Exploring Connections in Al Pacino's *Looking for Richard* and William Shakespeare's *King Richard III*

Unit of Work

(Suitable for all state-based curriculums for the senior secondary Australian Curriculum: English Literature)

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

Qwiller

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Acknowledgements

Unit of work:	*Exploring Connections Between Al Pacino's* Looking for Richard *and William Shakespeare's* King Richard III	Year:	12 (Stage 6)
Duration:	7 weeks	Assessment:	Comparative study essay
Concept:	Comparative study	Unit:	2

Learning experiences:
reading, writing, viewing, listening, creating

Links to other learning areas:
- History

General capabilities:
- literacy
- critical and creative thinking
- ethical behaviour
- personal and social competence.

Essential Learning Goal	Overarching Questions	Key Learning Ideas
To explore how meanings of a pair of texts can reveal resonances and dissonances by considering the Connections between them or the ways texts are influenced by other texts.	1. What are the contextual shaping elements of both texts? 2. What textual references exemplify these contextual shaping elements? 3. What are the 'questions of value' in each text? What questions does the composer believe are worth asking? 4. In what ways is *Looking for Richard* influenced by *King Richard III*? 5. In what ways is *King Richard III* influenced by other texts of its time? 6. What do we learn about life, texts and society from both texts?	• cultural, historical, literary and social context of each text • key concepts, values, perspectives, attitudes and assumptions in each text • content of each text • intertextuality and its significance • how texts are influenced by other texts • how texts influence other texts

Senior secondary Australian Curriculum: English Literature – Unit 2 Content Descriptions

Analyse and reflect on the relationships between authors, texts and contexts including:
- the ways in which texts are influenced by other texts and by contexts (ACELR019)
- the relationship between conventions of genre, audience expectations, and interpretations of texts (ACELR020)
- how the choice and combinations of mode, medium and form transform texts (ACELR021)
- the ways in which informed reading influences interpretation of texts. (ACELR022)

Compare and evaluate the form, language and content of literary texts including:
- the ways in which text structures, language features and stylistic choices provide a framework for audiences' expectations, responses and interpretations (ACELR023)
- the ways in which texts resemble and refer to other texts, for example, through parody, imitation, appropriation and transformation, and the ways in which adaptations of earlier texts allow new insights into original texts (ACELR024)
- how aspects of literary texts have been appropriated into popular culture, for example, through the use of iconic literary situations, symbols or characters (ACELR025)
- the ways in which different literary forms may evolve, for example, the development of digital storytelling (ACELR026)
- the use of literary techniques, for example, poetic, dramatic and narrative structure and devices (ACELR027)
- the use of a combination of sound and visual devices in literary texts, for example, soundtracks, cinematography, iconography. (ACELR028)

Create analytical texts:
- organising points of view and arguments in different ways, for example, in essays, reviews and visual presentations (ACELR029)
- using appropriate linguistic, stylistic and critical terminology to compare and contrast texts (ACELR030)
- selecting appropriate argument and evidence to support points of view (ACELR031)
- experimenting with different modes, mediums and forms. (ACELR032)

Create imaginative texts:
- integrating real and imagined experiences by selecting and adapting particular aspects of texts to create new texts (ACELR033)
- using analysis of literary texts to inform imaginative response (ACELR034)

- transforming texts studied in one medium or genre to another for different audiences and purposes (ACELR035)
- reflecting on the significance and effects of variations to texts. (ACELR036)

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Analyse and reflect on the relationships between authors, texts and contexts including: • the relationship between conventions of genre, audience expectations, and interpretations of texts (ACELR020) Compare and evaluate the form, language and content of literary texts including: • the ways in which text structures, language features and stylistic choices provide a framework for audiences' expectations, responses and interpretations (ACELR023)⚙️🐦	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking **Significance** Background knowledge Cultural knowledge	# Purpose and audience of the film ## Guidance 1. Explain, discuss or read notes from the worksheet about the personal audience of the film. 2. Ask students to complete the task below: ## Task: Analysing purpose and audience i. What does the quote by Kline above tell you about the way Shakespeare is often received in the classroom? Has this been your experience? Explain your experiences with Shakespeare? ii. Consider the following key question as you learn about the purpose and audience of *Looking for Richard*: *'How does Looking for Richard communicate to an American audience?'* iii. Below are some quotes from the opening scenes of the documentary film. Read these. In your own words, write 2-3 sentences explaining Pacino's purpose and audience. Try to use parts of the quotes that you feel epitomise his purpose and audience. • 'It has always been a dream of mine to communicate how I feel about Shakespeare to others.' • 'We're peddling him on the streets.' • 'Our main goal with this project is to reach an audience that would not normally participate in this kind of language and world.' iv. Are there any other scenes where Pacino expresses his purpose? What are they and what purpose does he express?	✔️	Purpose and audience of the film worksheet

		v. In your view, does Pacino achieve his purpose though the film? Explain your ideas with reference to the textual conversation between *King Richard III* and *Looking for Richard*? (Write two, 250-word paragraphs.)		