

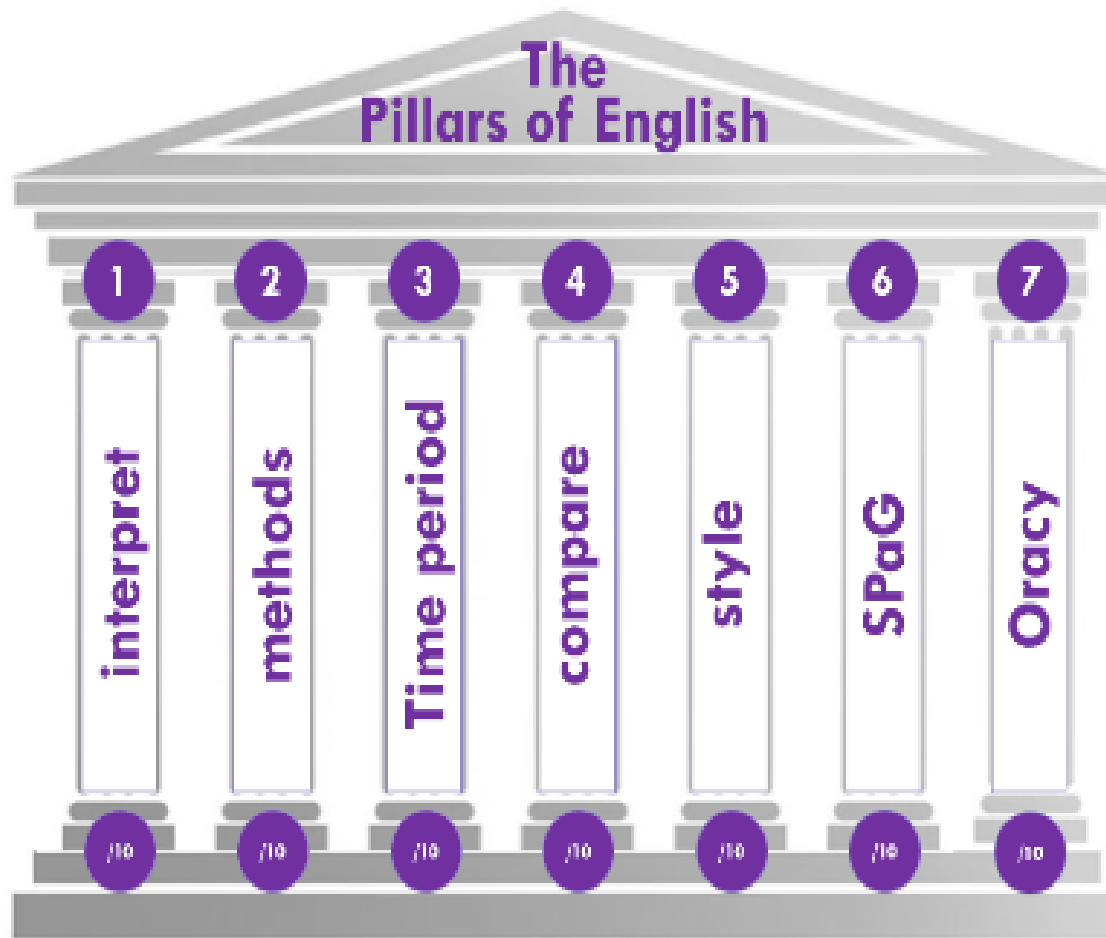
# English

## Year 9: (Prejudice)

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p><b>Personalised:</b> Big Write (% marked for Pillars 1,2,3 ) : To what extent does Shakespeare present Othello as a villain?</p> <p>'How is the term identity presented in John Agard's 'Half-Caste'?.</p> <p><b>Collective:</b> Vocabulary Assessment (% marked): Injustice, Hardship, Repression, Ignorance, Prejudice, Redemption, Mercy, Transformation, Patriarchy, Humility. Students are tested on synonyms, antonyms, definitions and application of the word in a sentence.</p> <p>How is Othello presented in act 3 Scene 3?</p>	<p>The complete reading of Shakespeare's <i>Othello</i>.</p>	<ul style="list-style-type: none"> <li>✓ Literary Critic</li> <li>✓ Journalism</li> <li>✓ Historian</li> <li>✓ Author</li> <li>/ Creative Writing</li> <li>✓ Persuasive writing</li> <li>✓ Lawyer</li> <li>✓ Justice Enforcer</li> <li>✓ Counsellor</li> <li>✓ Social Work</li> </ul>

### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”



**Pillar 1 'Interpret'**: This assesses a student's ability to make personal inferences about characters and plot events they are studying.

**Pillar 2 'Methods'**: This assesses a student's use of subject terminology and its accuracy. It also assesses how well they can analyse the methods that are being used by the writer for effect.

**Pillar 3 'Time Period'**: This assesses a student's knowledge of the contextual time period they are studying and how it has shaped/influenced the text.

**Pillar 4 'Compare'**: This assesses a student's ability to make connections between texts- both similarities and differences.

**Pillar 5 'Style'**: In line with the writing strategy, this assesses a student's use of writing conventions and their ability to switch between demands of persuasive and creative writing.

**Pillar 6 'Spag'**: This assesses a student's written clarity- their use of spelling, grammar, punctuation and use of structural organisation.

**Pillar 7 'Oracy'**: This assesses a student's spoken word – the ability to alter tone, body language and volume of delivery to suit an audience.

Assessment tasks		Career Links		Tier 2 Vocabulary Assessment.		Additional information	
<p><b>Week 5 Lesson 17</b> : Vocabulary Assessment.</p> <p><b>Week 10 Lesson 36 Big Write</b>: To what extent does Shakespeare present Othello as a villain?</p> <p><u>Course overview:</u></p> <p>Returning to the Elizabethan era and Shakespeare, this term students will read '<b>Othello</b>' returning to previous discussions as to what defines a villain in the exploration of Othello and Iago's character. This will draw on students' inference and reading skills, as well as their ability to justify their analysis of character and motives. The students will see the impact of prejudice within society.</p>		<ul style="list-style-type: none"> <li>✓ Literary Critic</li> <li>✓ Journalism</li> <li>✓ Historian</li> <li>✓ Author</li> <li>/ Creative Writing</li> <li>✓ Persuasive writing</li> <li>✓ Lawyer</li> <li>✓ Justice Enforcer</li> <li>✓ Counsellor</li> <li>✓ Social Work</li> </ul>		<p style="text-align: center;"><b>Tier 2 Vocabulary Assessment.</b></p> <ol style="list-style-type: none"> <li>1. Injustice.</li> <li>2. Hardship.</li> <li>3. Repression.</li> <li>4. Ignorance.</li> <li>5. Prejudice.</li> <li>6. Redemption.</li> <li>7. Mercy.</li> <li>8. Transformation</li> <li>9. Patriarchy.</li> <li>10. Humility.</li> </ol>		<ul style="list-style-type: none"> <li>✓ Knowledge organisers should be printed as A3</li> <li>✓ The following grammatical terms are used and applied in this unit:                             <ul style="list-style-type: none"> <li>▪ Adjectives</li> <li>▪ Simile</li> <li>▪ Allusion</li> <li>▪ Metaphorical Language</li> <li>▪ Foreshadowing</li> <li>▪ Verbs</li> <li>▪ Soliloquy</li> </ul> </li> <li><b>NB:</b> Annotating will be taught explicitly and teachers should model under the visualiser. When possible, making links to previous schemes of learning.</li> </ul>	
Lesson	Learning objective	Prepare for learning	New information			Clarify understanding	Apply learning
1	<b>TBAT: explore the theme of this half-term</b>	<p>What is a stereotype?</p> <p>Do you think they are still relevant in today's society?</p>	<p>Copy the words and definitions into your book.</p> <p>Can you create sentences including these words?</p> <p>Can you figure out this riddle?</p>	<p>From the photos, what do you think we will be learning about this term and why?</p>	<p>Answer the questions in your book.</p> <p>Eliminate the candidates for a job.</p>	<p>What did this task reveal about prejudice?</p>	

