**LESSON PLAN FOR WEEK 1 ENDING 13TH JANUARY,2023**

Subject Literature-in- English

Topic: African Prose

Sub Topic: Introduction to Second Class Citizen (BY BUCHI EMECHETA)

Date: 10TH January, 2023

Duration: 40 minutes

Period: 1ST

Class: S.S. 1

Number in Class: 2

Average Age: 14

Sex: Mixed

**Learning Objectives**: By the end of the lesson,the students should be able to;

I Explain the Background of the novel “second class citizen’.

Ii. State the biography of the author.

Iii. Explain in detail the content of the novel from chapter 1 to 4

Iv. Identify major events in the novel.

**Rationale/Importance**: To enable the students gain more knowledge of the novel.

**Previous Knowledge:** they have read many novels before now.

**Instructional Resources:** a copy of the novel “ second class citizen by Buchi Emecheta, etc.

**Reference Materials:** Exam Focus Literature by J O J Nwachukwu- agbada

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| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **LEARNING POINT** |
| Step 1 | **About the novelist** Buchi Emecheta was born in 1944 in Lagos Nigeria, to Igbo parents. She married at the age of 16. In 1962, she joined her husband in London, where she became librarian (a first class job). she earned a degree at the University of London and began writing about her experiences of black British life. In her number is there is the autobiographical elements. the major themes at the experience of diaspora and the subject and the subaltern status of women, analysed in Nigerian context and in the British contest of London metropolis. Buchi emecheta Buchi Emecheta is one of the prolific and challenging novelist writing in English in the post-colonial era. My experiences during her childhood and teenage years in patriarchal Nigerian society along with the conflicts between males and females in this social structure having quite influential for the autobiographical themes in Emecheta’s novels. Her other works include: “The Joy Of Motherhood”, “In the Ditch”, “The Bride Price”, “The Slave Girl”, etc. | They pay rapt attention to the teacher. | To furnish the students with the knowledge of the biography of the author and novelist Buchi Emecheta. |
| Step 2 | **Setting of the Novel** We can’t fail to remind you that Setting is the time or place an event occur in Literature. **The setting of the novel “Second-Class Citizen** is seen in Ada’s societal ordeal marked by cultural conflict of Conservative Nigerian and colonial values, a society that is structurally categorized and presumed to be influenced by colonization. Ada’s experiences is marked by residue of the colonial structure and what can be termed neocolonialism. Also, class and gender structures are not left out in the setting as they give rise to  colonial era that persist in the post-colonial. | They listen the more to the teacher. | To encourage critical thinking. |
| Step 3 | **Style And Literary Devices** The style of the novel is integrated with its content why the tone is predominantly melancholic, a tonne of optimism passes through the test in the form of the character of Adah. The first-person narrative allows the reader to experience Adah’s thoughts and emotions as she experiences them. Her character is thus rendered realistic, as the reader is made to empathize with her and underneath with the situation and emotions experienced by her. The novel is internally focalized to show all the pic the emotions and subjective experiences of Adah, and other events, actions and reactions by other characters, all interpreted through her subjectivity. Adah is determined and resilient, looking out for survival, at most of her actions are motivated by her acting drive to fulfill her dream. The readers experiences and emotions are thus contextualized by and undulate with Adah’s experiences and emotions. The novel is a tale of struggle, hope, victory and disillusionment, and is simultaneously melancholic and hopeful, as it takes the reader on the journey of Adah in realizing, been disillusioned by and coming to terms with her dreams, which are shattered by harsh reality. | They ask questions to understand the meaning of style and literary devices. | To acquaint the students with the knowledge of style and literary devices. |
| Step 4 | The teacher states more on the early years of Ada thus: We are now turning to Adah’s childhood in this Second Class Citizen summary. Adah happens to be a young girl with big dreams. She aspires to have an **education** and also travel to the **United Kingdom**. She also desires to become a **writer**.  Adah’s fascination with the UK stems from comments she heard from her father regarding one Mr Nweze whom his townsfolk are eagerly preparing to welcome from a faraway country called the ***United Kingdom.***The impression the mention of “United Kingdom” has had on the young Adah’s mind is strong enough to convince her that the UK can only be a place of greatness and bliss. | They ask questions for clarity. | For proper understanding of the topic. |
| Step 5 | The teacher explain in detail the plot and critical analysis of the novel.  **Plot**/ **Critical Analysis of the Novel** Plot is a literary term defined as the events that make up a story particularly as they relate to one another in a pattern, in a sequence through cause-and-effect, how the reader views the story or simply by coincidence. A plot ensures that you get your character from point A to Z so to say. **The novel, second class citizen tells the tale** of Adah, a girl born in Nigeria during the second World war, depicting the struggle against the patriarchal and colonial hegemonic structure. The title of the novel, “second class citizen” immediately allows for interpretation of class divide within the novel. Adah is born into this contest and her evolution of character can be traced as influenced by the structure. The novel begins with the protagonist Adah mentioning her childhood dream. Her dream is to visit the United kingdom. Adah describe her dream and something that had always resided in her unconscious possibly due to her colonial upbringing, which seemed to lack any defined origin but had always existed in her awareness. This primacy given to the colonial model and is reflective of the imperialist and capitalist ideology embedded in the post-colonial psyche. Adah’s expectations of society are