



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME

Year 8 Curriculum

Unit 4: 19th century fiction– settings

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Curriculum Intent

Across the curriculum, pupils have the opportunity to explore writing from different literary movements. In this unit, specifically, the Victorian movement. This is important because we want pupils to begin to understand what it must have been like to live in a particular time and under certain conditions. In doing so, they can understand how cultures and people have evolved and how attitudes and experiences have shifted.

In addition to this, however, is the opportunity to explore a language that is quite different from their own. Writing from the 19th century is markedly different and somewhat more complex with more ambitious vocabulary and more convoluted sentence structures. Exposing pupils to this standard of literature will support pupils in extending their own written repertoire and the quality of their descriptions if they are to mimic the standard.

This unit will focus in on descriptions of settings. We will look specifically at how we can use techniques such as the layering of descriptive details to create a convincing experience; pathetic fallacy to connect setting and character and vocabulary and sentence structures to create evocative settings in their reader's mind.

<p>Building upon Year 7 In the mythology units, pupils were introduced to narrative structure.</p> <p>This unit takes one part of that structure and interrogates it in more depth.</p>	<p>Year 8 <i>Victorian Literature</i></p> <p>A written description of a setting with a focus on crafting.</p>	<p>Preparing pupils in year 9 for</p> <p>A narrative piece</p>
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Curriculum-related expectations

Pupils can define **STYLISTIC** devices and **GRAMMATICAL TERMS**

Abstract noun (L1)	Denotation (L2)	Relative clause (HW)
Adjectives (L2)	Dependent clause (HW)	Repetition (L3)
Adverbs (L7)	Dynamic verb (L6)	Semi-colon (L9-L12)
Anaphora (L3)	Exclamatory sentence (HW)	Sensory language (L2)
Appositive (L9)	Hyphen (L14)	Setting (L1)
Collective noun (L1)	Imperative sentence (HW)	Sibilance
Colon (L8)	Independent clause (HW)	Simile (L2)
Common noun (L1)	Interrogative sentence (HW)	Simple sentence (L3, HW)
Comparative adjective (L3)	Metaphor (L2)	Social commentary (L12)
Compound words (L4)	Minor sentence (HW)	Stative verb (L6)
Complex sentence (L3, HW)	Nouns (L1)	Stylistic device (L2)
Compound sentence (L3, HW)	Noun phrase (L2)	Subject (HW)
Compound-complex sentence (L3)	Novel (L2)	Subordinating conjunction (HW)
Concrete noun (L1)	Parallel structures (L3)	Superlative adjective (L3)
Connotation (L2)	Pastoral (L7)	Symbol (L15)
Countable noun (L1)	Personification (L8)	Uncountable noun (L1)
Dash (L14)	Polysyndeton (L3)	Verbs (L6)
Declarative sentence (HW)	Preposition (L9)	
	Proper noun (L1)	

Pupils know

- more about the 19th century era through their reading of a range of literature from this time (to include *Hard Times*, *Tess of the d'Urbervilles*, *A Child of the Jago* and *The Yellow Wallpaper*) including different types of literature
- some of the conventions of prose or good descriptive writing – e.g the linguistic and structural features that writers draw upon to enhance their descriptive details

- that the context of production can affect the content / the way in which a setting is presented
- that texts are often written with a commentary in mind

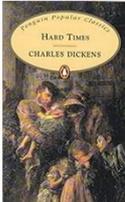
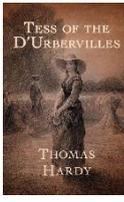
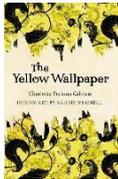
Pupils can

- recognise prose writing and identify the features of an effective description of setting
- recall and retrieve key linguistic and grammatical techniques that are utilised throughout in their own writing
- consider and reflect upon the impact of particular word, sentence and text level choices when presenting a setting
- create their own descriptive settings drawing upon their knowledge from this unit
- manipulate their writing to reflect a particular context or communicate a particular message

