



Lessons Sequence	
<b>TOPIC (S)</b> <b>Feminine Gospels</b>	<ol style="list-style-type: none"> <li>1. What do I know about Carol Ann Duffy, her works, and her commonly used stylistic features?</li> <li>2. What is the female experience for the 'Long Queen'?</li> <li>3. How is identity presented in The Map-Woman?</li> <li>4. How does Duffy present women as victims of society?</li> <li>5. What were the life experiences of Helen of Troy, Cleopatra, Marilyn Monroe and Princess Diana?</li> <li>6. How does Duffy present the pains of being famous as a female in Beautiful?</li> <li>7. What are the big ideas explored in The Diet?</li> <li>8. What is Helene Cixous's wider ideas in her essay "The Laugh of the Medusa"?</li> <li>9. How does Duffy present the transformation of identity in The Woman Who Shopped?</li> <li>10. How are women presented in Work?</li> <li>11. How does Tall link to Duffy's poetic career?</li> <li>12. How does Loud reflect the newspaper article that inspired the poem?</li> <li>13. How is the Herstory movement presented in History?</li> <li>14. How does Sub explore the position of women in society?</li> <li>15. How do Cixous's ideas link to The Virgin's Memo?</li> <li>16. Can I link ideas in Friedan's The Feminine Mystique to ANON?</li> <li>17. Can I annotate for stylistic features in The Laughter of Stafford Girls High?</li> <li>18. How does Duffy explore relationships in A Dreaming Week?</li> <li>19. What does Duffy mean by 'White Writing'?</li> <li>20. How does Duffy explore the female experience in The Gambler?</li> <li>21. How does the presentation of Motherhood in The Light Gatherer compare to that of other poems?</li> <li>22. How does Duffy present ideas about motherhood in The cord?</li> <li>23. Examine the presentation of motherhood in The Light Gatherer and The Cord.</li> <li>24. Can I make links between Wish and the story of Ariadne in Greek Mythology?</li> <li>25. What themes are presented in North West?</li> <li>26. Essay practise</li> <li>27. Essay practise</li> <li>28. Essay practise</li> </ol>
<b>Knowledge &amp; Skills development</b>	<p><b>Knowledge Development</b></p> <ul style="list-style-type: none"> <li>• In depth knowledge of the content of the poems in the collection</li> <li>• Key quotations and passages related to themes, context and style</li> <li>• Authorial intent</li> <li>• Historical and contextual factors influencing a number of the poems</li> <li>• Literary theory from 1945 to modern day</li> <li>• Aspects of Modern times, areas that can usefully be explored include:; personal and social identity; female identity; social structures; resistance and rebellion; patriarchy; sexual orientation; historical representation of females; representation of females in the media</li> <li>• Literary concepts and terminology</li> </ul> <p><b>Skills development</b></p> <ul style="list-style-type: none"> <li>• Students must be taught to articulate informed, personal and creative responses to literary texts</li> <li>• Constructing arguments</li> <li>• Coherent, accurate written expression</li> <li>• Analysis skills to explore how meanings are shaped in literary texts</li> <li>• Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.</li> <li>• Explore connections across literary texts.</li> <li>• Explore literary texts informed by different interpretations.</li> </ul>