influenced by several factors including the post-colonial setting of Nigeria, the hegemonic discourse of the colonial motherland, UK, agenda in terms of the overarching patriarchal structure, her transition to elite class and subsequent the motion to a second-class citizen in UK, how individualism is a predominantly collectivistic context, high expectation of the future and subsequent disillusionment and have subjective reminiscence of her childhood memories. be born a girl in a society that expect and celebrate maleness and attempts to contain women in specific gender roles, Adah define such expectations by claiming her individual identity in terms of our dream to visit UK, by claiming education and marriage on her own terms to help facilitate the fulfillment of the dream. The first chapter progresses with Adah briefly describing her childhood, contributing the Ibo tradition and the law where you took the law in your own hands with the introduction of the colonial tradition and law which manifests in the form of arriving of the lawyer. Adah 6 to go to school, and ultimately runs from home. Adah’s obstinate character is reflected in her personal self-assertion throughout the novel. The education system, while containing colonial residue, still largely the price women from learning. Education plays a primary role in granting agency to Adah. “I came to school – my parents will not send me!” Adah declares to the class and Mr. Cole, the teacher. Adah’s determination to fulfill her dream allows her to subvert such structures in order to succeed. Finally, Adah get married to a man named Francis and lands a job as a librarian in Nigeria, why still holding on to her desire to go to the UK. Francis is the closest character to Adah up until this point in the novel seems to be controlled by his parents. the novel primarily functions in constructing the character of Adah, influenced by patriarchal impositions manifested in Francis.” Do you think our marriage will last if I allow Adah to go and work for the Americans?” Francis the depicts deep-seated insecurities about Adah subverting his authority, yet is controlled by his familial impositions. Finally, Francis moves to the UK, and after a short period, Adah follows him there. Once they move to the UK, Francis is free from such constraints, and dramatically transformed into a male supremacist who attempts to contain Adah into her role as his wife “The that came to meet them was a new Francis”. Adah, upon moving to the UK, besides being shocked by the sudden shift in cultural paradigm, is also shocked and disconcerted by the sudden shift in the character of Francis, which can be attributed to his context. Francis can be said to be the representation of the colonial entity. why he is himself embedded within the same false consciousness of imperialism as Adah is, hey reproduces the colonial structures with himself in the centre in the form of his marriage to Adah, and his domination over Adah can be described as the colonial process. Thus, Emecheta elegantly mirrors the colonization of Nigeria by the British in the colonization of Adah by Francis. the novel also poses a conflict of class and culture between the overt colonial ideology and culture which is represented as the conscious and the covert ideology and culture of the colon is represented as the unconscious. When Adah moves to UK, she faces cultural shock due to the Stark contrast of London from her home in Nigeria and high expectations of London. While she lived in Nigeria as a librarian, she had managed to attain the status of a first-class citizen within the restive dual-class structure existing there. She earned a fair amount of money and enjoyed luxuries such as servants. Upon moving to the UK, she is instantly demoted to the status of second class. In the UK, it becomes increasingly evident that she is “double-colonized”, first by imperialism, and second by her marriage. Adah is discriminated against by the political superstructure that is tainted by racial prejudices in the UK. Trudy, the child-minder who works for her, represents the colonial lens of white supremacists toward those of Nigerian descent. Towards the climax of the novel, Adah who has given birth to four children for Francis, who has finally revealed his worst colours by increasingly imposing his dominance over her and also performing implied infidelity with Trudy on her, Adah’s character his shattered is shattered. the determination and optimism that she had expressed in the beginning of the novel has vanished. She is now a “post-colonial entity” add her spirit is shattered in the wake of the colonial oppression she has faced. France is Lord by the exorcism of whiteness, has abandoned her and adapted to the lifestyle in the UK. This assignment by the colonial hegemony is described by his desire for the white woman Trudy. In a final act to reclaim her agency, Adah decides to claim divorce from her husband. She suffers various obstacles, but finally abandons him leaving with her for children. This final act of self-assertion comes after years of denied agency, which is now resorted to her. To the end of the novel is open-ended, leaving it ambiguous as to Adah’s future. This is the point in the narrative where the novel truly embodies the spirit of the “post-colonial”. Adah has finally dismantled the colonial and patriarchal structures. After facing opression by them, her indomitable spirit has allowed her to transcend them and enter a truly post-colonial phase of life. | They ask questions for more clarity of the lesson. | For proper understanding of the topic. |
| Summary | Summarizes lesson with the key points. | Copy down lesson in their note books | For reference point while studying. |
| Evaluation | 1. What is plot? 2. State the style of the nove. | The students responds positively to the question. | To ensure proper understanding of the topic. |
| Conclusion | The teacher goes round to checktheir notes, to mark and to make corrections where need be. | They effects the corrections made by the teacher. | For appropriateness of work. |
| Assignment | Read more about the novel “Second Class Citizen” by Buchi Emecheta. | They take note of the instruction for appropriate action. | For better recognition of the concept when studying. |



4/3/2023

Principal Head Instructor

NOTE: Do the same corrections on this one as well.