

## Scheme of Work 2020 - 2021

### Subject: English

**Year Group: 13**

**Specification: A Streetcar Named Desire**

| Lesson No | Topic & Objectives | Big Question – What will students learn?                 | Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)  | Planned Assessment  | Homework or flipped learning resources<br><br>DODDLE resources | Lit Num SMSC Codes       |
|-----------|--------------------|--|--|---|--|--------------------------|
| 1         | <b>Context 1</b>   | What was life like in New Orleans at the time?           | <p>Discuss the background to the play.<br/>Examine how the characterisation of these two characters represents the two different outlooks:</p> <ul style="list-style-type: none"> <li>• Blanche – romantic old fashioned, traditionalist and elitist views</li> <li>• Stanley – new America, American dream, anyone can succeed if they work hard.</li> <li>• Stella is a hybrid character: one who was of the old traditions, but has moved with the times as a result of her marriage to Stanley.</li> </ul> | Complete Qs on Blanche & Stanley in the opening scene.          | Independent research of Tennessee Williams                     | C1, C2, C3, C5, SO2, SP9 |
| 2         | <b>Context 2</b>   | Contrast Southern Belles to the people in the New South. | <p>Discuss the Napoleonic Code &amp; how it would link to the play.<br/>Examine the title &amp; key themes;</p> <ul style="list-style-type: none"> <li>• Insanity</li> <li>• Reality versus fantasy</li> <li>• Sex, death and fate</li> <li>• Conflict</li> </ul> <p>Focus of discussion around scenes and the stereotypical southern woman.</p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Symbolism</li> <li>• Key scenes</li> <li>• Dialogue</li> </ul>                           | What contextual information can you apply to the opening scene? | 1940's America research  | C1, C2, C3, C5, SO2, SP9 |

|   |                  |  |   |  |  |                                 |
|---|------------------|--|---|--|--|---------------------------------|
|   |                  |  | <ul style="list-style-type: none"> <li>• Climax</li> <li>• Aspects of staging <ul style="list-style-type: none"> <li>○ music (important in this play)</li> <li>○ lighting</li> <li>○ stage directions</li> <li>○ stage set</li> </ul> </li> </ul>   |  |  |                                 |
| 3 | <b>Scene One</b> | <p>Examine the characterisation of Blanche &amp; Stanley.</p> <p>Use of setting &amp; stage Directions.</p> <p>Symbolism &amp; Imagery and its effect.</p> | <p>Characterisation of Blanche vs Stanley.</p> <p>Discussion of the following;</p> <ul style="list-style-type: none"> <li>• New Orleans is immediately portrayed as a cosmopolitan city where all races mingle freely. Here blacks mingle with whites and members of ethnic groups play poker and bowl together. This is the changing face of the new America, clearly represented by the character of Stanley.</li> <li>• Elysian Fields is the name of the rundown street. The irony is obvious as in classical mythology Elysian Fields are the equivalent of paradise or the home of the blessed dead.</li> <li>• The irony is continued in the fact that Stanley is clearly at home in Elysian Fields, but the Kowalskis' home and neighbourhood are certainly not Blanche's idea of heaven.</li> </ul> <p>Stage Directions and their importance.</p> <p>The symbolism and imagery conveyed throughout the scene with a focus on the colour symbolism relating to Blanche.</p> | <p>How do Blanche and Stanley differ as characters?</p> <p>Why is the setting so important?</p> <p>What does the music relate to?</p>        | <p>Research the differences between the Old South &amp; New South.</p>                 | <p>C1, C2, C3, C5, SO2, SP9</p> |
| 4 | <b>Scene Two</b> | <p>Analyse the conflict between Blanche &amp; Stanley.</p>   | <p>How does Blanche's character develop?</p> <ul style="list-style-type: none"> <li>• Blanche posturing in her red robe is symbolic of the scarlet woman of the Bible (Revelation 17)</li> <li>• Blanche's reference to "The blind are leading the blind" is symbolic of Matthew 15:14 which reads "And if the blind shall lead the blind, both shall fall into a ditch". The implication here is of impending disaster.</li> <li>• Blanche's constant bathing.</li> </ul>  | <p>1. Stanley is irritated at the beginning of this scene – what is causing him to feel this way and why do you think he is particularly</p> | <p>Examine the symbolic nature of colours and how they could relate to characters.</p> | <p>C1, C2, C3, C5, SO2, SP9</p> |

