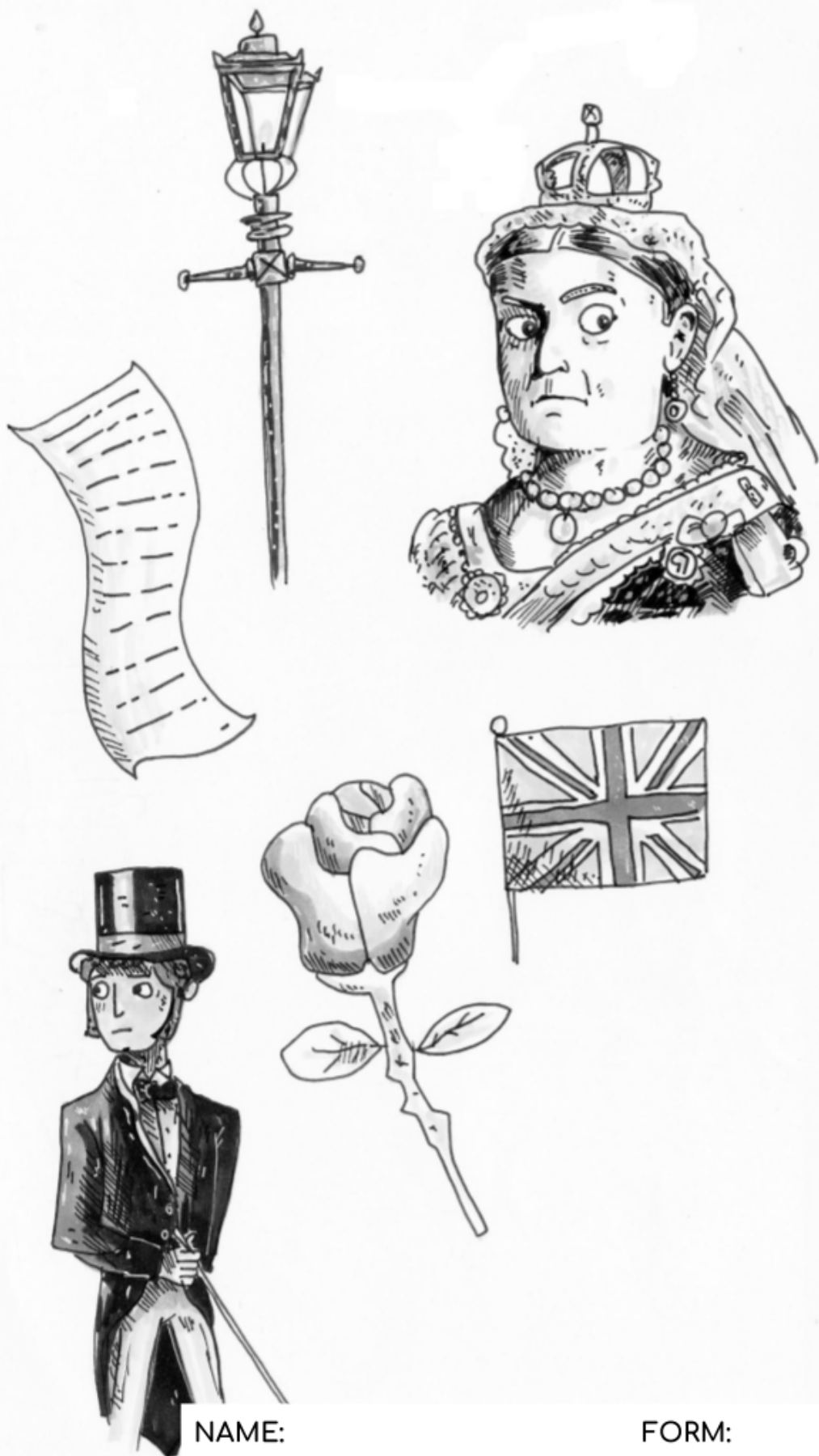


ENGLISH

YEAR 8 Independent Learning Booklet 2021-2022


THE
NORWOOD
SCHOOL



Year 8 Independent Learning Booklet



Autumn 2021
English

This term you are studying two units: Long Way Down by Jason Reynolds and Hamlet by William Shakespeare.

For these two units, you will be assessed on:

Reading: You will be given a number of questions in response to your understanding and comprehension of *The Graveyard Book* and an extended essay on a key extract from the text.

You will be assessed on your ability to demonstrate the following skills:

Skill 1: To understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

2: To deduce, infer or interpret information, events or ideas from texts

Skill 3: To identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Skill 4: To explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

Skill 5: To identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader

Skill 6: To relate texts to their social, cultural and historical traditions

If you complete your classwork to a good standard, your best revision resource is your exercise book. These web pages also have helpful summaries and tests:

Alternative study book:

<https://www.kingcharlesschool.co.uk/documents/parents/newintake/2020/TheGraveyardBookBooklet202021.pdf>

Writing: You will be given a range of persuasive and creative tasks inspired by the themes studied within your poetry and gothic units.

You will be assessed on your ability to demonstrate the following skills:

Skill 1: To write imaginative, interesting and thoughtful texts

Skill 2: To produce texts which are appropriate to task, reader and purpose

Skill 3: To organise and present whole texts effectively

Skill 4: To construct paragraphs and cohesion within and between paragraphs

Skill 5: To vary sentences for clarity, purpose and effect, whilst writing with technical accuracy of syntax and punctuation

Skill 6: To select appropriate and effective vocabulary, using the correct spelling

Here are some helpful revision resources:

Creative and Persuasive Writing:

<https://www.bbc.co.uk/bitesize/topics/zywfbk7>

<https://www.bbc.co.uk/bitesize/topics/zn8tkmn>

<https://www.educationquizzes.com/ks3/english/>

SPAG: <https://www.bbc.co.uk/bitesize/topics/z7vdy9q>

Year 8 Verse Study:







Long Way Down

By Jason Reynolds

Tier three vocabulary

Verse Novel	A verse novel is a type of narrative poetry in which a novel-length narrative is told through the medium of poetry rather than prose. Either simple or complex stanzas may be used, but there will usually be lots of characters, multiple voices, dialogue, narration, description, and action in a novelistic manner.
Stanzas	A group of lines that make up a section of a poem.
Symbolism	When an image or object or description stands in the place and represents something else
Enjambment	from the French meaning "a striding over," is a poetic term for the continuation of a sentence or phrase from one line of poetry to the next.
Caesura	is a pause that occurs within a line of poetry, usually marked by some form of punctuation such as a period, comma, ellipsis, or dash. A caesura doesn't have to be placed in the exact middle of a line of poetry.
Motif	is a symbolic image or idea that appears frequently in a story . Motifs can be symbols, sounds, actions, ideas, or words. Motifs strengthen a story by adding images and ideas to the theme present throughout the narrative.
Analepsis/Flashback	a literary device in narrative, in which a past event is narrated at a point later than its chronological place in a story.
Colloquial	language used in ordinary or familiar conversation; not formal
Idiom	An idiom is a common phrase which means something different from its literal meaning but can be understood because of their popular use, for example, 'it's raining cats and dogs'.
Anagram	a word or phrase made by moving the letters of another word or phrase The word "secure" is an anagram of "rescue."

Themes

Revenge		Parents and children		Violence	
Past and Present		Good vs. Evil		Justice	
Structural Features					
Pattern					
Repetition					
Introduction of new characters					
Time Shift					
Setting change					
Mood/Tone Change					
Tier two vocabulary					
Betrayal		an act of deliberate disloyalty			
Archetype		is something that is considered to be a perfect or typical example of a particular kind of person or thing , because it has all their most important characteristics			
Conformity		Behaviour in accordance with socially accepted conventions.			
Manifestation		An event, object or action that shows something that is hard to describe or feel			
Conscience		A person's sense of right and wrong, can be viewed as a guide to how to act and behave			
Baited		To deliberately annoy or tease or to put bait on a hook to trap and entice fish or animals			
Unconsciously		Not awake, or aware of your environment or your actions			

Long Way Down - Year 8 - Personal Learning Checklist

Key Content Knowledge	Not Confident	Developing	Confident
Characters			
Will			
Shawn			
Riggs			
Buck/James			
Dani			
Uncle Mark			
Frick/Frank			
Themes			
Revenge			
Childhood			
Family			
Violence			
Masculinity			
Context			
Christmas Carol			
Knife crime/ gang violence			
Rap music as a poetic form			
Key Skills			
Understanding poetic forms			
Recurring motifs			
Plot devices			

Key Vocabulary			
Betrayal			
Archetype			
Conformity			
Manifestation			

Conscience			
Caesura			
Enjambment			
Analepsis			
Colloquial			
Idiom			

This PLC is designed to help you to monitor your understanding of the text, characters, themes and the key skills needed to succeed in this module. Use this to monitor your progress as we go through the novel!

