

Teacher's Guide

This teaching unit is concerned with the cultural afterlife of Roger Casement – more specifically, with the idea that he assumes a ghostly form (in one way or another) and comes back to haunt the living. The unit features an [original video essay](#) that introduces the students to the concept of ghostliness in art (the video is under three minutes and can easily be played multiple times). It is inspired by ideas and concepts from various authors and presents them in an accessible and comprehensible way. The entire unit is informed by the ideas put forward in the video essay: the students will complete ghostly reading, interpretation, and writing tasks. Three literary imaginations of Roger Casement as a ghost comprise the center of this unit: *The Knight of the Flaming Heart* by Michael Carson (novel, 1995), “No Other Place” by Martina Devlin (short story, 1997), and “The Butterfly Collector” by Rebecca Solnit (essay, 2016).



General learning aims

The main learning aim of this teaching unit is for students to understand the concept of ghostliness in art and to apply aspects of this theoretical framework to a literary text. They will be able to compare and contrast three literary texts in terms of their depiction of Roger Casement as a ghost(ly presence). Finally, the students can write a text that demonstrates how they would intervene in the ongoing debate about how Roger Casement is being remembered.

Structure of the teaching unit

This unit contains five tasks that are best completed in order (#1-5).

- ◆ The first task introduces the concept of ghostliness in art. Ideally, it should be the first task that the students complete. However, it could also be done independently (or even used with other topics and readings since the video essay is not Roger Casement-specific).
- ◆ Task #2, the core task, is a reading and reading comprehension task. Ideally, students have already seen the video from task #1 before starting on this. It is highly recommended that students get the chance to follow this task up with tasks #3 and #4 because they will get a more in-depth understanding and knowledge of their text.
- ◆ Tasks #3 (interpretation) and #4 (exchange) build on task #2 and cannot be done independently.
- ◆ Task #5 is a creative writing task that could work independently. However, completing the previous tasks before starting on this one will help inspire students and provide useful context.

The entire unit can be completed in two or three lessons.

- ◆ **Two-lesson version:** In the first lesson, task #1 is completed and task #2 is started. As homework, the students then finish task #2. In the second lesson, tasks #3 and #4 are completed. Task #5 is given as homework (if there is time left in lesson two, students can already start on it).
- ◆ **Three-lesson version:** All tasks are completed in order during three lessons (no homework assignments).

Overview of tasks

	Title	Description	Time	Learning aims	Required material	Student activity	Key skills
1	Introduction to Ghostliness in Literature	In this task, the concept of ghostliness in art is introduced to students through a short video essay. They discuss why and how Roger Casement could be seen as a ghost.	20+ mins	The students understand the concept of ghostliness in art and the term “disembodiment” and can describe it in their own words. The students can critically reflect about information that has been presented to them and verbally express their agreement or disagreement to their peers.	Handout Task #1 Original video: “Ghostliness in art” Additionally: A computer, beamer, screen and speakers (or other technology) to show the video to the students	Language production	Listening, speaking
2*	Literary depictions of Roger Casement as a ghost (Reading and reading comprehension)	The students can choose a literary text (novel A, short story B, or essay C) to read an excerpt from. After that, the students answer reading comprehension questions. If the teacher plans to follow up this reading task with the interpretation and exchange tasks (#3 and #4) – which is highly recommended – they should make sure that all groups (A, B, C) are (roughly) equal in size.	30+ mins	The students can identify the main motives of different characters and restate them in their own words. The students can point out the use of different tenses, passive voice, and demonstrative pronouns in a literary text and are able to connect said grammatical aspects with the content of the text. The students can recognize interesting vocabulary choices in a literary text and interpret their significance.	Handout Task #2 Literature Excerpts A, B, and C	Reading; reading comprehension; grammar & vocabulary (language practice)	Reading
3	Ghostly interpretation (group work)	After having read literary text of their choice in #2, the students now form groups and interpret their text from a ghostly perspective with the aid of two guiding questions.	15+ mins	The students can apply the concept of ghostliness in literature. Drawing on their findings from the reading comprehension exercise in task #2, the students are able to recognize figurative meanings in a text.	Handouts Task #2 and #3	Language production	Speaking
4	Exchange (group work)	After having interpreted the primary text in a group of students who read the same text in task #3, the students now form groups of three. Each student should have read a different text, so that experts on each text are present in each group. The students now take turns introducing their text to their peers. The group then	15+ mins	The students can abstract the main ideas from a text they have priorly read, analyzed, and interpreted. They can present these ideas to their peers. The students are able to compare and contrast three different literary texts in terms of their depiction of Roger Casement as a ghost(ly presence).	Handouts Task #2-4	Language production	Speaking

		discusses the similarities and differences.					
5	Roger Casement's ghost writer (creative writing task)	Imagining that the ghost of Roger Casement returns today to haunt us one last time, the students channel his voice and write a social media post for him. They have the option to attach a picture, too.	20+ mins	The students are able to compose a short text assuming the perspective of (the ghost of) Roger Casement. The students can write a text that demonstrates how they would intervene in the ongoing debate about how Roger Casement is being remembered.	Handout Task #5	Language production	Writing

*core task