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|  | **Campbell House School Teaching And Learning Program** | | | | |
| **Title of Unit: All the world’s a stage**  **Duration: 10 weeks** | | | | |
| **Syllabus Outcomes**  **Stage 4** | A student:   * 4. uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts * 9. demonstrates understanding that texts express views of their broadening world and their relationships within it * 10. identifies, considers and appreciates cultural expression in texts | | | | |
| **Syllabus Outcomes**  **Stage 5** | A student:   * 4. selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning * 9. demonstrates understanding of the ways texts reflect personal and public worlds * 10. questions, challenges and evaluates cultural assumptions in texts and their effects on meaning | | | | |
| **Connectedness: Why does this learning matter** | **Students learn to:**  4.1 identify and describe the purpose, audience and context of texts  **4.5 identify purpose, audience and context of texts through consideration of the language forms and features, and structures used in the texts**  **9.2 relate the content and ideas in texts to the world beyond the texts**  9.3 explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts  10.1 recognise and consider cultural factors, including cultural background and perspective, when responding to and composing texts  **10.1 identify cultural elements expressed in the language, structure and content of texts drawn from popular culture, youth cultures, cultural heritages and the workplace** | | | **Student learn about:**  4.8 the ways in which specific language forms and features and structures of text are used to shape meaning including:  in written texts: medium, organisation, sentence structures, grammar, punctuation, vocabulary and spelling, the use of formal or colloquial language and figurative language  **4.10 the metalanguage for describing, explaining and justifying the composer’s choices of language forms and features and structures of texts in terms of purpose, audience and context**  9.7 the ways in which ‘story’ creates a world within which characters interact and shape action  **9.9 aspects of their own context that influence their responses and compositions**  10.9 the ways culture and personal experience position composers and responders and influence response to and composition of texts  **10.10 the ways situational and cultural elements of context shape texts** | |
| **Background Information and Key Ideas** | In this unit, students will learn the contextual information necessary to understand and appreciate William Shakespeare's literature. By building their knowledge on the life and times of Shakespeare living in the Elizabethan era, students will develop an understanding on what may have motivated Shakespeare to write and what the world he lived in was like.  *"Shakespeare's timeless and universal appeal lies in the breadth of his creative vision and the depth of his humanity”*  John Bell.  John Bell encapsulates why it is important that all students are exposed to Shakespeare. This stage unit uses Shakespeare’s universal characters and their stories, as well as the richness of Shakespeare’s language to engage students. | | | | |
| **The elements of learning and achievement** | **Teaching and Learning**  **Weekly Lesson Overview** | | | | **Australian Curriculum General Capabilities** |
| **Literacy-**Reading, Writing ,Comprehension  F:\Mock ups\Square elements\Literacy.jpg  **Numeracy-** Number and Maths  F:\Mock ups\Square elements\Numeracy.jpg  **Work Education-** Work Readiness, Vocational Education    **Health and Wellbeing-**Fitness, Healthy Eating, Adolescent Health and Safety    **Actions and Choices-**Pro- social skills, Positive Relationships, Restorative Practices  **21st Century Learner-**Navigate Technology, Word Processing, Research Skills  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg  **Global Citizen-**General Knowledge, Current Affairs, Understanding cultures and community | **Week 1 – All the world’s a stage**  Introduction (Resource: 1. – PowerPoint Presentation)  Students to brainstorm their thoughts on the quote “All the world’s a stage”. Teacher to facilitate brainstorm by asking prompting questions (eg., what do you think it is about? what will we be studying this term? why is this quote comparing the world to a stage? do you see the similarities of life to a stage?)  Teacher to introduce the term “ethnocentrism” – ( adj. evaluating other peoples and cultures according to the standards of one's own culture) and discuss the importance to stay open minded when studying this unit.  *All the world’s a stage*  Teacher will introduce William Shakespeare’s literature by creatively reciting the monologue by Jacques from the play *As you like it* (Act II Scene VII) All the world’s a stage to emphasise the relevance of a poem written in 1599.  Assign four lines of the monologue and ask students to creative present these lines to the class.  **Shakespeare Introduction PowerPoint**  The teacher will go through the PowerPoint. Activities in this PowerPoint include:   * KWL Chart * Discussion on why we should study Shakespeare * Students to guess which words and phrases were invented by Shakespeare   Students will be asked to complete a KWL chart on Shakespeare, leaving the L column to fill in throughout the term.  *Should Shakespeare be taught to 21st century students?