

**IMMACULATE CONCEPTION HIGH SCHOOL  
ENGLISH DEPARTMENT**



**GRADE EIGHT  
ENGLISH LITERATURE  
REVISED SYLLABUS  
2017-2018**

**GENERAL OBJECTIVES:**

**In addition to those stated for Grade Seven:**

1. Recognise and comment on the elements of literature in its different genres – prose, poetry, drama
2. To further develop students' knowledge of the literary elements of short stories/ novels:
  - i. plot events – exposition, crisis/ climax, resolution; conflict

- ii. characterization
  - iii. theme
  - iv. setting
  - v. point of view
  - vi. style - literary devices etc.
3. To introduce students to the components of drama.
  4. To introduce students to aspects of Mythology.
  5. To continue to facilitate the students' enjoyment of the different literary genres by connecting ideas and experiences in texts to their own lives.
  7. To continue preparation for CXC English B examination.

**PRESCRIBED TEXTS:**

**Novels:**

*Roll of Thunder Hear My Cry*

Mildred D. Taylor

*Aunt Jen*

Paulette Ramsay

*Miguel Street*

V.S. Naipaul

*Introduction to Drama & Mythology*

Departmental Compilation

*Sun Song Bk. 2*

Pamela Mordecai; Grace Gordon

*Merchant of Venice*

Shakespeare

**Supplemental texts may include: *Men and Gods* Warner**



**CHRISTMAS TERM – TERM ONE**

**September - December 2016**

**THEME: HEALTH AND NUTRITION/ ABSTAINING FROM UNHEALTHY PRACTICES**

**1. SHORT STORY APPRECIATION AND ANALYSIS - Miguel Street:**

**A. Review Literary Elements:**

- i. Plot (Sequence of related events based on a conflict)
  - Sequence of Events – Exposition, Rising Action, Climax, Falling Action, Resolution/ Solution/ Denouement
  - Conflict – Types of Conflict – Internal (Character vs self); External (Character vs Nature/ Character/ Supernatural/ Society/ Technology etc)
- ii. Narrative Perspective (Point of View) – First Person; Third Person (Omniscient and Limited); Second Person
- iii. Characters/ Characterisation
  - Major/ Main Characters versus Minor Characters and Minor Characters with major roles
  - Protagonist/ Antagonist
  - Characterising Major characters by what they say/ do; what others say about them; what the author says about them etc
- iv. Themes
- v. Setting

**B. Short Stories:**

- i. “Bogart”
- ii. “The Thing Without a Name”
- iii. “His Chosen Calling”
- iv. “Man-Man”
- v. “B. Wordsworth”

*Areas on which to focus:*

- i. **General Introduction:**
  - Biography of author – V.S. Naipaul (1932)
  - Socio-historical context
    - US in the Caribbean (particularly Trinidad) (1940-1941)
    - Miguel Street in Port of Spain - Lower class urban community (lifestyle including available occupations)
    - Indians in Trinidad (their religious practices and social status)
- ii. **Themes** – Deception, Dreams and Aspirations (**Disillusionment**/ Imagination), Love, Relationships (Community and Family), **Escape**, Change, Corruption, Healthy/ Unhealthy Practices
- iii. **Characterisation**
- iv. **First Person Point of View** – Adult narrator recalling childhood experiences

**2. POETRY APPRECIATION AND ANALYSIS –  
Sunsong Book 2/ English for All (Bk2)**

**A. Literary Devices:**

- i. **Review** – Simile (pg. 5), metaphor (pg. 6), personification (pg. 6), onomatopoeia (pg. 30), alliteration (pgs 19-20)  
**Reference** – *English for All (Bk 2)*
- ii. **Introduce** – Pun, Hyperbole, Irony  
*(Poems below may be used for this)*

**B. Poems**

- i. “A Poem” (pg. vii) Geraldine M. Johnson (To reintroduce poetry)
- ii. “An Inconvenience” (pg 16) John Raven
- iii. “We Real Cool” (pg 113) Gwendolyn Brooks
- iv. “And Now”(pg. 48) J.B. Boothroyd
- v. “Distracted the mother said to her boy” (pg. 67) Gregory Harrison
- vi. “Over London” (pg. 63) Louise Bennett

**Areas on which to focus:**

- i. students’ enjoyment of the material
- ii. levels of interpretation
- iii. techniques specific to the genre
  - Verses/ stanzas
  - Lines vs sentences; punctuation marks
  - Word order
  - Economy of words
  - Literary devices
- iv. the effectiveness of the use of Standard English versus other language varieties in highlighting the meaning of the poem.

*‘Ballad of ’65’ by Alma Norman pages*

**3. PROSE APPRECIATION AND ANALYSIS - Roll of Thunder**

**A. Background Information:**

Students research definition of the following terms as they relate to American History. These terms are necessary in understanding the socio-cultural references in the text, especially in Chapter 1.

- i. Jim Crow Laws
- ii. Sharecropping
- iii. Racism; Racial Segregation/ Racial Prejudice
- iv. Lynching
- v. Great Depression
- vi. Reconstruction
- vii. Civil War
- viii. Yankee
- ix. Ku Klux Klan
- x. Confederate States
- xi. Mason/ Dixon Line

**B. Themes – Racism (Racial Prejudice/ Racial Segregation), Love, Relationships (Community Family), Friendships (risky and otherwise), Attitudes to Power and Authority, Women in Society, Loyalty, Healthy/ Unhealthy Practices**

NB. Encourage students to get dictionary definitions for each theme and locate the examples of each in the text.