2	<b>TBAT: explore how prejudice is experienced in today's society.</b>	<p>Why do people try to 'fit in'?</p> <p>Do you think it is important to conform to expectations?</p>	<p>Anglicise etymology.</p>	<p>Read article about anglicising names.</p> <p>Comprehension questions.</p>	<p>Write an argumentative essay about the following statement : "People should not be forced to anglicise their names to avoid prejudice"</p>	<p>Green pen essay.</p>	
3	<b>TBAT: explore how writers present their thoughts and feelings.</b>	<p>Is diversity important in our world today?</p> <p>Why?</p> <p>Write FOUR sentences explaining your opinion on this question.</p>	<p>WE ARE STARS recall</p>	<p>Annotate article under visualiser with focus on WE ARE STARS techniques.</p>	<p>How does the writer show what they think and feel about anglicising names?</p>	<p>Using a green pen, label the different sections of your answer using the WHAT HOW WHY structure. It should look something like the diagram below.</p>	
4	<b>TBAT: explore the theme of identity in 'Search for my Tongue'</b>	<p>Why would you 'search' for something?</p> <p>What do you think the poem 'Search for my tongue' will be about?.</p>	<p>'Translate the scouse' – translating scouse terms to understand the importance of language to identity.</p>	<p>Read through the poem and complete the following tasks:</p> <ul style="list-style-type: none"> <li>Summarise the poem in 20 words or less</li> <li>What is your favourite image from the poem?</li> <li>How does this link to prejudice?</li> </ul>	<p>Quote Explosion – I do, we do, you do.</p>	<p>Use the template in front of you to create a one-pager about the poem.</p>	
5	<b>TBAT: Evaluate the theme of identity in 'Half-caste'</b>	<p>Define identity.</p> <p>What determines our identity?</p>	<p>Read through the poem and underline any words you do not understand.</p> <p>Watch video of Agard's reading.</p>	<p>Complete the following tasks in full sentences:</p> <p>What is the speaker's perspective of the term 'half-caste'?</p> <p>Write down three quotes related to identity.</p>	<p>Fill in gaps of WHAT HOW WHY table to construct three paragraphs about the following question: 'How is the term identity presented in John Agard's 'Half-Caste'?</p>	<p>Discussion about Agard's rationale for writing the poem.</p>	

				Who do you think the speaker is addressing in the poem? Why?			
6	<b>TBAT: Compare different writers perspectives of identity.</b>	Write two sentences summarising each of the following poems:  Search for my tongue  Half-Caste	Create a venn diagram to show the similarities and differences between the two poems.	Creating a shared plan for a comparative essay.	Essay writing:  Introduction – I Do P1 – We Do P2 and P3 – You Do	Green pen essay against success criteria	
7	<b>TBAT: examine the context of Othello</b>	Match each photo to the key word.  Create a Shakespearean insult.  How much do you know about Shakespeare? – Progress line	Introduction to Elizabethan society – watch video	Context – war on Cyprus. Answer the questions.	Imagine you are a Muslim living in Cyprus during the war and you had to convert to Christianity for your safety. Write a diary entry explaining how you would feel.	Progress line – how far has your knowledge improved?	
8	<b>TBAT: whoosh the plot of Othello</b>	Context recall: answer the following questions in full sentences.	<b>Whoosh the plot: students to act out different scenes from Othello based on summary.</b>			Bullet point the scenes you believe to be important from today's lesson	
9	<b>TBAT: examine different archetypal characters</b>	What do all of these characters have in common? Harry Potter Spiderman Katniss Everdeen Black Panther	Introduction to archetypal characters	Students to list main attributes of each character and link to a famous character they know.	Students plan a creative write based on an archetypal character	Recall of characters' attributes	

