Dinthill Technical High School

Department of Language and Communication

Plan of Work for Grade 8 English Literature

Academic Year 2026/2027

Term 1 – September to December 2026

Week	Date	Session 1 Session 2	Assignments
1 & 2	Sept 7-18	**Introductions**: Class Rules, Textbooks etc. **The Young Warrior by V S Reid** **Introduction/** **Understanding the historical context of the text** ● Get to know the author ● Analyse the title of the novel. ● Discuss the history of the Maroons in Jamaica. ● Review the elements **PRESENTATIONS ON RESEARCH**	**Research: Homework** 1. In groups of about 4-5 students will be assigned one of the following topics to present on: A. Author's background B. Brief History of the Jamaican Maroons C. English soldiers vs the Maroons in Jamaica D. Facts about Jamaica 1655-1730 E. Maroon villages in Jamaica **GRADED HOMEWORK** 2. Create a character album/social media profiles showing all the characters in chapters 1-4. Include the following **information**: ● Physical description of the character ● Picture ● Personality traits ● Role in the selected chapters Content: 20 Creativity: 2 Group Collaboration: 3 **3.** Worksheets on chapter 1-4 **GRADED CLASSWORK**

			4. Select your favourite character. In 2 paragraphs, identify the character and explain **two reasons** why he is your favourite, using specific evidence (actions, dialogue, or decisions) from the text to support your answer. **Lang/Grammar 6** **Organization 6** **Content 8** **(20 MARKS)**
3& 4	Sept 21– October 2	**POETRY** **1. Review the elements of the Poem:** ● poet ● persona/speaker ● lines/stanza, ● rhyme scheme ● Figure of speech (alliteration and onomatopoeia)	**GRADED CLASSWORK** 1. In groups of 5 write a poem based on the elements of a poem. Content: 20 Creativity: 2 Group Collaboration: 3 2. Figure of Speech worksheet on alliteration and Onomatopoeia

4&5	Oct 5-16	**2. Focus Poem:** "*Dreaming Black Boy*"- James Berry	Classwork Activity Worksheet based on Poem (to be provided)

		• Analyze the poem • Theme /tone/ mood	**Graded Classwork- Group activity** Groups of 5 Write a short diary entry or a letter from the persona to the teacher described in the first stanza, expressing what he wishes he could say out loud in class. Present it to the class Content 10 Group Collaboration 2 Creativity 3

		6 WEEKS TEST	
6		**MID TERM BREAK**	

7 & 8	Oct 19– 30	**TEXT:<u>The Young Warrior</u> by V S Reid** **Chapter 5-9** **Plot and Conflict** **Review of** **1. Plot** **2. Conflict** *External* man vs man Man vs nature Man vs society *Internal Conflict-* man vs himself 3. The significance of a plot and conflict	**GRADED GROUP WORK (20 marks)** In groups students will debate the following topics: **MOOT:'Charlie cannot be trusted'** Use information from chapters 1-9 to argue for or against the moot. **OR** **MOOT:'Charlie should not be a young warrior'** Use information from chapters 1-9 to argue for or against the moot. Content/evidence: 10 organization/structure 5 Lang 5 **GRADED HOMEWORK** With the aid of a graphic organiser, a. Identify the type of conflicts in the selected chapters b. State the chapter in which it is located c. Write the example of the identified conflict d. State the impact of the conflict on the setting and/or characters

8 & 9	Nov 2-13	**POETRY** **'No Likkle Twang' by Louise Bennett** Review the elements of the poem: ● Poet ● Analyse the title of the poem and make predictions. ● Literary devices ● Theme ● Persona/speaker ● Lines/ stanza ● Rhyme scheme	Discuss and share views on "What makes us Jamaicans even when we live abroad?" Share experiences about language, accent, and identity. In groups, translate various stanzas of the poem to Standard. Jamaican English. Each group will share its translated stanza in class. **(CW)** **GROUP WORK: (Graded CW)** In groups of 4-5, create a dramatic response(skit, poem, song) based on the perspective of the boy in the poem. **Rubric:** **Content (relevant to poem) 10 marks** **Presentation 5 marks** **Creativity 5 marks** **OR** Debate on the moot "There is a negative perception of those who speak Standard Jamaican English by people who predominantly speak Jamaican Creole." Rubric: **Content: 10 marks** **Language: 5 marks** **Expression(Body language, speech patterns etc): 5marks**

10&11	Nov 16-27	**TEXT:<u>The Young Warrior</u> by V S Reid** **Chapters 10-17** Analyze title Significance of title to chapter Literary devices Elements of story	**Group work:** Presentation of chapters **RUBRIC** Students will look at: ● Significance of the chapter title **(2 marks)** ● Character(s) analysis- give descriptions (physical/personality) **(2 marks)** ● state how this character/s add/s to the development of the story. **(2 marks)** ● Identify figurative devices and state their effectiveness. **(3 marks)** ● Summarize the chapter in a meaningful way; could be a mini lesson mimicking a teacher, a poem, a song, a skit (anything as long as the class understands) **(4 marks)**

			● question and answer at the end of the presentation. **(2 marks)** **TOTAL MARKS= 15**

12	Nov 30-Dec 4	**REVISION**	
	Dec 7- Dec 18	**END OF TERM TEST**	End of Term Test to include: MCQs, True or False, Short Answer Questions on: