****

**Knowledge Rich Curriculum Plan**

English – Verse Study: Long Way Down

**Year 8**



| **Unit: Long Way Down**  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Wider curriculum links**  | **Assessment**  |
| **Lesson 1:** **Who is Jason Reynolds?** | * Students will know that Jason Reynolds is a Black, American writer and this will have significant impact on his writing and intentions
* Students will know that he found inspiration in rap music
* Students will know who Jason Reynolds is and his belief that readings helps to build connections and for people to understand each other
* Students will know that Reynolds only started reading later in life and know that his life experiences help to shape his writing
* Students will know that Long Way Down is written in free verse
* Students will know that the writer tries to draw the reader in by using first person viewpoint. By using the protagonist's own viewpoint we are given an intimate view of the character
 | **Tier 3:** **Free verse**: poetry that does not rhyme or have a regular rhythm **Accent:** the distinctive way that people pronounce words. Everyone has an accent. **Standard English**: the grammar and words that are thought to be correct. **Dialect:** a form of a language that people speak in a particular part of a country, containing some different words and grammar **Tier 2:** **Vengeance:** punishment inflicted in retaliation for an injury or offence  | * ***Students need to already know some benefits of reading***
* ***Students need to already know how different people in society have more privilege than others***
 | ***>Discussing writer’s intentions*** ***>Blood Brothers***  | PL: vocabulary from previous unit**CCQ: Whi is Jason Reynolds?** Jason Reynolds is the writer of Long Way Down. He is a black, American writer whose experiences have helped to shape his writing **BQ: How does the writer draw the reader into the story?** **Possible points**: >First person narrative viewpoints>Why wouldn’t people believe his story? Intrigues (arouse curiosity or interest) the reader to consider what might have happened.>Confiding in the reader, like a confidant.>Repetition ‘It did’ with intensifier (an adverb used to give force or emphasis) ‘It so did’ – shows his need to be believedHomework: Quizlet: key vocabulary MCQ form: key knowledge  |
| **Lesson 2:** **What is accent and dialect?**  | * Students will know that the use of slang affects Unknown P’s accent.
* Students will know that Denice Frohman believes her culture has shaped her mother’s accent – a culture deep rooted in music and rhythm
* Students will know that Frohman believes accent is about claiming who you are
* Students will know that Will’s (the protagonist) dialect is AAVE (a variety of English often spoken by African Americans)
* Students will know that many African Americans code switch - meaning they use AAVE with friends and family but more standard American in formal situations as they may feel judged or stereotyped
 |  | * ***Students needs to know what accent and dialect is***
* ***Students need to know what culture is***
 | ***> Blood Brothers***  | KR: key vocabulary **CCQ: what is accent?** Accent refers to pronunciation **BQ: why do you think the writer chose to use AAVE?** Represents the bond that the characters haveCreates a strong sense of identity for Will which will help the reader to understand the character Homework: Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 3:** **How is the character of Will introduced to the reader?**  | * Students will know that a detention centre is where young offenders are imprisoned in the USA
* Students will know that people of colour are statistically more likely to go to prison than white people
* Students will know that the main character of the novel is called Will Hollowman
* Students will know that the word 'will' is both a noun and a verb, he has a will, a drive to do something
* Students will know that Hollowman, implies that Will is not fulfilled or happy or he is not quite a 'man' yet
* Students will know that this is Will's story
* Students will know that by introducing himself in three ways, the character is not sure of himself. It could also show the different degrees of formality
* Students will know that by Will introducing himself informally first, he is friendly and perhaps lower class
* Students will know that the word 'killed' is on a page on its own because Shawn's death is the event that drives the narrative forward, it is important
* Students will know that Shawn has a mother, brother and lives in an urban place
 |  | * ***Students need to know how to discuss character and the importance of character***
* ***Students need to know how to select information from a text***
* ***Students will need to know the difference between verse and prose***
* ***Students will need to know that urban means a built up aarea such as a city***
 | ***> introduction of characters in literature – first impressions***  | KR: list five things you can remember about accent and dialect **CCQ: What do we learn about Will Hollowman?** **BQ: How does Reynolds interest the reader at the beginning of his novel?** **Responses could include:** He hasn’t told this story to anyone He has a mother who calls him William He has a brother called Shawn who has been shot **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 4:** **How does the writer use imagery and symbolism?** | * Students will know different symbols and their meaning, such as, a rose can mean love, passion and romance
* Students will know how grief is represented in the poem Sadness, for example, by a loss of a tooth or the knock of head
* Students will know how certain words like pliers, pooling and rips have different connotation and emotions connected to them. For example, rips is violent and aggressive.
