

Comparative Study of *Looking for Richard* and *King Richard III* Unit of Work

Unit of work and lessons based on a comparative study of *Looking for Richard* by Al Pacino and *King Richard III* by William Shakespeare, including analysis of context, content, key ideas and intertextual connections

SHELLEY MCNAMARA

Quiller

First published 2017 by

QWILLER

Visit our website at www.qwiller.com.au

Copyright © Shelley McNamara 2017

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright owner, except under conditions described in the Copyright Act 1968 of Australia (the Act) and subsequent amendments and conditions described in the Terms of Use on www.qwiller.com.au. All enquiries are to be made to the publisher at the address above.

A licence must be obtained and a remuneration notice must be given to a Copyright Agency Limited (CAL) if educational institutions wish to copy any part of this unit of work for educational purposes under the Act. Then, a maximum of 10% of this unit of work is allowed to be copied by any educational institution for its educational purposes. Licence restrictions must be adhered to. For details of the CAL licence contact: Copyright Agency Limited, Level 15, 233 Castlereagh Street, Sydney, NSW 2000. Telephone: (02) 9394 7600. Facsimile: (02) 9394 7601.

Email: info@copyright.com.au

Cataloguing data

Author: Shelley McNamara

Title: *Comparative Study of Looking for Richard and King Richard III*: for the NSW English Stage Syllabus (pre 2018)

ISBN: 978-1-925624-08-3

Publisher: Shelley McNamara

Editor: Shelley McNamara

Proofreader: Shelley McNamara

Publisher: Shelley McNamara

Editor: Shelley McNamara

Cover image: Richard III

http://www.calend.ru/img/content_events/i3/3807.jpg

Cover design: Toby Andrews www.lilypad.com.au

Typeset in Bookman Old Style 12pt and Cambria 12pt

Acknowledgements

The logo for Qwiller, featuring the word 'Qwiller' in a stylized, cursive script font.

Comparative Study of Looking for Richard and King Richard III Unit of Work (for NSW English Syllabus)

Thank you to John Ryan for his guidance and advice whilst creating this education resource.

Unit of work:	Comparative Study of <i>Looking for Richard</i> and <i>King Richard III</i>	Year:	12 (Stage 6)
Duration:	8 weeks	Assessment:	Comparative Study essay
Concepts:	Comparative Study, Context and Values	Module:	A: Comparative Study of Texts
Learning experiences: reading, writing, viewing, listening, creating Links to other learning areas: <ul style="list-style-type: none"> • History General capabilities: <ul style="list-style-type: none"> • literacy • critical and creative thinking • ethical behaviour. 			Other learning across the curriculum areas <ul style="list-style-type: none"> • Civics and citizenship • Difference and diversity • Work and enterprise


Essential Learning Goal	Overarching Questions	Key Learning Ideas
<p>To explore how meanings of a pair of texts can be shaped and reshaped by considering the intertextual connections between them.</p>	<ul style="list-style-type: none"> • What are the contextual shaping elements of both texts? • What textual references exemplify these contextual shaping elements? • What are the 'questions of value' in each text? • What questions does the composer believe are worth asking? • What are the intertextual connections between the texts? • What do we learn about life, texts and society from both texts? 	<ul style="list-style-type: none"> • cultural, historical and social context of each text • key ideas, values and attitudes in each text • content of each text • intertextual connections between texts

