**LESSON PLAN FOR WEEK 2 ENDING 20TH JANUARY, 2023**

Subject Literature-in- English

Topic: African Prose

Sub Topic: Summary of Second Class Citizen and Themes

Date: 17th 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 major happenings in chapter one of the novel.

Iii. State the importance of chapter one to the over all development of the novel.

**Rationale/Importance**: To enable the students gain more knowledge of the novel with specific reference to chapter one, two and three.

**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

|  |  |  |  |
| --- | --- | --- | --- |
| **STEPS** | **TEACHER’S ACTIVITIES** | **STUDENT’S ACTIVITIES** | **LEARNING POINT** |
| Step 1 | Chapter 1 of **[Second Class Citizen](https://www.literaturepadi.com.ng/category/african-prose/second-class-citizen/)** captures the humble beginning of Adah who would for the rest of the novel be the central character. This chapter is an expose of the circumstances surrounding Adah’s birth, the reaction of the society to the girl child and the event that inspires Adah’s dream.  Adah is born at a time when both her parents are expecting a boy child. She is their first born. Everyone is so disappointed that no one bothers to record her date of birth. But Adah presumes she is born during the Second World War. Being a girl child, the only consolation her birth gives her father is rooted in his superstitious belief that Adah is the reincarnation of his deceased mother. For this reason, Adah earns several pet names and endearments from her father.  Adah’s father (otherwise called Pa) is a war veteran and a railway worker. Her mother (otherwise referred to as Ma) is a semi-literate seamstress. Her parents are from Ibuza though she is born and raised in Lagos. Growing up, Adah is told several beautiful things about Ibuza that make Lagos, a multicultural setting, seems a miserable place beside Ibuza.  As a girl that she is, much attention is not placed on her education. She is not sent to school. Her younger brother, ****Boy****, begins education before her. In fact, her mother only wants her to go school for a year or two so she can be able to read and write.  It takes a level of determination and raw innovation for Adah to wriggle her way into a school. She strongly thinks her mother is the reason she is not in school. Naturally, her relationship with her mother is far from being smooth and this would tell on her future relationships with people of her gender. She becomes rebellious, subversive and obdurate particularly to her mother to prove a point or two.  She sneaks out of their house one afternoon in a baggy blouse equipped with her father’s small shaving slate to Methodist Primary School where their neighbour, Mr Cole, a Sierra Leonean, teaches. With determination, she refuses to budge to the giggling of the pupils she is confronted with. | They pay rapt attention to the teacher. | To enable the students summarize the novel. |
| Step 2 | BACKGROUND 'Second Class Citizen' is a 1974 novel by Nigerian writer Buchi Emecheta, first published in London by Allison and Busby. It was subsequently published in the US by George Braziller in 1975. The novel is a poignant story of a resourceful Nigerian woman who overcomes strict tribal domination of women and countless setbacks to achieve an independent life for herself and her children, the novel is often described as semi-autobiographical, with the journey from Nigeria to London following closely Emecheta's trajectory as an author. PLOT SUMMARY Adah Ofili the protagonist, is a child of an Ibo from Ibuza, Nigeria, living in Lagos. She was born during the second world war. As a girl, the parents thought she did not need western education while her younger brother Boy is sent to school. Adah forced herselfinto Methodist School where Mr. Cole, their neighbor was a teacher. Her decision got Ma arrested by the police who taught it is absurd for a parent to deliberately refuse to encourage her child to go to school. Adah dreams as a young girl of moving to the United Kingdom. After her father dies, Ma remarries and Adah is sent to live with her uncle's family. She is subjected to different challenges, from being treated like a slave by her uncle's children to doing a lot of rigorous house chores before going to school and when she was out of school, she is being pressured to get married.  Against all odds, She stays in school in Nigeria and attains employment working for the British embassy as a library clerk The compensation from this job is enough to make her a desirable bride to Francis and in-Iaws. Francis being conservative believes in the lgbo culture of denigrating women, he believes he is his wife's boss and doesn't believe that man's primary duty is to cater to his immediate family.  Francis travels to the United Kingdom for several years to the study of law. Adah became the breadwinner, mother, wife, and her children's minder but never gets love from her husband. Adah convinces her husband's family that she and the children also belong in the UK.  When she arrives in the UK, the place she had thought they would have a good envrronment to live, read and bring up their children In love and peace turned to a misplaced hope. Francis believes they are second-class citizens in the United Kingdom as they are not citizens of the country. Adah finds employment working for another library and pays for their expenses, while also providing primary care for their children.  As all these were ongoing, Francis degenerated into becoming increasingly abusive to his wife Adah and the children. Francis resents Mr. Okpara, a fellow lgbo in England, who reminds him that a man who didn't care about his children's upbringing will soon realize that he will lose his manhood. He is also dismissive of Adah as she pursues becoming a writer. The climax of Francis's wickedness is when he burns Adah's manuscripts for her book that she describes as her brainchild. This turns out to be the last straw that broke the camel's back Adah walked away from her marriage with nothing but her children and the fifth pregnancy. | They listen the more to the teacher. | To avail to the students the background knowledge of the novel. |
