REPUBLIC OF RWANDA

KIGALI CITY

GASABO DISTRICT

SCHEMEOF WORK FOR LITERATURE IN ENGLISH SENIOR FOUR (S4)

Academic year 2022/2023 Number of periods per week: 7

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| DATES | **WEEKS** | UNIT TITLE | LESSON TITLE +EVALUATION | LEARNING OBJECTIVES | TEACHING METHODS AND TECHNIQUES. | RESSOURCES AND REFERENCES | OBSERVATIONS  |
| 26th-30/9/202203-07th/10/202210- 14 /10/202217-21 /10/202224-28/10/202231/10-04/11/2022 | **WEEK 1****WEEK2****WEEK3****WEEK4****Week 5****Week6** | **UNIIT1:**Review the key aspects of prose**/27periods** | **Lesson1**: categories of Literature**.(2periods)****Lesson 2**: Forms and genres of Literature. **(2periods)****Lesson 3:**  introduction to the key aspects of prose**.(2periods)****Lesson4** discussing the characteristics of prose within the extract.**(2periods)****Lesson5:** What is a novel? And how to study the novel?**(2periods)****Lesson6**: methodologies to be followed while studying a novel.**(2periods)****Lesson7**: Elements of the novel (the plot, setting,characters and characterization, themes and ideas, (point of view, Narrative style and techniques, the title.)**(2periods)****Lesson8 :**Analyzing the features of a novel.**(2periods)**NB: introduction to the novel Mine boy, then read it all in groups.**Lesson9:** Reading the except from the novel ‘The Mine Boy’ by Peter Abrahams in groups and answer the two questions about it.NB: the homework about the background of the novel, and some extracts will be given to students.**(2periods)****Lesson10:** Comparing novella to the short story by analyzing their characteristics**(2periods)**NB: After this lesson, a homework will be given to students. In two big groups, one will read the Ravine by Anton Chekhov, A Dark Brown Dog by Stephen Crane.) The homework will be submitted and corrected the following day. **Lesson11:** correction of the homework(2periods) **Lesson** **12**: analyzing all the key aspects of prose basing on the story “Homecoming”.**(2periods)****Lesson 13**: Individual homework, practice exercise 1 and 2.on pages27-32)(2periods)**Lesson** **14**: **Formative assessment (1period)** | **Knowledge and understanding:** identify different types of narrative proseDescribe the key aspects of analyzing prose.**Skills**: Read critically various types of prose.Identify and carry out a basic aspects of novellas, novels and short stories.Independently select a short story for reading.Prepare an oral presentation and deliver it in front of the class.**Attitudes and values**Actively participate in reading and analyzing different types of narrative prose.Appreciate the value of selecting reading materials independently.**Key unit competence:** To be able to explore the key aspects of narrative prose through the study of short stories, novellas and novels. | PPP strategy-Question and answer-Group discussion-Research from library or internet.-Posters.-talking to the text-4corners-Quick speak- GO-GO-MO- Library research-individual work-Venn diagram-group work-think pair share-write pair share-Discussion and presentations.-Round table.-Brainstorming.-Role play.**Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 07-11/11/202214-18/11/202221-25/11/202228/11-02/12/202205-09 /12/202212-16/12/202219-23/12/2022 | **Week7****Week 8****Week9****Week****10****Week 11****Week 12****Week****13** | **UNIT2:**Introduction to African Literary Traditions.**/27perios** | **Lesson1**: Literary tradition+ activity one**(2periods)****Lesson2**: Pre -colonial African Literature**(2periods)**NB: the homework is about reading the myth of Kigwa.**Lesson3**: Answering the questions about the myth of kigwa.**(2periods)**NB: homework: Reading the excerpt from Chinua Achebe’s novel,Arrow of God and the pick out examples of oral literature features.**Lesson4:**Introduction to the colonial period(per)+ discussing the background of development of modern African literature.**(2periods)****Lesson5**: The characteristics of literature of colonial period**.(2periods)**NB: reading the extract from “No longer at Ease” and answering the questions about it.**Lesson6**: correcting the homework**(2periods)****Lesson7**: Post colonial literary traditionNB: an activity about answering the questions about a short story “Civil peace”**(2periods).****Lesson8**: Comparing the three periods of literary tradition .three groups will be created: one will act out the myth of Kigwa,anotherone will act out the story “ Civil Peace and the last one will draw the extract from no longer at ease.