

Miss MacFadyen S2

S2 Home Learning Materials
Week beginning 22nd Feb and 1st March

Please complete the tasks in the booklet over the course of the next 2 weeks.

You can answer on paper/computer/tablet.

You can upload your work to the assignments section on teams or E-mail a picture or word document to your teacher when you are finished for marking:

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S1 Short Story Unit

Over the next couple of weeks, you will be studying the short story 'The Star' by Scottish writer, Alasdair Gray. You can read the short story below and your teacher will read through it in the first live lesson on 17th February.

You can either type your work or you can handwrite your answers.

Week 1 tasks - to be complete from 16th-19th Feb

Week 2 Tasks - to be completed 22nd-26th Feb

Remember, you can contact a teacher via Teams or email if you need help or support with your work.

Week 1

Task 1:

Please read the short story below

The Star - Alasdair Gray

A star had fallen beyond the horizon, in Canada perhaps. (He had an aunt in Canada.) The second was nearer, just beyond the iron works, so he was not surprised when the third fell into the backyard. A flash of gold light lit the walls of the enclosing tenements and he heard a low musical chord. The light turned deep red and went out, and he knew that somewhere below a star was cooling in the night air. Turning from the window he saw that no-one else had noticed. At the table his father, thoughtfully frowning, filled in a football coupon, his mother continued ironing under the pulley with its row of underwear. He said in a small voice, "A'm gawn out. "

His mother said, "See you're no' long then."

He slipped through the lobby and onto the stairhead, banging the door after him.

The stairs were cold and coldly lit at each landing by a weak electric bulb. He hurried down three flights to the black silent yard and began hunting backward and forward, combing with his fingers the lank grass round the base of the clothes-pole. He found it in the midden on a decayed cabbage leaf. It was smooth and round, the size of a glass marble, and it shone with a light which made it seem to rest on a precious bit of green and yellow velvet. He picked it up. It was warm and filled his cupped palm with a ruby glow. He put it in his pocket and went back upstairs.

The night in bed he had a closer look. He slept with his brother who was not easily wakened. Wriggling carefully far down under the sheets, he opened his palm and gazed. The star shone white and blue, making the space around him like a cave in an iceberg. He brought it close to his eye. In its depth was the pattern of a snow-flake, the grandest thing he has ever seen. He looked through the flake's crystal lattice into an ocean of glittering blue-black waves under a sky full of huge galaxies. He heard a remote lulling sound like the sound in a sea-shell, and fell asleep with the star safety clenched in his hand.

He enjoyed it for nearly two weeks, gazing at it each night below the sheets, sometimes seeing the snow-flake, sometimes a flower, jewel, moon or landscape. At first he kept it hidden during the day but soon took to carrying it about with him; the



smooth rounded gentle warmth in his pocket gave comfort when he felt insulted or neglected.

At school one afternoon he decided to take a quick look. He was at the back of the classroom in a desk by himself. The teacher was among the boys at the front row and all heads were bowed over books. Quickly he brought out the star and looked. It contained an aloof eye with a cool green pupil which dimmed and trembled as if seen through water.

"What have you there, Cameron?"

He shuddered and shut his hand.

