

Languages, Literacy and Communication

English



Y9 - Villains

Y9 Villains

Creative Challenge tasks

Trailer	<ul style="list-style-type: none"> Produce and record a trailer for a film featuring a new villain
Scene	<ul style="list-style-type: none"> Record a scene where a villain seeks help from a therapist
Top trumps	<ul style="list-style-type: none"> Design a set of 'Villain' Top Trumps
Film review	<ul style="list-style-type: none"> Write or record an online film review for a new film. Discuss the strengths and weaknesses of the main villain.
Letter	<ul style="list-style-type: none"> Write a letter from a villain to the problem page of a magazine.
Article	<ul style="list-style-type: none"> Write an article for a magazine titled: "How I became a villain" You can create your own sub-title: "My life, my bad!"... "So far, so bad"
Monologue	<ul style="list-style-type: none"> Write a dramatic monologue for a villain
Director's notes	<ul style="list-style-type: none"> Write detailed Director's notes giving advice to an actor on how to act as a villain.



Strength:

Intelligence:

Speed:

Fighting Skills:

Magwitch - establishing character

Read the next scene involving Magwitch.

Dickens shows that Magwitch is not simply a villain – he is quite vulnerable too. Find evidence to support this.



Magwitch Extract

Read the next scene involving Magwitch.

Dickens shows that Magwitch is not simply a villain – he is quite vulnerable too. Find evidence to support this.

"Hold your noise!" cried a terrible voice, as a man started up from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!"

A fearful man, all in coarse gray, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared, and growled; and whose teeth chattered in his head as he seized me by the chin.

"Oh! Don't cut my throat, sir," I pleaded in terror. "Pray don't do it, sir."

"Tell us your name!" said the man. "Quick!"

"Pip, sir."

"Once more," said the man, staring at me. "Give it mouth!"

"Pip. Pip, sir."

"Show us where you live," said the man. "Pint out the place!"

I pointed to where our village lay, on the flat in-shore among the alder-trees and pollards, a mile or more from the church.

The man, after looking at me for a moment, turned me upside down, and emptied my pockets. There was nothing in them but a piece of bread. When the church came to itself,— for he was so sudden and strong that he made it go head over heels before me, and I saw the steeple under my feet—when the church came to itself, I saw I was seated on a high

Which of these quotations about Magwitch show that he's a villain? Which quotations show that he is vulnerable/needs help?

"Keep still, you little devil, or I'll cut your throat!"

"And is that your father alonger your mother?"

The man, after looking at me for a moment, turned me upside down, and emptied my pockets.

A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared

He ate the bread ravenously.

"You get me a file." He tilted me again. "And you get me wittles."

A fearful man, all in coarse gray, with a great iron on his leg.

"Who d'ye live with,—supposin' you're kindly let to live, which I han't made up my mind about?"

"You bring 'em both to me." He tilted me again. "Or I'll have your heart and liver out."

He started, made a short run, and stopped and looked over his shoulder

Reading task - Magwitch

Task: How is Magwitch presented in the opening chapter of 'Great Expectations'?

How successful were you?

Use this checklist to self-assess your work.



SUCCESS CRITERIA

Challenging

- ✓ Write about at least 8 quotations
- ✓ Use the PEE structure and use a range of connectives 'Next...', 'Then...'
- ✓ Use ' and ' around quotations from the poem
- ✓ After each quotation, provide an explanation that clearly answers the question

More challenging

- ✓ Give personal responses. 'This would make the reader think/feel/consider...'
- ✓ Comment on the impact of language or literary techniques such as personification, metaphor, verb choice...

Most challenging

- ✓ Show an understanding of writer's intentions. Why were these language techniques used? How is the reader being influenced or manipulated?
- ✓ Remember writing at the highest level will be confident, fluent and well-argued (moving away from the PEE grids).



DCF Challenge!

Create a **wanted poster** for Magwitch using **Canva.com**, issued by the police, in connection with his escape and his 'assault' on Pip.