**(2periods)****Lesson9**: Group presentation (2periods) **Lesson 7:** class discussions about the characteristics of pre-colonial literature in the myth.**(2periods)****Lesson9**: presentations of the 2nd group+ discussions about postcolonial literature in the story.**(2periods)****Lesson10:** presentation of the 3rd group+ discussions of the colonial literature in the extract.**(2periods)****Lesson11**: in three groups students will go to visit library and find out one more examples of extract or short story which reflect the three periods(precolonial, colonial and postcolonial)**(2periods)****Lesson12**: the three groups will present their works in front of the class.**(2periods)****Lesson 13: Recap of the whole unit**Lesson 14: End unit assessment**(1period)****Revision time****Examination time****Marking and reports** | **Knowledge and understanding:**Explain what is meant by literary traditions.Describe the different periods in the African literary tradition.**Skills**: Apply knowledge gained in another subject for the study of literature.Listen attentively and respond to other people’s opinion.Attitudes and Values:Show tolerance of other people’s opinions, culture, identity and gender.Appreciate how reader’s personal experiences, beliefs and values may influences the understanding and interpretation of novels, short stories and novellas. **Key unit competence:** To be able to understand the African literary tradition and identify and analyze texts from each periods. | -Question and answer-Group discussion-Research from library or internet.-Posters.-talking to the text-4corners-Quick speak- GO-GO-MO- Library research-individual work-Venn diagram-group work-think pair share-write pair share-Discussion and presentations.-Round table.-Brainstorming.-Role play.Hot seatBack to the boardRace to the board**Evaluation Procedures:** Oral, Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
|   |  |  | End of term one |  |  |  |  |
| 09-13/01/202316-20/01/202323-27/01/202330/01-03/02/2023 | **WEEK1****WEEK2****WEEK3****WEEK4** | **Unit3:**Literary Techniques in novels**/27periods** | **Term Two:****Lesson1:** Correction term1**(2periods)****Lesson3:** discussions in groups about how to make a story interesting.**(2periods)****Lesson4:** In group of four,learners discuss the devices on page 53.NB: in small groups, they read chapter one from things fall apart , and answerthe questions on page 58.**(2periods)****Lesson5**: Introduction to literary techniques like: imagery(simile,metaphor,hyperbole and personification)+ activity3.**(2periods)** literary techniques(irony,satire and symbolism)**Lesson6:** other aspects of prose(tone,plot,)**(2periods)****Lesson7:** other aspects of prose(Character and purpose)**(2periods)****NB**: Homework about reading chapter two and three, in things fall apart, then students try to answer the questions about the two chapters.**Lesson8**: practice exercise1(Reading Things fall apart chapter 2)**(2periods)****Lesson9**: Practice exercise1(Reading things fall apart chapter3)**(2periods)****Lesson10:** correction of practice exercise **(1period).****Lesson11**: Introduction to the novel: “A man of the people” by Chinua Achebe. + splitting a class into four groups+ giving them tasks.(every group will read three chapters except group four which will read four. Every group will make a short summary of the chapters, draw the story and act it out )**(2periods)****Lesson12**: In their respective groups, students read their chapters,make a short summary, draw the story, and take roles.**(2periods)****Lesson13:** They continue reading and preparing what to present**(2periods)****Lesson14:** Assessment**(1period)** | **Knowledge and understanding**Identify the literary techniques used in a novel.Recall key aspects of prose and thee way they advance the development of a set novel.**Skill**: Read critically a set novel to make close analysis of the literary techniques used.Explain the effects of the literary techniques on the reader.Infer the purpose of the writer in a novel.**Attitudes and Values**: Appreciate how readers’personal experiences,beliefs and values may influence the understanding and interpretation of a set novel. Demonstrate understanding of how literary techniques can be used to inform readers on contemporary and historical issues and perspectives.Activate participation in the reading and interpreting a set novel by conceptualizing the authors’use of literary techniques.Recognize the aesthetic qualities of language used in the set novel to achieve specific effects and meaning**Key unit competence:** To be able to analyze a set novel referring to the literary techniques used in it. | -Question and answer-Group discussion-Research from library or internet.