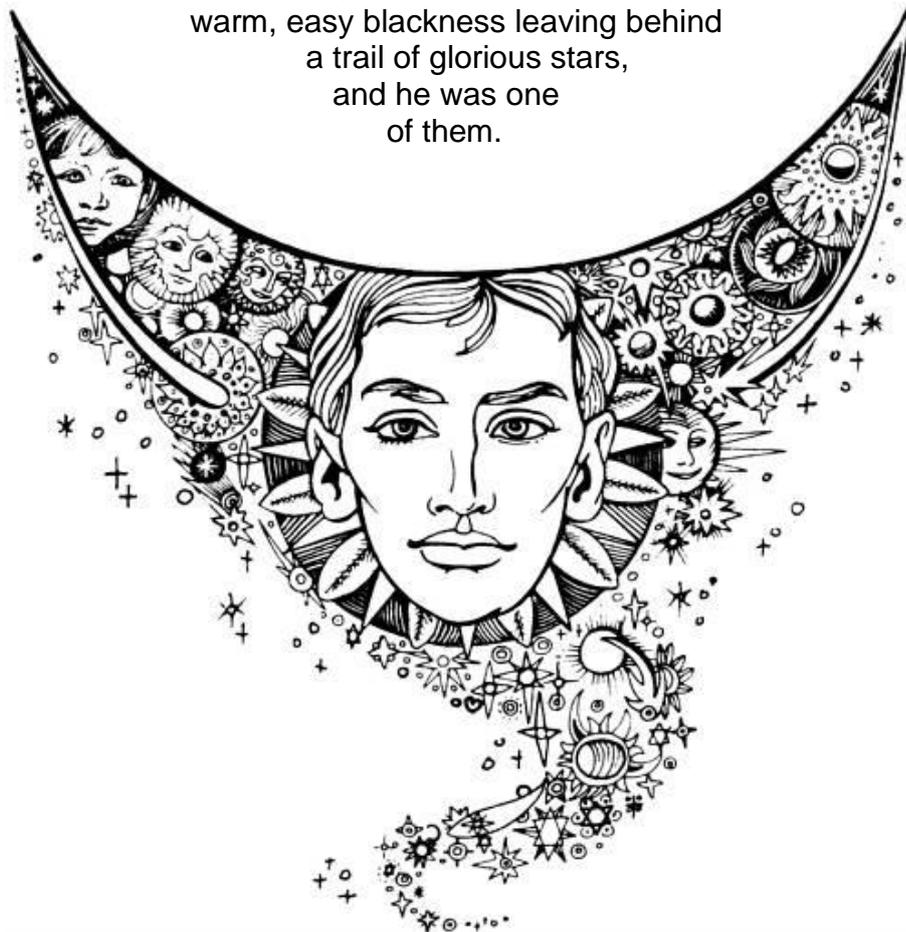
"Marbles are for the playground, not for the classroom. You'd better give it to me."

"I cannae, sir."

"I don't tolerate disobedience, Cameron. Give me that thing."

The boy saw the teacher's face above him, the mouth opening and shutting under a clipped moustache. Suddenly he knew what to do and put the star in his mouth and swallowed.

As the warmth sank toward his heart he felt relaxed and at ease. The teacher's face moved into the distance. Teacher, classroom, world receded like a rocket into a warm, easy blackness leaving behind a trail of glorious stars, and he was one of them.



Task Two:

Find the meaning of these Scottish words and phrases:

You could use this website to help you - <https://dsl.ac.uk/>

Scottish Word	Meaning
Tenements	
Pulley	
A'm gawn out	
Lobby	
Midden	

Find the meaning of these other tricky words:

You can use the online dictionary to help you:
<https://dictionary.cambridge.org/dictionary/>

Word	Meaning
Grandest	
Enclosing	
Aloof	
Receded	

Task Two:

Key word: setting

Setting is the time or the place in which a story takes place eg, in WW1 or on a spaceship. This story is set in Glasgow.

1. Read back over the story. Write down anything we are told about the setting.
2. Write down any words or parts of the description that make it clear this might be set in Glasgow.
3. "Just beyond the ironworks"
 - What are the 'ironworks'?
 - What does this tell us about Cameron's life?
 - Why is the setting important for our understanding of the story?

TENEMENTS IN GLASGOW

Tenement blocks sprang up in 1840s to provide homes for the city's growing population of workers

Thousands flocked from different countries and other areas of Scotland to work on Glasgow's docks and in its factories

By 1931, 85,000 people were crammed onto an area of 252 acres, with up to eight to a room and 30 to a toilet.

Watch this video to understand more.

<https://www.youtube.com/watch?v=cx8tMjurtZA>

The video you have just watched, and the images below give you an idea of the conditions were like in an old Glasgow tenement.