10	<b>TBAT: apply knowledge of archetypal characters to descriptive writing.</b>	<p>Technique Recall:            What is a simile?            What is a metaphor?            What is pathetic fallacy?            What is direct address?</p>	<p>Show Don't Tell technique – students to practice Show Don't Tell based on model example</p>	<p>Students will finalise their plan for their descriptive piece from previous lesson.</p> <p>Students to identify WWW and EBI of model answer.</p>	<p>Create a descriptive piece of writing based on an archetypal character.</p>		
11	<b>TBAT: Examine how identity is presented in Act 1 Scene 1</b>	<p>Identity</p> <p>What does identity mean to you?</p> <p>What makes up your identity?</p> <p>Write down how you would define yourself.</p>	<p>Read Act 1 Scene 1</p>	<p>Answer the following questions about Iago:            “I am not what I am” – What does this quote tell us about Iago’s identity?</p> <p>Iago calls Othello “an old black ram” – What does this tell you about his relationship with Othello? How does this link to prejudice?</p> <p>Which of the archetypal characters does Iago link with the most? Find two quotes to support your answer.</p>	<p>Using the writing frame, answer the following question:</p> <p>How does Shakespeare present identity in Act 1 Scene 1?</p>	<p>Feedback to class and discussion.</p>	
12	<b>TBAT: Examine how Shakespeare uses patriarchal stereotypes to</b>	<p>Think: Why do people get married?</p>	<p>Iago and Roderigo decide to tell Brabantio about his daughter’s secret marriage to Othello.</p>	<p>Read the information pack on marriage in Elizabethan times and complete summary tasks.</p>	<p>Quote explosion: I do, we do, you do.</p> <p>How does Shakespeare present a patriarchal society in Act 1 Scene 1?</p>		

	<b>influence characters.</b>		<p>Why do you think he did this?</p> <p>Why might making Brabantio be angry at Desdemona work to Iago's advantage?</p> <p>Why would this secret marriage be so controversial during the Elizabethan period?</p>	<p>Introduction to patriarchy: how is this portrayed in Othello so far?</p>			
13	<b>TBAT: Explore how Shakespeare presents character in Act 1 Scene 2</b>	<p>Othello does not appear in the first scene of 'Othello'.</p> <p>What do we learn about him before we meet him?</p> <p>Why might Shakespeare have decided to do this?</p>	<p>Read Act 1 Scene 2.</p>	<p>Write down THREE adjectives to describe Othello's character.</p> <p>Has Iago's character changed compared to scene one? If so, how?</p> <p>Write THREE sentences describing what happens in the scene.</p>	<p>Role on the wall: Othello AND Iago.</p> <p>On the inside of your outline, write their thoughts and feelings. On the outside write facts you know about the character and key quotes so far.</p>	<p>Present your role on the wall to the class.</p>	
14	<b>TBAT: Explore how Othello is presented at the start of the play.</b>	<p>Which character matches with which archetype?</p>	<p>New vocabulary:</p> <p>Copy the word and definition into your book. Write three sentences containing these words</p>	<p>Use your scripts to find quotes which show the following ideas:</p> <ul style="list-style-type: none"> <li>• Othello is initially presented as evil.</li> <li>• Iago is prejudiced towards Othello</li> <li>• Our understanding of Othello transforms</li> <li>• Othello is strong and independent</li> </ul>	<p>Using the sentence starters and the success criteria, answer the following essay question. How does Shakespeare present Othello at the start of the play?</p>		

