



The Sutton Academy

Knowledge Rich Curriculum Plan

English – Verse Study: Long Way Down

Year 8

Unit: Long Way Down					
Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Prior Knowledge: <i>In order to know this students, need to already know that...</i>	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 reading 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 understand that Reynolds wrote in free verse to create a sense of urgency and quickness. Reynolds also wanted to show the fragmented thoughts of somebody going through trauma. - Students will understand what is meant by free verse and its elements.	Tier 3: Free verse: poetry that does not rhyme or have a regular rhythm 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 - Students should already know the definition of motivation, responsibility, humanity, ambition and hamartia from previous unit (Frankenstein)	<i>Discussing writer's intentions</i> <i>Blood Brothers</i>	Video Comprehension - As a child, Reynolds didn't read many books because he couldn't find any books that directly connected to his life. - Reynolds found his "path into poetry" through rap music and lyrics. 'Long Way Down' is a story about a young man named Will who loses his brother to gun violence. - One of the rules of Will's community is that he must avenge his brother's death. - The entire story takes place in 67 seconds in an elevator. - Reynolds decided to write this book in free verse because he wanted it to have a quick, urgent pace to reflect the time frame. He also wanted to reflect the fragmented thoughts of someone going through a trauma. - Reynolds likes to use the page as a canvas, moving the words around the page, to cause tension, discomfort and dissonance for the reader. - Reynolds says that he likes writing because it is difficult. Front cover predictions: possible responses What can you see? A boy in black and white Lift buttons What predictions can you make about the story? The dark colours give the impression it will have a dark atmosphere. The boy is central on the cover, suggesting he is the main character. The boy doesn't look happy, this suggests it might be a sad story. How does the front cover try to convey how the character is feeling? The colours are dark which suggests the boy is unhappy. He is alone which suggests the story might be about his own internal battle.

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					Free Verse video: possible responses Any rhyme scheme No rhyme scheme Natural speech patterns Flexible No set metre or rhythm No set rules
Lesson 2: What is accent and dialect?	- Students will know that the use of slang affects Unknown P's accent. - Students will know that Denise 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 understand how Reynolds uses AAVE features in "Don't Nobody" for effect. - 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	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	<i>Students needs to know what accent and dialect is</i> <i>Students need to know what culture is</i>	Blood Brothers Poetry	CCQ: How are accent and dialect different? Accent refers to pronunciation, whereas dialect refers to the words and grammar forms used. Unknown P video: What is interesting about Unknown P's accent? His accent is interesting because it is middle class and doesn't fit the dialect he is using. CCQ: How does the use of slang affect his accent? The slang he is using makes his accent sound out of place, you would expect him to use Standard English, not slang. CCQ: What do these slang words mean? •Whip: A car •Bando: an abandoned house, where illegal activity takes place, •Crepes: trainers •Spraying: Shooting many bullets without aim •P's: Money (pounds) •Peng: Very good looking or high quality Accents Video: Denise Frohman says, "my mom holds her accent like a shotgun". What do you think this means? This simile illustrates how heavy and powerful her mother's accent is. Frohman uses the verb "holds" to emphasise her mother's determination to keep her mother tongue.

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					What idea is Frohman trying to express about her mother's culture and how it affects her accent? Frohman is trying to express the idea that her mother's Hispanic culture and identity cannot be "flattened" to help her fit in when speaking English. Her cultural heritage is so powerful it pours out of her when she speaks; it cannot be contained or suppressed. The writer uses vibrant images reflecting parts of Hispanic culture such as "salsa", "cuatro" and "conga" to illustrate this. Five things that shape her mother's accent: 1. Her culture 2. Her using a mix of Spanish and English 3. The people around her (women she speaks to) 4. Her mother 5. Where she is from (accent as a compass) CCQ: How would you describe your accent? CCQ: Does your voice change around when talking to different people? CCQ: When do you use non-standard English? "Don't nobody" annotations: "Don't nobody believe nothing"- A double negative, a feature of AAVE. In Standard English they would cancel each other out but in AAVE it emphasises the fact that nobody believes anything. This reinforces the narrator's authenticity and places Will and his story in a specific cultural context. "gon"- accent. The use of Will's accent makes this feel genuine and relatable. By using his own, genuine voice it creates an informal register, like talking to a friend.