-Posters.-talking to the text-4corners-Quick speak- GO-GO-MO- Library research-individual work-Venn diagram-group work-think pair share-write pair share-Discussion and presentations.-Round table.-Brainstorming.-Role play.**Evaluation Procedures:** Oral, Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 06-10/02/202313-17/03/202320-24/02/202327/02-03/03/2023 | **WEEK5****WEEK6****WEEK7****WEEK8** | **Unit 4:** Themes and Messages in a novel./**27periods** | **Lesson1**: presentation of the summaries of the chapters in A man of the people**(2periods)****Lesson2:** Presentation of the drawings of the chapters in A man of the people.**(2period)****Lesson3:** acting out different chapters in A Man of the people.**(2periods)****Lesson 4**: Acting out the whole story in A Man of the people.**(2periods)****Lesson5:** Discussion about the meaning of the moral of a story.NB: A homework: Reading chapter one of The River Between by Ngugi wa thiongo, and try to answerthe questions about it.**(2periods)****Lesson6:** Discussions about themes and messages in a novel **(2periods)****Lesson7:**Identifying themes. **(1period)****Lesson8**: In group of four, learners discuss part one and part two of chapter one in A Man of the people,then answer the questions about. **(2periods)****Lesson9:**Correction of part one and 2 questions, and reading part three and four of the same novel**(2periods)****Lesson10:**correction of part 3 and 4 questions, and reading part five and six same novel**(2periods)****Lesson11:**correcting questions about part five and six **(2periods)****Lesson12**: Reading part seven and answering questions about it **(2periodS).****Lesson13:**Correcting part seven, questions**(2periods)****Lesson14:**assessment**(1period)** | **Knowledge and understanding:** Describe the historical and cultural context of a set novel. Demonstrate awareness of Rwandan history and cultural traditions.Identify the main and minor themes and the messages in a set novel .**Skills:** critically analyzea historical and cultural context.Evaluate the present day relevance of the cultural values described in a set novel .Discover implicitly expressed themes and messages.**Attitudes and values:**Appreciate that culture is dynamic.Explore how readers’personal experiences,beliefs and values may influence the understanding and interpretation of a set novel .**Key unit competence:** To be able to interpret the themes and messages in a set novel based on the historical and cultural contexts. | -Question and answer-Group discussion-Research from library or internet.-Posters.-talking to the text-4corners-Quick speak- GO-GO-MO- Library research-individual work-Venn diagram-group work-think pair share-write pair share-Discussion and presentations.-Round table.-Brainstorming.-Role play. **Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 06-10/03/202313-17/3/2022 | **WEEK 9****WEEK****10** | **Unit5:** Haiku and Tanka.**21perio** | **Lesson1**: Introduction to the poetic devices(Alliteration,Assonance,Imagery(metaphor and simile),Onomatopoeia and personification) **(2periods)****Lesson2:**poetic devices(Repetition,Rhyme Synecdoche+ stanza**(1period)**)**Lesson3:**discussions about atmosphere, Theme and Messagein a poem**(1period)****Lesson4**:Using internet and copy five different Haikus. Learners will discuss the five poems and find out the similarities +analyzing a Haiku about the blue sky, and Beans to find out Haiku’s characteristics.**(2periods)****Lesson5:** In groups of four. learners read two haikus and answer the questions about them.( with my father and Toast.)**(1period)****Lesson6:**  reading “a butterfly” then analyzing the steps to write a haiku.+ sitting in nature outside, learners write haikus following the studied steps.**(2periods)****Lesson7**: using internet, we get 3tankas. Learners compare them to find similarities, and compare them with the haikus to find the differences. (the new term,TANKA, will be revealed to learners.)**(1period)****Lesson8**: Analyzing a Tanka: A Crash at two A.M.to discover the characteristics of a Tanka.**(1period)****Lesson9:**Analyzing the steps to write a Tanka.+ writing a Tanka following the steps.**(1period)****Lesson10:** in groups of four, learners read the two Tankas (For Satori and Sombre Girl) and answer the questions about them.