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Heart of Darkness: A Critical Approach to Marlow's Character

Sherry Brown
Trinity University, awittyfool@gmail.com

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### Stage 1 – Desired Results

#### Transfer

*Students will independently use their learning to…*

#### Meaning

**Understandings**

*Students will understand that…*

- ... literature is a product of a certain time and place.
- ... evaluating literature through only one critical lens limits its meaning.
- ... readers bring their own biases and experiences to an interpretation of literature.
- ... multiple interpretations of a text can be valid as long as they are substantiated by evidence in the text.
- ... choosing not to act or speak out is still a choice.

**Essential Questions**

- What does it mean to be a participant in life rather than an observer?
- What is an individual’s responsibility to others?
- If a person cannot be taken at face value, does it matter what that person says?
- Can meaning in literature be authentically extrapolated from characters who are not given a voice?

#### Acquisition

**Knowledge**

*Students will know…*

- ... the definition of post-colonial literature.
- ... the history of the Congo and the Scramble for Africa.
- ... Joseph Conrad’s biographical information.
- ... the purposes and effects of a frame narrative.
- ... the following critical approaches to interpreting literature: formalism, new historicism, biographical, psychological, Marxist, post-colonial, feminist, queer, reader-response
- ... the characteristics of Impressionism and Modernism.

**Skills**

*Students will be able to…*

- ... identify a frame narrative.
- ... engage in close reading.
- ... use tone words in descriptions of artwork and literature.
- ... identify irony in a text by looking at shifts in diction and tone.
- ... determine the narrator’s reliability by looking at his reaction to and relationship with others.
- ... apply a variety of critical lenses in service of literary analysis.

### Stage 2 – Evidence

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<th>CODE (M or T)</th>
<th>Evaluative Criteria (for rubric)</th>
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<td>Performance Task(s)</td>
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Students will demonstrate meaning-making and transfer by…

Literary analysis essay

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Other Evidence (e.g., formative)

Writing notebook
Character chart
Rewritten passages from alternative viewpoint

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<tr>
<th>Stage 3 – Learning Plan</th>
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Progress Monitoring
(e.g., formative data)