English (Advanced) Objectives	HSC English (Advanced) Outcomes	HSC English (Advanced) Content
Students will develop knowledge and understanding of the purposes and effects of a range of textual forms in their personal, social, historical, cultural and workplace contexts.	1. A student explains and evaluates the effects of different contexts of responders and composers on texts.	1. Students learn to evaluate the effects of different contexts of responders and composers on texts by: <ul style="list-style-type: none"> 1.1 comparing and contrasting texts and their contexts 1.2 responding to and composing texts to achieve meaning in a range of contexts 1.3 explaining how values and attitudes are reflected in texts 1.4 explaining and evaluating changes in meaning arising from changes of context 1.5 generalising about the relationships between context and meaning.
	2. A student explains relationships among texts.	2. Students learn to explain the relationships among texts by: <ul style="list-style-type: none"> 2.1 comparing and contrasting the forms and features of texts 2.2 describing and explaining the connections between texts 2.3 describing and explaining the ways in which texts are influenced by other texts and contexts.
	2A. A student recognises different ways in which particular texts are valued.	2A. Students learn to recognise ways in which particular texts are valued by: <ul style="list-style-type: none"> 2A.1 responding to a range of texts that are valued differently in particular personal, social, cultural, historical and workplace contexts 2A.2 explaining how and why they are valued.
	3. A student develops language relevant to the study of English.	3. Students learn the language relevant to their study of English including: <ul style="list-style-type: none"> 3.1 its terminology 3.2 language for making connections, questioning, affirming, challenging, speculating about and generalising about texts 3.3 language of personal, cultural, public and critical expression 3.4 conventions of language.
Students will develop knowledge and understanding of the ways in which language forms and features, and structures of texts shape meaning in a variety of textual forms.	4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.	4. Students learn about the ways in which language forms and features, and structures of texts shape meaning and influence responses by: <ul style="list-style-type: none"> 4.1 explaining and analysing the effects of a variety of language forms and features, and the structures of texts 4.2 identifying a range of possible responses to texts influenced by their language forms and features, and their structure 4.3 using various language forms and features, and structures of texts to influence meaning and responses.
	5. A student explains and evaluates the effects of textual forms, technologies and their	5. Students learn to evaluate how textual forms and media of production represent information, ideas and values by: <ul style="list-style-type: none"> 5.1 describing and explaining the conventions and the effects of textual forms, technologies and media of production on meaning

	media of production on meaning.	5.2 choosing from the range of textual forms, technologies and media of production to compose texts for specific audiences and purposes 5.3 reflecting on the effects of a change in textual form, technology or medium of production through their own processes of composing 5.4 explaining the relationships between representation and meaning.
--	---------------------------------	---

https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf (accessed 07 January 2017).

© Board of Studies

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
<p>3. Students learn the language relevant to their study of English including:</p> <p>3.1 its terminology.</p>	<p>Intellectual quality Deep understanding Metalanguage Substantive communication</p> <p>Quality learning environment Explicit quality criteria</p>	<p>Part 1: Introduction key concepts and ideas and texts</p> <p>Overview of Study</p> <p>Guidance</p> <p>1. Explain, discuss or read notes from the worksheet about the overview of study for this unit. Include information such as:</p> <p>Through the study of this unit students have the opportunity to learn about:</p> <ul style="list-style-type: none"> • the values and contexts of each text • the implicit or explicit relationships between the texts • the intertextual connections through direct or indirect references to contexts, values, ideas, content and the use of language forms and features. <p>Students have the opportunity to learn to:</p> <ul style="list-style-type: none"> • compare intertextual connections between the texts • write a comparative essay. <p>2. Ask students to complete the tasks below:</p> <p>Task</p> <p>i. The syllabus tells us how you will be examined. As you read your relevant syllabus, underline key words and ideas. The exam questions usually use words from the syllabus or else from the prescriptions document (if applicable), which follows after this information.</p> <p>ii. Choose three statements from the syllabus that stand out to you as being significant. Complete the following task:</p> <p>a) Write these statements below. These may form the basis for your thesis about a comparative study of texts.</p>		<p>Overview of Study worksheet</p>

		<p>b) Write what you think these statements mean to you.</p> <p>Diversity of Learners To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the tasks below:</p> <p>Extension</p> <ul style="list-style-type: none"> i. Refer to notes from the Marking Centre for your exams from last year. Pay careful attention to the characteristics of best responses. Consider what the Marking Centre deems valuable. ii. Write notes about the key characteristics that are significant for you when you write your essay. 		
--	--	--	--	--