For more information or guidance on completing your Independent Learning Booklet, speak to or email your English teacher:

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Ms Ansell - ansell.e@thenorwoodschool.org

Recommended Reading List

Book	Rating /5	One sentence review	Would you recommend it?
Look Both Ways by Jason Reynolds			
Amari and the Night Brothers by B.B. Alston			
Poet X by Elizabeth Acevedo			
Dear Martin by Nic Stone			
The Dark Lady by Akala			
Brown Girl Dreaming Novel by Jacqueline Woodson			
Liccle Bit by Alex Wheatle			
A Christmas Carol by Charles Dickens			
The Crossover - Kwame Alexander			
Clap When You Land by Elizabeth Acevedo			



Unit 1: Long Way Down by Jason Reynolds
Section 1 Meet the author - Jason Reynolds

Jason Reynolds Is on a Mission

The best-selling writer of more than a dozen children's books wants black teenagers and kids to know that he sees them.

When the writer Jason Reynolds speaks to young people, he rarely starts by talking about books. "They've been hearing that all day, all year," he said. Instead he talks about ramen noodles, Jordan 11s, the rapper DaBaby, "whatever it takes to get them engaged."

Earlier this month, when Reynolds's "Long Way Down" was selected as Baltimore's "One Book Baltimore" pick, he came to the city to field questions about the book and sign copies for hundreds of middle school students. They listened to him as he compared hip-hop to poetry — "There's a direct connection between Tupac and Langston Hughes" — and said that early rappers should've been considered "teenage geniuses."



Reynolds, who was not a reader growing up, in 2011 picked up "The Young Landlords," about six teenagers tricked into taking on a rundown Harlem building. "It chemically changed me," Reynolds said, because it gave him permission to draw from the stories of his friends and family and write the way they speak.

Asked why she feels young people are drawn to Reynolds, the writer Jacqueline Woodson said: "Have you seen him?"

"Kids have not been exposed to a writer who looks like he does, who sounds like he does, who has that deep honesty and connection with them like he does," she said. "He really sees these kids."

Sidney Thomas, a teacher who attended the event in Baltimore, said her students responded to "Long Way Down," a novel in verse about a boy contemplating revenge after his brother is fatally shot, because many have experienced similar losses. "I think they have a connection to it, and I think it feels very real," she said.

One such student, an eighth-grader who lost her sister and other relatives to gun violence, said the book "brings back memories about losing my family, but it helps me."

She added: "If more people would focus on these topics, then less people would be gunned down."

Reynolds said he might write for adults one day, but he'll never stop writing for young people. "I just think it's a wonderful experience to sit down at the page with such intention," he said.

One student in Baltimore asked the author whether the street rules in “Long Way Down” — no crying, no snitching, get revenge — were ones kids like her should be following.

“It’s complicated,” Reynolds said. He explained that he doesn’t advocate violence, but he understands the “pain and the anger” underpinning the desire for revenge.

“I think your generation has to start grappling with whether or not those rules work for you in your time,” he told the middle schoolers. “My job,” he said, “is to say, ‘I understand. I see you.’”

Questions

1. How does Jason Reynolds normally *engage* young people?
2. What does Reynolds compare poetry with? Do you agree?
3. What age was Reynolds when he got into reading? What book captured his imagination?
4. According to Jacqueline Wilson, why are young people *drawn to* his stories?
5. Summarise what *Long Way Down* is about.
6. What experience did a teacher in Baltimore have in teaching the book?
7. How did a student who experienced something similar to the plot feel, reading the story??
8. According to Reynolds, what is his ‘job’?

Complete your answers in the table below

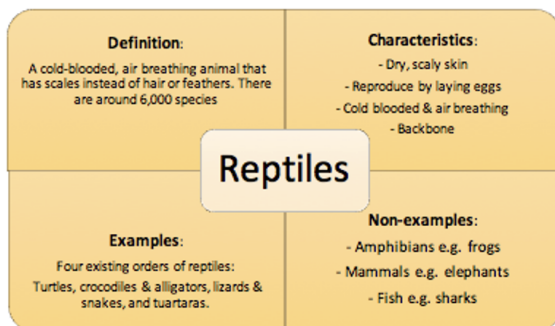
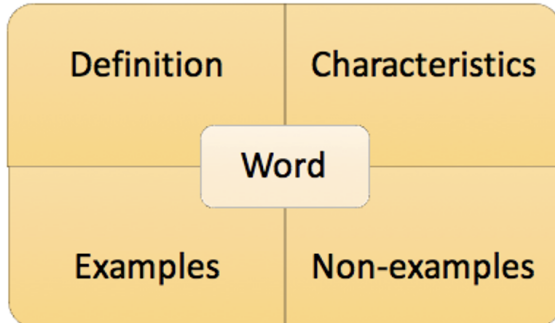
Q	Answer
1.	
2.	
3.	
4.	
5.	
6.	

7.	
8.	

