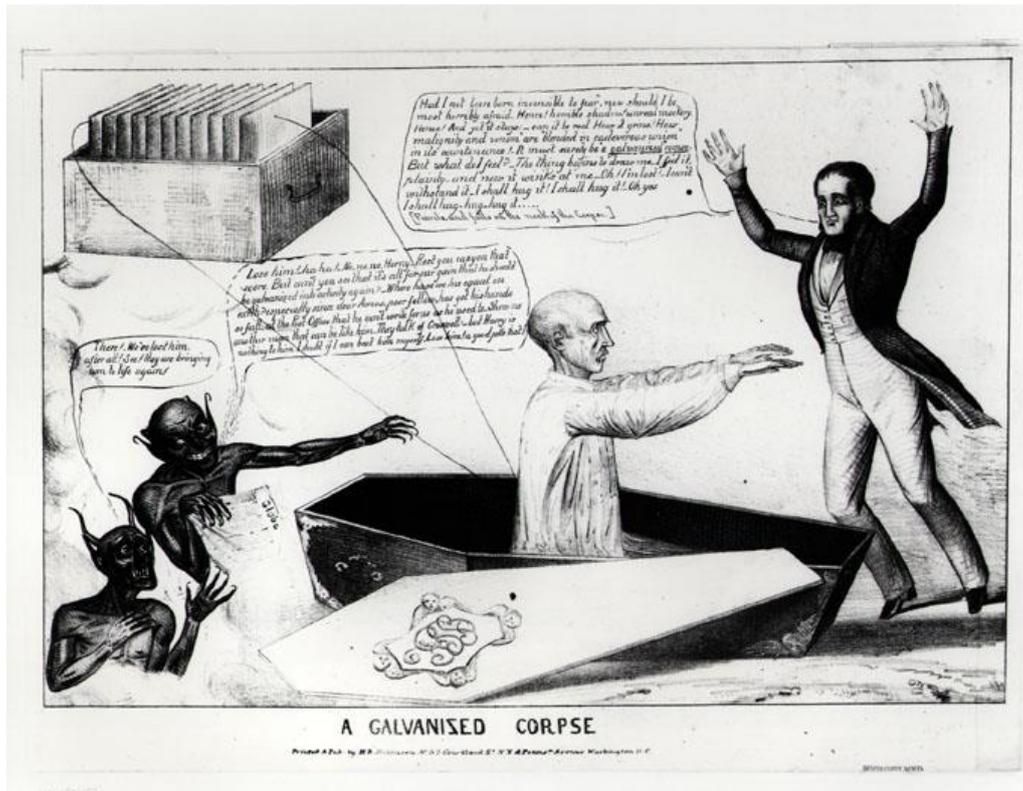


## Home learning activities

Subject:
<b>English</b>
Year Group:
<b>Year 8</b>
Unit of work:
<b>Wonder/Key vocabulary of Wonder knowledge organiser – Copy the spellings out three times, twice whilst looking at the spellings and once being tested from memory. Any spellings that you get incorrect, use your green pen to correct.</b>
<b>This unit of work is mainly based on 'Wonder' by R.J Palacio with extracts from 'Frankenstein' by Mary Shelley incorporated, it also explores other texts that link to real people who are living with facial disfigurements.</b>
<a href="https://www.planetebook.com/free-ebooks/frankenstein.pdf">https://www.planetebook.com/free-ebooks/frankenstein.pdf</a> - For the full 'Frankenstein' text by Mary Shelley
Activities
<b>25/05/2020 – 29/05/2020 – May half term – relax! 😊</b>
<b><u>Week 6 (01/06/2020):</u></b>
<b><u>Title: Frankenstein context</u></b>
<b><u>LO:</u></b>
<ul style="list-style-type: none"><li>• To be able to understand Mary Shelley's inspiration for writing Frankenstein</li><li>• To review clips from a more modern interpretation of Frankenstein which links back to the idea of what makes a monster.</li></ul>
<b>Task 1 –</b>
<ul style="list-style-type: none"><li>• Complete the DNA activity below by <u>re – writing the paragraph and correcting the mistakes. Look out for missing capital letters, spelling mistakes and missing punctuation.</u></li></ul>
<i>The learners in the class were being tort English. mrs Jones wanted them to check there work for spelling mistackes, capital letters and full stops she told them that if they take care over their work they could gane a higher grade when they sit the exam. everyone in class nodded and told mrs jones she was a wonderful teacher</i>
<b>Task 2 –</b>
<ul style="list-style-type: none"><li>• <b>Read the following information based on Mary Shelley's inspiration for writing 'Frankenstein' and answer the questions that follow.</b> Remember to answer in full sentences, correct answers will be written further down the page so you can self – assess.</li></ul>
<b>The early 19<sup>th</sup> century</b>