 |  | * ***Students will need to know what a connotation is***
* ***Students will need to know that certain words are associated with a certain tone or emotion***
* ***Students will need to know that words and phrases have a deeper, varied meaning depending on the context they are used in***
 | ***<Myths and the use of symbols in literature*** ***>Use of symbolism and imagery in literature***  | **PL: what is symbolism? What do the following symbols mean?** Apple, rose, light, down **BQ: How does the writer communicate Will’s grief in the poem ‘The Sadness’?** Responses should include: Symbolism Imagery Model paragraph and some techniques to refer to are listed in the booklet **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 5:** **What happened to Shawn?** | * Students will know that Will's brother Shawn has been shot and killed, the driving force of the narrative
* Students will know how Reynolds builds tension around the event using repetition, action and reactions
* Students will know that Reynolds presents the event as one that is normal in Will's neighbourhood
* Students will know that the community presented in Long Way Down won't speak to the police
* Students will know that different characters react differently to the murder, for example, the crowd scatter and Letitia sobs and screams
 | **Tier 3****Enjambment:** from the French 'striding over' when one lie of poetry runs onto another**Caesura:** a pause that occurs within a line of poetry, it could be a full stop or a dash | * ***Students will need to know what tension is***
* ***Students will need to know how to annotate a piece of text***
 | ***> Discussing how a writer creates tension in a text*** ***> Discussing how a writer has structured a text***  | KR: complete the sentences **CCQ: How does Reynolds build tension in the poems?** Responses should include: WHAT is said HOW it is said Repetition of Shawn’s dead: line spacing represents disbelief Actions: use of verbs, verbs selected highlight the dangerous situation Reactions: reference to an earthquake – sudden violence, great damage, uncertainty, fear The space in the middle of the lies could represent how Will’s life has been ripped apart, the Earth moving, entire would shifts under tragic circumstances **BQ: How does the writer structure this part of the text (the shooting) to interest the reader?** Use the words; beginning, middle, end, focus, shift in focus, zoom in **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 6:****What is the impact of The Rules on Will’s life?**  | * Students will know that The Rules are, no crying, no snitching, get revenge and how The Rules are what drives Will to shoot Shawn's killer
* Students will know that Will's mum suffers from eczema and Shawn was buying her medication at the time of her death
* Students will know that the people of Will's community are poor and used to violence and death
* Students will know that Reynolds is trying to highlight the social issues within America
 | Tier 2**Hustler**: a person who is aggressive and gifted at selling or dealing Tier 3**Colloquial:** language used in everyday conversation, not formal | * ***Students will need to know what a metaphor is***
* ***Students will need to know what a simile is***
* ***Students will need to know that Shawn was shot***
* ***Students will need to know how to respond to a because, but, so sentence***
 |  | **KR: When Shawn was shot,** everyone ran away: Because, but, so **CCQ: Are rules meant to be broken?** **BQ: What is the impact of The Rules on Will’s life?** The Rules symbolise both masculinity and survival: They are the product of toxic masculinity, which encourages men to manage grief with violence, but they also arose from decades of trying to survive in a world of random and accidental violence. Since standard law is rarely enforced and the police cannot be trusted, The Rules become a kind of vigilante justice. As Will says, “They weren’t meant to be broken / they were meant for the broken / to follow” . The Rules are a “broken” man’s only prescription for grief. Despite being a symbol of survival, The Rules only lead to more violence, such as guaranteed early death or imprisonment.**Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 7:****Context**  | * Students will know that black people were enslaved for many years
* Students will know that even after the abolishment of slavery black people did not have the same civil rights as white people
* Students need to know that Reynold’s life experiences inspired Long Way Down: his work with incarcerated youth, one of his best friends was shot when he was 19
* Students will know that the novel makes links between drugs, gangs and gun-crime
* Students will know that Shawn’s side of the room was almost perfect
* Students will know that Will’s side of the room was messy
* Students will know that that the brothers are presented as differently
 |  | * ***Students will need to know about the black culture of the USA Now and historically***
* ***Students will need to know what rap music is and what is represents***
 | ***> Riots and rebels*** ***> THUG***  | **KR: Complete the sentences** **CCQ: How does Reynolds show the brothers are different or the same?** Brothers Different interests Shawns side is tidy Will's side is messy **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 8:** **Is the music industry promoting violence?**  | * Students will know that a poster showing 50Cent with a baby and a gun has been condemned for glamorising gun crime
* Students will know violent song lyrics increase negative emotions and thoughts that can lead to aggression,
 |  | * ***Students will need to know the influence the media have on our lives***
* ***Students will need to know how people view violence***
