

**WOLMER'S BOYS' SCHOOL**  
**5<sup>TH</sup> FORM CSEC ENGLISH B COURSE OUTLINE**  
**GENRE OF FOCUS: PROSE FICTION**  
**EASTER TERM 2019**

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**RATIONALE**

The fifth form year of the secondary education programme marks a critical time in the development of students. It is therefore imperative for educators to effectively and creatively reinforce and solidify the beauty of reading and analyzing literature as well as to reiterate the aims and objectives of the CSEC English Syllabus. In the same breath, students are expected to maintain the necessary focus required to demonstrate mastery at this level. This unit is developed with the intention for students to maintain a keen interest in literature, hone their literary and analytical skills and apply said skills and knowledge in studying **prose fiction** as a discrete genre. Additionally, this unit will allow students to appreciate the availability of knowledge about humanity- our experiences, differences, similarities, religious and philosophical beliefs, assumptions, shared/dissimilar psychological and social realities and our general interactions with various individuals within society/cultures. It is our hope that students will be cognizant and appreciative of the connection between historical facts and fiction —by studying the text **To Kill a Mockingbird**— and will show willingness to communicate informed opinions and judgements in well-structured, analytical responses in both oral and written formats using the vocabulary of literary criticism.

**PRIMARY TEXT**

*To Kill a Mockingbird (TKM)*

—Harper Lee

**SUPPLEMENTARY TEXT**

CSEC English Syllabus May/June 2017

(see English Syllabus for other reading materials).

## General Objectives

By the end of the unit students should:

1. Appreciate their strengths in responding to Literature.
2. Recognize their shortfalls and correct same.
3. Understand the importance of knowing the historical context of the novel.
4. Develop an appreciation for the genre (prose).
5. Substantiate interpretation of texts with adequate and relevant details.
6. Demonstrate an understanding of the narrative strategies and techniques used in the text.
7. Construct characters' analysis.
8. Identify and discuss the presentation of themes.
9. Respond sensitively to literature by making accurate oral and written analysis.
10. Demonstrate good/excellent use of the English Language.
11. Know how to construct a well-structured analytical essay.

**NB:**

**1.1 STUDENTS MUST HAVE A PRINTED COPY OF THE COURSE OUTLINE (ESPECIALLY THE SCHEDULE OF ACTIVITIES) WITHIN THE FIRST WEEK OF SCHOOL.**

**1.2 THE SELECTED TEXT/CHAPTERS OF TO KILL A MOCKINGBIRD MUST BE READ PRIOR TO THE DAY THEY ARE SCHEDULED TO BE DISCUSSED.**

**1.3 EVERY STUDENT MUST HAVE HIS TEXT UPON ENTRY OF EACH CLASS; APPROPRIATE SANCTIONS WILL BE TAKEN AGAINST STUDENTS WHO FAIL TO COMPLY.**

**1.4 STUDENTS MUST HAVE A SPECIFIC NOTEBOOK FOR ENGLISH B. IN OTHER WORDS, A STUDENT MUST NOT USE THE SAME BOOK FOR BOTH ENGLISH A AND ENGLISH B.**

**1.5 STUDENTS ARE ADVISED TO CONTINUE USING THEIR DURABLE FOLDER TO SECURE HANDOUTS, MARKED ESSAYS AND OTHER ASSIGNMENTS (THAT WILL BE COLLECTED ON FOLDER PAPER AND RETURNED ON A TIMELY BASIS).**

### **SCHEDULE OF DATES, TOPICS AND STUDENT'S ASSIGNMENTS FOR THE EASTER TERM 2019**

<b>DATE</b>	<b>TOPIC</b>	<b>STUDENT ASSIGNMENT</b>
Week 1 Jan. 7- 11	<b>GENRE OF FOCUS: PROSE.</b>  <b>THE REVIEW</b> Detailed review of the <u>Practice Exam</u>  <b>Defining Prose</b>	<ul style="list-style-type: none"> <li>➤ Review exam scripts</li> <li>➤ Presentation on the elements of prose</li> </ul> <p><b>GRADED ACTIVITY #1</b> In groups, conduct a research on</p>

