

YEAR 8

Independent learning to be completed during school closure

English

During a two week period you would ordinarily have: 6 English lessons

Lesson 1 – Voice and Identity.

Task 1: What is identity? Why is identity important? How would you describe your identity? Think about what details you would give about yourself in a short profile. Why? Mind-map your ideas.

Task 2: Think about the texts we have studied this year: *Dr Jekyll and Mr Hyde*, *The Tell-Tale Heart*, *Romeo and Juliet* and *Benjamin Zephaniah's 'No Problem'*. Choose **one** of the texts you have studied, or another story you know well, and create a story map or comic strip that shows how **one** character's identity develops and changes.

Lesson 2 – Voice and Identity

1. Names are also a powerful indicator of identity; how would you feel if you did not have a name? Or if you changed your name? How important is your name to you? What are the meanings behind your name? Bullet point answers to these questions in your book.
2. Write your name in the middle of your page, then create a mood board **or** a drawing around your name. Draw images that reflect the meaning of your name, where it comes from and why it is important to you. For example, your name could be the same as one of your family members - you could draw a heart, your family tree or anything or anyone you love around your name. Annotate the images you have selected in your book and explain why they are important to you. Which images are the most significant to you and why? How do they reflect your name and identity?

Lesson 3 – Voice and Identity

1. When people talk about their identity, they usually talk about friends, family, hobbies and interests, religion, places and **cultures**. Use the internet to research the life of any writer and consider whether their writing reflects their culture/experiences/interests.
2. Choose a song, a piece of art, a film, a poem or a novel you have read which reflects the culture of person who wrote/created it. Explain the connections you have made.

Here are some examples:

- Beyoncé - Brown Skinned Girl
- Benjamin Zephaniah - No Problem
- Grace Nichols - Island Man
- John Agard – Half-Caste

Lesson 4 – Voice and Identity

1. Aspects of your identity can change overtime; your favourite foods, pastimes and music might change as you grow up – and your choice of clothing will certainly already be different from when you were young.

Write a list of 5 ways you have changed since primary school. Think about the differences between then and now - how have you changed? Why is this important to you? How has your identity evolved?

2. Create a script with two characters - your younger self and yourself today. What advice would you give your younger self? How might they react? Would they take you seriously or not believe you? Is your script going to be dramatic and serious? Heartfelt and compassionate? Or humorous and light-hearted?

Lesson 5 – Voice and Identity

1. Language and dialect are part of our identity. There are a multitude of different languages and dialects all over the world (a dialect is a version of a language which is spoken in a particular region e.g. Geordie or Scouse). Choose a language **or** a dialect to research. What can you find out about where the language or dialect came from, how widely it is spoken and how it has changed over time? How important it is to the identity of the country or city where it is spoken? How easy is it for others to understand or speak?
2. Write down any interesting words and phrases from the language or dialect you have researched and explain what they mean.

Lesson 6 – Voice and Identity

1. Using your work from the last six lessons, create a character who has a **strong sense of identity but is different from those around them**. Perhaps they have moved to a new area or country or they have different likes and pastimes to the people they are at school or work with. Consider their language, dialect, hobbies, interests, family, relationships, culture and name. Will they be similar or different to you? Will they share some of your personality traits? Or will they be similar to the characters you have studied already? Write down your ideas.
2. Plan some plot ideas for a story about this character.

Challenge: Write the opening of a story involving your character - or even the whole thing, if you want to! How will your character look/ behave? How do you want the reader to feel? Shocked? Intrigued? On the edge of their seats? Will they speak with an accent? Or in a different language?

If you require further information please email:

Mrs Westgarth, Curriculum Leader – English

AWS@longbenton.org.uk