 Year 11 Extension - Texts, culture and value

Power and Morality – The Ambiguity of Evil

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Duration: Terms 1 – 3

Rationale

In the Year 11 Extension module, Texts, Culture and Value, students will examine the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. This will be done through the lens of Power and Morality – The Ambiguity of Evil. The focus of this unit will be to examine how texts challenge our understanding of the inherent ambiguity that exists in any definition of human nature. Specifically, students will explore the way ‘evil’ is represented in literature and how its construction reflects binary notions of ‘good’ and ‘bad’. Additionally, the unit will examine the way in which paradigm shifts influence the shaping of meaning through a response to or critique of relevant cultural concerns.

Students will begin their study by critically examining Niccolo Machiavelli’s ‘The Prince’ and traditional ideas of the Machiavellian villain. An understanding of relevant contextual concerns, such as Machiavelli’s role as a diplomat in Renaissance Italy, will allow students to develop a deeper engagement with the way ‘The Prince’ explores concepts such as power and morality. As students engage with one of the first works of modern political philosophy, they will determine whether or not conventional perceptions of ‘The Prince’ (as a treatise that articulates the need for ‘good’ leaders to act without scruples, ignore moral concerns and be motivated by the principal that the ends justifies the means) are valid, or whether this notion of Machiavelli’s work is merely a two dimensional trope carried forward as a way of conceptualising what it means to be ‘evil’. It is these elements of ‘The Prince’ that will inform students’ consideration of the text’s influence and its later manifestations.

Students will then explore the poetry of Robert Browning, specifically ‘My Last Duchess’, ‘Porphyria’s Lover’, ‘Soliloquy of the Spanish Cloister’ and ‘The Bishop Orders His Tomb at Saint Praxed’s Church’. Students will examine the link between social position and the abuse of power and the way this conflict influenced Browning’s creation of characters capable of ‘evil’ acts – the murder of a wife, the strangling of a lover with her own hair, the machinations of a monk plotting the downfall of a colleague and the ostentatious desires of a dying bishop. The ambiguity that exists in the characterisation of ‘evil’, with a focus on whether or not aspects of the Machiavellian villain have been appropriated into Browning’s poetry, will be explored within the context of the Industrial Revolution and the resultant social changes, specifically the undermining of religious authority, the breaking down of patriarchal power structures and the blurring of class distinctions. Students will also look at the way Browning constructs characters whose actions defy the responder’s preconceived expectations.

Finally, students will undertake a critical study of three episodes from Season 1 of the television series, ‘House of Cards’ (Chapters 1, 12 and 13). Analysis of these episodes will further deepen students’ understanding of the ways in which language reflects and shapes values. Through a close study of Frank Underwood, a character who personifies ‘evil’ by his capacity to remain untouched by the moral implications of his actions, students will determine whether characteristics of the Machiavellian villain have been borrowed from their original context and reapplied to a contemporary ‘post-truth’ Information Age. Students will investigate the way modern perspectives of media, truth, politics and power have resulted in a new way of characterising ‘evil’ and a postmodern acceptance that there is no such thing as capital ‘T’ truth since we now inhabit a world where there is no right or wrong.

Focus questions

* What is the relationship between a text, the context within which it is written and the values it reflects?
* How do texts reflect or challenge cultural concerns relevant to their context?
* How and why do composers borrow from, adapt and appropriate aspects of texts from the past?
* Do paradigm shifts result in changes in the way values of 'good' and 'evil' are represented in texts?
* How do responders determine whether the values reflected in texts are responses to cultural concerns or reflections of them?

Outcomes

A student:

* EE 11-1: demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
* EE 11-2: analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
* EE 11-3: thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
* EE 11-4: develops skills in research methodology to undertake effective independent investigation
* EE 11-5: articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
* EE 11-6: reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Assessment Outline

* Assessment Task 1 – Creative writing submission
	+ This task is designed to help students plan, draft, edit and publish a high quality piece of imaginative writing. The piece of creative writing must be based on a specific stimulus, and must be accompanied by the following documentation: a plan, drafts, and a ‘feedback sheet’ to demonstrate that the draft has been peer-edited.
* Assessment Task 2 – Related text research project
	+ For this task, students will research and analyse ONE text and its manifestations in one or more recent cultures. Their selected texts will reflect the ideas examined in the unit, Power & Morality: The Ambiguity of Evil. Each student will then give a multimodal presentation to their peers that demonstrates their understanding of this module through their analysis of these texts.
* Assessment Task 3 – Yearly examination
	+ This task is designed to provide summative assessment of the knowledge and skills students acquire over the Year 11 Extension course. The examination will comprise two sections:

In Section I, students will compose an extended analytical response to two of their prescribed texts and one related text of their own choosing.