	<p><b>Re-introduction to the elements of Prose:</b></p> <ul style="list-style-type: none"> <li>➤ Point of View (P.O.V)</li> <li>➤ Characterization</li> <li>➤ Setting</li> <li>➤ Plot</li> <li>➤ Themes</li> <li>➤ Narrative techniques</li> <li>➤ Narrative strategy</li> </ul> <p><b>Brief introduction to the author— Harper Lee</b></p> <p><b>Introduction to the setting of TKM</b></p>	<p>the following (must be presented using ICT/PPT):</p> <ul style="list-style-type: none"> <li>➤ The Scottsboro Trials</li> <li>➤ The Great Depression</li> <li>➤ The Civil rights movement</li> <li>➤ The 1933 inaugural speech by President Franklin D. Roosevelt</li> <li>➤ Universe of Obligation</li> <li>➤ Jim Crow Laws/Laws of segregation</li> <li>➤ The origin of the Lynching culture in the USA.</li> <li>➤ The Bildungsroman novel</li> </ul>
<p>Week 2</p> <p>Week of Jan. 14-18</p>	<p><b><u>HISTORY MEETS FICTION</u></b> <b>(Socio-historical context of the novel)</b></p> <p><b>Presentations</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Group Presentations</b></li> <li>➤ <b>Read chapters 1-4 of TKM</b></li> </ul>
<p>Week 3</p> <p>Week of Jan. 21-25</p>	<p><b>Parent/Teacher consultation week</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Reflect</b></li> <li>➤ <b>Create academic agenda</b></li> </ul>
<p>Week 4</p> <p>Week of Jan. 28-Feb. 1</p>	<p><b><u>Analyzing Prose</u></b></p> <p><b><u>To Kill A Mockingbird</u></b> <b><u>Chapters 1-4</u></b></p> <p><b>Themes:</b> maturity, growth and development/coming of age, ignorance/innocence, superstition/fear of the unknown, social hierarchy, discrimination, prejudice</p> <p><b>Narrative Strategies/techniques:</b> first person narrative p.o.v (shift between the child and adult voice) flashback, satire, foreshadowing.</p>	<ul style="list-style-type: none"> <li>➤ Active discussion on narrative strategies and themes.</li> <li>➤ Close reading.</li> <li>➤ Complete comprehension questions</li> </ul> <p><b>Read chapters 5-8</b></p>
<p>Week 5</p> <p>Week of Feb. 4-8</p>	<p><b><u>Analyzing Prose</u></b></p> <p><b><u>To Kill A Mockingbird</u></b> <b><u>Chapters 5-8</u></b></p> <p><b>Themes:</b> friendship, masculinity,</p>	<p><b>GRADED ACTIVITY #2</b></p> <p>Comprehension questions.</p>

	<p>alienation, suffering, introduction of the theme of injustice.</p> <p><b>Narrative strategies/techniques:</b> foreshadowing, symbolism, elliptical construction of Boo Radley, juxtaposition.</p>	<ul style="list-style-type: none"> <li>➤ Active discussion on narrative strategies and themes.</li> <li>➤ Close reading.</li> <li>➤ <b>Read chapters 9-12</b></li> <li>➤ <b>Research the tenets of masculinity and femininity</b></li> </ul>
<p>Week 6</p> <p>Week of Feb. 11-15</p>	<p style="text-align: center;"><b><u>Analyzing Prose</u></b></p> <p style="text-align: center;"><b><u>To Kill A Mockingbird</u></b></p> <p style="text-align: center;"><b><u>Chapters 9-12</u></b></p> <p><b>Themes:</b> notions of masculinity and femininity/Southern womanhood, injustice, loss of innocence, moral and intellectual education, racism, white privilege.</p> <p><b>Narrative strategies/techniques:</b> episodic structure, symbolism (1) (white camellia flower: purity) (2) symbolism of the novel's title.</p>	<ul style="list-style-type: none"> <li>➤ Active discussion on narrative strategies and themes.</li> <li>➤ Close reading.</li> <li>➤ Complete comprehension questions.</li> <li>➤ Debate</li> </ul> <p style="text-align: center;"><b>MCQ PRACTICE</b></p> <ul style="list-style-type: none"> <li>➤ <b>Read chapters 13-16</b></li> <li>➤ <b>Research the concept of 'othering'.</b></li> </ul>
<p>Week 7</p> <p>Week of Feb. 18-22</p>	<p style="text-align: center;"><b><u>Analyzing Prose</u></b></p> <p style="text-align: center;"><b><u>To Kill A Mockingbird</u></b></p> <p style="text-align: center;"><b><u>Chapters 13-16</u></b></p> <p><b>Themes:</b> southern hospitality, identity/lineage, adult social roles (responsibility/maturity)</p> <p><b>Narrative Technique:</b> juxtaposition of whites and blacks (access to resources/education), language (Calpurnia's use of dialect)</p>	<ul style="list-style-type: none"> <li>➤ Active discussion on narrative strategies and themes.</li> <li>➤ Close reading.</li> <li>➤ Research the concept of 'othering'.</li> <li>➤ Examine the use of language/dialect in the text</li> <li>➤ Complete characterization sheet</li> <li>➤ Complete comprehension questions</li> </ul> <p style="text-align: center;"><b>Read chapters 17-25</b></p>
<p>Week 8</p> <p>Week of Feb. 25-March 01.</p>	<p style="text-align: center;"><b><u>Analyzing Prose</u></b></p> <p style="text-align: center;"><b><u>To Kill A Mockingbird</u></b></p> <p style="text-align: center;"><b><u>Chapters 17-25</u></b></p>	<ul style="list-style-type: none"> <li>➤ Active discussion on narrative strategies and themes.</li> <li>➤ Close reading.</li> </ul>

