

# New Voices Homework

## Booklet



Name: \_\_\_\_\_

Form: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Homework due on: \_\_\_\_\_

Each week your English teacher will set one activity from this booklet for you to complete.

**These activities won't necessarily be set in order so it is important that you write your homework in your homework diary and check with your teacher if you aren't sure which activity you have been asked to complete.**

The homework set is designed to complement and consolidate your in class learning.

## Using This Homework Booklet

You have 10 different homework tasks to help you independently discover a range of 'New Voices' and new experiences each week. You will need to research, read and be prepared to present to your class on a number of different people, places, time periods and styles that you may not normally experience. There's a chance to reflect on this process. Fill it in as you go or at the end of the term.

### Helpful Hints:

- Use a range of research sources – websites, blogs, YouTube videos, real books etc. – to source information.
- Avoid using just one website and spend some time looking at multiple sources.
- Don't just look on Wikipedia. There's some value for basic information but it rarely offers depth.
- Avoid finding out 'useless' information like date of birth, school they attended etc. Focus on things that matter to you, might interest an audience, teach you something worthwhile or stand out as worth knowing.
- Prepare your research with your presentation in mind. Make sure you have something interesting to focus on at the start and end, an idea or theme running throughout your work or you ask a question at the start before answering the question with your research.
- Presenting to your class is a lot easier than it seems. You're the 'expert' in the room on your topic and we need to listen to you!
- Spend some time rehearsing or preparing what you'll say and how you'll say it. Present to someone at home, your teacher before the lesson or a friend on FaceTime!
- Enjoy what you do!

## Weekly Focus

**Week 1 – Research a professional athlete from this country, living or dead, who is not (or never has been!) a football player.**

**Week 2 – Research a writer (poems, plays or novels) from the Southern Hemisphere.**

**Week 3 – Read the text and answer the questions.**

**Week 4 – Research a historical figure that you have not learnt about in History lessons.**

**Week 5 – Research a musician who was born before 1980.**

**Week 6 – Read the text and answer the questions.**

**Week 7 – Research an artist everyone should know about. They can be living or dead but it can't be Banksy, da Vinci or Van Gogh!**

**Week 8 – Read the text and answer the questions.**

**Week 9 – Research a living poet born within 50 miles of Turton School.**

**Week 10 – Research a living actor who does not speak English as their first language.**

**Week 11 – Reflection Task**

**Week 1 – Research a professional athlete from this country, living or dead, who is not (or never was!) a football player.**

<p><b>Basic Information:</b></p>	<p><i>Include their name, their sport, where they're from, their upbringing etc. that gives us a basic understanding of your athlete.</i></p>
<p><b>Professional Information:</b></p>	<p><i>Teams they are/were a part of, career statistics, awards and records: include this information here.</i></p>
<p><b>What makes them stand out?</b></p>	<p><i>Why is this person different or special compared to all of the other athletes out there? You chose to write about them. Why?</i></p>
<p><b>What challenges have they overcome?</b></p>	<p><i>Have they encountered any adversity or difficulty in their life? Poverty, injury, prejudice, failure, rejection etc. can all make things difficult for athletes.</i></p>
<p><b>Is there any controversy connected to this athlete?</b></p>	<p><i>Have they said or done anything that might make them stand out as difficult, problematic or divisive? Are they someone that people love to hate? Have they been banned for cheating or something equally terrible?</i></p>
<p><b>Should we consider this athlete an inspiration?</b></p>	<p><i>Yes or no: is this person an inspiration? Explain why you think this.</i></p>

## **Week 2 – Research a writer (poems, plays or novels) from the Southern Hemisphere\*.**

*The Southern Hemisphere is south of the Equator. Countries like Australia, Brazil, Kenya, New Zealand and South Africa are examples of qualifying countries.*

**What is the basic information we need to know about this writer?**

**What have they done that means they are so well-known?**

**Include a quote or an extract from one of their texts. What makes this writer so special?**

**Why did you choose this writer?**

**Challenge Task: Compare this writer to a writer we've studied in English. Why are they better/worse than one we've studied since Year Seven?**

## Week 3 – Read the text and answer the questions.



Sophie Scholl was a key member of the Weiße Rose (White Rose)—a resistance group run by students at the University of Munich who distributed leaflets and used graffiti to decry Nazi crimes and the political system, while calling for resistance to the Nazi state and the war. On February 22, 1943, she was beheaded for treason at just 21 years old.

