YEAR 8 - Gothic Prose

In this unit you will study the 19th century Stevenson text Jekyll and Hyde. You have previously studied texts, such as Midsummer Night's dream, which will give you the foundational knowledge you need. Additionally, skills such as analysing inside and outside the text will be developed as part of this unit of work.

The skills and knowledge you learn in this topic will be fundamental for your Literature studies as it will give you core knowledge for the GCSE Literature texts, as well as developing high level skills which you can apply during your Key Stage 3 and GCSE years.

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
Social Construct Tragedy Societal Conventions Catharsis Tragic Hero Choices and Conflict Psychological influences Darwinian views Devolution	Juxtaposition Allegory ambiguity Pathetic Fallacy Oxymoron Psychological interpretations Construct Inference Character tracking Analysis Theme tracking Oracy Explain Impact (audience) Method analysis Effect Exploratory talk Narrative perspective Figurative language Critical reading Alternative interpretations	Victorianan England Tragic conventions The role of personality, choices, the duality of man Attitudes to societal norms. Character arc analysis Tragic structure analysis Use of PETAL	KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Analyses language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. KLI 3a: Explains Victorian context. KLI 3b: Evaluates Stevenson's wider intentions and messages.

Checkpoint: **Vocab/ Knowledge/ Disciplinary skill(s)**	**What does this assessment look like?**	**Which disciplinary skills do I need to be successful?**
Transition (baseline) skills:	You will be asked to read a very short extract. You then have to respond to the questions. Some will have multiple choice answers, while others will require complete sentences. This will allow your teacher to identify areas you may need further support with during the unit.	• Inference • Language • Structure • Context • Topic sentences • Evidence • Paragraphs • Concepts/big ideas • Conjunctions
Checkpoint 1: Vocabulary check	You will be given a list of words. Each of these words we have studied in the topic so far. You must summarise what each word means. This must be completed on a separate sheet of paper. You can not use your book or ask for help.	• Understanding key vocabulary • Spelling • Summary

Checkpoint 2: How does the writer present the setting in the given extract?	You will be given an extract from the text, alongside the set question. Things to consider: ● What is the writer presenting in this extract? ● How does the language reflect the setting and themes? ● Why does this crafting highlight the themes? ● Consider big ideas/writer's intentions.	● KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. ● KLI 1b: Selects, embeds and interprets quotations effectively. ● KLI 1c: Maintains a developed analytical paragraph with a clear argument. ● KLI 2a: Analyses language, form and structure. ● KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. ● KLI 3a: Explains relevant Victorian context. ● KLI 3b: Evaluates Stevenson's wider intentions and messages.
Checkpoint 3: How does Stevenson use character and setting to present the theme of duality in his text?	You will not be given an extract from the text, as you will need to focus on the set question. Things to consider: ● write an introduction that explains your overarching argument ● use topic sentences for each paragraph that explain the main focus of the paragraph ● use discourse markers, embedded quotations and an analysis of methods within your analytical paragraphs ● Explode the quotes (in the diamond analysis style) ● write a concluding sentence for each paragraph that summarises the main focus with a focus on Stevenson's intentions ● write a conclusion that offers insight into the potential impact of the text	● KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. ● KLI 1b: Selects, embeds and interprets quotations effectively. ● KLI 1c: Maintains a developed analytical paragraph with a clear argument. ● KLI 2a: Analyses language, form and structure. ● KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. ● KLI 3a: Explains relevant Victorian context. ● KLI 3b: Evaluates Stevenson's wider intentions and messages.
Checkpoint 4: Creating a gothic mood within a constructed narrative.	As a group, you will be expected to discuss, consider and plan before[individually] writing a gothic mood Things to consider: ● Understanding the Original Scene: ● Thinking About Audience and Purpose ● Turn ideas and issues presented in Stevenson's work into Modern Dialogue ● Shape the Scene for Performance/ presentation ● Draft, Revise, and Improve ● Speaking Clearly and Confidently ● Rehearsing and Refining for an Audience ● Why a particular tone, gesture or movement was chosen; ● Link to audience understanding.	● Modernise Stevenson's meaning ● Use dramatic expression ● Vocal and physical performance ● Historical and cultural understanding ● Confident and clear delivery ● Evaluate performance choices

Milestone assessment: Write a creative extract from a creative gothic text?		
Vocabulary: Narrative arc Tension Mood Setting Pathetic fallacy Literary devices	Knowledge tasks: Understanding of key theme, its link to inside the set text and wider connotations to present issues that emerge from the text. Crafting Gothic descriptions	Disciplinary skills: KLI 1a: Develops a conceptual interpretation using explicit and implicit evidence. KLI 1b: Selects, embeds and interprets quotations effectively. KLI 1c: Maintains a developed analytical paragraph with a clear argument. KLI 2a: Analyses language, form and structure. KLI 2b: Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. KLI 3a: conveys relevant socio-historic context. KLI 3b: appreciates Stevenson's wider intentions and messages.

How can I achieve in this topic?

- Complete tasks as homework including:key quotes; character sketches; mindmaps
- Use revision support material to prepare you for assessments
- Use excellence models, scaffolds and success criteria