Independent learning to be completed during school closure

ENGLISH During a two week period you would ordinarily have 7 English lessons.

During these lessons you will be exploring how women were treated during Shakespeare's time and then you will be thinking about whether this situation has changed in modern society by examining how both men and women are presented in the media. You will find the written sources you need by scrolling to the bottom of the tasks.

Lesson 1 When Shakespeare wrote his plays, women were treated very differently and men had the power in relationships. Fathers, in particular, had control over their daughters and could decide who they were to marry.

Task 1- Think back to the work you recently completed on Sir Gawain. Look at the images below and explore what they suggest about relationships between men and women in medieval times and in Shakespeare's times. Annotate the images with your ideas:

Image from Sir Gawain   Image from "A Midsummer's Night Dream"

Task 2 – Read Source 1, complete some of your own research on the role of women and complete the grid. **Task 3-** Write a paragraph which summarises the problems that women faced in Shakespeare's time.

Lesson 2

Task 1 - In A Midsummer Night's Dream **Egeus** is the father of **Hermia** who is refusing to marry the man he has chosen for her (Demetrius) so he goes to the Duke of Athens to ask for his help. Read through the speech he gives (Source 2) and answer the following questions:

1. "This man hath my consent to marry her." What does this tell us about the power fathers had at this time?
2. What does Egeus mean when he says Lysander has "bewitch'd " his daughter?
3. How has Hermia responded to her father's orders?
4. What will happen if Hermia does not marry Demetrius?

Task 2 - Write a modern version of the speech. Start with the following sentence, "I am absolutely furious with my daughter Hermia…"

Task 3- Can you identify any of these persuasive techniques used by Egeus? Label them on the speech. Use of personal pronouns – imperatives- emotive language- lists- flattery- use of verbs- adverbs

Extra challenge- Analyse why these are used by Egeus. How do they make his speech more persuasive?

Lesson 3- In this lesson we will be thinking about whether things have really improved for women in today's society and thinking about whether society expects different things from men and women.

Task 1 –How do the magazine covers portray teenage boys and girls? Annotate the covers in **Source 3** by thinking about how they are presented, what they are doing and what they are interested in.

Task 2- Watch these two adverts and make a list of the differences in the way the girls and boys are presented. Think about what they are actually doing and the product that is being sold.

- https://www.youtube.com/watch?v=CXgi5HkZEKw
- https://www.youtube.com/watch?v=aJxEXnj-R4U

Task 3 Find some examples of your own of magazine covers and adverts and use this evidence to answer the following question: How are teenage boys and girls presented in the media? Is it fair?

Lesson 4

Lesson 4 – Last lesson you considered how boys and girls are presented in the media. In this lesson you will be thinking about whether the media today still promotes stereotypes or have things moved on for the better?

Read this article on Newsround and list all the negative things it says about stereotyping: https://www.bbc.co.uk/newsround/46530419 There is a copy at the end of these notes too. (**Source 4)**

Can you find any examples of persuasive techniques in this article? Think about some of the techniques used in Egeus' speech but also think about how it uses rhetorical questions and statistics. Annotate them on the article and challenge yourself by analysing why they are effective.

Lesson 5

There have, however, been many examples of positive stereotyping in recent years. Nike Women launched a campaign that challenges gender stereotypes.

Task 1: Examine this advert. How does it present women more positively?

Task 2: Watch this advert https://www.youtube.com/watch?v=Y_iCIISngdI
Why do you think it is successful in promoting women? Write an explanation of your thoughts about this advert. Think about what the women are doing in the advert and how they are presented as powerful.

Lesson 6- Create own advertising campaign.
Now it's your turn to put together some ideas for your own advertising campaign which helps to promote either teenage girls or teenage boys in a more positive way. For example you could advertise toys for girls which have in the past been associated with boys e.g. cars. You need to think carefully about the following:

- The product you would like to advertise.
- Draft a design for the advert
- Think about the colours and font you are using
- Use persuasive language to help sell your product.
- Write about why you designed your advert this way and why you made those choices.