				<ul style="list-style-type: none"> <li>Roderigo is ignorant towards Othello</li> </ul>			
15	<b>TBAT: explore how love is presented in Act 1 Scene 3</b>	<p>Why did people predominately get married in the Elizabethan Era? How does this link to a patriarchal society? Where have we seen love in the play so far?</p>	<p>Read Act 1 Scene 3</p>	<p>Summarise scene with focus on hatred.</p>	<p>Imagine you are Desdemona, write a diary entry explaining how you feel about Othello.</p>	<p>Feedback to class</p>	
16	<b>TBAT: evaluate the concept of hatred in Act 1 Scene 3.</b>	<p>“Iago’s treatment of Othello is a form of injustice” Write three sentences explaining your opinion on this statement.</p>	<p>Find different parts of the play which present love and hate.</p> <p>What is a soliloquy?</p>	<p>Watch Iago’s soliloquy</p> <p>Guided annotation.</p>	<p>Plan: Evaluate how Iago’s hatred is shown through his soliloquy in Act 1 Scene 3.</p>	<p>Write essay.</p>	
17	<b>TBAT: evaluate the concept of love in Act 2 Scene 1.</b>	<p>The play is set during a war between Christians and Muslims. How does this link to the events of the play? Why is faith so important to people?</p> <p>Why do you think Shakespeare has chosen this? Does this impact our opinions of Othello and Iago?</p>	<p>Read Act 2 Scene 1.</p>	<p>How does Othello feel when he sees Desdemona? How does Othello use his language to convey how he feels to Desdemona and therefore the audience? Iago is on stage listening to this conversation take place. How might this make us as an audience feel uncomfortable?</p>	<p>Reread Othello’s conversation with Desdemona. Answer questions about how love is presented here.</p>	<p>Feedback to class.</p>	



18	<b>TBAT: complete vocabulary assessment</b>	Link five of the key words to different parts of the play.	<b>Complete assessment.</b>					
19	<b>TBAT: Explore reputation and honour in the play.</b>	Define reputation and honour.  How does this link to Othello?	Reputation in the Elizabethan era. Evaluate Othello's, Iago's and Desdemona's reputation.  Read Act 2 Scene 3.	Answer questions based on Iago's soliloquy and his plan to damage Cassio's and Othello's reputation.	Guided annotation of Othello's conversation with Desdemona.			
20	<b>TBAT: Develop knowledge of reputation through transactional writing.</b>	What is the purpose of tabloid magazines?	Introduction to tabloid: Why do you think people want to know about the personal lives of celebrities? What influence do you think these magazines have on people's reputations? Do you think that 'gossip' is powerful in our society? How could they be harmful?	Read example tabloid based on Othello. Students to identify strengths and targets of example.	Imagine Othello was set in the modern day and Iago ran a tabloid magazine. You must write an article, in the style of a tabloid, to try and damage Othello's reputation.	Plenary questions:  What is the difference between a tabloid magazine and a newspaper article?  Why can these magazines be harmful to people?  How does gossip influence our reputation?		
21	<b>TBAT: Read Act 3 Scene 3</b>	Recall quiz! Why does Iago hate Othello and Cassio?  Why was Brabantio angry at Desdemona?	<b>Read Act 3 Scene 3.</b>				Write a summary of Act 3 Scene 3.	

		<p>Why did Desdemona fall in love with Othello?</p> <p>What is Iago's plan for Othello's downfall?</p> <p>Why does Iago get Cassio drunk?</p>				
22	<b>TBAT: analyse the presentation of Othello in Act 3 Scene 3.</b>	<p>"Beware my lord of jealousy. It is the green eyed monster"</p> <ul style="list-style-type: none"> <li>• What technique has been used here?</li> <li>• What does the colour green symbolise?</li> <li>• How might this jealousy motivate Othello in the future?</li> </ul>	<p>Watch video of Act 3 Scene 3 Students are to annotate the following three quotes independently:</p> <p>"Iago: Beware, my lord, of jealousy. It is the green-eyed monster" "Othello: For she had eyes and chose me. No, Iago, I'll see before I doubt;" "Othello: Why did I marry? This honest creature doubtless Sees and knows more, much more, than he unfolds"</p>	<p>Plan: How is Othello presented in act 3 Scene 3?</p>	<p>Essay writing – Teacher will model the first paragraph to guide students.  Write essay.</p>	
23	<b>TBAT: Analyse the use of symbolism Act 3 Scene 4.</b>	<p>What feelings could these different objects represent in our society?</p> <p>A phone</p>	<p>Read Act 3 Scene 4.</p>	<p>Explanation of symbolism.</p> <p>Can you think of any important symbols from</p>	<p>Students will be shown different quotes about the handkerchief. What feelings could this symbolise?</p>	<p>If you could choose ONE object to represent you what would it be?</p>

