NCSE:        CLASS: Form 2        TERM: 3      YEAR: 2017 /2018

SUBJECT: English Literature                                                                Submitted by: A Ramdeen

| Week No. | Lesson Plan No. | Topic | Objectives | Teaching Strategy | Resources, Texts, etc | Home work | Remarks Test/ remedial/ completion date |
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| 1 | | Review and recap | Revision of the genres and tenets of each genre. | Teacher led discussion | Whiteboard, markers, textbooks | Review of term 2 test paper. | |
| 2 | 1-2 | Around the World: ch 16-17 Shakespeare: Othello Poetry: Castaways | Conflict: • identify and explore sources of conflict • determine appropriate resolutions to conflict situations • examine the impact of conflict on characters in literary texts | Whole-Group Work • Students view film clip of a conflict scene • Class discusses the nature of the conflict: - What was the conflict about? - Who was involved in the conflict? - Why did individuals behave the way they did? - What alternative course of action could they have taken? - What changes occur as a result of the conflict? | Film clip Literary text | Identification of major sources of conflict: - with nature - with self - with society - between individuals - among individual characters | |
| 3 | 3-4 | Around the World: ch 18-19 Shakespeare: Othello Poetry: The Engine | | Small-Group Work • Students identify the source/s of conflict • Students discuss the impact of conflict on characters' lives • Students retell parts of the story to suggest acceptable, alternative patterns of behaviour • Students role-play to show | Film clip Literary text | • Labelling of excerpts from literary text based on their source of conflict • Written exercise: "Describe the impact of conflict on the life of a character in a literary text" | |

| | | | | alternative patterns of behaviour | | | |
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| 4 | 4-5 | Around the World: ch 20-23 Shakespeare: Othello Poetry: At the Theatre | Symbolism • define the term symbolism • identify the symbols used in a literary work • explain the effectiveness of the use of symbolism in selected literary works • appreciate the power of language to deepen the experience of the reader | • Students are shown popular symbols: - the victory sign - the thumbs-up sign - the thumbs-down sign - the power sign • Students and teacher discuss: - the meaning of the signs - the possible relationship between the actual signs and their meaning • Students suggest other signs, discuss their meaning, and show the relationship between the signs and their meaning • Students deduce a definition of the term symbol | Graphics Taped music Cassette player Texts | Students read an excerpt from a literature text • Students identify the symbols used • Student discuss the effectiveness of the symbols | |
| 5 | 5-6 | Around the World: ch 24-27Shakespeare: Othello Poetry: At the Theatre | | Small-Group Work • Popular songs containing symbols are played for students • Copies of the lyrics are distributed • Students read the lyrics and identify symbols used • Students discuss the impact that the use of symbols can have in songs | Graphics Taped music Cassette player Texts | • Identification and explanation of symbols in literary texts • Creation of signs to represent and replace classroom rules • Creation of a verse or paragraph using symbols | |
| 6 | 7-8 | Around the World: ch 28- 29Shakespeare: Merchant of Venice Poetry: Ballad of Birmingham | Mood and Tone: • identify tone/mood • discuss how tone/ mood is created by writers • determine the effect of tone/mood in literary texts • value the contribution of tone/mood to a literary piece | Whole-Group Work • Students are presented with various short excerpts from short stories and poems • Students discuss the feelings evoked within the pieces of literary work • Students determine how mood is developed | Literary texts Graphics | • Dramatic presentations • Identification of mood and tone in oral and written texts • Written exercises | |

| | | | | | • Students represent information using graphics<br>• Teacher reads an emotional monologue or dialogue dramatically | | | |
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| 7 | 8-9 | Around the World: ch 30-31Shakespeare: Merchant of Venice Poetry: Ballad of Birmingham | | | Students identify and discuss techniques used by writers to establish mood<br>• Students deduce the tone of the overall work<br>• Students differentiate between mood and tone<br>• In groups, students make dramatic presentation of selected literary pieces | Literary texts Graphics | | |
| 8 | 9-10 | Around the World: review of the entire text. Shakespeare: review and recap Poetry: review and recap | Review of the major themes and devices covered for the past year. | Review and recap of the work covered over the past year | | | Review and recap of the work covered over the past year | |