|  |  |  |  |   |  |
|--|--|--|--|---|--|
|  |  |  |  | <p>sensitive about this?</p> <ol style="list-style-type: none"><li>2. How do Stella's actions exasperate Stanley's feelings further?</li><li>3. Blanche emerges from the first of many long baths – bathing is a motif in this play – why do you think she spends so long in the bath during the play?</li><li>4. What colour of robe is Blanche wearing and what does this suggest about her past?</li><li>5. What causes the first major conflict between Blanche and Stanley?</li><li>6. What does Stanley do to Blanche's belongings and what event does this foreshadow?</li></ol> |  |
|--|--|--|--|---|--|

|   |                           |  |   |   |  |                                 |
|---|---------------------------|--|---|---|--|---------------------------------|
|   |                           |  |   |   |  |                                 |
| 5 | <p><b>Scene Three</b></p> | <p>How is the relationship between Stanley &amp; Stella portrayed?</p> <p>Examine the stagecraft.</p> <p>What are Blanche's motives?</p> | <p>Why is this a pivotal scene?</p> <p>How do we see the relationship between Stella &amp; Stanley come to the forefront?</p> <ul style="list-style-type: none"> <li>• Stella and Stanley's reunion conveys the extent of their desire for each other. Stella's desire for Stanley is so great that she is prepared to forgive him anything.</li> <li>• Their "animal-like" moans when they embrace on the front steps illustrates their animal-like passion for each other.</li> </ul> <p>What kind of relationship do we see between Blanche &amp; Mitch?</p> <ul style="list-style-type: none"> <li>• Mitch is the complete opposite of Stanley. He is kind, understanding, sympathetic and shy.</li> <li>• Blanche's conversation with Mitch at the end of the scene emphasises the class differences between them and highlights the efforts he is making to overcome them.</li> </ul> <p>The description of their dancing symbolises, that ultimately, they are ill-suited to each other – "Mitch dances clumsily, mimicking Blanche's grand movements.</p> | <ol style="list-style-type: none"> <li>1. Describe the way that Stanley interacts with his friends and the position that he holds within the group.</li> <li>2. Describe the inconsistencies between Blanche's behaviour around men and her expectations of how they should behave.</li> <li>3. Select a quotation from this scene that highlights Stanley's sexist and disrespectful attitude to women. Analyse and evaluate its effect.</li> <li>4. A significant symbol in the play is light, but</li> </ol> | <p>Research how stagecraft can be used to add effect for the audience.</p> | <p>C1, C2, C3, C5, SO2, SP9</p> |

|   |                   |   |   |   |                          |
|---|-------------------|---|---|---|--------------------------|
|   |                   |   |   | <p>its normal associations have been reversed. Blanche's purchases a paper lantern and whilst asking Mitch to put it up explains that she "can't stand a naked light-bulb, any more I can a rude remark or a vulgar action". Why do you think she avoids the light?</p>   |                          |
| 6 | <b>Scene Four</b> | <p>Why is this the turning point in the play?</p> <p>How has staging &amp; use of metaphorical language helped to create the scene?</p> | <p>Why is this a turning point?</p> <ul style="list-style-type: none"> <li>When Stanley, returning home unheard by either Blanche or Stella, overhears Blanche's condemnation of him, it is clear that Blanche's fate is now sealed as Stanley will only rest when she is completely removed from his life.</li> <li>By the end of this scene, the audience is now aware that Stella has chosen Stanley over Blanche, a decision which leaves Stanley triumphant and Blanche isolated.</li> <li>Finally the scene introduces the metaphor of the streetcar. This in itself suggests that there is now no turning back for Blanche and that she is now headed for disaster.</li> </ul> <p>Summarise the events in this scene</p> | <p>Stanley overhears Blanche's condemnation of him therefore sealing her fate and his decision to ruin her and force her to leave. Stella chooses Stanley over Blanche, foreshadowing her decision at the end of the play to commit her sister to a mental institution. How is doubt cast over Blanche's character?</p> | C1, C2, C3, C5, SO2, SP9 |