It was a time of scientific discovery. Explorers had travelled to the far ends of the earth discovering new lands and strange people whilst scientists were increasing our knowledge of the world through advances in Physics, Chemistry and Medicine. The recent discovery of electricity was thought by some to be the key to life and scientists had discovered by experimenting with frogs that electricity could reanimate dead tissue.

While many embraced this new scientific world, others feared it. Using science to reanimate dead creatures frightened people and others felt that such experiments were dangerous and feared the idea of man having the power of God to create life. Shelley was acutely aware of such fears and exploited them in the novel.



**A nineteenth century cartoon depicting a scientist using electricity to bring life to a corpse**

### Questions -

1. Which three topics were scientists investigating to help increase our knowledge?
2. What did some people believe to be the key to life in that time period?
3. Why were some people frightened about the idea of reanimating creatures?

### Answers to self-assess –

1. The three topics which scientists were investigating to help increase our knowledge were Physics, Chemistry and Medicine.
2. In that time period some people believed that the key to life was electricity.
3. Some people were frightened about reanimating creatures because they said that it was dangerous for man to have the same power as God to be able to create life.

### Task 3 –

- Before we move on to looking at extracts of 'Frankenstein' by Mary Shelley, we are first going to look at a more modern interpretation of the text in the form of a film called 'Edward Scissorhands.'
- Watch each clip and answer the questions that follow send these answers using full sentences to your English teacher.

[https://www.youtube.com/watch?v=m355Zag\\_G8E](https://www.youtube.com/watch?v=m355Zag_G8E) – In this clip we see Edward and his creator, unfortunately the creator dies at the end of the clip.

1. Edward is clearly not a human based on his appearance, we can see that he is made from metal parts, but what could you say does make him seem human?
2. How would you describe the relationship between Edward and his creator in this clip?

<https://www.youtube.com/watch?v=bUO3B644PtE> – This clip shows the woman discovering Edward Scissorhands, still living where he lived with his creator.

1. How does the woman instantly react when she sees Edward for the first time?
2. How does Edward react towards the woman?
3. Why do you think the woman is so kind to Edward and offers him a home?
4. How could the world be a different place if everyone acted the same way the woman does towards Edward?

<https://www.youtube.com/watch?v=64lwbfYUUM> – In this clip we see Edward carving an angel out of ice, he cuts the girl, her boyfriend sees this and then threatens Edward.

1. Did Edward mean to cut the girl? How do we know this?
2. Apart from Edward cutting his girlfriend, why do you think the man is so aggressive towards him?
3. Does Edward appear to be a monster in any of these clips?

## Task 4 -

- In preparation for next lesson, I would like you do some research on Mary Shelley's 'Frankenstein' and make some notes.

Research the following...

- What happened in Mary Shelley's own personal life which was a contributing factor to her writing this book?
- What genre of book is Frankenstein considered as the earliest example of?
- Who is Frankenstein? *(Be careful on this one, people often get it wrong.)*
- What were the negative impacts of creating a 'monster'?



### WEEK SIX – Spellings

Self – conscious

Preoccupied

Column

Taught

Inspiration

Reanimate

Embrace

Medicine

Interpretation

Frankenstein

### Week 7 – (08/06/2020)

Title: The monster's appearance

LO:

- To be able to compare and contrast Frankenstein to Edward Scissorhands

- To be able to understand and describe how Victor Frankenstein feels towards his creation

**Week 6 (01/05/2020) DNA answers to self – assess...**

*The learners in the class were being **taught** English. Mrs. Jones wanted them to check **their** work for spelling **mistakes**, capital letters and full stops she told them that if they take care over their work, they could **gain** a higher grade when they sit the exam. Everyone in class nodded and told Mrs. Jones she was a wonderful teacher.*

**Task 1 –**

**Read the description of 'Frankenstein' by Mary Shelley below and answer the questions that follow using full sentences...**

Unlike most characters in a novel, the Monster has no background, family or past history. He is Victor's creation formed out of numerous body parts and brought to life as the result of a scientific experiment.

