

Year 9 Knowledge Organiser – Teaching Block 7 (Term 1) Education

Find the definition for these key terms:

- Accent
- Dialect
- Motif
- Allusion
- Emancipation
- Microcosm
- Social class
- Social deprivation
- Meritocracy
- Bourgeoisie
- Proletariat

Narrative & descriptive writing

➤ **Narrative writing** *You need to develop a plot*

➤ **Descriptive writing**

Zoom in on specific ideas and go into lots of descriptive detail. Show not tell the reader what is there.

Use the senses to allow the reader to picture exactly what is happening.

Vocabulary for effect:

Boring word	WOW words
Dry	Desiccated, arid, dehydrated
Beautiful	Striking, salient, attractive
Quiet	Inaudible, tranquil, serene
Strong	Robust, resilient, sturdy
Run-down	Dilapidated, neglected, derelict
Dark	Obscure, murky, shadowy
Light	Illuminated, incandescent, radiant

Descriptive techniques for effect:

Technique	Example
Simile - a descriptive technique that compares one thing with another, usually using 'as' or 'like'.	A face as pale as wax
Metaphor - a descriptive technique that names a person, thing or action as something else.	The circus was a magnet for the children
Personification - a metaphor attributing human feelings to an object.	The sun smiled at the hills, ready to begin a new day.
Onomatopoeia - words that sound a little like they mean.	The autumn leaves and twigs cracked and crunched underfoot.
Emotive language - language intended to create an emotional response.	A heart-breaking aroma of death filled the air as he surveyed the devastation.

If you enjoyed this topic and text, you may also like to

By Willy Russell:
Blood Brothers;
Educating Rita;
Our Day Out and
The Wrong Boy

Other contemporary Drama:

Top Girls by Carly Churchill
The History Boys by Alan Bennett
Talking Heads by Alan Bennett
 Or to watch:

Educating Rita -
<http://www.veoh.com/watch/v19425327KAMCDTz0>

http://www.bbc.co.uk/schools/gcsebit/esize/english_literature/dramaeducatnrita/

Context

Willy Russell	1. Born into a working class family. 2. He grew up near Liverpool. 3. Father had various jobs including mining and factory work. 4. Annoyed at treatment of intelligent working class and associated stereotypes. 5. Left school at 15 with just one O'level: a D in English Language. Went to evening classes and university to become a teacher.
Liverpool	6. A major port and the centre for trade providing lots of jobs at the docks. 7. During the Industrial decline, Liverpool became very vulnerable as the docks were shut and unemployment rates soared. 8. Some men turned to crime and gangs in order to support themselves and their families. There were also riots in 1980s.
Margaret Thatcher	9. Prime Minister in 1979. 10. Reduced the power of the trade unions and closed down many factories etc leading to widespread unemployment.
Skelmersdale	11. In the 1960s the government began building New Towns. These were small, existing towns which were extended and redeveloped to provide more housing for nearby cities. 12. Working class families were rehoused here in the 1960s.
Class	13. Working class vs Middle class divide 14. More opportunities for middle classes reflected in education, job prospects and wealth.
Education	15. The Education Act of 1944 led to 'secondary modern schools' and 'grammar schools.' 16. Top 20% went to a grammar school with an academic curriculum. Secondary modern taught more practical subjects. 17. 7% of students were educated in private, fee-paying schools. The average boarding school fees in the 1960s would have been approximately 25%.

INDEPENDENT LEARNING TASKS

Option A: Research the following terms and create a 'Drama Glossary': playwright; exposition; conflict; comic relief; character foil; climax; monologue; stage direction; dramatic irony; symbol.

2 points

Option C: 200 word writing challenge. Craft a description linked to this image. Include:

5 points



- A sentence that starts with two adjectives e.g. *bleak remote, the cottage lay just out of sight of the road.*
- A sentence that starts with a simile e.g. *As pale as wax, the snow lay abandoned by the side of the road.*
- **Challenge:** include a repeated idea/ image throughout your description.

Option E: Create a leaflet/ knowledge organiser about the playwright Willy Russell (one side of A4). It should include:

- **Facts about his life** – date and place of birth; childhood experiences; where he went to school and how he felt about education; jobs and personal goals/aspirations.
- **Information about his works as a writer** – dates and titles of other texts; common themes, etc.
- **His interests and beliefs** – what topics is Willy Russell interested in? Does he have any beliefs about education and/or how the world should be run?

3 points

Option G: Sketch the set/staging for the play you are studying. Label your design with quotations from the text and explain the choices you have made.

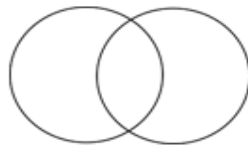
3 points

Option B: Create a timeline/ character arc for two key characters in the play, charting events and changes in their character. At each stage, add adjectives to describe how their character is presented, a key quote/s to support this and analysis.

4 points

Option D: Create a Venn diagram comparing two characters from the play you are studying. The diagram should contain:

- 'Revealing adjectives' linked to your characters
- Key points/facts about your characters
- Short quotations linked to each character.



2 points

Option F: 200 word writing challenge. "A good education is essential as it can lead us to a better future; it is the key to a happy and meaningful life."

Write a persuasive speech to argue for/against this statement. Use a range of persuasive devices for deliberate effects and use connectives to sequence/develops ideas.

5 points

Useful sentence starters: Without a doubt, education is... Imagine a world in which... It is inescapable that ... **Don't** ignore the fact that... Education is the key to... It can open a door to... It is vital that ... The time has come to... I understand that some people may think that... **However**... Why wouldn't you want to ... ? We must ... Ultimately, ...

Option H: Write a diary entry for a character following a key event in the play. You should:

- Write in the first person and with an informal tone
- Describe your thoughts and feelings using descriptive techniques
- Write about events in chronological order.
- **Challenge:** use language to mirror the character's style of speech e.g. dialect words, colloquial words or slang.

4 points

My points target:

1st task Due date: _____
 Option choice: ____ Points: _____

Spelling & meaning test 1

Due date: _____

2nd task Due date: _____
 Option choice: ____ Points: _____

Spelling & meaning test 2

Due date: _____

3rd task Due date: _____
 Option choice: ____ Points: _____

Spelling & meaning test 3

Due date: _____

4th task Due date: _____
 Option choice: ____ Points: _____

Spelling & meaning test 4

Due date: _____

Spelling and meaning test 1: disillusioned; opportunity; impoverished; deprivation; stagnant; meaningless; affluent; unfulfilling; privileged; inequality

Star words: hierarchy; meritocracy; conservative

Spelling and meaning test 2: humorous; knowledgeable; cultured; dependent; cynical; existence; disparity; demeanour; resilient; ambitious

Star words: audacious; pretentious; self-deprecating

Spelling and meaning test 3: fervent; discipline; monologue; poignant; patriarchal; matriarchal; superiority; lacklustre; comedic; epiphany

Star words: authenticity; disciplinarian; ultimatum

Spelling and meaning test 4: liberating; pathos; transformation; inevitable; ambiguous; achievement; independent; materialistic; superficial; epiphany

Star words: emancipation; metamorphosis; denouement