**De Aston**

**English Department**

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**Year 9: Revolution Poetry**

**Challenge Tasks**

**Name:**

**Week Five**

This week you have looked at poems about things the poets admired: a nightingale, daffodils and Autumn. Choose something or someone that you admire and write about it.

**Hard**: Try to use a range of senses and zoom in/out on specific features.

**Harder**: Try to use simile, metaphor and personification in your writing.

**Hardest**: Write your piece in the form of a poem or ‘ode’.

**Week Four**

Next week we will be looking at poems about nature – a key theme for Romantic poets. Have a look at some poems about nature, either in the library or online. The following websites allow you to search for poems on particular topics:

<https://www.poetryfoundation.org/poems>

<https://www.poemhunter.com/poems/>

Choose a poem that appeals to you and write a paragraph explaining why you chose it, and a paragraph analysing your favourite line.

**Week Three:**

This week you will have explored how the Romantic poets started to explore ideas about those who were less fortunate. Show your understanding of one of the texts you studied this week.

Write a diary entry as:

* The narrator of the poem “The Dungeon” explaining how you feel about Victorian prisons.
* The little girl who visits her brother and sister’s graves.
* The lady from an Indian tribe who left her behind when she fell ill.

**Week Two:**

Two of this week’s poems are about dreams. Choose a task:

**Hard** – Like the poem describing Xanadu, write your own description of a ‘pleasure-dome’ – a garden of paradise. You could write it as a poem if you wish.

**Harder** – Like “La belle dame sans merci”, write a short story about a narrator who meets someone who tells him of a dream they once had.

**Hardest** – Write your own short story about character that has a dream. Describe the dream and the effect it has on them.

**Week One:**

This term you will be learning about the Romantic poets and different contexts such as The French Revolution and The Enlightenment. Choose one of the tasks below to develop your understanding independently:

* A fact file on a Romantic poet;
* A textbook page summarising the history of Romantic poetry;
* A top five of Romantic poets, with some information about each one.

**Week 6**

Conduct some research into the Romantic era and create a timeline of key events. Make sure you refer to some of the key writers of the period, and if you can, include some key quotes from their most famous works.

**Bonus week:**

Read this eyewitness account of the French Revolution by Thomas Jefferson and complete the ‘all’ question and one more of the questions below:

**All:** list four things you learn about what happened to the soldiers on horseback.

**Hard:** what genre is the text and how do you know?

**Harder:** how does the writer use language to interest the reader?

**Hardest:** what is the writer’s attitude to these events and how do you know?

July 12th 1789

In the afternoon a body of about 100 German cavalry were advanced and drawn up in the Place Louis XV. and about 300 Swiss posted at a little distance in their rear. This drew people to that spot, who naturally formed themselves in front of the troops, at first merely to look at them. But as their numbers increased their indignation arose: they retired a few steps, posted themselves on and behind large piles of loose stone collected in that Place for a bridge adjacent to it, and attacked the horse with stones. The horse charged, but the advantageous position of the people, and the showers of stones obliged them to retire, and even to quit the field altogether, leaving one of their number on the ground. The Swiss in their rear were observed never to stir. This was the signal for universal insurrection, and this body of cavalry, to avoid being massacred, retired towards Versailles.

The people now armed themselves with such weapons as they could find in Armourer's shops and private houses, and with bludgeons, and were roaming all night through all parts of the city without any decided and practicable object.

**Additional challenge tasks:**

Make sure you understand what each of these words means and show your understanding by trying to use them in your classwork. Then learn how to spell them – be ready for a spelling test in the last week of term.

**Hard:**

1. Simile 2. Metaphor 3. Personification 4. Stanza 5. Rhyme

**Harder:**

1. Revolution 2. Enlightenment 3. Monarchy 4. Romanticism 5. Naturalism

**Hardest:**

1. Zenith 2. Serendipity 3. Predilection 4. Misogyny 5. Eloquent

**Final challenge:**

Finally, challenge yourself to read more Romantic poetry. Choose one of the poets we have studied in class (e.g. William Blake, John Keats, Samuel Taylor Coleridge, William Wordsworth) and search for more of their poetry online. Choose one poem you particularly like and print it out. Explain your choice.

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For more resources, including literacy support, visit www.deastonenglish.com