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					“This story is true”- uses a direct and straightforward narrative style. This is on its own line which reiterates the words and shows Will’s direct way of speaking. “It did” Repetition ‘It did’ with intensifier ‘It so did’ – shows his need to be believed and efforts to convince his reader. Perhaps he is expecting not to be believed, could suggest to reader that the story he is about to tell is unbelievable. BQ: why do you think the writer chose to use AAVE? Jason Reynolds has consciously crafted “Long Way Down” using AAVE for several important reasons, including authenticity and representation., connection to the characters and cultural context. Reynolds has previously stated that he didn’t read books until he was older because the stories didn’t directly relate to his life. Reynolds wanted to authentically represent the language and culture of the characters in his story. AAVE is a significant linguistic and cultural aspect of many African American communities. By using AAVE dialect features such as, “Don’t nobody” Reynolds creates a realistic and relatable portrayal of the African American community he is writing about.
Lesson 3: How is the character of Will introduced to the reader?	- Students will know that people of colour are statistically more likely to go to prison than white people - Students will know that black offenders are more likely to receive longer sentences, for the same crimes, as white offenders.		<i>Students need to know how to discuss character and the importance of character</i> <i>Students need to know how to select information from a text</i>	> introduction of characters in literature – first impressions	CCQ: What is striking about these statistics? Potential response: The fact that the rate of incarcerated prisons of colour is so high compared to the percentage of population they make up. It is double. CCQ: What do you think these statistics say about the life chances of black people and

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	- Students will know that the main character of the novel is called Will Holloman - 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 Holloman, 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. It also related to Will as it is the sole thing he is thinking about. - Students will know that Will has a mother and lives in an urban place		- Students will need to know the difference between verse and prose - Students will need to know that urban means a built up area such as a city		other people colour compared to white people? Potential response: The statistics seems to reflect that the life chances for people of colour are poorer as it seems as though more people of colour are in environments with high crime rates and are more likely to be arrested. CCQ: Do you think these statistics show a fair justice system? Potential response: Looking at these statistics, I don't think it is fair as they state that people of colour are more likely to receive a longer sentence for the same crime committed by a white person. It is the same crime, but the punishment is harsher. Which narrative perspective does Reynolds use? What is the effect of this? First person narrative perspective. It gives us a very personal insight into Will's emotions and experiences. The narrator introduces himself with three names, why do you think he has chosen to do this? These names represent his different identities and how he relates to different people. What is the difference between Will and William Holloman? Will is an informal nickname and William Hollowman is his full name, sounding very formal. Think about the word 'will' – what else does that mean? It is both a noun and a verb. "Will" can express what is going to happen in the future, it can be the inevitable "Will" can also mean the firm desire or determination to do something (think about will power). This could relate to Will's determination to get revenge. "Will" can also be a legal document outlining a person's wishes about their property after death.

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					What about the words ‘hollow’ and ‘man’? What could we infer about the narrator’s character? The word “hollow” means empty space or cavity. When we link this with “man” it might suggest that the person is feeling empty inside. Reynolds has chosen to use short lines of verse. What is the effect of this? The short lines create a quick pace and heighten tension. The reader is immediately intrigued to find out what Will has to say. What kind of story do you think Will is “about to tell you”? What makes you think that? He implies that the story is deeply personal and will help the reader to know him suggesting it is dramatic and has had a big effect on him. List five things we learn about Will from pages 1-4. 1. We learn that Will’s brother has been shot 2. We learn that Will hasn’t told this story to anyone. 3. We learn that Will had a brother named Shawn. 4. We learn that Will’s full name is “William Holloman” 5. We learn that Will uses AAVE CCQ: Why do you think the writer has put ‘killed’ on a page on its own? The fact that it’s on its own page emphasises what has happened to the reader. It may also represent how Will is feeling after Shawn’s death, he can only think about the fact Shawn’s been killed and nothing else matters. It could also be because this is what is going to drive the narrative forward. It is the catalyst for everything that happens next. BQ: How does Reynolds present the character of Will at the beginning of the novel.

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					<i>Notes and model in the booklet.</i>
Lesson 4: How does the writer use language for effect?	• Student will know how structure is used to create mood in a poem. • Students will understand the effect of certain structural techniques from the poem "The Sadness". • Students will know how repetition emphasises what Will is feeling and create a powerful effect on the audience.		• <i>Students will need to know what a connotation is</i> • <i>Students will need to know that certain words are associated with a certain tone or emotion</i> • <i>Students will need to know that words and phrases have a deeper, varied meaning depending on the context they are used in</i>		BQ: How does the writer use language to communicate Will's grief in the poem 'The Sadness'? "The Sadness" potential annotations: "Imagine"- repetition of "imagine" suggests that what Will is going through is so terrible that the reader can only understand how he is feeling through imagining horrific situations. Will is trying to express his complicated emotions through metaphor. "got you strapped down"- Enjambment in this stanza shows how grief is paralysing and you cannot move under the weight of it or stop it coming. "And rips it out"- One line stanza. Dramatic emphasis gives impression that grief is sudden and painful "Pressure pushing through your ears, the blood pooling"- Use of alliteration. Grief is all encompassing and constant, it's like a noise that is overwhelming in your ears, drowning out everything else. "Into the new empty space"- Grief leaves you with a hole in your life that you haven't had to deal with before. "a tooth supposed to be"- The grief he is feeling is unnatural and unfair. He is supposed to have his brother in his life.