* ***Students will need to know young people aspire to be like p-people they see in the media***
 |  | **KR; complete the sentences** **BQ: Is the music industry promoting violence?** Responses should include reference to the responses to the questions listed in the booklet **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 9:** **How does Reynolds present Shawn and Will’s relationship?**  | * Students will know that an anagram is word, phrase, or name formed by rearranging the letters of another
* Students will know that Reynolds has used anagrams to help us understand the relationship between the two brothers as they represent them being the same but different
* Students will know that Will idolised Shawn
* Students will know that Shawn was a mentor to Will after the death of their father
 |  | * ***Students will need to know how Will has been presented***
* ***Students will need to know how Shawn has been presented***
* ***Students need to know how to answer a structure question: where it happens, how it happens, why it happens***
 | ***>Commenting on the relationship between characters***  | **KR: explaining imagery (use of similes, metaphors and personification)** **CCQ: How does Reynolds use anagrams to help us understand the relationship of the two brothers?** They are the same but different **BQ: How does the writer structure the section to present the relationship between Will and Shawn?** Responses could include: They are close They have different interests Will loved his brother despite everything **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 10:** **Symbolism**  | * Students will know that the rules symbolise the behaviours that are trapping people in the cycle of violence.
* Students will know that anagrams symbolise the ability to change
* Students will know that the middle drawer could symbolise the darkness and danger within Shawn. The middle drawer is the only thing out of place in Shawn’s neat and tidy half of the bedroom, linking to Shawn’s involvement with gangs and dark side, which is out of character to the jovial, loving son who is described. The fact that the drawer is broken and conceals the gun refers to the facts that communities affected by gangs are broken often concealing the people linked to crime
* Students will know that the gun symbolises violence and loss of innocence as it is passed down from person to person
 |  | * ***Students will need to know what symbolism is***
* ***Students will need to know how Reynolds has used symbolism in Long Way Down***
* ***Students will need to know what a simile, metaphor, personification, rule of three, alliteration, onomatopoeia and sematic field is and how to comment on their effect***
 | ***<Myths symbols in literature*** ***>Use of symbolism in literature***  | **PK: Poetic techniques** **CCQ: What do the following symbols symbolise in the novel Long Way Down?** The Rules: the rules could symbolise the behaviours that trapped people in the cycle of violence Anagrams: the ability to change The middle drawer: the darkness and danger within Shawn The gun: revenge, death, cycle of violence, loss of innocence **CCQ: How has symbolism been used in the poem ‘The Middle drawer’?** Responses should identify: SimileMetaphor Personification Rule of three **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 11:****What does Will do?**  | * Students will know that Will's character has developed as he is being driven by revenge and the need to follow the rules and kill Riggs
* Students will know that Riggs shot Shawn
* Students will know that Will’s grief is being presented in how he looks
* Students will know that Will is motivated to kill Riggs to show his love and loyalty
* Students will know that Will is motivated to kill Riggs as the gun, in the middle drawer, seems like an invitation to take revenge
 |  | * ***Students will need to know who Shawn is and what has happened to him***
* ***Students will need to know what the rules are***
* ***Students will need to know about the cycle of violence in some communities***
 | ***>Commenting on the motivation of characters***  | **KR: complete the sentences** **CCQ: what do we learn about Will’s appearance? His state of mind?** Responses must refer to the poem ‘In the bathroom’ **BQ: What leads Will to make the decision to take his brother’s gun and go out and kill Riggs?** Responses could include: He is overwhelmed with grief and witnesses his mother’s distress. - He has been brought up with ‘The Rules’ and revenge is part of this. - ‘Beef’ or grudges get passed around and he is becoming part of that process. - He believes that he has worked out who killed Shawn using his ‘detective’ skills. - The gun is lying there in the ‘middle drawer’; it seems like an invitation to take revenge and honour his brother.**Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 12:****The use of the supernatural**  | * Students will know that the elevator is an important motif in the novel
* Students will know that the elevator represents Will's choice of revenge brings him closer to death and hell
* Students will know the elevator is also symbolic being trapped by the rules of the community, grief over Shawn's death
* Students will know that when the first character gets into the elevator with Will, Reynolds provides the time, counting down like a ticking clock of doom
* Students will know that Reynolds often shapes his poems in the form of their content to emphasise the ideas within the poem
* Students will know that Reynolds plays with the idea that L stands for Lobby and Loser- the choice that Will makes could make him a loser at life
* Students will know that the use of ghosts offer the benefit of hindsight – they have lived their lives and seen the other side. They are aware of the consequences of human actions.