Lesson 7

This is your **ACCELERATED READER** lesson and you should spend the hour reading your book. Alternatively you could listen to the ending of "The Graveyard Book" by using the links below:

- **Chapter 1** https://www.youtube.com/watch?v=8Jp6n1xLnvo&list=PLiYzMwyBPG97VarHw_ArMo17X36_tJ84O
- **Chapter 2** https://www.youtube.com/watch?v=4xX88RC2i7s&list=PLiYzMwyBPG97VarHw_ArMo17X36_tJ84O&index=2
- **Chapter 3** https://www.youtube.com/watch?v=3ExN5hzCfLU&list=PLiYzMwyBPG97VarHw_ArMo17X36_tJ84O&index=3
- **Chapter 4** https://www.youtube.com/watch?v=7pdHJKCv7W8&list=PLiYzMwyBPG97VarHw_ArMo17X36_tJ84O&index=4
- **Chapter 5** https://www.youtube.com/watch?v=aI1MiVTteYY&list=PLiYzMwyBPG97VarHw_ArMo17X36_tJ84O&index=5
- **Interlude** https://www.youtube.com/watch?v=8o0rqh7ycf0&list=PLiYzMwyBPG97VarHw_ArMo17X36_tJ84O&index=6
- **Chapter 6** https://www.youtube.com/watch?v=2BeczA_AHWI&list=PLiYzMwyBPG97VarHw_ArMo17X36_tJ84O&index=7
- **Chapter 7** https://www.youtube.com/watch?v=K00VfWyVCLk&list=PLiYzMwyBPG97VarHw_ArMo17X36_tJ84O&index=8
- **Chapter 7** https://www.youtube.com/watch?v=-Ka6Wj1OZ5M
- **Chapter 8** https://www.youtube.com/watch?v=vCJxwEL0o3o

If you require further information please email:

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LONGBENTON HIGH SCHOOL

Source 1- Women in Shakespeare's time

Women could not inherit their father's titles.
Women who never married were viewed as witches.
Women could not own property.
Women existed within the domestic sphere and prepared for marriage.
Women were expected to pay a dowry – money, goods etc in order to be married.
Women were expected to obey their fathers and their husbands – otherwise they faced punishment.
Some women were murdered by their fathers for not obeying them.
Noble women would be educated from home.
Women were not allowed to act on the public stage.
Women were not allowed to enter professions such as law and medicine.
Elizabethan society was patriarchal. Women were regarded as 'the weaker sex' both physically and emotionally.
Having a large family was the norm. Children were seen as a gift from 'God' and highly valued.
A woman's husband was determined by their father.
 Women would be married as young as 12.
Women were allowed to read as long as the subject matter was appropriate.
And yet, despite all of this, women were seen as having greater freedoms during this period.

	True	False
Women could do any job they wished, including working in the field of law.		
Women were not allowed to perform in Shakespeare's plays.		
Women were punished if they challenged their fathers – either beaten into submission or disowned.		
Women were free to choose their marriage partner.		
Women could not inherit land.		
Women's role was in the home.		
Women were considered the stronger sex.		
Women could read books freely.		
Women were married as young as 12.		

Source 2

Egeus. Full of vexation come I, with complaint
Against my child, my daughter Hermia.
Stand forth, Demetrius. My noble lord,
This man hath my consent to marry her.
Stand forth, Lysander: and my gracious duke,
This man hath bewitch'd the bosom of my child;
Thou, thou, Lysander, thou hast given her rhymes,
And interchanged love-tokens with my child:
Thou hast by moonlight at her window sung,
With feigning voice verses of feigning love,
And stolen the impression of her fantasy
With bracelets of thy hair, rings, gawds, conceits,
Knacks, trifles, nosegays, sweetmeats, messengers
Of strong prevailment in unharden'd youth:
With cunning hast thou filch'd my daughter's heart,
Turn'd her obedience, which is due to me,
To stubborn harshness: and, my gracious duke,
Be it so she; will not here before your grace
Consent to marry with Demetrius,
I beg the ancient privilege of Athens,
As she is mine, I may dispose of her:
Which shall be either to this gentleman
Or to her death, according to our law
Immediately provided in that case.

A **personal pronoun** is a pronoun such as 'I', 'you', 'she', or 'they' which is used to <u>refer</u> to the <u>speaker</u> or the person <u>spoken</u> to, or to a person or thing whose <u>identity</u> is <u>clear</u>, usually because they have <u>already</u> been <u>mentioned</u>.