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					"But ain't no more" By focusing the end of the poem on the loss, it gives us the sense that grief is permanent. The loss is something that lingers. It seems to be Will coming to the realisation that Shawn is "no more". <i>Notes and model in booklet.</i>
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 - Students will know the ODE (opening, developing, ending) approach to looking at a whole text.	Tier 3 Enjambment: from the French 'striding over' when one line 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	CCQ: How does Reynolds build tension in this sequence of poems? Annotations: And then there were shots - verbs "ran", "ducked", "hid", "tucked" highlight the dangerous situation. - The one word lines and caesura create a fast pace and reflect the speed at which everyone moves. It creates a sense of urgency and reflects the rapidly unfolding, chaotic situation. - The repetition of "p" and "b" plosives. mimic the short sharp sound of the firing bullets. "ain't meet us" - by ending with this line Reynolds is emphasising the gravity of the situation and its potential consequences. The end of the poem raises questions about who the shots were meant for, who fired them, and what will happen next. These unanswered questions add to the suspense and keep the reader engaged, eager to learn more about the unfolding events. After the shots "Waited like we always do" always implies that they have been in this situation many times. "waited" creates suspense. Reynolds slows the pace as we wait to see what the outcome of the shooting was along with Will and Tony. "to count the bodies" Reynolds slows the pace down further by breaking up the lines compared to the first stanza.

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					3."Shawn" By placing Shawn's name as the last word on its own line, Reynolds is choosing to close the poem with the very dramatic revelation that Shawn is the victim of the shooting. I've never been 1. connotations of earthquake – sudden violence, great damage, uncertainty, fear 2. The space in the middle of the lines could represent how Will's life has been ripped apart, his entire world has been shifted and broken, just like the words and their placement on the page. Things that always happen whenever someone is killed around here. 1. The poem's title itself, "things that always happen whenever someone is killed around here," suggests a cyclical pattern of violence and predictable outcomes. The repetition of "always happen" emphasises the inevitability of these events, contributing to a sense of hopelessness. 2. The list "moms, girlfriends, daughters." as being the only ones who scream, suggests that there is an expectation for boys and men to remain unemotional. Societal expectations of masculinity. Men are stuck in the cycle of violence and it's something they almost expect. 3. "But I think/she knew" having this on its own provides a poignant emphasis on the hopelessness the community feels towards the killings. There is a grim sense of acceptance. 4. "deep down in the deepest part of her downness" alliteration and emphasis on "down" highlights the intensity of the pain and grief felt. The killings are something everyone must accept as there is no point fighting the inevitable cycle of violence.

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					BQ: How does the writer create tension in tis sequence of poems? <i>Notes and model in booklet.</i>
Lesson 6: What is betrayal?	- Students will know that betrayal is an act of deliberate disloyalty. - Students will know that betrayal is something that has always been a part of society across many different communities. - Students will know that betrayal is seen as serious and can carry extreme consequences. - Students will understand that in Will's community there is a mistrust of the police, meaning that no one will speak up. - Students will know that a cycle of violence is repeated and dangerous acts of violence in cyclical pattern, associated with ideas of retribution or revenge.	Tier 2: Betrayal: an act of deliberate disloyalty.	<i>Students will need to know what repetition is and the effect it can create.</i>	<i>Idea of betrayal links to Macbeth.</i>	What happens after the shooting? Find evidence from the poems. There is one already completed for you. Possible answers: Leticia: "on her knees kissing his forehead between shrieks" Will and Shawn's mother: "moaning low" "hanging over my brother's body" The Cops: "flashed lights in our faces" Marcus Andrews: "said I Ain't seen nothin" Tony: "flew away" FYI: "Treason" is not one of the vocabulary words that Y9 need to know, but it might be worth mentioning that treason is specifically the act of betraying one's country. This will link to Macbeth. CCQ: How do these sources help you to understand the significance of betrayal? These sources show how betrayal has been something that has been recognised in society for a long time. They show the, sometimes, extreme consequences faced by those who commit betrayal. CCQ: What do you think Reynolds is trying to say about these communities in America and their relationship with the police? These communities have a deep mistrust of the police and therefore giving the police information is seen as a huge betrayal within the community. CCQ: Is snitching always a bad thing? Why might people try to make you believe that it is the worst thing you can do?

