

## LITERATURE IN ENGLISH MANUSCRIPT UNDER STUDY BY FELIX DAVIS EINYU

### PART 3: NOVELS

#### THOMAS HARDY: TESS OF THE DURBERVILLES

##### Notes to the teacher:

**Engage Curiosity:** Start with an intriguing question or a provocative quote from the novel to pique students' interest. For example, "Do you believe in fate? Can we escape it?"

**Icebreaker Question:** "Do you think people have control over their destiny, or is everything predetermined?"

**Author's Background:** Introduce Thomas Hardy, mentioning a few highlights of his life and writing style. Explain how his own experiences and the time he lived in influenced his works.

**Victorian Era Introduction:** Provide some context about the Victorian era. Discuss the social norms, roles of men and women, and the significance of class distinctions during that time. This helps students understand the setting and character motivations.

**Plot Overview:** Give a brief summary of the novel's plot without giving away too much. Highlight that it's a story about Tess Durbeyfield, a young woman whose life is shaped by love, tragedy, and societal pressures.

##### After reading and analyzing this novel, Students:

- **Understand** the historical, social, and cultural context of "Tess of the d'Urbervilles" and its Victorian-era setting.
- **Identify** and describe the main characters, especially Tess Durbeyfield and her family.
- **Outline** the key events that set the stage for the novel's plot.
- **Recognize** and discuss the initial themes and ideas presented, such as fate, social class, and family heritage.
- **Analyze** character traits and motivations.
- **Interpret** symbols and other styles used by Hardy in the novel
- **Actively Participate** in class discussions, sharing insights and perspectives on the text.
- **Collaborate** on group activities or projects related to the different phases and chapters.
- **Engage** in creative writing and artistic expression activities.
- **Develop Empathy** by understanding the challenges and emotions of the characters in the novel.

- **Reflect Ethically** on the moral and ethical dilemmas presented and relate them to personal lives and values.
- **Relate** the events, characters and any other aspect in the novel to the contemporary society
- **Draw** lessons, and feelings from the text

### POSSIBLE LEARNING ACTIVITIES

#### *Knowledge and Understanding*

- **Research and Present.** Study the Victorian era context and Thomas Hardy's life and works.

#### *Critical Thinking and Analysis*

- **Essay Writing.** Analyze themes, style and character developments throughout the novel.
- **Character Diaries.** Write from the perspectives of various characters to explore their motivations and emotions.

#### *Communication and Collaboration*

- **Debates.** Engage in discussions about key issues such as social class, fate, and the role of women.
- **Group Projects.** Create multimedia presentations and projects on different aspects of the novel (themes, symbols, character analysis).

#### *Creativity and Imagination*

- **Creative Retelling.** Rewrite scenes or sections of the novel in a modern context to explore contemporary relevance.
- **Art Projects.** Visualize key scenes, symbols, and themes through various artistic mediums.

#### *Personal Development and Ethics*

- **Empathy Workshop.** Discuss character challenges and relate them to students' own experiences and emotions.
- **Ethical Discussions:** Reflect on moral and ethical dilemmas and their relevance to modern society.

#### *Integration of Technology*

- **Digital Storytelling.** Use digital tools to create interactive story maps, timelines, and other visual aids.

- **Online Research.** Utilize online resources to deepen understanding of the novel's context, themes, and characters.

### *Assessment*

- **Formative Assessments.** Use quizzes, short-answer questions, and peer reviews to gauge understanding and analytical skills.
- **Summative Assessments.** Assign comprehensive essays, projects, and presentations to evaluate overall comprehension and critical thinking.

## **SAMPLE ASSESSMENT STRATEGY**

### *Formative Assessments*

- **Reading Quizzes.** Short quizzes on each chapter or phase of the novel.
- **Discussion Participation.** Evaluate contributions to class discussions.
- **Character Diaries.** Creative writing entries from characters' perspectives.
- **Theme Analysis.** Short essays or presentations with peer review.

### *Summative Assessments*

- **Analytical Essays.** Comprehensive essays on themes, characters, and symbolism.
- **Group Projects.** Collaborative multimedia presentations.
- **Debates.** Structured debates on key issues from the novel.
- **Creative Retellings.** Rewrite scenes in modern context or from different perspectives.

### *Self and Peer Assessments*

- **Self-Reflection Journals.** Keep journals reflecting on learning progress.
- **Peer Reviews.** Provide feedback on each other's work.

### *Integration of Technology*

- **Digital Story Maps.** Create interactive story maps or timelines.
- **Online Research Projects.** Use online resources to explore additional context and themes.

### *Assessment Rubrics*

- **Clear Criteria.** Develop rubrics outlining expectations for various assessments.
- **Holistic Evaluation.** Provide comprehensive feedback on students' work.

