

# The New Senior Secondary Curriculum for Sierra Leone

**Subject syllabus for Popular Literature Appreciation**  
Subject stream: Languages and Literature



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.



## Curriculum elements for Popular Literature Appreciation – an everyday subject

### Subject Description

The Popular Literature Appreciation syllabus explores a range of popular literary texts, both fictional and non-fictional, that are outside the domain of classical literature. It draws on the historical, cultural, political and social perspectives that provide the foundation for appreciating and understanding the three genres of literature through samples of popular prose, plays and poems. Exploration of the pressing contemporary issue of climate change is reflected in some of the examples of texts and activities suggested.

### General Learning Outcomes

Pupils are expected to be able to:

- a. Demonstrate understanding of the distinguishing features and functions of the three genres of literature: prose, drama and poetry
- b. Respond to literary texts and apply to their own life experiences
- c. Apply literary appreciation skills in their reading of popular literary texts
- d. Interpret and analyse texts from historical, cultural, political and social standpoints
- e. Evaluate the messages of literary texts they encounter in their daily reading routines
- f. Perform self-reliant interpretation and analysis of popular literature
- g. Develop self-awareness and an understanding of society and other people
- h. Engage imaginatively with the issue of climate change through reading, writing, speaking and listening to short fiction, poems, songs and speeches.

### Subject Content Outline by Themes and Topics

Pupils will appreciate:

- Definition and benefits/ relevance of literature
- Elements of literature
- Forms and features of prose, drama and poetry
- Functions of prose, drama and poetry
- Basic literary terms and their usage



## Genres of literature

### Fiction and non-fiction

- Appreciation of short stories, essays, speeches, biography, autobiography, etc.
- Interpreting and analysing the meaning of titles, themes, characterization, plot elements, point of view, figurative language, etc.

### Popular drama

- Appreciation of screen drama/ films, short plays etc.
- Analysing titles, plot structure, character presentation
- Writing about filmed versions of plays

### Appreciating poems and song lyrics

- Interpreting and analysing titles, imagery, figurative language, poetic elements, poetic techniques

### Reading, writing, speaking and singing imaginatively about climate change

- Reading imaginative literature written to express experience and concerns of climate change
- Writing stories, poems and songs on the theme of climate change
- Reading and analysing the effect of speeches on climate change
- Writing and performing a play about climate change

## Structure of the Syllabus Over the Three-Year Senior Secondary School Cycle

SSS 1	SSS 2	SSS 3
Genres of literature	Popular drama	Appreciating poetry and song lyrics
Fiction and non-fiction		Reading, writing, speaking and singing imaginatively about climate change



## Teaching Syllabus Senior Secondary Level 1

Topic/ Theme/ Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
<b>Genres of literature</b>	<p>By the end of this topic, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Define and explain the benefits of literature.</li> <li>State and explain the elements of literature.</li> <li>Explain the forms and features of prose, drama and poetry.</li> <li>State and explain the functions of prose, drama and poetry.</li> <li>Recognize the distinguishing features of prose, drama and poetry.</li> <li>Identify and explain key literary terms.</li> </ul>	<ul style="list-style-type: none"> <li>Direct and pupil centered instruction</li> <li>Group activities</li> <li>Think-Pair-Share</li> <li>Questioning</li> <li>Class work/ Assignment</li> </ul>	<p><i>An Introduction to Literature: Fiction, Poetry and Drama.</i> Barnet, S., Burton, W., &amp; Cain, W. E. (2008). Fifteenth Edition, Pearson/Longman.</p> <p><i>The Literary Analysis: The Basics.</i> Kush, C. (2016). Routledge, New York.</p>	<p>Pupils will be assessed both formally and informally upon completing tasks relating to the learning outcomes as follows:</p> <ul style="list-style-type: none"> <li>During lesson, pupils are randomly asked to define literature. At the end of the lesson, pupils highlight the benefits of literature in their books and are randomly selected to explain their answers to the whole class.</li> <li>Pupils are required to list the elements of literature (plot, character, theme, setting) in their books, and then explain their answers to their elbow partners.</li> <li>Pupils respond to short answer and essay questions on the forms, features and functions of prose, drama and poetry. In addition, they should be able to provide answers that explain the differences between each of the three genres.</li> <li>Pupils respond to multiple-choice questions demanding them to identify key literary terms in context e.g., irony, symbolism, point of view, imagery, etc. Also, they are made to explain the literary terms in writing or with their peers</li> </ul>



