

The New Senior Secondary Curriculum for Sierra Leone

Subject syllabus for Popular Literature Appreciation
Subject stream: Languages and Literature



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.



Curriculum elements for Popular Literature Appreciation – an everyday subject

Subject Description

The Popular Literature Appreciation syllabus explores a range of popular literary texts, both fictional and non-fictional, that are outside the domain of classical literature. It draws on the historical, cultural, political and social perspectives that provide the foundation for appreciating and understanding the three genres of literature through samples of popular prose, plays and poems.

General Learning Outcomes

Pupils are expected to be able to:

- a. Demonstrate understanding of the distinguishing features and functions of the three genres of literature: prose, drama and poetry.
- b. Respond to literary texts and apply to their own life experiences.
- c. Apply literary appreciation skills in their reading of popular literary texts.
- d. Interpret and analyse texts from historical, cultural, political and social standpoints.
- e. Evaluate the messages of literary texts they encounter in their daily reading routines.
- f. Perform self-reliant interpretation and analysis of popular literature.
- g. Develop self-awareness and an understanding of society and other people.

Subject Content Outline by Themes and Topics

Pupils will appreciate:

- Definition and benefits/ relevance of literature,
- Elements of literature,
- Forms and features of prose, drama and poetry,
- Functions of prose, drama and poetry,
- Basic literary terms and their usage

Genres of literature

Fiction and Non-fiction

- Appreciation of short stories, essays, speeches, biography, autobiography, etc.
- Interpreting and analysing the meaning of titles, themes, characterization, plot elements, point of view, figurative language, etc.



Popular Drama

- Appreciation of screen drama/ films, short plays etc.
- Analysing titles, plot structure, character presentation
- Writing about filmed versions of plays

Appreciating Poems and Song Lyrics

- Interpreting and analysing titles, imagery, figurative language, poetic elements, poetic techniques

Structure of the Syllabus Over the Three Year Senior Secondary School Cycle

SSS 1	SSS 2	SSS 3
Genres of literature	Popular Drama	Appreciating Poetry and Song Lyrics
Fiction and Non-Fiction		





Teaching Syllabus

Topic/ Theme/ Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Genres of literature	<p>Pupils will be expected to:</p> <ul style="list-style-type: none"> Define and explain the benefits of literature. State and explain the elements of literature. Explain the forms and features of prose, drama and poetry. State and explain the functions of prose, drama and poetry. Recognize the distinguishing features of prose, drama and poetry. Identify and explain key literary terms. 	<ul style="list-style-type: none"> Direct and pupil centered instruction Group activities Think-Pair-Share Questioning Class work/ Assignment 	<p><i>An Introduction to Literature: Fiction, Poetry and Drama.</i> Barnet, S., Burto, W., & Cain, W. E. (2008). Fifteenth Edition, Pearson/Longman.</p> <p><i>The Literary Analysis: The Basics.</i> Kush, C. (2016). Routledge, New York.</p>	<p>Pupils will be assessed both formally and informally upon completing tasks relating to the learning outcomes as follows:</p> <ul style="list-style-type: none"> During lesson, pupils are randomly asked to define literature. At the end of the lesson, pupils highlight the benefits of literature in their books and are randomly selected to explain their answers to the whole class. Pupils are required to list the elements of literature (plot, character, theme, setting) in their books, and then explain their answers to their elbow partners. Pupils respond to short answer and essay questions on the forms, features and functions of prose, drama and poetry. In addition, they should be able to provide answers that explain the differences between each of the three genres. Pupils respond to multiple-choice questions demanding them to identify key literary terms in context e.g., irony, symbolism, point of view, imagery, etc. Also, they are



				made to explain the literary terms in writing or with their peers
Fiction and Non-Fiction	<p>Pupils will be expected to:</p> <ul style="list-style-type: none"> • Explain the purpose/ meaning of the title of a short story or essay. • Recognize and explain the theme of a short story/ essay/ speech • Recognize and explain the role of characters in short stories. • Identify and explain the plot elements of a story. • Relate the short story, essay, biography, or autobiography to their personal lives or experiences. • Recognize the message or idea conveyed in a short story, essay, speech, or travelogue. • Identify the author's purpose and point of view in a short story, essay, speech, biography or autobiography. • Recognize the socio-cultural and historical contexts of short stories or essays 		<p>Short Stories: <i>Civil Peace</i> by Chinua Achebe</p> <p><i>Falang</i> by Philip Foday Y. Thulla in Contemporary Fireside Stories. publisher: Sierra Leone Writers Series</p> <p><i>The Thing Around Your Neck</i> by Chimamanda Ngozi Adichie</p> <p><i>Everyday Use</i> by Alice Walker</p> <p>Autobiographies: <i>The Story of My Life</i>, Helen Keller</p> <p><i>The Autobiography of Benjamin Franklin</i>, Benjamin Franklin</p> <p><i>Incidents in the Life of a Slave Girl</i>, Harriet Jacobs</p> <p>Biographies: <i>Unbowed</i> - Wangari Maathai</p> <p><i>There was a Country</i> - Chinua Achebe</p> <p><i>Long Walk to Freedom</i> - Nelson Mandela</p>	<p>made to explain the literary terms in writing or with their peers</p> <ul style="list-style-type: none"> • Pupils are given a short story or essay and asked to discuss their understanding of the purpose or meaning of its title. • Pupils read a short story, essay or speech to determine its key idea or theme. They write or discuss what they think the main idea or theme of the text is. • Pupils talk about the role of characters and the plot elements in a selected short story. • Pupils are given the chance to write an essay or discuss to express their ideas about the text and its bearing to their lives and experiences. • Pupils talk about the author's point of view and purpose in groups. • Pupils respond to essay questions on the socio-cultural or historical factors informing the contents of texts. • Pupils respond to multiple-choice questions on the use of imagery and figurative language such as simile, metaphor, personification, hyperbole, allusion, etc.



