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**Knowledge Rich Curriculum Plan**

*A Streetcar Named Desire: 2*

***Year 12: Summer 1***



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Written link the wider curriculum** | **Assessment** |
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| **Lesson 1**  **Scene 7** | Students will know how Blanche’s behaviour aims to mirror feminine ideals of the time.  Students will understand how Blanche is trapped in a bind which Freud called the Madonna whore complex in which she needs Mitch to desire her but also respect her.  Students will learn how Williams uses juxtaposition to comic effect in this scene.  Students will learn the complexities of Blanche’s characterisation, she is often a difficult character to “like” but here we learn more of her tragic background.  Students will understand that Blanche shares some of the qualities of a “tragic hero” as described by Aristotle, however some of her characteristics prevent us from truly thinking of her in such terms. | Tragic Hero: In [*Poetics*](https://en.wikipedia.org/wiki/Poetics_(Aristotle)),  Aristotle suggests that the hero of a tragedy must evoke a sense of pity and fear within the audience, stating that “the change of fortune presented must not be the spectacle of a virtuous man brought from prosperity to adversity." In essence, the focus of the hero should not be the loss of his goodness. He establishes the concept that [pity](https://en.wikipedia.org/wiki/Pity) is an emotion that must be elicited when, through his actions, the character receives undeserved misfortune, while the emotion of [fear](https://en.wikipedia.org/wiki/Fear) must be felt by the audience when they contemplate that such misfortune could possibly befall themselves in similar situations. | Students have previously studied Freud’s Madonna/whore complex and will be able to apply this theory to what they read today. | The Lord of The Flies  The Paris Anthology  The Handmaid’s Tale | Cold Call Question:  **Is Blanche a tragic hero?**  On the one hand, Blanche shares some of the characteristics of a tragic hero. She is a flawed character whose downfall is caused by her own weaknesses and mistakes. She is also a character who is larger than life, with a grandeur and nobility that are ultimately undermined by her tragic fate.  On the other hand, Blanche does not meet all of the requirements of a traditional tragic hero. For one thing, she is not a noble or high-ranking character; she is a former schoolteacher who has fallen on hard times. Additionally, while Blanche's fate is certainly tragic, it could be argued that her downfall is not entirely her fault. She is the victim of circumstances beyond her control, such as her family's financial ruin and her own traumatic experiences. |
| **Lesson 2**  **Scene 8** | Students will understand the subtle and masterful way in which Williams establishes character.  Students will discuss Stanley’s cruelty and how this impacts our view of him.  Students will understand the structural importance of this scene, coming as it does after the final hopeful moment in the play. This scene marks the decent into Blanche’s tragic end.  Students will understand the almost poetic way in which Williams establishes mood in his plays, especially in this scene.  Students know what is meant by the term Schadenfreude and how this applies to the text. | **Schadenfreude:**  Schadenfreude is the experience of pleasure, joy, or self-satisfaction that comes from learning of or witnessing the troubles, failures, or humiliation of another. It is a borrowed word from German, with no direct translation, that originated in the 18th century. | Students will need to know about stage directions and their function.  Having knowledge of conventional stage directions will help them to see what is extraordinary in Williams’ style. | An Inspector calls  Macbeth  The Paris Anthology  The Handmaid’s Tale | Cold Call Question:  **Is Stanley a villain?**  Stanley is known for his aggressive behaviour towards his wife, Stella, and his treatment of Blanche, Stella's sister, whom he sees as a threat to his marriage. He is also portrayed as being insensitive and crude, using his physical strength to dominate those around him. These qualities may lead some to view him as a villain.  However, others may argue that Stanley's behaviour is a result of the difficult circumstances he faces. He works a low-paying job and is frustrated by his lack of opportunities. He is also dealing with his own personal struggles and insecurities. Some may see him as a victim of the system and his own circumstances, which may make it difficult to label him as a clear-cut villain. |
| **Lesson 3**  **Writing** | In this lesson students will produce a written response to the following question:  **Referring to these lines and other moments in the play, explore how and why Williams presents the uncovering of Blanche’s past throughout the play.**  **(45 marks)** | **Southern Belle - a colloquialism**  **Referring to a**[**debutante**](https://en.wikipedia.org/wiki/Debutante)**in the**[**planter class**](https://en.wikipedia.org/wiki/Planter_class)**of the Antebellum South.**  **Analepsis - A  literary device in narrative, in which a past event is**[**narrated**](https://www.google.com/search?rlz=1C1GCEB_enGB939GB939&q=narrated&si=AMnBZoFm76bvId4K9j6r5bU9rVYrUI2lkg2EsRlfqi4YKjwtJMJlLnesJXWwh55imUrLf7yixKRuQh6vfufQQPHZhjDr-WbOeg%3D%3D&expnd=1)**at a point later than its**[**chronological**](https://www.google.com/search?rlz=1C1GCEB_enGB939GB939&q=chronological&si=AMnBZoEFBhyZNIanF2PLYT1JPeYeggeOBjhNqQKYFikRnhu0B22Yj1Hdjw9z8v4IW-Inh7opFZdYDanD4yHOFgO-FT4L6YYp9g1mAgU52f8FDjr-EHARboI%3D&expnd=1)**place in a story.