In Section II, students will compose either one or two pieces of critical and/or imaginative writing.

* Students will also engage in a range of informal assessment activities including: pre-testing to determine their understanding of key terms and information relevant to each of the core contexts (Renaissance, Industrial Revolution and the ‘post-truth’ Information Age), Socratic seminars, the submission of a creative writing plan for teacher feedback, peer-editing of creative responses using a scaffold ‘feedback sheet’, the submission of practice essays and the submission of student summary notes for at least three other related text presentations.

Texts

* Machiavelli, Niccolò, ‘The Prince’ (translated by Tim Parks, 2011)
* The Poetry of Robert Browning
	+ ‘My Last Duchess’
	+ ‘Porphyria’s Lover’
	+ ‘Soliloquy of the Spanish Cloister’
	+ ‘The Bishop Orders His Tomb at Saint Praxed's Church’
* ‘House of Cards’, Season 1 (2013)
	+ Chapter 1 (2013), directed by David Fincher
	+ Chapter 12 (2013), directed by Allen Coulter
	+ Chapter 13 (2013), directed by Allen Coulter

| Outcomes/content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| EE11-1A student demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologiesEE11-2A student analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contextsEE11-5A student articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts | Introduction – understanding the SyllabusStudents will look at the syllabus and glossary to develop an understanding of what is required of them as they study the course, focus in on metalanguage relevant to the Module.Introduction to the Module* Present and discuss the PowerPoint Presentation (General Resource 1)
* Comparative analysis of [‘The Tyger’ by William Blake](https://www.poetryfoundation.org/poems/43687/the-tyger) https://www.poetryfoundation.org/poems/43687/the-tyger and [‘Tiger Tiger Revisited’ by Gordon J. L. Ramel](https://allpoetry.com/poem/7260688-Tiger-Tiger-Revisited-by-Distant-Mind) https://allpoetry.com/poem/7260688-Tiger-Tiger-Revisited-by-Distant-Mind
* Students will write written responses to the following questions:
	+ How does ‘The Tyger’ reveal Blake’s concern with the nature of God as Divine Creator?
	+ How does ‘Tiger Tiger Revisited’ appropriate Blake’s poem to convey a modern attitude to the tiger and contemporary concerns about the environment?
 | Students will be able to annotate the relevant page of the [English Extension Stage 6 Syllabus](http://syllabus.nesa.nsw.edu.au/assets/english_extension/english-extension-stage-6-syllabus-2017.pdf) (p. 37) and the Glossary (pp. 55 - 86). They will demonstrate their understanding of relevant metalanguage to ensure they are familiar with the requirements of the Module: http://syllabus.nesa.nsw.edu.au/assets/english\_extension/english-extension-stage-6-syllabus-2017.pdfStudents will respond to the questions in writing. Their responses will demonstrate an understanding of the way different contexts can result in the articulation of different values within texts.In their written and verbal responses, students demonstrate their developing awareness and understanding of the way appropriation allows for images, themes and values to be explored in different contexts. |
| EE 11-2A student analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts | Introduction – the Elective - Power and Morality: The Ambiguity of Evil* Students are allocated one of the scenarios from the handout ‘Moral Dilemmas’ (General Resource 2) and split into small groups.
* Student groups discuss the scenario and the moral implications of their options. Students present their dilemma and the available choices, and argue their final methods of reasoning to the class. The rest of the class responds to and debates with the group about whether or not they agree with their decision and why.
* The teacher should interject at key points to ask students to further explain their position, asking questions such as, ‘What makes you say that?’ and ‘Can you think of a contemporary analogy where this reasoning might apply?’
* Students collaboratively decide on a set of principles to guide moral behaviour and discuss the ways in which these principles are heavily influenced by context, specifically relevant cultural concerns.
 | This activity will challenge students to reflect on and refine their conception of power and morality. This will be reflected in student participation in class discussions and their ability to reflect on the way context influences what is valued in terms of the decisions made. Students articulate their understanding of power and morality, to set the foundation for their understanding of how ideas of good and evil are not static concerns but heavily influenced by context. |
| EE 11-4Develops skills in research methodology to undertake effective independent investigation | Introducing Research* Students will be given the ‘Related Project’ (Assessment Task 2) and they will discuss the requirements of the task.
* To develop students understanding of what the task entails and what is meant by the term research methodology, they will watch the following YouTube video and discuss their understanding of the terminology outlined in the video:
	+ [Complex Research terminology Simplified: Paradigms, Ontology, Epistemology and Methodology](https://www.youtube.com/watch?v=8xvpxBVCo0c) https://www.youtube.com/watch?v=8xvpxBVCo0c
	+ Other resources could include [‘Crash Course Philosophy’](https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR) https://www.youtube.com/playlist?list=PL8dPuuaLjXtNgK6MZucdYldNkMybYIHKR
* Students will be provided with a pre-test to determine their understanding of the relevant ‘isms’ and then provided with [a reading to help develop their understanding of literary theory and criticism](https://owl.english.purdue.edu/owl/owlprint/722/) https://owl.english.purdue.edu/owl/owlprint/722/
 | Class discussion: what do we know about research? Students should be able to articulate their current understanding of research methodologies to provide a foundation for the development of research skills. This understanding should be reflected in their results in the Google ‘pre-test’ quiz on ‘isms’After viewing the YouTube video students should be able to articulate their understanding of the metalanguage of research and the different lens through which a text can be examined.  |
| EE11-1A student demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies | Critical study of ‘The Prince’ – context* Read and summarise Tim Parks’ Introduction to Machiavelli’s ‘The Prince’, including the following information:
	+ The geo-political situation in Italy during Machiavelli’s lifetime
	+ Machiavelli’s interactions with important figures
	+ Machiavelli’s changes in status as a result of these interactions
* Answer the following questions:
	+ According to Tim Parks’ account of Machiavelli’s life, what was Machiavelli like as a person? What were his ambitions, desires and achievements?
	+ Although Machiavelli wrote his most important works after his active career in politics was over, why is it vital for readers to know that he was an official of the Florentine Republic?
	+ Could Machiavelli have written the sorts of books he wrote if he had remained a ‘player’ in Florentine politics?
 | Students will demonstrate their understanding by completing summary notes of the introduction to ‘The Prince’. To demonstrate the relevant cultural concerns that shaped the values articulated in the text, summary notes should include evidence of the following: * the geopolitical situation
* Machiavelli’s personal background and context