After the Nazis came to power in January 1933, Sophie, along with most of her siblings, was an excited and happy follower of the National Socialist cult of youth. The teenager believed in the ideals propagated at the time. Similar to many of their contemporaries, Sophie was particularly intrigued by the focus on nature and communal experiences. She joined the BDM, the Bund Deutscher Mädel (League of German Girls) and quickly rose in their ranks. The parents, especially her father, did not like their children's involvement in the Nazi youth

groups and made no secret about it. A critic of the party from the beginning, who had raised their children firmly grounded in the Christian tradition, Robert Scholl viewed the developments in Germany and their children's interest in Nazism with growing fear and horror. Lively discussions were a daily occurrence at the dinner table, teaching the children the value of open and honest conversation—a rarity at the time.

Sophie's siblings, especially her oldest brother Hans, became founding members of the Weiße Rose, also were members of non-Nazi groups of young people. These associations shared and propagated a love for nature, outdoor adventures, as well as the music, art and literature of German Romanticism. Originally seen as compatible with Nazi ideology by many, these alternative groups were slowly dissolved and finally banned by 1936. Hans remained active in one such group, however, and was arrested in 1937 along with several of the Scholl siblings. This arrest left a mark on Sophie's conscience and began the process that eventually turned her from happy supporter of the Nazi system to active resistance fighter.

The White Rose was a small endeavour with large consequences. At its core were siblings Hans and Sophie Scholl, their fellow students Alexander Schmorell, Willi Graf, Christoph Probst, and a professor of philosophy and musicology at the University of Munich, Kurt Huber. Together they published and distributed six pamphlets, first typed on a typewriter, then multiplied via mimeograph. At first, they only distributed them via mail, sending them to professors, booksellers, authors, friends and others—going through phone books for addresses and hand-writing each envelope. In the end, they distributed thousands, reaching households all over Germany.

Hans and Sophie distributed them at their university on February 18, for their fellow students to find walking between classes. At some point, in what we can assume was an attempt to make even more people see the flyers, Sophie pushed a stack off a railing unto the central hall. What is now an iconic scene in every movie and documentary about the group, was the moment that changed everything. The pamphlet drop was seen by a janitor, a staunch supporter of the Nazis, who had Hans and Sophie immediately arrested by the Gestapo. The draft for the seventh pamphlet was still in Hans' bag, which led to Christoph Probst's arrest the same day.

The three endured a mock trial after long and arduous interrogations. During the trial, the judge asked her whether or not she viewed her actions as a crime. She said: "I am, now as before, of the opinion that I did the best that I could do for my nation. I therefore do not regret my conduct and will bear the consequences that result from my conduct." Sophie Scholl, Hans Scholl, and Christoph Probst were executed by guillotine on February 22, 1943.

**Question: What makes Sophie Scholl such an inspiration for young people?**

**Question: Was Sophie Scholl right to do what she did?**

## Week 4 – Research a historical figure that you have not learnt about in History lessons.

*Spend some time researching a historical figure that hasn't come up in your History lessons. They can be a famous athlete or politician, a great warrior, a campaigner for human rights or someone who changed the world without us knowing their name!*

<b>What is the basic information we <i>need</i> to know about this historical figure?</b>
<b>What was the <i>one</i> thing that made you choose this person?</b>
<b>Are there any events in their life that make them <i>significant</i>?</b>
<b>What <i>further research</i> – films, TV shows, books, blogs or podcasts – could we access to learn more about this person ourselves?</b>
<b>Why should History teachers at Turton teach a lesson about this historical figure?</b>