## POSSIBLE RESOURCES/ TL AID A TEACHER CAN USE

### 1. Charts and Maps

- **Character Analysis Charts.** Create charts that track the development of characters throughout the novel. Include columns for traits, significant actions, and how they change over time.
- **Theme Charts.** Develop charts to map out the major themes in the text. Include examples and quotes that illustrate each theme.
- **Plot Diagrams.** Use charts to outline the plot structure. This can help students visualize the narrative arc, including exposition, rising action, climax, falling action, and resolution.
- **Symbolism Charts.** Track symbols used in the novel, noting their occurrences and meanings.
- **Comparative Analysis Charts.** Compare and contrast different characters, themes, or events in the novel using Venn diagrams or other comparison charts.
- **Setting Maps.** Create maps of the novel's setting. This helps students visualize the geographical context and understand how it influences the narrative.
- **Character Journey Maps.** Use maps to trace the journeys of characters. This can highlight the significance of different locations in the story.
- **Historical Context Maps.** Develop maps that show historical events or locations relevant to the novel's context. This provides a deeper understanding of the setting and its impact on the story.
- **Interactive Maps.** Use digital tools to create interactive maps where students can click on locations to get more information about events that occurred there or the significance of those places in the novel.

### Implementation Tips

- **Visual Engagement:** Visual aids like charts and maps can make abstract concepts more concrete, helping students better understand and retain information.
- **Collaborative Activities:** Encourage students to create their own charts and maps in group projects, promoting collaboration and deeper engagement with the text.
- **Discussion Prompts:** Use charts and maps as prompts for classroom discussions. For example, a character analysis chart can lead to discussions about character motivations and development.
- **Technology Integration:** Utilize digital tools and software to create dynamic charts and maps. This can enhance interactive learning and make the visual aids more engaging.

### 2. Diagrams

- **Mind Maps.** Create mind maps to explore themes, characters, and plot developments. This helps students visualize connections and relationships between different elements of the novel.
- **Character Relationship Diagrams.** Use diagrams to map out relationships between characters. This can help students understand character interactions and dynamics.
- **Plot Diagrams.** Develop diagrams to outline the structure of the plot, including key events, conflicts, and resolutions. This aids in visualizing the narrative flow.
- **Timeline Diagrams.** Create timelines to track the sequence of events in the novel. This can help students keep track of chronological order and the progression of the story.
- **Venn Diagrams.** Use Venn diagrams to compare and contrast different characters, themes, or settings. This promotes critical thinking and analytical skills.
- **Flowcharts.** Develop flowcharts to represent cause-and-effect relationships in the plot. This can help students understand how actions and events are interconnected.

### Implementation Tips

- **Interactive Lessons:** Use diagrams in interactive lessons where students can add to or modify the diagrams as they read and analyze the text.
- **Collaborative Activities:** Encourage students to work in groups to create diagrams, fostering collaboration and deeper engagement with the text.
- **Visual Summaries:** Use diagrams to create visual summaries of chapters or sections of the novel. This can be a helpful review tool.
- **Technology Integration:** Utilize digital tools and software to create dynamic, interactive diagrams. This can enhance engagement and make the visual aids more accessible.

### 3. Flashcards

- **Character Flashcards.** Create flashcards with the name of a character on one side and key traits, actions, and significant quotes on the other. This helps students remember important details about each character.
- **Theme Flashcards.** Develop flashcards with themes or motifs on one side and examples or quotes from the text that illustrate these themes on the other. This aids in understanding and recognizing recurring themes.
- **Plot Point Flashcards.** Make flashcards with key plot points or events on one side and a brief description or significance of the event on the other. This helps students keep track of the narrative structure.
- **Symbolism Flashcards.** Use flashcards to identify symbols in the novel. One side can have the symbol, and the other side can explain its meaning and where it appears in the text.
- **Vocabulary Flashcards.** Create flashcards for challenging vocabulary words found in the text. One side can have the word, and the other side can have the definition and an example sentence.

## Implementation Tips

- **Interactive Games.** Use flashcards in interactive games like matching, memory, or quiz-style competitions to make learning fun and engaging.
- **Group Study.** Encourage students to use flashcards in group study sessions, where they can quiz each other and discuss the content.
- **Self-Study.** Promote the use of flashcards for self-study, allowing students to review and reinforce their knowledge at their own pace.
- **Digital Flashcards.** Utilize digital flashcard apps or platforms that allow students to create and share flashcards online. This can be particularly useful for remote learning or tech-savvy students.

