices: enjambment and consonance.

Assessment criteria:

Find out if the learners can identify and analyze odes and explore the atmosphere created in them?

Prerequisites:

- Definition of poetry
- Rhyme and rhythm
- Types of poems
- Poetic devices

Cross-cutting issues:

- Peace and values education
- Environment and Sustainability.
- Gender.
- Comprehensive sexuality education.

List of subtopics.

Number	List of lessons	Objectives	Number of period
5.1	Ode	Specify the characteristics of an ode and demonstrate understanding how the atmosphere is created in an ode	2
5.2	Elegy	Specify the characteristics of an elegy and demonstrate understanding how the atmosphere is created in an elegy	2
5.3	Ballad	Specify the characteristics of a ballad and demonstrate understanding how the atmosphere is created in a ballad	2

5.4	Acrostic	Identify and describe words made up of initial letters of each line of an acrostic poem.	2
5.5	Concrete	Identify and describe shapes of things structured by words (diction) of the poem.	2
5.6	Haiku	Specify the unique features of a haiku and describe the speaker's mood.	2
5.7	Tanka	Specify the characteristics of a tanka and describe the speaker's mood	2
5.8	Sonnet	Identify and describe types of sonnets in terms of their structure (how they are built) and rhyme scheme.	5
5.9	Epigram	Apply knowledge about the characteristics of epigrams to practice writing poetry.	2
5.10	Enjambment	Identify techniques used to create enjambment in any given poem and specify the effects it creates in a poem.	2
	End of Unit Assessment	Learners can identify and analyze odes and explore the atmosphere created in them.	2

Introductory Activity

Guide learners to read the poem Ode to a Rainy Day individually.

- Ask one of the learners to read the poem aloud, slowly and clearly to the whole class.
- In pairs, ask learners to compare the poem to other types of poems learnt.
- Ask some learners from some pairs to present their works to the class.
- Use a dictionary to look up for some unfamiliar words (if necessary)
- Ask learners to answer questions about the poem.

Possible answers

1. The speaker persuades someone not to go outside for it is raining.
2. The speaker is disappointed/ discouraged by the rainy day.
3. Some poetic devices:
 - Alliteration: examples: “p” in “pitter patter” and “s” in “splish splash” and “skitter skater”
 - Consonance: examples: “t” in “pitter patter” and “skitter skater” and “sh” in “splish splash”
 - Assonance: examples: vowel sound “ei” in rain and day, the vowel sound “ə” in pitter patter and skitter skater.
 - Onomatopoeia: Splashesplash, skitter skater and pitter patter.
4. They create musicality (rhythm) in the poem to raise the curiosity of the listener or the reader.

Teaching and learning resources:

- selected poems
- student’s book
- dictionaries
- Computers with internet access and CDs.

5.1 ODES

Expected answers activity 5.2

1. The poem talks about someone who is describing the hard times his people in Ethiopia went through, but he/she is happy for the change/ progress/positive step they are making today.
2. The mood in the poem is resilient, example: stanza 2.
3. His people/ nation.
4. The poet is optimistic.

Note: use the notes provided in the student’s book to introduce Ode.

5.2. Elegy

Learning Activity

The activity is about elegy. You are expected to ask learners to read the poem and identify the central idea it contains as well as its tone. You ought to remind them that the tone of a poem is the attitude you feel in it or the writer's attitude towards the subject or audience.

Expected answers for activity 5.2

1. The poem talks about the woman who is expecting a baby but it is still-born.
2. The miscarried child.
3. The tone is bitter because the parent is angry and unhappy/ she cannot forget what happens to her.
 - a) The woman did not know where her daughter was buried because she was still weak and she did not attend the burial.
 - b) The answers may vary from learner to learner.
5. The mood is sympathetic

Application activity 5.2

After the feedback about the activity 5.2 (*Christine*) and the content summary about Elegy given to the learners, ask them to read the poem *Pardon me*. Again, ask them to work on this activity in the same way they did with the previous activity. Encourage active participation for every learner. Facilitate the task by providing clues on how to accomplish the activity.

Expected answers for application activity 5.2

1. The poem is about someone who is addressing his / wvher parents about his/ her mentality change that prevented him / her from meeting his/her parents' expectations.
2. The tone is disappointing/ discouraging: the speaker is disappointed by his/her parents' ways of life.
3. The child rejects the ways of the father, example: he cannot slaughter other tribesmen; he takes prayers as of no use.
4. To ask for pardon doesn't always prove that you are wrong. Or Answers may vary from learner to learner. Here the teachers have to guide learners' discussion/ debate.

Note: use the notes provided in the student's book to introduce Elegy.

5.3. Ballad

Learning Activity

The activity is about Ballad, a type of Odes. You ask learners to read the poem The Cool Fountain and find out the sweet words sung in it by the Nightingale. Guide learners in their group work and ensure they all participate actively. If you feel they are able to understand the question and provide clear answers, then you can ask them to define what a Ballad is.

Expected answers for activity 5.3

1. The main idea of the poem is the refusal/rejection of the turtledove to be a mistress of the nightingale.
2. “ My lady if you will, I shall be your slave”
3. “ You are my enemy be gone you are not true”
4. The mood of the poem is deceptive since the nightingale’s request is rejected.
5. The title is appropriate because “the cool fountain” means “calm or unenthusiastic fountain”. In the poem the widow turtledove does not show any emotion to the nightingale’s request; to be in love with her i.e the love is cool.

Application activity 5.3

Once you have established that they have understood what ballad is, ask them to attempt Application activity 5.3. As a group, let them take turns to read the given passage, tell the group to present their answers and lead the class to discuss and evaluate the answers.

Expected answers for application activity 5.3

1. The poem is against colour based discrimination.
2. The poet is addressing to racist white men.
3. The mood is revolting since the speaker is against what is done by racist white people.
4. Some of the poetic devices used:
 - Repetition: example: God No Colored God
 - Alliteration: example: signs/ saying
 - Assonance: examples: need/ feel, money/ just.
 - Consonance: examples: masses/ grasses; bad/ sad/ red

Note: use the notes provided in the student’s book to introduce Ballad

5.4. Acrostic

Learning activity

Ask the learner what a poem is, and describe its major features. Guide them to read the poem in activity 5.4 and to identify its characteristics. For example initial letters and stanzas.

Expected answers for activity 5.4

1. Initials are bolded and in capital letters, those initials form the word “PARTNERS”
2. ‘Take turns’ here in the context of the poem means be involved/ engaged.
3. Each line of the poem makes by itself an example of one quality of a good learner.

Application activity 5.4

Remind the learners what an acrostic poem is. Tell them to discuss in groups or pairs the application activity 5.4 in the student’s book. Walk around and listen to the discussion and give advice where necessary.

Expected answers for application activity 5.4

1. The general message of the poem is to remind anybody that any day is a gift but it depends on him/her to make it valuable.
2. Answers may vary from learner to learner. The teacher will help learners in this activity.
3. Answers may vary from learner to learner. The teacher will help learners to discuss/ debate on the statement.

Note: use the notes provided in the student’s book to introduce Acrostic.

5.5 Concrete

Learning activity

Tell learners to read individually the poem in activity 5.5 loudly. Guide them to discuss and identify the message and the shape of the poem.

Expected answers for activity 5.5

1. The poem is talking about someone who is wondering whether the shaped poem is a

glass containing wine.

2. The poem is shaped in a glass.

Application activity 5.5

Expected answers for application activity 5.5

1. Although people take alcohol, they are also aware of its risks.
2. Regretful. The speaker regrets for alcohol inconveniences.
3. It means taking alcohol will make him/her running some risks.

Note: use the notes provided in the student's book to introduce Concrete.

5.6 Haiku

Learning activity

You are expected to test the learners' prerequisite about counting syllables in a line in a poem. Ask learners to read the poem in activity 5.6 and in group ask them to identify the unique features they notice in the poem. Help them to count number of syllables in each line and tell how many they are.

Expected answers for activity 5.6

1. Though there are disturbers, people/ animals may regain their normal ways of living.
2. The poem is made up of one stanza with three lines.
3. Line 1: 5 syllables.
Line 2: 7 syllables.
Line 3: 5 syllables.

Application activity 5.6

To this step you are expected to remind learners what a Haiku is. Ask them to read the haiku in application activity 5.6 and say individually what they notice about it. You are also expected to guide them in writing Haikus on topics of their own choice. Don't fret too much if the first attempts are not so good. Encourage them and read a few outstanding ones.

Expected answers for application activity 5.6

1. The poet is portraying good living conditions in summer.
2. The speaker is happy.
3. Answers may vary from learner to learner.

Note: use the notes provided in the student's book to introduce Haiku.

5.7 Tanka.

Learning activity

Note that this is a general guidance. There may be variations in approaches in this lesson.

You are expected to test the learners' prerequisite about counting syllables in a line in a poem. Ask learners to read the poem in activity 5.6 and in group ask them to identify the unique features they notice in the poem. Help them to count number of syllables in each line and tell how many they are. You have finally to ask them to compare and contrast haiku and tanka.

Expected answers for activity 5.7

The poet describes the young cat.

1. The poem has one stanza with five lines.
2. The poet is very pleased /delighted with the kitten
3. Line 1 : 5 syllables.
Line 2: 7 syllables.
Line 3: 5 syllables.
Line 4: 7 syllables.
Line 5: 7 syllables.

Application activity 5.7

Tell learners to discuss about the poem given in application activity 5.7 in the student's book. Walk around and listen to the discussion and advice them if necessary. Tell the group to discuss their answers and lead the class to discuss and evaluate their answers. Ask learners to try and write their own Tanka. Then ask learners to discuss them in terms of characteristics and message.

Expected answers for application activity 5.7

1. The subject matter in the poem is separation from his/ her beloved.
2. The poet is anxious.
3. The title is appropriate because it invokes a farewell (sign of separation).

4. Answers may vary from learner to learner.

Note: use the notes provided in the student's book to introduce Tanka.

