



*“We live in the flicker—may it last as long as the old earth keeps rolling! But darkness was here yesterday.” (5)*

**Course:** English Language Arts 11

**Teacher:** E. de Beer

**Unit:** Dualism in *Heart of Darkness*

**Date:** Wednesday, April 1 2020 – Thursday, April 30

**Duration:** Weeks 27 – 30: 5 weeks, 14 classes

**Description:**

*Heart of Darkness* offers many layers of interpretation but, at the very basic level, it offers a **dualism**: the parallels between Marlow’s physical journey and his ‘inner journey’ (i.e. spiritual growth). It is not, however, entirely true to state that the novella is an **allegory** (a writing where the characters, events, and settings represent abstract qualities – creating a second meaning beneath the surface story). In this unit, we will focus on the parts of the novella that indicate that the context of the novel can be interpreted at more than one level. For this unit, our goal is to:

- uncover the character of Mr. Kurtz, who “demonstrates an internal battle between that of the good and evil within himself...”;
- identify symbols and motifs that allow for a symbolic interpretation of Marlow’s journey;
- explore the allegorical elements of the novel (Marlow’s journey to Africa and the journey into the heart of man, Kurtz and evil); and
- elucidate how the book reflects Conrad’s outrage at the barbarity of imperialism and colonialism.

The unit will comprise preliminary activities to establish the necessary skills and knowledge (**lecture**-style presentations, notes and sheets, **in-class discussions**), and a concluding, reflective written piece.

	Big Ideas	→ Essential Questions
<b>Understand</b>	<p><i>Which Big Ideas will be the focus of this unit?</i></p> <ul style="list-style-type: none"> <li>○ The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.</li> <li>○ Texts are socially, culturally, and historically constructed.</li> </ul>	<p><i>What questions will be guiding your students’ inquiry?</i></p> <ul style="list-style-type: none"> <li>○ What are the larger, symbolic elements that help to reveal the meaning of the novel?</li> <li>○ How is your perception and representation of something influenced by your situation and background?</li> </ul>

	Core Competencies	
<b>Do</b>	<p><i>Choose one or more Core Competencies that will be focused on and developed in this unit:</i></p> <ul style="list-style-type: none"> <li>○ critical, and reflective, thinking (Ct)</li> <li>○ social awareness and responsibility (SR)</li> </ul>	<p><i>Which activities, projects, exercises or discussions will teach this Core Competency? How will they implement the First Peoples Principles of Learning? How will they be inquiry-based?</i></p> <ul style="list-style-type: none"> <li>○ Reading and analysis of the text</li> <li>○ Comparison (oral): How do we know what is ‘real’? Reality vs. fiction.</li> <li>○ Discussion: What is the Heart of Darkness? Is Marlowe’s perception of Africa accurate? (author’s perception of his own time/culture)</li> </ul>

<b>Curricular Competencies</b>	
<p><i>Which Curricular Competencies will students learn and be assessed on in this unit?</i></p> <ul style="list-style-type: none"> <li>○ comprehend and connect: Recognise and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view.</li> </ul>	<p><i>Activities, projects, exercises or discussions to teach the Curricular Competencies (inquiry, assessment of Curricular Competencies):</i></p> <ul style="list-style-type: none"> <li>○ Discussion: What helps us to distinguish between Marlow's physical journey and the awakening of his spiritual journey?</li> <li>○ Annotation (written): Identify (culturally-dependent?) juxtapositions (good/evil, black/white, rationality/ irrationality).</li> </ul>

<b>Curricular Content</b>	
<p style="text-align: center;"><b>Know</b></p> <p><i>Which Curricular Content (specific to your course) will students learn and be assessed on this unit?</i></p> <ul style="list-style-type: none"> <li>○ Text forms and genres (novella, historical reference)</li> <li>○ Reading strategies (audio and visual)</li> <li>○ Literary elements and devices</li> <li>○ Elements of style</li> <li>○ Citation techniques</li> </ul>	<p><i>Which activities, projects, exercises or discussions will teach this Curricular Content? How will they implement the First Peoples Principles of Learning? How will they be inquiry-based? How will the Curricular Content be assessed?</i></p> <ul style="list-style-type: none"> <li>○ In-class oral collaboration on prompt (discuss, investigate, think, speak)</li> <li>○ In-class essay (write, represent): How do the details of the story (e.g. the barbaric treatment of the native inhabitants, the Company's greed, the truth about Kurtz) reflect Conrad's anger/disgust toward imperialism and colonialism?</li> </ul>

<b>Required Resources</b>	
<p><i>Resources (textbooks, computer programmes, website subscriptions) that will students need to complete this unit:</i></p> <ul style="list-style-type: none"> <li>○ Novella completed for vocational reading (citation)</li> <li>○ E-book (<i>Doctor Faustus</i> by Christopher Marlowe)</li> <li>○ Laptop/Mac</li> <li>○ Headphones and microphone (if not on the student device)</li> <li>○ Internet access</li> <li>○ Google Drive (GD)</li> <li>○ Notes provided in GD</li> <li>○ Video (provided)</li> </ul>	