In their written and verbal responses, students will demonstrate their developing awareness and understanding of the cultural concerns relevant to Machiavelli's context, ensuring that they have responded in detail to the questions provided for the lesson. |
| EE 11-4Develops skills in research methodology to undertake effective independent investigation | How to Research (2 lessons)* Utilise school resources: library tour, JSTOR, Google Scholar, [connect with the State Library](http://www.sl.nsw.gov.au/join-us) http://www.sl.nsw.gov.au/join-us
* Students will apply what they have learnt to researching the following question:
	+ In what ways was the year 1512 pivotal in the life of Machiavelli? (300 words)
* They will need to reference at LEAST TWO different sources in their response to demonstrate their ability to use research to inform their understanding.
* Class discussion - what critical questions should you apply to research findings to ensure bias is limited?
 | Students demonstrate their ability to apply what they have learnt about research tools in order to develop their understanding of research methodology to enable them to undertake extensive investigation used to develop extended compositions.Students written and verbal responses will indicate their ability to use research to respond to questions and to determine the validity of research sources with a focus on limiting bias. |
| EE11-1A student demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologiesEE11-2A student analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contextsEE11-3A student thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts | ‘The Prince’ – textual analysis* Students will read and critically analyse their core text ‘‘The Prince’’
* The purpose of this activity is to examine a key text from the past and explore:
	+ the language used in the text and how it is used to shape and reflect values
	+ the form of the text and how this is used to shape and reflect values
	+ the way the context in which the text was written influences or is influenced by the ideas in the text
* Specifically students will work in small groups and do a close reading of a chapter, taking notes on the above points. They will provide an analysis sheet for their allocated chapter, answering the relevant questions for their allocated section (‘The Prince’ Resource 1)
* They will also include an evidence table with the following:
	+ Three pieces of evidence from their allocated chapter/s (including techniques to demonstrate their understanding of the way language is used to shape meaning.
	+ Explicit statements connecting their evidence to at least ONE of the unit focus questions
	+ Analysis of how their evidence explores values associated with the ideas of power and morality OR the way values in ‘The Prince’ are used to shape the construction of ideas of good or evil.
* At the completion of the close analysis of ‘The Prince’, students will compose and submit an extended response to the following question:
	+ Evaluate the extent to which Machiavelli’s ideal Prince is evil.
* Students will prepare for and present a debate on the following topic:
	+ Machiavelli encouraged his readers to act immorally as a means of taking and maintaining power. His text therefore encourages evil.
 | In their written and verbal responses, students articulate their developing understanding of Machiavelli’s advice for how to maintain power in his context.Students also assess the extent to which Machiavelli’s work encourages its audience to act in ways that are practical, immoral, or both. This will be demonstrated in students written and verbal responses.Student participation in class debate will demonstrate their understanding of notions of evil and how these are shaped by context. They will demonstrate an ability to use evidence from their study of ‘The Prince’ to support their position in relation to the question, demonstrating the way language in the text is used to shape perceptions associated with power, morality and the characterisation of evil. |
| EE 11-4Develops skills in research methodology to undertake effective independent investigation | Linking Research to Learning * Students are provided with a list of ‘evil’ individuals who have been immortalised in literature (the focus should be on real people). They are to research one of the individuals on the list (or another individual – to be negotiated with their teacher) and respond to a series of questions which will form the basis of short ‘biography’ resource of their chosen individual (General Resource 3).
* Each biography will be compiled by the teacher into a ‘little book of evil’ to be distributed to students as a prompt to help with their creation of the archetypal ‘evil’ character
