



	Lessons Sequence		
<p>TOPIC (S)</p> <p>The Handmaid's Tale and Unseen Extracts</p>	<ol style="list-style-type: none"> 1. What do I know about modern literature? 2. How do I approach unseen extracts? 3. What are the key themes explored in chapter 1? 4. How does Atwood establish the story world through the epigraphs? 5 and 6. How does Atwood present oppression of women through their lack of identity in chapter 2? 7. How do we approach unseen passages through a historicist lens – 1950s? 8. Chapter 3: What do we learn about Serena Joy and how does Atwood use her to add to our further understanding of the story world? 9. Chapter 3: how does Atwood use the motif of doubling? How can a literary theorist enhance our understanding of the text? 10. How is desire represented in chapters 4? How do we closely analyse at sentence and word level? 11. Chapters 5 and 6 How is the Dystopian storyworld developing as the novel progresses? 12. Chapter 7: how is this chapter dependent upon our historicist knowledge of Feminist Movement in America in 1970s/80s? 13. How can I improve my analytical essay style? 14. Chapter 9: how is Luke significant to this chapter? Chapter 10: how does this chapter further our understanding of the regime? 15. Chapter 11 – Is the doctor presented as a hero or a villain? Chapter 12 - how does this chapter use sensory imagery to explore plot? 16. Small Island: How is the Windrush context represented in unseen extracts – 1940s? 17. How are gender roles significant in chapter 13? How is an historicist approach integral to chapter 14? 18. How are 'seduction' and 'power' linked as themes within the novel so far? How is modernist theory evident in chapter 15? 	<ol style="list-style-type: none"> 19. How is the Ceremony presented in the novel in the novel? Why does Atwood include this sensitive scene? 20. How can I analyse and contextualise dystopian unseen extracts – post 2000? 21. How does Atwood make use of contrast to heighten the tension in chapter 17? Chapter 18: Are women complicit in their own downfall? 22. Chapter 19 -How does Atwood show that women are no longer in control of their own bodies? Chapter 20 –In what ways are both Offred's mother and Aunt Lydia ideological leaders? 23. Chapter 21 - Why is Janine shown no comfort or empathy? Chapter 22 – how and why is Moira significant in this chapter? 24. Chapter 24 - How does Atwood use language and imagery to present Offred's feelings towards the events with the Commander? Historicist theory – what is the significance of the reference to the Nazi mistress? 25. Chapter 25 – how does Atwood use the Commander to show attitudes to women in the regime? Chapter 26 – How does Atwood make the narrative gather pace? 26. How are 1980s contextual factors reflect in the extract? 27. Chapter 27 - How does Atwood use Ofglen and Offred's shopping trip to reveal new information about the storyworld? Chapter 28 – How does Atwood present activism and passivity? 28. How is the Commander a prisoner of the system he created? How does Atwood show that Offred's relationships with men are all off balance in some way? 29. Chapter 31 – What is the effect of Serena Joy's change of attitude towards Offred? Chapter 32 - Has the sexism of Gileadean society come from fear of women's power? 30. Chapter 33 – How does the Prayvaganza reinforce Gileadean values? Chapter 34 - In what ways is the commander totally misinformed about the social, emotional and professional needs of women? 31. In what way is chapter 35 the missing piece? Why is the story fragmented? How is hypocrisy a key theme in chapter 36? 	<ol style="list-style-type: none"> 32. Why does Atwood show The Commander's club contravenes the morals and laws of Gilead? How does Moira's appearance in chapter 38 challenge reader expectation? 33. How does the extract fit into the genre conventions of the 1960s 'Angry Young Men literary school'? 34. Chapter 39 - How is Offred's mother presented? Chapter 40 - Why does Offred often see the need to fantasise and rewrite history, only to offer the real truth to the audience later on? 35. What is Atwood presenting about human nature in chapter 41? How does Atwood use tense to make the reader complicit in the Salvaging? 36. Chapter 43 – How and why does Atwood present Offred's detachment? Chapter 44 -Why are The Handmaids are manipulated into participating in this murderous event? 37. Chapter 45 - In the world of Gilead why are women more likely to be punished by other women? Chapter 46 - What is Atwood saying about communication in The Handmaid's Tale? 38. How does Atwood use the historical notes to suggest that nothing has changed? 39. Thematic and contextual review 40. Final assessment