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					The concept of snitching can be used by those who have committed crimes or done something immoral to keep them from getting caught. It isn't always a bad thing because sometimes speaking up can help a perpetrator to be caught and justice to be served. A wall of silence can prevent justice being served. Big Question: Do you think it is the mistrust of the police or the stigma around 'snitching' and betrayal that is the main reason why the community reacts the way it does to Shawn's death? Reynolds uses the concept of snitching and the mistrust of the police to highlight the complex social and emotional factors that shape the characters' decisions and actions. The characters in the novel have clearly had personal experiences that have led them to mistrust the police. Through the poem "Things That Always Happen Whenever Someone Is Killed Around Here", Reynolds explores the idea that many members of poor, black communities have seen friends and family members killed or incarcerated and we know that this is often as a result of encounters with law enforcement. These experiences reinforce the belief that the police are not there to protect them, leading to a deep-seated mistrust.
Lesson 7: What is the impact of The Rules on Will's life?	- Students will know that The Rules are, no crying, no snitching, get revenge - 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 so used to violence and death.		<i>Students will need to know what a metaphor is</i> <i>Students will need to know what a simile is</i> <i>Students will need to know that Shawn was shot</i> <i>Students will need to know how to respond to a because, but, so sentence</i>		Appositive RecaP; - When Shawn, Will's brother, was shot, everybody ran because they were afraid. - Leticia, Shawn's girlfriend, hoped her voice could keep him alive but, deep down she knew it wouldn't. - Will, Shawn's brother, likens the experience to what he imagines an earthquake would feel like because his world, suddenly and dramatically, shift with the death of Shawn.

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	Students will know that Reynolds is trying to highlight the social issues within America				Watch Video Please note there is swearing in the video. Please prepare students for such. CCQ: What are your thoughts on rules being broken? Finish the sentences after reading answers. 1.The poem “Random Thought” is called this because Will interrupts the sequence of events to muse on the blood and how it looks like “chocolate syrup”. 2. In the poem “In His Hand”, the shopping bag has “THANK YOU, HAVE A NICE DAY” printed on it. Reynolds is drawing our attention to this because it is ironic. Reynolds may also be emphasising that Shawn was having a very ordinary day shopping for his mum when the shooting happened. 2. In an informal context the word ‘Beef’ means to have a feud or problem with someone. 3.In the poem, “Then The Yellow Tape”, Reynolds show us that shootings are normal occurrences in this community when he says, “the next day, kids would play mummy with it.” 4.In “I felt like Crying”, Reynolds describes Will’s emotions by using the violent language such as the simile of another person trapped behind Will’s face. 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

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					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. "Another thing about the rules" CCQ: What do you think Will means by this statement? The Rules are a guide for those who are suffering from grief and turmoil. They are supposed to be followed by those suffering. Violence is seen as the solution to the pain felt by the "broken" people. They cannot be broken as they are an integral part of their life. CCQ: : In the lines "for the broken to follow", who are "the broken"? The broken are the people dealing with the cost of violence. Friends, family and communities left broken and suffering, stuck in a cycle of violence. CCQ: Why is broken a befitting way to describe them? Because their lives and families are left completely broken by the violence.
Lesson 8: 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		<i>Students will need to know about the black culture of the USA Now and historically</i> <i>Students will need to know what rap music is and what it represents</i>	> Riots and rebels > THUG	CCQ: How does Reynolds show the brothers are different? Shawn's side of the room is tidy, while Will's is messy. They have different interests, shown by the different things on their walls CCQ: How does Reynolds show the brothers are similar? They are brothers and each have their bed and dresser in the room they share. The room is laid out equally, suggesting a mirror like quality. CCQ: Jason Reynolds uses these posters in Shawn's room to represent.... the cycle of violence that is prevalent within their

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	- Students will know that Will's side of the room was messy - Students will know that that the brothers are presented as different in some ways, but similar in others.				community. It could also represent the consequences of gang culture within the community.
Lesson 9: 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 know that often genres such as rap music, which are strongly linked with the black community, are more likely to be accused of promoting violence.		<i>Students will need to know the influence the media have on our lives</i> <i>Students will need to know how people view violence</i> <i>Students will need to know young people aspire to be like p-people they see in the media</i>		CCQ: What do you think of 50 Cent's response to the backlash? Do you think what he says is true? Potential responses they could come up with: 50 is right because it's hypocritical to only blame rappers when guns are everywhere. Just because guns are everywhere it doesn't mean that rap music doesn't promote violence, he is deflecting the blame. Rappers do get judged more harshly compared to others. Rock, for example, could be seen to promote heavy drug use but because rappers are usually black, they are treated differently. Many of the people who makes the most money in the rap industry are not the rappers themselves. They happily make profits from the glamourisation of gun violence but don't receive backlash. BQ: Is the music industry promoting violence? Responses should include reference to the responses to the questions listed in the booklet