 | Students will submit a short biography of their ‘evil’ individual. Their responses will reflect an understanding of why the character was considered ‘evil’ based on their context and how specific notions of ‘evil’ are constructed in their chosen text. Responses should also reflect the way values associated with ‘good’ and ‘evil’ are conveyed in texts and how these values respond to or influence society. |
| EE11-3A student thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated textsEE 11-6A student reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity | ‘The Prince’ – the Machiavellian villain * Based on what students have learnt from their study of ‘The Prince’, and the related research material developed by the class in the previous lesson - construct the archetypal ‘evil’ character. To guide students in their construction [walk them through this website](https://whatalotofbirds.wordpress.com/2014/03/28/the-creepiest-and-best-creative-writing-exercise-for-character-development/): https://whatalotofbirds.wordpress.com/2014/03/28/the-creepiest-and-best-creative-writing-exercise-for-character-development/
* Students should work in pairs to develop their characters and then reflect on what Machiavellian characteristics they are demonstrating. Discuss as a whole class whether the character they have created is uniquely evil or if they are the product of their context.
* Students reflect (verbally and in writing) on what they have learnt in regards to their study of ‘The Prince’. Specifically they should be able to discuss and argue the following:
	+ In what ways is the relationship between ‘The Prince’ and the context in which it was written reflected in what it says about power and morality?
	+ How does ‘The Prince’ reflect the cultural paradigm shift that was taking place (students should be able to demonstrate an understanding of how the Renaissance influenced Machiavelli’s definition of a ‘good’ leader)?
	+ Did the paradigm shifts relevant to Machiavelli’s context result in a change in the way values of 'good' and 'evil' are represented in ‘The Prince’?
	+ How have the values articulated in ‘The Prince’ (specifically those to do with power and morality and good and evil) influenced other manifestations of good and evil in literature?
 | Creation of an ‘evil’ character - these characters should reflect the students growing understanding of what it means to be ‘evil’ and how notions of evil reflect the context in which the character exists. Thus, characters need to be constructed within a specific context.Class discussion on changing nature of morality - do paradigm shifts result in new societal perceptions of what it means to be ‘good’ or ‘bad’? Student participation will indicate their understanding of the way context influences values and how these can be articulated through the construction of a specific character. Students should share outlines of their character and utilise feedback from their peers to adapt their responses to better reflect contextually relevant notions of ‘evil’.Completion of Google Form survey reflecting and evaluating learning. Survey responses should reflect areas of understanding and gaps in the student's knowledge and be used by the teacher to inform teaching of the rest of the unit. |
| EE11-3A student thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts | Preparation for Assessment Task 1 – creative writing portfolio * Peer-editing
	+ Students are to use the peer-editing ‘feedback sheet’ as a scaffold for reviewing the work of their peers.
	+ Prior to the lesson students will be required to submit a draft of their creative response. Student numbers will be used to ensure anonymity.
	+ The teacher will provide students with several copies of other student’s creative writing and a feedback sheet.
	+ Students will be required to spend 15 - 20 making detailed feedback using the scaffold. This process will be repeated for several responses to provide students with a diversity of feedback.
	+ The teacher will collect all responses and then return the draft (with the feedback sheets) to the writer
 | Students will use the ‘feedback sheet’ to edit the work of their peers. This will allow students to constructively evaluate others work and also give them the opportunity to receive feedback on their own work. The ‘feedback’ sheets’ will demonstrate a student's understanding of the assessment requirements and their ability to ascertain and provide advice on the way language is used to shape meaning, Submission of creative writing assessment task, which should include the following: * a plan signed off by the classroom teacher
* draft with ‘feedback sheet’ to demonstrate that the draft has been peer-edited
* a final polished piece of creative writing
 |
| EE11-1A student demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies | Browning – cultural & historical contextStudents will develop an understanding of the cultural and historical context of Browning by completing the following activities:* Students will research the cultural and historical context of Robert Browning using the following websites:
