

## Year 8, The Woman In Black, English Scheme of Learning

Rationale and Context of Unit:	Core curriculum content:	Tier two and Tier three vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>● <i>What prior learning does this build upon? (links to KS2 national curriculum)</i></li> <li>● <i>This unit is designed to prepare students for the 19<sup>th</sup> Century text at GCSE. Up until this point, their exposure to 19<sup>th</sup> Century texts, or texts in that style, has been limited. This prepare students for the Sign of Four SOL in Year 9.</i></li> <li>● <i>The unit is placed here so that they are building on the poetry unit at the beginning of the year, which includes pre-twentieth century poems, getting a good variety of text types early in the year and in preparation for the 19<sup>th</sup> C text in year 9.</i></li> <li>● <i>How does this link to the secondary national curriculum?</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Context is important in this unit and students will be developing their ability to apply context to their understanding of the novel.</i></li> <li>● <i>This application of context, not using it as ‘bolt-on’ knowledge, is a skill they will revisit often.</i></li> <li>● <i>In addition, students develop their understanding of writers’ methods-specifically portrayal of characters and how perception can alter across a text, foreshadowing and pathetic fallacy, setting and narrative structure. They will demonstrate understanding through both analytical work and creative writing.</i></li> </ul>	<p><i>Suspense, tension, isolation, foreshadowing, villain, victim, causeway, landscape, sinister, responsibility, tangible, seething, society, wedlock, pathetic fallacy</i></p>
Challenge and Support:	World-wide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>● <i>Scholarly reading opportunities-other 19<sup>th</sup> Century texts, specifically those which explore the treatment of women. Jane Eyre could be a good example. Alternatively, other ghost stories-Turn of the Screw, for example.</i></li> </ul>	<p><i>The incarceration of villains and its purpose/effectiveness.</i></p> <p><i>The effect of isolation and loneliness on the individual.</i></p>	<ul style="list-style-type: none"> <li>● <i>Students are encouraged to think about changing societal expectations which leads to discussion about standards and expectations today.</i></li> </ul>

<ul style="list-style-type: none"> <li>● Challenge is embedded throughout unit-through language, tasks, skills; there is a cyclical structure to some learning which makes it accessible to weaker students.</li> <li>● Differentiation is built into planning.</li> </ul>		<ul style="list-style-type: none"> <li>● Possible theatre visit-to Norwich if a tour coincides with the teaching of this or to London. Suitability for ages group would need considering though.</li> </ul>
<p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>	<p><b>Cross curricular links/ literacy/numeracy:</b></p>	<p><b>Common misconceptions:</b></p>
<ul style="list-style-type: none"> <li>● Changing views of women, marriage and gender roles across the 20<sup>th</sup> Century.</li> <li>● Society's perception of victims and villains-challenging preconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>● CC-the incarceration of villains and its purpose/effectiveness.</li> <li>● CC-the effect of isolation and loneliness on the individual.</li> <li>● History-the changing role of women in society and changing societal views.</li> <li>● Reading aloud every lesson</li> <li>● Regular extended writing opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>● We should expect misconceptions arising from the time setting of the novel. For example, they will not understand what 'the London particular' is.</li> </ul>
<p><b>Assessment timeline:</b></p>		
<ul style="list-style-type: none"> <li>● Final assessment using extract-selection, language analysis, structure analysis and evaluation are the skills required.</li> <li>● Two lessons allowed for the assessment which students will be walked through-resource for this.</li> <li>● Knowledge tests, knowledge builders and cyclical structure for assessment throughout unit.</li> <li>● WAGOLLS throughout unit.</li> </ul>		
<p><b>Home learning</b></p>		
<p>Lesson 3 Create two mind maps: one for victims and one for villains. On your mind map include:</p> <ul style="list-style-type: none"> <li>• Features of victims and villains;</li> <li>• Causes for being a victim or villain;</li> <li>• Well know victims or villains in the news;</li> <li>• Well known victims or villains in stories: books, films or TV shows.</li> </ul>		

Lesson 9 Sketch a map of Eel Marsh House and the causeway. Label it with:

- Places that Arthur has been to (like the graveyard, for example);
- Places where he has seen or sensed the woman in black;
- Feelings associated.

You can use your imagination if Hill has not told us exact details.

- Lesson 15 Pre-end of unit assessment-read and answer questions on extract.

