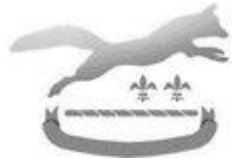


Year 9 Knowledge Organiser – Other Cultures and Contexts

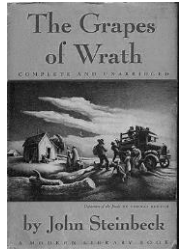
Show understanding of the relationships between texts and the contexts in which they were written.



Context:

- is the understanding of the **relationship** between the **ideas in the text** and the **contexts of the text**
- may relate to the **relationship** between the **text** and the **context in which it was written**
- may also relate to the context within which the text is set: **location, social structures and features, cultural contexts, and periods in time**
- may also apply to literary contexts such as **genres**, and also the contexts in which texts are engaged with by different audiences, taking the reader outside the text in order to inform understanding of the meanings being conveyed.

TASK 1 and 2: Read and Respond - The Grapes of Wrath by John Steinbeck – Chapter 1



TO THE RED COUNTRY and part of the gray country of Oklahoma, the last rains came gently, and they did not cut the scarred earth. The plows crossed and recrossed the rivulet marks. The last rains lifted the corn quickly and scattered weed colonies and grass along the sides of the roads so that the gray country and the dark red country began to disappear under a green cover. In the last part of May the sky grew pale and the clouds that had hung in high puffs for so long in the spring were dissipated. The sun flared down on the growing corn day after day until a line of brown spread along the edge of each green bayonet. The clouds appeared, and went away, and in a while they did not try any more. The weeds grew darker green to protect themselves, and they did not spread any more. The surface of the earth crusted, a thin hard crust, and as the sky became pale, so the earth became pale, pink in the red country and white in the gray country.

In the water-cut gullies the earth dusted down in dry little streams. Gophers and ant lions started small avalanches. And as the sharp sun struck day after day, the leaves of the young corn became less stiff and erect; they bent in a curve at first, and then, as the central ribs of strength grew weak, each leaf tilted downward. Then it was June, and the sun shone more fiercely. The brown lines on the corn leaves widened and moved in on the central ribs. The weeds frayed and edged back toward their roots. The air was thin and the sky more pale; and every day the earth paled.

In the roads where the teams moved, where the wheels milled the ground and the hooves of the horses beat the ground, the dirt crust broke and the dust formed. Every moving thing lifted the dust into the air: a walking man lifted a thin layer as high as his waist, and a wagon lifted the dust as high as the fence tops, and an automobile boiled a cloud behind it. The dust was long in settling back again.

John Steinbeck and the American Depression.

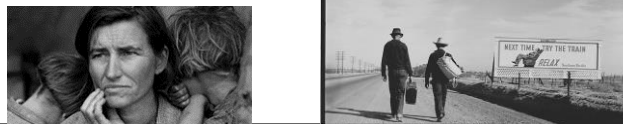
John Steinbeck is best known for his works set during the Great Depression, particularly those that focused on migrant workers. *The Grapes of Wrath*, a winner of the National Book Award and Pulitzer Prize, and *Of Mice and Men* are two of his well-known works that are set during this highly stressful period. These books will teach anyone who reads them about the Great Depression, especially how it affected migrant workers. Through his works, Steinbeck was able to give a voice to the overlooked.

Task 1: Research the drought in the Midwest of America in the 1920s, the effect of The Dust Bowl, the Wall Street Crash; the lives of Migrant Workers. Produce an information leaflet about the history and context. Aim to include at least 3 different sections.

Deadline:

Task 2: Write in the voice of a migrant worker living through The Great Depression. Use your research and your understanding from the extract above. Plan, write in character voice, read and check. You might start: *the gray country of Oklahoma looked scarred and dry...*

Deadline:



Performance Criteria
Exceptional: Convincing, critical analysis and exploration
Good: Thoughtful, developed consideration
Developing: Clear understanding. Explained, structured comments
Foundation: Supported, relevant comments

Context:
"Acknowledgement of the universality of a literary text is an integral part of relating to it contextually."

Independent Learning Tasks



Task 3 and 4: Poems from Other Cultures and Traditions

All texts reflect a culture: they tell us about the people, the settings, the dialect, accent and vocabulary, the beliefs and the experiences.

They also show us how all humans are the same: emotions, families, a need for love, humour, memories...

Read and Respond – Island Man by Grace Nichols

(for a Caribbean island man in London who still wakes to the sound of the sea)

Morning
And island man wakes up
To the sound of blue surf
In his head
The steady breaking and wombing

Wild seabirds
And fishermen pushing out to sea
the sun surfacing defiantly
From the east
Of his small emerald island
He always comes back

groggily groggily

Comes back to sands
Of a grey metallic soar

to a surge of wheels

To dull North Circular roar

Muffling muffling
His crumpled pillow waves
Island man heaves himself

Another London day



Task 3: Grace Nichols wrote *Island Man* for a Caribbean island man in London.

- Why do you think such a man would come to live in London?
- What does the poet suggest to you about the way he might feel?
- What does the poem imply about culture and importance?
- On the surface this poem seems to be about differences between the Caribbean and London. Underneath it's about the dreams and realities we all have to deal with. What do you think this poem is really about?

Deadline:

Task 4: Create an illustrated version of this poem. You might want to write it out and add images, make a collage or turn it into a piece of artwork or sculpture. You decide how you recreate it!

Deadline:

TASK 5 and 6: Read and Respond – Noughts and Crosses by Malorie Blackman

Summary: Two young people are forced to make a stand in this thought-provoking look at racism and prejudice in an alternate society. **Sephy** is a Cross — a member of the dark-skinned ruling class.

Callum is a Nought — a “colourless” member of the underclass who were once slaves to the Crosses.



Extract:

'OK,' Callum said at last. 'But Sephy, you should think above and beyond just us. You should free your mind and think about other cultures and other planets and oh, I don't know, just think about the future.'

'I've got plenty of time to think about the future when I'm tons older and don't have much future left, thank you very much. And my mind is quite free enough.'

'Is it?' Callum asked slowly. 'There's more to life than just us noughts and you Crosses.'

My stomach jerked. Callum's words hurt. Why did they hurt?

'Don't say that 'Don't say what?'

'Us noughts and you Crosses.' I shook my head. 'It makes it sound like . . . like you're in one place and I'm in another, with a huge, great wall between us.'

Callum looked out across the sea. 'Maybe we are in different places.'

'No, we aren't. Not if we don't want to be, we aren't.'

I willed Callum to look at me.

'I wish it was that simple.'

'It is.'

Task 5: Turn this section of dialogue into a playscript. You should include stage directions to show how characters move, react and speak. Continue the dialogue to develop this scene to show what you think might happen next.

Deadline:

Task 6: In the modern world, there is a direct link between prejudice and discrimination. Prejudice is defined as the unjustified negative attitudes that some people hold against others of a certain group of people. Prejudice can include attitudes such as sexism, racism, homophobia, and religious persecution. Write an essay in which you explore your own ideas about prejudice and discrimination.

Deadline:

