**RATU NAVULA COLLEGE**

**LESSON NOTES**

**WEEK 6**

**SCHOOL: RATU NAVULA COLLEGE YEAR/LEVEL: 11**

**SUBJECT: ENGLISH**

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| **LESSON # 61: THINGS FALL APART** |
| **STRAND: READING AND VIEWING** |
| **S/STRAND: COMMUNICATION TEXT TYPES** |
| **L/O: IDENTIFY LITERARY ELEMENTS AND ANALSE STORY** |

**THINGS FALL APART BY CHINUA ACHEBE**

**INTRODUCTORY NOTES**

**Things Fall Apart by Chinua Achebe**

One of the greatest warriors of Nigeria, Okonkwo, is a leader of the Umuofia clan. He is a highly respected man in his village; the only problem he has to face is his son, Nwoye, who, in his father's eyes, is an idle and negligent young man of twelve years old. When Okonkwo retrieves two adolescents, a boy and a girl, from another tribe in return for a great evil against his village, the girl goes to another family while the boy is left in Okonkwo's care. As the 15-year-old boy gets used to Okonkwo and his family, Okonkwo finds a perfect descendant in Ikemefuna, but because of Okonkwo's strict view of masculinity, Okonkwo can’t open his heart to the boy.

On the Week of Peace, Okonkwo breaks the "law" when he beats one of his wives, Ojiugo, because she was too negligent. This was the first case when he shocked his family and tribe. Three years later, during a rare invasion of locusts, the Oracle makes a decision: Okonkwo's "adopted son" has to be sacrificed. A village elder tells Okonkwo not to take part in the murder since he is called "father" by Ikemefuna. When the chosen clansmen take Ikemefuna out of the village and strike Ikemefuna, he runs towards Okonkwo for help. Since Okonkwo does not want to appear weak, he kills Ikemefuna with great cruelty. Nwoye, who had become great friends with Ikemefuna, grieves and is again afraid of Okonkwo, whom he could stand when Ikemefuna was around.

At the funeral of the old clansman, Ogbuefi Ezeudu, who warned Okonkwo about the murder of Ikemefuna, a tragedy happens: during the salvo Okonkwo’s firearm blows up and takes the life of Ezeudu’s son. Because of village tradition, Okonkwo must atone for his accidental killing, so he and his family are exiled from the village for seven years. Once they leave for Mbanta, the native village of Okonkwo’s mother, Ezeudu’s family destroy everything that was related to the ex-leader of the clan in order to cleanse the village of the sin. Okonkwo and his family rebuild everything in Mbanta, the land of his mother, and reconcile themselves to their new life. They start a farm and sell yams. Everything seems to be fine and peaceful until the second year of the exile when white missionaries arrive in Mbanta who try to Christianize the villagers. Nwoye also Christianizes.

Seven years have passed and Okonkwo returns to his village where the missionaries have already converted most of the local people. When the peaceful leader of the missionaries, Mr. Brown, is followed by the brutal Reverend James Smith, the method of the conversion changes: the Reverend uses violent methods. Enoch, one of the new converts, tries to provoke the heathen villagers: during a traditional ceremony he unmasks an egwugwu, killing it. In retribution, the egwugwu burn Enoch’s house and the new Christian church the next day. The response of the District Commissioner comes soon: the leaders of the Umuofia clan are arrested and held for ransom. After their release the village decides to start organizing an uprising. Okonkwo attends the meeting where the village will decide whether or not to go to war. During the meeting, five court messengers arrive and tell the villagers that the white man has ordered the meeting to end. Okonkwo becomes enraged and kills the lead man. When Okonkwo kills the man, the rest of the village looks on in amazement. Okonkwo realizes that the village will not go to war, even with the threat right in front of them.

Once he sees, to his astonishment, that the clan isn’t going to go to war with him, Okonkwo hangs himself. When the District Commissioner finds out about the ironic situation, he finds it interesting enough to include it into his book about Africa: The Pacification of the Primitive Tribes of the Lower Niger.

**Major Characters**

**Okonkwo -**Husband of three, father of eight, he is the most respected warrior and leader in his village. All his life he endeavours to get rid of the memory of his father, Unoka, who was an unmanly, idle, and lazy person.Okonkwo is a conservative person who believes that the only thing a man has to do is to fight for his family and for his tribe. He can’t tolerate any other attitude, that’s why he worries about his 12-year-son, Nwoye, who seems to be similar to Okonkwo’s despised father.He always wants to prove that he is a real man (not like his father) but he regularly makes big mistakes and even falls into sin as a result of excessive manliness and frustration.He is not able to accept any change in life including the white converters and the Christianity. But when the clansmen compromise and choose peace instead of war against the white people, he is forced to realize that he has no future in the community because of his lack of ability to conform.Okonkwo is a "classical" tragic hero: he is a superior person and his tragic flaw - the compilation of manliness with violence, arrogance, and impatience - brings about his destruction.

**Oberika -** Okonkwo's best friend. He takes care of Okonkwo's yams after Okonkwo is exiled for seven years. He also questions some of the tribal morals and consequences. Chinua Achebe uses this character as a foil to Okonkwo because Oberika is a man that thinks instead of acts like Okonkwo

**Nwoye -** Okonkwo’s oldest son who is, similarly to his grandfather, a rather "feminine" boy and that’s why he is unacceptable to his father. He wants to meet his father’s requirements but can’t hide his personality and feelings. However, when Ikemefuna arrives and becomes Nwoye’s best friend, with the help of his "stepbrother", he is able to show some manliness to Okonkwo.When Okonkwo kills Ikemefuna, Nwoye becomes alienated from his father and his values. He joins forces with the white converters, and although Okonkwo disowns him, he finds peace at last far away from his father.

**Ezinma -** Daughter of Okonkwo who has more "masculine" spirit than her brother, Nwoye. Okonkwo wishes Ezinma was a boy, and interestingly she is the only child who has won Okonkwo’s respect.

She shares an interesting relationship with her mother Ekwefi. The relationship is more like one of equals than of the typical mother-daughter seen in the tribe. This could be because Ekwefi has lost so many other children, Enzinma is her only child, and so she loves her less because she has reached the crowning achievement of a woman, motherhood, but more because she relishes the love and companionship that she finds with Ezinma.

Ezinma shows great love for her father. She constantly tries to help him, and after he is taken hostage by the white District Commissioner, she breaks the traditional 28 day stay with her husband to be's family in order to return home and wait for her father's return. And after Okonkwo gets back, she is the only one who can persuade him to eat.

**Ikemefuna** - Similar to Ezinma, he also confuses Okonkwo’s feelings and beliefs: though he is not a real child but a gift of another tribe, Okonkwo finds him a much better and suitable son than Nwoye. Though Ikemefuna calls Okonkwo "father", the strong leader shouldn’t show anything but masculine strength – so, in order to prove his manhood, he kills the innocent boy. The death of Ikemefuna is one of the most important incidents that will lead to the tragedy of Okonkwo.

**Ekwefi** - One of the wives of Okonkwo whose only aim is to protect her only child, Ezinma – from Okonkwo and even from the gods.

**Mr Brown-** The first leader of the missionaries: a gentle and kind man who tries to convert the villagers only verbally and through his hospital and school, and he never uses aggressive methods.

**Reverend James Smith-** He is the one who uses violence in order to convert the local people. He believes that the quality and zeal of the converts counts more than Mr Brown's large quantity of followers.

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| **LESSON # 62 –LETTER TO THE EDITOR** |
| **STRAND: WRITING AND SHAPING** |
| **S/STRAND: LANGUAGE FEATURES AND RULES** |
| **L/O: IDENTIFY FORMAT AND USE THEM CORRECTLY.** |

**LETTER TO THE EDITOR**

Have a strong feeling about something you read?  Write a letter to the editor.  Letters exist to provide a forum for public comment or debate.  A letter to the editor is meant to express your opinion or point of view about an article you have read from a news organization or website.

* **Be TIMELY:**  Write your letter within a day of the article’s date.
* **INCLUDE CONTACT INFORMATION:**  Include your full name, city, phone # (many news organizations will call you to verify you really wrote the letter – most will not print anonymous letters).
* **BE CLEAR:**  Make one main point.
* **BE CONCISE:**  1- 3 paragraphs, 50-150 words. Short letters show confidence in your position.
* **BE ACCURATE:** Letters that are factually inaccurate are not printed.
* **BE INTERESTING:**  Get your reader’s attention and keep it to the end of your letter. Open with an interesting fact or strong statement and keep your points as interesting as possible.
* **AVOID PERSONAL ATTACKS:**  Show respect for the opposite opinion. Being rude may cause people to disagree with you on principle.
* **PROOFREAD:**  Re-read your letter. Check for grammar and spelling mistakes. If possible, ask another person to read your letter for accuracy and clarity.
* **DON’T WORRY IF YOUR LETTER IS NOT PRINTED:** Even if it is well-written, it might not be printed if it addresses the same issue as letters already printed.