At first, despite being enormous, he has the mind of a young child and when he is abandoned this starts a spiral of events which nobody can stop. The Monster hides from people and acquires human characteristics such as speech, rational thought and human emotions. However, his appearance works against him and he becomes the victim of human weaknesses and prejudice.

He ends up lonely and isolated and asks Victor for a mate, but he will not cooperate. In desperation, the Monster turns to murder as a means of revenge.

1. List two ways in which 'The monster' and Edward Scissorhands compare.
2. List two ways in which 'The monster' and Edwards Scissorhands differ.
3. Why do you think the monster hid from people?

**Task 2 -**

**Read the extract below from chapter 5 where Victor Frankenstein describes his creation and how he feels towards it...**

*His limbs were in proportion, and I had selected his features as beautiful. Beautiful! Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriance's only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun-white sockets in which they were set, his shrivelled complexion and straight black lips.*

*The different accidents of life are not so changeable as the feelings of human nature. I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart.*

**Task 3 –**

There are a lot of contrasts used within this extract, you need to use the table below to identify the positive and negative words/phrases that are used to describe the monster. An example has been included to help you...

<u>Positive description</u>	<u>Negative description</u>
<i>"Limbs were in proportion"</i>	<i>"Yellow skin scarcely covered the work of muscle and arteries"</i>

**Task 4 –**

- Using some of the quotes/phrases within your table, write a SEIZE paragraph based on the following question...

**Why does the writer use contrasting ideas to describe the monster?**

**This task should be sent to your English teacher**

- Due to you having to describe contrast, you should use two pieces of Evidence/Inference and Explanations. Use the model paragraph below to help you...

**SEIZE = Statement/Evidence/Inference/Zoom/ Evidence/Inference/Zoom/Effect on the reader**

**S** = The writer has used contrasts to describe the monster because it allows the reader to understand how Victor has conflicting feelings towards his creation.

**E** = "Limbs were in proportion."

**I** = The quote implies that Victor is proud of how well he has mastered the human form within his creation.

**Z** = The noun 'limbs' infers that Victor has used actual body parts to make his creation as human as possible.

**E** = However, the monster is also described negatively, "Yellow skin scarcely covered the work of muscle or arteries."

**I** = This quote describes how the flesh used on the monster is somewhat dead and how it has been stretched to try and cover his organs.