### 4. Quiz

- **Multiple Choice Questions (MCQs)**
  - ✓ **Character Identification:** Who is the protagonist of the novel?
  - ✓ **Plot Details:** What event sets Tess on her journey?
  - ✓ **Theme Recognition:** Which theme is primarily explored in the novel?
- **Short Answer Questions**
  - ✓ **Context Questions:** Explain the significance of the Victorian era in the novel.
  - ✓ **Character Analysis:** Describe Tess's character traits and her development in the story.
  - ✓ **Symbolism:** What does the color red symbolize in the novel?
- **True/False Questions**
  - ✓ **Plot Facts:** Tess is wealthy at the beginning of the novel. (True/False)
  - ✓ **Character Relations:** Angel Clare is Tess's cousin. (True/False)
  - ✓ **Theme Statements:** The novel explores the theme of social justice. (True/False)
- **Matching Questions**
  - ✓ **Character to Description:** Match characters to their descriptions or roles in the novel.
  - ✓ **Themes to Examples:** Match themes to specific examples or quotes from the text.
- **Essay Questions**
  - ✓ **Thematic Analysis:** Discuss the role of fate in Tess's life.
  - ✓ **Character Study:** Analyze the relationship between Tess and Angel Clare.
  - ✓ **Historical Context:** How does Hardy criticize Victorian society through the novel?

## Implementation Tips

- **Regular Quizzes:** Conduct regular quizzes after each phase of the novel to ensure students are keeping up with the reading and understanding the material.
- **Review Sessions:** Use quizzes as a review tool before exams or major assessments.

- **Interactive Quizzes:** Utilize digital tools and platforms to create interactive quizzes that can provide instant feedback to students.
- **Peer Quizzes:** Have students create their own quizzes and exchange them with classmates for peer assessment.

## 5. Images

- **Character Illustrations:** Show images or illustrations of key characters. This helps students visualize the characters and remember their traits and roles in the novel.
- **Setting and Landscape Images:** Use images of the rural English countryside to provide a visual context for the novel's setting. This can help students better understand the atmosphere and mood.
- **Historical Photos:** Display photos from the Victorian era, including clothing, architecture, and daily life. This helps students connect the historical context to the novel.
- **Symbolic Images:** Show images of objects or scenes that symbolize key themes in the novel, such as nature, the church, or machinery. This aids in understanding the symbolic meaning in the text.
- **Plot Illustrations:** Use a series of images to depict key events in the plot. This can help students remember the sequence of events and how they relate to each other.

## Implementation Tips

- **Visual Presentations:** Incorporate images into your PowerPoint presentations or slideshows to complement your lectures and discussions.
- **Storyboards:** Have students create storyboards with images representing key scenes or chapters in the novel. This can be a collaborative project that enhances comprehension and creativity.
- **Interactive Lessons:** Use images in interactive lessons where students can click on parts of the image to learn more about specific elements or themes.
- **Art Projects:** Encourage students to create their own illustrations or visual representations of scenes from the novel. This can be a fun and engaging way to deepen their understanding.
- **Discussion Prompts:** Use images as prompts for class discussions. For example, show an image of a rural landscape and ask students how it might relate to the themes of the novel.

## 6. Videos

- **Film Adaptations.** Show clips from film adaptations of *Tess of the d'Urbervilles*. This helps students visualize scenes and understand characters and settings.

- **Documentaries.** Use documentaries about the Victorian era, Thomas Hardy, or the social issues highlighted in the novel. This provides historical context and deeper insights into the themes.
- **Author Interviews.** If available, show interviews with literary experts or authors discussing Hardy's work and the significance of the novel.
- **Lecture Videos.** Use recorded lectures or online courses that analyze the novel, its themes, and its literary devices. These can reinforce classroom learning and provide different perspectives.
- **Student-Created Videos.** Encourage students to create their own videos summarizing chapters, analyzing characters, or exploring themes. This promotes creativity and deeper engagement with the text.

### Implementation Tips

- **Interactive Lessons.** Incorporate videos into interactive lessons where students can pause, reflect, and discuss key points. Ask them to take notes or answer questions during the video.
- **Group Activities.** Have students watch videos in groups and then collaborate on discussion questions or projects based on the content
- **Flipped Classroom:** Use videos as part of a flipped classroom model, where students watch video lectures or documentaries at home and then engage in discussions and activities in class.
- **Supplementary Material:** Provide videos as supplementary material for students who want to explore the novel's context and themes more deeply.
- **Video Analysis:** After watching a video, have students analyze its content, comparing it to the text and discussing how the visual medium adds to their understanding of the novel.

### 7. Internet and Media

- **Online Research:** Encourage students to use reputable websites to research historical, social, and cultural contexts of the Victorian era, as well as Thomas Hardy's life and other works.
- **Digital Libraries:** Utilize digital libraries and archives to access scholarly articles, critical essays, and historical documents related to the novel.
- **Interactive Learning Platforms:** Use platforms like Google Classroom, Edmodo, or Microsoft Teams to share resources, assign tasks, and facilitate discussions.
- **Web Quests:** Create web quests where students explore various websites to gather information on specific topics related to the novel.
- **Virtual Tours:** Take virtual tours of locations related to the novel or the Victorian era, such as Hardy's birthplace or the English countryside.