<p><b>Fiction and Non-Fiction</b></p>	<p>By the end of this topic, pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the purpose/ meaning of the title of a short story or essay.</li> <li>• Recognize and explain the theme of a short story/ essay/ speech</li> <li>• Recognize and explain the role of characters in short stories.</li> <li>• Identify and explain the plot elements of a story.</li> <li>• Relate the short story, essay, biography, or autobiography to their personal lives or experiences.</li> <li>• Recognize the message or idea conveyed in a short story, essay, speech, or travelogue.</li> <li>• Identify the author's purpose and point of view in a short story, essay, speech, biography or autobiography.</li> <li>• Recognize the socio-cultural and historical contexts of short stories or essays</li> <li>• Recognize the use of figurative language and</li> </ul>	<p>Pupils read the texts, discuss in class, write the response to questions and essay indicated in the assessment section. Teacher guides the class and individual pupils through the process as the class progresses through the topic.</p>	<p><b>Short Stories:</b> <i>Civil Peace</i> by Chinua Achebe</p> <p><i>Falang</i> by Philip Foday Y. Thulla in Contemporary Fireside Stories. publisher: Sierra Leone Writers Series</p> <p><i>The Thing Around Your Neck</i> by Chimamanda Ngozi Adichie</p> <p><i>Everyday Use</i> by Alice Walker</p> <p><b>Autobiographies:</b> <i>The Story of My Life,</i> Helen Keller</p> <p><i>The Autobiography of Benjamin Franklin,</i> Benjamin Franklin</p> <p><i>Incidents in the Life of a Slave Girl,</i> Harriet Jacobs</p> <p><b>Biographies:</b> <i>Unbowed</i> - Wangari Maathai</p>	<ul style="list-style-type: none"> <li>• Pupils are given a short story or essay and asked to discuss their understanding of the purpose or meaning of its title.</li> <li>• Pupils read a short story, essay or speech to determine its key idea or theme. They write or discuss what they think the main idea or theme of the text is.</li> <li>• Pupils talk about the role of characters and the plot elements in a selected short story.</li> <li>• Pupils are given the chance to write an essay or discuss to express their ideas about the text and its bearing to their lives and experiences.</li> <li>• Pupils talk about the author's point of view and purpose in groups.</li> <li>• Pupils respond to essay questions on the socio-cultural or historical factors informing the contents of texts.</li> <li>• Pupils respond to multiple-choice questions on the use of imagery and figurative language such as simile, metaphor, personification, hyperbole, allusion, etc.</li> </ul>
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	imagery in short stories, essays, speeches, autobiographies, or biographies.		<p><i>There was a Country</i> - Chinua Achebe</p> <p><i>Long Walk to Freedom</i> - Nelson Mandela</p> <p><b>Speeches:</b> <i>Nobel Acceptance Speech</i>, Albert Camus</p> <p><i>I Have a Dream</i>, Martin Luther King Jr</p> <p><b>Essays:</b> <i>Letter from Birmingham Jail</i>, Martin Luther King Jr</p> <p><i>Shooting an Elephant</i>, George Orwell</p> <p><i>A Valediction of the Rights of Women</i>, Mary Wollstonecraft</p>	
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### Senior Secondary Level 2