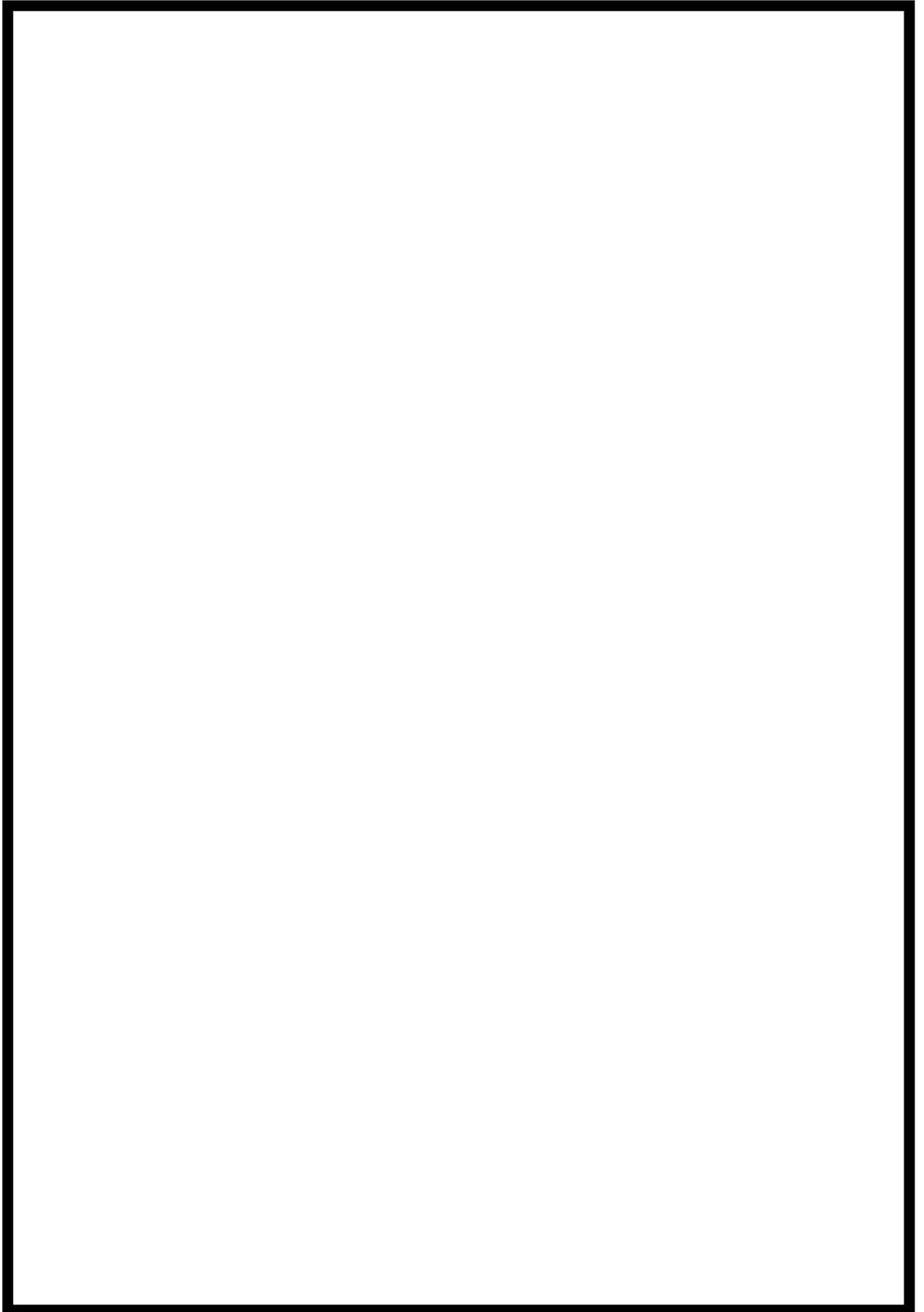
Write down 10 adjectives (describing words) to describe the tenements/this area of Glasgow at the time. Try to use interesting and developed words. For example, you could say 'bad' but 'neglected' would be more interesting way of saying this. You could use an online thesaurus to help you.