### Media



- **Videos and Documentaries:** Use videos and documentaries to provide visual and auditory context for the novel. Platforms like YouTube, Netflix, and educational websites offer a wealth of relevant content.
- **Podcasts:** Assign relevant podcasts that discuss the novel, its themes, or its historical context. This can be a great way for students to learn while on the go.
- **Social Media:** Create a class hashtag or group on platforms like Twitter or Facebook where students can share insights, articles, and resources related to the novel.
- **Blogs and Vlogs:** Encourage students to follow literary blogs or vlogs where experts discuss *Tess of the d'Urbervilles* and other works by Thomas Hardy. Students can also create their own blogs or vlogs to share their analyses and reflections.
- **Online Discussions:** Participate in online forums and discussion groups focused on literary analysis and interpretation of the novel. Websites like Reddit and Goodreads have active literary communities.

### Implementation Tips

- **Credible Sources:** Teach students how to identify credible sources and verify the information they find online.
- **Digital Literacy:** Incorporate lessons on digital literacy to ensure students can navigate and utilize online resources effectively
- **Interactive Assignments:** Create assignments that require students to use the internet and media resources, such as creating a digital presentation or writing a blog post.
- **Multimedia Projects:** Encourage students to combine various media (videos, podcasts, articles) in their projects to demonstrate a comprehensive understanding of the novel.

## 8. Low Cost Materials

- *Character Role-Playing*

To deepen understanding of characters and their motivations.

**Materials:** Simple costumes or props that can be made from readily available materials.

**Procedure:** Assign each student a character from the novel. Have them role-play key scenes, focusing on expressing their character's emotions and motivations. This activity helps students empathize with characters and understand their development throughout the novel.

- *Setting Reconstruction*

To visualize and understand the novel's setting.

**Materials:** Locally sourced materials such as cardboard, clay, and paint.

**Procedure:** Have students create a diorama or model of a significant setting in the novel, such as Tess's village or the d'Urberville mansion. This hands-on activity helps students engage with the text and visualize the physical context of the story.

- *Plot Timeline*

To understand the sequence of events in the novel.

**Materials:** Paper, markers, and string.

**Procedure:** Create a timeline on a classroom wall. Have students add key events from the novel, including dates and brief descriptions. This visual aid helps students track the plot's progression and understand the chronology of events.

- *Theme Collages*

To explore and illustrate the novel's themes

**Materials:** Old magazines, newspapers, scissors, glue, and poster boards.

**Procedure:** Students create collages that represent the themes of the novel, such as fate, social class, and purity. This creative activity encourages students to think critically about the themes and express their understanding visually.

- *Symbol Hunt*

To identify and interpret symbols used in the novel.

**Materials:** Everyday objects that can represent symbols (e.g., roses, crosses).

**Procedure:** Organize a scavenger hunt where students find objects that represent symbols in the novel. Discuss their significance in the story. This interactive activity makes the study of symbols engaging and helps students understand their deeper meanings.

- *Literary Debates*

To develop critical thinking and argumentation skills.

**Materials:** None required; use classroom space.

**Procedure:** Organize debates on key issues in the novel, such as Tess's moral decisions or the role of social class. Debating helps students articulate their thoughts, understand different perspectives, and engage deeply with the text.

- *Creative Writing Workshops*

To enhance creative writing skills and deepen engagement with the text.

**Materials:** Paper, pens, and a quiet space.

**Procedure:** Assign creative writing tasks such as rewriting a scene from a different character's perspective or imagining an alternate ending. This fosters creativity and allows students to explore the narrative more deeply.

## TEACHING TECHNIQUES

### 1. Drills

A drill is a classroom technique to aid memorization by way of spaced repetition.

#### Character Analysis Drills

- **Activity:** Provide students with quotes from the novel and ask them to identify which character said it, and explain the context and significance.
- **Example:** "You were more sinned against than sinning, that I'll swear."
- **Purpose:** This helps students delve into character motivations and themes.

#### Plot Sequencing Drills

- **Activity:** Create flashcards with key events from the story. Have students arrange them in the correct chronological order.
- **Example:** Events such as Tess's arrival at Trantridge, the confession to Angel, and the final tragic conclusion.
- **Purpose:** Reinforces understanding of the narrative structure and cause-effect relationships.

#### Theme Identification Drills

- **Activity:** Ask students to identify and discuss the themes present in given passages.
- **Example:** Passages that illustrate themes like fate and destiny, purity, and social criticism.
- **Purpose:** Helps students recognize and analyze recurring motifs and themes.