5.8 Sonnet

Guide the learners to read the sonnet individually, silently and ask them what they note about it. Thereafter, ask them to read it loudly in their groups. Guide them to discuss the sonnet. Guide them to focus on the structure. The more they interact with it, the more they will be familiar with its characteristics. Tell them to discuss sonnets in activities 5.8 and 5.8 Guide the group to present their answers. You are expected to tell them about the Shakespearean sonnet (English sonnet) and Petrarchan sonnet (Italian).

Learning activities

Expected answers for activity 5.8.1

1. The poem talks about the Negro's lamentation on how black people are mistreated by whites and he emphasize that black people are in a good position to solve their problems.
2. 14 lines.
3. The rhyme scheme is: abab **cdcd efef gg**
4. The poet is disappointed since he/she laments on how black people are mistreated by the whites

Expected answers for activity 5.8.2

1. The poem talks about sinners who ignore God's laws and make their own rules for their own interest, since Christ's day to date.
2. 14 lines.
3. The rhyme scheme is: abbaabba cdecde.
4. a) In the poem 'In Some Ways' the rhyme scheme is abbaabba cdecde (Petrarchan) while in 'Negro's Tragedy' the rhyme scheme is abab cdcd efef gg (Shakespearean)
b) The speakers of the both poems are disappointed.
c) Both poets are disappointed.

Application activities 5.8

Once learners are familiar with the two types of sonnets and their characteristics, guide them to discuss in groups the sonnet in application activities 5.8.1 and 5.8.1 in the student's book. Tell the group to present their answers and lead the class to discuss and evaluate their answers.

Expected answers for Application activity 5.8.1

1. The poem talks about someone living in Nigeria and wondering on how he/she will regain his/her home country for he/she dislikes the life style of the host country.
2. The mood is sympathetic
3. The tone of the speaker is desperation.
4. It is Shakespearean sonnet
5. The rhyme scheme is abab **cdcd efef gg**.

Expected answers for application activity 5.8.2

1. The poem talks about the blessings of God that fall on all the things, greater or smaller during hardship/ difficulties.
2. The rhyme scheme is abbaabbacdecde.
3. Petrarchan/ Italian sonnet.

Note: use the notes provided in the student's book to introduce Sonnet.

5.9 Epigram

Learning activity

Remind the learners what they have covered in poetry so far. Ask them to read the Epigram in activity 5.9 and then say what they note about it.

Use Epigrams to illustrate the explanations on the characteristics of an Epigram.

Expected answers for activity 5.9

1. This Epigram raises the idea that being gossiped about may seem bad, but being completely ignored often is even worse.
2. The mood is sympathetic.

Application activity 5.9

Ask the learners to read and discuss the questions in application activity 5.9. Tell the group to present their answers. Ask them to compose their own Epigrams. If you have access to internet, download many samples for the learners. Ask the learners to discuss them in terms of message and characteristics.

Expected answers for application activity 5.9

1. In *A Man Said To The Universe*, Stephen Crane uses the epigrammatic form to express that although human beings feel important, the universe does not always treat them as such.
2. The speaker is unhappy.
3. Answers may vary from learner to learner.

Note: use the notes provided in the student's book to introduce Epigram.

5.10 Enjambment

Learning Activity

Ask the learners to read the poem *Begging AIDS* in activity 5.10 in the student's book. Ask them, to find out lines from the poem where lines are carried over to the next line without pause. Guide them to discuss the given answers. You are expected to tell them that enjambment in poetry is moving over from one line to another without a terminating punctuation mark. Tell them it occurs when a clause or a phrase begun in one line is completed in the next.

Expected answers for activity 5.10

1. The central idea of the poem suggests that elders have become like circus performers that do tricks for their food
2. Examples: **stanza 1** : line 4 is enjambment of line 3; line 7 is enjambment of line 6.

Stanza 3 : line 2 is enjambment of line 1.

3. Some examples of images used in the poem:
 - Metaphor: example: elders become big circus lions.
 - Symbolism: example: toys of death.
 - etc

Application activity 5.10

Learners know what enjambment is. Ask them to read the extract from the poem *The Winters Tail*, application activity 5.10 in the student's book. Guide them to discuss the questions on it in their groups. Guide them to focus on the structure. You can try to download many samples from internet if you have access.

Expected answers for application activity 5.10

1. Although weeping is human nature, hard situation can be consumed in another way.
2. Lines are enjambed to put accent/ emphasis on different ideas in the poem.

Answers will vary from learner to learner.

Note: use the notes provided in the student's book to introduce enjambment.

Unit Summary

You are expected to remind learners the meaning and features in all sub topics (ode, elegy, ballad, acrostic, concrete, haiku, tanka, sonnet, epigram and enjambment) they have been taught in this unit.

End of unit assessment

This is a specific activity! It consists of 5 questions. Remember that it is intended to conclude the whole unit. At the same time, it must help you to wrap the unit up. The assessment is a summative one/assessment task; thus it needs to be performed in one sitting. Assist the learners to make sure it is a success.

Expected answers

1. Answers may vary from learner to learner.
2. Answers may vary from learner to learner.
3. Answers may vary from learner to learner.
4. Answers may vary from learner to learner. But more emphasizes must be put on musicality or rhythm they create in the poem.
5. 1. Answers may vary from learner to learner.

2. Some of poetic devices used:

Repetition: examples: - I wanted to write you a letter-my love

Alliteration: example: - that you would withhold.

Assonance: example - our night lost in the long grass

Enjambment : example: - my love is the enjambment of the first line of each stanza.

Simile: examples: lips red as henna, hair black as mud, eyes sweet as honey, etc.

UNIT 6 : RHYTHM IN AFRICAN POETRY

6

Key unit competence:

To be able to identify rhythm in selected poems from Africa and describe its relationship with the context of the poems.

Learning objectives:

Knowledge and understanding:

The learner should be able to:

- Demonstrate understanding of what rhythm is.
- Describe rhythm in selected poems.
- Recall the use of poetic devices in poetry.

Skills:

The learner should be able to:

- Identify rhythm patterns in poems.
- Analyse and explain the relationships between rhyme and rhythm.
- Recite poems in front of others.

Attitudes and values:

The learner should:

- Appreciate the aesthetic qualities of language use in a poem to achieve certain effects.
- Demonstrate self confidence when reciting poems in front of others.
- Accept the recitation of others with appreciation.

Content:

- Selected rhythmic poems
- Combination of rhythm and rhyme
- Poetic devices use. Alliteration, assonance and onomatopoeia.

Assessment criteria: can the learner identify rhythm in selected poems from Africa and understanding its relationship with the context of the poems.

Prerequisites:

- Definition of poetry
- Rhyme and rhythm
- Types of poems
- Poetic devices

Crosscutting issues:

- Peace and values education
- Environment and Sustainability.
- Gender.
- Comprehensive sexuality education.

List of sub -topics.

Number	Sub -topic title	Objectives	Number of period
1	Rhythm	Demonstrate understanding of what rhythm is and identify rhythm patterns in poems	8
2	Combination of rhythm and rhyme	Analyse and explain the relationships between rhyme and rhythm	5
3	Review of Poetic Devices: 3.1.Onomato- poeia	Demonstrate aesthetic qualities of the use of poetic devices in a poem to achieve certain effects.	6

	3.2.Alliteration, Assonance and Consonance	Demonstrate aesthetic qualities of the use of poetic devices in a poem to achieve certain effects.	4
	End of Unit Assessment	Identify rhythm in selected poems and demonstrate understanding its relationship to the context of the poem	2

Introductory Activity

6.1 Rhythm in Africa Poetry

- Guide learners to read individually the poem Lullaby.
- Ask one of the learners to read the poem aloud, slowly and clearly to the whole class.
- In pairs, ask learners to compare the poem to other types of poems learnt.
- Ask some learners from some pairs to present their works to the class.
- Use a dictionary to look up for some unfamiliar words(if necessary)
- Ask learners to answer questions about the poem.

Teaching/ learning activity

Note that this is a general guidance. There may be variations in approaches in the various items and activities in this unit.

- Remind the learners what they have covered in poetry so far.
- Ask the learners what they think African poetry is and how they think it is different from other forms of poetry.
- Ask them to read the poem in activity 6.1 and they say how it sounds in their ears. Ask them to identify the atmosphere of the persona.
- Tell them to discuss the questions in the student’s book. Walk around and listen to the discussion and advise when necessary.
- Tell the group to present their answers and lead the class to discuss and evaluate the answers.
- Ask learners to try and write their own poems.
- If you have access to internet, download many samples for the learners. Ask the learners to discuss them in terms of rhythm, rhyme, message and try to compose some for themselves.

Teaching/learning resources:

- Songs
- Selected poems
- Student's book
- Computer connected to internet

Learning Activity

Tell learners to sing any song they are familiar with and to say what they like about songs. In groups, tell them to discuss the similarities between songs and poems. Unlike a song, poems don't have a rhythm section. There is no drummer or conductor establishing the rhythm. Instead, the rhythm is set by the stresses or accents in the words themselves.

Ask learners in groups, to read the poems Lullaby(Introductory activity), Grass Will Grow(activity 6.1) and The Beloved, (activity 6.2) in the student's book and they tell how they sound in their ears. Ask them to identify the atmosphere of the persona. You are expected to tell them what rhythm is in poetry: Not all poems have regular rhythm. Poems that have irregular rhythmical cadence are said to be written in free verse.

Expected answers for introductory activity

1. Answers may vary from learner to learner
2. The message of the poem is that a mother, although she is poor she has intense love to her child.
3. The poet repeats some phrases because he/she want to put emphasis on ideas. For examples: "but you are mine" is repeated to put more accent on the mother's love towards the child. On the other hand, some phrases are repeated to create musicality/ rhythm.
4. The persona is happy and confident.
5. Answers may vary from learner to learner.

Expected answers for activity 6.1

- 1.A parent is praying God to strengthen her for the possible imminent death of his/her child.
 - 2.The persona is praying God.
 3. He/ she prays to have strength to dig his grave, to cover him with earth and ask for tears.
- He/ she does not to have madness, not to break the York of the moon on him or

her.