**(1period)****Lesson11**: assessment**(1period)** | **Knowledge and understanding:**Demonstrate understanding of the characteristics of haikus and tankas.Explain what is meant by the atmosphere, the themes and the messages in a poem. **Skills:** Apply knowledge of poetic devices to analyze poems.Analyze,explain and discuss the effects of stylistic devices on the reader.Experiment with writing different forms of poetry.**Attitudes and values:**Appreciate the aesthetic qualities of language used in poems to achieves a desired effect.Understand the value of adhering to poetic structures **Key unit competence**: To be able to identify haikus and tankas and analyze them according to the poetic devices. | -Question and answer-Group discussion-Research from library or internet.-Posters.-talking to the text-4corners-Quick speak- GO-GO-MO- Library research-individual work-Venn diagram-group work-think pair share-write pair share-Discussion and presentations.-Round table.-Brainstorming.-Role play.**Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 20-24/03/202327-31/03/2023 | **WEEK****11****WEEK****12** |  | **REVISION TIME + Exams****MARKING AND REPORTS****END OF TERM TWO** |  |  |  |  |
| 17-21/04/202324-28/04/202301-05/05/2023 | **WEEK 1****WEEK 2****WEEK 3** | **Unit6**: Sonnet and Rhyme**/21periods** | **TERM THREE****Lesson 1:** correction of the second term exam. Paper 1 and paper 2**(2periods)****Lesson2:** correction of the second term exam paper 3.(**1period)****Lesson3**: Introduction to the sonnet(analyzing the poem: Teenage Love) **(1period)****Lesson4**: What is a rhyme(analyzing the poem: why should we be in love,)**(1period)****Lesson5**: what is masculine and feminine rhyme?(analyzing a poem: Africa.)**(2periods)****Lesson6**: The importance of rhyme.**(1periods)****Lesson7**: Masculine rhyme (in the poem: Lecture upon the Shadow).**(2periodS)****Lesson8**: Feminine rhyme(in the sonnet number 20.)**(1period)**NB: homework about practice exercise1(graphite Drug) and practice exercise2.(writing sonnets)**Lesson9**: correction of the homework.**(1periodS)** **Lesson10**: Types of sonnets and their rhyme schemes(The Italian or Petrarchan sonnet)**(2periods)****Lesson11**: English sonnet or Shakespearean.**(2period)****Lesson12**: Poetic devices in poetry(simile,metaphor,Alliteration,Assonance,consonance,onomatopoeia,repetition,Idiophone,symbolism,hyperbole,meter,personification,Allusion)NB: a homework about activity 13 on page 115+practice exercise3, 4,5.**(2periods)****Lesson 13:** end unit assessment**(1period.)** | **Knowledge and understanding:** Demonstrate understanding of the sonnets.Identify feminine and masculine rhymes.**Skills:** Apply knowledge of poetic devices to analyze poems.Analyze,explain and discuss the effects of stylistic devices on the reader.Experiment with writing different forms of rhyme.**Attitudes and values :**Appreciate the aesthetic qualities of language used in poems to achieve a desired effect .Understand the value of adhering to poetic conventions and following rhyme schemes.**Key unit competence:** To be able to identify sonnets and analyze them according to the poetic devices and rhyme schemes. | -Question and answer-Group discussion-Research from library or internet.-Posters.-talking to the text-4corners-Quick speak- GO-GO-MO- Library research-individual work-Venn diagram-group work-think pair share-write pair share-Discussion and presentations.-Round table.-Brainstorming.-Role play.**Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 08-12/05/202315-19/05/2023 | **WEEK 4****WEEK5** | **Unit7:** Epigrams**/21periods** | **Lesson1**: Introduction to the epigrams + activity 1.**(2period)****Lesson2**: The students read a set of epigrams, then guess its meaning.**(1period)****Lesson3**: In pairs. Learners read the three epigrams on page 122, then find out the finds out the poetic devices used in each one of them.**(2periods)****Lesson4**: Some poetic devices found in epigrams(Satire, Oxymoron and Sarcasm.)**(1period)****Lesson5**: The history of epigrams. + activity4.**(1period)****Lesson6**: Epigrams from different cultures and times in history. **(1period)****Lesson7:**Discussing and explaining the meaning of the epigrams+ Identifying the imagery used in the epigram. **(2period)****Lesson 8**: In the Library students look for a few epigrams and write them down ten examples in their exercise books+ they read them loud for the rest of the class.