#### Symbolism and Imagery Drills

- **Activity:** Focus on elements of style used in the novel, and discuss their significance.

- **Example:** The red and white colors, the imagery of nature, and Tess's name itself.
- **Purpose:** Enhances analytical skills and appreciation of literary devices.

## 2. Demonstrations

Demonstration is a visual presentation of a concept process. Here learners present tasks step by step to enable the learners to repeat the same concept as an individual or in a group.

### Key Steps:

#### *Preparation*

- **Select Text and Passages:** Choose specific excerpts from "Tess of the d'Urbervilles" that highlight important themes, character development, and literary devices.
- **Develop Objectives:** Clearly define what students should learn from the demonstration (e.g., understanding a theme, analyzing a character, identifying symbolism).

#### *Introduction*

- **Set Context:** Briefly introduce the novel and the selected passage. Provide background information relevant to the excerpt.
- **Explain Purpose:** Inform students what they will be learning and why it is important.

#### *Demonstration*

- **Read Aloud:** Read the selected passage aloud with appropriate intonation and emphasis to bring out the nuances of the text.
- **Think Aloud:** While reading, pause to share your thoughts on how you interpret certain phrases, symbols, or character actions. Explain why you think Hardy uses specific literary devices.

**Example:** Demonstrate by reading and analyzing the passage where Tess confesses to Angel Clare. Explain how Hardy uses guilt and societal judgment as recurring themes. Discuss the symbolism of purity and Tess's struggle for redemption.

#### *Interactive Analysis*

- **Encourage Participation:** Invite students to ask questions or share their interpretations. Prompt them to think critically and engage with the text.
- **Break Down Complex Ideas:** Use whiteboard or visual aids to break down complex themes or literary devices. Show how they recur throughout the novel.

**Example:** Break down the symbolism of red and white in the novel. Red often represents guilt and sin, while white symbolizes purity and innocence. Show how these colors are associated with Tess at different points in the story.

### *Application*

- **Practice Together:** Guide students to apply the demonstrated techniques to other passages. Encourage group work or paired discussions.
- **Provide Feedback:** Offer constructive feedback on their analyses. Highlight strong points and suggest areas for improvement.

### **Tips for Effective Demonstration:**

#### *Engage Students Actively*

- Ask open-ended questions that prompt students to think deeply and share their thoughts.
- Use multimedia elements (videos, images, audio recordings) to enhance understanding.

#### *Make Connections*

- Relate the text to students' experiences or current events. Show how the themes in "Tess of the d'Urbervilles" are still relevant today.

#### *Use Visual Aids*

- Diagrams, charts, and mind maps can help visualize complex ideas and relationships between characters and themes.

## **3. Story telling**

### **Key Steps:**

#### *Preparation*

- **Choose Key Moments:** Identify pivotal scenes in the novel that are rich in narrative and character development.
- **Familiarize Yourself:** Be well-versed in the details of the scenes you plan to narrate.

### *Setting the Stage*

- **Contextualize the Story:** Provide background information about the setting, characters, and plot up to the point you are going to narrate.
- **Engage the Audience:** Start with a hook—something intriguing about the scene to capture the students' attention.

**Example:** Begin with the scene where Tess first meets Alec d'Urberville. Explain the significance of this encounter and how it sets the stage for Tess's struggles.

### *Narration*

- **Use Descriptive Language:** Bring the scene to life with vivid descriptions and expressive language.
- **Character Voices:** Use different tones and expressions to represent different characters. This adds depth to the story and helps students distinguish between characters.

**Example:** Describe the lush surroundings of the d'Urberville estate and Tess's initial impressions of Alec. Highlight Tess's innocence and Alec's manipulative charm.

### *Interactive Elements*

- **Pause for Questions:** Throughout the storytelling, pause to ask questions or to invite students to predict what might happen next.
- **Discussion Points:** After completing the narrative, facilitate a discussion on the themes, characters, and literary devices used in the scene.

**Example:** After narrating the scene, ask students to discuss Tess's feelings and Alec's intentions. What literary devices does Hardy use to foreshadow the trouble Tess might face?

### *Relate to Themes and Analysis*

- **Link to Broader Themes:** Connect the narrated scene to the overarching themes of the novel, such as innocence vs. experience, fate, and social criticism.
- **Encourage Critical Thinking:** Ask students to analyze the scene in the context of these themes and share their interpretations.

**Example:** Discuss how Tess's initial encounter with Alec introduces the theme of innocence corrupted and how it influences her tragic journey.

### **Tips for Effective Storytelling:**

### *Be Expressive*

- Use body language, facial expressions, and varied vocal tones to bring the story to life.
- Show enthusiasm and passion for the story, as it will be contagious for the students.