4. Answers may vary from learner to learner.

5. Answers may vary from learner to learner. But more emphasises must be put on musicality or rhythm they create in the poem.

6. “ Grass Will Grow” symbolises a hopeful future

Expected answers for activity 6.2

1. The central idea of the poem is about a man praising Diko, a beautiful woman/girl.

2. The mood is heart- warming, enthusiastic, exciting.

3. Simile : examples: her eyes are like those of a new born fawn.

Alliteration : example: h in her heel nor her palm. Etc.

Repetition : example : she never stinks of fish, she never breath sweats.

4. The rhythm is irregular because there is no rhyme scheme, the poem does not follow the rhythm pattern. (it is written in free verse)

Note: use the notes provided in the student’s book to introduce Rhythm.

Application Activity 6.1

Ask the learners to read in groups the poem Rhythm of Africa, application activity 6.1. Tell them to describe the rhythmic pattern in it. The more they interact with it, the more they will be familiar with its characteristics.

Expected answers for application activity 6.1

1. It appeals to Africans to live African life.

2. There is no rhyme scheme since it is written in free verse.

3. The poet used: **Onomatopoeia**: example: tap tap!

Repetition: example: dance dance!, rhythm of Africa.

Alliteration: example: customs and cultures.

4. Answers may vary from learner to learner

6.2 Combination of rhythm and rhyme

Learning activity

Note that the following is a general approach in the teaching methodology. There are

further suggestions in individual items and activities. Ask the learners what a poem is. Guide them to read the poem A Freedom Song, activity 6.2 in the student's book and to identify its characteristics in terms of rhyme and rhythm. Guide them to discuss, walk around and listen to discussions and give advice where necessary.

Expected answers for activity 6.2.

1.The poem is about a young girl exploited / mistreated/ overworked at a low age.

2.The title is appropriate because it recalls the freedom/ protection and the respect of human right.

3.**Rhyme:** the second and the fourth line of each stanza. Example: chicken/ kitchen; pay/ day.

Repetition: in the first stanza *Atieno* is repeated 3 times; the refrain

Atieno yo at the end of each stanza

Consonance: Example: washes dishes

Alliteration: example: free and fee

Assonance: example: night and rights

4.No it is a matter of mistreatment/ exploitation/ overworking.

5.i) Short life.

ii) Probably.

iii) Passed away/ died.

6.I sympathize with *Atieno*, for she went through a pitiful situation.

7.Answers may vary from learner to learner.

8.Answers may vary from learner to learner. Examples: Protecting children's right/ not overworking them/ avoid human exploitation etc.

6.3 Review of Poetic Devices

Guide the learners to discuss what they have covered in poetry so far. Tell them to discuss in their groups what poems are and their characteristics. Further, they should discuss what a poetic device is. Let them take turns to give their explanations.

6.3.1 Onomatopoeia

Learning Activity

Ask learners to read the poem Song of the Worker, activity 6.3.1 in the student's book. Guide them to work in groups and identify the sound mostly repeated in the poem. Ask the

learners to give the name of the poetic device used for such a sound. Guide the learners to explain its usage and effect. You are expected to put emphasis on what onomatopoeia is.

Expected answers for activity 6.3.1

- 1.The poem talks about people who are exploited and overworked while their bosses do not show any concern.
- 2.Answers may vary from learner to learner. Example: kwa, kwa, kwa!
- 3.Answers may vary from learner to learner.
- 4.Kwa! Kwa! Kwa! Stands for the sound of stone break.

Note: use the notes provided in the student’s book to introduce Onomatopoeia.

Application Activity 6.3.1

Once you are sure the learners are familiar with onomatopoeia, ask them to read the poem Money-Changers, application activity 6.3.1 in the student’s book. Tell them to discuss effectively in pairs the questions on the activity. Walk around, listen to the discussions and advise the learners when necessary.

Expected answers for application activity 6.3.1

- 1.Poem reflects corrupt and materialistic preachers/ prayers.
- 2.Onomatopoeia:** Example: **Clink-Clink.**
- 3.The onomatopoeia put an emphasis on the message of the poem.
- 4.The title is relevant. Ironically the poet attacks preachers who pretend
- 5.preaching God’s words while their real intention is to acquire richness by using God’s word.
- 6.Answers may vary from learner to learner.

In line 1 Clink stands for Heaven

In line 2 it stands for Name.

In line 3 it stands for Kingdom

In line 4 it stands for done

In line 6 Clink stands for bread

In line 7 it stands for our trespasses

In line 8 it stands for forgive.

In line 9 it stands for not and temptation

6.3.2 Alliteration, assonance and consonance

Learning Activity

Guide learners to discuss the poetic devices they have already covered. Tell them to discuss in their groups the features of different poetic devices they know. A better way of revising poetic device is having extracts from any given poem. Once you are sure they are familiar with the devices, ask them to name Alliteration, Assonance and Consonance and to show their effect in the poem. You are expected to tell them that Alliteration refers to the repetition of consonants in words of close proximity. It generally refers to the sounds at the beginning of adjacent words as in 'black bat'.

You could say that this sentence contains alliteration with the letter 'b'

Assonance refers to the repetitions of vowel sounds within a series of words as in 'the black bat sat on the back porch'. In this sentence, note that the vowel sound for the letter 'a' is consistent in the words black, bat, sat and back.

Consonance refers to the repetition of consonant sounds at the end of and within words of close proximity. Example: The black bat sat on the back porch. Note that in this sentence, we have two forms of consonance: the words 'black' and 'back' both end in 'ck' while 'bat' and 'sat' end in 't'.

Expected answers for activity 6.3.2

1.The poem talks about the superstitious beliefs of some people who believe, without any scientific proof, that some things bad can easily happen to them/curse them.

2.Examples of rhyme scheme in the poem: light/sight, pluck/luck, morn/born, foot/root and fit/it.

3.Alliteration: examples: spilled/spirit, pots/plates

Assonance: Example: crumbs/must, spilled/spirit

Consonance: Examples: thing/morning,

4.Answers may vary from learner to learner.

Note: use the notes provided in the student's book to introduce poetic devices (**alliteration, assonance and consonance**).

Application activities 6.3.2

Since learners are familiar with poetic devices, ask them in groups, to read poems in application activities in 6.3.2.a and 6.3.2.b. Tell them to answer in groups all questions on each activity. Walk around, listen to their discussions and advise them where necessary. Tell the groups present their answers and lead the class to discuss and evaluate their answers.

Expected answers for application activity 6.3.2.1

1. For 13 years, Alan Paton was principal of a boys' reformatory in Johannesburg and he wrote this poem to talk about the death of a small boy in his care. Paton makes the poem sound like an official statement at a funeral service.

2. a) and b) The tone is ironic: Paton means the opposite of what he says. Although he seems to be supporting authority, he is really questioning the values of a society that fails the young and helpless.

c) Yes. Supporting arguments may vary from learner to learner.

3. i) Alliteration: Examples: conception/comprehension, principals/police

ii) Assonance: Examples: conception/comprehension, lost/lonely

iii) Consonance: Examples: psychologists/psychiatrists

Expected answers for application activity 6.3.2.2

1. The poem talks about a certain force able to change the position of different existing things (smaller or stronger)

2. Some of the words sound like their meaning. Examples: rumble, tremble, crack, whirling, clinging, tattered, whistle, etc. The technique using words that sound like their meaning is called onomatopoeia.

3. Some poetic devices:

- personification: example: pregnant clouds
- simile: example: like a plague of locusts
- consonance: chasing/nothing
- alliteration: example: babies/backs

Unit Summary

You are expected to give learners summative information on different lessons they have covered in this unit. The following points should be put into consideration:

- The meaning of Rhythm in poetry and its characteristics
- Combination of Rhythm and Rhyme
- Review of poetic devices (Onomatopoeia, Assonance, Consonance and Alliteration)

End of Unit Assessment

This is a summative activity for unit 6. It consists of 4 questions. At the same time, it must help you to make yourself evaluation. This assessment needs to be performed in one sitting. Assist the learners to make sure it is a success.

Expected answers

1.
 - i) Rhythm: In poetry, it is the flow of sound produced when certain beats are stressed or accented and others unstressed.
 - ii) Assonance: It refers to the repetitions of vowel sounds within a series of words.
 - iii) Consonance: It refers to the repetition of consonant sounds at the end of and within words of close proximity.
 - iv) Alliteration: It refers to the repetition of consonants in a word of close proximity.
 - v) Rhyme: It is the matching of sounds in words at the end of lines of a poem
 - vi) Onomatopoeia: it is the word that phonetically imitates, resembles or suggests the sound that it describes.
2. Still and shall do not alliterate although they begin with the same letter because they do not begin with the same sound.
3.
 - i) The title is appropriate because it fits the context of the poem.
 - ii) Rhythm in this poem is marked by the repetition of the phrase 'If it is true' starting each stanza. It makes musicality or cadence in the poem.
 - iii)
 - A) the eloquence of silence: Although eloquence occurs when speaking, silence can be another way of convincing people. Teachers should match this expression with the following saying:
"If speech is silver, silence is gold"
 - b) Chastity of inner music: Instead of listening to what people are saying, let us have our original/ genuine meditation to allow our conscience to judge.
 - c) Stand the statue still: In this expression, the poet recalls people that stability is a virtue for human beings.
4. Answers may vary from learner to learner. The teacher should guide learners when reciting their poem.

UNIT 7 : DEVELOPMENT OF EUROPEAN DRAMA

7

Key unit competence:

To be able to understand how drama developed throughout different periods of time and relate their development to different themes and messages.

Learning objectives:

Knowledge and understanding

The learner should be able to:

- Describe the different periods in the development of drama;
- Analyse the themes and messages in selected plays
- Relate the themes and messages in drama to the historical period they were written in.

Skills

The learner should be able to:

- Demonstrate how the context of a play influences its theme and message;
- Apply techniques of improvisation to perform selected scenes from a drama.

Attitudes and values

- Appreciate how themes and messages changed in different periods of time.
- Show respect for other students when they participate in miming or improvising selected scenes from plays.

