

Year 9 Unit 3 Overview: Shakespearean Tragedy

Completion date: May 2020

Target grade for tests:

You will learn how to:

- Relate a play to the context in which it was written
- Write about the Shakespearean tragedy genre in depth
- Analyse in detail the opening of two Shakespearean tragedies
- Closely analyse writers' techniques in extracts
- Support all ideas with precise reference to the plays.

Unit Overview

During this unit, you will focus on developing the following skills:

- analysing characters and themes
- building a knowledge of context including the tragedy genre from the 16th century and linking these ideas to the play
- analysing structural devices and their specific effects
- analysing words and language devices and their specific effects
- using the PEEL/PEZZ or PEEWAC structure to analyse a text in detail
- selecting the most precise and relevant quotations to support interpretations

Research	
Note-making	
Group work & discussion	
Memorisation	
Precision & accuracy	
Independence	
Reflection	

Key Words/Techniques:

PEEWAC:

acronym for how to structure an analysis paragraph:

P: Point

E: Evidence

E: Explanation/analysis

W: Writers' intentions

A: Audience response

C: Context

context: links to life, attitudes and beliefs from the time the text was written; this can also include the genre of the text and how a modern audience would react to ideas/characters in the play

soliloquy: a speech by a character when on stage alone - used to voice their innermost thoughts and feelings

aside: when a character on stage addresses the audience or speaks in an undertone

blank verse: poetry that is not rhymed but has a regular rhythm; often used by characters of a lower status/class in a play

iambic pentameter: a line of verse consisting of five feet, each foot consists of a short/unstressed syllable followed by a long/stressed syllable; used by all characters who aren't lower class - most of the lines of the play will be in iambic pentameter

dramatic irony: when the audience is aware of something that the characters are not

oxymoron: two words representing opposite ideas, placed next to each other for effect e.g. 'loving hate'

Imagery: Creating images through specific words/references

Characterisation: how characters are developed through dialogue, stage directions, relationships with other characters etc.

Theme: an important idea/concept idea explored in a text

Suggested reading or support available:

- For a modern English translation of the play: <http://nfs.sparknotes.com/> (nofearshakespeare)
- General context links: <http://www.bbc.co.uk/education/guides/z2wp34j/revision/3>
- <http://igs-ohz.de/Oberstufe/shakespeare-project/shakespeare.html>
- <https://prezi.com/shgf1s4r5yz8/shakespeare-historical-and-social-context/>

iPad opportunities:

- Book Creator (making revision guide for the play)
- SimpleMind (mind mapping planning tool when answering questions)
- Kahoot quizzes (to test understanding of the plot, characters and themes)
- iBooks/Claro (for highlighting and annotating the script)

Cross curricular:

SMSC: share and discuss opinions on important ideas in the text; understand and interrogate the impact of restrictions on people in certain cultures and time periods; evaluate the impact of key themes on individuals, families and societies.

Literacy: SPAG - accurate spelling, punctuation and clear sentences; essays laid out in clear paragraphs; PEEL/PEZZ structure for analysis

Numeracy: using diagrams to plan essays; sequencing events in the play; graphs to show character development, conflict, tension etc.