## **Week 5 –Research a musician who was born before 1980.**

*Do you have a secret obsession with an ‘old’ musician? Do you listen to the songs your older relatives (and teachers!) used to dance to? Are you just finding out that music existed before downloads and discovering a new artist? Tell us a little bit about an ancient artist and why we should add them to our playlists!*

<b>Who have you picked? Are they in a band or a solo artist?</b>
<b>What’s the first song we should listen to in order to get a good idea of their style? Why?</b>
<b>Was this artist successful? Tell us some of their big songs, how many number one singles/albums they have had, whether or not they won any notable awards etc.</b>
<b>Is there a modern artist that they are similar to? Explain how they are similar. It could be their music, their style, their controversy or anything else that connects them to a contemporary artist.</b>
<b>What’s the best lyric they have? Write it down and explain why it is so incredible.</b>
<b>Challenge Task: How did you find out about this artist? Tell us the story.</b>

## Week 6 – Read the text and answer the question below.

The contributions of Katherine Johnson, Dorothy Vaughan and Mary Jackson to space exploration may not be as known as those of Alan B. Shepard or John Glenn, but they were not any less boundary-breaking.

The film “Hidden Figures” follows the true story of these three women, who all began their journey working at NASA as a part of the West Computers, a segregated group of African American women hired to process aeronautic data in the Space Race era.



Vaughan, a retired mathematics teacher, who started working at the Langley Memorial Aeronautical Laboratory in 1943 as a temporary war job. This eventually led her to become the first African-American female supervisor in NASA history in 1949.

Jackson began her journey at NASA in 1951 when she joined the West Computers under the supervision of Vaughan. Just two years later, Jackson received an opportunity to pursue her true passion of engineering.

While learning from engineer Kazimierz Czarnecki, he suggested that Jackson join a training program to become an engineer, but to do so, Jackson would have to petition the court to enrol in the courses needed at the previously segregated Hampton High School. She succeeded and went on to become the first black female engineer in 1958, another first for NASA.

Of the three, Johnson is most recognized for her remarkable contributions to NASA, specifically the use of her calculations in John Glenn’s 1962 orbital mission, which the plot of “Hidden Figures” is centred around.

She was vital to several other monumental projects, including her calculations that helped synchronize Project Apollo’s Lunar Module with the lunar-orbiting Command and Service Module. Former President Barack Obama awarded Johnson the Presidential Medal of Freedom in 2015

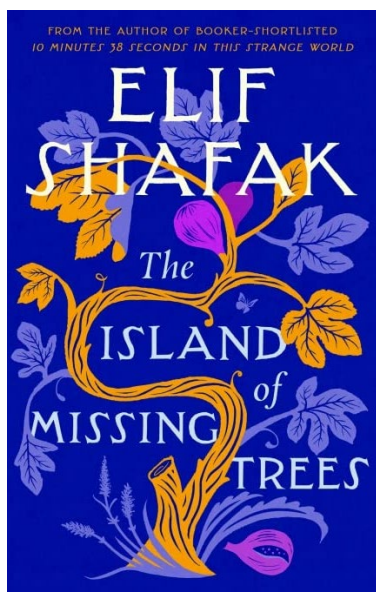
All of these women, including the unnamed women from the West Area Computing Group, not only provided key resources to NASA, allowing for national advancement in space exploration but did so while having to fight for human rights. Their pioneering legacy didn’t become known until the release of the movie “Hidden Figures” in 2016.

What lessons can we learn from the inspirational women in this article?



## Week 8 – Read the text and answer the questions.

*This is an extract from 'The Island of Missing Trees' by Elif Shafak. Ada, a sixteen year old girl with British-Turkish-Cypriot heritage, is in the middle of a showdown with her teacher.*



Ada clenched her eyes shut, feeling the burn of the comment, a raw scorch mark on her flesh. But nothing they did or said could be worse than her hatred for herself just then. What was wrong with her? Why could she not answer a simple question like everyone else?