Content

Introduction to European drama

Periods in the development of drama:

- Ancient Greek dramas
- Medieval/Mystery plays
- Farce
- Commedia Dell' Arte
- Modern drama

Assessment criteria:

Learners can understand how drama developed throughout different periods of time and relate their development to different themes and messages.

Prerequisites:

- Definition of drama
- African drama
- Rhyme and rhythm in drama
- Types of drama
- Dramatic techniques

Cross-cutting issues :

- Peace and values education
- Environment and Sustainability
- Gender
- Comprehensive sexuality education
- Inclusive Education
- Standardisation Culture
- Financial Education

List of sub-topics.

Total number of periods in syllabus: 25

No	Subtopic	Objectives	Number of Periods
7.0	Introduction to European drama	<ul style="list-style-type: none"> -Describe the concept of a European drama and how it flourished throughout the Europe. 	6
7.1	Periods Ancient Greek dramas Medieval/Mystery plays Farce Commedia Dell' Arte Modern drama	<ul style="list-style-type: none"> • Read plays selected for each period and discover their main themes. • Analyse the dramatic techniques used in the plays • Selected from each period. • Demonstrate how different contexts influence themes and messages in various plays • Appreciate how messages changed in different period of time 	30
	Unit Assessment	Learners can understand how drama developed throughout different periods of time and relate their development to different themes and messages	4

Teaching/learning resources:

- Play: An Enemy of the People;
- Selected extracts;
- Student's book;
- Computer connected to internet.

Introductory activity

- Guide learners to individually read the play ‘An Enemy of the People’ by Henrik Ibsen
- Ask learners to work in groups to analyse the play critically by answering the questions in the introductory activity;
- Ask each group to present their work to the class; complement and reinforce their presentations where necessary.
- Use a dictionary to look up for some unfamiliar words (if necessary);
- Use the notes provided in the Students book and from your own research to introduce the Unit.

7. 0. Introduction to European Drama

Possible answers for introductory activity 7.0

1. Characters and characterization of An enemy of the people

a) Dr. Thomas Stockman

- He is a protagonist of the play
- A practicing medical doctor, the medical officer of the town baths,
- He is brother of the mayor, who got him the job at the baths.
- Stockman is idealistic and excitable.
- Dr. Stockman believes strongly in individual freedom and the right of every man to express himself freely.
- He is honest and ethical
- His lack of tact and understanding of the practical issues places him in such an awkward position.
- Jealous and vengeful revenge in Dr. Stockman’s actions.
- He puts his principles above his own desires and gains.
- He is not tempted by financial rewards enough to deny the truth of the condition of the baths.
- He is thoroughly disgusted by the petty and dishonest interpretations placed on his actions.
- He is a man of great personal integrity

b) Mayor Peter Stockman:

- A mayor of the town and an elder brother to Dr. Thomas Stockman
- He is an antagonist of the play
- He believes that authority should rest in the hands of the officials and that all individuals should be subjected to the rule of these authorities.
- He does not believe in personal or individual expressions (Suppresses freedom of expression)
- He is convinced that he is right and anyone opposed to him must be wrong (A dictator)
- He is not a man of strong ethical principles.

c) Catherine Stockman:

- She is a minor character who represents the eternal matriarch.
- Her interest is in the family.
- She does not care for civic causes, but when her husband is attacked by other people, she comes to his side even though she does not understand the principles behind the cause.

d) Billing

- An assistant at the newspaper,
- he is a radical like Hovstad, but
- he is also ambitious and plans to run for office.
- He is in some way courting Petra.

e) Captain Horster

A ship captain who has little interest in local politics, Horster provides the hall for Doctor Stockmann's speech, but he is fired from his ship as a result.

f) Morten Kiil

A rich old man, Kiil owns several of the tanneries that Dr. Stockmann implicates in his water pollution report. He is the adoptive father or grandfather (depending on the translation) of Mrs. Stockmann, and his will assigns a good deal of wealth to her and her children.

Mr. VIK: A ship own.

ASLAKSEN: A printer

Men and a few women of varying conditions and occupations.

A group of schoolboys- the audience at a public meeting.

2. Setting: The play *An enemy of the People* by Henrik Ibsen is set in Norway. It was written in 1882 (19th Century). The play takes place in a coastal town in the southern Norway. Ibsen wrote it in response to the public outcry against his play *Ghosts*, which had challenged the hypocrisy of Victorian morality.

3. Dramatic techniques used in *An Enemy of the People* are:

- Allegory, symbolism, imagery: Jesus -Stockmann invokes Jesus, who was crucified on the cross because the mass of people thought he was dangerous.
- Tone and Mood: ironic, somewhat cynical, mostly objective
- Allusions: Jesus Christ in the Bible

4. Themes highlighted in ***An enemy of the People***.

i. Society and Class

An Enemy of the People presents a complex analysis of society and class. The play proposes that the main problem with society is that it is run by the majority, a group made up of unintelligent people.

ii) Wealth

Money and the pursuit of wealth is a major theme. All of the characters in the play are controlled or influenced by wealth or the lack of it.

iii) Rules and order: The established rules and order of society are a constant topic of conversation in the play.

iv) Politics: The conflict of *An Enemy of the People* is a tense political battle

v) Pride: Many of the play's characters seem to be guilty of pride. They tend to think very highly of themselves and are concerned about maintaining face in public

vi) Hypocrisy: Hypocrisy runs rampant throughout *An Enemy of the People*. Power, money, and public image all play a part

vii) Power: *An Enemy of the People* is one long power struggle. Many of the characters spend their time in efforts to gain control over other people.

viii) Principles

An Enemy of the People tells the story of one man's quest to stick to his principles no matter what

5. *An Enemy of the People* was written in the 19th Century in Norway. Ibsen wrote this play in response to the criticism of his play *Ghosts* which used an immoral language about the issues of the society. It deals with the extent to which individual desires and beliefs are compromised by society. In particular, the play focuses on the ways in which an individual can be compromised by the society he is trying to help.

The problems of the play's hero, Dr. Stockmann, are not far removed from the problems

Ibsen experienced after the publication of *Ghosts*. Ibsen noted: “Dr. Stockmann and I got on excellently together; we agree on so many subjects”. Therefore, the themes and messages highlighted in the play *An enemy of the people* depict the problems in the modern society.

Note: Do further research and guide learners to read the introduction of the play, research on the internet and find out the social and political context that were prevailing during the time when Henrik wrote the play *An enemy of the people*.

General Guidance on Teaching/ learning activities

Note that this is a general guidance. There may be variations in approaches in the various items and activities depending on every lesson.

- Ask learners to brainstorm on what they have covered in drama so far;
- Ask them to work individually or work in groups to attempt the activities in the students’book.
- Facilitate the activities and support each learner depending on their learning needs.
- Evaluate learners’ findings and give feedback.

7.1 Periods in development of drama

Activity 7.1

Teacher guides the learners to read the play *An enemy of the people* and answer the following questions .

1. Who is the real enemy of the people in the play *An enemy of the people*? Why?
2. What lessons do you learn from the play *An enemy of the people*?
3. With examples, relate the events in the play *An enemy of the people* to the modern society
4. According to you, is Dr, Stockmann a hero or a fool? Justify your answer

7.2.1 ANCIENT GREEK DRAMA

Possible answers for application activity 7.1.1

1. Ancient Greek Drama refers to any dramatic form: Tragedy, comedy, Farce, Satyr plays, mime or pantomime composed in the Greek Language.

2. The main features of ancient Greek Drama are characters from the noble families, worship gods and goddesses, the 'good' and 'evil', the impact of war, the state versus the individual, the state versus family, pride, the role of gods in human affairs, gender roles and human relationships.

3. The famous playwrights of ancient Drama are Sophocles, Aeschylus, Euripides and Aristophanes.

Possible answers for application activity 7.2.1

1. The extract is about the messages from God to purify the land by expiation of blood by blood.

2. The teacher guides the learners' discussions on the possible dramatic techniques. Dramatic techniques used in the extract are dialogue, body language, flashback and irony.

3. This play falls in an ancient Greek drama because of invocation of gods, using noble characters and king of the priests.

7.2 Medieval /Mystery plays

Possible answers for learning activity 7.2

1. The people in the above picture are watching a "mystery play"

2. Some of the characteristics of Medieval Mystery plays-written in verse, teaching Christian's doctrine, presenting biblical characters and themes from the bible.

3. The mystery plays focused on the representation of Bible stories in churches as tableaux with accompanying antiphonal song. They developed from the 10th to the 16th Century, reaching the height of their popularity in the 15th Century before being rendered obsolete by the rise of professional theatre. The name derives from mystery used in its sense of miracle, but an occasionally quoted derivation is from ministerial, meaning craft, and so the 'mysteries' or plays performed by the craft guilds.

Possible answers for application activity 7.2.2

1. The above extract is about the conversation between Abel and Cain. Abel is persuading Cain, his brother, to worship and offer sacrifices to God.

2. Abel used sweet and polite words to win over Cain like "Dear brother, why must you speak so. Come on, now, Cain. We'll go together. Thanks be to God; we have fair weather."

3. Abel was soft hearted, discipline, God fearing while Cain was very rude, wicked,

unrighteous, etc.

7.1.3 FARCE

Possible answers for learning activity 7.1.3

1. Farce is a dramatic comedy set apart from other literary genres because its purpose is to make the audience laugh.

Farce is different from comedy. Comedy has a proper structure and definite plot while Farce involves exaggerated and funny situations. Simply it can be defined as a comic dramatic work using buffoonery, jokes, physical humour, drunkenness just to get people laugh.

Possible answers for application activity 7.1.3

1. The above extract is about playing the trick on the seller of cloth not to pay him.
2. Funny in the extract is about Patelin who is going in bed to pretend to be sick.
3. The setting of this extract is in Patelin's house.
4. Some of the characteristics of farce in the above extract are disgraceful love intrigues, clever tricks to get money or outwit simpleton to make people laugh.
5. The teacher guides the learners' discussions on the possible dramatic techniques. Dramatic techniques used in the extract are body language, dialogue, flashback and irony.