|   |                   |   |  |  |  |                          |
|---|-------------------|---|--|--|--|--------------------------|
|   |                   |   | Consider the conversation between Stella and Blanche on page 45 and 46, specifically the references to the streetcar – what are they really discussing through the disguise of metaphor?   |  |  |                          |
| 7 | <b>Scene Five</b> | What is the reality of Blanche’s situation? | <p>Discuss the opening.</p> <ul style="list-style-type: none"> <li>• A threatening undertone runs throughout this scene</li> <li>• The scene opens with a violent row between Eunice and Steve, which is then followed by a hostile interchange between Stanley and Blanche</li> </ul> <p>In scene five, Stanley threatens and intimidates Blanche with suggestions of knowledge of her past. She becomes increasingly frightened.</p> <ul style="list-style-type: none"> <li>• Read the account of her actions she gives to Stella, p.53. How do these descriptions link with those in her introduction in scene 1, and what qualities do they reveal about Blanche’s character?</li> <li>• Stella spills what on Blanche, p.54? Consider the colour of the skirt, and suggest the various events described within the play that this could reflect.</li> </ul> | <ul style="list-style-type: none"> <li>• Consider the reasons for Blanche’s actions. Is this ...</li> </ul> <ol style="list-style-type: none"> <li>A. an indication of just how moth-like Blanche is, clarifying that she is incapable of settling with only one man.</li> <li>B. a example of her urges for self-destruction, and therefore insanity.</li> <li>C. a revelation of her hypocritical personality</li> <li>D. Clarification that after having lost the only man she truly cared about, and blaming herself for this, she cannot allow herself the chance of another happy life?</li> </ol> |  | C1, C2, C3, C5, SO2, SP9 |

|   |                  |   |   |  |  |                          |
|---|------------------|---|---|--|--|--------------------------|
| 8 | <b>BLUE BOOK</b> |   |   |  |  | C1, C2, C3, C5, SO2, SP9 |
| 9 | <b>Scene Six</b> | <p>How is the relationship between Blanche &amp; Mitch portrayed?</p> <p>How is stagecraft used?</p> <p>Examine themes of Illusion &amp; Fantasy in this scene.</p> | <p>What is the opening mood of the scene?<br/>Has Blanche's fate been sealed?</p> <ul style="list-style-type: none"> <li>• Blanche needs Mitch as a stabilizing force in her life and if her relationship with him fails, she faces a world that offers few prospects for a financially challenged, unmarried, middle aged woman.</li> <li>• Yet, although she confesses her role in her husband's suicide, her failure to be truthful about her age, her past and her intentions suggest their relationship will fail.</li> </ul> <p>The Varsouviana music that plays in the background as Blanche tells her story is symbolic- how?</p> | <ul style="list-style-type: none"> <li>• During Blanche and Mitch's conversation back at the apartment, Blanche's reckless behaviour surfaces again. Explain the two examples that occur during their conversation.</li> <li>• Find quotations from this scene that re-enforce Blanche's need for illusion and fantasy.</li> <li>• In this scene the audience finally understands the full meaning of the polka music. What is it and who is the only character that can hear it?</li> </ul> |  | C1, C2, C3, C5, SO2, SP9 |

|    |                    |   |   |  |  |                          |
|----|--------------------|---|---|--|--|--------------------------|
| 10 | <b>Scene Seven</b> | Look at the dramatic impact & symbolism throughout the scene. | <p>The dramatic impact of this scene is emphasised by Stanley's shocking account of Blanche's behaviour which is contrasted with her sentimental song from the bathroom.</p> <ul style="list-style-type: none"> <li>• Yet, the full dramatic impact of the scene relies not on the details of her past, but on her ignorance of what is happening outside the bathroom.</li> <li>• This increases the dramatic tension – will she overhear?</li> <li>• Discuss the symbolism- Blanche's endless baths symbolise her need to constantly wash away her sins.</li> <li>• Her singing of "Paper Moon" – "it wouldn't be make-believe if you believed in me" – symbolises that Blanche's hopes of a future with Mitch rest in him believing her act.</li> </ul> <p>This is now unlikely to happen as Stanley has told him about her past</p> | <ul style="list-style-type: none"> <li>• What words/phrases show Stella's disgust at what Stanley has found out?</li> <li>• Does she believe the information?</li> <li>• Find 2 linguistic features in this scene and analyse their use/importance</li> <li>• What do you think is going to happen in Scene Eight? Will Blanche keep pressing Stella for answers?</li> </ul> |  | C1, C2, C3, C5, SO2, SP9 |
| 11 | <b>Scene Eight</b> | Examine Stella's departure.<br>How are linguistics used?      | <p>This is a disjointed scene with changes of mood from embarrassment to violence, to a pathetic attempt at normality, to Stanley's brutality- discuss.</p> <ul style="list-style-type: none"> <li>• It ends with Stella's abrupt departure for the hospital.</li> <li>• For Stella and Stanley, the focus now shifts away from Blanche's distress.</li> <li>• The very shortness of this scene, with its quick changes of mood, adds to the dramatic tension.</li> <li>• Stanley's rude table manners symbolise, not only his primitive qualities, but also his desire to upset Blanche and Stella.</li> </ul>   | <p>As Stella becomes angrier, her grammar and use of language becomes more formal. As Stanley grows angrier, his grammar becomes sloppier and he begins to speak in sentence fragments. This is symbolic of both the class and the intellectual divide between them.</p> <p><u>Task: Find examples of this for both characters.</u></p>                                      |  | C1, C2, C3, C5, SO2, SP9 |



