

# Year 9 – POSTMODERNISM (Term 3)

## 1957 – Today

*Postmodernism is known for its rebellious approach & willingness to test boundaries. We may take this for granted in literature today, but there was a time back in the 17th & 18th centuries (known as the Enlightenment) that was all about order, unity, reason.... We're not saying that postmodernists were the first to go against the grain: Romanticism & then modernism had already questioned whether these ideals were possible. BOUNCE BACK NEOCLASSICISM, ROMANTICS & MODERNISM The difference is that postmodernists are all about embracing disorder & taking a more playful approach.*

<b>Why did American literature only emerge in Britain very recently?</b>	<ul style="list-style-type: none"> <li>American Literature spread through the new technology (telephone, mass printing, easier transport).</li> <li>America's greater world influence following WW2.</li> <li>Social protests from the United States spread world-wide, increasing the rest of the world's interest in them.</li> </ul>
<b>What are the main differences between American &amp; British literature?</b>	<ul style="list-style-type: none"> <li>British English (colour) vs. American English (color).</li> <li>British culture (class &amp; failing empire, conquering new frontiers)</li> <li>American culture (American Dream &amp; social unrest, "going West," Nature vs. Society, the individual &amp; community).</li> <li>British wit &amp; characterisation vs. American realism.</li> </ul>
<b>What links all of the texts that you have studied at Turton?</b>	<ul style="list-style-type: none"> <li>The authors all shared a similar point of view, most of them are men, white &amp; from Europe.</li> <li>To Kill a Mocking Bird is different – it's by a middle-aged American woman who is writing about black people in a positive way.</li> </ul>
<b>What is the significance of texts written by black, poor or female writers?</b>	<ul style="list-style-type: none"> <li>You read about different experiences from a range of authorial points of view.</li> <li>If we only hear 'dead white males' we don't hear the voices of oppressed minorities</li> </ul>

### How has the internet changed our language?

**Neologisms**  
Brand new words that have been created such as "selfie," "lipstick" & "newsflash."

#### New Ways of Communicating

- Blending – merging two words (e.g. breakfast + lunch = *brunch*)
- Compounding – two existing whole words together (e.g. hand + bag = *handbag*)
- Phonetic Spelling – where words are spelt how they sound (e.g. *shud* or *thang*)
- Initialism – take the first letters of each of a group of words but says the letters individually (e.g. *t.b.h.* (to be honest) or *b.t.w.* (by the way))
- Acronym – same as initialism but say the letters together as a new word (e.g. *LOL* (laugh out loud) or *ROFL* (rolling on the floor laughing))

#### Descriptivist

A linguist who observes language changing without judgement

#### Prescriptivist

A linguist who strictly follows grammatical rules & dislikes language change

Reading Skills	
<b>What does "in text" comparison reveal?</b>	<input type="checkbox"/> Contrast/juxtaposition between character/plot points/settings/perspectives/language in the same text, to show how a text develops
<b>What does comparison between texts reveal?</b>	<input type="checkbox"/> How characters/ plot/ setting/ perspectives/language/tone differ across texts, due to context (e.g. time period, subject, tone, writer, reader)

Comparative conjunctions	
<b>AND</b> – also, additionally, similarly, as, both, too, comparably, as well as, likewise	<b>BUT</b> – however, meanwhile, yet, whilst, although, in contrast, differently, although, though, differ

Writing Skills	
<b>How do you anticipate &amp; understand your audience?</b> You can't understand every type of person in the world! You have to try to visualise the main sort of person that you want to influence & write for that person.	
<b>Is categorisation of audience helpful?</b> It is a useful starting point, but you can get a lot more specific than that. To start with think about age/gender/class.	
<b>How do you know what will impact an audience in a particular way?</b> You don't. Just as you don't know what anyone else is feeling. But you can use your empathy skills to give it your best shot.	
<b>How do you vary your writing style to impact a particular audience?</b> Think how you speak to your Gran. Then compare that with how you speak to your mates. Use language, structure & form in a way that will influence your intended audience in the way you want.	

Audience	
<b>An audience your age:</b> <ul style="list-style-type: none"> <li>Colloquial expressions &amp; sayings &amp; references to modern culture.</li> <li>Frequent use of direct address.</li> <li>Use of humour &amp; sarcasm.</li> <li>Fronted conjunctions (So...)</li> </ul>	
<b>An older audience:</b> <ul style="list-style-type: none"> <li>Keep it formal. BUT remember they're not the Queen! (One is outraged my good sir).</li> <li>Avoid references to modern culture, humour &amp; sarcasm.</li> <li>Avoid using contractions (do not instead of don't).</li> </ul>	

Grammar		
<b>Fronted conjunction</b>	<b>Definition:</b> A conjunction that is being used at the start of a sentence such as " <i>However</i> , you could argue that..." or " <i>And</i> it rang and rang."	
<b>Fronted adverbial</b>	<b>Definition:</b> An adverbial that comes at the beginning of the sentence. e.g. <i>After dinner</i> , she went for a nap.	

<b>Past perfect tense</b> Emphasises that an action was completed before another took place. e.g. <u>I had saved</u> my work before the computer crashed.	<b>Present perfect tense</b> Makes a link between the present and the past. e.g. <u>I have lived</u> in Bolton since 1985.	<b>Future perfect tense</b> Shows that an action will have been completed at some point in the future. e.g. <u>We will have finished</u> by dinner time.
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Stretch Yourself	
Look up the arguments for and against reading 'dead white males'	

Reading tasks	
A comparative fiction analysis & a comparative non-fiction analysis	

Writing tasks	
Two argumentative essays	

Writing to argue	Writing an essay
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<ul style="list-style-type: none"> <li>Both sides of the argument</li> <li>Promote one side more than the other</li> <li>Counter arguments</li> <li>IAMAFORESTER</li> </ul>	<ul style="list-style-type: none"> <li>An effective introduction and convincing conclusion</li> <li>Effectively/fluent linked paragraphs to sequence a range of ideas</li> </ul>
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Looking back and forward	
Next stop: GCSE!	