*  Discuss the relevance of studying Shakespeare and debate whether 21st century students should be studying Shakespeare. Arrange the class into two teams to debate over the issue. Prior to the class debate, show students the resources **What makes Shakespeare so special anyway?** (<http://splash.abc.net.au/home#!/media/1104792/>) and **Why Shakespeare is still relevant today** (<http://splash.abc.net.au/home#!/media/28647/>)  Advise the students that their summative assessment for the unit is an in-class task where they are to respond to the question “Should Shakespeare be taught to 21st century students?”  **Week 2**  *Shakespeare’s family tree*  Before looking at Shakespeare's family tree, introduce family vocabulary:   * grandmother/grandfather * mother/father * aunty/uncle * sister/brother * niece/nephew   Ask students to identify which terms fall under a female category and a male category.  Creating a family tree  Model how to create a family tree and ask students to create their own family tree and present it to the class. Instruct students to use family vocabulary.  Creating a family tree: Adjustment  Creating a family tree maybe a sensitive topic for Class 7 students. Present students with the information on **The First Greek Gods** and ask students to complete the family tree. Answers as follows:    Students to complete the worksheet **Shakespeare and his family**.  *The many faces of Shakespeare*  Shakespeare was not from Generation Z (or I) and therefore did not take “selfies” on a daily basis. As a result of this, we have several of sources that may have been portraits of Shakespeare. As a class, go through the worksheet **The Many faces of Shakespeare** to learn more about how he may have looked. This worksheet also provides contextual information on:   * Lord Chamberlain’s Men * Shakespeare’s birth and death * Shakespeare’s early plays * The Globe Theatre   **Week 3 – Week 4: Life and times in the Elizabethan Era**  Students will be given the **Shakespeare’s life and the world around him timeline** where they are to cut the events and arrange them in chronological order. When students are finished arranging the dates in chronological order, they are to answer the following questions:   1. Who were Queen Elizabeth’s parents? 2. What name was William Shakespeare baptised by? 3. What school did Shakespeare go to? 4. How old were William Shakespeare and Anne Hathaway when they were married? 5. When did Shakespeare start writing *Henry VI*? 6. How old was Hamnet when he died? 7. Who recognised Shakespeare’s work in 1598? 8. Does the Globe Theatre still stand today? 9. How did the death of Shakespeare’s father impact his writing? 10. What does Shakespeare’s tomb warn people who wish to disturb Shakespeare?   After completing the timeline, students are to watch the following video on **Shakespeare’s World**  <https://www.youtube.com/watch?v=9P1IJqNDYjQ>  Activity: after exploring the life and times in the Elizabethan era, students will develop a sound understanding on what may have motivated Shakespeare to write and the contextual information necessary to understand the themes in his poetry. Students are to write a poem title “All the world’s a stage”. Students will not be given a restriction in order to allow them to represent their ideas as creatively as possible.  After students write their poem, they will be asked to select images from the internet that they believe best represents their poem.  *Queen Elizabeth I*  Explore the biography of Queen Elizabeth I's and her achievements, particularly in the area of the arts and theatre. Show students the following video clip:  https://www.youtube.com/watch?v=rLg-ziZg2fc  Discuss the importance of Queen Elizabeth I's role in Shakespeare's rise to fame and the impact Queen Elizabeth I's death on Shakespeare.  *The Great Plague*  Discuss the impact the plague had on social, cultural and political life in the Elizabethan Era.  Show students the following video clip:  https://www.youtube.com/watch?v=ItXV1uKCD90  *The Globe Theatre*  Show students the following video clip on the Globe Theatre:  https://www.youtube.com/watch?v=P0SBg-KG4C4  Show students a diagram of the Globe Theatre and the different areas and ask students to label the diagram. Instruct students to draw a diagram of the Globe Theatre.  *Language in the Elizabethan Era*  Show students the **Elizabethan Language Terms** and ask students to write sentences using Elizabethan language.  **Week 5: Poetry Books**  The Shakespearean sonnet scrapbook lesson will allow students to analyse sonnets and create a wonderful booklet that will showcase their creativity.  Students will work in pairs students to create a scrapbook. It will include student selected sonnets, an analysis of each one, original poems by each student in the group and a glossary of all poetry techniques and devices used in their creative book.  Discuss the poems. Make sure that students understand the poetic devices or techniques used in the poems, such as metaphor, simile, mood, rhyme pattern and iambic pentameter, etc.  Each student needs to choose a poem and analyze it in writing. The poems can be assigned by the teacher or chosen by the student.  Students should discuss the meaning of the poetry and the use of any poetic techniques in the individual written analysis. This should be written in essay form with an introduction, body and conclusion.  Each student needs to write his or her own sonnet using the correct English sonnet format. The most important thing is that student s use the rhyme scheme of abab cdcd efef gg, and attempt to use iambic pentameter.  