| Step 3 | SETTING The novel is physically set in Lagos and London. THEMESA Marriage Without Love In Emecheta's 'Second—Class citizen ', the marriage between Francis and Adah is not founded on genuine love. Adah had married Francis at a tendered age because she had no relative who is kind enough to take her in and all she needed is a home where she can study. And when Francis showed up, she sees it as an opportunity, Although the marriage starts on a wrong footing, both of them are underage, that the couple even forgets to bring a ring to the wedding.  Francis is lazy and is interested in what Adah brings to the table. They had countless differences and all of these are a pointer that their marriage is without love. The Theme of Feminist Temper The novel, 'Second class citizen is centered on the feminist quest of the heroine, Adah. Feminism is the quest to secure more freedom or welfare for females in a place where men are essentially in control or decide what happens as in our culture or tradition. In the novel, the narrator asks questions as regards the poor treatment of females, assumptions about them have been taken for granted. The first incident in the novel about the birth of Adah not being recorded because everyone is expecting and had predicted a boy child. This is an indication that society placed priority on the male child than on the female child. Adah is also discouraged from getting western education while her brother Boy is encouraged to be in school. All and more ill—treatment towards a girl child made Adah conscious of the sexes.  In making decisions on whom to marry, Adah is compelled to choose an elderly suitor but Adah thinks of them Nise and wants a young suitor that she married Francis.  Adah is presented as "the IBO tigress", she doesn't take nonsense, especially between her and her husband. Her feminist hot-headedness is well established in the novel, especially when she leaves her. marriage and goes to hire a two-bedroom apartment with her children. The Concept of a Second-Class citizen At first in the novel, the concept of second-class citizen mainly applies to females living in Nigeria society. How the females are denigrated and less reckoned with in society. First, we see how Adah's birth and arrival turned to be a disappointment for his parents and relatives who had predicted a boy, then we see how she had no record because she is a girl child that she was not even sure of her age.  Secondly, Adah is not encouraged to go to school like her brother Boy, she, however, forced herself into school. Adah's refusal to accept the second-class status got her punished and caned in school. No one cares about her furthering her education after primary school being a second-class citizen but she did eventually.  In England, the concept of second-class citizen goes beyond sex or gender. it dwells on race or where the individual comes from. Francis's race-conscious; he seems to have inequality as a fact of life. He reminds his wife of her second-class status when she intends to write a book, the manuscript he burnt and later put an end to their relationship. | They ask questions . | To acquaint the students with the knowledge of setting and themes of the novel. |
| Step 4 | Racism and Prejudice Second-Class Citizen presents racism and prejudice as barriers to Adah as she attempts to achieve her dreams. The blatant racism against Black people in London is especially prominent when Adah seeks accommodations for her family in chapter 6; most advertisements include the line "Sorry, no colored's." Adah and Francis face discrimination firsthand when they go to view a two-room apartment. The woman with whom Adah spoke on the phone to arrange the viewing of the rooms invited her over, but Adah had also disguised her voice so the woman would not know she was Black When the couple arrives, the woman sticks her head out the window before coming downstairs, but she apparently could not see them well,judging on her shocked reaction when she opens the door:  When the landlady finally speaks, she tells them the rooms havejust been let, and it is obvious that her decision IS based on their race. Even though Adah has been made aware of racism in London before this incident, she hasn't "faced rejection in this manner."  Emecheta also depicts prejudice among Nigerian immigrants in London, where Yoruba and Ibo people adopt suspicious and stereotypical views toward one another. The Yoruba people even think Ibos are cannibals. Late in the novel, Adah must hide from a Yoruba landlord that she is Ibo in order to rent rooms for her and the children. | They ask questions for clarity. | 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 theme? 2. State two themes identified in the novel. | The students responds positively to the question. | To ensure proper understanding of the topic. |
| Conclusion | The teacher goes round to check their 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