Steps:

1. Re-read the Magwitch extract. Make some brief notes about his physical appearance. Find a selection of quotations to support your findings.
2. Consider Magwitch's other distinguishing features. You could look at the following:
 - The manner of his speech
 - His vulnerability/desperation
 - His paranoia
3. Clearly explain the offence/s he's wanted for.
4. Use details of Magwitch's physical appearance to create a picture of him to include on your poster.
5. Include paragraphs explaining:
 - His physical appearance
 - His other distinguishing features
 - Why he is a 'wanted' man

Remember to offer a reward for his arrest!

Digital Skills:

- Include a **consistent colour scheme** for text and backgrounds
- Include a clear **layout** for information (e.g. heading, subheadings, paragraphs, bullet points, bold text, underlining, text alignments, etc.)
- Include a clear awareness of **purpose and target audience**



Pirates: Heroes or Villains?

Read the articles 'The Conwy Pirate Festival Returns for its Second Year' and 'The Real Welsh Pirates'.

Task: Compare and contrast the attitudes to pirates and piracy presented in both texts.

What to do:

1. Look at the question.
2. Highlight/underline the focus of the question
*Compare and contrast the **attitudes to pirates and piracy** in both texts.*
3. Read both texts (*keeping the question focus in mind when you read*).
4. As you read highlight any words or phrases that are connected to the focus (*in this case – attitudes to pirates and piracy*).

The Real Welsh Pirates



By Phil Carradice.

BBC Wales History, 22nd November 2010.

Our image or impression of pirates has, in the main, been shaped by our reading or film watching. Say "pirate" and you immediately think of Long John Silver from Treasure Island or pirate turned hero Captain Jack Sparrow of the Pirates of the Caribbean film creations.

Reality, however, is far removed from these idealized versions of piracy. Real pirates were vicious and deadly villains - and a large number of them were Welsh.

The Original Conwy Pirate Festival Returns for its Second Year

By Duncan Rieder.

North Wales Pioneer, 29th May 2019.

CONWY castle and harbour will be under siege this weekend when a flotilla of mutineers, scoundrels and salty sea dogs sail into town.



A colourful crustacean corsair in the mould of Davy Jones of the Pirates of the Caribbean films at last year's event. Picture: Dave Thomas.

Buccaneers of all shapes and sizes have been spied on the horizon and are expected to descend on the quay once again for a second swashbuckling raid as part of the Original Conwy Pirate Festival (OCPF) on Saturday, June 1st and Sunday 2nd.

men was Sir Henry Morgan. Born in about 1635, his own is that he came from the county of Monmouthshire and off to the Caribbean. There he quickly made a name for himself. He was likely to have been working for Oliver

Task: Compare and contrast the attitudes to pirates and piracy presented in both texts.



SUCCESS CRITERIA

- ✓ Identify the **purpose, audience** and **tone** of both articles.
- ✓ Make it clear **which text** you are talking about – Text A/Text B.
- ✓ Make sure you have **points from both texts**.
- ✓ Support your comparison/contrast points with **quotations** from the texts.
- ✓ Use **comparative connectives** throughout (look at the comparison and contrast starters for suggestions)

Challenge:

- ✓ Comment on any **language devices** that are used in the texts.
- ✓ Your **personal response** to both articles?
- ✓ What is **your opinion** on how we should view piracy?



Need some help? Consider the following:

Comparisons

1. What connection links the pirates in both texts?
2. When were the texts written?
3. How do pirates interact with towns?
4. What relationship do pirates have with the authorities?

Contrasts

1. Do they discuss authentic pirates?
2. Do pirates provide a sense of excitement or fear?
3. Is piracy admired or condemned?
4. Are pirates role models for society?
5. Do they want piracy to continue or end?

Comparison Starters

Similarly

As with

In the same way

Compared with

Likewise

...are similar in that...

Equally

Both texts agree on

Contrast Starters

However

On the other hand

...although...

Despite

...whereas...

Alternatively

Instead

Although

The texts disagree on...

Purpose – **A:** to advertise the event and attract tourists. **B:** To raise awareness of the history of piracy in Wales.