Literary Timeline: *How does this unit represent the key literary movements?*



Overview of sequencing

Step 1		Step 2	
<p><u>Hard Times</u> by Charles Dickens</p> <p><u>Literary focus:</u> Industrialisation – how settings reflect a time period The capturing of details</p> <p><u>Outcome:</u> a short written piece describing a scene in Rome.</p>		<p><u>Tess of the d’Urbervilles</u> by Thomas Hardy</p> <p><u>Literary focus:</u> Pastoral writing</p> <p><u>Outcome:</u> a pastoral piece of writing inspired by a painting from Monet</p>	
Step 3		Step 4	
<p><u>A Child of the Jago</u> by Arthur Morrison</p> <p><u>Literary focus:</u> social commentary - poverty</p>		<p><u>The Yellow Wallpaper</u> by Charlotte Perkins-Gilman</p> <p><u>Literary focus:</u> symbolism to represent wider societal concerns</p> <p><u>Outcome:</u> EITHER a setting reflecting a particular societal concern OR a piece that draws upon symbolism to convey a wider message.</p>	
<u>Linked reading</u>	Extracts from novels to include Pride and Prejudice, Frankenstein, The Tell-Tale Heart, Bleak House, Jane Eyre and Madame Bovary		

Assessment

Assessment task: Descriptive piece. Pupils create their own setting with a focus on the atmosphere created.

Assessment criterion:

	W01: Sense of audience and purpose – adapt form, tone and register for specific purposes and audiences	W02: Organisation, planning, sentence structures, appropriate paragraphing	W03: Clarity – write clearly using a range of vocabulary and accurate spelling, punctuation and grammar.
Excelling	<ul style="list-style-type: none"> ✓ I can adapt the form, tone and register of my writing according to the intended purpose and audience. ✓ I can use a range of stylistic devices appropriate to the purpose, audience and form of my writing. 	<ul style="list-style-type: none"> ✓ I can organise my writing with appropriate structural and grammatical features. ✓ I can construct a variety of sentence structures, often for effect. ✓ I can use a range of paragraph lengths correctly. 	<ul style="list-style-type: none"> ✓ I can use ambitious vocabulary. ✓ I can spell most words correctly. ✓ I can begin to use a wider variety of punctuation within my writing accurately.
Advancing	<ul style="list-style-type: none"> ✓ I can write in an appropriate way showing some understanding of the intended purpose and audience of my writing. ✓ I can write with an appropriate tone. ✓ I can use a number of stylistic devices to suit the purpose of my writing. 	<ul style="list-style-type: none"> ✓ I can organise my writing using structural and grammatical features. ✓ I can begin to use a variety of sentence structures in my writing. ✓ I can use paragraphs accurately. 	<ul style="list-style-type: none"> ✓ I can use vocabulary that is appropriate. ✓ I can spell common words with accuracy. ✓ I can use a range of punctuation to demarcate my sentences accurately.
Securing	<ul style="list-style-type: none"> ✓ I can begin to write in an appropriate way showing some understanding of the intended purpose and audience of my writing. ✓ I can begin to write with an appropriate tone. ✓ I can begin to use stylistic devices to suit the purpose of my writing. 	<ul style="list-style-type: none"> ✓ I can begin to organise my writing showing some awareness of structural and grammatical features. ✓ I can use simple and compound sentence structures. 	<ul style="list-style-type: none"> ✓ I can sometimes choose words that are appropriate to the task. ✓ I can spell common words with some degree of accuracy. ✓ I can use the basic punctuation to demarcate my sentences accurately.
Developing	<ul style="list-style-type: none"> ✓ I can begin to write in an appropriate way showing some understanding of the intended purpose and audience of my writing. 	<ul style="list-style-type: none"> ✓ I can begin to organise my writing showing some awareness of structural and grammatical features. ✓ I can use simple sentences. 	<ul style="list-style-type: none"> ✓ I can spell common words with some degree of accuracy. ✓ I can use full stops and capital letter.