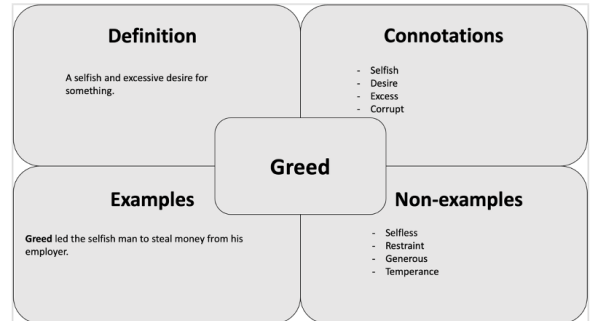
Section 2: Improve your Vocabulary

The Frayer Model

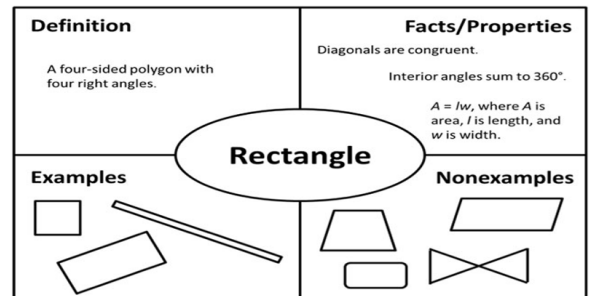
The traditional Frayer Model



An altered model for English



An altered model for Maths

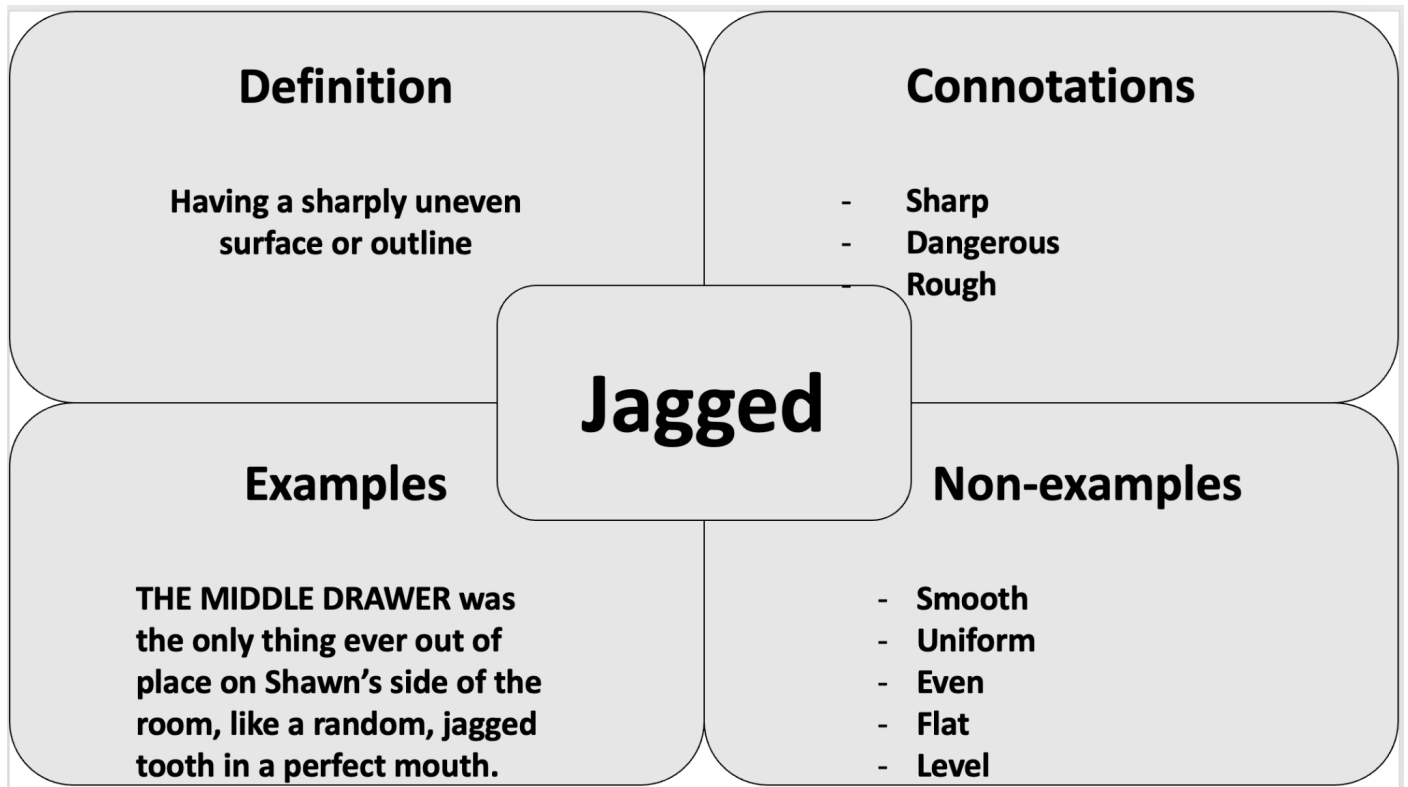


You will be using the *altered model for English* to explore the vocabulary from *The Graveyard Book*. For each of the following words, explore the definition, connotations, examples and non-examples by using the Frayer Model.

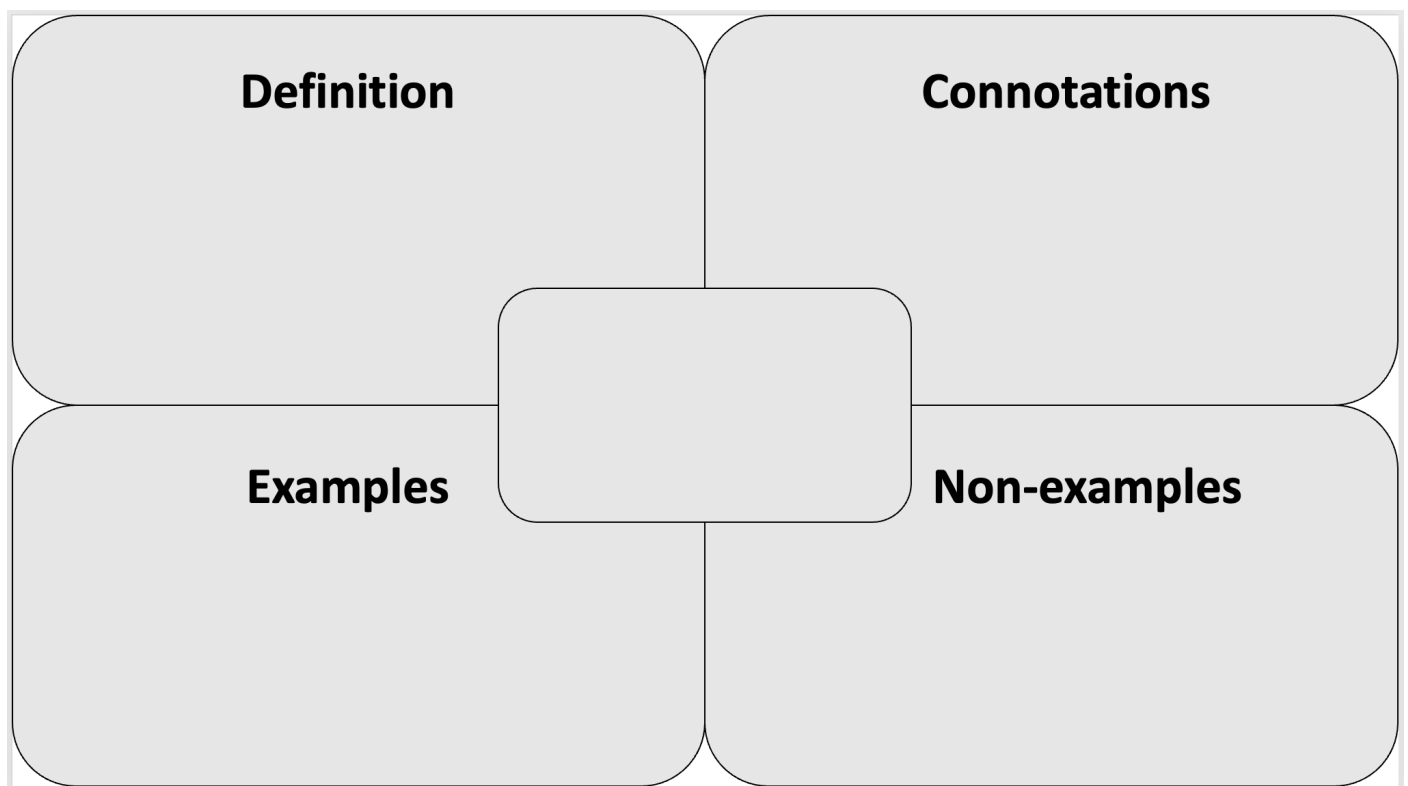
1. Jagged
2. Muffle
3. Territory
4. Conformity
5. Conscience
6. Morality
7. Consequence
8. Wince
9. Allegiance
10. Initiation