**4. The Literary Essay - Roll of Thunder will be used to teach/ revise the literary essay.**

**A. Introductory paragraph**

- i. Introductory statements – background information, applicable quote, rhetorical question etc; thesis statement  
*NB Title of text must be given, as well as, specific character/s/ theme to be dealt with must be stated somewhere in the introduction.*

**B. Body**

- i. Topic Sentence – Supporting Point
- ii. Explanation
- iii. Textual Evidence

**C. Conclusion**

- i. Summarise main points
- ii. Closing statement

.....

## EASTER TERM - TERM TWO

### January – April

#### 1. INTRODUCTION TO MYTHOLOGY, LEGEND AND FOLKLORE –

- Definition of Terms; highlight difference among the three
- Mythology – Roman and Greek gods and goddesses; examples of myths
- Folklore and Legend – Examples from Jamaica and other countries

It is suggested that teachers allow students to do research and presentations/ group projects – printed or virtual for this area.

#### Review activities and exercises

1. Class/group discussion on why legends, myths legends etc came about
2. Have students do research on superstitious practices and proverbs in Jamaica
3. Students can compile 'Mythology Albums' with illustrations and drawings
4. Have students make cartoon friezes or comic books based on tales from mythology
5. Introduce to students the concept of a hero in literature. Read in class popular myths that illustrates the various portrayals of heroism

#### 2. DRAMA APPRECIATION AND ANALYSIS –

##### A. GENERAL INTRODUCTION TO DRAMA

- i. Discussion of plays as a “unique branch of literature” i.e. they are meant to be performed (seen and heard) and not just read.
- ii. Definition of Dramatic Terms and Conventions
  - a. Playwright
  - b. Script
  - c. Act
  - d. Scene
  - e. Props (Stage Properties)]
  - f. Acting Areas (revision as they did this in Drama – Grade 7) –
  - g. Stage Directions
  - h. Speech Devices – soliloquy, monologue, aside
  - i. Irony – verbal, situational and dramatic
- iii. Determine the effect of these technical elements of drama – scenery, costumes, props and other stimuli mentioned above in making meaning.

##### B. TWO ONE-ACT PLAYS – “A SUNNY MORNING” and “SORRY WRONG NUMBER”

- i. Use the plays to show how the items under “A” above are applied
- ii. Highlight the use of the “Aside” in “A Sunny Morning” and the use of “Stage Directions” in “Sorry Wring Number”

##### C. MERCHANT OF VENICE

- i. Introduction to Shakespeare
  - a. Who is he?
  - b. Definition and Features of Shakespearean Comedies

- ii. **Literary Analysis**
  - a. *Plot* - Main Plot & Sub-Plot – Exposition, Rising Action, Climax, Falling Action, Resolution of all conflicts
  - b. *Setting*
    - *Time period*
    - *Socio-historical background of the time period – Anti-Semitism*
    - *Two main locations Belmont and Venice*
  - c. *Characters/ Characterisation*
  - d. *Style – Language*
    - Functions of Dialogue:
      - As stage directions (particular to Shakespearean Theatre)
      - For characterisation, plot development etc.
  - e. *Themes* – Mercy, Prejudice, Friendship/ Loyalty, Love, Family Relationships, Deception, Appearance vs Reality; Women in Society
- iii. Application of terms stated under “A” above

3. **POETRY APPRECIATION AND ANALYSIS – Sunsong Book 2:**

- i. “The Stone” (pg. 105) Peter McArthur
- ii. “The Window (pg 76) Louis Simpson

4. **SHORT STORY APPRECIATION AND ANALYSIS - Miguel Street:**

- i. “The Coward”
  - ii. “The Pyrotechnicist”
- .....

SUMMER TERM - TERM THREE

April – June 2017

1. **PROSE APPRECIATION AND ANALYSIS – Aunt Jen**

**Introduction:**

*“Sunshine, a young Jamaican girl, is desperate to know and understand her identity.” She lives with her maternal grandparents as her parents had her when they were teenagers and eventually migrated to England to make their fortune. The story is written as a series of letters (one-sided correspondences) to Sunshine’s absent mother and traces the changing attitudes of a child entering adulthood. (Adapted from the blurb at the back of the text)*

**Focus on:**

i. **Setting:**

Rural Jamaica 1970s; Socio-cultural references – Madder Woman; Migration to England/ United States for economic advancement; Events in novel span 1970-1974 then jumps to 1993

ii. **Themes:**

Growth & maturity (bildungsroman novel); childhood innocence; identity; relationships – family and community; friendships; dreams and aspirations; religion; superstition/ supernatural

iii. **Characterisation:** as progressively revealed through the letters

iv. **Narrative Point of View:** First person; child narrator (who ages)

v. **Plot:** Conflict and Structure

vi. **Style:** Use of letters; Proverbs/ Sayings/ Idioms; Irony and other literary devices

3. **POETRY APPRECIATION AND ANALYSIS – Sunsong Book 2:**

i. “O What is That Sound?” (pg. 81) - W. H. Auden

ii. “Mother to Son” (pg)

iii. “Taste of Endless Fruit” (pg. 80) – Leroy Clarke

iv. “A Pavane for the Nursery” (pg 84) – William Jay

4. **SHORT STORY APPRECIATION AND ANALYSIS - Miguel Street:**

i. “The Maternal Instinct”

ii. “The Blue Cart”

iii. “Hat”

iv. “How I left Miguel Street”

5. **REVISION OF YEAR’S SYLLABUS.**

**END OF YEAR EXAMINATION**