* Students will know that ghosts can educate the protagonist about their behaviour or act as their conscience
 | **Tier 3****Motif:** a repeating feature or idea within a story**Tier 2:** **Supernatural:** something of the other world, spooky scary things which are not natural or normal  | * ***Students will need to know what symbolism is***
* ***Students will need to know about the community where Will lives – the cycle of violence***
 | ***> Macbeth*** ***> A Christmas Carol***  | **KR: Complete the sentences** **CCQ: What does the elevator symbolise?** being trapped by the rules of the community, grief over Shawn's death**BQ: How is the theme of the supernatural used in the novel Long Way Down?** Pupils are to use the questions in the booklet to help them answer the question **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 13****Who is Buck?** | * Students will know that Buck was like Shawn's mentor after Shawn’s dad died
* Students will know that Buck is wearing a t shirt to commemorate his own death
* Students will know Buck was raised in a difficult family situation: his father was plagued by the “night-time” (a kind of inner darkness or dangerous streak) while his stepfather was a preacher and tried to get Buck on the right path
* Students will know that Buck was killed when Frick attempted to rob him
* Students will know that Buck died years ago and the character is a ghost or a manifestation of Will's guilt and conscience
* Students will know that the smoke symbolises the inability to see clearly
* Students will know that the smoke symbolises Will's inability to understand what's happening and why the smoke is behaving in this way mirrors his inability to understand the long-term consequences of shooting Riggs
* Students will know that the introduction of a new character shifts the reader’s focus
 | Tier 2 **Manifestation:** an event or object that shows something that is hard to describe or feel **Conscience:** a person's sense of right or wrong, can be viewed about how to act or behave | * ***Students need to know what an anagram is***
* ***Students will need to know that Will has got into the elevator and at the next floor***
 | ***>Discussion of new characters in texts***  | **KR: Complete the sentences** **CCQ: Who is Buck and what do we learn about him?** Use notes from questions in the booklet **BQ: How does the introduction of a new character interest the reader?** Responses could include: New perspective Different point of view wCould provide a contrast **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 14:****Who is Dani?** | * Students will know the different stage of a bildungsroman – loss, journey, conflict, maturity
* Students will know that Dani is Will's childhood friend who was shot
* Students will know that Reynold's uses Dani to show the consequences of revenge violence, innocent bystanders can also become victims
* Students will know that when he first sees Dani, Will is attracted to her, she is a symbol of the life he could have if he doesn't shoot Riggs
* Students will know that Reynolds develops a theme of Past and Present within the novel, he highlights how previous experience can affect the choices we make in the future, how tying ourselves to the past and to the rules can lead to negative outcomes
 | Tier3**Flashback/Analepsis:** a scene that takes place before the story begins, they interrupt the order of the story**Bildungsroman:** a novel in which the main character goes on a spiritual journey or a moral education  | * ***Students will need to know who Buck is and why he is smoking***
* ***Students will need to know about narrative order***
* ***Students will need to know who Shawn is and what happened to him***
 |  | **KR: use vocabulary in a sentence** **CCQ: what is Reynolds trying to imply about the character of Buck?** He is here to teach Will a moral lesson He regrets his act0ons which led to his death He wants to break the cycle**BQ: Why does Reynolds use a flashback to tell us about Dani and Will’s relationship? What does it help us to understand about the character?** Show the consequences of crime To show that years on, the cycle of violence continues **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 15:****Who is Uncle Mark?** | * Students will know what the video camera is so significant to Mark as he wanted to make films, he talks through Will's plan as a film, he loses the camera which leads him to start dealing drugs to replace it and he gets shot
* Students will know that Reynolds presents sadness as something cold and painful
* Students will know that Reynolds presents being cool as being very close to being crazy
* Students will know that The Rules are repeated, to show their importance and dominance
* Students will know that swallowing teeth is a metaphor for fear
 |  | * ***Students need to know what analepsis is***
* ***Students need to know who is in the elevator with Will***