Medium Term Plan

Big question	Do it now	New knowledge	Pen to paper	Reflection
<p>L1: BQ1: What are the different types of noun? BQ2: What makes an effective description?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is a noun? 2. What is the difference between a proper noun and a common noun? 3. What is the difference between a concrete noun and an abstract noun? 4. What is a collective noun? 5. What is the difference between a countable and uncountable noun? 	<p>What are the different types of noun?</p> <p>Introduce focus for unit – descriptive writing.</p> <p>Introduce more narrow focus for the unit – settings.</p>	<p>Pupils are shown a range of nouns and have to identify whether the nouns are examples of proper, common, concrete, abstract, collective, countable or uncountable nouns. Pupils are reminded that nouns can be part of more than one group.</p> <p>Feedback. As feeding back, clarify the different types of nouns to ensure pupils are clear.</p> <p>Pupils consider by themselves and then in pairs the following question: What makes an effective description? Feedback into group discussion.</p> <p>Organise pupils into pairs: A and B. Give each a different picture. Pupil A describes their picture to Pupil B without Pupil B seeing it. Pupil B draws the setting being described. After 5 minutes reveal the original and Pupil A's version. Repeat the process with Pupil B describing and Pupil A drawing.</p>	<p>Show pupils the colour versions of both pictures.</p> <p>Ask pupils to reflect on the following questions:</p> <ol style="list-style-type: none"> 1. How close was your drawing to the original photo? 2. What did you capture in your drawing? 3. What did you miss in your drawing? 4. What have you learnt about effective descriptions as a result?
<p>L2: BQ3: What is an adjective? BQ4: What is the difference between the terms 'denotation' and 'connotation'?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is the difference between a proper noun and a common noun? 2. What is the difference between a concrete noun and an abstract noun? 3. What is a collective noun? 4. What makes an effective description? 	<p>Recap prior learning: what is an adjective?</p> <p>New knowledge: the order of adjectives</p> <p>Introduce first text: 'Hard Times' by Charles Dickens and the contextual backdrop – the Industrial Revolution.</p> <p>Complete class reading of the extract from 'Hard Times' by Charles Dickens. Before pupils complete the task review pupils' understanding of the terms 'denotation' and 'connotation'</p> <p>Review prior learning about noun phrases, going through the component parts of a potential noun phrase.</p>	<p>Pupils in their talk partners, thought shower adjectives to describe the setting provided in the picture. Feedback choices.</p> <p>Pupils re-draft a number of sentences ensuring that the adjectives are presented in the right order. Feedback.</p> <p>Pupils highlight all of the nouns in the passage and then zoom in on these nouns to consider the impression created of London. Feedback with a particular focus on the connotations garnered about London from Dicken's noun choices.</p>	<p>Show pupils two images of Rome. Ask pupils to choose one image. Pupils thought shower noun phrases to describe the setting in the picture.</p> <p>Encourage pupils to consider the connotations of Rome they want their readers to arrive at when crafting particular noun phrases.</p>

