



Lessons Sequence	
<p><b>TOPIC (S)</b></p> <p><b><i>A Streetcar Named Desire</i> by Tennessee Williams</b></p>	<ol style="list-style-type: none"> <li>1. What is the social, historical and literary context of the play?</li> <li>2. How was the play received?</li> <li>3. What are dramatic conventions?</li> <li>4. How are Blanche and Stanley introduced?</li> <li>5. How are power on stage and motifs and symbols presented?</li> <li>6. How does specific terminology relate to the dramatic genre?</li> <li>7. How is rising tension presented in Scene 2 and 3?</li> <li>8. What is the dramatic purpose of Scene 3?</li> <li>9. How is dramatic irony presented in Scene 4?</li> <li>10. How are politeness and impoliteness presented in the play?</li> <li>11. How to explore plot, characters, and themes in Scene 5 and Scene 6?</li> </ol>
	<ol style="list-style-type: none"> <li>12. How are key themes presented in the play?</li> <li>13. What is stagecraft?</li> <li>14. How are dramatic Irony and pathos presented in Scene 7?</li> <li>15. How is power presented on stage?</li> <li>16. How are power and positioning connected in Scene 8?</li> <li>17. How is the conflict between Blanche and Stanley presented in scene 8?</li> <li>18. How is the relationship between Mitch and Blanche presented in Scene 9?</li> <li>19. How is the conflict between Mitch and Blanche presented in the play?</li> <li>20. How dramatically successful is the climax in Scene 10?</li> <li>21. How are dramatic tension and tragedy presented in the final scene?</li> </ol>
	<ol style="list-style-type: none"> <li>22. How is identity constructed and conveyed?</li> <li>23. What are the assessment objectives?</li> <li>24. How to deconstruct exam questions?</li> <li>25. How to plan for the assessment?</li> <li>26. Final Assessment</li> <li>27. How do I consolidate my knowledge of the play?</li> <li>28. How do I track key themes across the play?</li> <li>29. How do I explore critical interpretations of the play?</li> <li>30. How do I revise for Paper 2B?</li> <li>31. Paper 2B</li> </ol>
<p><b>Knowledge &amp; Skills Development</b></p>	<ul style="list-style-type: none"> <li>• Understand the social, historical and literary context of <i>A Streetcar Named Desire</i>.</li> <li>• Understand the life and times of Tennessee Williams.</li> <li>• Dramatic conventions.</li> <li>• Contextual reasons for conflict.</li> <li>• Understand the characters, themes and structure of the play.</li> <li>• Natural speech features/common features of discourse.</li> <li>• How characters assert power and positioning others via their language and behaviour.</li> </ul>
<p><b>Assessment / Feedback Opportunities</b></p>	<p><u>Checkpoint Activities:</u>                  Lesson 8: Key Knowledge and Terminology Quiz                  Lesson 16: How are power and positioning connected in Scene 8?                  Lesson 19: How is the conflict between Mitch and Blanche presented in the play?</p> <p><u>Formal Assessment Opportunities:</u>                  Lesson 26: Final Assessment                  Lesson 31: Paper 2B</p>

<b>Cultural Capital</b> 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.					
<b>Reading Opportunities</b>	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'.					
<b>Key Vocabulary</b>	Monologue	Symbolism	Pragmatics	Stagecraft	Catharsis	Tragic hero
	Soliloquy	Motif	Discourse	Plastic theatre	Face-work	Denouement
	Aside	Phonetics	Pathos	Turn-taking	Protagonist	Lexis and semantics
	Stereotype	Phonology	Extended metaphor	Speech acts	Face threatening act	Falling action
	Melodrama	Prosodics	Dramatic irony	Terms of address		
<b>Digital Literacy</b>	Students are encouraged to access a range of online resources throughout their study of the play.					
<b>Cross-Curricular Links</b>	History: Post War America.					
<b>Careers</b>	Author, publisher, lawyer, teacher, historian, journalist					