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Lesson 10: 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 <i>how Will has been presented</i> - Students will need to know <i>how Shawn has been presented</i> - Students need to know <i>how to answer a structure question: where it happens, how it happens, why it happens</i>	>Commenting on the relationship between characters	Anagram definition: when you rearrange the letters in one word to make a new word. Examples from text: - Canoe/Ocean - Scare/Cares - Feel/Flee - Alive/ A Veil CCQ: How does Reynolds use anagrams to help us understand the relationship of the two brothers? They are made up of the same things but are different. BQ: How does the writer use language to present the relationship between Will and Shawn? <i>Notes in booklet.</i> <i>Model:</i>
Lesson 11: The Middle Drawer	- Students will know the definition of structural techniques. - Students will know what structural techniques are being used in the poem "The Middle Drawer" and what effect they have.		- Students will need to know <i>what structure is</i> - Students will need to know <i>what the structural techniques and their effect is.</i>		Annotate the structural devices in "The Middle Drawer" Enjambment: "was the only thing ever out of place on Shawn's side of the room". This draws attention to Shawn's major flaw as the drawer holds the gun (a symbol of violence) which ultimately led to Shawn's death. Short sentences/Caesura: "Off track. Stuck. Forced in at an angle.". This creates a quick, urgent pace and perhaps suggests that the gun has been put back into the drawer in a panic. The use of caesura also suggests that the danger and darkness doesn't fit with who Shawn was, he has simply become "stuck" in the middle of a cycle of violence. Simile: the image of the 'random jagged tooth' creates an impression of something

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					that is out of place and obviously painful or upsetting. Complete the following sentences: - In the poem 'People said Riggs' Reynolds does not use capital letters because it gives the impression of one long sentence being spoken at pace, like Riggs who talked "so much trash". - In the poem 'A Penny Drops.' The penny drop is the name of the move on the swings that Shawn taught Will how to do. The saying 'the penny drops' means when you finally understand something you didn't before. - In the poem 'Reasons I thought (knew) Riggs killed Shawn' it says 'a backbone built for him by the bite of his block boys?' The plosive 'b' has been used because the alliteration mimics the aggressive, sharp sound of bullets that come from the gun. - In the poem No.3 'Had to be' is on its own because Will desperately needs an answer and if it is not Riggs, then he doesn't have one. He has no other clues.
Lesson 12: 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 Will believes 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 as the gun, in the middle drawer, seems like an invitation to take revenge - Students will know that exploring the writer's intent is an important step in analysing language		- Students will need to know <i>who Shawn is and what has happened to him</i> - Students will need to know <i>what the rules are</i> - Students will need to know <i>about the cycle of violence in some communities</i>	>Commenting on the motivation of characters	Grammar Recap: - Will = subject, thinks = verb he = subject, has = verb - Riggs = subject, taught = verb they = subject, were = friends - Will = subject, compares = verb he = subject, says = verb Challenge: - Will thinks Carlson Riggs killed Shawn, but he has no evidence. - Riggs taught Shawn how to penny drop, because they were friends. - Will compares holding a gun to a baby, although he says it would make a louder "cry".

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	Students will know that we can use the terms criticise, highlight or challenge to evaluate the writer's intent				CCQ: what do we learn about Will's appearance through the use of structure? His state of mind? "In the Bathroom" annotations: "Zombie"- The one line stanza is a metaphor which emphasises that Will has no energy and feels exhausted and lifeless. He may also look exhausted. "shit"- The one line stanza highlights just how terrible he looks and feels. "And so what"- By ending with this Reynolds is reinforcing that Will does not care about anything at this point, he feels as if nothing matters. CCQ: In the poem "The Yellow Light", what does the yellow light remind Will of? Lightning bugs that he used to catch with Shawn. CCQ: 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. Big Question: How does the writer use language to present grief in 'In the Bathroom'? <i>Notes in booklet.</i>

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					<i>Model:</i>
Lesson 13: 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	> <i>Macbeth</i> > <i>A Christmas Carol</i>	CCQ: What does the elevator represent? Will's state of mind? He is blinded by his grief and anger. and is potentially making a bad decision that will ruin his life. The choice that Will thinks he has to make? He is trapped by the rules of his community and feels like he has no other choice. There's only one way to go literally and metaphorically (down). What will happen in the story? There will be negative consequences if Will follows the rules and makes this choice to get revenge. BQ: How is the theme of the supernatural used in the novel Long Way Down? Pupils are to use the sentence stems in the booklet to help them answer the question Potential responses 1. Jason Reynolds might want Will to learn about the consequences of following the rules. 2. The effect of introducing a supernatural element into the story is to make Will question what he thinks he knows. The ghosts tell him things which shift his perspective and allow him to question his reality. 3. The literal (most obvious) meaning of being 'haunted' is to be visited by ghosts. The implied (suggested) meaning of being 'haunted' is to be affected by past experiences that follow you through your life. 4. Reynolds might have chosen to make this into a ghost story because it allows Will to get the first-hand perspective of victims of gun