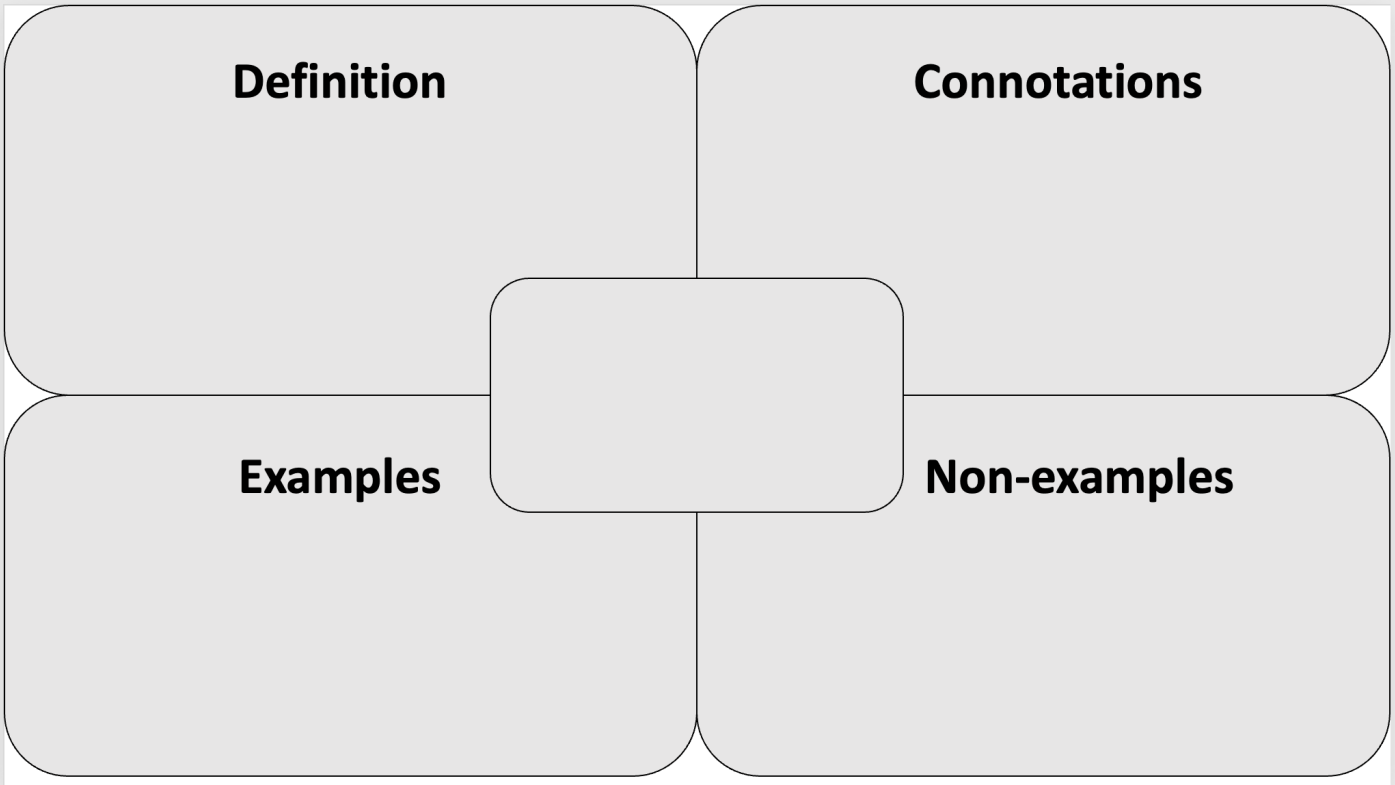
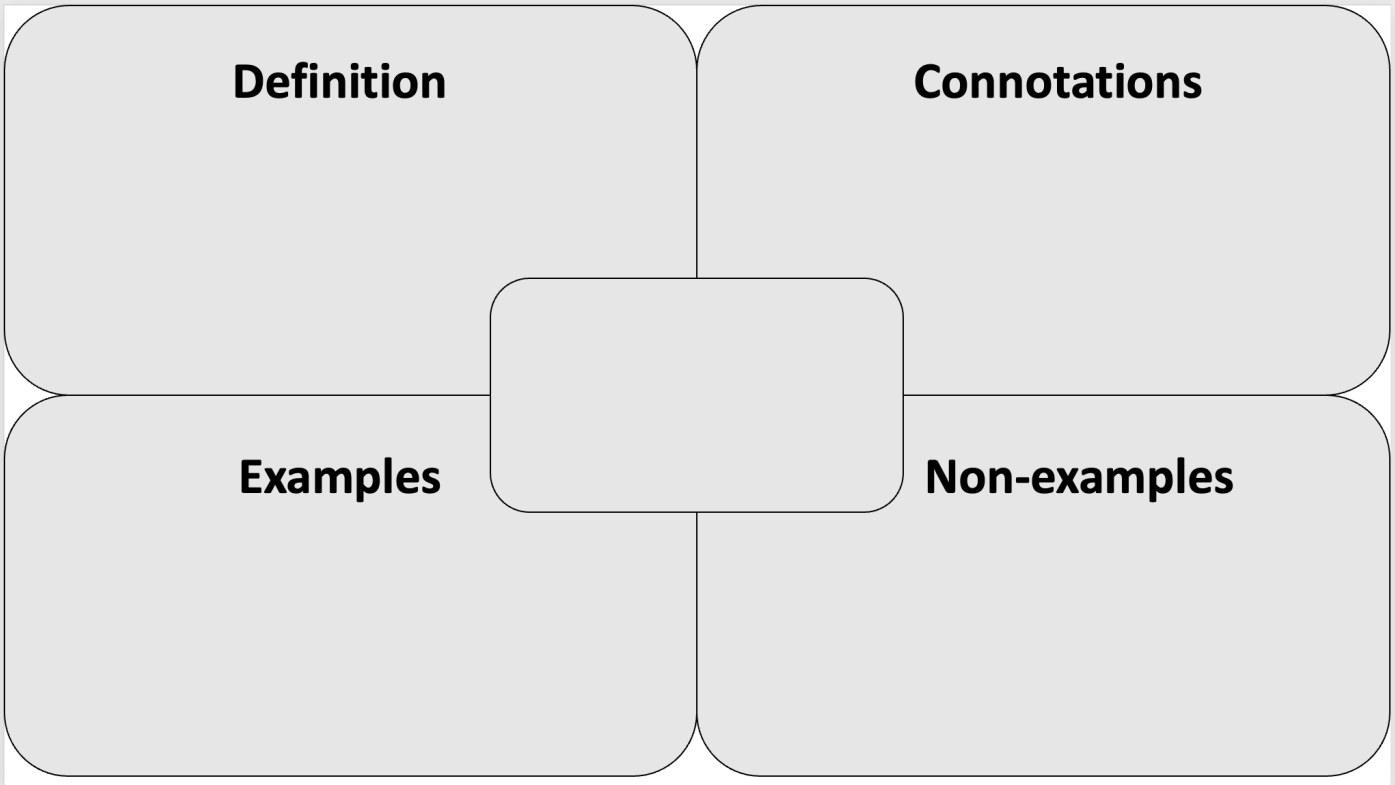
Look at my example below and follow the same layout underneath for the remaining nine words.

