Grade 11 Literature in English

Term 1 - 52 complete lesson plans

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

ABOUT THIS PACK

52 complete, ready-to-teach Grade 11 Literature in English lesson plans for Term 1, covering the units oral literature sources, stanzas, the novel and biography; ogre narratives, types of poems, the novel and biography; and work and praise songs, writing a poem, the novel and biography, each with its own oral literature, poetry, fiction and non-fiction lessons.

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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

What oral literature is and where it comes from

By the end of the lesson, the learner should be able to: a) explain what is meant by a traditional source of oral literature; b) name the main traditional sources

Traditional sources of oral literature

Oral literature is literature that is spoken, sung or performed and passed from one generation to the next by word of mouth. A SOURCE is the person, occasion or practice through which it is created, kept and passed on.

Main traditional sources: (1) ORAL TRADITION - the whole body of knowledge (history, beliefs, laws, stories) that a community hands down by speech; (2) ELDERS and GRIOTS - elders are the custodians of wisdom who tell stories, proverbs and history; a griot (a word used in West Africa) is a professional praise-singer, historian and musician who keeps the family histories of a community; (3) STORYTELLING SESSIONS - evening gatherings around the fire where grandparents tell narratives, riddles and tongue twisters; (4) MUSIC, DANCES AND PERFORMANCES - songs and dances at work, harvest and festivals; (5) CEREMONIES - births, initiation, weddings, funerals and rain-making, each with its own songs, chants, blessings and speeches.

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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What oral literature is and where it comes from

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) explain what is meant by a traditional source of oral literature; b) name the main traditional sources

KEY INQUIRY QUESTION(S)

- Why is it important to study the traditional sources of oral literature?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Citizenship education**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

Notebooks and pens | Manila paper and marker pens for posters | A phone or recorder (optional) | Pictures of ceremonies and performances

ORGANISATION OF LEARNING

Whole class for explanations; pairs to search and share; groups of four to discuss sources and make gallery-walk posters. Learners draw examples from their own communities.

KEY WORDS

oral literature | oral tradition | source | elder | griot | storytelling session | performance | ceremony | rite of passage | custodian

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: "Where did you first hear a story, a riddle or a song that nobody wrote down? Who told it to you?" 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 "Traditional sources of oral literature" (teaching points and model text on the next page), explaining as you go. Use notebooks and pens, manila paper and marker pens for posters, a phone or recorder (optional). 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 are elders called custodians of oral literature?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Traditional sources of oral literature

Oral literature is literature that is spoken, sung or performed and passed from one generation to the next by word of mouth. A SOURCE is the person, occasion or practice through which it is created, kept and passed on.

Main traditional sources: (1) ORAL TRADITION - the whole body of knowledge (history, beliefs, laws, stories) that a community hands down by speech; (2) ELDERS and GRIOTS - elders are the custodians of wisdom who tell stories, proverbs and history; a griot (a word used in West Africa) is a professional praise-singer, historian and musician who keeps the family histories of a community; (3) STORYTELLING SESSIONS - evening gatherings around the fire where grandparents tell narratives, riddles and tongue twisters; (4) MUSIC, DANCES AND PERFORMANCES - songs and dances at work, harvest and festivals; (5) CEREMONIES - births, initiation, weddings, funerals and rain-making, each with its own songs, chants, blessings and speeches.

Activity: in pairs, search online or offline (books, elders, the school library) for traditional sources of oral literature and list one example of each source from a Kenyan community.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is oral literature?	**Literature that is spoken, sung or performed and passed on by word of mouth from generation to generation.**
2	What is a griot?	**A professional praise-singer, historian and musician who keeps the history of a community (a West African term).**
3	Name three traditional sources of oral literature.	**For example: oral tradition, elders and griots, storytelling sessions, music and dance, ceremonies.**
4	Why are elders called custodians of oral literature?	**They keep the stories, proverbs and history of the community and pass them on to the young.**

WATCH OUT FOR

Learners list genres (riddles, proverbs) when asked for sources. A source is WHERE or THROUGH WHOM literature comes, not the kind of text.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain what is meant by a traditional source of oral literature confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain what is meant by a traditional source of oral literature accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain what is meant by a traditional source of oral literature, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain what is meant by a traditional source of oral literature without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Give a two-column chart: Source / Example from my community.
Learners ready for more	Is a radio station that plays traditional songs a traditional source? Explain. (Answer: No; it is a modern channel that spreads oral literature, while the traditional source is the community or performer the songs come from)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "what oral literature is and where it comes from" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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