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		<p>A sword</p> <p>A trophy</p> <p>A blanket</p>		<p>texts we have read previously?</p>	<p>How could it be used against Desdemona?</p> <p>What does this tell us about Desdemona's power?</p> <p>How does this link to the patriarchy?</p>		
24	<b>TBAT: Explain how the patriarchy influences Desdemona's character.</b>	<p>What is your opinion of Desdemona? Write exactly EIGHT words which summarise your feelings.</p>	<p>Read Act 4 Scene 1.</p>	<p>Exploration of quotes surrounding Othello's treatment of Desdemona.</p> <p>"this is some minx's token"</p> <p>"I will chop her into messes"</p> <p>"SD – strikes her"</p>	<p>DIARY ENTRY:</p> <p>Imagine you are Desdemona. Write a diary entry explaining how you feel after the events of Act 4 Scene 1</p>	<p>Agree or Disagree: Is Othello's treatment of Desdemona just?</p>	
25	<b>TBAT: Describe Othello's behaviour with justification.</b>	<p>What can you remember about Act 4 Scene 1?</p>	<p>Read Act 4 Scene 2</p>	<p>Students to annotate extract about Othello's behaviour – questions to guide annotations.</p>	<p>Write down THREE words to describe Othello's behaviour.</p> <p>Find a quote to support each word.</p> <p>Write one WHW paragraph explaining this.</p>		
26	<b>TBAT: Examine how Othello has changed</b>	<p>Write three sentences to describe how Othello has changed throughout the play.</p>	<p>Explanation of peripeteia.</p>	<p>In Act 3, Iago warned Othello to be wary of jealousy.</p> <p>What does Iago tell Othello about jealousy?</p>	<p>On your graph, place an x for each key quotation here depending on how</p>	<p>What do you think has caused Othello's peripeteia? Why?</p>	

	<b>throughout the play.</b>		<p>Can you think of any other characters who have experienced this?</p> <p>Can Othello still be described as a protagonist?</p>	<p>Why do you think Iago tells Othello about what jealousy is and how it affects people?</p> <p>How has Othello's sense of jealousy enabled Iago to carry out his plans successfully?</p>	<p>much it shows anger, shock, love or hate.</p>		
27	<b>TBAT: Practice annotation and analysis skills.</b>	Vocabulary recall – gap fill task.	Read Act 4 Scene 3	Comprehension questions	Students to annotate an extract with as little support as possible.	Green pen annotations with teacher guidance	
28	<b>TBAT: Discuss the importance of music in society.</b>	If you had to choose ONE song to describe you, what would it be?	<p>Explanation of foreshadowing.</p> <p>In Act 4 Scene 3, Desdemona discusses a song about a woman in love with a man who goes mad. Why do you think music is so important to people?</p>	<p>Listen to "You'll never walk alone" –</p> <p>Why is this song so important to people in Liverpool?</p>	<p>Live annotation of lyrics.</p> <p>WHW Paragraph – What is the true meaning behind 'You'll Never Walk Alone'?</p>	How can music affect our society? - Discuss	
29	<b>TBAT: Find examples of imagery in Act 5 Scene 2</b>	What images do these sentences make you think of?	<p>Discussion of imagery</p> <p>Read Act 5 Scene 1</p>	Comprehension questions	<p>Using your copy of Act 5 Scene 2:</p> <p>Highlight:</p> <p>In one colour, all the imagery associated with light and fire.</p> <p>In one colour, all the imagery associated with nature.</p>	Write a short description of any character using light and fire imagery.	