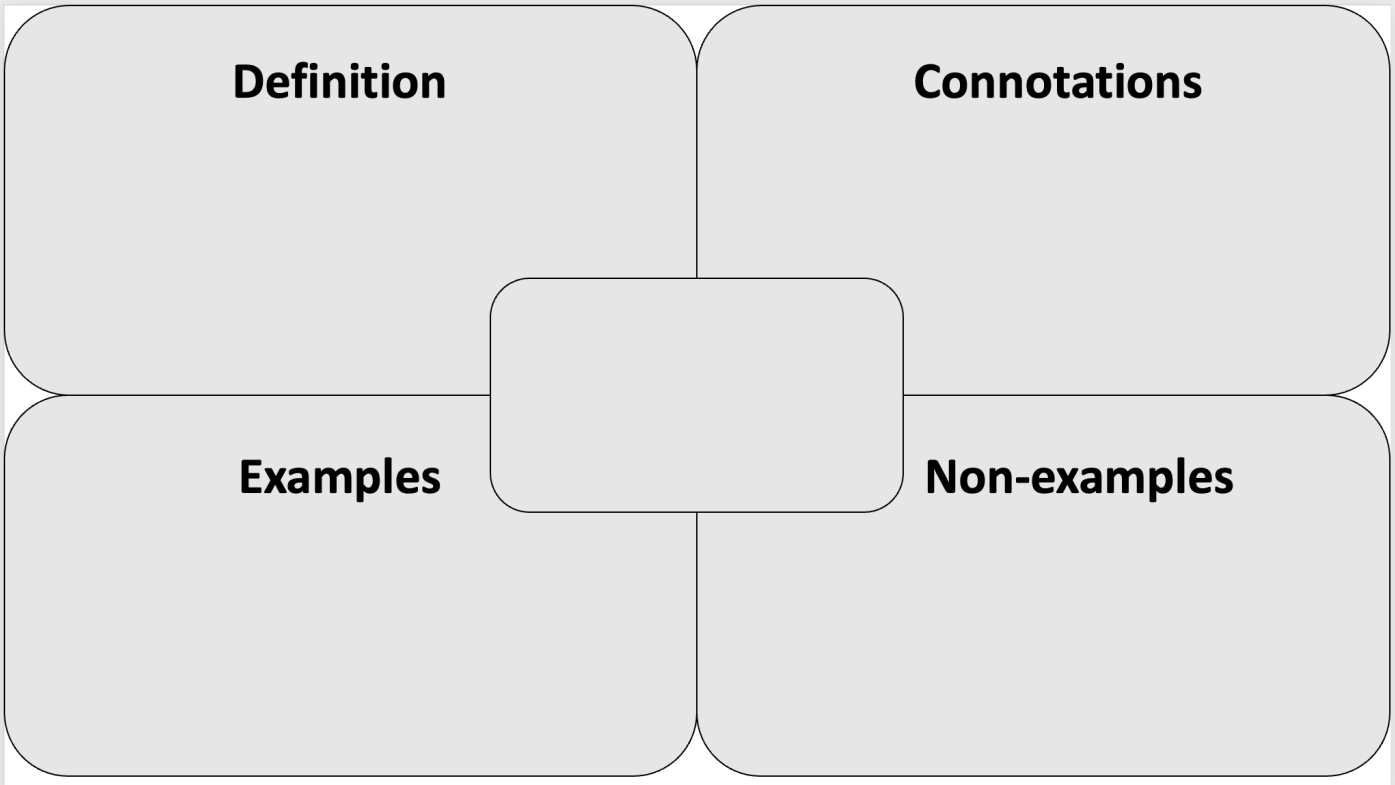
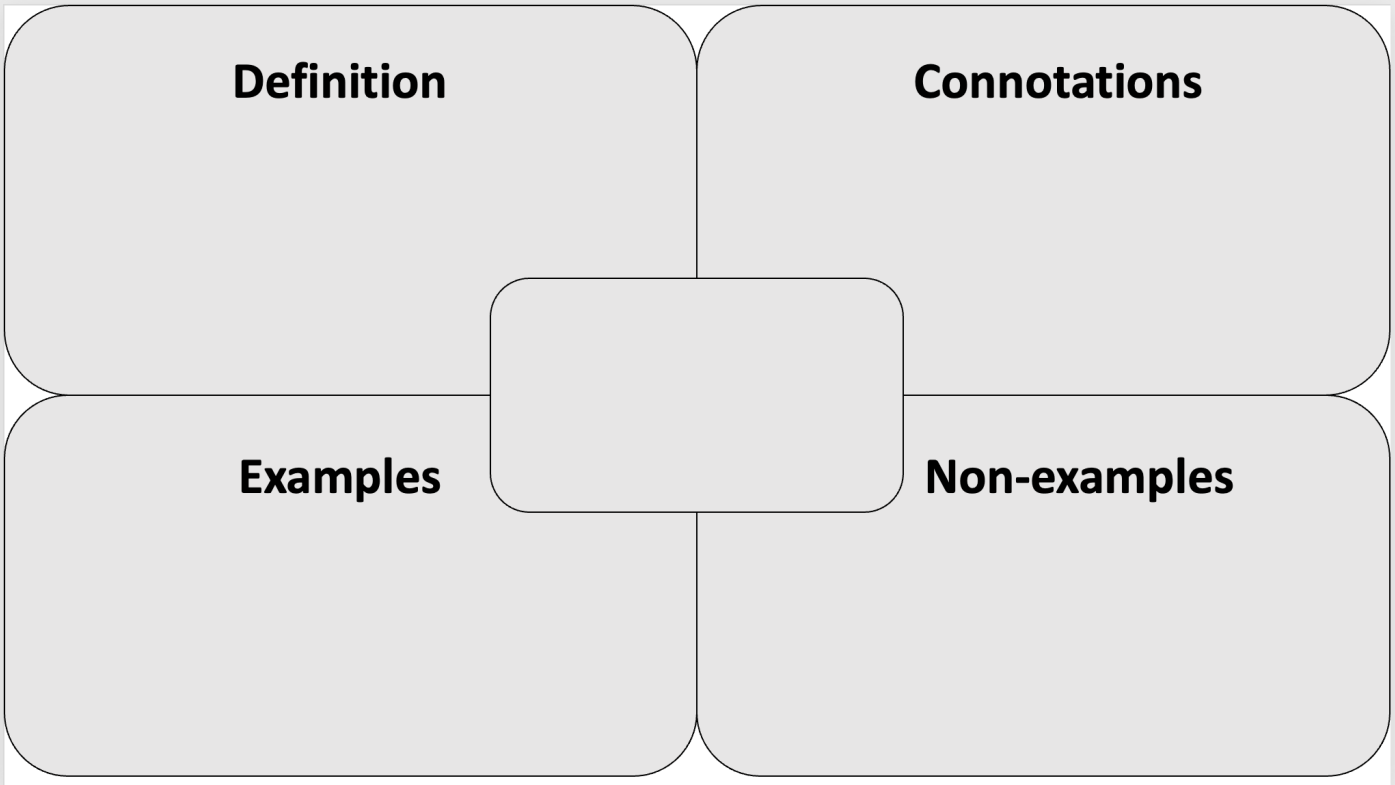
Example:

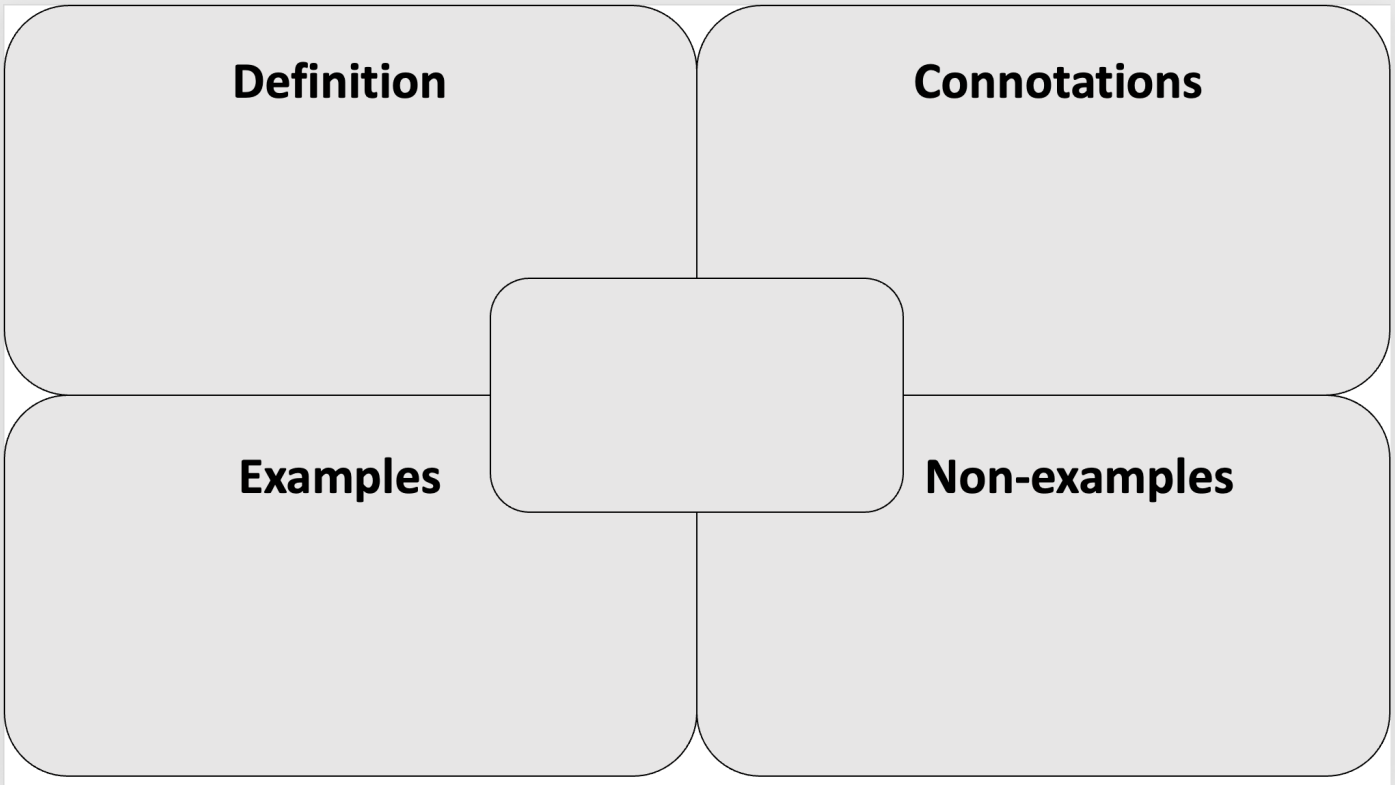
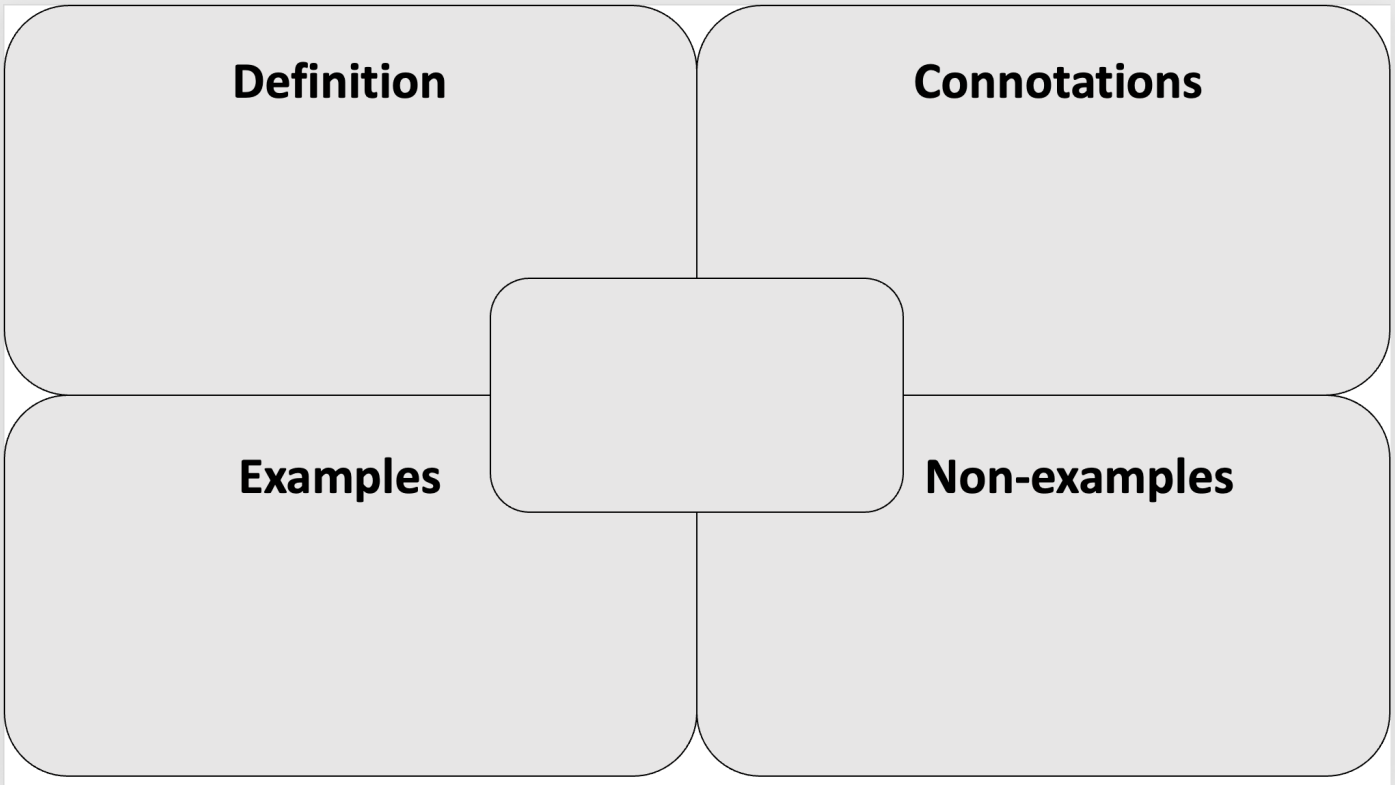