Audience – **A:** Families interested in free entertainment and a day out. **B:** people interested in history who want an accurate account of piracy in Wales.

Tone – **A:** Lively and excitable. **B:** Serious and informative.

Comparisons

1. Both texts about pirates **linked to Wales**.
2. Both texts are relatively current and **discuss piracy from a modern viewpoint**.
3. Both texts illustrate pirates as **seizing towns**. **A:** *'Conwy castle will be under siege'*. **B:** *'capturing, looting and putting to sword the impregnable town'* **Tripling** adds emphasis to criminal activity.
4. Both depict **conflict** between pirates and the authorities. **A:** *'a militia in town to battle with the pirates'*. **B:** *'killed when the Royal Navy sloop ran him to the ground'*

Contrasts

1. **A:** Looks at a **pretend pirates** for entertainment. **B:** Discusses **real pirates** from history.
2. **A:** Pirates are an **exciting** arrival *'Buccaneers of all shapes and sizes have been spied ... for a second swashbuckling raid'*
Alliteration echoes sea and expresses excitement. **B:** Pirates are **feared** *'Real pirates were vicious and deadly villains'*
3. **A:** Piracy is **admired and encouraged** *'Visitors can witness the pirate attack, a spectacular raid'*. **B:** Piracy is **condemned** *'recognise pirates for the dangerous outlaws that they were'*
4. **A:** Pirates seen as **heroes and role models** *'children taken with a life of adventure ...become certified pirates'*. **B:** **Opposes honouring** of pirates *'somehow managed to sensationalise these villains into twisted heroes'*.
5. **A:** Wants piracy to **continue** *'keep the excitement of pirates alive'* **Imperative**. **B:** Relieved piracy has **ended** *'Fortunately...the great age of piracy came to an end'*

Create a promotional leaflet advertising the Conwy Pirate Festival



Success Criteria

- Use a wide range of persuasive techniques (AFOREST).
- Use imperatives to help convince your reader to attend and a positive tone.
- Provide information about the details of the event (including useful information such as times, prices etc.).
- Use a catchy heading and subheadings.
- Use a picture and caption.

OR

Create a brief biography on one of Wales' infamous pirates discussed in 'The Real Welsh Pirates'



Success Criteria

- Open with a rhetorical question to hook the reader.
- Summarise the main events of the person's life in the first paragraph.
- Write in the past tense.
- Use third person pronouns.
- Use subheadings to divide the key events in their life.
- Conclude with how they will be remembered.

Narrative writing assessment

Getting into trouble at school with a teacher/at home with your parents or siblings

Breaking something important/valuable

Getting lost somewhere /running away/hiding somewhere as a child

Narrative writing task: Write about something you regret/Write about a time when you were intimidated/Write about a time when you were punished.

A trip/day out/event/dare that went wrong

Doing something to a friend that causes an argument

Playing a sport/taking part in a hobby or event that went wrong

Narrative writing assessment

How successful were you?

Use this checklist to self-assess your work.



SUCCESS CRITERIA

Challenging

- ✓ Write one-two sides A4
- ✓ Paragraph your ideas – at least 3 main paragraphs
- ✓ Use dialogue set out correctly
- ✓ Use descriptive details and a narrative strategy (hook, twist, metaphor)

More challenging

- ✓ Vary language use with a range of techniques: tripling, simile, personification, metaphor
- ✓ Use a range of ambitious adjectives and verbs to colour the description
- ✓ Vary sentence/paragraph openings and use a range of punctuation for deliberate effect

Most challenging

- ✓ Fully 'grasps the reader' - completely absorbed in the narrative.
- ✓ Remember writing at the highest level will be almost error-free.



Is it a crime to give stolen money to a deserving cause?

Would you accept money from an anonymous source?

Paired discussion task

In pairs, look at the statements and decide whether you think they are:

Crime or no crime?

- Spreading lies about someone
- Writing graffiti on a wall
- Playing loud music late at night
- Going into someone else's garden without permission
- Leaving a child of 8 alone in a house
- Sending nasty messages to someone on Facebook
- Hurting someone by accident
- Cutting down a neighbour's tree