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					<p>Find a quotation which shows Othello believes he is doing justice.</p> <p>Find any quotations which show Othello is still in love with Desdemona.</p> <p>Explain why Othello uses images of light and fire to describe Desdemona in this scene.</p>		
30	<b>TBAT: Examine the genre of tragedy.</b>	What does the word 'tragic' make you think of?	Shakespearean definition of tragedy.	Discussion of genre conventions	Students to complete a tension graph	Green pen with teacher under visualiser.	
31	<b>TBAT: Recall different plot points of Othello</b>	If the ending of this play was up to you – what would you do now?	Read Act 5 Scene 2	How do these link to the conventions of a tragedy?	Create a storyboard of Othello, labelling different tragic conventions.	Present to class.	
32	<b>TBAT: Consolidate knowledge of Othello through transactional writing.</b>	What are the FIVE most important plot points in Othello?	WE ARE STARS recall	THINK PAIR SHARE – what are the different features of an article?	Write an article summarising the events of Othello.	Green pen with model answer.	

33	<b>TBAT: Debate what makes somebody a villain</b>	<p>Vocabulary Recall!</p> <p>Write as many definitions for our tier 2 vocabulary as you can.</p>	<p>Introduce rules and expectations of debate.</p> <p>Students to watch video of debate and discuss what was effective.</p>	<p><b>Discussion: “Evil people are born that way, it is not something you learn”</b></p> <p>Teacher to split class in two, one team will argue as proposition and the other as opposition. Teacher may also give roles to certain students (Research analyst, speaker, feedback, etc.)</p>	<p>In their groups, students must create arguments for a debate using the PEEL structure. (Point, explanation, evidence, link).</p>	<p>Class debate.</p>		
34	<b>TBAT: Practice analytical writing</b>	<p>What are the ingredients to a good essay?</p>	<p>Students will be given TWO model WHW paragraphs. They must decide which is better and why. What could the other do to improve?</p>	<p>Students will be shown two quotes already annotated. The teacher will model how to translate these annotations into a paragraph</p>	<p>Using the other annotated quote, write a WHW paragraph about the quote.</p>	<p>Green pen annotations with teacher guidance.</p>		
35	<b>TBAT: Plan for EOU assessment</b>	<p>Think back to our debate lesson: What is a villain?</p> <p>Why might the following characters be described as a villain?</p>	<p>“Throughout the play, Othello slowly becomes the villain” List two reasons why you might agree and two reasons you might disagree with this statement.</p>	<p>Using your books, and the script, find a quote to support each reason you have given.</p>	<p>Students are to explode quotes found in the previous task.</p>	<p>Green pen annotations with teacher guidance.</p>		
36	<b>TBAT: Complete End of Unit assessment</b>	<p>Read over plan for previous lesson.</p>	<p><b>Complete Assessment.</b></p>					

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37	<b>TBAT: use information to create presentations on prejudice</b>	If you had to summarise the topic in two sentences, what would you say?	Information sheets, articles linked to prejudice in modern society	Teacher to model information retrieval.  Questions to facilitate understanding.	Research your chosen idea, making sure to include important information throughout	Write a to-do list of what you need to do tomorrow.		
38	<b>TBAT: compose presentations using models as guidance</b>	Upgrade the following sentences to show persuasive techniques	Model presentation	Use model as a means of seeing information from a different perspective	Work on creating your prejudice presentation.	Write a to-do list of what you need to do tomorrow.		
39	<b>TBAT: deliver research and receive peer feedback</b>	Read over and prepare to present your findings.	P/M/D information	Present your findings to the class.		P/M/D awarded		
40	<b>TBAT: Reflect on previous work</b>	Look back over your assessment and read through your targets	You have TEN minutes to respond to any personal targets and SPAG mistakes	Teacher to determine whole class targets and plan accordingly.	Students to peer assess work.	What do you need to remember for next time?		
41	<b>TBAT: Consolidate knowledge of Othello through visual interpretation.</b>	Watch Othello (1995) - students to complete knowledge organiser during this time.						
42	<b>TBAT: Consolidate knowledge of Othello through visual interpretation.</b>	Watch Othello (1995) - students to complete knowledge organiser during this time.						