	<ul style="list-style-type: none"> Recognize the use of figurative language and imagery in short stories, essays, speeches, autobiographies, or biographies. 		<p>Speeches: <i>Nobel Acceptance Speech</i>, Albert Camus</p> <p><i>I Have a Dream</i>, Martin Luther King Jr</p> <p>Essays: <i>Letter from Birmingham Jail</i>, Martin Luther King Jr</p> <p><i>Shooting an Elephant</i>, George Orwell</p> <p><i>A Valediction of the Rights of Women</i>, Mary Wollstonecraft</p>	
Popular Drama	<p>Pupils will be expected to:</p> <ul style="list-style-type: none"> Recognize and explain the plot structure of a short play or screen drama/ film. Explain the purpose/ meaning of the title of a short play or screen drama /film. Recognize and explain the theme of a short play or screen drama/ film. Recognize and explain the role of characters in a short play or screen drama/ film. Relate the story of the short play or screen drama/ 	<ul style="list-style-type: none"> Direct and pupil centered instruction Dramatization Role play Simulations Group activities/ Think-Pair-Share Demonstration Questioning Class work/ Assignment 	<p>Script of screen plays/films</p> <p>One Act plays/ short plays</p> <p>Short plays by African playwrights</p>	<ul style="list-style-type: none"> Pupils answer essay questions or talk about the plot structure of a short play or screen drama/ film (exposition, rising action, climax, falling action, and resolution). Pupils respond to short answer questions on the purpose and meaning of the title of a short play or screen drama/film. Pupils respond to short answer questions and identify words that represent the main ideas portrayed by the short play or screen drama/ film.



	<p>film to their personal lives or experiences.</p> <ul style="list-style-type: none"> Recognize the socio-cultural and historical contexts of the short play or screen drama/ film 			<ul style="list-style-type: none"> Pupils role-play characters and explain their roles in the short play or screen drama/ film. Pupils dramatize an episode of the short play or screen drama/film and explain how it relates to their personal lives or experience. Pupils respond to a range of questions and write an essay in which they explain their understanding of the socio-cultural or political context of the short play or screen drama/ film.
Appreciating Poetry and Song Lyrics	<p>Pupils will be expected to:</p> <ul style="list-style-type: none"> Recognize and explain the purpose /meaning of a poem or song lyrics. Recognize the use of imagery in poems and song lyrics. Identify and explain the use of figurative language. Explain the message of poems and song lyrics. Relate the emotions conveyed by a lyrical poem or song lyric to their personal lives or experiences. Identify and explain poetic elements as used in both poems and song lyrics. 	<ul style="list-style-type: none"> Direct and pupil centered instruction Conversation Visualization Illustration Warmers Recitation Demonstration Group activities 	<p>A collection of both local and international song lyrics.</p> <p>Collection of lyrical and narrative poems such as: <i>To the Nile</i>, John Keats</p> <p><i>Telephone Conversation</i>, Wole Soyinka</p> <p><i>Love Cycle</i>, Chinua Achebe</p> <p><i>Caliban</i>, Syl Cheney-Coker,</p>	<ul style="list-style-type: none"> Write an essay in which pupils justify the title of the poem. Write an essay in which they discuss the significance of imagery in the poem. Pupils explain the use of figurative language (e.g., simile, metaphor, hyperbole, idiom, personification, pun, etc.) in poems and song lyrics. Write an essay in which they relate the message of a narrative/lyrical poem or song lyric to their personal lives or experiences. Respond to an essay question in which they relate the emotions conveyed in a lyrical poem or song lyric to their own lives.



- Recognize and explain the techniques used by a poet or songwriter.
- Compare the elements of a lyrical poem to a song lyric.

- Pupils write an essay in which they discuss the use of poetic elements in both poems and song lyrics.
- An assignment is given to pupils to write an essay on the techniques used by the poet.