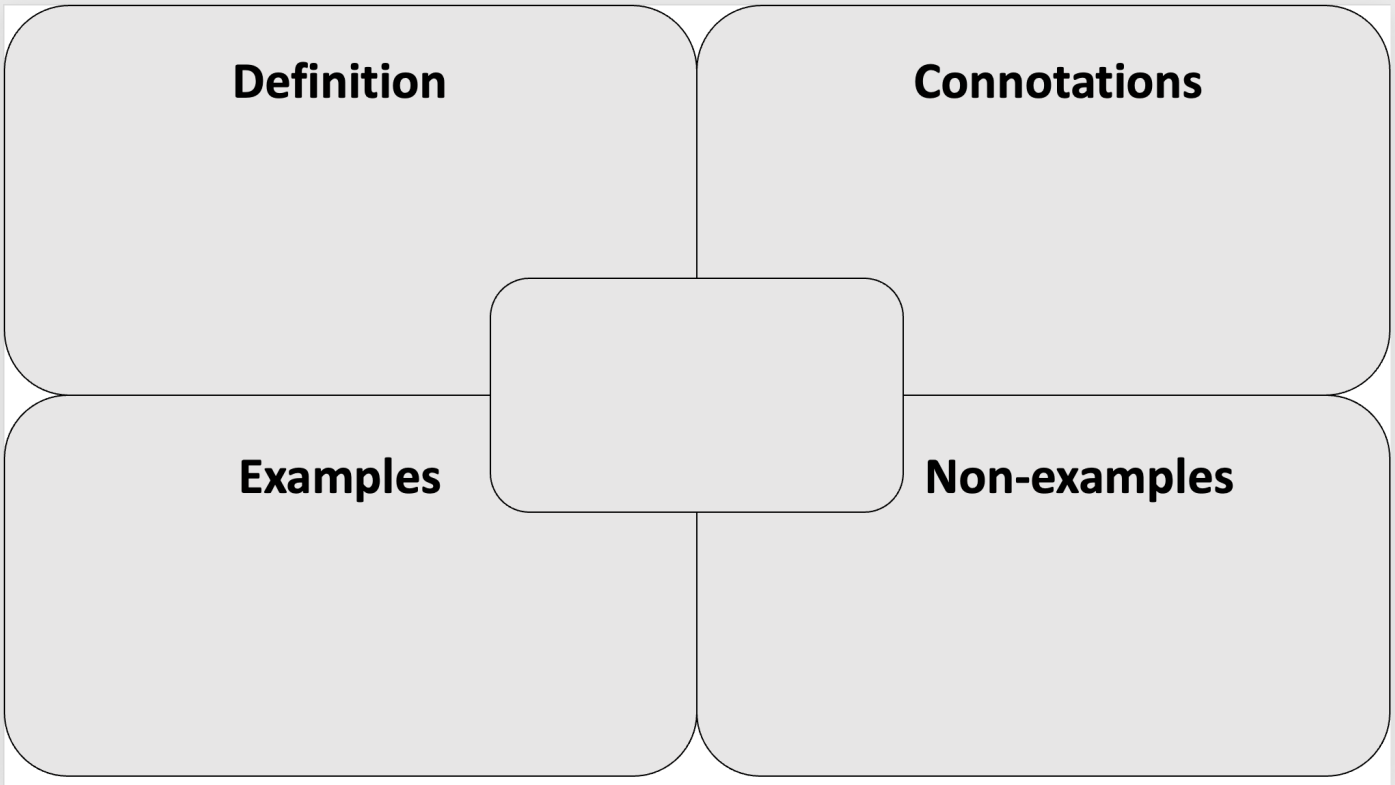
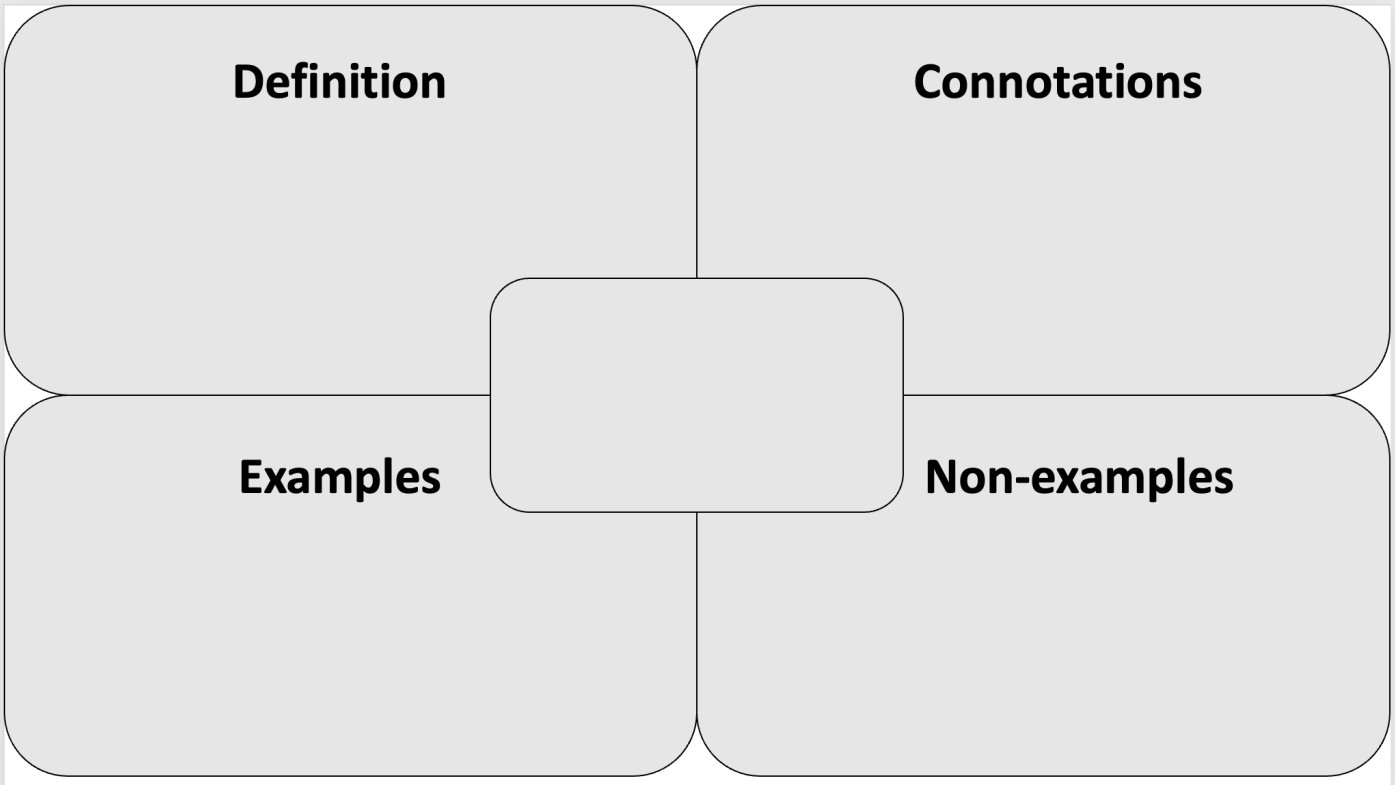
Complete the Frayer model for the final nine words - good luck!











