Grade 10 Literature in English

Term 3 - 58 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

58 complete, ready-to-teach Grade 10 Literature in English lesson plans for Term 3, covering Non-Fiction: memoir from Kenya, modern forms of oral literature, subject matter in poems from Kenya, Fiction: short stories from Kenya, Non-Fiction: memoirs from Kenya, initiation songs, imagery in poetry, Fiction: performing a play, Non-Fiction: memoir from Kenya (Setting and Values), oral literature fieldwork (Project on short Forms), poems from Kenya: subject matter and themes, Fiction: short stories from Kenya (Themes and Style) and Non-Fiction: literary journalism.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Features of a memoir

By the end of the lesson, the learner should be able to: a) define a memoir and list its features; b) tell it apart from an autobiography

The memoir

A memoir is a piece of non-fiction in which the writer recollects a particular period, place, event or relationship in their life, focusing on memories and on what these meant. Unlike an autobiography, which tries to cover a whole life in order, a memoir is selective and focused: for example, the writer's childhood summers with a grandmother, a year in a boarding school or a long journey. Features: (1) it is written in the first person; (2) it is based on the writer's memory, which is personal and may not be exact; (3) it focuses on one theme, person, place or period; (4) it stresses feelings, impressions and reflection more than a full record of facts; (5) it uses vivid sensory detail and scenes; (6) it uses anecdotes and dialogue remembered as best the writer can; (7) it has a reflective tone, often looking back with understanding; (8) it shows what the experience taught the writer; (9) it may be nostalgic, humorous or sad.

Model memoir (invented), "SATURDAYS AT CUCU'S HOUSE": "Every Saturday, my mother took me to Cucu's house, and every Saturday Cucu was waiting at the gate as though she had been waiting since the week before. The house smelled of woodsmoke and cloves. She would give me a cup of tea so sweet that it made my teeth ache and a story so old that she seemed to hold it in her bones. 'Sit,' she said. 'Listen. A person who does not know where they come from does not know where to go.' I sat. I listened. I did not understand her then; I only understood that when she spoke, the kitchen grew quiet, even the kettle. Today, when I cannot decide what to do, I still hear her: Sit. Listen. And the kettle, in my memory, still holds its breath."

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Features of a memoir

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) define a memoir and list its features; b) tell it apart from an autobiography

KEY INQUIRY QUESTION(S)

- How do memoirs influence the development of values in our society?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

The set memoir from Kenya and the model memoir (given in the lessons) | Notebooks and pencils | Manila paper and marker pens | A device for an online search (optional)

ORGANISATION OF LEARNING

Whole class for the reading; pairs to brainstorm and to search; groups of four to make a graphic organiser and to discuss values. Learners read a memoir aloud in turns and give lines as evidence.

KEY WORDS

memoir | recollection | reflection | first person | anecdote | setting | theme | value | sensory detail | structure

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Think of one relationship, place or period in your life that you will never forget. What details do you remember most clearly?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "The memoir" (teaching points and model memoir on the next page), explaining as you go. Use the set memoir from Kenya and the model memoir (given in the lessons), notebooks and pencils, manila paper and marker pens. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why does the last line say that the kettle "still holds its breath"?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL MEMOIR

The memoir

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Features found: the first person; a focus on one relationship (a grandmother and grandchild) and a repeated time (Saturdays); sensory detail (the smell of woodsmoke and cloves, the sweet tea); an anecdote with dialogue; personification ("even the kettle"); a reflective ending that links the past and the present. Activity: in groups, take turns to read the model aloud and then read a section of the set memoir in a reading session. Complete a table of features with a quotation for each, and discuss how the model differs from an autobiography.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a memoir?	**A non-fiction piece in which the writer recollects a particular period, place, event or relationship.**
2	How does a memoir differ from an autobiography?	**A memoir is selective and focused on one period or relationship, while an autobiography covers a whole life or a long part of it.**
3	Give one sensory detail in the model.	**For example: the smell of woodsmoke and cloves.**
4	Why does the last line say that the kettle "still holds its breath"?	**It shows that the memory of Cucu's words remains as vivid and quiet as it was then.**

WATCH OUT FOR

Learners think that a memoir must be a whole life story. It is a focused recollection.