

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 Power.

1. Can you explain in your own words what a memory is? How are memories powerful? How do memories affect us and shape our voice and identity?
2. How far back can you remember? Write down your earliest memory or ask someone you live with about their earliest memory.
3. What is your most important memory? Is it positive? Humorous? Why is this memory so significant to you? Mind-map your ideas.

Lesson 2 – Voice and Power

1. How do these images link to memory, voice and power? List words that they bring to mind – think about emotions, adjectives (describing words), verbs (action words) and nouns (people, places or objects).



2. Create a Venn diagram or list the similarities and differences between them.
3. Can you link the images to your most important memory?

Lesson 3 – Power and Voice

1. What predictions can you make about the poem 'In Mrs Tilscher's Class' by Carol Ann Duffy, based on the title?
 - What do you think might happen in the poem?
 - Who do you think the poem might be about? Why?
 - When might the poem be set? Why do you think this?
 - What themes might the poem explore? Why do you think this?
2. Read the poem 'In Mrs Tilscher's Class' by Carol Ann Duffy (scroll down to below these tasks to find the poem) and summarise what happens in each stanza (verse).

Lesson 4 – Power and Voice

1. **Answer at least one of the following questions:**
 - How are different voices presented in the story? Are any voices stronger/weaker than others? What makes them strong/weak?
 - Is there a voice missing from the story? If you could add this voice into the story, what would it say?
 - Does the amount of power/voice the characters have shift or change at all throughout the story? Why/how does this happen?
2. **Look at the poem in more detail:**
 - Identify any literary methods you find, like similes or personification, for example.
 - What is the effect of these methods? How do they make you feel or what do they make you think? Why do you think Duffy chose to include them?
 - Look up any words you don't understand and write down the definitions.

Lesson 5 – Power and Voice

How are memories of school presented by Carol Ann Duffy in her poem 'In Mrs Tilscher's Class'?

- Plan an answer by creating a mind-map or listing your ideas.
- Develop your ideas into a detailed paragraph - or challenge yourself and write more! Use quotations from the poem to support your points. Try to include details of the literary methods you identified last lesson and the effects they have on the reader.

Lesson 6 – Power and Voice

1. Duffy's poem explores her experience of growing up and the positive memories she has of her teacher at school. Choose one person from your life who has had a positive influence on you while you were growing up. It could be a teacher, a family member or a friend. What thoughts, feelings and emotions do you have when you think of them? Why? How have they been a positive influence? What memories do you have of them from when you were younger? Are any memories particularly important to you? Why?
2. Now try to use some literary methods to describe this person who has had a positive influence on your life. Perhaps you could try using a metaphor, a simile, personification, or a contrast. For example: "His kind words wrapped around me like a bandage" or "Her steely glance could stop my misbehaviour in its tracks."
3. Write a poem **or** the opening of a story based on your memories of this person from when you were younger. *Remember to use literary methods and some great vocabulary to make your work interesting to the reader!*

If you require further information please email:

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In Mrs Tilscher's Class

Carol Ann Duffy

You could travel up the Blue Nile
with your finger, tracing the route
while Mrs Tilscher chanted the scenery.
Tana. Ethiopia. Khartoum. Aswân.
That for an hour, then a skittle of milk
and the chalky Pyramids rubbed into dust.
A window opened with a long pole.
The laugh of a bell swung by a running child.

This was better than home. Enthralling books.
The classroom glowed like a sweet shop.
Sugar paper. Coloured shapes. Brady and Hindley
faded, like the faint, uneasy smudge of a mistake.
Mrs Tilscher loved you. Some mornings, you found
she'd left a good gold star by your name.
The scent of a pencil slowly, carefully, shaved.
A xylophone's nonsense heard from another form.

Over the Easter term, the inky tadpoles changed
from commas into exclamation marks. Three frogs
hopped in the playground, freed by a dunce,
followed by a line of kids, jumping and croaking
away from the lunch queue. A rough boy
told you how you were born. You kicked him, but stared
at your parents, appalled, when you got back home.

That feverish July, the air tasted of electricity.
A tangible alarm made you always untidy, hot,
fractious under the heavy, sexy sky. You asked her
how you were born and Mrs Tilscher smiled,
then turned away. Reports were handed out.
You ran through the gates, impatient to be grown,
as the sky split open into a thunderstorm.