* [‘Victoria & Victorianism’:](http://www.victorianweb.org/vn/victor4.html) http://www.victorianweb.org/vn/victor4.html
* [‘An Overview of the Victorian Era’:](https://www.history.ac.uk/ihr/Focus/Victorians/article.html) https://www.history.ac.uk/ihr/Focus/Victorians/article.html
* Students will develop an understanding of the historical and social impacts of Industrialisation and the influences it had on Victorian society by responding to the following questions:
1. What is ‘industrialisation’? What impact did it have on Victorian England? What is its lasting impact today?
2. What is ‘urbanisation’? What impact did this have on social interaction, societal norms and values in the 19th century?
3. How did the media, and subsequently literature, reflect this change in behaviour, beliefs, attitudes and values?
 | Pre-testing: what do you know about the context? (Google Form quiz)In their written and verbal responses, students demonstrate their developing awareness and understanding of the way different contexts can result in shifts in values. |
| EE 11-4Develops skills in research methodology to undertake effective independent investigation | Linking Research to Learning * Students will demonstrate their understanding of relevant contextual concerns by completing a research activity and presenting this to the class
* Students will be allocated a topic and required to present a [Pecha Kuta](http://www.pechakucha.org/) http://www.pechakucha.org/ to the class (Browning Resource 1).
 | Submission of allocated ‘[Pecha Kuta’](http://www.pechakucha.org/) activity to demonstrate relevant contextual concerns for 19th century Britain e.g. social, religious, political, economic, philosophical, scientific and literary. The presentation will allow students to demonstrate their understanding of the context of the Industrial revolution and how this historical period resulted in a paradigm shift. |
| EE11-1A student demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies | Browning – personal context * Students will research Browning’s personal context using the following websites:
* [‘Robert Browning’:](https://www.britannica.com/biography/Robert-Browning) https://www.britannica.com/biography/Robert-Browning
* Students will develop an understanding of Browning’s use of form and the way he utilises character and voice in his poetry by reading the following articles:
* [‘Dramatic Monologue: An Introduction’:](http://www.victorianweb.org/authors/rb/dm1.html) http://www.victorianweb.org/authors/rb/dm1.html
* [‘Victorian Reactions to Browning’s Dramatic Monologues’:](http://www.victorianweb.org/authors/rb/dm2.html) http://www.victorianweb.org/authors/rb/dm2.html
* [‘Character and Voice in the Poetry of Browning’:](https://openjournals.library.sydney.edu.au/index.php/SSE/article/viewFile/403/374) https://openjournals.library.sydney.edu.au/index.php/SSE/article/viewFile/403/374
* Students will use their understanding of Browning’s personal context and the way he uses form to answer the following questions:
1. What is a dramatic monologue?
2. Why might this form be an effective way to question an individual’s, or a society’s, actions and morality?
 | In their written responses, students demonstrate their developing awareness and understanding of the way a composer’s personal context can influence the values articulated in their texts and the form their texts utilise in order to convey meaning. |
| EE11-1A student demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologiesEE11-2A student analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts | Browning – textual analysis* ‘My Last Duchess’
	+ Students will critically analyse and annotate the poem, responding to a series of questions (Browning Resource 2)
* ‘Porphyria’s Lover’
	+ Students will critically analyse and annotate the poem, responding to a series of questions (Browning Resource 3)
* ‘Soliloquy of the Spanish Cloister’
	+ Students will critically analyse and annotate the poem, responding to a series of questions (Browning Resource 4)
* ‘The Bishop Orders His Tomb at Saint Praxed's Church’
	+ Students will critically analyse and annotate the poem, responding to a series of questions (Browning Resource 5)
 | Students will demonstrate their understanding of the way language is used to shape meaning through their detailed annotations of Browning’s poetry.Students will demonstrate their deepening understanding of the way context shapes meaning within a text through their written and verbal responses, focusing on the way ideas of ‘good’ and ‘evil’ are contained in the poetry of Browning and how these ideas reflect cultural concerns. |