Thesaurus link - <https://www.thesaurus.com/>

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Task Four:

Draw a picture on the next page of what you imagine Cameron's tenement flat to look like based on the setting description. You can take a photo of your drawing and send it in via Teams or you can bring it in when you come back to school.



Week 2 Tasks

Techniques:

There are several techniques used to create an interesting story and build a picture in the minds of the readers in a very short space.

Word choice - the author has used specific words to create an interesting affect.

Dialect - the author has used words associated with Glasgow to show the reader.

Description - the author has used sophisticated vocabulary to show and not tell the reader what happens in the story.

Task Five:

This task is designed to check your understanding of the story. It's ok if you find this a little bit challenging - don't worry about that, you can email a teacher who can help you.

Key skill - gathering quotes.

A quote is an exact statement from the story (you write down what is says in the story). In this task, you will need to re-read the story and write down exact quotes in the story.

You will need to find quotations from the story to back up the statement made in the first column, and then be able to say what you think the quotation means in the last column. The first one has been done for you to show you what to do.

The Star by Alasdair Gray

Statement	Quote	Technique	Explanation
The story is set in or around Glasgow	"A'm gawn out"	Dialect	The character is speaking in Scot's dialect which is common in Glasgow.

Cameron longs for places far away		Description	
Cameron is separate from his peers in school.		Description	
Cameron's home in the tenements is not very nice.		Word Choice Repetition Description	
The star brings colour into his life		Word choice	
The star brings music into his life		Word choice	
The star sparks Cameron's imagination		Simile Metaphor	
The star is comforting to Cameron		Word choice Simile	
Cameron's teacher is unpleasant (not nice) towards him		Word choice	
Cameron throws himself into the fantasy of the star		Word choice Description	

Task Six:

In this task, you need to answer the questions below about the story. You are asked to 'use evidence from the story'. This means, you should be talking about sections of the story and how they helped you to understand what is going on.

For example,

Imagine you were asked, 'how you tell from looking at this picture that Groundskeeper Willie is Scottish?'

Well, your evidence might be things like:

- He is wearing a kilt
- He is standing on front of a Scottish flag



So, for question one, when you are asked to describe the character of Cameron, you should use evidence from the story about what Cameron is like.