<b>Assessment / Feedback Opportunities</b>	<u>Checkpoint Activities:</u> L3 - “The woman in ‘The Map – Woman’ has little identify of her own.” Examine this view. L11 - Write a paragraph explaining which of the following themes best describe ‘Tall’. Exploitation, Degradation or Mistreatment. L18 - How does Duffy explore relationships in A Dreaming Week?	<u>Formal Assessment Opportunities:</u> Lesson 8: How do Duffy’s poems link to Helene Cixous’s ideas in her essay “The Laugh of the Medusa’? Lesson 23: Examine the presentation of motherhood in The Light Gatherer and The Cord. Lesson 28: Mock exam question
<b>Cultural Capital SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	The poetry collection allows students to explore current issues such as representation of females in the media; historical oppression of females; gender identity; male perception of females and the negative effects of fame.  The historicist element of the unit allows students to explore social and cultural issues across different time periods.  The reading opportunities afforded by the course build cultural capacity	
<b>Reading opportunities</b>	<b>Wider Reading</b>  <a href="https://www.theguardian.com/books/2002/sep/14/featuresreviews.guardianreview">https://www.theguardian.com/books/2002/sep/14/featuresreviews.guardianreview</a>  <i>The World’s Wife</i> , Carol Ann Duffy Anvil Press Poetry  <i>Mean Time</i> , Carol Ann Duffy Anvil Press Poetry  <i>The Bees</i> , Carol Ann Duffy Picador  <b>Context of late 20<sup>th</sup> and early 21<sup>st</sup> Century Literature</b> Masculinity in Literature in the 20 <sup>th</sup> Century (BBC Radio 4) <a href="https://www.bbc.co.uk/programmes/p00546lx">https://www.bbc.co.uk/programmes/p00546lx</a> Multiculturalism (BBC Radio 4) <a href="https://www.bbc.co.uk/programmes/p00545hw">https://www.bbc.co.uk/programmes/p00545hw</a> Feminism in the 20th Century (BBC Radio 4) <a href="https://www.bbc.co.uk/programmes/p00545b0">https://www.bbc.co.uk/programmes/p00545b0</a>  <b>Further Preparation and Reading</b> Academic Writing <a href="https://www.bbc.co.uk/learningenglish/gothedistance/academicwriting">https://www.bbc.co.uk/learningenglish/gothedistance/academicwriting</a>	

<b>Key Vocabulary</b>	pungent	obscenity	plaintively	toxic	implicit	sedition	implacable	coercion	adroit	violation
	palimpsest	furtively	defiance	pathos	subversive	scruples	perfidy	foolproof	fabrication	adrenaline
	archaic	mesmerized	candid	pious	clamour	rickety	semaphore	precarious	endure	nausea
	parody	sedate	heretical	revile	askew	enclave	skein	contingency	munificent	straggle
	surly	placard	genial	emaciated	conceivably	antiquarian	affable	maudlin	delusion	churning
	fraternize	anachronism	innocuous	condone	cornucopia	macabre	crony	conspiratorial	gratitude	taciturn
	pedantic	disconsolate	incendiary	coy	trivial	patronize	collusion	deferential	adaptable	meditation
	inquisitive	bereaved	tableau	wiry	curio	prodigal	deft	lurid	compensation	infinitesimal
	genteel	chalice	benevolence	incapable	connoisseur	posse	importunate	melange	cordon	unison
	jaunty	sanctity	ration	absolve	indoctrination	penultimate	deign	apathetic	salvage	incriminate
	servile	quagmire	suppress	vindicate	banal	precocity	wraith	garish	crèche	obliterate
	whimsical	nostalgic	aura	foliage	devoid	repertoire	subservience	peremptory	pallor	repent
	demure	parley	dilate	festoon	wince	voracious	equivocal	fester	platitude	renounce
	ravenous	lugubrious	loom	beseech	transgression	illicit	querulous	designation	prerogative	abject
	menial	wretch	mirage	approbation	compunction	terse	picturesque	denomination	convict	pervade
	deceive	unfathomable	litany	fervour	ingratiating	diffident	plebeian	volition	zeal	dishevelled
	fanatical	stagnant	wane	nuance	ignominious	trove	susurration	lassitude	tremor	melodrama
	hoard	bludgeon	barren	wistful	defunct	contemplative	squeamish	travesty	stubble	talisman
obscurity	generic	clamber	sheepish	passivity	flippant	ostentatious	inertia	mangle	incredulous	
avert	pamper	lurch	candour	speculation	unwary	camaraderie	futility	revulsion	relinquish	
<b>Digital Literacy</b>	Students are encouraged to access a range of online resources throughout their study of the poetry collection.									
<b>Cross-Curricular Links</b>	History Philosophy and Ethics Psychology Health and Social Care									
<b>Careers</b>	Broadcasting, marketing and PR, journalism, law, teaching and politics									