| EE11-3A student thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated textsEE 11-5A student articulates understanding of how and why texts are echoed, appropriated and valued in a range of contextsEE 11-6A student reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity | Browning – appropriating the Machiavellian villain* Based on what students have learnt from their study of Browning’s poetry, students need to adapt or change their archetypal ‘evil’ character - demonstrating how new contextual concerns have result in different aspects of ‘evil’ been valued.
* Students will reflect (verbally and in writing) on what they have learnt about the ways and reasons ideas of ‘good’ and ‘evil’ have differed in the different contexts of ‘The Prince’ and Browning’s poetry. Specifically they should be able to discuss and argue the following:
	+ What are the relationships that exist between ‘The Prince’ and Browning's poetry in regards to ideas about power and morality and ‘good’ and ‘evil.’
	+ How does the paradigm shift of the Industrial revolution result in the different values articulated in Browning’s poetry (from ‘The Prince’)?
	+ How have the values articulated in Browning’s poetry (specifically those to do with power and morality and good and evil) been influenced by ‘The Prince’?
 | Adaptation of an ‘evil’ character - these characters should reflect the students growing understanding of what it means to be ‘evil’ and how notions of evil reflect the context in which the character exists. Thus, characters need to be constructed within a specific context.Class discussion on changing nature of morality - do paradigm shifts result in new societal perceptions of what it means to be ‘good’ or ‘bad’? Student participation will indicate their understanding of the way context influences values and how these can be articulated through the construction of a specific character. Students should share outlines of their character and utilise feedback from their peers to adapt their responses to better reflect contextually relevant notions of ‘evil’.Completion of Google Form survey reflecting and evaluating learning. Survey responses should reflect areas of understanding and gaps in the student's knowledge and be used by the teacher to inform teaching of the rest of the unit. |
| EE 11-4A student develops skills in research methodology to undertake effective independent investigation | Assessment Task 2 – related text multimodal presentations* Students will deliver their presentation to the class.
* Students will be required to take notes on the presentations and submit summary notes for at least three other related text presentations.
* At the completion of the presentations students will use these notes to respond to the following question, demonstrating their ability to reflect on what they have learnt:
	+ Evaluate which presentation most effectively engaged with a core and related text that best reflect the ideas studied in this unit.
 | Delivery of multi-modal presentation (including the submission of a student resource outlining relevant biographical information for their core and related text and links to how this texts reflect ideas examined within the unit).Students will demonstrate their ability to reflect on and assesses the development of independent learning gained through the processes of research. |
| EE11-1A student demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologiesEE 11-4A student develops skills in research methodology to undertake effective independent investigation | ‘House of Cards’ – students research context* [Watch the Season 1 trailer](https://www.youtube.com/watch?v=ULwUzF1q5w4): https://www.youtube.com/watch?v=ULwUzF1q5w4
* Discuss the context in which series was developed – 2013 and complete the context activity (‘House of Cards’ Resource 1)
* Research task – develop a 1 A4 page summary of the context of the ‘post-truth’ Information Age.
* Class discussion:
	+ Frank Underwood makes the following statement in the trailer in response to being told that the newly elected President of the United States will not be appointing him to the role of Secretary of State: ‘The nature of promises, Linda, is that they remain immune to changing circumstances.’
	+ Discuss what this quote tells you about the American political context in which the series is set. How do you think aspects of the Machiavellian character will be explored in the series?
	+ Research context – find an article that use your understanding of ‘isms’ to apply a theoretical perspective to a reading of your chosen article.
 | Pre-testing: what do you know about the context? (Google Form quiz)Students will demonstrate their understanding by completing a A4 page summary of the context of the ‘post-fact’ Information Age. To demonstrate the relevant cultural concerns that shaped the values articulated in the text, summary notes should include evidence of the following: * geopolitical tensions
* changing nature of the media
* impact of globalisation
* the shift in the way information is disseminated and absorbed