As a child she had loved turning in circles on the Turkish carpet to make herself dizzy and drop to the floor, from where she would watch the world spin round and round. She could still remember the hand-woven patterns of the carpet dissolving in a thousand sparks, the colours blending into each other, scarlet into green, saffron into white. But what she experienced right now was a different kind of dizziness. She had the sense of entering a trap, a door locking behind her, the click of a latch falling into place. She felt paralysed.

So many times in the past she had suspected that she carried within a sadness that was not quite her own. In science class they had learned that everyone inherited one chromosome from their mother and one from their father – long threads of DNA with thousands of genes that built billions of neurons and trillions of connections between them. All that genetic information passed from parents to offspring – survival, growth, reproduction, the colour of your hair, the shape of your nose, whether you had freckles or sneezed in sunlight – everything was in there. But none of that answered the one question burning in her mind: was it also possible to inherit something as intangible and immeasurable as sorrow?

'You may sit down,' repeated Mrs Walcott.

Still she did not move.

'Ada...did you not hear what I said?'

Remaining upright, she tried to choke back the fear that filled her throat, clogged her nostrils. It reminded her of the taste of the sea under a harsh, beating sun. She touched it with the tip of her tongue. It wasn't the salty sea brine after all, it was warm blood. She had been biting the inside of her cheek.



Her eyes slid towards the window, beyond which the storm was approaching. She noticed in the slate- grey sky, amidst banks of clouds, a sliver of crimson bleeding into the horizon, like an old wound that had never quite healed.

'Please sit down,' came the teacher's voice.

And, once again, she did not comply.

Later, much later, when the worst had already happened and she was alone in her bed at night, unable to fall asleep, listening to her father, also sleepless, pacing the house, Ada Kazantzakis would revisit this moment, this fissure in time, when she could have done as she was told and returned to her seat, remaining more or less invisible to everyone in the classroom, unnoticed but also undisturbed; she could have kept things the way they had been, if only she could have stopped herself from doing what she did next.

1) What would make this an appealing story for teenagers?

2) Shafak's writing is often described as "beautiful" by critics. Even though this is a tense moment in the story, where is the evidence of the beauty of Shafak's writing? Choose a quote and explain why you think it is so beautiful.

3) Ada wonders if you can inherit a feeling like sorrow. What do you think about this? Explain yourself in the space below.

## Week 9 – Research a living poet born within 50 miles of Turton School.

*Poets aren't just dead old men who existed when everything in the world was black & white. They're alive. They're creating poetry right now. Believe it or not, they even make money! Find a poet that is A) still alive and B) was born within 50 miles of our school and teach us all something about them.*

*One rule: no Simon Armitage allowed!*

**Who is your chosen poet and where are they from?**

**Read a couple of their poems. How would you describe their writing style? Aim to write about 50 words for this response.**

**Choose one of their poems and explain what it is about. 25 words for this response.**

**Choose your 'favourite' line of their poetry and explain why you love it so much. 100 words for this one.**

**Challenge Task: which poet should we get rid of to make a place for your chosen poet in the English curriculum? Explain who you hate and why your chosen poet is better for teenagers to experience.**

## **Week 10 – Research a living actor who does not speak English as their first language.**

*There are thousands of actors working across the world today. Your job is to find one who doesn't normally perform in English-speaking productions. Whether it's a Bollywood star you have just discovered or a European actor you have seen in your MFL lessons, find out about them and teach us a thing or two.*

**What is the essential information we need to know? Name, where they're from, what they've starred in etc.**

**What kind of productions does this actor usually do? Are they comedic or serious? Do they have a lot of horror films to their name or have they been involved in martial arts movies?**

**If we wanted to see this person in their best work, what should we watch? Briefly explain what they are in and why it's so good.**

**If you could put this actor in any other film you've seen, which one would you choose and why?**

## **Week 11 – Reflection**

<p><b>What have you learnt from your own research?</b></p>	<p><b>What have you learnt from other students in the class?</b></p>
<p><b>If we could include ONE person from this term in lessons at Turton, who would it be and why?</b></p>	<p><b>Why is it important to experience new voices and new things?</b></p>