

# ST. MAARTEN ACADEMY

## ENGLISH DEPARTMENT



### FORM 3 ENGLISH B - Year Plan TERMS 1-3 (2020 - 2021)

#### Objectives:

- ✓ Appreciate the significance of literature to their own lives and share in a variety of human experiences through literature.
- ✓ Develop appreciation for the different genres of literature.
- ✓ Understand the connection among plot, character, setting, theme and style.
- ✓ Develop and use literary jargon
- ✓ Engage in creative activities stimulated by the different genres of literature.
- ✓ Communicate informed opinions and judgments in well-structured, analytical responses in oral and written form using the vocabulary of literary criticism;
- ✓ Produce balanced critical analysis;
- ✓ Use language to build ideas and explore meanings in literature and respond to the different genres, making rational and sensitive appraisals.
- ✓ Relate literature to everyday life.

#### PRESCRIBED TEXTS 2020-2021

##### PROSE FICTION

##### *Animal Farm*

George Orwell

##### Short Stories

###### Racism

\*Berry

Langston Hughes

\*What Happened?

Austin Clarke

##### Parental love and children in need/

##### Parental love and children coping with challenge

\*Mom Luby and the Social Worker

Kristin Hunter

\*The Man of the House

Frank O'Connor **OR**

\* Raymond's Run

Toni Cade Bambara

###### Between two cultures

\*Georgia and Them There United States

Velma Pollard

\*The Two Grandmothers

Olive Senior

##### POETRY

Selections from *A World of Poetry* - Hazel Simmons-McDonald and (New Edition) Mark McWatt

**TEXT****Childhood Experiences**

My Parents  
 Little Boy Crying  
 Once Upon a Time

**AUTHOR**

Stephen Spender  
 Mervyn Morris **(ANY 2)**  
 Gabriel Okara

**Race and Gender**

Test Match Sabina Park  
 Dreaming Black Boy

Stewart Brown  
 James Berry

**War**

Dulce et Decorum Est  
 This is the dark time, my love

Wilfred Owen  
 Martin Carter

**The Strange and the Supernatural**

Ol'Higue  
 Mirror -

Mark McWatt  
 Sylvia Plath

**OUTLINE**

Week 1: Aug. 17 - 21	<ul style="list-style-type: none"> <li>● "Getting to know You"</li> <li>● Some of the benefits of studying literature</li> <li>● Introduction to elements of the literary short story</li> <li>● Assignment: The Background of the writer Langston Hughes</li> </ul>
Week 2: Aug. 24- 28	<ul style="list-style-type: none"> <li>- Quiz on elements of the short story (plot – phases/stages; characters – flat, round, stereotype; setting, point of view/narrative perspective, style, theme, etc .</li> <li>- Sharing information about Langston Hughes</li> <li>- Introduction to short story "Berry" Plot/Setting/Themes/Characters/Point of view</li> </ul>
Week 3: Aug. 31- Sept 4	<p><b>Discussion/analysis of "Berry"</b></p> <ul style="list-style-type: none"> <li>- Plot/Setting/Themes/Characters/Point of view</li> <li>- Focus on race and racism/</li> <li>- Appearance vs reality</li> </ul>
Week 4: Sept. 7-11	Assessment (Individual/group or combination; oral/written or combination)
Week 5: Sept. 14-18	<ul style="list-style-type: none"> <li>- Prose analysis - short story "What Happened"</li> <li>- Plot/Setting/Themes/Characters/Point of view</li> </ul>
Week 6: Sept. 21 - 25	Comparison of "Berry" and "What Happened" (Setting, nature and treatment of racism in USA and Canada) - <b>Graded activity</b>
Week 7: Sept. 28- Oct	