7.1.4 COMMEDIA DELL'ARTE

Possible answers for activity 7.1.4

1. Commedia Dell'arte means unwritten or improvised drama; this peculiar species had a long life in Italy. The commedia Dell' arte theatre scripts and scenario descriptions, meant for use and performance. They feature traditional characters and masks.

2. Farce involves exaggerated and funny situations. Simply it can be defined as a comic dramatic work using buffoonery, jokes, physical humour, drunkenness just to get people laugh while The commedia Dell' arte theatre scripts and scenario descriptions, meant for use and performance. They feature traditional characters and masks.

Possible answers for application activity 7.1.4

1. The conversation itself was very funny; words and body language used were very funny. The topic is also fun because it is dealing with marriage of Pantalone's daughter.
2. The characteristics -play divided into acts, scene and a prologue, the exaggeration of

the situation, subject concerned with disgraceful love of intrigues clever tricks to get money.

3. The teacher guides the learners' discussions on the possible dramatic techniques/literary devices. Dramatic techniques used in the extract are dialogue, body language, flashback and irony.

7.1.5 MODERN DRAMA

Possible answers for activity 7.1.5

1. This scene takes place at Stockmann's house when Dr Stockmann discovered the contamination of the bath.

2. The characteristics of modern drama tended to focus not on kings and heroes but instead on ordinary people dealing with ordinary problems. It often dealt with the sense of alienation and disconnectedness that average people felt in this period.

3. Ancient Greek drama focuses on kings and heroes, deeds, extraordinary people dealing with supernatural powers (gods and goddess).

4. The teacher guides the discussions of the students on the possible dramatic techniques/literary devices which are dialogue, body language, irony and flashback.

Possible answers for application activity 7.1.5

1. The purpose of Dr. Stockmann in the excerpt is to establish a school in order to change the society's mind.

2. He is declared as a strong man because he discovered that the baths were contaminated by bacteria but municipal authority opposes the idea and he never abandoned the idea. Later on, he started a school to educate the people on their rights. He said that the strongest man in the world is he who stands most alone.

3. The teacher guides the learners' discussion and find out main themes in the extract. Here are some of them: education and determination.

End unit assessment

This summative assessment for unit 7 assesses the learner's progress, increases the performance of the students and the understanding of the entire unit. The teacher should evaluate whether the learners understand how drama developed throughout different periods of time and relate their development to different themes and messages.

1. The features of modern drama tended to focus not on kings and heroes but instead on ordinary people dealing with ordinary problems. It often dealt with the sense of alienation and disconnectedness that average people felt in this period.

2. The different periods in the development of drama –

a) Ancient Greek Drama has a plot structure in comedy and tragedy.

The characters, the chorus were a mainstay of Greek drama. The chorus could reveal information to the audience. Greek drama and many plays had a religious bent to them. It evolved from choral performance; both tragedy and comedy have choruses that are an important and integral element of the performance. The choruses always sing and dance; something not always the case in other dramatic genres. Greek drama has a maximum of 3 actors. All the actors were male. Costumes always included distinctive masks that served to identify both individual character and character type.

b) Medieval plays were performed outdoors. The plays were written in verse and taught Christian doctrine by presenting biblical characters. Themes and characters were from the bible.

c) Modern drama tended to focus on ordinary people dealing with ordinary problems; the sense of alienation and disconnectedness that average people felt in this period.

3. The real enemy of the people in the play *An Enemy of the People* is Doctor Thomas Stockmann; Medical Officer of the Municipal Baths because Dr. Stockmann is not devoid of strong weaknesses that make it difficult for him to succeed in his mission of telling the truth. He is an idealist and quite reckless in his actions. It is this recklessness that makes it possible for the antagonist to marshal forces against him. His courage is however, not lost on the reader who nevertheless comes to understand the predicament of a good man who is branded as the enemy of the people for his selfless wish to save his city.

4. The lessons from the play *An Enemy of the People* are:

First, Truth and Morality in *An Enemy of the People*

In the play, the audience follows Dr. Stockmann, a man who finds that the water supply of the town is contaminated. Through his efforts to share this information, his family, his reputation, and his safety are put in jeopardy.

Second, the second message of the play is that the individual, who stands alone, is more often 'right' than the mass of people, who are portrayed as ignorant and sheep like. Ibsen who turned atheist during his encounter with Georg Brandes, presents many Christian values in *An Enemy of the People*, and religious references

Third, Ibsen *An Enemy of the People* deals with the extent to which individual desires and beliefs are compromised by society. In particular, the play focuses on the ways in

which an individual can be ostracized by the society he is trying to help.

5. The events in the play *An Enemy of the People* is truly relevant to Africa and the so-called developing world and emerging democracies at large in the 21st Century as it was to the people of Norway in the 19th Century. The play goes also to a great extent to espouse truth, but he is subjected to insults, slander and some degree intimidation and violence. It is also that at critical moments in our historical development, the ‘compact majority’ are often wrong especially on serious national matters that may call upon a person of vision to courageously stand alone and say no to retrogressive yet popular values.

6. Dr Stockmann is a hero because he goes to a great extent to espouse truth, but he is subjected to insults, slander and some degree intimidation and violence. But he stands firm proclaiming, in a fundamental statement towards the end of the play, that ‘the strongest man in the world is the man who stands alone’.

End unit summary

This unit dealt with Development of European drama. The art of drama developed in the ancient Greek city state of Athens in the late 6th Century B.C. The early works of Greek drama focused on the ‘good’ and ‘evil’ that exist in the world. The early dramas were designed to worship gods and goddesses. Medieval drama refers to all dramas produced in the period between the fall of the Western Roman empire and the beginning of Renaissance around the 15th Century A.D. Medieval dramas were called mystery plays. The purpose of these plays was to teach religion and Christian doctrines by presenting biblical characters. Farces and *commedia dell’Arte* flourished also during this period. Their aims were to make people laugh.

Modern drama tended to focus not on kings and heroes like ancient Greek drama, but instead on ordinary people dealing with their ordinary problems.

UNIT 8 : LANGUAGE USE IN DRAMA

8

Key unit competence:

To be able to explore the use of language in drama to create tone and atmosphere.

Learning objectives

The learner should be able to:

- Recall understanding of literary devices;
- Describe the atmosphere and the tone in selected dramas;
- Demonstrate understanding of the importance of dramatic techniques in creating tone and atmosphere.

Knowledge and understanding

- Recall understanding of literary devices.
- Describe the atmosphere and the tone in selected dramas;
- Demonstrate understanding of the importance of dramatic techniques in creating tone and atmosphere.

Skills:

The learner should be able to:

- Perform dialogue in front of an audience.
- Identify rhyme and rhythm in plays after listening to them.
- Infer the tone and the atmosphere of a play from the literary devices used.

Attitudes and values:

The learner should:

Actively participate in performing a dialogue with other students.

Appraise other students' performance of dialogue from plays.

Content:

Selected plays written in verse or prose:

- Review literary devices (metaphor, alliteration, repetition, assonance)
- Tone
- Atmosphere
- Rhyme

Assessment criteria: learners can explore the use of language in drama to create tone and atmosphere.

Prerequisites:

- Definition of drama;
- African drama;
- Rhyme and rhythm in drama;
- Literary devices in drama;
- Tone
- Atmosphere.

Crosscutting issues:

Peace and values education: All the selected plays have conflicts which are resolved in one way or another. Guide learners to find and analyse peace and values messages in the selected plays. For example, *The Caucasian Chalk Circle*.

Environment and Sustainability: Some selected plays have messages about environmental sustainability for example, *The Caucasian Chalk Circle*. Guide learners to analyse how the environment is conserved.

Gender: All the selected plays have both female and male characters playing differently roles. Guide learners to analyse the different gender roles.

Comprehensive sexuality education: Some selected plays have issues of sexuality for example, the relationship between Abigail and Proctor in *The Crucible*, Grusha and Simon in *The Caucasian Chalk Circle*. Guide learners to analyse those sexuality issues.

2. List of sub-topics.

Unit Title: LANGUAGE USE IN DRAMA

Total number of periods in syllabus: 32

No	Sub topic	Objectives	Number of Periods
1	8.0 Introduction to language use in Drama	Understand literary devices.	4
2	8.1 Tone in drama	Describe tone and atmosphere in a selected play.	6
3	Atmosphere in drama	Describe tone and atmosphere in a selected play.	6
4	Review literary devices (metaphor, alliteration, repetition, assonance)	Understand the importance of literary devices in creating tone and atmosphere.	7
5	8.4 Rhyme in drama	Identify rhyme and rhythm in a selected play.	4
6	8.5 Rhythm in drama	Identify rhyme and rhythm in a selected play.	3
	End of unit assessment	Can explore the use of language in drama to create tone and atmosphere.	2

Teaching/learning resources:

- . Play: The Caucasian Chalk Circle;
- . Selected extracts;
- . Student's book;
- . Computer connected to internet.

Introductory activity

- Guide learners to individually read the play *The Caucasian Chalk Circle* by Bertolt Brecht
- Ask learners to work in groups to analyse the play critically by answering the questions in the introductory activity;
- Ask each group to present their work to the class; complement and reinforce their presentations where necessary.
- Use a dictionary to look up for some unfamiliar words (if necessary);
- Use the notes provided in the students book and from your own research to introduce the Unit.

Expected answers for introductory activity 8.o

1. Setting: The play *The Caucasian chalk circle* is set in the Soviet State of Georgia towards the end of the Second World War in 1944.
2. Themes highlighted in *The Caucasian Chalk circle*:

a) Justice and injustice

The climax of *The Caucasian Chalk Circle* takes place in a courtroom, as a rather unconventional judge named Azdak employs a very unusual method of determining who should get custody of a small child. Brecht portrays Azdak as a crazy radical who accepts bribes from the wealthy but often lets poor, downtrodden defendants off the hook in favor of prosecuting those who have sinned or broken the law in other, less obvious ways.

b) Corruption

Corruption mainly refers to lack of integrity or honesty and is mainly manifested by accepting bribes. Most of characters are usually driven by greed. George Abashwili is materialistic. As he makes procession to enter the church for Easter service, many beggars and petitioners try in vain to reach out to him. We learn through his wife Natella that the governor plans to tear down the slums to create room for the garden of the East Wing of palace.