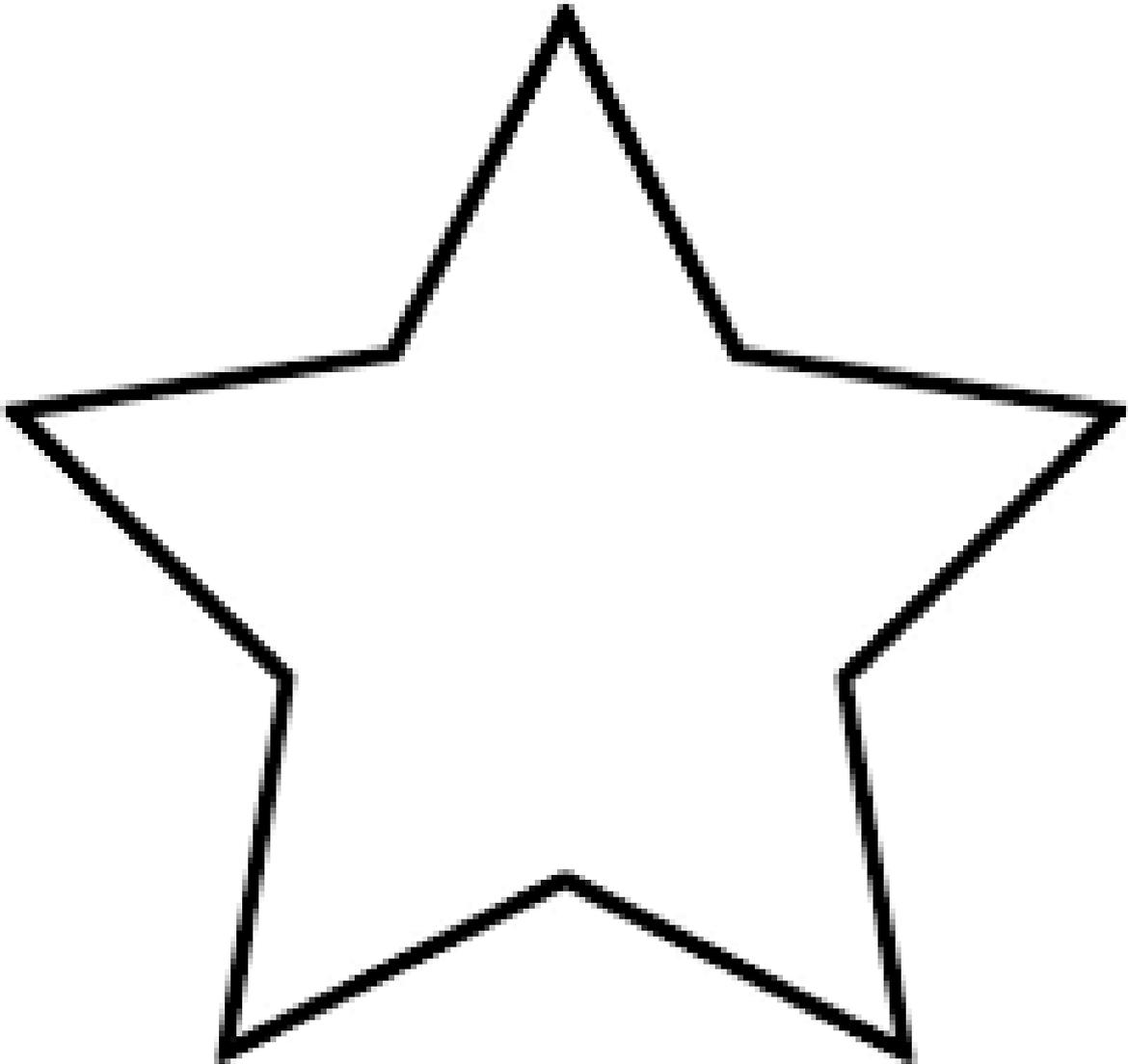
Comprehension questions:

1. Using evidence from the story, describe the character of Cameron.
2. Using evidence from the story, describe Cameron's home.
3. Using evidence from the story, describe the star, as Cameron sees it.
4. Using evidence from the story, discuss the difference that the star makes to Cameron's life.

5. Using evidence from the story, explain how the star and Cameron's usual life are different or opposite.
6. Using evidence from the story, discuss what the star means for Cameron himself.
7. Using evidence from the story, discuss what you think the star means for the reader. What is it? What do you think has happened?

Task Seven:

Decorate your own star. You can either draw your own star on paper or colour in the templates below.



Task Eight:

Cameron used the star to escape the real world. He imagined different worlds and escaped to different places just by taking it out of his pocket and looking at it.

Your next task is to write a 100 word story about your magical star that you have drawn.

To develop your writing, you should try to include some of the following techniques in your writing.

A simile	When you use like or as to compare something to something else. 'Your room is like a pigsty'.
A metaphor	When you say something is something else. 'Your room is a pigsty'.
Personification	Giving non-living objects human qualities. 'The clothes danced on the line'.
Alliteration	This is when we use words in a row which start with the same letter 'The <u>s</u> liver <u>s</u> nake <u>s</u> lide silently over the soft sand'.
Descriptive words	Making your sentences interesting with the vocabulary you use. 'The snow softly fell like silent tears from the dark night sky'.

