

IMMACULATE CONCEPTION HIGH SCHOOL

ENGLISH DEPARTMENT



GRADE NINE

ENGLISH LITERATURE

REVISED SYLLABUS 2017-2018

GENERAL AIMS:

In addition to those stated for Grades Seven and Eight

1. To introduce students to the origins, development and social significance of English Literature.
2. To help develop students' critical appreciation of literature and thus aid in their academic as well as personal maturity, as literature is a reflection and representation of life from different aspects.
3. To develop students' ability to reason and form opinions independently after sufficient consideration of different genres.
4. To accept literature as a source of pleasure to self and others.
5. To have students read literature with an appreciation for the interrelatedness of plot, character, setting, theme and style.
6. To continue preparation for the CXC English B examination.

PRESCRIBED TEXTS

Animal Farm

George Orwell

Julius Caesar

Shakespeare

A World of Poetry for CXC

McWatt & Simmons-

McDonald

A World of Prose for CXC

Williams & Simmons-

McDonald

Elements of Literature (Survey)

Departmental Compilation

CHRISTMAS TERM -- TERM ONE

Unit 1 – Theme: Establishing Healthy Relationships

Unit 2 – Refining My Character

A. Survey of Literature

This should be done so as to present a chronological development of English literature to the students. Focus should be placed on:

1. ***Beowulf*** (Epic)

(i) **Background:**

a. **Society**

Identify the groups which make up this society, namely the Angles, Saxons, Jutes, Danes, Geats, Swedes and Scandinavians.

b. **Customs**

Comitatus - Code of honour, gift- giving after victories

c. **Myths and legends**

The exploration of the epic Beowulf highlights these.

(ii) **Analysis:**

a. Form (talk about the features of epic poetry; drama + narrative, use of a hero etc.)

b. Technique

Point of view: omniscient narrator

Plot: accounts of the piece skip between characters as well as the past, present and future)

c. **Style** (language: old English / Anglo-Saxon)

Devices: alliteration, caesura, kennings, epithets, biblical allusion, symbolism.

Themes: good vs. evil, light vs. darkness, heroism, loyalty, religion (Christianity vs. Paganism)

Tone: elegiac

d. **Characterisation:** epic hero (look at characteristics of an epic hero)

major characters: Hrothgar, Unferth, Wiglaf, Beowulf

e. **Setting:** (Time period of the Anglo-Saxons is between 449 - 1066)

* When the story actually took place (approximately 401 – 600)

* When the story was written down (approximately 1066)

Immediate locations:

1. Geatland

2. Dragon's Lair

3. Denmark

4. Meadhall

5. Grendel's mother's lair

Other locations:

Cliff
Sea

- f. **Vocabulary:** bard, scop, wergild, comitatus, kenning, paganism

SUGGESTED: USE CLASS TIME TO LOOK AT EVENTS THAT HIGHLIGHT BEOWULF AS AN EPIC HERO

B Introduction to Literary Essays

- i. Format
- ii. Style
- iii. Development
- iv. Interpreting questions

2. Ballads and Sonnets

Traditional and literary ballads as well Sonnets

1. Traditional and literary ballads:
 - a. History of the ballad
 - b. Poetic meter and rhyme scheme
2. Sonnets:
 - a. Types: Petrarchan, Spenserian and Shakespearean
 - b. Form / poetic meter and rhyme scheme of each type

*****World of Poetry may be used as resource for the sonnets and ballads**

3. *The Prologue to the Canterbury Tales*

- (i) **Background of the period (Medieval), 2 classes**

- Society and Customs:
 - Lifestyle*
 - Religion*
 - Literature*
 - Hierarchical structure*
- Pilgrimage (reason behind it)

- (ii) **Setting**

Time: The late 14th century

Place: A tavern and on a pilgrimage from London to Canterbury, England

SATIRE

- (iii) **Devices:** Symbolism, Imagery, Allegory, Irony, Burlesque
- (iv) **Themes:** The Role of the church, Corruption (individual/societal)
- (v) ***The Prologue to the Canterbury Tales*** as a satiric piece

(vii) Characterisation:

1. Examine the various groups on the journey

2. Focus to be placed on the pilgrims from religious groups and character's stature in society and comment on Chaucer's inclusion of a diverse group of people on a pilgrimage together. How does this reflect the society at the time?

(viii) Style:

1. Use of allusions
2. Narrative

(ix) **Point of view:** first person narrator

EASTER TERM - TERM TWO

Unit 1 – Theme: Connecting With the Past, Present & Future

Unit 2 – Theme: The 21st Century Learner

A. . Drama analysis – Begin close reading and analysis of *Julius Caesar*

Focus to be placed on:

- 1) The features/elements of Elizabethan theatre and drama including:
act, scene, exposition, conflict, complication, climax, falling action, resolution/denouement, main plot, subplot, setting, characterization, irony (verbal, situational, dramatic), dialogue, stage directions, aside, soliloquy, spectacle.
- 2) The historical and political contexts in which the play was written.
- 3) The definition of a Shakespearean tragedy and the features/characteristics of Shakespearean Tragedy including: *tragic hero, tragic flaw, peripeteia, hubris, hamartia, catharsis, anagnorisis, and anachronism.*
- 4) Themes: Deception, Betrayal, Patriotism, Attitude to Power and Authority.
- 5) Use of language and literary devices for dramatic effect:
- imagery, symbolism, motif, verse, prose.
- 6) Essay writing on *Julius Caesar*

B. Poetry Analysis

Careful reading and teaching of selections to highlight and evaluate the following:

- Forms of poetry – Ballad, Sonnet, Free Verse, etc.
- Literal and literary comprehension of the poems
- Identification and discussion on the significance of poetic elements and literary devices: - rhyme, rhyme scheme, diction, tone, mood, simile, metaphor, personification, alliteration, onomatopoeia, imagery, symbolism.
- Point of view – speaker, persona, poet
- Themes

Selections:

Traveling Through the Dark – William Stafford
Gull – Mark McWatt

SUMMER TERM - TERM THREE

Theme: Shaping My Destiny

Novella Analysis

Text: *Animal Farm*

Focus to be placed on:

- i. Review of Satire
- ii. (Background) The historical and political contexts in which the novella was written.
- iii. The novella as an Allegory
Allegory (definition – a work in which each element symbolizes, or represents, something else) eg. Individual characters, objects, places, and actions are types representing others.
- iv. Setting, plot, characterizations, themes: Power and Authority, Leadership, Corruption, Oppression
- v. Terms: Totalitarianism, tyranny, class division/stratification, rhetoric (how and why it is used in the novella),
- vi. Symbols: eg, the animals – who they represent; the farm; the windmill; the song, “Beasts of England”
- vii. Motifs – songs, poems and slogans in the novella

i. *Literary Essay*

A. Poetry Analysis

Careful reading and teaching of selections to highlight and evaluate the following:

- Forms of poetry – Dramatic Monologue, etc.
- Literal and literary comprehension of the poems
- Identification and discussion on the significance of poetic elements and literary devices: - rhyme, rhyme scheme, diction, tone, mood, simile, metaphor, personification, alliteration, onomatopoeia, imagery.
- Point of view – speaker, persona, poet
- Themes

Selections:

Richard Cory – Edwin Arlington Robinson

Long Distance – Tony Harrison

The Carpenter’s Complaint – Edward Baugh

B. REVISION - END OF YEAR EXAMINATIONS