Knowledge & Skills development	Knowledge Development <ul style="list-style-type: none"> • In depth, chapter by chapter study of The Handmaid's Tale • Key quotations and passages related to themes, character, context and style • Authorial intent • How the storyworld is created • Dystopian generic features • Historical and contextual factors heavily influencing the novel • Themes, characterisation and narratorial style in The Handmaid's Tale • Literary theory from 1945 to modern day • Aspects of Modern times, areas that can usefully be explored include: wars and the legacy of wars; personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism; engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century • Literary concepts and terminology 	Skills development <ul style="list-style-type: none"> • Students must be taught to articulate informed, personal and creative responses to literary texts • Constructing arguments • Coherent, accurate written expression • Analysis skills to explore how meanings are shaped in literary texts • Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. • Explore connections across literary texts. • Explore literary texts informed by different interpretations.
Assessment / Feedback Opportunities	<u>Checkpoint Activities:</u> 1 Lesson 6: How does Atwood present oppression of women through their lack of identity? 2 Lesson 16: Small Island: Explore the significance of change in this extract. 3 Lesson 20: The Power: Explore the significance of power in this extract 3 Lesson 30 - In what ways is the commander totally misinformed about the social, emotional and professional needs of women?	<u>Formal Assessment Opportunities:</u> Lesson 13 Examine the significance of control in The Handmaid's Tale Lesson 28: In what ways is Offred emerging to become a stronger character? Lesson 40 Final assessment
Cultural Capital SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	Character Education: content develops resilience and confidence to; develops ability to remain motivated by long-term goals; to see a link between effort in the present and pay off in the longer term; overcoming and persevering through, and learning from setbacks when encountered. The Handmaid's Tale explores, through the dystopian genre, issues related to democracy and liberty and the inherent dangers when these are constricted. 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	
Reading opportunities	Wider Reading The Catcher in the Rye by J. D. Salinger One Flew Over the Cuckoo's Nest by Ken Kesey Revolutionary Road by Justin Haythe	

The Bell Jar by Sylvia Plath
Oranges are not the only Fruit by Jeanette Winterson
The Buddha of Suburbia by Hanif Kureishi
The God of Small Things by Arundhati Roy
Atonement by Ian McEwan
The Help by Katheryn Stockett
Girl, Woman, Other by Bernardine Evaristo
The Kite Runner by Khaled Hosseini

Context of late 20th and early 21st Century Literature

Masculinity in Literature in the 20th Century (BBC Radio 4)

<https://www.bbc.co.uk/programmes/p00546lx>

Multiculturalism (BBC Radio 4)

<https://www.bbc.co.uk/programmes/p00545hw>

Feminism in the 20th Century (BBC Radio 4)

<https://www.bbc.co.uk/programmes/p00545b0>

Further Preparation and Reading

Academic Writing

<https://www.bbc.co.uk/learningenglish/gothedistance/academicwriting>

Audio Series of the Classics

<https://www.bbc.co.uk/programmes/p06w4v4x>

Open Book

<https://www.bbc.co.uk/programmes/m000h7m3>

The Novel (BBC Radio 4)

<https://www.bbc.co.uk/programmes/p005463z>

Audio Classic Short Stories

<https://www.bbc.co.uk/programmes/p06w4v4x/episodes/player>

The Empire Writes Back

<https://www.bbc.co.uk/iplayer/episode/m000bhgt/novels-that-shaped-our-world-series-1-2-the-empire-writes-back>

Key Vocabulary	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	cordons	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	susurrations	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	
Digital Literacy	Students are encouraged to access a range of online resources throughout their study of the play.									
Cross-Curricular Links	History Philosophy and Ethics Psychology									
Careers	Broadcasting, marketing and PR, journalism, law, teaching and politics									