			Model exploration of first noun phrase – identify the component parts of the noun phrase and then explore potential connotations. Repeat for a second noun phrase and then ask pupils to work in pairs to complete the rest. Take feedback – identifying component parts and connotations.	
L3: BQ5: What is the difference between a comparative and superlative adjective? BQ6: What is a stylistic device? BQ7: What is sensory language? BQ8: What is a simile? BQ9: What is a metaphor?	Recap questions: 1. What is an adjective? 2. What is an article? 3. What is a noun phrase? 4. What does the term 'denotation' mean? 5. What does the term 'connotation' mean?	Review prior learning: what is the difference between a comparative and superlative adjective? New knowledge: what is a stylistic device? Teacher explanation for stylistic devices Recap key extract: 'Hard Times' by Charles Dickens.	Pupils identify the comparative and superlative adjectives for a number of provided adjectives, including irregular adjectives and those containing more than three syllables. Feedback. Review task: pupils consider a number of sentences and identify whether a simile or a metaphor has been used. Feedback answers. Pupils consider extracted sections of the text, identify the stylistic devices used and the intended impact to help readers form an impression of the setting. Feedback.	Pupils return to their choice of image and craft examples of sensory language, similes and metaphor to help describe the scene. Pupils feedback their favourite example.
L4: BQ10: What is a compound-complex sentence? BQ11: What is polysyndeton? BQ12: What is anaphora? BQ13: What is a parallel structure? BQ14: What is repetition?	Recap questions: 1. What is a comparative adjective? 2. What is a superlative adjective? 3. What is sensory language? 4. What is a simile? 5. What is a metaphor?	Review learning: simple, compound and complex sentences. New knowledge: introduce and explain to pupils the following: compound-complex sentences, polysyndeton, anaphora, parallel structures and repetition.	Pupils are given a number of sentences and they have to identify which are examples of simple sentences, which are examples of compound sentences and which are examples of complex sentences. Feedback. Pupils to consider each sentence structure in turn. Teacher to model dissection of compound-complex sentence and 'we-do' for polysyndeton. Pupils explore the examples of anaphora, parallel structuring and repetition. Feedback.	Pupils to go back to their chosen image and craft examples of the different sentence structures. Pupils feedback their favourite example.
L5: BQ15: What are compound words?	Recap questions: 1. What is a simple sentence? 2. What is a compound sentence? 3. What is a complex sentence? 4. What is a compound-complex sentence?	Teacher explanation – compound words. Teacher-led discussion of two compound word examples in extract. Recap prior learning – our exploration of a number of stylistic devices and grammatical structures.	Pupils use a series of base words to form compound words. Feedback examples, addressing misconceptions if need be. Pupils use all of their notes generated over the past couple of lessons to construct a short one paragraph description of their chosen Roman setting. Pupils draw upon success criteria as they are writing.	Pupils double check their own work against success criteria before sharing with their talk partner and asking them to peer feedback. Hear examples of pupils' work.

<p>L6: <u>BQ16</u>: What are verbs? What is the difference between a dynamic verb and a stative verb?</p>	<p>5. What is anaphora?</p> <p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is a noun phrase? 2. What is the difference between a simile and a metaphor? 3. What is a compound-complex sentence? 4. What is polysyndeton? 5. What is anaphora? 	<p>Review prior learning – what is a verb? Introduce the difference between dynamic and stative verbs.</p> <p>Introduce second extract – ‘Tess of the d’Urbevilles’ by Thomas Hardy and complete class reading.</p>	<p>Pupils read through a number of sentences and identify whether the verbs used are dynamic or stative. Feedback.</p> <p>Pupils answer a series of questions to capture their initial thoughts / response to the extract. Feedback pupils’ personal response to the text.</p> <p>Pupils complete ‘What did I learn?’ with a revision of stylistic devices and grammatical structures learnt in this new extract. Feedback pupil responses.</p>	<p>Key reflective question: How does this setting compare for you to the setting described in our first extract?</p>
<p>L7: <u>BQ17</u>: What is an adverb? <u>BQ18</u>: What is pastoral literature? <u>BQ19</u>: What are the characteristics of writing that is described as ‘pastoral’?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is the difference between a dynamic and stative verb? 2. Who is the novel ‘Tess of the d’Urbervilles’ written by? 3. What is a noun phrase? 4. What is the difference between a simile and a metaphor? 5. What are compound words? 	<p>Revise prior learning: what is an adverb? Recap that there are five main types of adverb.</p> <p>New knowledge: teacher explanation – what is pastoral literature? What are some of the considered characteristics of pastoral literature?</p>	<p>Pupils consider a number of sentences taken from the extract, identify the adverb and, more specifically, the type of adverb. Feedback.</p> <p>Complete a second reading of the extract, as a class, identifying some of the characteristics considered to be pastoral, within the extract, annotating as they go. Teacher modelled.</p>	<p>Key question: to what extent would you say the extract is reflective of writing that is considered ‘pastoral’?</p>
<p>L8: <u>BQ20</u>: What is a colon? <u>BQ21</u>: What is personification?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is an adverb? 2. What are the different types of adverb? 3. What is pastoral literature? 4. Identify two characteristics of pastoral literature. 5. What evidence is there to suggest that our extract is an example of pastoral literature? 	<p>Review prior learning: what is a colon? Teacher explanation about why colons are used.</p> <p>Review prior learning: what is personification?</p>	<p>Pupils consider a number of sentences and explain why they think a colon has been used. Feedback.</p> <p>Pupils look at a number of sentences that draw upon the use of personification. Pupils explain the use of personification – what is being personified? What is the intended impact? Feedback.</p> <p>Zoom in on the use of personification in our extract. Pupils discuss in their talk partners – what is being personified? How? Why has it been personified? What might the intended impact on the reader be? Feedback.</p> <p>Share with pupils three images from the natural world. Pupils experiment with personifying each of the items. Feedback pupils’ favourite example.</p>	<p>Recap our stylistic toolkit thus far: sensory language, simile, metaphor, personification</p>

