



The Sutton Academy

Knowledge Rich Curriculum Plan

A Streetcar Named Desire

Year 12: Spring 2

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>	Written link the wider curriculum	Assessment
Lesson 1	Students will know something of Tennessee Williams and his life, especially the influence his sister had on his life and writing. Students will know what America was like during the time of the writing and early production of the play – they will be able to make a connection between said contextual events and the content of the play. Students will know about the American Civil War and the impact this had not only on the economic landscape of the South but also the psyche of the American people.	<i>Depression - An economic depression is a period of sustained, long-term downturn in economic activity in one or more economies.</i>	Students will need to have some knowledge of The Great Depression and the impact this had on American lives and the art being produced at the time.	<i>Due to the AO3 element of their studies at KS4, students will be aware of the importance of context when analysing a piece of text: An Inspector Calls, A Christmas Carol and Macbeth all take authorial context into account.</i>	- Students will be expected to make links between the author's life and time and the work they have produced in their exam. - Big Question: Is all art autobiographical in some way?
Lesson 2	Students will understand the poetic nature of Williams' style, this is far from conventional of script writing. Students will explore some of the symbolism in the opening stage directions of the play, with discussion of the mood created by the writer.	<i>Raffish – unconventional and slightly disreputable, especially in an attractive way.</i> <i>Elysian Fields - the place at the ends of the earth to which certain favoured heroes were conveyed by the gods after death. [Greek Mythology]</i>	Students will need to know about stage directions and their function. Having knowledge of conventional stage directions will help them to see what is extraordinary in Williams' style.	<i>Students can make connections to their study of both An Inspector Calls and Macbeth. The former play gave them great scope to analyse stage directions and their impact.</i> <i>Their KS3 study of Myths and Legends will also aid students in their understanding of what Greek Mythology is.</i>	- Students will comment on Williams' style and technique in order to meet AO2 in their exam. - Big Question: How far to first impressions of a character matter to a reader?
Lesson 3	Students will know that a tragedy is a type of drama where the characters go through some form of suffering. Students will know that a tragedy traditionally focuses on a tragic hero or heroine. This character is an essentially noble person whose downfall is brought about by some combination of a flaw in their character, and fate.	<i>Catharsis - the process of releasing, and thereby providing relief from, strong or repressed emotions.</i>	Students need to know some of the genre conventions of a tragedy and archetypal features of characters.	<i>Students can make connections to their knowledge of tragedy from their study of Macbeth.</i>	Students will comment on Williams' style and technique in order to meet AO2 in their exam.

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Lesson 4	Students will know about Blanche's complex and contradictory character and how early this emerges in the play. Students will learn that Blanche is a heavy drinker even though she clumsily tries to hide it. Students will be able to make links between the fictional Blanche and the real-life inspiration behind the character.	<i>Alienation - Social alienation is a situation in which individuals feel disconnected from a group which they believe themselves a part, be it friends, family or wider society.</i>	Students will need to build on their prior knowledge of Williams' biography. They will need to make connections between Williams' real-life sister and the character she inspired.	<i>Students have previously analysed dramatically complex characters in their study of the Duffy anthology.</i> <i>Students can look to their previous analysis of art to discuss the presentation of Blanche.</i>	- Students will use their understanding of characterisation as part of AO2 in their assessment. - Big Question: How far to first impressions of a character matter to a reader?
Lesson 5	Students will understand and discuss the relationship between Blanche and Stella. Students will understand something of the Old South and what the DuBois family represent about America's past. We will also explore what this means for modern America and how Blanche's views and attitudes may be already seen as antiquated in time the play is set,	<i>Melodramatic - characteristic of melodrama, especially in being exaggerated or overemotional.</i>	Students will make links to their study of theories of politeness. This will aid them in their analysis of Blanche and her, at times, jarring impoliteness.	<i>Students will have previously studied Grice's maxims of politeness as part of their study of the Paris Anthology.</i> <i>Students can look to their previous analysis of art to discuss the presentation of Blanche.</i>	- Big question: Is impoliteness always rude? - Students will be able to refer to linguistic theories as part of AO1 in their exam.
Lesson 6	Students will learn some of the key literary theories linked with A Streetcar Named Desire; including the Lawrentian "Blood Consciousness" theory and how this can illuminate our understanding of Stanley. Students will also learn of the Darwinist reading of the play and how some see Streetcar as a dramatisation of human nature types sees it as a play not of ideologies but of sexual aggression for protection and propagation	<i>Savage - a brutal or vicious person.</i> <i>Or</i> <i>(of an animal or force of nature) fierce, violent, and uncontrolled.</i>	Students will make links with their (concurrent) study of The Handmaid's Tale. Their ability to embed their understanding of theory and the importance of this as a contextual factor.	<i>Students will understand the unreliable narrator from their study of The Handmaid's Tale.</i> <i>Students will understand the necessity of applying literary and linguistic theories to bolster their analysis.</i>	- Big question: Do you think the Lawrentian theory of "blood consciousness" is valid? - Students will be able to refer to linguistic theories as part of AO1 in their exam.