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					violence. Reynolds is powerfully giving a voice to those victims and emphasises the potential consequences of Will's choice.
Lesson 14: 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	<i>Students need to know what an anagram is</i> <i>Students will need to know that Will has got into the elevator and at the next floor</i>	>Discussion of new characters in texts	1. Find 4 quotations that describe Buck. "Definitely older than me, but not old" "Medium brown skin" "Slim" "Low haircut, part on the side" "No hair on his fair, none at all." "Gold links dangling around his neck." "his voice deep, familiar." "A jagged mouth, sharp and sharklike." "the only big brother Shawn had ever had." "Buck teased" "he said, cocky" 2.How does Will react to seeing the ghost of Buck? He was in disbelief at what he was seeing. He also admitted that he was scared. 3.What was Buck's relationship with Will and Shawn? Buck had known Will and Shawn since they were kids, he was like a big brother to Shawn and taught him the rules. 4.What is Buck's attitude to Will? Why does he feel like this? Buck laughs at Will and doesn't take him seriously. This may be because he has known Will since being a kid and sees through his bravado. He knows that Will doesn't even know how to use a gun and it is not in his

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					nature to. Buck has the hindsight of being a ghost and can perhaps see past the “rules ” that Will still takes so seriously. 5.Analyse this quotation. It is the title of the book. Literal meaning- There is a long way down to the ground floor. Implied meaning- He has a long difficult mental journey ahead to make his choice. “Down” has connotations of going to prison. “Down” has negative connotations of hitting rock bottom/going to hell. Structured on page: the words look like they’re falling down the page, which could suggest Will is falling into the cycle of violence. The separation of the word “down” emphasises the word. BQ: Write about how Reynolds’ introduction of a new character impacts the narrative. <i>Notes and model in booklet.</i> CCQ: What does Will learn from Buck? He learns where Shawn’s gun came from.
Lesson 15: 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	Tier3 <u>Flashback/Analepsis:</u> a scene that takes place before the story begins, they interrupt the order of the story	<i>Students will need to know who Buck is and why he is smoking</i> <i>Students will need to know about narrative order</i> <i>Students will need to know who Shawn is and what happened to him</i>		Some critics say that ‘Buck is a ghost visiting Will to warn him about his actions; he represents what happens to people who continue the cycle of violence’. How far do you agree? Potential ideas for agree: - Buck’s death is a reminder of the impact of gun violence - Buck implies that Shawn was avenging his death Potential ideas for disagree:

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	make in the future, how tying ourselves to the past and to the rules can lead to negative outcomes				- Buck does not challenge Will's plans or ideas - Buck did seek revenge so tacitly encourages Will to continue to plan his revenge "I had half a second." What is happening in this poem? He is quickly hiding his gun and trying to act natural. What do you notice about the first word of each line? They are verbs/commands What is the effect of this? It reads like a list of commands; it reflects the panic and speed at which Will tries to hide the gun. List five things which we learn about Dani. 1. She is Will's childhood friend 2. She was killed in a drive by shooting 3. She was killed at 8 years old. 4. She is wearing a yellow, flowery dress 5. She was the unintended target for the shooting. 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 CCQ: What does Will learn from Dani? He learns the impact of a life being cut short like Dani's was.

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Lesson 16: 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 The Rules are repeated, to show their importance and dominance		<i>Students need to know what analepsis is</i> <i>Students need to know who is in the elevator with Will</i> <i>Students need to know what Students need to know what a motif is</i> <i>Students need to know how Reynolds uses the elevator in the novel</i>		Knowledge retrieval: Complete the sentences 1. Analepsis is a flashback to an event or scene from an earlier time than the chronological narrative. It is used to give us crucial details and background to help develop character or plot. 2. Enjambment is the continuation of a sentence without a pause beyond the end of a line of verse. It is used to mimic natural speech patterns and control the pace of the poem. 3. A bildungsroman is a novel in which the main character goes on a spiritual journey or moral education. This can be linked to the novel Long Way Down because Will learns lessons and goes on a journey of personal growth which will help him to make his decision. A video camera is so significant to Uncle Mark because . . . Find two quotations to evidence your ideas. "he videotaped everything" "He dreamed of making a movie" "Uncle Mark lost the camera (....) couldn't afford another one" "in an hour had enough money to buy a new camera." BQ: How does Reynolds present the character of Uncle Mark? Uncle Mark plays the role of an authority figure. He 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.