The Ironshirts are corrupt. They use their privileged positions to execute others and in the process make illegitimate gains. The iron shirts follow Grusha and Michael since a good price is offered.

Azdak, the judge, is overly corrupt and his greed unstoppable. He openly takes bribes in the court before listening to a case. He begins by saying, "I accept," meaning that he is willing to be bribed. As Azdak executes his duties, his deeds do not measure up to the expected standards. He makes controversial judgements that put his integrity into questions. He sits on the statue book when delivering justice; a pointer to his contempt for what is just. He also takes wine in public as he executes his duties.

c) Abuse of the power

The governor, George Abashwili, is said to be as rich as Croesus. He has so many horses in his stable and yet there are so many beggars on his door step. This shows that he amasses so much wealth for himself at the expense of his subjects. They pile along the gate carrying thin children and holding petitions. They cry for mercy and reduction of the high taxes.

The governor has hired two doctors to look after his son Michael-the apple of his eyes. This is in contrast to the starving and suffering common men who push and shove to see the governor's heir.

The governor plans to tear down the slums to start building the East Wing garden for his son, Michael. It does not matter to him that those slums are people's homes.

The soldiers also abuse power. ".....soldiers push the crowd back lashing at them with thick whips." When the crowd pushes to have a peep at their heir-baby Michael-the crowd is pushed back by the iron shirts using thick whips.

The Fat prince abuses power when he conspires and overthrows the governor from power. He (The Fat prince) then orders the governor to be beheaded and his head hanged at the entrance of the palace for all to see.

The judge, Azdak abuses power openly by accepting bribes. Before considering any case he utters a short statement- I accept- to mean he is ready to take a bribe.

d) Love

The playwright explores the theme of love and friendship through various characters in the play. This is mainly portrayed through the parental love between the governor and his son, Michael, Grusha, the kitchen maid and Michael, Grusha's romantic love with Simon Shashava and finally between Grusha and her brother Lavrenti Vashnadze.

e) Irresponsibility

Negligence refers to failure to give somebody or something enough care or attention. It also refers to failure to perform one's duty which impacts negatively on others. Georgi Abashwili is the Governor and therefore responsible for the welfare of those under him. Although he is rich, he has so many beggars from the gateway, holding up thin children, crutches and petitions.

f) Religiosity and hypocrisy

Religion refers to having or showing belief in and reverence for a deity. On the other hand hypocrisy is deception by pretending to entertain one set of intentions while acting under the influence of another. In *The Caucasian Chalk Circle* cases of religious hypocrisy are common. Act one of the play begins with Governor Georgi Abashwili going for Easter mass. He is accompanied by his wife Natella, and Michael, their child. Although he would like to

pass as a devoted Christian, his regime has oppressed the people it serves.

h) Betray

To betray is to hurt people who trust you especially by not being loyal or faithful to them. When the governor is being arrested, the iron shirts of the palace guard who are supposed to guard the governor refuse to obey.

3. CHARACTERS AND CHARACTERISATION

a) Grusha vashnadze

She is a loving, caring and concerned kitchen maid in the governor's palace. She is the heroine in the play and she rescues Michael who is abandoned by her fleeing mother, Natella after the coup.

b) Azdak

He is a village recorder, clerk but after he is accidentally chosen to be the judge by the iron shirts. He represents the voice of reason and social justice as he takes from the rich and gives to the poor.

c) Georgi abashwili

He is the governor of the Grusinian people, Natella's husband and Michael's father. He is beheaded on Easter Sunday after his brother the Fat Prince successfully stages a coup.

d) Natella abashwili

She is the wife to Governor Abashwili and biological mother to Michael. When the coup takes place, she leaves behind her child and later, she tries to reclaim him back from Grusha, the lady who salvaged him.

e) Shauwa

He is a policeman and a guard that accompanies Azdak to Nuka on request to a court trial. He doubles up as a prosecutor and a sweeper in court during Azdak's term as judge.

f) Simon shashava

He is a soldier of the palace guard who remains at the door when the Governor and his family enter the Church. He is ordered to accompany the governor's wife, Natella Abashwili as her guard. He is Grusha's betrothed.

Michael, the son

Shalva, an adjutant

Arsen kazbek, a fat prince

Messenger from the capital

Niko Mikadze and Mika Loladze, doctors

Old peasant ;with the milk
Corporal and Private
Peasant and his wife
Laventi Vashnadze, Grusha's brother
Aniko; his wife
Peasant woman; for a while Grusha's mother-in-law
Jussup; her son
Monk
Azdak; village recorder or scribe
Shauwa; a policeman
Grand duke

IN THE PROLOGUE

Old man on the right
Peasant woman on the right
Young Peasant
A very young worker
Old man on the left
Peasant woman on the left
Agriculturist Kato
Giri Tractorist
Wounded soldier
The Delegate from the capital
The Singer

4. The Chalk Circle in The Caucasian Chalk Circle.

The title of the text is taken from a case in the story whereby Azdak as Judge orders Shauwa to draw a circle around young Michael who is at the centre of a custody row between Natella Abashwili and Grusha Vashnadze. The child is placed at the centre of the circle and both women are ordered to pull him out of the 'chalk circle' and whoever manages to do so will get him. Natella, who is the child's real mother, wins but the child is given to Grusha, the maid, because she shows motherly love by refusing to pull too hard, afraid that she might harm the child.

5. The dramatic speech figures used by Bertolt Brecht in his play.

a) Irony

Bertolt Brecht has used irony severely in the text. It is Ironical that Natella Abashwilli tells the fat prince that the Governor has plans to build a wing by putting away the slums.

b) Satire

Azdak's appointment as judge is a satirical portrayal of the dysfunctional court systems in society. He is neither qualified nor fit to hold the office of judge, yet, he is given the position.

c) Metaphor

- Grusha refers to Simon as 'pigheaded'. This means that Simon is stubborn for wanting to put himself in danger by escorting Natella to the capital.
- The soldiers who pursue Grusha to the north are referred to as 'bloodhounds'. Bloodhounds are dogs trained to look for people.

d) Simile

After the Governor is caught and beheaded, one of the servant's remarks, "What about us? We'll be slaughtered like chicken as always."

When wooing Grusha, Simon asks her, "Is young lady as healthy as a fish in water?"

e) Humour

When the two doctors in charge of Michael, quarrel over each and every issue – no matter how trivial. Whenever the baby cries, they blame each other over who is responsible.

f) Songs

The story of The Caucasian Chalk Circle is largely narrated through the use of songs. The singer, Arkadi, and other characters in the play use songs throughout the text in the following cases:

- The Governor is introduced through a song. (p.13) The song helps in describing how wealthy Georgi Abashwili is and his character. The song also juxtaposes Georgi's richness with the poverty of his people.

g) Proverbs and Wise sayings

When Grusha warns Simon about the danger in accompanying Natella to the capital, he asks, "Isn't the stabbing dangerous for the knife?" (p.21) He implies that danger lies everywhere and as a soldier, he can protect himself.

8.1 TONE IN DRAMA

Activity 8.1

The Tone used in the extract is found in the following lines.

Elizabeth: Giles is dead

He looks at she incredulously.

Proctor: When were he hanged?

The tone of Proctor's response is sad.

Application activity 8.1

1. The extract is about the conversation between Abigail with Proctor conversing on Elizabeth.
2. Abigail was angry because Proctor was calling her as a child while she considered herself as mature enough.
3. The tone used in the extract is in different lines like:

Proctor: Gently pressing her from him, with great sympathy but firmly: child

There is sympathetic tone.

Abigail: With a push of anger; how do you call me child!

Here Abigail's response was sadness tone.

8.2 ATMOSPHERE IN DRAMA

Activity 8.2

1. The subject matter of the extract is related to the judgement or justice about some characters.
2. Proctor was advised to fear nothing, because there was another judgement, and they were sure that they had no witchcraft (charms).
3. As far as the atmosphere is concerning with mood, emotion or feeling.

Foreshadowing is another element of Atmosphere which is found in the response of Rebecca to Proctor.

- Let you fear nothing! Another judgement waits us all!
Setting also is the element of atmosphere.
The setting of the extract is in the town.
- Danforth: hang them high over the town!

Application activity 8.2

The extract is about the conversation in which Danforth tries to force Proctor to confess.

The setting of the extract was in the court house.

The mood or atmosphere is found in the speech of Proctor's background to Danforth.

Proctor said:

I have confessed myself!

You will not use me! I am no Salah good or Tituba, [...]

There is also a feeling of Panic in the speech of Proctor.

8.3 REVIEW OF LITERARY DEVICES

8.3.1 METAPHOR

Activity 8.3

1. The extract is about love. Proctor proposes Elizabeth to become his girlfriend.
2. Before the extract, Proctor was conversing with Elizabeth in house. Proctor promises Elizabeth to buy a heifer if the crop is good. After the extract, Proctor and Elizabeth discusses on how Proctor can go to Salem on the Abigail issue of witchcraft.
3. In the extract, Metaphor is used where Proctor says "This farm is like a continent"
Winter has different comparison in the extract. It symbolises hard time
It can also symbolise the night. Massachusetts is a beauty.
4. Other dramatic device used in the extract:
Hyperbole in - A load of flowers...

Application activity 8.3.1

The extract is about the conversation between Casca and Cassius on the behaviour of Julius Caesar. They are talking on how they are slaves of him and how they can get rid of him. Cassius convinces Casca not to reveal the secret of killing Julius Caesar.

Metaphor is a literary device which is used for a thing to mean something else. An example of metaphor used in the extract is: -Caesar was compared to a lion while Romans are compared to sheep.

After this extract, there is a pact between Casca and Cassius for keeping secret of a plan of killing Julius Caesar.

Another literary device used in the extract is irony. Eg: "the poor man" said Cassius referring to Julius Caesar.