**Letter to the Editor**

Dear Editor,

I’m writing to you about the Teacher-Who-Made-a-Difference contest. Ms. Wells made a difference to me! I think she should be the winner of your contest. Ms. Wells has done so much for me and for all of her students; this is the least I can do for her.

First of all, Ms. Wells is helpful. She’s willing to help anyone in the classroom who needs help. My teacher always helps us with worksheets. On Friday, she showed me how to do something in math. If you ask her for help, she’ll help you.

In addition, Ms. Wells is a kind person. She always lets her students stay in from recess. On February 26, she let our class have a Colonial Day. We got to dress up like colonists; it was a blast! Not only is she kind to kids, but she’s also kind to other teachers and parents. She is always thoughtful and considerate.

Lastly, Ms. Wells donates her time to kids. She donates her lunch recess for Student Council, which meets in her room. Last fall, Ms. Wells promised me that she would come to one of my soccer games. Guess what? She did, even though she had a lot of school stuff to correspond and had to leave for Chicago.

In conclusion, I think Ms. Wells should be the winner of your contest. She is helpful and kind and gives her free time to students. I know you will agree with me that Ms. Wells is a

Teacher Who Made a Difference. She’s the best!

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| **LESSON # 63 –COMPREHENSION** |
| **STRAND: READING AND VIEWING** |
| **S/STRAND: COMMUNICATION TEXT TYPES** |
| **L/O: IDENTIFY MAIN IDEAS AND ANSWER THE QUESTIONS.** |
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**Sleep - where would we be without it?**

Believe it or not, there is a “World Sleep Day”. Its slogan was “*Sleep* *Well,* *Grow* *Healthy*”. Scientists don’t know exactly why we need to sleep. But one thing they do know is that if we didn’t sleep, we’d die. It’s as though we need a period of time each day when we do not have to process a lot of new information. Our brain can

5 go into a shutdown mode and we can experience a different sort of reality.

**Most** **people** **sleep** **about** **a** **third** **of** **their** **lives**. That is about seven hours a day. Of this, 55-60 % is light sleep, then 15-25% is deep sleep and 20-25 % is Rapid Eye Movement (**REM**) sleep. In REM, your body relaxes completely, but your brain is awake. Dreams occur in all stages of sleep, but REM dreams are the most lively

10 and colourful. They are the ones we try to hold on to when we first wake up, but the harder we try the quicker they disappear.

However, there are some people who never sleep. They suffer from a rare illness called **Fatal** **Familial** **Insomnia***.* **Michael** **Corke**, a music teacher from Chicago, suffered from **this**. He died in 1993 at the age of 42, having not slept for six

15 months. He didn’t even sleep when doctors tried to put him into a coma.

Sleeplessness has always been **fatal**. The Romans killed Macedonian King Perseus in 168BC, simply by keeping him awake.

Some people boast about how little sleep they need. Thomas Edison slept for three to four hours a night. He said, “A man doesn’t need any sleep.” British

20 Prime Minister, Margaret Thatcher, said it was a weakness to need more than four hours sleep.

Napoleon took short naps on his horse. Similarly, Alexander the Great didn’t sleep much at night but prepared for battle by taking daytime naps. The American DJ Peter Tripp set a record in 1959 when he stayed awake for 201 hours in a glass

25 studio in Times Square, New York.

However, most people believe that a good night’s sleep makes you feel better. It is said that in 600BC, Epimenides the Wise, one of the “Seven Wise men of Greece”, slept for 57 years. When he woke up, he was wise.

We know that if we didn’t sleep at all we would die, but do we need to sleep so 30 much? Or do we just like to sleep? Who really knows?

Source: New Headway 4th Edition, 2013.

