

## Year 10 Home Learning English Literature Booklet

Activities by Miss Niblett

### Easter: 'A Christmas Carol Revision

Week 1: Complete revision of Scrooge. Pages 2-3.

- Use the link to Mr Bruff's character analysis video to help you with this week's learning. <https://www.youtube.com/watch?v=F2kuQSbazUo>

Week 2: Complete revision of Fred. Pages 4-5.

- Use the link to Mr Bruff's character analysis video to help you with this week's learning. <https://www.youtube.com/watch?v=tjolxjadRU>

### Summer Term: Power and Conflict Poetry

Week 1: Complete a study of the poem 'Ozymandias'. Pages 6-8.

- Use the link to Mr Bruff's analysis video to help you with this week's learning. [https://www.youtube.com/watch?v=d\\_Egz2bDQ0o&list=PLqGFsWf-P-cAO64lBHZTFwTz2X0DD\\_Cxk](https://www.youtube.com/watch?v=d_Egz2bDQ0o&list=PLqGFsWf-P-cAO64lBHZTFwTz2X0DD_Cxk)

Week 2: Complete a study of the poem 'London'. Page 9-

- Use the link to Mr Bruff's analysis video to help you with this week's learning. [https://www.youtube.com/watch?v=zHp8eVi27Nw&list=PLqGFsWf-P-cAO64lBHZTFwTz2X0DD\\_Cxk&index=2](https://www.youtube.com/watch?v=zHp8eVi27Nw&list=PLqGFsWf-P-cAO64lBHZTFwTz2X0DD_Cxk&index=2)

### Where do you complete the work?

Complete all work in your Literature GCSE exercise book.

- If you would like your teacher to mark one piece of work following your weekly tasks, please email a picture to your teacher and wait for their feedback.

**You are expected to email a completed question to your teacher once every two weeks.**

### Guidance

Where information appears in a **red box** get the relevant information into your books. It will either be new knowledge or a knowledge recap.

Where a subheading is in **red**, it is important that you **try the tasks and activities** stated in the booklet.

### Help:

Remember to use **GCSE Pod** to find the pods that are relevant to your weekly learning. **Links to the relevant pod areas:**

'A Christmas Carol'

<https://members.gcsepod.com/shared/podcasts/title/10255>

Power and Conflict Poetry

<https://members.gcsepod.com/shared/podcasts#6002/6062/8122>

Literature Skills

<https://members.gcsepod.com/shared/podcasts#6002/6062/8586>

Mr Bruff Revision Channel

<https://www.youtube.com/user/mrbruff>

'A Christmas Carol' audiobook

[https://www.youtube.com/watch?v=n3fN\\_-rupwo](https://www.youtube.com/watch?v=n3fN_-rupwo)

'A Christmas Carol' text pdf

[https://www.ibiblio.org/ebooks/Dickens/Carol/Dickens\\_Carol.pdf](https://www.ibiblio.org/ebooks/Dickens/Carol/Dickens_Carol.pdf)

## Easter Week 1: 'A Christmas Carol' Monday 6<sup>th</sup> April – Friday 10<sup>th</sup> April

Learning Objective: To be able to revise key characters in the text.

### Ebenezer Scrooge

At the start of the novella Scrooge is portrayed very negatively, as someone who only cares about money – he is described as 'a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner!'

He is so miserly and mean that he begrudges Bob Cratchit his Christmas wages, and won't allow him a decent fire.

In a vision of Scrooge's past, his fiancée, Belle, says that Scrooge sees money as if it's a god, and his love for it is greater than his love for Belle.



Task 1: Re-read Staves 1 and 5.  
Make notes on the character  
of Scrooge.



Task 2: Find a quote from the first chapter to back up each of these statements.

- Scrooge is Selfish.
- Scrooge is isolated from society.

Task 3: Complete the table to show Scrooge's views about the following subjects in the first and last chapter of the novella.

Subject	Scrooge's view in Stave 1	Scrooge's view in Stave 5
Charity		
Poor People		
Family		

Task 4: Find a quote from the text to show how Scrooge is viewed by each of the following characters.

Character	Quote
Fred	
Mrs Cratchit	

**MINI ESSAY – 500 words**

Explore the differences between the character of Scrooge at the beginning of the novella and the end. **Use quotations to support your points.**

**Remember: *What? How? Why? And Context***

**Email this response to your English teacher for feedback.**

## Easter Week 2: 'A Christmas Carol' Monday 13<sup>th</sup> April – Friday 17<sup>th</sup> April

Learning Objective: To be able to revise key characters in the text.

### Fred

Fred arrives in Scrooge's offices 'all in a glow' and 'his eyes sparkled' – this emphasises the warmth and friendliness of his character. He's the opposite of Scrooge, who's associated with the cold.

Fred disagrees with Scrooge's miserly values. He thinks that Scrooge's wealth is useless because 'he don't do any good with it' – suggesting that, unlike Scrooge, he values happiness more than money.

He is empathetic – he's 'heartily sorry' for the Cratchit family after Tim dies, even though he barely knows them. This contrasts with Scrooge, who begins the novel as a self-centred person who doesn't care about others.

Dickens uses Fred as a foil to Scrooge's character. The differences between them emphasise Scrooge's negative qualities.



*A foil is a character who may share similarities, but also some important differences, with another character. This emphasises each character's key characteristics.*

*Can you think of any foils in Macbeth?*

Task 1: **Re-read Staves 1 and 3.**

**Make notes on the character of Fred.**

Task 2: **Find two quotations that associate Fred with warmth.**

**QUOTE 1:**

**QUOTE 2:**

Task 3: Decide whether each statement is true or false. Find a quote to back up your answer.

a) Fred Shares Scrooge's opinion of Christmas. True / False

QUOTE:

b) Fred thinks Scrooge should be punished for his cruelty.  
True / False

QUOTE:

c) Fred feels sympathy for the Cratchits. True / False

QUOTE:

Task 4: Complete the same outlining the similarities and differences between Scrooge and Fred.

Only Scrooge...	Both...	Only Fred...

**MINI ESSAY – 500 words**

Dickens gives Fred and Scrooge very different personalities. Why do you think this? **Use quotations to support your points.**

**Remember: *What? How? Why? And Context***

**Email this response to your English teacher for feedback.**

**Summer Week 1: Power and Conflict poetry**  
**Monday 20<sup>th</sup> April – Friday 24<sup>th</sup> April**

Learning Objective: To be able to explore the poem 'Ozymandias'.

**'Ozymandias' – Percy Bysshe Shelley (page 26 in your anthology)**



Task 1: Write a 200 word description inspired by this image.

Links to:  
Language Paper 1  
Question 5



Thinking questions:

1. Why are statues created in honour of people?
2. How does it change your view if you know that the person ordered the creation of their own statue?

**Shelley was a Romantic poet, and was very critical of the British monarchy and forms of government.** He sympathised with the principles of the French revolution which began in 1789. At the time of publication, English readers would have made **links between Ozymandias and Napoleon.** Napoleon (considered a tyrant) had two years previously conquered and defeated his opponents, making himself a ruler if almost all of Europe.

*He was defeated at the Battle of Waterloo in 1815 and then exiled – two years before the poem was written.*



Romantic poets believed in emotion rather than reason, tried to capture intense experiences in their work and particularly focused on the power of nature.

## Rameses the Great

This poem is based on a story Shelley had read about a funeral temple of the Egyptian pharaoh, Rameses II, whom the Greeks called Ozymandias.

According to the story, the temple bore an inscription which read: 'I am Ozymandias, king of kings; if anyone wishes to know how great I am and the place where kings like me lie, let him surpass any of my works.'

Rameses II during his reign built more temples and monuments, took more wives (8) and had more children (over 100) than any other pharaoh.

He wanted to built memorials for himself, which he imagined would last forever.

However, he used slave labour to build them and the slaves suffered hardship under his control.

Today, many of these memorials and statues have crumbled into the sands of the desert



Task 3: Match the words to their definition

Tyrannical		maintain influence or authority over
Controlling		assert one's will over another in an arrogant way
Destructive		exercising power in a cruel or arbitrary way
Dictatorial		having or showing a wish to do evil to others.
Abusive		of or typical of a ruler with total power
Malevolent		causing great and irreparable damage
Domineering		engaging in or characterized by habitual violence and cruelty.

Task 4: Watch the following video from MR Bruff about the poem.

[https://www.youtube.com/watch?v=d\\_Egz2bDQ0o&list=PLqGFsWf-P-CAO64IBHZTFwTz2X0DD\\_Cxk](https://www.youtube.com/watch?v=d_Egz2bDQ0o&list=PLqGFsWf-P-CAO64IBHZTFwTz2X0DD_Cxk)

Task 5: Add any annotations from the video to your poem.

Task 6: Answer the following questions in full sentences and use quotes to support your answers.

- What form does the poem take?
- What word is used to describe the land where the traveller has been?
- Why has the king built this statue?
- How has the statue been destroyed?
- Why do you think the poem is set in a 'vague' land?
- Why do you think 'Nothing beside remains' comes directly after the ruler's proud inscription?
- What does the poem suggest about the way Ozymandias rules?
- How might Shelley's status as a 'romantic' poet have affect the tone of the poem?

"Ozymandias" explores the question of **what happens to tyrant kings**, and to despotic (tyrannical) world leaders more generally. As we all know, **nothing lasts forever**; that means even the very worst political leaders – no matter how much they boast – **all die at some point**. If Shelley were writing this poem now, he might take as his subject the famous statue of Saddam Hussein that was pulled down after the dictator was overthrown. Like the fallen statue in Baghdad, **the broken-down statue of Ozymandias in Shelley's poem points to the short-lived nature of political regimes and tyrannical power.**



### MINI ESSAY – 500 words

How is the power of nature presented in the poem? **Use quotations to support your points.**

Remember: ***What? How? Why? And Context***

**Email this response to your English teacher for feedback.**

**Recap Drill: Ozymandias**

1. Who is the poem 'Ozymandias' based on?

\_\_\_\_\_.

2. What technique is used in the phrase 'colossal wreck'?

Simile [ ]

Pathetic fallacy [ ]

Alliteration [ ]

Oxymoron [ ]

3. What is ironic about the phrase 'colossal wreck'?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Draw a line to link the theme to the quotation:

**Abuse of power** "Look on my Works ye Mighty and despair!"

**Power of nature** "Round the decay of that colossal wreck"

**Political power** "sneer of cold command"

5. What is symbolic in the phrase 'King of Kings' and how could this link to power?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Tick two phrases that could show Shelley is criticising and almost pitying rulers who think their power is immortal.

**"trunkless legs"** **"nothing besides remains"** **"shattered visage"**

**"sands stretch far away"** **"antique land"**

7. Explain your above choices:

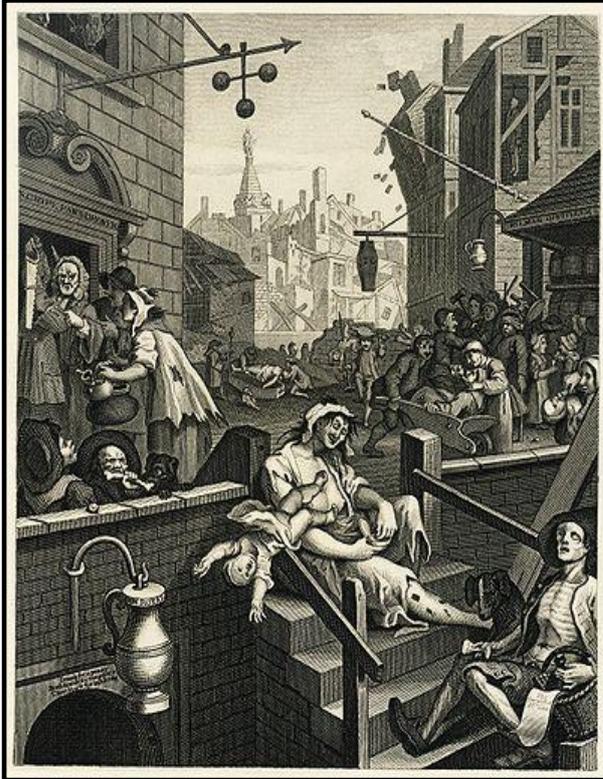
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Summer Week 1: Power and Conflict poetry

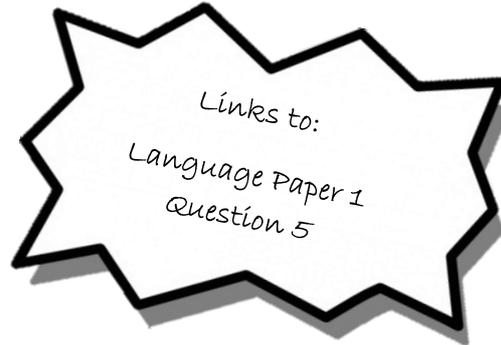
Monday 27<sup>th</sup> April – Friday 1<sup>st</sup> May

Learning Objective: To be able to explore the poem 'London'.

### 'London' – William Blake (page 27 of your anthology)



Task 1: Write a 200 word description inspired by this image.



Task 2: Write a paragraph explaining what this picture tells us about life in London in the 18<sup>th</sup> Century?

So what was the 'Romantic' movement?

- "Nature" was celebrated
- A reaction to the Enlightenment (science and reason – the rational)
- Self-expression becomes important – not stereotypes but individuals
- The Romantics asserted the importance of the individual and individual authority
- Romantics generally rejected absolute systems and institutions
- Freedom
- Industry was a threat to the natural world
- Hatred for the mechanical and industrial
- Don't believe in God- but want to find similar feelings towards nature (to be in awe of it)
- Not Obsessed with money
- The irrational – don't want everything to be explained or understood
- The exotic and natural
- No constraints/limits

Task 3: Read the poem (page 27 in your anthology).

Task 4: Match the words to their definitions.