Topic/ Theme/ Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
<b>Popular Drama</b>	<p>By the end of this topic, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Recognize and explain the plot structure of a short play or screen drama/ film.</li> <li>Explain the purpose/ meaning of the title of a short play or screen drama /film.</li> <li>Recognize and explain the theme of a short play or screen drama/ film.</li> <li>Recognize and explain the role of characters in a short play or screen drama/ film.</li> <li>Relate the story of the short play or screen drama/ film to their personal lives or experiences.</li> <li>Recognize the socio-cultural and historical contexts of the short play or screen drama/ film</li> </ul>	<ul style="list-style-type: none"> <li>Direct and pupil centered instruction</li> <li>Dramatization</li> <li>Role play</li> <li>Simulations</li> <li>Group activities/ Think-Pair-Share</li> <li>Demonstration</li> <li>Questioning</li> <li>Class work/ Assignment</li> </ul>	<p>Script of screen plays/films</p> <p>One Act plays/ short plays</p> <p>Short plays by African playwrights</p>	<ul style="list-style-type: none"> <li>Pupils answer essay questions or talk about the plot structure of a short play or screen drama/ film (exposition, rising action, climax, falling action, and resolution).</li> <li>Pupils respond to short answer questions on the purpose and meaning of the title of a short play or screen drama/film.</li> <li>Pupils respond to short answer questions and identify words that represent the main ideas portrayed by the short play or screen drama/ film.</li> <li>Pupils role-play characters and explain their roles in the short play or screen drama/ film.</li> <li>Pupils dramatize an episode of the short play or screen drama/film and explain how it relates to their personal lives or experience.</li> <li>Pupils respond to a range of questions and write an essay in which they explain their understanding of the socio-cultural or political context of the short play or screen drama/ film.</li> </ul>



### Senior Secondary Level 3

Topic/ Theme/ Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
<b>Appreciating Poetry and Song Lyrics</b>	<p>By the end of this topic, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Recognize and explain the purpose /meaning of a poem or song lyrics.</li> <li>Recognize the use of imagery in poems and song lyrics.</li> <li>Identify and explain the use of figurative language.</li> <li>Explain the message of poems and song lyrics.</li> <li>Relate the emotions conveyed by a lyrical poem or song lyric to their personal lives or experiences.</li> <li>Identify and explain poetic elements as used in both poems and song lyrics.</li> <li>Recognize and explain the techniques used by a poet or songwriter.</li> <li>Compare the elements of a lyrical poem to a song lyric.</li> </ul>	<ul style="list-style-type: none"> <li>Direct and pupil centered instruction</li> <li>Conversation</li> <li>Visualization</li> <li>Illustration</li> <li>Warmers</li> <li>Recitation</li> <li>Demonstration</li> <li>Group activities</li> </ul>	<p>A collection of both local and international song lyrics.</p> <p>Collection of lyrical and narrative poems such as: <i>To the Nile</i>, John Keats</p> <p><i>Telephone Conversation</i>, Wole Soyinka</p> <p><i>Love Cycle</i>, Chinua Achebe</p> <p><i>Caliban</i>, Syl Cheney-Coker,</p>	<ul style="list-style-type: none"> <li>Write an essay in which pupils justify the title of the poem.</li> <li>Write an essay in which they discuss the significance of imagery in the poem.</li> <li>Pupils explain the use of figurative language (e.g., simile, metaphor, hyperbole, idiom, personification, pun, etc.) in poems and song lyrics.</li> <li>Write an essay in which they relate the message of a narrative/lyrical poem or song lyric to their personal lives or experiences.</li> <li>Respond to an essay question in which they relate the emotions conveyed in a lyrical poem or song lyric to their own lives.</li> <li>Pupils write an essay in which they discuss the use of poetic elements in both poems and song lyrics.</li> <li>An assignment is given to pupils to write an essay on the techniques used by the poet.</li> </ul>