<p>L9: BQ22: What is a semi-colon? BQ23: What is an appositive? BQ24: What is a preposition?</p>	<p>Recap questions</p> <ol style="list-style-type: none"> 1. What is a colon? 2. What three reasons are there for using a colon? 3. What is a stylistic device? 4. What is personification? 5. What is polysyndeton? 	<p>Review prior learning: what is a semi-colon? Teacher explanation of how a semi-colon is used (1 – to link 2 independent, but related, clauses)</p> <p>Review prior learning: sentence structures</p> <p>New knowledge: what is an appositive?</p> <p>New knowledge: what is a preposition?</p> <p>Teacher explanation – layering a description using the zoom in feature. Introduce vocabulary linked to zooming in.</p>	<p>Pupils explore a number of sentences, explaining why the semi-colon has been used in each example. Feedback.</p> <p>Pupils construct three sentences, using an appositive to describe Tess – the main character in the extract. Feedback.</p> <p>Pupils construct further sentences linked to the natural world, drawing upon an appositive to complete the gaps. Feedback pupil examples.</p> <p>Re-read extract, drawing attention to the prepositions in the extract. Pose question and use talk partners to consider the purpose of the prepositions in the description. Feedback.</p> <p>Pupils use stimulus to identify how they might zoom into the setting, drawing upon vocabulary and phrasing provided. Pupils share their ideas.</p>	<p>Draw together learning from last few lessons and recap the work done in preparation for next lesson.</p>
<p>L10: BQ22: What is a semi-colon?</p> <p>Writing task: crafting your own pastoral setting.</p>	<p>Recap questions</p> <ol style="list-style-type: none"> 1. What is a semi-colon? 2. Why is a semi-colon used? 3. What is an appositive? 4. What is a preposition? 5. What is anaphora? 	<p>Review prior learning from last lesson – what is a semi-colon? Why is a semi-colon used?</p> <p>Review prior learning – stylistic devices and grammatical structures to aid descriptive writing of a setting.</p>	<p>Pupils read through a number of sentences and then re-write incorporating a semi-colon whilst also explaining why a semi-colon has been used. Feedback.</p> <p>Pupils are provided with a painting from Monet which will be the stimulus for a short piece of pastoral writing. Pupils plan and draft their stylistic devices and grammatical structures – crafting consciously.</p> <p>Pupils draft their pastoral setting against the success criteria.</p>	<p>Pupils tick off the elements of the success criteria they have addressed within their own writing.</p>
<p>L11: BQ22: What is a semi-colon?</p> <p>A Child of the Jago by Arthur Morrison.</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is a semi-colon? 2. What is pastoral writing? 3. What is personification? 4. What is an appositive? 5. What is a preposition? 	<p>Review prior learning: What is a semi-colon? Introduce semi-colon in a list, using the example to explain its usage.</p> <p>New knowledge – London during the time of the Industrial Revolution.</p> <p>Introduce pupils to a picture of a typical London street during this time.</p>	<p>Pupils look at two short extracts and with their talk partners decide where the semi-colons should go, articulating their thoughts as they go. Feedback.</p> <p>Pupils think / pair / share ideas about the expectations they might have for a passage describing the setting of the slums and the details they might expect to see. Feedback.</p>	<p>Key question: to what extent do you think descriptive settings go beyond contributing to an engaging narrative? To what extent are descriptions, such as these, important in educating people about what life was like during the time of writing?</p>