### Feedback

- *Feedback will take the form of feedback four for the final assessment*
- *Throughout unit, whole class feedback, sample marking, peer and self-assessment.*

### Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Unit 1							Unit 2							Unit 3						Unit 4				Unit 5				Unit 6									
Love and Relationships Poetry							19 <sup>th</sup> C Novel: the Woman In Black							Modern Novel: To Kill A Mockingbird <i>or</i> Of Mice and Men						Modern Novel: To Kill A Mockingbird <i>or</i> Of Mice and Men				Shakespeare: Hamlet				Free choice/over-run									

### Lesson One

PPT: Lesson one

- Read the extract "Printer's Devil Court".
- Write down 5 essential ingredients for a great ghost story and 3 reasons why people read ghost stories (e.g. escapism, bonding through shared experiences/ feelings, schadenfreude etc.)
- Distribute the "Opening" cards (cut up and distribute one each). On it is an instruction about how they should start a ghost story. They should make their story creepy, but stick to the description on the card.
- Was their story straight into the action, or a slow build up towards something scary happening later? Which is most effective and why?

- Read the opening of chapter one (pp.1-11 “...of that calm, untroubled sea”).
- What type of opening does Susan Hill choose for the opening to her story? Write a sentence.
- Find 2 quotations which suggest that bad things are yet to come.
- In your opinion, did she make a good choice for her opening? Has she drawn them in?

## Lesson Two

### PPT: Lesson Two

- Think about the opening of TWIB. Rate the following:
  - o Her ability to make us want to read on
  - o Her ability to make us feel tense
  - o Her ability to scare us
  - o The overall quality of the opening.
- Read to the end of chapter one.
- While it’s not the most engaging opening chapter, she does just about keep our interest through careful clues and language choices.
- Distribute the chart from slide 3. There are a selection of quotations. They should match the quotation to the correct observation on the next slide.

Some quotations have more than one observation.

- o 1) Personification
- o 1) Negative weather to create atmosphere
- o 2) Rule of 3
- o 2) Repetition
- o 3) Light and dark
- o 3) Silence and sound
- o 3) Short sentences
- o 4) Metaphor
- o 4) Description of emotions
- They should highlight the technique in the quotation (e.g. highlight the metaphor within the quotation).
- Then they should work on creating more detailed analysis in the last column (i.e. analyse the effect of the technique/ individual words and make inferences). There is an effect wordbank on slide 5.
- Read the quotation and poor analysis on slide 6. How would they improve it? The phrases are labelled 1, 2, 3 so they can re-write them in their books. Can they write an “mastered” analysis?

## Lesson Three

PPT: Lesson 3

- Slide one: Ask students to consider that different weather conditions can be used as symbols. If the following weather conditions appeared in a story, what atmosphere would be created?
- Introduce the term “foreshadowing”. Today’s focus: How does the writer use the weather as a means of foreshadowing?
- Read Chapter 2. Which of the 4 weather conditions from the starter does she use?
- In chapter 1 we were told: ‘tonight, I smelled at once, and with a lightening heart, that there had been a change in the weather’. This creates a sense of hope. Choose one word to describe what atmosphere the fog creates (e.g. doom). Why does the weather change? Write a response, then share their interpretations.
- Use the beginning of chapter 2 (up to ‘Blind Man’s Buff’). On the sheet (next slide), list any words/ phrases used to make the fog seem alive on the left. Feedback.
- Then, on the right, list 10 words about the atmosphere which the fog creates (e.g. dangerous, scary, overbearing, threatening, sinister, stealthy, strict, inescapable, controlling, nasty, dirty etc.) Feedback.
- How does the writer use weather as a means of foreshadowing? Complete the scaffolded paragraph.
- Slide 6 gives possible quotations that students might analyse.

## Lesson Four

PPT: Lesson 4

- Read chapter 3 as a class instead of silent reading.
- Complete the word sort for villains and victims.
- As they read on, pay attention to Arthur Kipps and the Woman in Black. Is AK definitely the victim and TWIB the villain? Put their initials next to any features of the villain and victim sheet as you read.
- Read chapter 4: The Funeral of Mrs Drablow (pp. 41-54 up to ‘dreadful disfigurement of burning’).
- Feedback. Do they notice that the WIB is subverting our expectations of a villain and AK is subverting our expectations of a victim (he’s a bit rude/ arrogant/ superior and unlikeable)?
- Slide 3: task to read some quotations and highlight words which give a clue that AK is a bit of a villain and that the WIB is a bit of a victim.
- Slide 5: Use what you understand from the quotations to convince the Landlord of the pub to evict AK and give the room to the WIB! They must give 3 reasons. There are sentence stems at the bottom of the slide.