Imperative verbs are verbs that create an imperative sentence (i.e. a sentence that gives an order or command). When reading an imperative sentence, it will always sound like the speaker is ordering someone around.

Emotive language is used to evoke emotion in the reader e.g. pity or fear.

A writer uses **listing** to add emphasis to a point, show they are knowledgeable or to offer a variety of ideas in the hope that the reader will be familiar with one or several of them.

Flattery is when excessive and insincere praise is given to a person especially to further one's own interests. **Flattery** can be used to **persuade** people into believing your argument.

Source 3

Gender Stereotypes: Why do shops divide products for girls and boys?

Have you ever been into a shop and wondered why the shops are divided into aisles for girls and aisles for boys? Or have you ever thought to yourself, why are girls' products often pink and purple, and boys' products black and blue?

There's a reason shops divide their products up in that way - and it's because they want to market toys, clothes and toiletries to specific genders.

Now the group that makes sure adverts in the UK are suitable and appropriate has said it will ban "gender stereotypes that are likely to cause harm, or serious or widespread offence".

The Committees of Advertising Practice (CAP) says harmful stereotypes in adverts "contribute to how people see themselves and their role in society", and can hold some people back.

But why does this happen? Is targeting adverts and products at boys or girls a good way to sell more products, or is it just sexist?

Why do companies and shops divide products by gender?

How do you look for the aisle you want to shop in? Do you look by colours? Shapes? Textures? You might not think that these are things that you look for, but when companies want to appeal to boys and girls, they try to make products that fit into what is often thought to be most attractive to the gender. For example, toys marketed to girls are often coloured in shades of pink and purple because these colours are thought to be liked by girls more than boys. Toys marketed to boys are typically made to look more 'masculine' - they might be more associated with colours like blue and black and have harder, straighter edges.

But, do all the differences stop there?

GETTY IMAGES

Lots of toy creators believe that marketing to a specific gender, instead of across both genders, might help sell more toys. This is partly because some studies have shown that boys and girls tend to prefer different toys to each other. A famous example of this is when Lego released their Lego Friends product range - designed to appeal to girls. The Friends products had a greater focus on play in restaurants, shopping and houses than the traditional Lego sets.

Before these products were released, Lego stated that in 2011, **90% of their customers had been boys**. In the first sixth months of 2012, after the release of the Lego Friends product line, Lego's profits rose by 35%. Many people see this move by Lego as a good example of rethinking a product to help more girls connect with it. But others were upset that Lego felt it had to create a 'stereotypically feminine' toy to encourage more girls to buy their products. In creating the product range, Lego claims it spoke to 3,000 girls to ask their opinions on what they wanted.

But in 2014, a debate was started after 7-year-old Charlotte wrote to Lego after she was disappointed with their range of products for girls. She was upset at the way that she thought that the female Lego characters were shown. In her letter, Charlotte said the Lego marketed towards girls often focused on the characters staying at home or going to the shops, whereas the Lego marketed to boys was much more exciting.

All the girls did was sit at home, go to the beach, and shop, and they had no jobs but the boys went on adventures, worked, saved people, and had jobs, even swam with sharks. Charlotte's letter sparked a debate. For example, not all girls like pink or enjoy playing with dolls and similarly, not all boys like robots or playing football.

It's not just toys that have sparked debate over the division by gender. Clothes shops are often criticised for the text they put on their clothing.

In 2017, parent Shelley Roche-Jacques was angered after spotting a selection of t-shirts in Morrisons supermarket. One t-shirt carried the slogan like 'Little Man, Big Ideas' while the same style of t-shirt marketed to girls said 'Little Girl, Big Smiles'. She was upset as she felt that the t-shirts suggested that boys are more likely to have important ideas and thoughts, while the matching t-shirt suggested that girls' outward appearance was more important.

Some toiletries manufacturers have said worry about their products being 'too feminine' for men to buy. Personal care brands often add words like 'men' or 'for men' to soaps, body washes and moisturisers to make it clear they are more 'masculine'. And whereas women's products tend to focus on more floral names, men's products will focus on ideas around energy or action.