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					CCQ: What does Will learn from Uncle Mark? He learns that he may not be as capable as following through on his plan to kill Riggs as he previously thought.
Lesson 17: 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		<i>Students will need to know how to respond to because, but, so sentences</i> <i>Students will need to know that Uncle Mark was shot</i>	<Frankenstein	Knowledge retrieval: Uncle Mark wants to help Will, because he was a victim of gun violence and the rules himself. Uncle Mark wants to help Will, but Will is adamant that he must obey the rules. Uncle Mark wants to help Will, so he makes Will think about how this act of vengeance will play out. Since Uncle Mark wants to help Will, perhaps since his death he has the benefit of hindsight and is trying to persuade Will to make the right choice. Will's life has been affected by the loss of his father because he struggles with the absence of a father figure, clinging to the rules he has been taught as a guide. When reunited, father and son hug tightly. . 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 his own brother in a shooting His dad sought revenge and thought he shot his brother's shooter. Both Will and his dad only think they know who killed their brother. His father made a mistake, illuminating the flaw in Will's plan. Violence is a never-ending cycle

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					1.What is the father model that Will has experienced? It's a negative model as his father was absent. 2.Do you think this will affect his decision to shoot Riggs? Yes because he believes he must follow the rules, just like his father did. He didn't ever get to see the regret his father felt. 3.Are the relationships we have seen so far in the novel healthy? No 4.In your opinion, what makes them this way? There is clearly a lot of love between the men in the story, but their relationships are corrupted by the rules of the community and the violence of gang culture. Noone wants to break the cycle, so it continues. The men teach their children, nephews, brothers etc to repress emotion and partake in violence, 5.Who has the most positive relationship and why? Will and Shawn- In the absence of a biological father, Shawn played the most important role in Will's life, showing him how he needed to behave and teaching him how the world works. This multifaceted relationship—Shawn was, in many ways, a brother, a mentor, and a father figure to Will—means that Shawn and Will were extremely close. 6.Who has the most negative relationship and why? Will and his father-Although there is clearly love between them, Will's father made a choice that ultimately negatively impacted his entire family. Will and Shawn then grew up without a father and became stuck in the same cycle of violence. Their lives might have been very different if Will's father had not made the decision that he did. "Buck was Two Sided" potential annotations Poem is structured into main two stanzas, one for "real" and one for "step" showing the clear contrast between the two fathers.

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					Reynolds uses opposing imagery to emphasise how different they were. “ helping everyone” compared with “would steal air from the world” perhaps Buck was pulled in different directions from these opposing father models. Big Question: How does Reynolds use structure to highlight the issues around fatherhood? Reynolds structures the poem into two separate stanzas, each representing different father figure in his life. CCQ: What does Will learn from his father? He learns that you can never be completely sure who has committed the murders as his father was wrong.
Lesson 18: 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		<i>Students will need to know who Dani, Buck, Frick, Shawn, Pop and Uncle Mark are connected</i>	>Romeo and Juliet	Knowledge retrieval: Complete the sentences below. Ensure you include an appositive. - Dani, Will’s childhood friend, was killed aged 8. - Shawn, Will’s brother, was shot. - Buck, a father figure to Shawn, taught him “the rules.” - Will, Shawn’s younger brother, believes Riggs killed Shawn. - Jason Reynolds, the author of “Long Way Down”, was inspired by rap music. Complete the following sentences: - Frick is a member of the Dark Suns he became a killer when he killed Buck. - Frick dies when Shawn kills him in retaliation. - Fifteen bullets are significant because it means one has been shot. - The writer shows that it is very hard to escape from the cycle of gang violence because it is so deeply engrained within society.

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					5. Will says he is thankful 'he isn't all the way gone'. This means he is glad he isn't hallucinating because he's lost his mind. 6. Frick says 'I was just trying to earn my stripes.' This means he wanted to gain respect and become a part of the Dark Suns. Complete the following sentences in your book. Explain your ideas fully. Potential answers This diagram shows that the cycle of violence in this community never stops. When people take revenge, it continues this cycle of violence and makes it impossible to break. Will's life has been affected by gang violence by the loss of Shawn, his father, his uncle Mark and Dani. This has always been a part of his life. CCQ: What traumatic events has Will experienced in his life? Father being killed when Will was young Dani being killed in front of him as a child. Brother being killed CCQ: How might they have affected his choices and decision making process? He feels like he has to continue the cycle of violence. Big question: How does Reynolds help us to understand Will's 'traumatised psyche' in his poetry, writing and storytelling? CCQ: What does Will learn from Frick? He learns that Riggs may not be a member of the Dark Suns.

