

English Department

Year 9

Topic: A View from the Bridge

Learning Journey

**Prior learning:**

-Writing about a play- Y8 The Tempest

-Literature Analysis throughout units in y7 and y8 – characterisation and theme tracking through plays and novels.

<i>Learning sequence – topic title</i>							<i>Endpoint</i>
<b>Main learning steps</b>	<b>Historical context;</b> themes; intro to characters and overview of plot (e.g. family, loyalty, gender, immigration, maturity)	<b>Alfieri’s monologues-</b> exploring the role of the narrator. Tragedy Greek Chorus	<b>Characters:</b> How does Miller use language to present Catherine/Eddie/Beatrice?	<b>Relationships &amp; themes:</b> What do we learn about the relationship between Eddie and Catherine through the use of language? (e.g. word choice, dialogue, stage directions, tone, irony)	<b>Context:</b> How does our knowledge of gender roles in the 1950s and Italian Immigrant communities in Brooklyn affect our reading of the characters?	<b>Conventions of a play:</b> Exploring effects of play conventions: EG Stage directions, Climax points, Narrator	To explore the presentation of a relationship in the play, using a range of evidence to support ideas
<b>Key Vocab</b>	characterisation foreshadowing symbolism theme climax tension juxtaposition simile metaphor irony tragedy masculinity jealousy loyalty protective immigration gender roles tenement longshoremen exposition dialogue stage directions tone Greek Chorus tragic hero harmatia peripetea hubris						
<b>Possible Assessment Topics</b>	Extract Analysis – how is the character or theme presented in this extract? What are your first impressions of Eddie Carbone and his relationships with other characters? How does Miller present the character or theme in this extract and in the play as a whole? Write a diary entry exploring Eddie or Catherine’s thoughts, feelings, and motivations at this point in the play.						How does Miller present the

	Explore how Miller presents the relationship between Eddie and one other character at this point in the play and Eddie and their relationship in the play so far as a whole.	character ____ ____ in this extract and in the play as a whole?  ATD sheet only. WWW tick-list + EBI question.  Students answer EBI question in purple pen.
--	--	--

***Where will we use these ideas again:***

Skills/Knowledge: character analysis, analysis of methods and effects, analysis of overall themes and messages, historical context, play conventions