8.3.2 ALLITERATIONS

Activity: 8.3.2

Alliteration is a repetition of the same consonant sound or more word on the same line. We realised that in this extract, the first two lines have the same consonant sound. eg:

- And in her flight from the Ironshirts.
- “Since no one else will take you, son.
- I must take you
- Since no one else will take you, son.
- You must take me.”

Application activity 8.3.2

1.The extract is about the suspicious relationship between Elizabeth and Proctor. Parris and Hale didn't support, and they forced her to go to Proctor while Elizabeth supported herself against the contradiction of Parris and Hale about the relationship between her and Proctor.

2. Identification of alliteration

Eg: “Go to him, goody Proctor”

“Proctor! Proctor!”

8.3.3 REPETITIONS

Activity 8.3.3

1. Grusha was fearing someone who might come to kidnap the child.
2. The baby was compared to a stolen thing because it was an adoptive child. His mother was away from him.
3. In the extract the repetition is used in the following lines:
 - Till evening came, till night.
 - Come, till dawn came.
 - She sat too long, too long she saw.

Application activity 8.3.3

The extract was about the mutiny of soldiers.

There was an attack to the governor's palace.

Repetition is used in the following lines.

Something goes on, something can be seen.

There's more, your toes, and mor

8.3.4 ASSONANCE

Activity 8.3.4

The use of Assonance in the extract is found in the following lines:

- Now tell us where you live and be brief.
- To be brief, I live near the capitol.

It is also found in the last line of the extract.

‘Tear him, tear him to pieces.

Come, bring burning sticks.’

Application activity 8.3.4

1. The power of Governor was finished. He was seriously threatened, and he was no longer respected.
2. The blindman is the Governor who trusted power which ended one day.
3. The last line shows how the governor is going to die and will never come back.
4. The use of assonance is found in the following lines.
 - They go their way like gods, But long is not forever.
 - Up, great sir, deign to walk upright.

8.4 RHYME IN DRAMA

Activity 8.4

The subject matter of the extract is an adoptive child, Michael. The Ironshirts were ordered to bring him to his mother to inherit his father.

The father of the child was dead.

The use of Rhyme in the extract is found in the following lines:

- How he returned Judge
- How he passed judgement
- What kind of Judge he was!

Application activity 8.4

The extract is about the conversation on how the child can be protected.

The merchant wants to keep the baby because she fears that the baby might be kidnapped.

The baby was wanted by the Ironshirts.

The use of rhyme is identified in the following lines:

Is the one you must tread
And all you will eat
Is my bit of bread?

RHYTHM IN DRAMA

Activity 8.5

1. The extract is about the conversation between Shauwa and Azdak.
2. The theme in the extract is relating to restore order and respect the law.
3. The use of Rhythm in the extract is found in the following lines

Shauwa: oh, oh, oh, oh,

Azdak: Where are you, general, where are you?

Please, please, please, restore order.

Application activity 8.5

1. The extract is the conversation between Grusha and Simon talking about their past relationship. The main message of the extract is basing to the broken love because of war.
2. The use of repetition, alliteration and assonance are found in the following examples:

a) Repetition

So many words are said,
So many left unsaid

b) Alliteration

Simon Shashava, I am no longer called what I used to be called.
The first man fell in front of me...

c) Assonance

My neck caught fire, my hands froze in my gloves, my toes in my socks.

3. The use of Rhythm in the extract is found in the third line and fourth:
Where he comes from, he does not say.
Hear what her thought and did not say.

End unit assessment

1. Teacher will guide learners to write an essay on each of dramatic devices below:

- a) Metaphor
- b) Alliteration
- c) Repetition
- d) Assonance

2. The extract is about the decision of Grusha for staying with the baby and taking care of it.

3. Grusha describes the life of the baby as someone who was thrown away without care from his parents. That's why she decided to live with it.

Literary devices are used in the following lines:

a) **Alliteration**

O black day in a lean, lean year.

b) **Repetition**

O black day in a lean, lean year

c) **Assonance**

My legs are tired; my feet are sore!

But I wouldn't be without you anymore

d) **Atmosphere**

For setting, atmosphere is found in the following line:

Eg: At the foot of the Jang-tu Glacier

Relating to the mood, Atmosphere is found in "my legs are tired, my feet are sore!"

About foreshadowing, Atmosphere is found in: "I will wash you, son....

We'll see it through together!"

e) **Rhyme**

It is used in the following lines:

O black day in a lean, lean year

The trip was long, the milk was dear.

f) Rhythm

It is another literary device which is found in the following lines

“She sang the song of the rotten bridge”

4. A teacher will guide learners to select appropriate scene, role-play real characters, rehearse the play, and then perform the scene from the play “The Caucasian Chalk Circle” bringing out tone and atmosphere of the play.

End unit summary

This unit dealt with Language use in drama. Dramatic Language deviates from everyday language because it is the most important means of communication on stage. Drama is different from prose and poetry. Dramatic language is not meant to be heard or read, but it is performed before an audience, therefore, it must suggest the action which surrounds it.

The playwright to achieve his/her goal, uses language in a unique manner to make their plays artistically rich. They have to use irony, satire, metaphors, similes, alliteration, assonance, repetition, rhyme and rhythm to create tone and atmosphere in various plays.

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ANNEX 1: REQUIRED COMPETENCES AS OUTLINED IN THE CURRICULUM

There are two types of competences addressed by the curriculum. These are basic and generic competences. The indicative learning activities in each unit have been planned so that they contribute to the development of the basic and generic competences. The descriptors of each competence should contribute to the elaboration of good learning activities and exercises.

Basic competences Descriptors

Competences		Competence Descriptions
Basic	Literacy	<p>Reading a variety of texts accurately and quickly.</p> <p>Expressing ideas, messages and events through writing legible texts in good hand-writing with correctly spelt words.</p> <p>Communicating ideas effectively through speaking using correct phonetics of words.</p> <p>Listening carefully for understanding and seeking clarification when necessary</p>
	Numeracy	<p>Computing accurately using the four mathematical operations.</p> <p>Manipulating numbers, mathematical symbols, quantities, shapes and figures to accomplish a task involving calculations, measurements and estimations.</p> <p>Use numerical patterns and relationships to solve problems related to everyday activities like commercial context and financial management.</p> <p>Interpreting basic statistical data using tables, diagrams, charts and graphs.</p>
	ICT and digital competences	<p>Locating, extracting, recording and interpreting information from various sources.</p> <p>Assessing, retrieving and exchanging information via internet or cell phones.</p> <p>Using cell phones and internet for leisure and for money transactions.</p> <p>Using computer keyboard and mouse to write and store information.</p> <p>Using information and communication technologies to enhance learning and teaching (all subjects)</p>

Generic Competence Descriptors

Generic Competence	Competence Descriptors: <i>What learners are able to demonstrate during the learning process</i>
Critical thinking	<p>Think reflectively, broadly and logically about challenges encountered in all situations.</p> <p>Weigh up evidence and make appropriate decisions based on experience and relevant learning.</p> <p>Think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion.</p> <p>Explore and evaluate alternative explanations to those presented by others.</p>
Creativity and innovation	<p>Responding creatively to different challenges encountered in life.</p> <p>Use imagination beyond knowledge provided to generate new ideas to enrich learning.</p> <p>Take initiative to explore challenges and ideas in order to construct new concepts.</p> <p>Generate original ideas and apply them in learning situations.</p> <p>Demonstrate resilience when faced with learning challenges.</p>
Research and problem solving	<p>Be resourceful in finding answers to questions and solutions to problems. Produce new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions.</p> <p>Explain phenomena based on findings from information gathered or provided.</p>

Communication	<p>Communicating and conveying confidently and effectively information and ideas, through speaking and writing and other forms of communication, using correct language structures and relevant vocabulary in a range of social and cultural contexts.</p> <p>Comprehending language through listening and reading.</p> <p>Using oral and written language to discuss, argue and debate a variety of themes in a logical and appealing manner.</p> <p>Communicating clearly and confidently using a range of linguistic, symbolic, representational and physical expression.</p> <p>Developing and communicating formal messages and speech appropriate to the target recipient or audience.</p>
Cooperation, interpersonal management, life skills	<p>Co-operating with others as a team in whatever task assigned. Adapting to different situations including the world of work.</p> <p>Demonstrating a sense of personal and social responsibility and making ethical decisions and judgments.</p> <p>Respecting others' rights, views and feelings.</p> <p>Having positive ethical and moral attitudes with socially acceptable behaviour.</p> <p>Performing practical activities related to environmental conservation and protection.</p> <p>Advocating for personal, family and community health, hygiene and nutrition.</p> <p>Developing motor skills to perform a variety of physical activities for fitness, health, leisure and social interaction.</p>
Lifelong learning	<p>Taking initiative to update knowledge and skills with minimum external support.</p> <p>Coping with the evolution of knowledge and technology advances for personal fulfilment</p> <p>Seeking out acquaintances more knowledgeable in areas that need personal improvement and development.</p> <p>Exploiting all opportunities available to improve on knowledge and skills.</p>

ANNEX 2: CROSS-CUTTING ISSUES DESCRIPTORS AND THEIR INTEGRATION IN SUBJECTS

Cross-cutting Issue	Description	Subjects incorporating aspects of the cross-cutting issue
Genocide Studies	Genocide Studies provides young people with an understanding of the circumstances leading to the genocide and the remarkable story of recovery and re-establishing national unity. Genocide Studies helps learners to comprehend the role of every individual in ensuring nothing of the sort ever happens again.	Social Studies, History and Citizenship, General Studies, Religious Education, ICT, Music
Environment and sustainability	<p>The growing awareness of the impact of the human race on the environment has led to recognition of the need to ensure our young people understand the importance of sustainability as they grow up and become responsible for the world around them. Hence Environment and Sustainability is a very important cross-cutting issue.</p> <p>Learners need basic knowledge from the natural sciences, social sciences and humanities to understand and interpret principles of sustainability. They also need skills and attitudes that will enable them in their everyday life to address the environment and climate change issue and to have a sustainable livelihood.</p>	SET, Social Studies, Geography, Biology, General Studies, Agriculture, Home Science, English, French, Kinyarwanda, Kiswahili, Entrepreneurship, Art and Craft, Economics, ICT, Music, Physical Education, Physics, Chemistry