- What effect does this blurring of the boundaries between victim and villain have on the reader? Choose the explanation which they think is most appropriate.

## Lesson 5

### PPT: Lesson 5

- Read to the end of the chapter as a class instead of silent reading.
- Quiz questions to recap the plot.
- Read “Across the Causeway” (pp.65-67. Stop after the sentence: ‘I never imagined such a place’.)
- Introduce the task today: You are going to continue Susan Hill’s writing, with an aim to increase the amount of tension and fear as the writing progresses.
- Why is the cause way a good setting for a scary story? (isolation, entrapment, another world, transition etc.) Create a mindmap of ideas. Feedback.
- How does Susan Hill create a positive atmosphere at the beginning of the journey? Give them the categories and ask them to copy down a quotation for each.
  - o Weather
  - o Landscape
  - o Character reaction
- Look at the sentence types and their “jobs”. Which does Susan Hill use most in the beginning of the journey across the causeway?
- What other sentence types do we have available to use to create tension? How tense is each one? Rank order them.
- Begin planning their continuation of this scene, creating fear and panic. Students copy and complete the table on slide 6.

## Lesson Six

### PPT: Lesson 6

- Complete the wordsearch. The clues are on slide 2. All of the words they are looking for are linked to the features we explored last lesson: landscape, emotions, weather and sentences.
- Once complete, discuss which would be used at the beginning, middle and end of their stories.
- Recap their plan, then give them 30 minutes to write up their stories in their books.
- Peer assess, using the comment bank from the board. With a green pen, they should tick any good features in their partner’s work and then write down a comment from the board in the margin next to the tick. Set no more than 2 improvements.

- If time, get them to act of their target.

## Lesson Seven

### PPT: Lesson 7

- Slide One needs to be printed as a worksheet on A3 paper.
- Read pages 67-71 (bottom)
- Complete the tasks in the left hand (blue) box.
- As they read on, they need to tick any features they spot from the red circle. Read pages 72- 74 (top) (stop at “fell out of sight somewhere”).
- Feedback
- Read pages 74-83
- Complete the last two tasks: match the picture to a quotation from pages 74-76 and then draw/ label the Woman in Black’s face.

## Lesson Eight

### PPT: Lesson 8

- Give them the 4 scenarios from the 1st slide. Which one would they LEAST like to experience?
- Read pages 84-89 (stop at: “realisation of what had just happened overcame me”).
- Slide 2: Behind the door is a nightmare. What is it? In the back of their book, they should outline a nightmare. Zombies and direct violence (e.g. grisly murders) should be avoided! We want a clever, sophisticated piece of tense writing, not just blood and guts.
- Use the grid on slide 3 to plan their story.
- Spend about 15 minutes drafting in their books.

## Lesson Nine

### PPT: Lesson 9

- No silent reading this lesson: spend 15 minutes silently adding to their drafts instead.
- We are not looking for a long piece of writing! We want a short, controlled, crafted piece.
- Complete a self-assessment using slide 1.
- Write up their story on lined paper. This will need to be taken in and marked by the teacher.

## Lesson Ten

## PPT: Lesson 10

- No silent reading today. Instead, read together to the end of “The Sound of a Pony and Trap”.
- In a pair, or individually, come up with 3 quiz questions to recap the plot of “Across the Causeway” and “The Sound of a Pony and Trap”.
- Select students to pose their quiz questions and others should try to answer them.
- Read “Mr Jerome is Afraid”. As they read, find 10 short quotations to show that Mr Jerome is afraid. Write them down in the back of their book.
- How well did they get on? Slide 3. Did they manage to find the features such as a simile, list and repetition?
- Now they are going to try SHOWING their reader that a character is scared, rather than just TELL them. Choose a scenario from the next slide and use Hill’s techniques to write about a character being scared.
- Self assess using slide 5, then give themselves a score out of 5.

## Lesson Eleven

### PPT: Lesson 11

- In the back of their book, write down a reason why having a pet makes people happier and a reason why having a pet might make them a better person.
- Read “Spider” and then up to page 129 (‘Stretching away for miles’).
- How does Spider comfort Arthur, yet worry the reader? Key Question.
- Let’s start with how Arthur is comforted by Spider.
- Look at the quotations about Spider. Highlight 4 words/ phrases from each quotation that gives you a reason why Arthur might be thankful for Spider. Label and annotate each quotation.
- Extend their ideas. How do the words ‘Power’ and ‘Responsibility’ relate to Arthur’s delight and relief about the dog’s arrival? (Arthur wanting to have power/ wanting to prove himself/ dog does what he wants. Like a parent/ child relationship. Becomes braver, as he must look after the dog).
- Write Arthur’s thank you letter to Samuel Daily, thanking him for the dog.