In their written and verbal responses, students will demonstrate their developing awareness and understanding of the cultural concerns relevant to ‘House of Cards’. |
| EE11-1A student demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologiesEE11-2A student analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contextsEE11-3A student thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts | ‘House of Cards’ – textual analysis* Season 1, Chapter 1
	+ Read the [synopsis of the episode](http://house-of-cards.wikia.com/wiki/Chapter_1) and discuss as a class how you think power and morality and good and evil will be represented in the episode: http://house-of-cards.wikia.com/wiki/Chapter\_1
	+ Watch the episode
	+ Critically analyse the episode using the scaffold provided (‘House of Cards’ Resource 2) and Film Terms Glossary (General Resource 4)
* Season 1, Chapter 12
	+ Read the [synopsis of the episode](http://house-of-cards.wikia.com/wiki/Chapter_12) and discuss as a class how you think power and morality and good and evil will be represented in the episode: http://house-of-cards.wikia.com/wiki/Chapter\_12
	+ Watch the episode
	+ Critically analyse the episode using the scaffold provided (‘House of Cards’ Resource 2) and Film Terms Glossary (General Resource 4)
	+ Class discussion: Have your opinions of the characters changed, why? How have their actions altered your understanding of the way power and morality are reflected in the text?
* Season 1, Chapter 13
	+ Read the [synopsis of the episode](http://house-of-cards.wikia.com/wiki/Chapter_13) and discuss as a class how you think power and morality and good and evil will be represented in the episode: http://house-of-cards.wikia.com/wiki/Chapter\_13
	+ Watch the episode
	+ Critically analyse the episode using the scaffold provided (‘House of Cards’ Resource 2) and Film Terms Glossary (General Resource 4)
	+ Class discussion: Have your opinions of the characters changed, why? How have their actions altered your understanding of the way power and morality are reflected in the text?
	+ Class discussion: what role does context play in determining the way ideas of good and evil are reflected in texts?
 | Students will demonstrate their ability to analyse episodes by completing the episode analysis scaffold for ‘House of Cards’ episodes 1, 12 & 13. These scaffolds will demonstrate the student’s understanding of how language and form are used to shape meaning. Students will demonstrate their deepening understanding of the way context shapes meaning within a text through their written and verbal responses, focusing on the way ideas of ‘good’ and ‘evil’ are reflected in the ‘House of Cards’ episodes. |
| EE 11-4A student develops skills in research methodology to undertake effective independent investigation | Socratic seminars * Students will participate in a series of Socratic seminars (General Resource 5) – Using the focus questions for this unit
	+ What is the relationship between a text, the context within which it is written and the values it reflects?
	+ How do texts reflect or challenge cultural concerns relevant to their context?
	+ How and why do composers borrow from, adapt and appropriate aspects of texts from the past?
	+ Do paradigm shifts result in changes in the way values of 'good' and 'evil' are represented in texts?
	+ How do responders determine whether the values reflected in texts are responses to cultural concerns or reflections of them?
 | By participating in the Socratic seminars students will demonstrate an understanding of the ways modern perspectives of media, truth, politics and power have resulted in a new way of characterising ‘evil’ and a postmodern acceptance that there is no such thing as capital ‘T’ truth since we now inhabit a world where there is no right or wrong.This understanding will be reflected in their verbal participation in the seminars and their submission of summary notes for the seminars they are not speaking in, thus demonstrating their listening skills and ability to disseminate and summarise information. |