|    |                          |  |   |  |  |                          |
|----|--------------------------|--|---|--|--|--------------------------|
|    |                          |  | <ul style="list-style-type: none"> <li>Stanley smashing the plate symbolises his potential for violence and <i>foreshadows</i> his violent behaviour in the rest of the play.</li> <li>Stanley's reaction to Blanche calling him "a Polack" symbolises his deep frustration that Blanche views herself as superior.</li> <li>Stanley's birthday ticket to Blanche – a one way ticket back to Laurel – symbolises his cruel and unsympathetic tendencies and his vicious nature.</li> </ul> <p><u>Stage Directions</u> – "grunts", "stalks" – further reminder of his animalistic nature</p>               |  |  |                          |
| 12 | <b>Scene Nine</b>        | <p>How has Blanche disintegrated as a character?</p> <p>Has she been the master of her own downfall?</p> | <p>This scene marks a decisive stage in Blanche's disintegration- how?</p> <ul style="list-style-type: none"> <li>She is drinking heavily and the past, symbolised by the insistent polka music, is pressing own upon her.</li> </ul> <p>This scene is effective melodrama as Mitch's hostility and Blanche's half-hearted protestations lead up to the ending when he tries to sleep with her.</p> <p>Analyse the language, imagery &amp; stagecraft throughout.</p>   | <p>Q1. Analyse the significance of the paper lantern in this scene. Find quotes from the text to back up your answer.</p> <p>Q2. Find examples of the language used by Blanche and Mitch and examine what this reveals about the respective characters</p> |  | C1, C2, C3, C5, SO2, SP9 |
| 13 | <b>Scene 10 &amp; 11</b> | <p>Examine the dramatic climax and changing perspectives throughout.</p>                                 | <p>Scene ten is the dramatic <i>climax</i> of the play. Throughout this scene, Williams uses every means available to create an atmosphere of menace:-</p> <ul style="list-style-type: none"> <li>opening stage directions – Blanche's "soiled and crumpled" evening dress and her "scuffed silver slippers"</li> <li>When she breaks the mirror we are reminded that this brings bad luck.</li> </ul> <p><u>Williams mimics classical tragedy by not showing the rape. Why?</u></p> <ul style="list-style-type: none"> <li>The omission of the rape heightens our sense of its effectiveness.</li> </ul> | <p>Compare this scene with previous scenes and analyse Blanche's disintegration.</p>   |  | C1, C2, C3, C5, SO2, SP9 |

|    |                  |   |   |  |  |                          |
|----|------------------|---|---|--|--|--------------------------|
|    |                  |   | <ul style="list-style-type: none"> <li>• Its omission also reflects the notions of acceptable stage behaviour held by Americans in 1947.</li> <li>• The sense of the inevitability of the rape is another reason why it seems unnecessary that it takes place on-stage.</li> </ul> <p>Contrast scene 11 with earlier scenes.</p> <p>This scene is a downbeat coda (a concluding passage which provides a satisfying ending) to the melodrama of the rape in the previous scene- examine this in detail.</p> <p>The mood is subdued, a mood intensified by the fact that the previous scene with the poker players was loud and noisy (link to scene 3).</p> |  |  |                          |
| 14 | <b>Blue Book</b> |   |   |  |  | C1, C2, C3, C5, SO2, SP9 |
| 15 | <b>Review</b>    | Examine contrasts in scenes, mood & language. | Language analysis throughout.   |  |  | C1, C2, C3, C5, SO2, SP9 |
| 16 | <b>Theory</b>    | How can we apply theorists?                   | Apply Theorists to our writing.   |  |  | C1, C2, C3, C5, SO2, SP9 |