	<p><b>Themes:</b> injustice, disillusionment, power, prejudice, morality and reason, othering, hypocrisy</p> <p><b>Narrative Techniques:</b> satire, irony, symbolism</p>	<p><b>MCQ PRACTICE</b></p> <p><b>GRADED ACTIVITY #3</b> <b>SUBMISSION OF H/W ESSAY</b></p> <p><b>Read chapters 26-31</b></p>
<p>Week 9</p> <p>Week of March 04-05</p> <p><b>Mid-Easter Term break: March 06-08.</b></p>	<p><b><u>Continuation of above lesson</u></b></p>	<p><b>GRADED ACTIVITY #4</b></p> <p><b>SUBMISSION OF TERM'S PROJECT</b></p>
<p>Week 10</p> <p>Week of March 11-15</p>	<p><b>CLASS TEST</b></p> <hr/> <p><b><u>Analyzing Prose</u></b></p> <p><b><u>To Kill A Mockingbird</u></b> <b><u>Chapters 26-31</u></b></p> <p><b>Themes:</b> appearance vs. reality (Boo Radley), prejudice, coming of age, the past shaping the future, judgement, maturity, revenge,</p> <p><b>Narrative Technique:</b> foreshadowing, symbols, irony, simile, metaphor</p>	<p><b>GRADED ACTIVITY #5</b></p> <p><b>CLASS TEST</b></p> <hr/> <ul style="list-style-type: none"> <li>➤ Active discussion on narrative strategies and themes.</li> <li>➤ Close reading.</li> <li>➤ Debates</li> <li>➤ Character analysis</li> <li>➤ Complete comprehension questions</li> </ul>
<p>Week 11</p> <p>Week of March 18-22</p>	<p><b><u>Continuation of above lesson</u></b></p>	
<p>Week 12</p> <p>Week of March 25-29</p>	<p><b><u>RESPONDING TO PAPER 02</u></b> <b><u>ESSAY WRITING; RECAP;</u></b></p> <p><b><u>RESPONDING TO PAPER 01</u></b> <b><u>STRATEGIES</u></b></p>	<ul style="list-style-type: none"> <li>➤ <b>Class discussions</b></li> <li>➤ <b>Writing exercises</b></li> </ul> <p><b>MCQ PRACTICE</b></p>
<p>Week 13</p> <p>Week of April 01-</p>		

05	<b>LITERATURE WORKSHOP</b>	<b>Writing workshop exercises</b>
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**GRADED ESSAY**

**“To Kill a Mockingbird** is a coming-of-age novel in which Jem and Scout learn some important lessons about life.” Write an essay in which you describe **TWO** incidents that teach the children an important lesson. In this essay, you must also discuss how **ONE** of the incidents affects the children, and examine **ONE** narrative technique the writer uses to present important lessons about life.

**Total 35 marks**