			<p>Complete class reading of 'A Child of the Jago' by Arthur Morrison.</p> <p>Pupils answer a series of questions to capture their initial thoughts / response to the extract. Feedback pupils' personal response to the text.</p> <p>Pupils complete 'What did I learn?' with a revision of stylistic devices and grammatical structures learnt in this new extract. Feedback pupil responses.</p>	
<p>L12: BQ22: What is a semi-colon?</p> <p>BQ25: What is a social commentary?</p>	<p>Recap questions</p> <ol style="list-style-type: none"> 1. What is the second usage of a semi-colon? 2. What were three consequences of the Industrial Revolution? 3. What was the name of the novel written by Arthur Morrison? 4. What is an expanded noun phrase? 5. What is personification? 	<p>Review prior learning: what is a semi-colon? Why are semi-colons used?</p> <p>New knowledge: what is a social commentary?</p> <p>Introduce a range of literature concerned with the plight of the poor during the 19th century.</p>	<p>Pupils are provided with a number of sentences that need semi-colons for a variety of reasons. Pupils read sentences and insert the semi-colon where they feel it should be inserted. Feedback.</p> <p>Pupils zoom in on a number of details from our extract from 'A Child of the Jago' and wonder what commentary is being offered about London. Teacher model first example or two before pupils consider more independently.</p> <p>Pupils are divided into groups to consider a further extract. Pupils should read the extract before considering the impression they get of London and its inhabitants. Pupils jigsaw to share their thoughts to each extract.</p>	<p>Key question: to what extent do you think Morrison's piece from 'A Child of the Jago' could be seen as a piece of social commentary?</p> <p>Key reflective question: having read a selection of extracts from literature, written during the 19th century, to what extent do you think literature reflects the society from which it comes (context) and voices the concerns of the time (commentary)? Pupils draw upon their reading from this lesson to respond to this question.</p>
<p>L13: Review: colons and semi-colons.</p> <p>The Yellow Wallpaper by Charlotte Perkins Gilman.</p>	<p>Recap questions</p> <ol style="list-style-type: none"> 1. What is a colon? 2. What is a semi-colon? 3. How do a colon and a semi-colon differ? 4. What is a social commentary? 5. What commentary do the literary extracts 	<p>Recap prior learning: colons and semi-colons.</p> <p>Introduce final text for the unit, the short story 'The Yellow Wallpaper' by Charlotte Perkins Gilman.</p>	<p>Pupils are provided with a number of sentences and have to identify whether the sentences require a colon or a semi-colon and why. Feedback.</p> <p>Complete class reading of the short story.</p>	<p>Pupils answer a series of questions to capture their initial thoughts / response to the extract. Feedback pupils' personal response to the text.</p>