**(2periods)****Lesson 9**: individually, students compose an epigram of their own, and share it with their classmates. **(1period)****Lesson10**: end unit assessment**(1period)** | **Knowledge and understanding:** Understand what an epigram and analyze its themes and messages.Identify a variety of poetic devices.**Skills:**Explain the use of poetry specific conventions.Categorize epigrams according to different cultures and times in history.**Attitudes and values:**Show readiness to appreciate poetic conventions used in specific contexts and cultures .Demonstrate active engagement in producing poetry.Appreciate other students’attempt at writing poetry. Key unit competence: To be able to identify and analyze epigrams referring to their themes and messages. | -Question and answer-Group discussion-Research from library or internet.-Posters.-talking to the text-4corners-Quick speak- GO-GO-MO- Library research-individual work-Venn diagram-group work-think pair share-write pair share-Discussion and presentations.-Round table.-Brainstorming.-Role play.**Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6Rwanda Teacher Education Program, Teaching Methodologies; InstructionalManual(2016). |  |
| 22-26/5/202329/05-02/06/2023 | **WEEK 6****WEEK 7** | **Unit8:** Different forms of Drama**/27periods** | **Lesson1**: Introduction to different forms of drama + tragedy +activity3 **(1period)****NB:**homework: in group of five, they read the extracts from the play Oedipus the king, and discuss what they think is tragic about it.**Lesson2**: common stylistic devices used in tragedy(imagery, foreshadowing, Flashback, suspense, anticlimax)**(1period)****Lesson3**: Characters in a tragedy**(1period)**NB: homework: practice Exercise1. **Lesson4**: Common themes in tragedies(**1period)**NB: homework: discussing the difference between theme and message.**Lesson5**: introduction to comedy+activity11.**(1period)****Lesson 6**: with a desk mate, the student read the excerpt from Aminata by Francis Imbuga.+ activity13. **(1period)****Lesson7**: General characteristics of comedy**(1period)****Lesson8:** Reading an excerpt from the Government Inspector by Nikolai Gogol.+ Activity 15.**(2periods)****Lesson9**: Tragicomedy+ activity 16,17 and 18.**(1period)****Lesson10**: Introduction to melodrama+ Features of melodrama.**(1period)** NB: homework: in groups of four, the students revisit and discuss the features of melodrama., thereafter, act the play about Hirwa.**Lesson11**: Correcting the homework + writing and acting a short melodramatic play about love.**(1period)**NB: a homework about reading a play( an enemy of the people, and decide the form of Drama it could be )**Lesson12**: The class splits into five groups(Summarizers, questioners, predictors, connectors and visualisers) they read the play “an enemy of the people”**(1period).****Lesson13:** End unit assessment**(1period)** | **Knowledge and understanding :**Demonstrate understanding of different types of drama Explain how to differentiate The various forms of drama.**Skills :**Relate the different forms of drama to different contexts .Investigate the similarities and differences between the different forms of drama .**Attitudes and values :**Actively participate in reading different forms of drama Appreciate the imagination and creativity of people in the past and present.**Key unit competence:** To be able to identify and analyze different forms of drama. | -Question and answer-Group discussion-Research from library or internet.-Posters.-talking to the text-4corners-Quick speak- GO-GO-MO- Library research-individual work-Venn diagram-group work-think pair share-write pair share-Discussion and presentations.-Round table.-Brainstorming.-Role play.**Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 05-09/06/202312-16/6/2023 | **WEEK 8****WEEK 9** | **Unit9:** Key aspects of Drama.**/27periods** | **Lesson1:**Presentation of the play (summarizers, questioners and predictors.)**(1periods)****Lesson2**: Presentation of the play(connectors and Visualizers)**(1periods)****Lesson3**: Acting out the play(an enemy of the people)**(1periods)****Lesson4:** Introduction to the key aspects of drama + activity1**(1periods)****NB:** Homework: individually, they read the excerpt from Voice of the people by Okiya Omtatah Okoiti. They retell the story in their own words to their groups.**Lesson5:**Introduction to the plot.+ Types of plot.**(1period)**NB: homework about practice exercise1.**Lesson6**: Reading the excerpt from a play entitled Aminata by Francis Imbuga. In pairs, they tell to each other where the event is taking place.**(2period)****Lesson7**: the types of settings.