### *Make it Relatable*

- Draw parallels between the story and students' own experiences or current events. This helps students connect with the material on a personal level.

### *Use Visual Aids*

- Incorporate illustrations, maps, or props to make the storytelling more immersive and visually engaging.

### *Create an Interactive Atmosphere*

- Encourage students to ask questions, share their thoughts, and even reenact scenes. This makes the storytelling a collaborative experience.

## **4. Presentation**

### **Key Steps:**

- **Select Topics:** Assign specific themes, characters, or scenes from the novel for students to present.
- **Research and Prepare:** Guide students to conduct in-depth research and prepare their presentations with visual aids.
- **Deliver and Discuss:** Students present their findings to the class, followed by a Q&A session.

### *Example:*

- **Topic:** The Role of Fate in "Tess of the d'Urbervilles"
- **Tips:** Encourage creativity with multimedia elements and ensure presentations are engaging and informative.

## **5. Group Work**

**Key Steps:**

- **Form Groups:** Divide students into small groups and assign tasks related to the novel.
- **Collaborate and Discuss:** Each group collaborates to analyze a specific aspect of the text.
- **Present Findings:** Groups present their analyses and insights to the class.

*Example:*

- **Task:** Analyze the symbolism of nature in "Tess of the d'Urbervilles"
- **Tips:** Promote effective communication and ensure equal participation from all group members.

**6. Shared Writing****Key Steps:**

- **Introduce a Topic:** Present a theme or prompt related to the novel.
- **Collaborative Writing:** Students contribute ideas and write a collective piece, such as an essay or a creative retelling.
- **Review and Revise:** Together, review and refine the final piece.

*Example:*

- **Prompt:** Write an alternate ending to "Tess of the d'Urbervilles"
- **Tips:** Encourage creativity and emphasize the importance of cohesive writing.

**7. Simulation**

Simulation is the setting up of a realistic environment modeling a real life situation.

**Key Steps:**

- **Set the Scene:** Create a scenario based on a key event in the novel.
- **Role-Playing:** Students assume the roles of characters and act out the scenario.
- **Debrief:** Discuss the experience and analyze character motivations and outcomes.

*Example:*

- **Scenario:** The trial of Tess



- **Tips:** Ensure students understand their characters' perspectives and the context of the scene.

## 8. Brainstorming

Key Steps:

- **Pose a Question:** Present a thought-provoking question related to the novel.
- **Generate Ideas:** Encourage students to share their ideas freely without judgment.
- **Organize and Analyze:** Categorize the ideas and discuss their relevance and importance.

*Example:*

- **Question:** What factors contribute to Tess's tragic fate?
- **Tips:** Foster a supportive environment where all contributions are valued.

## 9. Role Play

Key Steps:

- **Assign Roles:** Assign characters from the novel to students.
- **Act Out Scenes:** Students perform scenes, focusing on key dialogues and actions.
- **Reflect and Analyze:** Reflect on the performance and discuss character motivations and development.

*Example:*

- **Scene:** Tess's confession to Angel
- **Tips:** Encourage expressive and empathetic performances.

## 10. Self-Assessment

Key Steps:

- **Set Criteria:** Provide clear criteria for students to assess their own work.
- **Reflect:** Students reflect on their performance or understanding of the text.
- **Improve:** Use self-assessment to identify areas for improvement.

*Example:*

- **Task:** Self-assess a written analysis of a theme in the novel
- **Tips:** Emphasize honesty and constructive self-critique.

## 11. Peer Assessment

Peer assessment involves learners reciprocally evaluating each other's work.

### Key Steps:

- **Set Guidelines:** Provide guidelines for constructive feedback.
- **Review Peers' Work:** Students review and assess each other's work based on set criteria.
- **Discuss Feedback:** Share feedback and suggestions for improvement.

### Example:

- **Task:** Peer review essays on the role of social class in "Tess of the d'Urbervilles"
- **Tips:** Encourage respectful and helpful feedback.

## 9. Classroom Assessment

### Key Steps:

- **Assess Understanding:** Use various assessment methods (quizzes, discussions, projects) to gauge students' understanding.
- **Provide Feedback:** Offer timely and constructive feedback.
- **Adjust Teaching:** Use assessment results to adjust teaching strategies and address gaps in understanding.

### Example:

- **Method:** Quiz on key events and themes in "Tess of the d'Urbervilles"
- **Tips:** Use a variety of assessment methods to cater to different learning styles.

## METHODS

### Problem-Based Learning (PBL)

#### Key Steps:

- **Identify the Problem:** Present a complex, open-ended problem related to the novel that requires critical thinking and analysis.
- **Research and Gather Information:** Students research the problem, gather relevant information, and develop potential solutions.