| EE 11-5A student articulates understanding of how and why texts are echoed, appropriated and valued in a range of contextsEE 11-6A student reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity | ‘House of Cards’ – appropriating the Machiavellian villain Watch [‘Frank Underwood – The Leader we Deserve’](https://www.youtube.com/watch?v=EvGL42rywPM) (YouTube) https://www.youtube.com/watch?v=EvGL42rywPM* After watching the prescribed episodes for ‘House of Cards’ discuss how this YouTube clip portrays Frank Underwood as a Machiavellian character.
* There are several articles that deal with this idea if you need to stimulate discussion:
	+ [The Philosophy Behind ‘House of Cards’](http://www.huffingtonpost.co.uk/alexander-leivesley/house-of-cards-philosophy_b_4802499.html) http://www.huffingtonpost.co.uk/alexander-leivesley/house-of-cards-philosophy\_b\_4802499.html
	+ [Lessons in Ruthlessness From Frank Underwood](https://www.washingtonpost.com/news/arts-and-entertainment/wp/2014/02/18/a-brutal-supercut-containing-all-of-frank-underwoods-political-advice-in-house-of-cards/?utm_term=.a5707a930b46) https://www.washingtonpost.com/news/arts-and-entertainment/wp/2014/02/18/a-brutal-supercut-containing-all-of-frank-underwoods-political-advice-in-house-of-cards/?utm\_term=.a5707a930b46
* Class discussion:
	+ What other Machiavellian characters have parallels with Frank Underwood? – discuss the ways the evil character has been appropriated by Shakespeare and how this carrying forward and then borrowing from has influenced the ‘evil’ in Underwood’s character in other ways – refer to [9 Things ‘House of Cards’ Took From Shakespeare](http://www.huffingtonpost.com/2014/02/21/house-of-cards-shakespeare-_n_4823200.html) http://www.huffingtonpost.com/2014/02/21/house-of-cards-shakespeare-\_n\_4823200.html
 | Class discussion on changing nature of morality - do paradigm shifts result in new societal perceptions of what it means to be ‘good’ or ‘bad’? Student participation will indicate their understanding of the way context influences values and how these can be articulated through the construction of a specific character. Students should share outlines of their character and utilise feedback from their peers to adapt their responses to better reflect contextually relevant notions of ‘evil’.Completion of Google Form survey reflecting and evaluating learning. Survey responses should reflect areas of understanding and gaps in the student's knowledge and be used by the teacher to inform teaching of the rest of the unit. |
| EE11-1A student demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologiesEE11-3A student thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated textsEE11-5A student articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts | Preparation for Assessment Task 3 – end of year examination* Students will submit practice essays, using the focus questions from the unit as a guide.
* Students will work in pairs to peer-mark responses, providing students with written feedback and then discussing areas for improvement by sharing their own practice responses.
* Students will work collaboratively in small groups and use Google Docs to develop study notes for the unit
 | Students will demonstrate their understanding of the unit through their submission of practice responses, peer-editing of other students work, collaborative participation in study groups and participation in class discussions on the key ideas reflected in the unit and the way values reflected in texts are influenced by the culture in which they were created. |