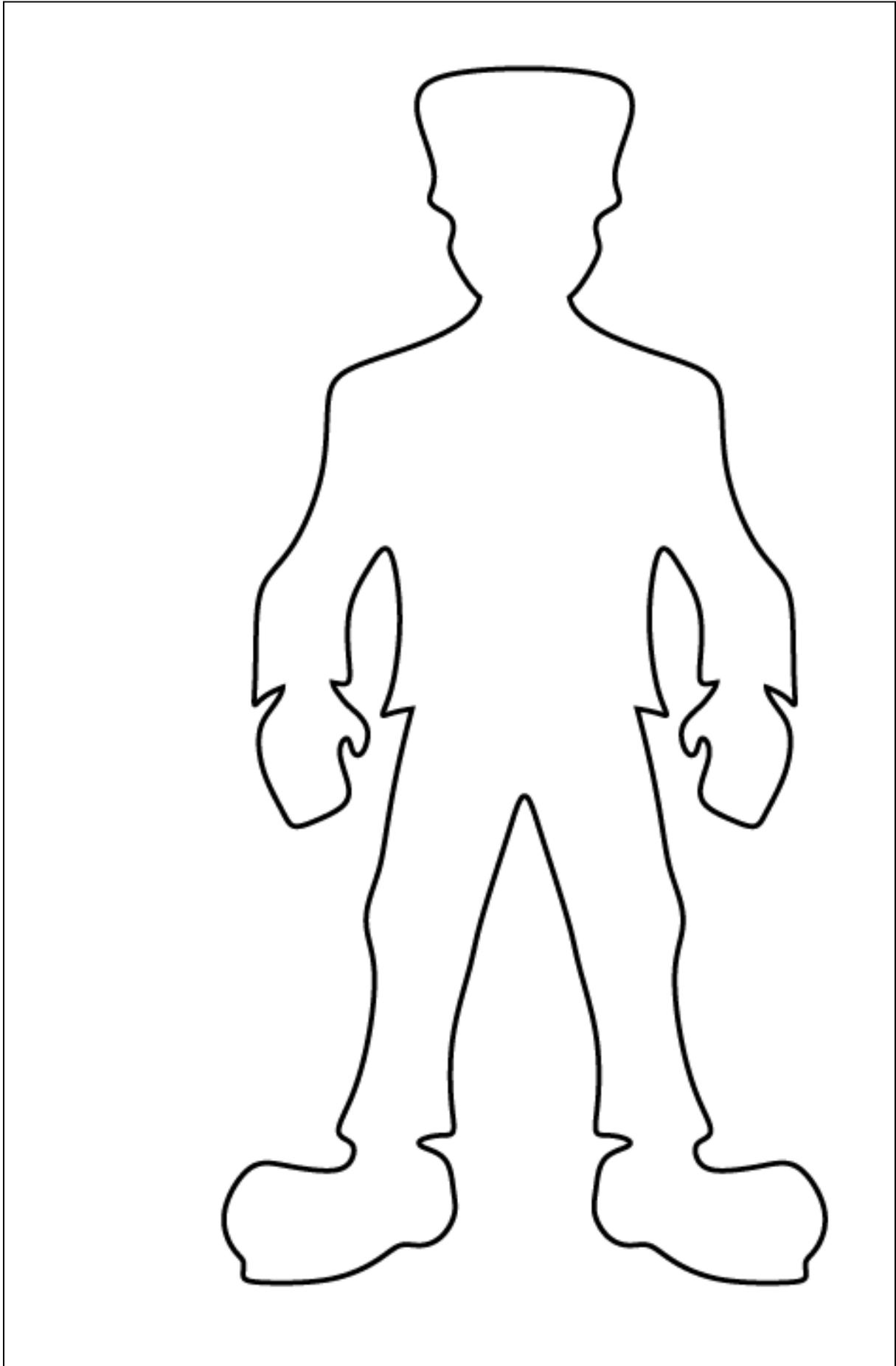
**Z** = The adverb 'scarcely' suggests that there is just about enough skin to cover the monster, therefore making him seem not quite human.

**E** = The reader would feel intrigued reading this extract as Victor initially seems very proud of his creation and describes him to be almost handsome. However, he then seems to contradict this description and appears to be repulsed by him.

### **Task 5 –**

**Using the description of the monster in chapter 5, draw your own version of him – stick as closely to the description as you can. Also include the correct quotations next to each detail.**

You can use the outline below to help you structure your drawing...



**WEEK SEVEN - Spellings**

Grotesque

Genre

Acquire

Contradictory

Complexion

Lustrous

Scarcely

Limbs

Features

Characteristics

Where do you complete the work?

**Paper/typed on the computer**What to do if you finish the work?  
(Extension activity)**Continue to add to quote to the first lesson 'themes' section, as you continue to read.**

These websites might help:

<https://www.readingsanctuary.com/wonder/> - Full 'Wonder book' for free (scroll to the bottom and click 'Go to PDF')[www.google.com](http://www.google.com) - type in Treacher Collins Syndrome[www.youtube.com](http://www.youtube.com) - Type in 'Treacher Collins Syndrome' and scroll down to find 'Liam's sense - ational story: Treacher Collins Syndrome[www.youtube.com](http://www.youtube.com) - Type in 'Wonder film' to see clips[https://www.youtube.com/watch?v=m355Zag\\_G8E](https://www.youtube.com/watch?v=m355Zag_G8E) - Creator dies<https://www.youtube.com/watch?v=bUO3B644PtE> - Edward Scissorhands is discovered<https://www.youtube.com/watch?v=64lwbfYUUM> - Edward Scissorhands being bullied<https://www.planetebook.com/free-ebooks/frankenstein.pdf> - For the full 'Frankenstein' text by Mary Shelley