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Lesson 7	Students will have a greater understanding of the character of Stanley and what he represents in the story. We will explore Gore Vidal's view of the character and how we can use this to aid our own understanding of the character. <i>Gore Vidal thought that the character of Kowalski 'changed the concept of sex in America. Before him, no male was considered erotic.'</i> Through this we will open up a discussion about sexuality and sex in the play and in the time of writing.	Erotic - relating to or tending to arouse sexual desire or excitement. Psychology - the scientific study of the human mind and its functions, especially those affecting behaviour in a given context.	In their analysis of Stanley, the students will recall their learning from the previous lesson. They will make links to the Lawrentian Blood Consciousness theory.	<i>Students will understand the importance of literary males from all of their previous learning. From courtly lovers like Romeo to the stoic vigilance of Inspector Goole – hopefully they can see where Stanley fits (or does not) into this literary tradition.</i>	- Big question: Do you think the Lawrentian theory of "blood consciousness" is valid? - Students will be able to refer to linguistic theories as part of AO1 in their exam.
Lesson 8	Students will know how Williams is able to establish how and why Blanche will fall apart in this play. We will discuss the conflict with Stanley begins at this point and runs throughout the play. We will explore the insecurities and constant suspicions which become clear in this scene, Stanley feels he/they are being cheated out of Belle Reve by the wily Blanche; this is not the case.	Conflict - a serious disagreement or argument, typically a protracted one. Antagonist - An antagonist is a character in a story who is presented as the chief enemy of the protagonist.	In their analysis of conflict and the foregrounding of conflict the students will recall their knowledge of conflict from their study of poetry, prose and plays from KS4.	<i>Students will be able to make links with their writing on Macbeth. They have previously written about a noble character brought low by their desires. We will discuss how Blanche fits with (and at times subverts) this literary tradition.</i>	- Big question: Are our desires bound to destroy us? Is that what the genesis story teaches us? - Students must explore the text in a sophisticated way in their exam to meet AO2.
Lesson 9	Students will learn about the "Old South" in order to shape their understanding of the DuBois family and their antiquated view of the world. They will know that from a cultural and social standpoint, the "Old South" is used to describe the rural, agriculturally-based, slavery-reliant economy and society in the American South, prior to the American Civil War. Students will learn how the territorial Stanley could see the arrival of Blanche as a threat to his home, his wife and his unborn child. Which is perhaps why he attacks her and aims to destroy her.	Antiquated – (adjective) old-fashioned or outdated. Darwinian - the theory of the evolution of species by natural selection.	Students will use their prior knowledge of the play so far in our discussions. This will also shape their predictions about the play going forward.	<i>Students will be able to make links with their study of Riots and Rebels and The Art of Rhetoric. They will be able to draw on their knowledge of how people were enslaved and Jim Crow America.</i>	- Big Question: Are we obligated to our family? - Students must explore the text in a sophisticated way in their exam to meet AO2.

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Lesson 10	Students will answer a question on how Blanche has been characterised in the text so far. The will look to their knowledge of literary style, authorial intent and critical theory to answer the question.	NA	<i>Students will need to know how to approach the text. They will have to use their prior knowledge to select the best question.</i>		Students will be assessed on a poem from this anthology during their A: level exam.