<p><b>Reading, writing, speaking and singing imaginatively about climate change</b></p>	<p>By the end of this topic, pupils will have:</p> <ul style="list-style-type: none"> <li>• Read imaginative literature which was written to express experience and concerns of climate change</li> <li>• Written stories, poems and songs on the theme of climate change</li> <li>• Read and analysed the effect of speeches on climate change</li> <li>• Written and performed a play about climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Open discussion on the topic of climate change. Ask pupils first to reflect and to write down individually in class (maximum 5 minutes) what they feel about climate change, and any fears they may have about it.</li> <li>• Then ask pupils to discuss in pairs what they feel about climate change, and what they each wrote.</li> <li>• From pairs, discuss in plenary, steering the discussion away from technical knowledge, to the feelings, fears and attitudes pupils associate with the subject.</li> <li>• Progressively as the class progress through the topic, expose the class to the suggested resources (add or substitute other resources at will). Ask the class to listen/read each one; reflect silently and each pupil to write down their own emotional</li> </ul>	<p><b>Poems</b></p> <p><i>A Poem to my Daughter, dear matafele peinam</i>, by Kathy Jetnil-Kijiner (read at opening ceremony of UN Climate Summit, 2014) <a href="https://www.kathyjetnilkijiner.com/united-nations-climate-summit-opening-ceremony-my-poem-to-my-daughter/">https://www.kathyjetnilkijiner.com/united-nations-climate-summit-opening-ceremony-my-poem-to-my-daughter/</a></p> <p>17 Poems About Climate Change Awareness (familyfriendpoems.com) <a href="https://www.familyfriendpoems.com/collection/climate-change/">https://www.familyfriendpoems.com/collection/climate-change/</a></p> <p><b>Short story</b></p> <p><i>The Beginning</i>, by Radha Zutshi Opubor (a sixteen-year-old Nigerian girl in Lagos, 2020) <a href="https://omenana.com/2020/08/30/the-beginning-radha-zutshi-opubor/">https://omenana.com/2020/08/30/the-beginning-radha-zutshi-opubor/</a></p> <p><b>Speeches</b></p> <p>'You did not act in time': Greta Thunberg's full speech to MPs   Greta Thunberg   The Guardian</p>	<ul style="list-style-type: none"> <li>• Completion of individual writing tasks.</li> <li>• Participation in group discussions.</li> <li>• Written creative poems or short stories, or speech.</li> <li>• Contribution to group drama – in planning ideas, writing, production, acting or other supporting roles</li> </ul>
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		<p>and imaginative response. Then, each time, ask pupils to discuss in pairs, then in whole class.</p> <ul style="list-style-type: none"> <li>• Next, ask each pupil to write one or more poems, or a short story, or a speech, on the theme of climate change. (This may be homework or partly in class time.)</li> <li>• Review the stories and poems. Pupils read out in groups and discuss one another's poems and stories.</li> <li>• Start with receptive (listening and reading). Move on to productive (writing, singing).</li> <li>• As the final stage, engage the class in groups to plan, write, produce and perform short dramas on the subject of climate change. Each group performs to the class in turn.</li> <li>• At every stage, encourage the pupils to be open in their</li> </ul>	<p>(Greta Thunberg's speech to the UK Houses of Parliament, 2019)  <a href="https://www.theguardian.com/environment/2019/apr/23/greta-thunberg-full-speech-to-mps-you-did-not-act-in-time">https://www.theguardian.com/environment/2019/apr/23/greta-thunberg-full-speech-to-mps-you-did-not-act-in-time</a></p> <p>Speeches of Greta Thunberg - Wikipedia  <a href="https://en.wikipedia.org/wiki/Speeches_of_Greta_Thunberg">https://en.wikipedia.org/wiki/Speeches_of_Greta_Thunberg</a></p> <p><b>Songs</b></p> <p>CLIMATE CHANGE SONG (The Time is Now) - YouTube (Performed by British school children)  <a href="https://www.youtube.com/watch?v=k3yL_1L85Mk">https://www.youtube.com/watch?v=k3yL_1L85Mk</a></p> <p>7 Songs About Climate Change &amp; the Environment (nature.org)  <a href="https://www.nature.org/en-us/what-we-do/our-priorities/tackle-climate-change/climate-change-stories/climate-change-songs/">https://www.nature.org/en-us/what-we-do/our-priorities/tackle-climate-change/climate-change-stories/climate-change-songs/</a></p>	
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		<p>imagination, free in their expression, reflective and critical in their reading and listening, and to share their reactions with one another.</p> <ul style="list-style-type: none"><li>• Note to the class that in creative arts, their views are neither right nor wrong: what matters is that the pupils focus, interrogate the texts or songs intensely, and try to express their own imaginatively and creatively.</li><li>• Explain that as a human being, engaging through imaginative or artistic dimensions brings a different kind of intelligence and understanding, which complements rational, factual knowledge.</li></ul>		
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