**(1period)****NB**: homework (practice Exercise 2.)**Lesson8:** Introduction to the characters Themes + activity 6 ,7 and 8 .**(1period)****Lesson10**: Theme of change **(1period)**NB: homework: practice exercise3(discuss the main theme )**Lesson11**: dramatic techniques(monologue, soliloquy, Aside, personification,metaphor,Foreshadow,Flashback,Allusion) **(1period)****Lesson12**: dramatic techniques(stage props, stage directions, Irony, sarcasm, satire, Imagery, simile)**(1period)****Lesson 13**: Plot development(Exposition,Rising action, climax, Falling action, Resolution).**(1period)****NB:** homework: read a play” an enemy of the people, and write down its plot development. Clearly show the stages we have just discussed.**Lesson14**: End unit Assessment**(1period)** | **Knowledge and understanding:** Define key aspects of drama .Identify dramatic techniques employed in a set play.Explain what a tableau is .**Skills:**Identify and analyze key aspects in a set play .Analyze the dramatic techniques and devices in a set play and how they help plot development in a play.**Key unit competence:** To be able to explore and analyse drama referring to the key aspects of drama.**Attitudes and values:**Develop empathy and respect towards characters’ situations in set plays.Actively participate in presenting a tableau and respect other students ‘contribution to the performance. | -Question and answer-Group discussion-Research from library or internet.-Posters.-talking to the text-4corners-Quick speak- GO-GO-MO- Library research-individual work-Venn diagram-group work-think pair share-write pair share-Discussion and presentations.-Round table.-Brainstorming.-Role play.**Evaluation Procedures:**Oral, Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 19-23/06/202326-30/6/2023 | **WEEK 10****WEEK 11** | **Unit 10:** Periods of African drama**/27periods** | **Lesson1**: introduction to tableau.**(1period)****Lesson2:** Activity 10: they read the excerpt and in pairs they create a tableau for the scene.**(2period)****Lesson3:** Introduction to the periods of African drama.**(1period)****Lesson4**: Pre-colonial period(story telling as drama, comedies and masquerades)(**1period)****Lesson5:**Drama in colonial Africa(Drama to reinforce colonial rule, Church and mission drama,)**(1period)****Lesson6**: Drama in colonial period(didactic drama, professional theatres and drama in schools)**(1period)**NB: in small groups,students read an excerpt from William Shakespeare “ as you like it” and answer the questions in activity 6.**Lesson7:** Drama after colonialism/ post colonial drama:reading the excerpt from John Ruganda’s play, the Floods, in pairs.and answering the questions about it.**(2period)**.**Lesson8:**  Analysing all the techniques used in “an enemy of the people”+ presentation **(2periods)****Lesson10**: discussing the settings, the characters and the themes in a play “an enemy of the people”**(2periods)*** End unit assessment**(1period)**
 | **Knowledge and understanding**: Explainthe concepts of themes and messages in dramas.Point out the historical context of the set play.Differentiate the periods of African drama.**Skills:**Relate the themes and messages in dramas to the historical periods of drama. Explain the historical contexts of the set play .Trace and describe themes and messages in a set play .Make connections between the cultural values in a play and in Rwanda / African society .**Attitudes and values:**Appreciate how readers ‘personal experiences ,beliefs and values may influence the understanding and interpretation of a set play .Recognise how themes and messages shift focus in different historical periods . **Key unit competence:** To be able to analyze themes and messages in set dramas with reference to the historical period and the context. | -Question and answer-Group discussion-Research from library or internet.-Posters.-talking to the text-4corners-Quick speak- GO-GO-MO- Library research-individual work-Venn diagram-group work-think pair share-write pair share-Discussion and presentations.-Round table.-Brainstorming.-Role play.**Evaluation Procedures:** Oral,Written and practical activities. | Teacher training Manual,November,(2016) ;Literature in English for Rwandan Schools, Senior 4; Internet,Literature in English Syllabus Advanced LevelS4-S6Rwanda Teacher Education Program, Teaching Methodologies;Instructional Manual(2016). |  |
| 3-7/7/202310-14/7/202317-19/07 | **WEEK 12****Week 13** |  |  **REVISION TIME** **EXAMINATION TIME+ Report****PNLE** |  |  |  |  |