* ***Students need to know what the smoke is symbolic of***
* ***Students need to know what a motif is***
* ***Students need to know how Reynolds uses the elevator in the novel***
* ***Students need to know what a simile is***
 |  | **KR: Complete the sentences** **BQ: Why does Uncle Mark react differently to Will than the other characters in the elevator? Why do you think this Is?** Uncle Mark plays the role of an authority figure. He menacingly makes Will tell the truth about his plan to avenge Shawn’s death, and then forces Will to walk through the “scene” of killing Riggs (who Will believes killed Shawn). Doing so exposes the cracks in Will’s resolve. Later, the ghost of Uncle Mark helps the ghost of Pop explain what went wrong when Pop tried to follow the Rules and avenge Uncle Mark’s death.**Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 16:** **What is Will’s relationship like with his father?**  | * Students will know that Mickey is Will's father, he recognises him immediately and thus there is no smoke when he enters the elevator, he is important to Will
* Students will know that Reynolds repeats the use of the middle drawer to emphasise the distance between Will and his male family members
* Students will know that Will is only honest about his feelings of doubt towards his father
* Students will know that Will and Mickey are very similar, Mickey lost his own brother in a shooting and Mickey killed the shooter
* Students will know that Reynolds has made the characters similar to show that the violence in the community is a never-ending cycle
* Students will know that the father-Complex is a collection of ideas around how we behave as adults through our experience with our fathers
* Students will know that Will has had minimal experience with his father, he has looked to his brother for guidance, Will is lost and angry and feels like he must copy the actions of his father-figures
 | Tier 2**Consciously:** alert, responding to surroundings, making aware choices**Unconsciously:** not awake or aware of your environment or actionsTier 3: **Archetype:** a typical example of a person or thing | * ***Students will need to know how to respond to because, but, so sentences***
* ***Students will need to know that Uncle Mark was shot***
 | ***<Frankenstein***  | **KR~: Uncle Mark wants to help Will** Because, but, so **BQ: What parallels are there between Will’s situation now and his father’s when he was a young man? Why do you think Reynolds has chosen to make the characters so similar?** Responses should include; His dad lost has own brother in a shooting His dad shot the shooterViolence is a never-ending cycle **CCQ: what do you think Reynolds is trying to suggest about the choices people make?** Responses should link to the nature v nature debate discussed during the Frankenstein scheme **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 17:** **Who is Frick?** | * Students will know that Frick is the person who killed Buck
* Students will know that Frick killed Buck as part of his initiation into the gang The Dark Suns
* Students will know that Shawn killed Frick in revenge for killing Buck
* Students will know that the fifteen bullets are significant as it tells that Shawn killed someone
* Students will know the repetition and pattern to this violent behaviour which suggests Reynolds thinks the cycle is unbreakable
* Students will know that the Dark Suns rules enforce territory, brand the gang members with cigarette burns and insist on a criminal act to join the gang
* Students will know that trauma is the result of a distressing, upsetting or frightening event
 | **Tier 2:** **Trauma**: a deeply distressing or upsetting experience  | * ***Students will need to know who Dani, Buck, Frick, Shawn, Pop and Uncle Mark are connected***
 | ***>Romeo and Juliet***  | **KR: Complete the sentences (characters)** Appositives **CCQ: What traumatic events has Will experiences in his life?** Father being killed when Will was young Brother being killed **BQ: Has Jason Reynolds been successful in reflecting Will’s ‘traumatised psyche’ in his poetry, writing and storytelling?**Responses should be developed using the words because, but, so, since-perhaps **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 18:** **Who are the Dark Suns?**  | * Students will know gangs are categorised as peer groups, gangs and organised criminals
* Students will know the hierarchy in gangs is often as follows: gang leaders, workers and foot soldiers
* Students will know that young people often join gangs because of social exclusion, peer pressure, status or protection
* Students will know that members can be both male and female
* Students will know that the gang in the novel is called The Dark Suns, an oxymoron that suggests that Reynolds believes that gangs often look like a good option to young people but only bring death
 |  | * ***Students will need to know who the Dark Suns are***
