

Year 7's studied topics:

- Reading and writing skills throughout the year
- Knowledge and skills based curriculum
- Modern and 19th Century texts

Modern novel: 'Boy in the Striped Pyjamas' John Boyne

Modern play: 'Mean to be Free' Joanna Kraus

Modern poetry: Anthology entitled 'Still I Rise.'

Shakespeare play: 'The Tempest'

19th Century short story: 'The Speckled Band' Conan Doyle

Using knowledge organisers as a revision tool at home

Joanna H. Kraus Context	Historical Context	Critical and Contextual Vocabulary
<p>1.) The play was written in 1967, three years after the passage of The Civil Rights Act. As a result of the efforts of the Civil Rights movement, there was more of a willingness to explore and interest in the treatment of African Americans throughout American history.</p>	<p>1.) Harriet Tubman, a central character of the play, was a real-life African American abolitionist, humanitarian, women’s rights activist and Union spy, living between c.1820 and 1913.</p>	<p>1.) Slavery: the process of keeping other people in a state of servitude against their will, when they have committed no crime, using the threat of law or punishment to keep them there. Practised throughout the world during the 18th-19th centuries, including in England and America.</p>
<p>2) Kraus discovered the theatre when her mother took her out of school to see a touring group stage ‘Brigadoon.’ Her world view was changed and she decided she ‘wanted to be part of that world.’</p>	<p>2.) Tubman was born in Dorchester County, Maryland, to enslaved parents. During her childhood and adolescence, she was known as Araminta “Minty” Ross (Tubman was the name of her first husband.)</p>	<p>2.) Emancipation: the process of becoming free from slavery.</p>
<p>3) Her work deals with the rights of the individual, both in terms of gender and race.</p>	<p>3.) Three of Tubman’s sisters were sold into slavery by their owner, separating them from the family forever, but Tubman’s mother managed to prevent the same thing from happening to Tubman’s brother. The story was said to have influenced Tubman’s belief in the possibility of resistance.</p>	<p>3.) The Civil Rights Movement: movement in 1950s-60s America dedicated to obtaining rights for African Americans, including voting rights, desegregation, equal employment opportunities and freedom from other types of discrimination.</p>

LI:

To analyse how a writer uses language

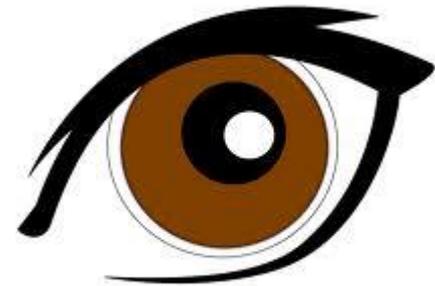
To consider more than one interpretation



Metaphor/ Simile

His eyes turned to stone.

His eyes were like stone



Metaphor

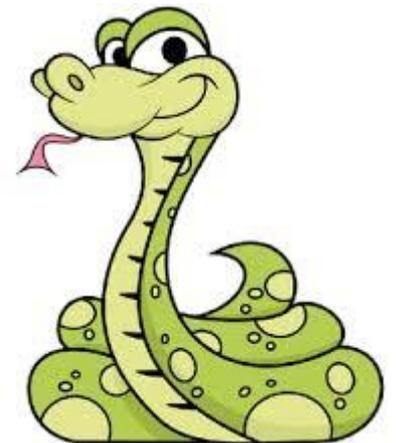
Consider the feel of a stone.

His eyes turned to stone.

What does it suggest about the man?
Could it suggest more than one thing?



Make a metaphor using one of these images to describe a character!



Read the extract

What is the speaker feeling?

Is this our world or a different place?
How do you know?

Can you see any metaphors in this
extract?

Point, Evidence, Analysis

PEA is used in many schools to scaffold and chunk up students' written responses...

What a student might write to show their understanding using their skills of summarising and explanation:

The speaker is in control of the crowd. He has a clear message he wants to convey, believing himself and the assembled crowd to be of a high status. He explains why his side are better and believes their side will win.

Tips:

Students should focus on what ideas the writer is trying to communicate.

They should avoid re-telling the story.

They should rather look at the words in their quotations in detail to explore what they suggest.

PEA

The character speaking in the extract believes what he has to say is important, and that he and those he is speaking to are of high status, 'his eyes pierce the gathered students.' In this extract Brown allows the character to start to reveal his thoughts about the 'red' and the 'gold' side. The word 'pierce' suggests he is able to reach the students through his determination to make his message clear. Brown's use of the verb also implies a violence in this man. It illustrates the possibility that his presence is a commanding one.

Point, Evidence, Analysis

<p><u>Analysis: DON'T SAY THIS SHOWS!</u></p> <p><u>Name the technical language...</u> <u>This verb / adjective / noun / adverb / pronoun / phrase / metaphor / simile / example of alliteration / line</u></p>	<p><u>Point</u></p> <p><u>Evidence</u></p> <p><u>Analysis: remember to "zoom" on key words from the evidence.</u></p>
1. this depicts...	13. this tells us that...
2. this portrays...	14. this brings to light the idea that...
3. this reveals...	15. this highlights...
4. this represents...	16. this expresses...
5. this presents...	17. this portends...
6. this emphasises...	18. this exposes the idea that...
7. this indicates...	19. this implies...
8. this connotes...	20. this conveys that...
9. this signifies...	21. this illustrates...
10. this suggests...	22. this demonstrates...
11. this creates the effect of...	23. this creates the implication that...
12. this could mean...	24. this could portray...

Thinking carefully about the words
you select to write about:

‘The **beast** who brought the flame that gnaws at
my heart.’

‘The beast who brought **the flame** that gnaws at
my heart.’

‘The beast who brought the flame **that gnaws at
my heart.**’

How does Brown use language for effect?

The writer

This suggests

The word evokes a sense of

It could also suggest....

It might mean.....

ASKING STUDENTS TO REFLECT

WWW/ EBI

Have you looked at individual words?

Mentioned the writer?

Considered more than one alternative?