



Course: English Studies 12

Teacher: E. de Beer

Unit: *Heart of Darkness*

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

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

Description:

Thus far this year, we have focused on gothic literature and social commentaries. After the review of the literal events of Marlow's journey (i.e. vacational reading), our goal is to:

- explore the parallels between Marlowe's physical journey and his spiritual growth,
- identify symbols and motifs that allow for a symbolic interpretation of Marlow's journey,
- clarify themes (e.g. the paradoxical nature of human existence - confronting one's dark side/a "destructive enlightenment"), offering examples that illustrate the universality of the themes in the novella,
- discuss ambiguous interpretations of the novel (refer to Achebe's comments), and
- elucidate details as to how the book reflects Conrad's outrage at the barbarity of imperialism and colonialism.

The unit will comprise several preliminary activities to establish the necessary skills and knowledge, and a concluding, reflective written piece.

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

	Core Competencies	
Do	<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"> ○ critical, and reflective, thinking (Ct) ○ social awareness and responsibility (SR) 	<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"> ○ Reading and analysis of the text ○ Comparison (oral): How do we know what is 'truth'? Marlowe vs Achebe ○ Discussion: What is the Heart of Darkness? Is Marlowe's perception of Africa accurate? (author's perception of his own time/culture)
<i>Competencies continue below.</i>		

Curricular Competencies	
<p><i>Which Curricular Competencies will students learn and be assessed on in this unit?</i></p> <ul style="list-style-type: none"> ○ 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. 	<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"> ○ Discussion based on Achebe: How do we identify the depravity of human existence and/or explore the differences that exist in humanity? ○ Annotation (written): Identify (culturally-dependent?) juxtapositions (good/evil, black/white, rationality/ irrationality).

Curricular Content	
<p style="text-align: center;">Know</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"> ○ Text forms and genres (novella, historical reference) ○ Reading strategies (audio and visual) ○ Literary elements and devices ○ Elements of style ○ Citation techniques 	<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"> ○ In-class oral collaboration on prompt (discuss, investigate, think, speak) ○ 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?

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