2		COMPREHENSIVE TEST TERM 1	
<b>OCT 5 - 9 OCT 12</b>	<b>MID TERM BREAK CONSTITUTION DAY</b>		
Week 8: Oct. 13-16	<ul style="list-style-type: none"> <li>- Responding to prose: "Mom Luby and the Social Worker" Plot/Setting/Themes/Characters/Point of view</li> </ul>		
Week 9: Oct. 19-23	<ul style="list-style-type: none"> <li>- <b>Responding to prose: *Raymond's Run" OR "Man of the House"</b></li> <li>- Plot/Setting/Themes/Characters/Point of view</li> </ul>		
Week 10: Oct. 26-30	<b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>- Responding to prose "Georgia and Them There United States"</li> <li>- Plot/Setting/Themes/Characters/Point of view</li> </ul>		
Week 11 Nov 2-6	<ul style="list-style-type: none"> <li>- Responding to prose: "The Two Grandmothers"</li> <li>- Plot/Setting/Themes/Characters/Point of view</li> </ul>		
Week 12: Nov. 9-13  <b>Nov 11</b>	Writing Literary Essays <ul style="list-style-type: none"> <li>- Analysis of the writer's craft</li> <li>- Practice essay writing on short story</li> </ul> <b>SINT MAARTEN DAY</b>		
Week 13: Nov 16-20	<ul style="list-style-type: none"> <li>- The literary essay</li> <li>- Practice essay writing on one of the stories</li> </ul>		
Week 14: Nov 23-27	<b>REVIEW/TERM ONE EXAMINATIONS</b>		
Week 15: Nov 30-Dec 4	<b>TERM ONE EXAMINATIONS</b>		
<b>END OF TERM ONE</b>			
<b>TERM 2</b>			
Week 1: Dec.7-11	<ul style="list-style-type: none"> <li>- Review with students, performance on Term 1 exam</li> </ul>		
Week 2: Dec. 14-18	Responding to poetry: Types of poems – review (Ballad, free verse, sonnet, etc. Elements of Poetry (Revision/Introduction to new elements) <ul style="list-style-type: none"> <li>▪ Literal and literary comprehension of the poems</li> <li>▪ Identification and discussion on the significance of poetic elements</li> <li>▪ Significance of literary devices: - rhyme, rhyme scheme, diction, tone, mood, simile, metaphor, personification, alliteration, onomatopoeia, imagery, symbolism</li> <li>▪ Point of view – speaker, persona, poet</li> <li>▪ Theme</li> </ul> <b>ACRONYM FLIRT graphic organizer should be useful in guiding poetry analysis. (See details for FLIRT at end of outline)</b> F – Form//Structure		

	<p>L – Language  I – Imagery  R – Rhythm//Rhyme  T – Theme/Topic/Title</p>
Dec 18, 2020	<p><b>SCHOOL CLOSED</b>  <b>CHRISTMAS VACATION : DECEMBER 21 2020 – JANUARY 1, 2021</b></p>
Week 3: Jan. 4-8, 2021	<p>Responding to poetry: “My Parents kept me from Children who were Rough”  Stephen Spender  F – Form//Structure  L – Language  I – Imagery  R – Rhythm//Rhyme  T – Theme/Topic/Title</p>
Week 4: Jan. 11-15	<p>Responding to poetry: “Little Boy Crying” Mervyn Morris  Parenting styles, corporal punishment, especially in the Caribbean  F – Form//Structure  L – Language  I – Imagery  R – Rhythm//Rhyme  T – Theme/Topic/Title</p>
Week 5: Jan.18-22	<p><b>ASSESSMENT</b>  Responding to poetry: “Ol Higue” – Mark McWatt  Discussion about superstitious beliefs in the Caribbean and how these impacted and still impact lives.  F – Form//Structure  L – Language  I – Imagery  R – Rhythm//Rhyme  T – Theme/Topic/Title</p>
Week 6: Jan. 25-29	<p>Responding to poetry: : “Mirror” – Sylvia Plath  F – Form//Structure  L – Language  I – Imagery  R – Rhythm//Rhyme  T – Theme/Topic/Title</p>
Week 7: Feb 1-5	<p>Responding to poetry: This is the Dark Time My love - Martin Carter  F – Form//Structure  L – Language  I – Imagery  R – Rhythm//Rhyme  T – Theme/Topic/Title</p>
Week 8: Feb 8 – 12	<p>Responding to poetry: Dulce et Decorum Est – Wilfred Owen  F – Form//Structure  L – Language  I – Imagery  R – Rhythm//Rhyme  T – Theme/Topic/Title</p>

