**De Aston**

**English Department**

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**Year 9: Revolution Poetry**

**Challenge Tasks**

**Name:**

**Week Two:**

Romantic poetry often involves dreams, myths and legends, often dominated by tales of supernatural occurrences. This week, choose a challenge task:

**Hard** – create your own story with a moral.

**Harder** – create your own poem with a moral.

**Hardest** – create a video of you telling your original story with a moral to a real audience.

**Week Three:**

Everybody is important. Choose a challenge!

**Hard** – write a poem from the point of view of an outcast;

**Harder** – write some detailed instructions on how to write a ballad;

**Hardest** – write a letter to Coleridge explaining why poetry still matters in our time.

**Week One:**

This week, you will have learnt about the Romantic poets and different contexts such as The French Revolution and The Enlightenment. Choose one of the tasks below to demonstrate your understanding of these topics. You can work individually or with a partner.

* A fact file on a Romantic poet;
* An annotated Romantic poem showing links to context;
* 10 key words and their definitions.

**Week Four-Six:**

Now it’s time for some project work. This project will take you two weeks to complete.

With a partner or on your own, choose a task below.

1. Write a review of one of the poems we’ve studied;
2. Produce a personification guidebook giving examples from a range of poems;
3. Create a timeline of Romantic writers including 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