If students are at a loss for topics ideas, they can write a "copy change" poem. This is a technique where students use a favourite song lyric as an inspiration for their sonnet. Students need to make sure to write at the bottom of the poem that it was inspired by the specific lyrics using the sonnet format.  **Week 6-7: *Romeo and Juliet***  As part of the study of Shakespeare, students will read the text ***Romeo and Juliet*** together in class.  After reading the play, the class will watch ***Gnomeo and Juliet*** and compare the texts. The idea of this is to emphasise that although Shakespeare was alive hundreds of years ago, his texts are still relevant today.  Class is to read the **article** found on the following website:  <http://www.theatlantic.com/entertainment/archive/2011/02/gnomeo-juliet-a-tragic-take-on-shakespeares-tale-of-woe/71198/>  Class is also to go through the PowerPoint **Elizabethan Age and Shakespeare Notes**  **Week 8 – 9: *Ten Things I Hate About You***  Continuing the study on modern adaptions of Shakespearean texts, the class will watch the film **Ten Things I Hate About You** and compare it to **The Taming of The Shrew**.  **Week 10: Formal Assessment**  Class will spend the final week of the term drafting their assessments and will sit a formal examination on the last day of the term. | | | | **Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures**  **Asia and Australia's engagement with Asia sia and Australia's engagement with Asia**  **Sustainability ustainability**  **Critical and creative thinking ritical and creative thinking**  **Ethical understanding thical understanding**  **Information and communication technology capability nformation and communication technology capability**  **Intercultural understanding ntercultural understanding**  **Literacy iteracy**  **Numeracy umeracy**  **Personal and social capability ersonal and socail capability**  **Civics and citizenship ivics and citizenship**  **Difference and diversity ifference and diversity**  **Work and enterprise ork and enterprise** |
| **Quality Teaching** | | | | | |
| **Intellectual Quality**   * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge | | **Quality Learning Environment**   * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | **Significance**   * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | |
| **Literacy- One for each student** | | **Student:** Rebecca  **Literacy Aspect:** Writing  **Element:** Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences.  **Teaching activities linked to program to increase learning:** Use of set texts as stimulus to create creative writing pieces. As well as providing students with stimulus, the stimulus acts as a scaffold to encourage and equip students with the skills necessary to create creative writing pieces to their own accord using their Life Journal.  **Student:** Joshua  **Literacy Aspect:** Writing  **Element:** Cluster 9 Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences.  **Teaching activities linked to program to increase learning:** Use of set texts as stimulus to create creative writing pieces. As well as providing students with stimulus, the stimulus acts as a scaffold to encourage and equip students with the skills necessary to create creative writing pieces to their own accord using their Life Journal.  **Student:** Josh  **Literacy Aspect:** Writing  **Element:** Cluster 9 Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences.  **Teaching activities linked to program to increase learning:** Use of set texts as stimulus to create creative writing pieces. As well as providing students with stimulus, the stimulus acts as a scaffold to encourage and equip students with the skills necessary to create creative writing pieces to their own accord using their Life Journal.  **Student:** Maddison  **Literacy Aspect:** Writing  **Element:** Cluster 9 Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences.  **Teaching activities linked to program to increase learning:** Use of set texts as stimulus to create creative writing pieces. As well as providing students with stimulus, the stimulus acts as a scaffold to encourage and equip students with the skills necessary to create creative writing pieces to their own accord using their Life Journal. | | | |
| **Numeracy- One for each student** | | **N/A** | | | |
| **Special Needs Adjustments:** | | | **School to work:** | | |
| Scaffolded lesson plans  Achievable and challenging tasks  Relaxed environment  No time constrictions | | | Program assists students with furthering their literacy skills.  Develop cultural accepts to assist with accepting diversity in the work force.  Provide students with a constructive way to express themselves. | | |
| **Assessments:**  **Types of assessment:** | | Identifying, analysing and using literary techniques to create meaning.  Author’s conveying central ideas through the use of themes or motifs.  Characterisation as another tool to create meaning.  Development of creative writing pieces to convey meaning.  Development of appreciation of Shakespearean literature and intertextuality. | | | |
| **Resource List** | | | **Unit Reflection** | | |
| Highlighted throughout the program. | | | **What was successful:**  **What needed to be changed:**  **What overall level of understanding did students receive?**  **How well did this unit match the elements and general capabilities?** | | |