<b>charter'd</b>	<b>Distress, sadness or trouble.</b>
<b>woe</b>	<b>Unlucky or unfortunate.</b>
<b>mind-forg'd</b>	<b>The car used to carry a coffin to a place of burial.</b>
<b>manacles</b>	<b>A document, issued by a government outlining a city's rights and rules.</b>
<b>hapless</b>	<b>Swearing or the wish that bad things will happen to someone.</b>
<b>harlot</b>	<b>Created in the mind – not actually real.</b>
<b>curse</b>	<b>A prostitute or promiscuous woman.</b>
<b>hearse</b>	<b>A handcuff or restraint for the wrist.</b>

The poem describes a journey around London, offering a glimpse of what the speaker sees as the terrible conditions faced by the inhabitants of the city. Child labour, restrictive laws of property and prostitution are all explored in the poem. The poem starts with a criticism of laws relating to ownership. The 'charter'd Thames' is a bitter reference to the way in which every aspect of life in London is owned. Blake's poem also criticises religion and its failures. The speaker draws attention to the cry of the chimney sweeper and the blackening of church walls, implying that the church as an institution is inactive, unwilling to help those in need.

It ends with a vision of the terrible consequences to be faced as a result of sexually transmitted diseases and prostitution.

Task 5: Watch the following video from MR Bruff about the poem.

[https://www.youtube.com/watch?v=zHp8eVi27Nw&list=PLqGFsWf-P-cAO64lBHZTFwTz2X0DD\\_Cxk&index=2](https://www.youtube.com/watch?v=zHp8eVi27Nw&list=PLqGFsWf-P-cAO64lBHZTFwTz2X0DD_Cxk&index=2)

Task 5: Add any annotations from the video to your poem.

Task 6: Answer the following questions in full sentences. Use quotes to support your answers.

- a) Why do you think the poem is written in the first person?
- b) What is the effect of repetition in the poem?
- c) What does the phrase 'mind-forged manacles' (line 8) suggest about the people of London?
- d) What is the effect of setting the final stanza on 'midnight streets'?
- e) What does the first stanza tell you the speaker is doing?
- f) What does the phrase 'the hapless soldier's sigh / runs in blood down palace wall' (lines 11-12) suggest about the narrator's opinion of people in power?
- g) How do you think a romantic poet would view the effects of the Industrial Revolution in a city like London?

Task 7: Find a quote that addresses each of the following themes and explain the effect of the quote.

Theme	Quote	Explanation
Hopelessness		
Individual experience of place		

*Who was William Blake?*

He was born in Soho, London, where he lived most of his life, and was son to a hosier and his wife, both Dissenters. Blake's early ambitions lay not with poetry but with painting and at the age of 14, after attending drawing school, he was apprenticed to James Basire, engraver. After his seven-year term was complete, Blake studied at the Royal Academy, but he is known to have questioned the aesthetic doctrines of its president, Sir Joshua Reynolds, and his stay there was brief. It nonetheless afforded him friendships with John Flaxman and Henry Fuseli, academics whose work may have influenced him.

In 1784, he set up a print shop, but within a few years the business floundered and for the rest of his life Blake eked out a living as an engraver and illustrator. His wife, Catharine, whom he married in 1782, remained faithful and diligent and she helped him to print the illuminated poetry for which he is remembered today.

In 1789, he published his *Songs of Innocence*, the gentlest of his lyrics, but the collection was followed by *Songs of Experience*, containing a profound expression of adult corruption and repression. His long list of works shows relentless energy and drive. As one of the most complex writers known, it is impossible to summarise his career - he was a combination of extremes. His vision of civilisation as inevitably chaotic and contradictory mirrors the political turmoil of his era. It is only in retrospect that we can begin to appreciate his work and unravel its complex and allusive sources.



**MINI ESSAY – 500 words**

How does the poem convey a sense of hopelessness? **Use quotations to support your points.**

**Remember: *What? How? Why? And Context***

**Email this response to your English teacher for feedback.**

### Knowledge Drill: London

1. William Blake was part of the \_\_\_\_\_ movement.
2. William Blake's 'London' reflects the rejection of \_\_\_\_\_ systems and institution.
3. What are three features of form/structure used by Blake in 'London'?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
4. What is the purpose behind using at least one of the features?
5. The poem \_\_\_\_\_ is inspired by a statue of the Egyptian Pharaoh Ramesses II of Egypt.
6. Shelley explores the short-lived nature of political \_\_\_\_\_ and \_\_\_\_\_ power, as he was a \_\_\_\_\_ and very critical of the British \_\_\_\_\_.
7. '***The lone and level sands*** stretch far away' uses which two techniques:
  - a. alliteration, sibilance
  - b. alliteration, simile
  - c. enjambment, alliteration
  - d. exaggeration, sibilance
  - e. repetition, sibilance
8. The purpose of the two techniques in #7 are to \_\_\_\_\_
9. List three ways 'Ozymandias' and 'London' are similar:
  - a)
  - b)
  - c)