* ***Students will need to know the steps of becoming a member of the Dark Suns***
* ***Students will know what symbolism is***
 | ***> Romeo and Juliet***  | **KR: complete the sentences****Using subordinating conjunctions****CCQ: What does the article mean when it states that carrying weapons is symbolic?** Danger, protection **BQ: What is Reynold’s message about gangs? How does he convey this message?** Cycle of violence Breaking a community Given more respect than the police **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 19:** **Conveying emotion**  | * Students will know that Will is feeling a mixture of emotions, fear, annoyance and frustration as he realises his revenge will have lots of consequences
* Students will know that Reynolds compares the elevator to a coffin, thus foreshadowing death
* Students will know that Shawn is the next character in the elevator and does not speak to Will
* Students will know that Shawn cries possibly for grief, pain and the life he has lost
* Students will know that writers focus on the small, subtle details
* Students will know that Reynolds chooses to write in a calligram to emphasise the desperation of Will
* Students will know the only thing Shawn says to Will is 'are you coming?' which suggests Shawn expects Will to follow the rules and his family to death
* Students will know the story ends on a cliff-hanger and the reader must decide what Will does
* Students will know that Will either kills Riggs and continues the cycle of violence or he has learned from his experience in the elevator and does not
 | Tier 3 **Calligram:** also known as a shape poem or a concrete poem, it describes an object and is written in the shape of the content of the poem **Cliff-hanger:** a structural device that features a character in a dangerous or difficult dilemma leaving the reader feeling suspense or terror | * ***Students will need to know what the smoke symbolises***
* ***Students will need to know why young people join gangs***
 |  | **KR: Will’s life has been affected by the rules:** Because, but, so, since-perhaps **CCQ: what is implied by the quotation ‘this cell, this coffin, this elevator’’?** The elevator represents a cell. It is small and enclosed. Will could be imprisoned if he takes revenge. The elevator repr4esents the small, enclosed box of a coffin. By taking revenge, he could easily be heading towards his own death. This elevator is a literal description; a lift. To elevate is to raise up. It is possible to get off the elevator and go up, rather than continue downwards **CCQ: why is this poem shaped like this?** Since he was a young child, Will has been taught to abide by ‘the rules’. Even though he is not a killer, he knows that taking revenge is the right thing to do. The ghosts do not explicitly tell him what to do but their stories make him question the rules which have created nothing but pain, loss and misery for his family and friends. The large question mark signifies the enormity, of questioning these long held values.**CCQ: What are the implied meanings of the final words?** Shawn’s question is left unanswered, so the reader is left wondering what Will might do. Following him seems to mean taking revenge and then joining Shawn in death. He has always followed his big brother, but it is possible that Will has seen enough to persuade him not to go along the same path as Shawn and break the cycle of revenge and violence.**CCQ: Why has Reynolds decided to finish the story on a cliff hanger?** **Homework:** Quizlet: key vocabulary MCQ form: key knowledge |
| **Lesson 20:** **Writing as another character**  | * Students will know how to write using another perspective
* Students will know how writing from another perspective will alter the structure of the narrative
* Students will know how to review their peers work and suggest improvements
 |  | * ***Students will need to know that Riggs shot Shawn***
* ***Students will need to know that Riggs shot Shawn for revenge against him shooting Frick***
* ***Students will need to know that Dani is Will's childhood friend***
* ***Students will need to know that Frick killed Buck***
* ***Students will need to know the elevator symbolises Will's descent into crime and violence/hell***
* ***Students need to know that Will's mother suffers from eczema***
* ***Students will know that The Rules are, don't cry, don't snitch and get revenge***
* ***Students will need to know the Dark Suns are a gang in Will's neighbourhood***
* ***Students will need to know that enjambment is when a line of verse runs on to the next line***
* ***Students will need to know that a Caesura is a break in the line***
 |  | **KR: complete the sentences** **Anagrams** **BQ: writing as another character****Responses should include:** Convey the emotion of the character Tell the narrative from their point of view Capture the character as presented by Reynolds Use structural techniques covered in this scheme  |