Section 3: 2Pac and Biggie

Activity 1:

Research some of the hip-hop artists featured in the book, such as 2Pac and The Notorious B.I.G. Once you've found out some interesting information about both rappers, write trivia questions to share with the rest of the class.

For example:

- 1. Which rapper had a hit single called 'Juicy'? What is the opening line to the song?*
- 2. How did 2Pac die?*
- 3. Where was Biggie from?*

You should aim to produce ten questions for a friend to research and answer. Use the table below for your ten questions.

Number	Question	Answer
1.		
2.		
3.		
4.		
5.		
6.		

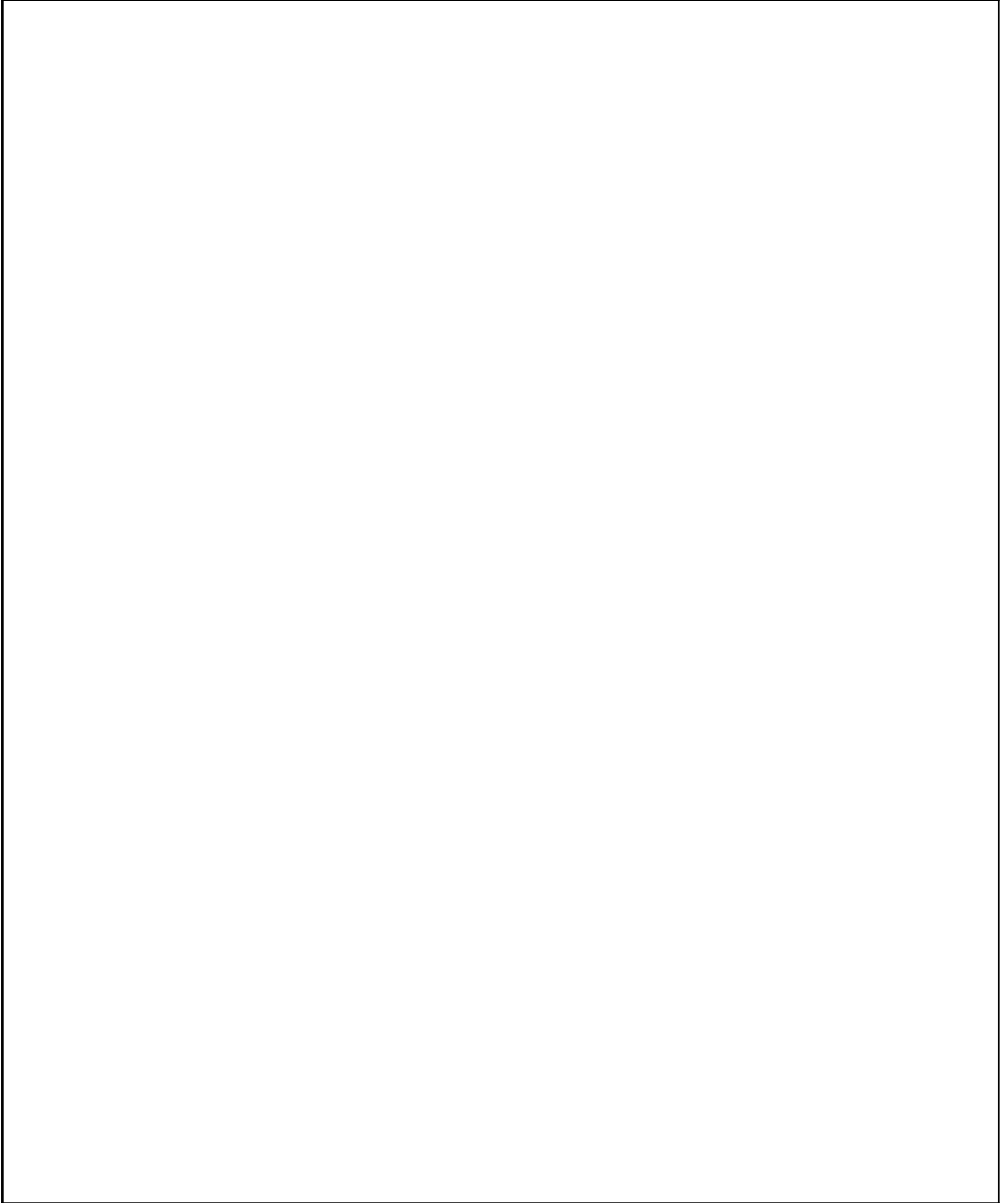
7.		
8.		
9.		
10.		

Activity 2:

RAP stands for rhythm and poetry, can you write down your own poem focused on the theme of *perseverance*. The word perseverance means when you are persistent in doing something despite difficulty or delay in achieving success.

Complete your poem on the following page.

Perseverance poetry - student workspace

A large, empty rectangular box with a thin black border, intended for a student to write their perseverance poetry. The box occupies the majority of the page below the title.

Section 4: Comprehension

1. What happened to Shawn?
2. What do we know about Shawn at the start and then by the end of the book?
Do we still have any questions about him or his life?
3. What was Will's relationship like with Shawn?
4. How does Will grieve his brother's death?
5. How do Will's feelings about his brother's death change throughout the book, and as he meets the others affected by gun violence?
6. What are The Rules? Why do you think Will clings to them so tightly?
7. Does the book make you want to accept the value of these Rules, or challenge them?
8. Will is faced with a tough choice – what would you do?
9. What does writing in free verse (and the first person) allow Reynolds to do that regular third person prose wouldn't have?
10. What did you think of the structure of the book – how do the individual characters' stories add up to a whole novel?

