

Cambridge International AS & A Level Literature in English 9695

Introduction to Literature – Lesson 1: Context		
Learning objectives:	By the end of this lesson learners will be able to: <ul style="list-style-type: none"> understand the contextual aspects that impact on how a text is written/understood. explore the relationship between a text and its context, considering the ways in which this can illuminate the reading of a text. 	
Lesson objectives:	<ul style="list-style-type: none"> Learners will be able to demonstrate an understanding of literary texts with an appreciation of relevant contexts and cultures. Learners will recognise a variety of contextual supports and be able to link these to meaning. 	
Vocabulary:	analysis, illumination, evaluation, environment, influence, authorial intent, interpretation, ideology, assumptions, controversy.	
Previous learning:	Personal reading and/or study of texts for IGCSE/O Level, or other examinations.	
Plan		
	Activities	Guidance
Beginning	<p>Ask learners to consider their own context. What/who has influenced them? What situations have they experienced that have impacted on their identity? This may include family, town/village where they live, friends, hobbies, religion, culture and school.</p> <p>In pairs or small groups, learners list the different types of contexts that may be apparent in a text. Lists may include the following contextual aspects:</p> <p>Social, Cultural, Religious, Biographical, Philosophical, Historical, Genre, Literary Tradition, Gender, Political, Personal Perspective (writer, reader, audience), Setting, Family Life, Transmission (performance or reading), Attitudes (reader, audience, intellectual, critical).</p> <p>Resources: Large piece of paper to map out influences.</p>	<p>Learners need to be selective when supporting their analysis with contextual aspects, as they cannot cover all areas of context in a timed response.</p> <p>They should select the most relevant influences and consider how these impact on meaning and the writer's message. They should be aware that writers make deliberate choices on context when writing their work.</p>
Middle	<p>Give learners an extract from a short story or longer text. This may be from a set text, a work that they have read previously or a selection to highlight particular contextual aspects.</p> <p>In pairs, learners consider their initial impressions of the extract/short story. Discuss the attitudes and language of the extract/short story underlining any interesting words or phrases. List some of the emerging themes, images, or ideas on the board. Learners</p>	<p>Explain that different locations/settings can have a contextual aspect as we associate particular places with overall meaning. For example, a kitchen may be associated with gender constructs or power imbalances, a rural landscape may be associated with community or mystery, a café may be associated with friendship or chance meetings.</p>

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	<p>feedback initial thoughts, feelings and reactions to the class.</p> <p>In small groups, learners explore how the location (setting) impacts on the overall meaning of the extract or short story. Discuss the importance of the setting, e.g. how would the meaning change if the setting were changed? Learners share ideas with the class.</p> <p>Identify another contextual aspect that can be recognised from life experience and whether learners have any prior knowledge of historical or biographical details. This may be social, cultural or genre, for example. In groups, learners consider why the writer has made choices regarding language, character and themes that demonstrate contextual aspects.</p> <p>Resources: Extract or short story.</p>	<p>Learners should explore how setting is used in the selected extract/short story. If there is more than one setting, they can select the setting they believe is most significant or compare how changes in setting impact on the storyline. In pairs, learners underline words and phrases that are important to the effect of the description of setting.</p> <p>Encourage learners to always link contextual aspects to meaning, themes, the writer's message, and ideas.</p>
End	<p>Ask learners to consider:</p> <ul style="list-style-type: none"> • How does your own experience of different contexts influence your reading of a text? • How might the different experiences of the writer and different readers impact on meaning? • In what ways can a writers' contextual choices inform your analysis/evaluation of a text? 	
Additional information		
Differentiation		Assessment
Select extracts that are more accessible or challenging in terms of language choices for learners. Different pairs/groups can work on different extracts or different sections of an extract.		Learners write a short response considering one or two aspects of context discussed in the lesson, exploring how these impact on the meaning of the text.
Follow-up work		
<p>In preparation for studying a set text, set each individual/pair/small group a contextual aspect to explore. This might include:</p> <ul style="list-style-type: none"> • Research the author and his/her life. • Research the author's intention and/or motivation when writing the text. • Research the reaction to the text when it was first published. • Research the genre that the writer has chosen. <p>The nature of the task set will depend on the text being studied.</p> <p>Findings should be shared with the rest of the class. The work produced by each pair/group can be shared, so that every learner in the class has a copy of everybody else's work for reference.</p>		