- **Collaborate and Discuss:** Students work in groups to discuss their findings and refine their solutions.
- **Present Solutions:** Each group presents their proposed solutions, supported by evidence from the text.
- **Reflect and Evaluate:** Reflect on the learning process and evaluate the effectiveness of the solutions.

#### *Example:*

- **Problem:** How does societal pressure contribute to Tess's tragic fate, and what could Tess have done differently to alter her destiny?
- **Tips:** Encourage students to draw on historical context, character analysis, and themes from the novel. Provide guidance and resources to support their research.

### **Project-Based Learning (PjBL)**

#### **Key Steps:**

- **Define the Project:** Introduce a project that involves in-depth exploration of a specific aspect of the novel.
- **Plan and Research:** Students develop a project plan, conduct research, and gather materials.
- **Create and Develop:** Students create their project, which could be a presentation, essay, creative work, or multimedia project.
- **Present and Share:** Students present their projects to the class and share their findings.
- **Assess and Reflect:** Evaluate the projects based on set criteria and reflect on the learning experience.

#### *Example:*

- **Project:** Create a multimedia presentation exploring the theme of purity and guilt in "Tess of the d'Urbervilles."
- **Tips:** Encourage creativity and diverse formats (e.g., videos, posters, digital presentations). Provide a clear rubric for assessment and offer feedback.

### **Learning Stations**

#### **Key Steps:**

- **Set up Stations:** Create multiple stations, each focusing on a different aspect of the novel (e.g., themes, characters, literary devices).
- **Assign Tasks:** Assign specific tasks or activities at each station that require students to analyze, interpret, and engage with the text.

- **Rotate and Engage:** Students rotate through the stations, completing the tasks and engaging with different aspects of the novel.
- **Discuss and Reflect:** After completing all stations, hold a class discussion to share insights and reflections.

*Example:*

- **Stations:**
  - ✓ **Character Analysis:** Analyze key characters (Tess, Alec, Angel) and their motivations.
  - ✓ **Thematic Exploration:** Explore major themes (fate, purity, social criticism).
  - ✓ **Symbolism and Imagery:** Identify and interpret symbols and imagery used in the novel.
- **Tips:** Ensure each station has clear instructions and materials. Monitor progress and provide support as needed.

## CHAPTER ONE

John Durbeyfield, a simple and poor villager in Marlott, meets Parson Tringham, who informs him that he is descended from the ancient and noble family of the d'Urbervilles. Astonished and excited by this revelation, Durbeyfield decides to celebrate his noble heritage with a drink, despite his lack of understanding of what this discovery truly means for his life and circumstances.

### IMPORTANT POINTS TO NOTE IN CHAPTER ONE

#### Introduction of John Durbeyfield:

- The chapter begins with John Durbeyfield, a poor villager, walking home in Marlott. His demeanor and appearance set the stage for his character throughout the novel.

#### Encounter with Parson Tringham:

- John Durbeyfield meets Parson Tringham on the road. This encounter is pivotal as it introduces a new dimension to Durbeyfield's identity.

#### Revelation of Noble Ancestry:

- Parson Tringham informs John Durbeyfield that he is descended from the ancient and noble family of the d'Urbervilles. This revelation sparks a significant change in Durbeyfield's attitude and perception of himself.

#### Durbeyfield's Reaction:

- John Durbeyfield is astonished by the news and immediately feels a sense of pride and importance. He decides to celebrate his noble lineage by having a drink at the local inn, showcasing his naive and superficial understanding of nobility.

#### Reflection on Social Status:

- Despite his excitement, Durbeyfield's social status remains unchanged. This underscores the central themes of heritage and social class that are explored throughout the novel.

## CHARACTER

### Describe John Durbeyfield in this chapter

#### Physical Appearance:

- Durbeyfield is depicted as tired and worn out, reflecting his hard life as a poor villager.
- His clothing is shabby and worn, emphasizing his low social status and poverty.

**Behavior and Demeanor:**

- He appears idle and is not engaged in any productive activity, showcasing a tendency towards laziness.
- Upon learning about his noble ancestry, he becomes boastful and proud, eager to share the news with others despite its lack of practical significance.
- He readily believes in the importance of his noble lineage without considering its real implications, showcasing a certain level of naivety and superstition.

**Emotional State:**

- John Durbeyfield is easily excited by the revelation of his noble heritage. This excitement demonstrates his superficial understanding of nobility and social status.
- Instead of taking proactive steps to change his situation, he decides to celebrate by having a drink, reflecting his complacent and self-indulgent nature.

**Social Status:**

- Durbeyfield's low social status is a central aspect of his character. He is a typical villager with no notable achievements or wealth.
- The discovery of his noble ancestry contrasts sharply with his current social standing,

***Naïve and Superficial***

- Durbeyfield's excitement about his ancestry shows his naivety. He believes that knowing about his noble heritage will change his life, but he doesn't understand that it won't have any practical impact."

***Boastful***

- Durbeyfield becomes boastful after learning about his lineage. He wants to tell everyone about it, even though it doesn't make him more important in reality."

***Self-Indulgent***

- Instead of using this information to improve his family's situation, Durbeyfield decides to celebrate by drinking. This shows his tendency towards self-indulgence."

## **NARRATIVE TECHNIQUES IN CHAPTER ONE**

### **1. Vivid Descriptive**

Hardy provides detailed descriptions of the setting and characters to immerse the reader in the world of Marlott. For example, when describing John Durbeyfield, Hardy writes about his tired and worn-out appearance, his shabby clothing, and his slow, unsteady walk. This descriptive style helps to establish the rural, impoverished environment in which Durbeyfield lives.

### **2. Irony:**

There is an element of irony in John Durbeyfield's reaction to the news of his noble ancestry. Despite his excitement and pride in being a descendant of the noble d'Urbervilles, his social and economic status remains unchanged. This irony underscores the superficial nature of inherited titles and critiques the societal obsession with lineage.

### **3. Dialogue:**

Hardy uses dialogue to reveal character traits and social dynamics. The conversation between John Durbeyfield and Parson Tringham is a key example. Through their exchange, the reader learns about Durbeyfield's naivety and the parson's more educated and authoritative position. The dialogue effectively conveys the significant information about Durbeyfield's lineage and sets the stage for the novel's exploration of social class and heritage.

### **4. Symbolism:**

The ancient and noble family of the d'Urbervilles serves as a symbol of the past's influence on the present. John Durbeyfield's discovery of his noble ancestry symbolizes the weight of history and how it impacts individuals' lives and identities. This symbol recurs throughout the novel, particularly in Tess's life, highlighting the theme of heritage.

### **5. Foreshadowing:**

The first chapter contains subtle foreshadowing of the events to come. The revelation of Durbeyfield's noble ancestry hints at the unfolding drama and tragedy in Tess's life, tied to her family's history. This foreshadowing sets the stage for the reader to anticipate the challenges Tess will face.

### **Pathetic Fallacy:**

Hardy uses elements of the natural environment to reflect the characters' emotions and situations. For example, the description of the countryside and the atmosphere in Marlott can be seen as a reflection of Durbeyfield's worn-out and stagnant life. This technique helps to create a mood that aligns with the characters' experiences.

### **Heritage and Identity**

- The theme of heritage and identity is introduced when John Durbeyfield learns about his noble ancestry. This revelation changes his perception of himself and brings a sense of pride and importance
- When Parson Tringham tells Durbeyfield that he is descended from the noble family of the d'Urbervilles, Durbeyfield is astonished and immediately feels a sense of elevated status. He begins to think of himself as more important due to his lineage, even though his actual circumstances remain unchanged.

### **Social Class and Mobility**

- The contrast between Durbeyfield's newfound sense of importance and his actual social status highlights the theme of social class and the limitations of social mobility in Victorian society. Despite learning about his noble heritage, Durbeyfield's social and economic status remains the same. He continues to live a humble life as a poor villager, underscoring the rigid class structures of the time and the limited opportunities for true social mobility.

### **The Illusion of Nobility**

- The chapter explores the theme of the illusion of nobility, where a title or lineage creates a false sense of pride and importance disconnected from reality.
- Durbeyfield's reaction to his noble ancestry is one of naive excitement. He believes that this discovery will change his life and elevate his social standing, but in reality, it does not affect his circumstances. This illustrates the illusory nature of nobility and how it can lead to self-deception.

### **Fate and Destiny**

- The chapter subtly introduces the theme of fate and destiny, foreshadowing how Tess's life will be influenced by her family's past and societal expectations.
- The discovery of noble ancestry hints at the unfolding drama and tragedy in Tess's life, tied to her family's history. This sets the stage for the exploration of how Tess's fate is intertwined with her heritage and the expectations placed upon her.

### **Ignorance and Self-Deception**



- Durbeyfield's ignorance about the true implications of his noble heritage and his subsequent self-deception in believing it will change his life are central to this chapter.
- Durbeyfield readily accepts the idea that his noble lineage will bring him respect and importance. He celebrates the news by going to a local inn for a drink, showcasing his ignorance and self-deception about the real value of noble ancestry.

### **Probing Questions to check critical thinking and analysis**

1. What effect is created by the fact that the novel opens with a scene in which John Durbeyfield encounters the Parson rather than with one which concerns Tess herself?
2. What information does the Parson give John Durbeyfield, and how does the latter respond to it?
3. What significance does the Parson find in the fact that the Durbervilles have declined in rank and fortune?
4. Based on this chapter, do you as a reader expect a good outcome to the story which follows?