**  **Melodramatic - characteristic of melodrama, especially in being exaggerated or overemotional.** | Students need to know some of the genre conventions of a tragedy and archetypical features of characters.  Students will understand Williams’ style and technique, both in terms of characterisation and structure. They will use their knowledge of both to construct an essay today. | The Art of Rhetoric – Aristotle  Romeo and Juliet – Tragedy  Blood Brothers – Tragedy  Macbeth -Hamartia | **Explore how and why Williams presents the uncovering of Blanche’s past throughout the play.**  In *'A Streetcar Named Desire',* Williams slowly reveals Blanche’s past to the audience both through her own disclosures and through hearsay from other characters. Stanley is ultimately responsible for uncovering and revealing Blanche’s past, driven by a bitterness and anger towards his sister-in-law. This ultimately elicits feelings of sympathy and pity from the audience for the tragic character of Blanche: a victim of the crumbling culture of the ‘Southern Belle’ in the rapidly changing landscape of 1940s America.  At this point in the scene, Blanche discloses information about her past to a resentful Mitch. Mitch’s use of the interrogative sentence, ‘Didn’t you stay at a hotel called ‘The Flamingo’?’, is used to directly confront Blanche about her disreputable past… |
| **Lesson 4**  **Scene 9** | Students will learn how Williams crafts his tragedy. We will look in detail at how the character of Mitch has been transformed and his hateful behaviour towards Blanche.  We will explore again the nature of tragedy and how Blanche’s downfall is building and leading us to the climax of the text.  We will discuss the role of women and once again we will explore the treatment of Blanche and her sexuality throughout the text.  We will explore the semantic significance of the “Tarantula” hotel and how Blanche refers to her lovers as her “victims”. | **Alienation - Social alienation is a situation in which individuals feel disconnected from a group which they believe themselves a part, be it friends, family or wider society.**  **Hypocrisy –**   1. **the practice of claiming to have higher standards or more noble beliefs than is the case.**   **Semantic - the branch of**[**linguistics**](https://www.google.com/search?rlz=1C1GCEB_enGB939GB939&q=linguistics&si=AMnBZoG9fGMZkoPgk-g4eVoaZFdEdMa-HVSGZWhQ5ozG6EGw0Rlf63ambIIMnt7MoXNWHTZfiRhPtQ-AcSS-qXfkk7bajkroZDXr5TnYWhyhYGOw-7_GrTo%3D&expnd=1)**and logic concerned with meaning. The two main areas are *logical semantics*, concerned with matters such as sense and**[***lexical***](https://www.google.com/search?rlz=1C1GCEB_enGB939GB939&q=lexical&si=AMnBZoFHF1DJLZWpTBtQDK262RMpDIotsqJpeX7M5r3BRHfEtYt3NaodcoqTWqIXf6L6-KKpDZhw1i3pX-QVbsawnxRwaG_6nA%3D%3D&expnd=1)***semantics*, concerned with the analysis of word meanings and relations between them**. | Students will need to build on their prior knowledge of Williams’ biography. They will need to make connections between Williams’ real-life sister and the character she inspired.  We will once again refer to the Madonna Whore complex and how this applies to Blanche. | The Lord of The Flies  The Paris Anthology  The Handmaid’s Tale  The Duffy Anthology | Cold Call Question:  **How has Mitch changed in the play?**  At first, Mitch is presented as a somewhat shy and awkward gentleman who is searching for companionship. He is initially drawn to Blanche's beauty and charm, and the two quickly develop a relationship.  However, as their relationship progresses, Mitch begins to see through Blanche's façade and realizes that she is not the person he thought she was. Blanche's lies and manipulations ultimately lead to the downfall of their relationship, and Mitch's once kind and gentle nature turns to anger and bitterness.  Mitch's transformation can also be attributed to his own personal growth and development. Throughout the play, he is faced with difficult choices and is forced to confront his own values and beliefs. |
| **Lesson 5**  **Feedback** | In this lesson students will respond to written feedback given by their teacher. |  |  |  |  |
| **Lesson 6**  **Scene 10** | Students will learn how Williams expertly builds tension in this scene. We will see how the tension in the scene builds to a climax with the assault on Blanche.  Students will know that Stanley’s sexual assault on Blanche could be seen as his final assertion of dominance over her according to a Darwinian reading. We will discuss the importance of Stanley’s attack on Blanche and perhaps what it tells us about male sexual desire compared to female. Throughout the text we have seen Blanche’s sexual; desires lead to her undoing, whereas Stanley (even in weaponizing his sexuality) will not face any consequences.  Students will explore the significance of Blanche’s costume in this scene. We will discuss the importance of her crumpled gown and silver shoes, along with the rhinestone tiara she wears on her head. This will open our discussion of reality and delusion in the play, Blanche is like a hideous parody of a fairy-tale princess with Stanley the beast posing a handsome prince. | **Realist theatre**  **Theatre presented with scenes of everyday life in a naturalistic manner.**  **Expressionist theatre**  **Refers to theatre where the image of reality is distorted in order to make it expressive of the characters’ inner feelings.