

Scheme of work

Unit 3.2: Colonialism

Overview

Unit 3.2 focuses on texts from colonial and post-colonial times to gain a better understanding of how colonialism has affected many people.

Learning objectives <ul style="list-style-type: none">• Learn how context affects the ways in which texts are written and received.• Compare and contrast texts from different times and places.• Explore colonial and post-colonial readings.	AOE questions <ul style="list-style-type: none">• How can texts present challenges and offer insights?• How and why do people study language and literature?• How do texts engage with local and global issues?• How can comparing and interpreting texts transform readers?• What can diverse texts have in common?• How do the style and structure of a text affect its meaning?	
Concepts <p>Culture – How has the students’ own <i>culture</i> been shaped by the forces of colonialism?</p> <p>Perspective – How does the perspective of a text influence our interpretation of it?</p> <p>Representation – Producers of theatrical productions must consider how the characters, setting and playwright’s ideas should be presented on stage.</p> <p>Transformation – Classic texts are often changed or transformed into new contemporary mediums.</p> <p>Identity – How do the identities of narrators in literature reflect the attitudes and values of people in a certain time and place?</p>		
ATL <p>Self-management skills – Students are encouraged to use the learner portfolio to manage their own learning and organise their thinking.</p>	Learner portfolio <p>Activity 2.14 For part of the learner portfolio, find a text, such as Text 3.15, and offer a post-colonial reading of it.</p>	Learner profile <p>Inquirer – Knowing the right questions to ask about a text is more important than knowing the ‘right’ interpretation of it.</p>
TOK <p>What can you do to become more conscious of your own cultural bias? How do you see other cultures through the lens of your own?</p>	Extended essay <p>For a Category 3 question, students could consider an analysis of one or two films about Africa, exploring notions of ‘power’, ‘empire’, ‘voice’ and/or ‘hegemony’.</p>	International mindedness <p>To be culturally sensitive is to consider your audience, their culture and their history, before making generalisations about them.</p>

<p>Formative assessment opportunities</p> <p>Activity 2.10 – Write a letter to an author.</p>	<p>Summative assessment opportunities</p> <p>Paper 2 – Activity 2.12 answering one of the four questions presented.</p> <p>HL essay – Activity 2.19.</p>
<p>Texts – print</p> <p>3.10 – An excerpt from a handbook or guide titled ‘The Niger and the West Sudan’ by Captain A.J.N. Tremearne</p> <p>3.11 – An extract from the novel <i>Heart of Darkness</i> by Joseph Conrad</p> <p>3.12 – An extract from the play <i>The Tempest</i> by William Shakespeare</p> <p>3.13 – <i>Manga Tempest</i> by Richard Appignanesi and illustrator Paul Duffield</p> <p>3.14 – ‘Delightful Durban’ by the South African Government Railways</p> <p>3.15 – A poem titled <i>White Man’s Burden</i> by Rudyard Kipling</p> <p>3.16 – A cartoon in the satirical magazine <i>Judge</i> from 1899</p> <p>3.17 – A cartoon from <i>Life</i> magazine from 1899</p> <p>3.18 – From ‘Wings of a Dove’ in <i>Rights of Passage</i> by Edward Kamau Brathwaite</p> <p>3.19 – ‘How to write about Africa’ by Binyavanga Wainaina for <i>Granta</i></p> <p>3.20 – A voice-over from the movie <i>The Gods Must Be Crazy</i> by Jamie Uys</p>	<p>Texts – audio and visual</p> <p>‘The Danger of a Single Story’ a TED Talk by Chimamanda Ngozi Acichie</p> <p>‘Ghana Is Free Forever,’ an independence speech by Ghana President Kwame Nkrumah in 1957</p>
<p>Suggested additional resources</p> <p><i>Post-Colonial Literature</i> by Christopher O’Reilly</p> <p><i>Orientalism</i> by Edward Said (a seminal work in its field)</p>	<p>Links to literature</p> <p>(Not all texts appear on the PRL. Some are ‘free choice’ options.)</p> <p><i>Heart of Darkness</i>, a novel by Joseph Conrad</p> <p><i>The Tempest</i>, a play by William Shakespeare</p> <p><i>Things Fall Apart</i> by Chinua Achebe is a popular novel that explores the problems of colonialism</p>

Suggested lesson plan

Your course design and lesson plans will be unique to your own classroom. Do what works for you in your context. The plan below combines various activities in this unit into hour-long lessons. It is impossible to cover every activity and every suggestion given in the coursebook. You will need to decide what is best for you and your students. In other words, adapt this as you see fit.

Lesson 1

Lesson starter: Activity 2.1

Activities 2.2 and 2.3

Lesson 2

Activities 2.4 and 2.5

Homework assignment: Activity 2.6

Lesson 3

Activity 2.6 review and Activity 2.7

Lesson 4

Activities 2.8 and 2.9

Homework assignment: Activity 2.10 (letter writing)

Lesson 5

Activities 2.11, 2.15 and 2.16

Lesson 6

Activity 2.12 (Paper 2)

Homework assignment: Activity 2.13 and 2.14 (HL extension)

Lesson 7

Activities 2.17 and 2.18

Lesson 8

Activity 2.19

Lesson 9

Activity 2.20

Lesson 10

Activities 2.21, 2.22 and TOK discussion