Week 9: Feb. 15-19	Responding to poetry: Essay-type questions
<b>FEBRUARY. 15-16</b>	<b>MID-TERM BREAK</b>
Week10: Feb 22-26	<b>COMPREHENSIVE TEST TERM 2</b>
Week 11: Mar 1-5	Responding to poetry: Essay writing
<b>Week 12: Mar. 8-12</b>	<b>Responding to prose: <i>Animal Farm</i>-George Orwell</b> <ul style="list-style-type: none"> <li>- Background of the author – George Orwell</li> <li>- Author Biography worksheet (individual assignment)</li> <li>- Background (The historical and political contexts in which the novella was written - Russian Revolution, etc.)</li> <li>- <b>GROUP PROJECT</b></li> </ul>
<b>Week 14: Mar 15</b>	<b>TERM 2 ENDS</b>
<b>March 16</b>	<b>TERM 3 BEGINS</b>
Week 1: Mar.15--19	Group presentations
Week 1: Mar.22-26	<ul style="list-style-type: none"> <li>- Introduction/discussion of ‘satire’.</li> <li>- The novella as an Allegory (Allegory defined – a work in which each element symbolizes, or represents, something else) e.g. Individual characters, objects, places, and actions are types representing others.</li> <li>- Also introduce students to terms such as: Totalitarianism, tyranny, class division/stratification, rhetoric (help students to see how and why it is used in the novella)</li> </ul>
Week 2 :Mar. 29-31	<b>Reading and discussion of chapter 1 and 2 (Students are expected to read the assigned chapters before class. Reading of excerpts to support discussion. Students can be given questions to guide their reading and better prepare themselves for discussion).</b> <ul style="list-style-type: none"> <li>- Compare Orwell’s presentation of Jones and the animals</li> <li>- Significance of song “Beasts of England”</li> <li>- Major’s speech as rhetoric being used to sway the other animals</li> <li>- Engage students in discussion re political speeches leading to the 2020 Presidential Election in USA/ political speeches on SXM</li> <li>- Purpose of commandments in chapter 2. How do these compare with the 10 in the Bible?</li> </ul>
April 1-5	<b>EASTER VACATION</b>
Week 3: Apr. 6-9	<i>Animal Farm</i> – Discussion of chapters 3 and 4 <ul style="list-style-type: none"> <li>- Characterisation/ themes: power and authority, leadership, corruption, oppression</li> <li>- Has a change in ‘party’/‘government’ benefitted the animals?</li> </ul>
Week 4: Apr. 12-16	<i>Animal Farm</i> – Discussion of chapters 5 and 6

	- Characterisation/ themes: power and authority, leadership, corruption, oppression
Week 5: April 19-23	<p><i>Animal Farm</i> – Discussion of chapters 7 and 8</p> <ul style="list-style-type: none"> <li>- Characterisation/ themes: power and authority, leadership, corruption, oppression</li> <li>- Napoleon’s change in behavior. What is done to legitimize this behavior?</li> <li>- Is Orwell suggesting that Napoleon is representative of the typical political leader?</li> </ul>
<b>APRIL: 26- MAY 7</b>	<b>CARNIVAL VACATION, KING’S DAY, LABOUR DAY</b>
Week 6: May. 10-14 <b>May 13-14</b>	<b>COMPREHENSIVE TEST TERM 3</b> <b>ASCENSION</b>
Week 7: May 17-21	<p><i>Animal Farm</i> – Discussion of chapters 9 and 10</p> <ul style="list-style-type: none"> <li>- Boxer’s Fate</li> <li>- Further breaking of original commandments</li> <li>- Difference between Napoleon and Snowball’s approach to education</li> <li>- What is Orwell trying to say about the role of education in society?</li> </ul> <p>- In chapter 10 the animals’ dreams are betrayed. Identify evidence of the Betrayal.</p>
Week 8: May 24-28	<p><b>ASSESSMENT - GROUP WORK</b></p> <ul style="list-style-type: none"> <li>- Symbols in the novella: For example, the animals – who they represent; the farm; the windmill; the song, “Beasts of England”</li> <li>- Author’s use of motifs – songs, poems and slogans in the book</li> </ul>
Week 9: May 31-June 4	<b>Essay/Review for exams</b>
<b>Week 10: June 7-11</b>	
<b>Week 11: June 14-18</b>	
<b>Week 12: June 21-25</b>	
<b>Week 13: June 28-</b>	
<b>July 1</b>	<b>EMANCIPATION DAY</b>
<b>JULY 2</b>	<b>SUMMER VACATION BEGINS (July 2-August 6</b>

## 1 POETRY ANALYSIS

<b>F</b>	<b>Form/ Structure</b> What is the genre, form or structure of the poem? Is there something important about its shape? Does each stanza reveal something different?
<b>L</b>	<b>Language</b> How does the writer use language to support the themes? Comment on the use of persuasive language, emotive language, length of sentences. Does the poem make use of repetition? What is the purpose of this?
<b>I</b>	<b>Imagery</b> How does the poet use language to paint images? Find examples of literary devices; metaphors, adjectives, vivid verbs, adverbs, similes, personification and comment on their effectiveness. Explain how they complement the main message of the poem. Is there irony?
<b>R</b>	<b>Rhythm / Rhyme</b> Does the poem have a specific rhythm? What is the rhyme scheme? Are these effective? How do they complement the message of the poem?
<b>T</b>	<b>Theme/Topic/Title</b> What are the main ideas or message of the poem? What is the poem about? What are the important themes? How relevant is the title? What is the poet's attitude to the subject matter?