## Lesson Twelve

### PPT: Lesson 12

- Slide one: multiple choice in the back of their book, then a quick discussion of their responses.
- Read pp. 129-135 (break in the page)
- Copy and complete the next slide (or print as a worksheet). Find one quotation for each technique which creates fear in this extract.
- Use the next slide to talk them through choosing a good quotation. There are 2 quotations on this slide, one of which would be better for analysis. (Quotation 1= long sentence, but doesn’t really say anything interesting).

- On the next slide, students look for powerful words and phrases. In the back of their book, make a note of 3 words and phrases which they would analyse.
- They should then answer 3 questions on slide 6 about the words/phrases they just picked out. This will help them analyse the effects of language choices more effectively.
- Discuss/ feedback.
- Choose one quotation (the \*right\* one!) from slide 7 to analyse. (3 is best!) Then copy this down into the front of their book. Now they should annotate it. There is a differentiated sheet on slide 8 which can be given out to guide weaker students. This is a list of questions to help guide them while they annotate.
- Homework: Slide 10. Read the example PEE paragraph, then write their own paragraph about the quotation they've just annotated.

## Lesson Thirteen

### PPT: Lesson 13

- Recall 3 reasons why readers might feel some sympathy for the Woman in Black (wasted appearance, misery, lived alone, nobody went to her funeral etc.)
- The Woman in Black had a child out of wedlock. As we read on, try to work out what this means.
- Read from p.135 (break in the page) to the bottom of 139.
- Why was this a big deal?
- Print slide 4 on A3 for students. This flow chart will help students to build up their contextual understanding of attitudes towards women who had children out of wedlock.
- Source sheet on slide 5, plus a video link.
- What effect has the Woman in Black's experience had on her? Mindmap at least 4 emotions she might have after being forced to give up her child (e.g. rejected, bitter, angry, resentful, furious, jealous, depressed, hopeless, frustrated etc.)
- In her misery, she seems to have taken a real dislike to Arthur Kipps. Why? What's he got, or what does he do, that bothers her? (job, promotion, youth, family, loved, potential, dismissive of help/ advice, he embodies everything her son might have become...)

## Lesson Fourteen

### PPT: Lesson 14

- Instead of silent reading, read to the end of the chapter (p.150)
- Watch the clip from the Woman in Black where he hears the accident in the fog (from 24 min 50 sec)

- Slide 2. What might the WIB think or feel when she finds out her son has drowned while in the care of her sister? Read the thoughts and then cross out the ones which don't apply/ highlight the ones which do apply.
- The WIB is bitter, angry and jealous. However, she's frustrated because she can't take it out on Alice anymore. Why would she pick Arthur instead? (Confident, potential, loved, Spider- like a child he must protect).
- As we read on, imagine you are the WIB, with all her anger, bitterness and jealousy, watching what happens next. Be ready to explain why your anger, bitterness and jealousy is going to increase. What is Arthur getting to do that you never did? (Parental ☒ looking after Spider and being able to rescue him from drowning). Read pp.151- 163.
- To finish, write as the WIB, giving an account of what you've just seen (or done?! She whistled to the dog to make it go into the marsh- she's trying to kill his "child") and how it made you feel.

## Lesson Fifteen

PPT: Lesson 15

- Arthur is picked up from the house by Samuel Daily. Skip to the break in the page on 174 and then continue reading to p.191.
- Show them slide 1: IS the WIB sad, mad or bad? Imagine that the WIB is alive. She has been sentenced to go to prison for murder. Your job is to decide how sad, mad or bad she is and divide up her prison day appropriately so that she is effectively rehabilitated.
- Use three colours to shade in proportions of how sad, mad or bad they think she is.
- Then decide how to divide up her day. There are ideas of activities at the bottom to choose from. How much time she spends on each activity should be proportionate to their decision about how sad, mad or bad she is. So, if they think she is 20% sad, they should fill 20% of her day with activities to help treat her sadness.
- Use the graph on slide 3 to track their changing opinion of the WIB across the novel. There is a box on the right to give their overall opinion of her.
- Discuss.

## Lessons 16-18 ASSESSED WORK

PPT: Lessons 16-18

- Read to the end of the novel.