**PART** **I** **MULTIPLE** **CHOICE**

**Circle** **the** **letter** **of** **the** **correct** **answer** **in** **your** **Answer** **Book**

1. According to the passage, there are \_\_\_\_\_\_\_\_\_\_\_\_ stages of sleep.

A. two B. three C. four D. five

2. “….… **this”** in line 14 refers to

A. Michael Corke

C. Familial Insomnia

B. music teacher D. deep sleep

3. The word “**fatal**” (line 16) can be replaced with the word

A. lethal C. faithful

B. awesome D. good

**PART** **II** **SENTENCE** **COMPLETION**

**Complete** **the** **following** **sentences** **using** **your** **own** **words** **as** **far** **as** **possible:**

a. The period of time in a day when our brain shuts down is when

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. The two effects of having deep sleep as illustrated in paragraph 7 are

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c. The most lively and colourful dreams occur

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **LESSON # 64 LANGUAGE OF CONVERSATION** |
| **STRAND: WRITING AND SHAPING** |
| **S/STRAND: LANGUAGE FEATURES** |
| **L/O:** Identify types of pronouns and it’s uses. |

**LANGUAGE** **OF** **CONVERSATION**

Study the sample below and answer the questions that follow.

**FERETI** **:** Hi young lady! How may I help you?

**PRIYANSHA:** Well....um.. Yeah. I'm looking for a Father's Day's Gift.

**FERETI** **:** Okay. How about getting your father a new wallet?

**PRIYANSHA:** Hmm. How much is that wallet?

**FERETI** **:** Huh....which one?

**PRIYANSHA:** The black one.

**FERETI** **:** Oh. It's only for $49.95.

**PRIYANSHA:** Huh? That's too expensive for me. Do you have a cheaper one?

**FERETI** **:** Hmm. How about this brown leather one?

**PRIYANSHA:** Umm.... I don't think my father will like the design on the outside, and it doesn't have a place to put his ID card. How much is it anyway?

**FERETI** **:** It's only for $39.95

Adapted from: [*http://www.goodreadingfor.blogspot*](http://www.goodreadingfor.blogspot/)

**QUESTIONS**

1. What is the overall tone of the sample? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. State the relationship between the two speakers. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Quote an example of a voiced hesitation from the sample. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What is the reason for the voiced hesitation mentioned in question 3 above? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Identify another feature typical of this register **(not** **previously** **mentioned** **in** **questions** **1** **to** **4)** above and quote an example. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **LESSON # 65 THINGS FALL APART** |
| **STRAND: READING AND VIEWING** |
| **S/STRAND: COMMUNICATION TEXT TYPES** |
| **L/O: IDENTIFY COMMON LITERARY ELEMENTS AND ANALYSE NOVEL** |

**Chapter Summaries**

**Chapter 1**

Okonkwo, the greatest warrior of a Nigerian tribe, the Umuofia clan, lives in the little village called Iguedo. He is the most respected man in Iguedo: when he was a young man, he beat Amalinze the Cat, the undefeated warrior, in a wrestling match. Okonkwo wants to ignore his father, Unoka’s memory: he was an idle and shy flute player who hated everything what is important to Okonkwo: fighting, war, honor, manliness, and family. But it’s not easy to forget about his father because Okonkwo’s oldest son, Nwoye, is very similar to Unoka which makes Okonkwo angry and brutal towards him: he often beats up and nags at his 12-year-old son in order to change his "feminine" attitude.

**Chapter 1 Questions**

1. Why is Okonkwo’s defeat of Amalinze the Cat such a great achievement?

2. Describe Okonkwo.

3. What does Unoka do with his money?

. **Chapter 2**

The war threatens to break out between Umuofia and Mbaino, a neighbouring village, because of an unsolved murder. In order to avoid the destruction, Umuofia sends Okonkwo, since Okonkwo has a great reputation everywhere, to Mbaino to offer an ultimatum: give Umuofia a virgin and a young boy, or go to war. Mbaino readily consents, not wanting to battle against the superior might of Umuofia.

**Chapter 2 Questions**

1. How does Okonkwo display his fierce and warlike nature at important occasions in the village?

2. Give examples illustrating the Igbo people’s vague terror of darkness.

3. Why would the people of Umuofia be beaten in the war with Mbaino if they disobeyed the Oracles of the Hills and Caves?

4. Why is Ikemefuna selected by the people of Mbaino to serve as the peace sacrifice for Umuofia?