

Unit Title	Romeo and Juliet / Speeches				
Subject group and discipline	Language and Literature: English	MYP year	3	Unit duration (hrs)	33

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Relationships	Intertextuality, structure, context	Identities and relationships
Form	Style, audience	Fairness and development
Statement of inquiry		
Intertextuality and context aids our understanding of character identity and relationships through the structure of the whole text.		
Using a transactional style and form can help us to navigate fairness and development.		
Inquiry questions		
<p>Factual (remembering facts and topics)—</p> <p>What are rhetorical techniques?</p> <p>What is the social context of the text? Jacobean England, Shakespeare’s Globe, Renaissance, the divine order - subservience and hierarchy</p> <p>Which structural terms do we need to understand? Prologue, sonnet form, pathos/ethos/logos, anecdote</p> <p>Conceptual (analysing big ideas)—</p> <p>How does an understanding of context help us understand characters’ relationships?</p> <p>How do characters help us relate to different socio-historical contexts?</p> <p>How do I structure an essay about a whole text?</p> <p>How do I use analytical and evaluative vocabulary?</p>		

Debatable (evaluating perspectives and developing theories)—

To what extent is rivalry and tribalism born out of traditional gender roles?

To what extent is societal conflict a driver of plot?

To what extent does Shakespeare explore fate vs free will?

Objectives

Summative assessment *This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.*

R+J

A: Analysing

- i. identify and explain the content, context, language, structure, technique and style of text and the relationship among texts.
- ii. identify and explain the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. interpret similarities and differences in features within and between genres and texts

B: Organising

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a coherent and logical manner

Powerful Speeches

C: Producing text

- i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

Formative Assessment (Week 5): R+J analytical paragraph on character relationships (Tybalt and Romeo in 1.5).

Knowledge Assessment (Week 9): R+J knowledge/Shakespeare's rhetorical techniques. Multiple choice questions.

Y9 Summer Exam: 45 min analytical R+J task on whole text/theme of power. Then, knowledge assessment of Y9 content.

GRASP (Speeches) to follow Y9 assessment

Goal- To write a closing speech for a debate arguing for or against the motion: *This house believes that Shakespeare teaches us about social values.*

Role- The first speaker of the opposition/ proposition

Audience- Debate judges and the opposing debate team

Situation- You are in a school debate team

Purpose- To argue your point of view in a formal debate style using evidence from R+J and powerful speeches studied.

Standards and criteria- You will be marked for:

4 lessons per fortnight

Pupils apply their knowledge of theme and authorial intent to Romeo and Juliet in which Shakespeare's critique of the social structures of his time is more subtle and nuanced than texts previously studied. Lesson resources build on existing pupil knowledge of dramatic form, explicitly teaching the sonnet, meter and prologue. Pupils will engage with Early Modern themes of rivalry and tribalism, pride, societal conflicts, fate and freewill, before approaching an essay structure.

2 lessons per fortnight:

Students explore a range of 'call to arms' speeches, identifying the features that make these successful, before producing their own speech, informed by the context of the world around them. Inspired by the rhetorical terms and contexts taught earlier this year, pupils respond to