	we read last lesson make about London?			
L14: <u>BQ26</u> : What is parenthesis? <u>BQ25</u> : What is social commentary?	Recap questions: 1. Why do we use colons? 2. Why do we use semi-colons? 3. Who was the short story 'The Yellow Wallpaper' written by? 4. What, in your opinion, was the story about? 5. What might story be offering a commentary on?	Review pupils understanding of parenthesis and brackets used for parenthesis. Who was Charlotte Perkins Gilman? Review understanding of social commentary and explain that this text is concerned with attitudes towards mental health and the oppressive status of women. Explain that pupils are going to track the text – a skill they will need later on at IGCSE / IB etc.	Pupils complete two exercises inserting brackets into sentences (one for clauses, and one for asides) before constructing their own sentences using brackets. Feedback. Complete class reading. Feedback thoughts in relation to text. Complete class reading of new knowledge and share reflections upon it. Pupils re-read opening to the short story and text mark for signs that the narrator had been prescribed the rest cure. Take feedback, drawing out important points with pupils. Pupils look at the quotations from the text about John and the narrator's relationship with John against the backdrop of her own suffering. Pupils consider their inferences and thoughts around their relationship, attitudes towards mental health and the treatment of women. Feedback and discuss pupils' reflections.	Pupils jot down their key reflections using a number of questions to kick-start their thinking. Share pupils reflections.
L15: <u>BQ27</u> : What is the difference between a hyphen and a dash? <u>BQ28</u> : What is a symbol? <u>BQ29</u> : What is a motif?	Recap questions: 1. What is parenthesis? 2. Why do we use brackets? 3. Identify three things we learnt about Charlotte Perkins Gilman last lesson. 4. What is the rest cure? 5. What evidence did we find to suggest that the narrator had been prescribed the rest cure in the short story 'The Yellow Wallpaper'?	Review prior learning and establish the difference between a hyphen and a dash (both Em and En). What is a symbol? What is a motif? How is this relevant to the short story 'The Yellow Wallpaper'?	Pupils are presented with a number of sentences. Pupils need to identify where the dash should go and the reason for its inclusion. Feedback. Organise pupils into pairs and allocate each pupil a diary entry. Pupils must pull out the references to the yellow wallpaper and consider how the wallpaper is used symbolically to explore the decline in the narrator's mental health. Organise pupils then into two larger groups with the discussion question: How does Gilman use symbolism to present the narrator's mental breakdown? Pupils should all contribute to the discussion drawing upon the content of their diary entry. They should make notes accordingly.	Pupils reflect upon the diary entries and respond to reflection questions in relation to how the descriptions of the wallpaper progressed throughout the story. Pupils also choose the three descriptions that they find most interesting and state why.

<p>L16: Review: punctuation <u>BQ28</u>: What is a symbol? <u>BQ29</u>: What is a motif?</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is the purpose of a hyphen? 2. What is the purpose of a dash? 3. What is a symbol? 4. What is a motif? 5. What symbol is used throughout our studied short story? 	<p>Review learning with pupils on punctuation studied over past few lessons.</p> <p>Last lesson pupils were asked to choose three images they found interesting in terms of the wallpaper. Share my own reflections on three images across the text – the description itself but also what I found interesting about it.</p>	<p>Pupils are given a number of sentences and have to re-write adding in the missing punctuation (colon, semi-colon, brackets, hyphen, dashes, commas to mark clauses). Feedback.</p> <p>Pupils reflect back on their chosen images and add further detail if required.</p> <p>Pupils construct a letter to Miss Perkins-Gilman to</p> <ol style="list-style-type: none"> a. Acknowledge the crafting of symbolism b. Consider how symbolism is used in conveying a particular idea c. Consider how effective it is in their opinion in provoking thought. <p>Share my model before asking them to continue, writing a minimum of one paragraph.</p>	<p>Share with pupils a quotation from Raymond Carver's book 'On Writing'. Ask pupils to consider whether they agree or disagree with his sentiments.</p>
<p>L17: Final writing task</p>	<p>Recap questions:</p> <ol style="list-style-type: none"> 1. What is a setting? 2. Why are settings important within a narrative? 3. Identify three stylistic devices you have been introduced to in this unit. 4. Identify three grammatical structures you have been introduced to in this unit. 5. Which has been your favourite extract to read and why. 	<p>Review prior learning from this unit.</p> <p>Introduce final writing task: pupils can either a. write a short setting description that helps to convey a particular societal issue or b. craft a short descriptive narrative that draws upon symbolism to offer its critique.</p> <p>Go through success criteria with pupils.</p>	<p>Class discussion over current 'issues' within society and potentially how a setting could help to present these or symbolism could be used to offer a critique. Use Think Pair Share to generate ideas first.</p> <p>Pupils plan and craft their setting with the success criteria in mind.</p>	<p>Pupils complete reflection on their learning within the unit.</p>