**  **Scene 10 features clear examples of this**. | Students will build on their knowledge of symbolism in this lesson.  With this in mind they will be able to unpick the symbolic nature of Blanche breaking the mirror.  During the second lesson on this scene we will also discuss the symbolic nature of Stanley’s baby coming to the world as he destroys Blanche. Can we read this a victory for the New South? | Macbeth  An Inspector Calls  The Handmaid’s Tale  The Duffy Anthology | Cold Call Question:  **What is the main source of tension in A Streetcar Named Desire?**  The main cause of tension in Tennessee Williams' play "A Streetcar Named Desire" is the clash of personalities and values between the two main characters, Blanche DuBois and Stanley Kowalski. Blanche, a fading Southern belle, represents the old aristocratic South with its values of refinement, gentility, and decorum. On the other hand, Stanley, a working-class man of Polish descent, embodies the rough and brutal world of the urban North with its values of physical strength, aggression, and practicality. Their conflicting personalities and backgrounds lead to a power struggle between them, as they try to assert their dominance over each other. |
| **Lesson 7**  **Scene 10** |  |  |  |  |  |
| **Lesson 8**  **Writing** | Refer to Scene 1  **Beginning**  “You must be Stanley. I’m Blanche”  **Ending**  “I’m- going to be sick!”  This interaction occurs at the end of this scene. Blanche and Stanley are meeting for the first time.  Referring to these lines and other parts of the play, explore how and why Williams presents **tension** between characters at different points in the play. | **Heterogeneous- diverse in character or content**  **Aristocrat- someone from the highest class in certain societies, typically comprising people of noble birth holding hereditary titles and offices.** | Students need to know some of the genre conventions of a tragedy and archetypical features of characters.  Students will understand Williams’ style and technique, both in terms of characterisation and structure. They will use their knowledge of both to construct an essay today. | The Art of Rhetoric – Aristotle  Romeo and Juliet – Tragedy  Blood Brothers – Tragedy  Macbeth -Hamartia | **Written Response:**  In *'A Streetcar Named Desire',* the tension seems to arise from the contrasting and conflicting qualities of Blanche Dubois and Stanley Kowalski. Their relationship is a fragile and tempestuous one, held together only briefly by their mutual affection for Stella. The huge contrast between them and their close proximity throughout the play act as a catalyst for the build-up of tension.  At this point of the scene, Blanche is desperate to find a way to escape the flat, and indeed, escape her current life. The exclamative “Operator, operator!” conveys the urgency of Williams’ character to leave. The level of tension between Blanche and Stanley has become unbearable. Her downfall comes from her inability to accept the changing times that she was in, her ‘Southern Belle’ way of living no longer existed and yet she was desperate to cling on to it. This is much to the chagrin of Stanley who is quick to dismiss Blanche’s fantasies. |
| **Lesson 9**  **Scene 11** | Students will now that we are now dealing with “falling action” part of the play. We are dealing with the fallout of Stanley’s attack on Blanched.  Students will explore Stella’s reaction to what has happened, we will discuss her complicity with what has happened to her sister. We will once again discuss the bind that women were in at the time, forcing women in remain in abusive situations. Likewise, we may explore the idea that Stella’s desire for Stanley could cloud her judgement and force her to stay with him.  Students will know that Blanche’s infamous closing line: “Whoever you are—I have always depended on the kindness of strangers.” | **Coda- a concluding event, remark, or section. Often acts as a contrasting section to tension provided in the climax of the play.**  **Deus ex Machina - Deus ex Machina is a plot device whereby a seemingly unsolvable problem in a story is suddenly or abruptly resolved by an unexpected and unlikely occurrence.** | Students will use their prior knowledge of the play so far in our discussions. This will also shape their predictions about the play going forward.  Students will know that an Aristotelian tragedy is | Macbeth – Tragedy  An Inspector Calls - Abuse of one person on another  A Christmas Carol – Redemption  The Handmaid’s Tale  The Duffy Anthology | Cold Call Question:  **Is the ending of A Streetcar Named Desire ultimately unsatisfying?**  The ending of the play can be seen as unsatisfying for some readers or viewers, as it ends with the tragic downfall of the main character, Blanche DuBois. Blanche is a complex and flawed character who has a troubled past and a fragile mental state, and her final fate is to be sent to a mental institution after being betrayed and institutionalized by her brother-in-law, Stanley Kowalski.  However, from a literary standpoint, the ending can be seen as fitting and thematically consistent. The play explores the themes of illusion versus reality, the destruction of the old Southern aristocracy, and the brutal nature of male dominance. Blanche's downfall represents the destruction of the old world and the triumph of the new, embodied by Stanley. |
| **Lesson 10**  **Scene 11** |  |  |  |  |  |
| **Lesson 11**  **Feedback** | In this lesson students will respond to written feedback given by their teacher. |  |  |  |  |