



Lessons Sequence					
<p>TOPIC (S) <i>A streetcar Named Desire</i> by Tennessee Williams</p>	<ol style="list-style-type: none"> 1. The social, historical and literary context of the play. 2. Context – the play’s reception. 3. Dramatic conventions. 4. The play’s exposition/introduction of Blanche and Stanley. 5. Power on stage/motifs and symbols. 6. Rising tensions in scene 2 and 3. 7. The dramatic purpose of Scene 3. 8. Dramatic irony in Scene 4. 9. Plot, characters and themes in scene 5 and 6. 10. Themes. 11. Stagecraft. 12. Scene 7 – dramatic irony and pathos. 13. Power and positioning. 14. Analysis of a short piece of dialogue. 15. Rising tensions in scene 8; conflict between Blanche and Stanley. 16. Conflict between Mitch and Blanche in scene 9. 17. Student led power point presentations focusing on scene 9. 18. Scene 10 as the climax of the play. 19. The end of the play/students’ personal response. 20. Constructing and conveying identity. 21. Assessment objectives. 22. Deconstruction of an exam style question. 23. Summative assessment preparation. 24. Summative assessment. 25. Review of learning. 26. Revision materials. 27. Critical interpretations. 				
<p>Knowledge & Skills development</p>	<ul style="list-style-type: none"> • Understand the social, historical and literary context of <i>A Streetcar Named Desire</i>. • Understand the life and times of Tennessee Williams. • Dramatic conventions. • Understand the characters, themes and structure of the play. • Historical and contextual factors heavily influencing the play • Literary theory from 1945 to modern day • Understand the choices playwrights make about the staging of the play. • Understand how playwrights create distinctively different characters. • 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 • Learn and apply key literary terminology. • Critical interpretations of the play. • 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 				
<p>Assessment / Feedback Opportunities</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Checkpoint Activity</td> <td style="width: 25%;">Checkpoint Activity Lesson 13: Power and positioning.</td> <td style="width: 25%;">Checkpoint Activity</td> <td style="width: 25%;">Summative Assessment</td> </tr> </table>	Checkpoint Activity	Checkpoint Activity Lesson 13: Power and positioning.	Checkpoint Activity	Summative Assessment
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	Lesson 7: The dramatic purpose of scene 3.		Lesson 16: The conflict between Mitch and Blanche.	Lesson 24 – A2 question.		
Cultural Capital SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	Study of the play provides an insight into 1940s American culture and society; post war values both in the US and Britain.					
Reading opportunities	In addition to the in-depth study of the play students are encouraged to undertake arrange of wider reading including literary criticism. Some ideas: Thomas P. Adler, 'Tennessee Williams – A Streetcar Named Desire/Cat on a Hot Tin Roof'; Catherine M. Arnott 'Tennessee Williams on File'; Ronald Hayman, 'Tennessee Williams: Everyone Else is an Audience'; Donald Spoto, 'The Kindness of Strangers: The Life of Tennessee Williams'.					
Key Vocabulary	Monologue	Symbolism	Pragmatics	Stagecraft		
	Soliloquy	Motif	Discourse	Plastic theatre		
	Aside	Phonetics	Pathos	Turn-taking	A range of literary terminology (glossary provided)	
	Stereotype	Phonology	Extended metaphor	Speech acts		
	Melodrama	Prosodics	Dramatic irony	Terms of address		
	Catharsis	Tragic hero	Face-work	Denouement		
	Protagonist	Lexis and semantics	Face threatening act	Falling action		
Digital Literacy	Students are encouraged to access a range of online resources throughout their study of the play.					
Cross-Curricular Links	History: Post War America.					
Careers	Author, publisher, lawyer, teacher, historian, journalist.					