1.	
2.	
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5.	
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7.	

8.	
9.	
10.	

(Chapters 6-8)

11. This is basically the story of just one young man. But how does the author examine bigger issues (including the commonplace nature of gun violence), and indeed a whole society, through this individual small story?
12. Is this book a moral book, a book about right and wrong?
13. The author tackles big and dark social questions – but is there something hopeful to be found here, too?
14. Did the book change your perceptions, or change your mind about anything?
15. Reynolds started writing this book based on an experience of his own, when he was a teenager and a friend of his was killed. Does knowing this change how you think about the book?

11.	
12.	
13.	
14.	

15.	

Section 5: Literary devices

Simile - A simile is a figure of speech in which two unlike objects are compared using the words "like" or "as". For example:

"I felt like crying, which felt like another person trapped behind my face."

What is crying compared to in this simile? How does this simile help you understand the emotion?

Complete your response in the box below:

Personification - Personification is a figure of speech in which an author grants life-like qualities to a nonhuman object. For example:

"My stomach jumped in my chest.."

What is being personified? What effect does it have?

Complete your response in the box below:

Hyperbole - Hyperbole in literature is a form of exaggeration. Look at how Reynolds uses hyperbole below:

"I stood there, mouth clenched up tight enough to grind my teeth into dust."

What is being exaggerated here? What does this tell us about Will's feelings?

Complete your response in the box below:

Metaphor - a metaphor is a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. What is being compared in the following passage:

"Shawn was zipped into a bag and rolled away, his blood added to the pavement galaxy of bubblegum stars."

How does this metaphor help you visualise the setting?

Complete your response in the box below:

Onomatopoeia - is the formation of a word from a sound associated with what is named. Read the following sentences and underline the two onomatopoeic phrases. Then in the box below, write the effect of each.

"Prayed the boom, followed by the buzz of a bullet, ain't meet us."

Complete your response in the box below:

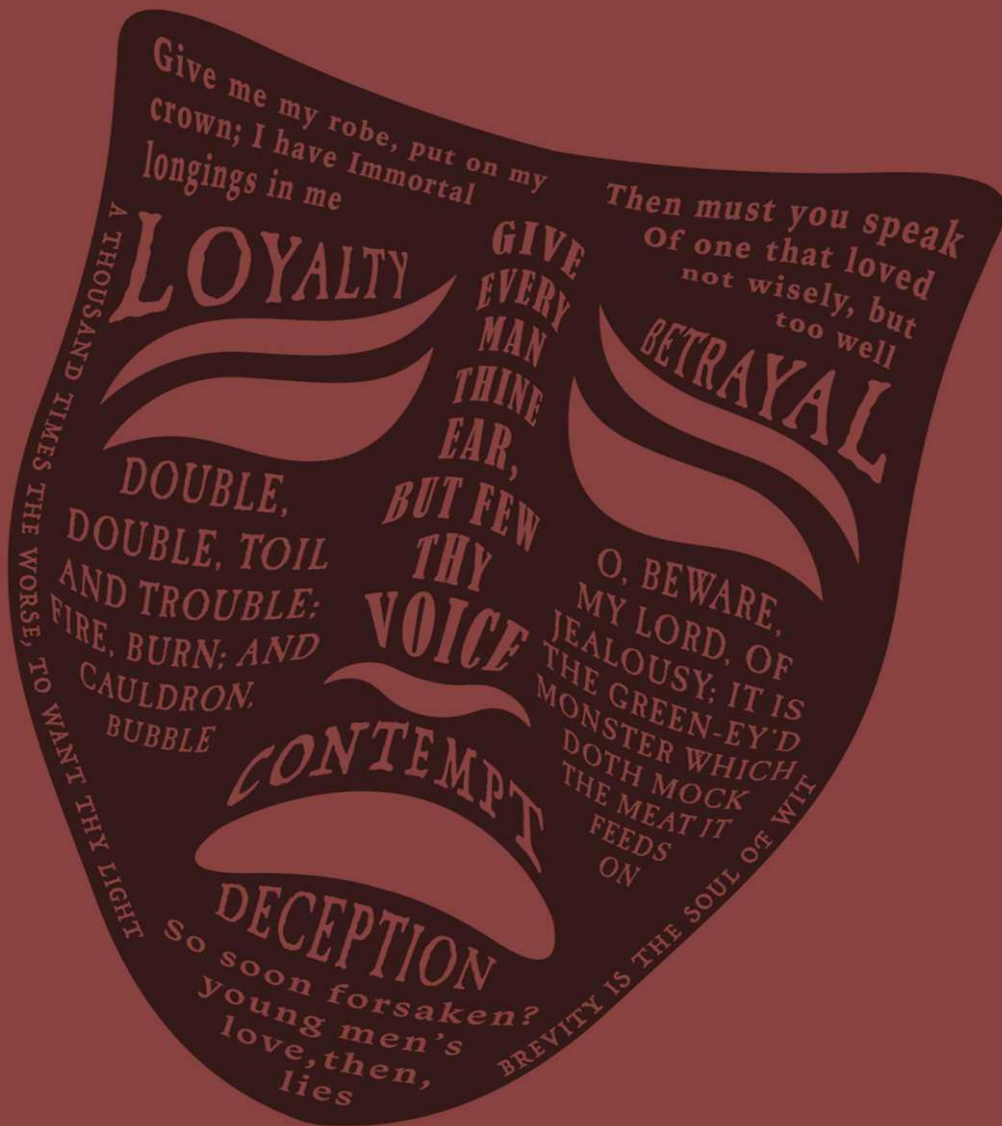
Section 6: Character Crosswalk

You are now going to complete a characterisation crosswalk to record deeper insights into the key characters in the text.

Character Crosswalk			
Character	Three key details/facts/traits about the character	What motivates this character? What is important to him or her?	What object (either from the text or one that you create) best represents this character?
Will			
Shawn			
Dani			
Riggs			

Tony			
Mom			
Leticia			

William
Shakespeare
Tragedies



Section 7: Shakespeare's Tragedies - Research Project

Your task is to undertake a research project on Shakespeare covering the following areas:

1. Who he was, date and place of birth, what he did, where he lived, his background, his family, and any interesting gossip on him, etc, etc! (20)
2. His plays: how many did he write, provide a definition of the 3 different types of plays that he wrote with an example (and very brief plot summary) of each. (20)
3. The Globe – what it was (is), when it was built, interesting facts about it, drama in Shakespeare's days, audience, ticket prices, etc. (20)
4. His sonnets. What is a Shakespearean sonnet? How many did he write? Illustrate the group's favourite. (10)
5. Make a list of good / interesting websites on Shakespeare. This must include: the site's title, a picture / logo and a brief summary of what the site offers. (10)

Tragedy Specific Tasks

1. Illustrate Shakespeare's tragedies in a timeline with a focus on order of publication. You can illustrate this with specific images and famous quotes from each play. (20)
2. With a focus on Shakespeare's Hamlet, turn a specific scene from the play into a modernised piece of creative writing. You are becoming *the bard* so be inventive! (20)
3. Produce a replica of The Globe. Once the design is completed, you will become tour guides to the rest of your class members, providing information and answering any questions that they have - each group member being responsible for a certain area of info on it. (30)
4. Design a word search entitled 'Shakespearean Tragedy'. (10) (Min.20 words, max. 30)
5. Write a front-page newspaper story (local, tabloid or broadsheet) on any death within a Shakespearean tragedy. (Individual) (5 / 20)

The Rules

1. Where applicable, each individual research area must be presented on A4 or A3 paper. (Think about layout; headings, sub-headings, font style and use of colour)
2. You must present your work neatly.
3. Illustrate your research pages using pictures, drawings and pretty borders.
4. You may handwrite and / or word-process your work.

Important

One of the main reasons that you are undertaking this project is to prove that you can do research. However, how you handle, deal with and present your researched information is more important. You will need to show that you can:

- sift through the masses of information that you will find on Shakespeare and select the relevant, basic, interesting stuff;
- put this information into your own words. (You will not be awarded marks for copying out huge chunks of text from an encyclopaedia!)

Marks

Students will be awarded marks out of 180. Each area, unless specified, is worth 20 marks.