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Lesson 19: 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 know that Reynolds is trying to illuminate the reasons why young men become trapped in gangs and the cycle of violence.		<i>Students will need to know who the Dark Suns are</i> <i>Students will need to know the steps of becoming a member of the Dark Suns</i>	> <i>Romeo and Juliet</i>	Knowledge retrieval: Complete the following sentences: 1. Although he was young when his dad was killed, Will has memories of him and has a deep connection with him. 2. Since Will believes that Riggs shot Shawn, he wants to shoot Riggs to get revenge. What are the steps to becoming a member of the Dark Suns? - Turf - The shining - Dark deed Why has Reynolds listed these steps? It makes it sound impersonal. Frick was just following his own set of rules. We can further see how gang culture and violence is firmly embedded into their community. No one is shocked that he would do that. CCQ: Have you heard of these terms before? Which group do you think is more at risk of violence? Foot soldiers are more at risk of violence. Big question: What is Reynolds message about gangs? How does he use structure to convey this message? In "Turf", Reynolds focuses on the reasons that Riggs wishes to become part of the Dark Suns. Will says that Riggs wanted to join the gang so he "wouldn't be looked at like all bark no more". This suggests that reputation is important in their community and young men will do anything to gain respect. We can also infer that, because the cycle of violence is so prevalent in their "hood", Riggs wanted a "backbone built for him" in order to feel protected and secure. Since Reynolds chooses to focus on the reasons why Riggs wanted to join, perhaps he is trying to give the reader insight into gang culture and how

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					men, like Riggs, can become involved and trapped in the cycle of violence. .
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		<i>Students will need to know what the smoke symbolises</i> <i>Students will need to know why young people join gangs</i>		Knowledge retrieval: Will's life has been affected by the rules, because he truly believes that he must follow them. Will's life has been affected by the rules, but he is starting to learn that they are complicated. Will's life has been affected by the rules, so he is finding it extremely difficult to break them. CCQ: How are emotions conveyed in the poems above? Possible answers: The first poem focuses on him trying not to cry. Will is desperately trying to "hold them back" then the writer shifts focus to Shawn who is freely crying "like a little kid" this is emotional because it shows that ultimately, Shawn was just a kid who was putting on a front. "No crying no crying no crying" - repetition suggests he is desperately trying to remind himself of the rules as he is clearly trying not to cry. "my favourite my only" the focus at the end of the poem is his love for his brother. Nothing else matters and we see how the rules of the community have been broken with the outpouring of real emotion. Look at the following examples. What are they showing us rather than telling us?

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					“The tears were coming and I did what I could to hold them back.” Will is desperately clinging on to the rules as that is all he knows. He has repressed his emotions for so long and doesn’t feel comfortable crying. “voice cracking” He is upset and about to cry. He is incredibly emotional and finding it hard to speak. “his face was wet” he has been crying, breaking one of the rules. Annotate the below lines, answering the following. What structural technique is being used? Enjambment and repetition What is the effect of this structural technique? The repetition of “this” emphasises that the elevator journey leads to very different potential outcomes for Will. Will it lead him to his own death or incarceration? Or will it remain just an elevator that he takes back upstairs? Before he makes his choice any of these are possible. CCQ: Why do you think the ghosts never explicitly tell Will what to do? As a bildungsroman this is a story about Will’s personal growth. It is ultimately up to Will to make his own decision. Reynolds is exploring the decision making process that every person in Will’s community must make for themselves. The choices we make in life are something that we can take control of and then must take responsibility for. 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

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					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: What are the implied meanings of the final words? "coming" suggests going where Shawn is, implying that if he takes this action, he too will end up dead like Shawn. CCQ: Why has Reynolds decided the finish the story with a cliff-hanger? By leaving the question open, we are left to make our own judgements about what Will will do next. Will he follow Shawn's guidance or take on board the lessons he has learned and break the cycle? Big question: How does the writer structure this part of the text (the ending) to interest the reader?

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Lesson 20: Tracking a Character	- Students will be able to consider how a character changes over the course of a text - Students will be able to consider how the writer introduces other characters and events in order to affect character development/growth		<i>Students will need to know how each character impacts Will over the course of the novel.</i>		Knowledge Retrieval: Reynolds uses the motif of the elevator to explore how Will is at risk of descending towards a decision that might continue the cycle of violence.
Lesson 21: 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		<i>Students will need to know that Will believes Riggs shot Shawn</i> <i>Students will need to know that Will believes Riggs shot Shawn for revenge against him shooting Frick</i> <i>Students will need to know that Dani is Will's childhood friend</i> <i>Students will need to know that Frick killed Buck</i> <i>Students will need to know the elevator symbolises Will's descent into crime and violence/hell</i> <i>Students will know that The Rules are, don't cry, don't snitch and get revenge</i> <i>Students will need to know the Dark Suns are a gang in Will's neighbourhood</i> <i>Students will need to know that enjambment is when a line of verse runs on to the next line</i> <i>Students will need to know that a Caesura is a break in the line</i>		Knowledge retrieval: 1.An anagram is when you use the same letters in a different order to make a new word. 2.They have been used in Long Way Down to help Will make sense of the world. He uses language play to get at truths that are otherwise elusive to him. 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