Gender	<p>There is a strong moral imperative to afford every individual their basic human rights and gender inequality results in women and girls being treated less favourably than men. A strongly negative impact of unequal treatment which affects the nation as a whole is the fact that it results in women being held back and their talents and abilities not being fully realised. With a good understanding of the principles of Gender Equality, it is intended that future generations will ensure that the potential of the whole population is realised.</p>	<p>Social Studies, History and Citizenship, General Studies, English, French, Kinyarwanda, Kiswahili, Entrepreneurship, Economics, Literature in English, ICT, Music, Physical Education, Physics</p>
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<p>Standardisation Culture</p>	<p>Standardisation Culture develops learners' understanding of the importance of standards as a pillar of economic development and in the practices, activities and lifestyle of the citizens. It is intended that the adoption of standardization culture should have an impact upon health improvement, economic growth, industrialization, trade and general welfare of the people.</p> <p>While education is the foundation and strength of our nation, standards are one of the key pillars of</p>	<p>All subjects</p>
<p>Inclusive Education</p>	<p>Inclusive education involves ensuring all learners are engaged in education and that they are welcomed by other students so that everyone can achieve their potential. Inclusive practice embraces every individual regardless of gender or ability including those with learning difficulties and disabilities. The almost focus of inclusive curriculum is on ensuring participation in education of learners with different learning styles and other difficulties. To be successful, it entails a range of issues including teacher's positive attitudes, adapting the learning resources, differentiation of teaching and learning methods and working together. Overall the benefits of an inclusive curriculum extend to all learners.</p>	<p>All subjects</p>

<p>Comprehensive sexuality education(HIV/ AIDS, STI,Family planning, Gender equalityand reproductive health)</p>	<p>Comprehensive sexuality education which is age appropriate, gender sensitive and life skills based can provide young people with the knowledge and skills to make informed decisions about their sexuality and life style. Preparing children and young people for the transition to adulthood has been one of humanity’s great challenges with human sexuality and relationships at its core. Few young people receive adequate preparations for their sexual lives. This leaves them potentially vulnerable to coercion, abuse and exploitation. Unintended pregnancy and sexually transmitted infection (STI) including HIV/AIDS. Many young people approach adulthood faced with conflicting and confusing messages about sexuality and gender. This is often exacerbated by embarrassment, silence, disapproval and open discussion of sexual matters by adults (parents, teachers) at very time when it is most needed.</p> <p>Comprehensive sexuality education supports a rights- based approach in which values such as respect, acceptance tolerance, equality, empathy and reciprocity are inextricably linked to universally agreed human right.</p> <p>A clear message concerning these dangers and how they can be avoided, from right across the curriculum, is the best way to ensure that young people understand the risks and know how to stay healthy.</p>	<p>SET, Social Studies, Geography, History and Citizenship, Biology, General Studies, English, French, Kinyarwanda, Kiswahili, Religious Education, Physical Education, ICT, Music</p>
<p>Peace and Values Education</p>	<p>The need for Peace and Values Education in the curriculum is obvious. Peace is clearly critical for society to flourish and for every individual to focus on personal achievement and their contribution to the success of the nation. Values education forms a key element of the strategy for ensuring young people recognize the importance of contributing to society, working for peace and harmony and being committed to avoiding conflict.</p>	<p>All subjects</p>

Citizenship and national identity	Relating the impact of historical events on past and present national and cultural identity.
Entrepreneurship and business development	Understanding the historical and cultural roots of Rwandan society and how the local infrastructure functions in relation to the global environment.
Science and technology	<p>Demonstrating respect for cultural identities and expressing the role of the national language in social and cultural context. Advocating for the historical, cultural and geographical heritage of the nation within the global dimension.</p> <p>Showing national consciousness, a strong sense of belonging and patriotic spirit.</p> <p>Advocating for a harmonious and cohesive society and working with people from diverse cultural backgrounds.</p> <p>Applying entrepreneurial attitudes and approaches to challenges and opportunities in school and in life.</p> <p>Understanding the obligations of the different parties involved in employment.</p> <p>Planning and managing micro projects and small and medium enterprises.</p> <p>Creation of employment and keeping proper books of accounts. Risk-taking in business ventures and in other initiatives. Evaluating resources needed for a business.</p> <p>Apply science and technology skills to solve practical problems encountered in everyday life including efficient and effective performance of a given task.</p> <p>Develop a sense of curiosity, inquisitiveness and research to explain theories, hypotheses and natural phenomena.</p> <p>Reason deductively and inductively in a logical way.</p> <p>Use and experiment with a range of objects and tools of science and technology and draw appropriate conclusions.</p>

Financial Education	<p>Financial education makes a strong contribution to the wider aims of education. It makes learning relevant to real life situations. It aims at a comprehensive financial education program as a precondition for achieving financial inclusion target and improves the financial capability of Rwandans. Financial education has a key role of not only improving knowledge of personal but also transforming this knowledge into action.</p> <p>It provides the tools for sound money management practices on earnings, spending, saving, borrowing and investing. Financial education enables people to take appropriate financial services both formal and informal that are available to them and encourages financial behaviours that enhance their overall economic well being.</p>	<p>Mathematics, Social Studies, Economics, Entrepreneurship, General Studies, ICT,</p> <p>Pre-primary</p>
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Comprehension

Useful Verbs	Sample Question Stems	Possible activities
Explain	Write in your own words....	Draw pictures to show an event
Interpret	Write a brief outline of...	Illustrate with pictures the main idea
Outline	What happened next...	Make a cartoon strip with matchstick men to show a sequence of events
Discuss	Who do you think will win....	Make a chart of the teams taking part
Compare	What is the difference between...	List the differences between living in the hills and living in the valleys
Predict	What would happen if	Write two different endings to the same story
Describe	What happened on the way to school?	Make a cartoon of your journey to school

Applications

Useful Verbs	Sample Question Stems	Possible activities
Illustrate	Categorize literary tradition by their characteristics	Make a chart showing different types of literary traditions with the same characteristics
	What are characteristics of a fictional work?	Find out the characteristics of fiction and non-fiction works.. Then ask learners how many novels have they read. Present the finding in front of the class.
Classify	What are the key aspect of prose?	Make a list of different aspects of prose and make an analyses in any set novel.
Design	How would you write a good literary work ?	Make a collection of information to show how a literary work is and how it could be made better.
Examine	Identify the different features of poetry.	Present a different types of poems
Identify	What are the strong and weak points of Poetry?...	Compose a poem, which illustrates the strong and weak points Poetry.

Analysis

Useful Verbs	Sample Question Stems	Possible activities
Analyse	Which events could have happened...	Design a questionnaire to gather data for analysis
Examine	What was the main theme of	Design an investigation to collect evidence to form a viewpoint on...

Contrast	What other possible outcomes could there have been?	Make a flow chart to show critical stages in an activity where different outcomes could be possible
Investigate	Why did ... Changes occur	Construct a plot diagram to illustrate the results of your analysis.
Explain	Explain what happened when...	Make a plot diagram to illustrate your explanations
Distinguish	Distinguish between two different approaches to the same problem	Make a poster/PowerPoint presentation of the results of the analysis
Identify	Identify the importance of different factors in determining the outcome of an event e.g. short story.	Write a short report and illustrate the relative importance of different factors with plot diagram

Synthesis

Useful Verbs	Sample Question Stems	Possible activities
Create	Create an idea for writing a story.	Provide plans showing the different parts of the story.
Invent	An improved structure for composition.	Provide a plan to show your improved composition.
Compose	Write a poem about ...	Put your poem into an illustrated poster or into a PowerPoint presentation
Imagine	What would happen if...?	Write a story about what you think might happen if...
Plan	If you had access to all the required resources how would you solve the problem of... .	Produce a plan showing the resources you would need and how you would apply them to solving the problem. Show also how you would know if the problem had been solved

Formulate	Formulate a new design of plot diagram.	Write down the main part of plot diagram.
Devise	Devise new and unusual uses for ...	Prepare an advertising campaign to sell your new uses

Evaluation

Useful Verbs	Sample Question Stems	Possible activities
Judge	Is there a better solution to...	Prepare a list of criteria to judge the solution to a problem. Indicate priority criteria and ratios
Select	Judge the value of...	Conduct a class debate about an issue of special interest
Decide	Decide if something is good or bad	Prepare a poster/ PowerPoint to present 5 criteria to judge if it is good or bad
Justify	Explain and justify your attitudes to homework	Organise a class survey on homework and present the results
Argue	Your point of view about ... And defend your arguments against others who disagree	Take a class view on which arguments were best and why?
Recommend	When you have just completed a problem solving exercise recommend ways in which your approach to the problem could have been improved	Prepare a report that clearly explains the reasons for your recommendations
Rate	How effective was ...?	analyse it to demonstrate the effectiveness

Assess	How serious is the problem of illiteracy .	Produce a proposal showing how individuals can take measures to fight against illiteracy.
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ANNEX 3: QUESTION STEMS & ACTIVITIES DERIVED FROM BLOOM'S TAXONOMY TO BE USED IN TEXTBOOKS

The following tables are adapted and developed from Bloom's Taxonomy, provide lists of verbs, question stems and activities that authors and Content providers could use in creating competence and skill-based activities for teachers to use in class for learners at different levels.

Knowledge

Useful Verbs	Sample Question Stems	Possible activities
Tell	What happened after...?.	Make a list of the main events
List	How many...?.	Make a timeline of the main events
Describe	What was it that?.	Make a facts chart
Relate	Can you name the...?.	Make a list of the information that you can remember
Locate	What happened at...?.	List all the places in the story
Write	How did you get to school in the rainstorm?	List all the problems in getting to school and your solutions to the problems
Find	What is the meaning of ...?.	Use a dictionary and start a Vocab notebook
Name	What are your favourite foods?	List all of the favourite foods of the group members and the frequency with which they are provided and make a chart to show the results
State	What birds have you seen today on the way to school?	Make a chart of the common birds seen around the school