

Name: _____



English

Homework Booklet: Term 2

Year 8



Homework 1	Learn keywords	Due date:	Completed?
Homework 2	Guided Reading Activity	Due date:	Completed?
Homework 3	Create a poster	Due date:	Completed?

Homework 1 - Learn the keywords below for a mini test at the start of next lesson.

Keyword	Definition
Control	the power to influence or direct people's behaviour or the course of events
Authoritarian	enforcing strict obedience to authority at the expense of personal freedom
Dictatorship	form of government in which one person or a small group possesses absolute power
Democracy	a system of government by the whole population or all the eligible members of a state, typically through elected representatives.
Regime	a government, especially an authoritarian one
Totalitarian	a system of government that is centralized and dictatorial and requires complete subservience to the state
Ideology	a set of political beliefs or a set of ideas that characterize a particular culture.
Repressed	restrained or oppressed.
Censorship	the suppression or prohibition of any parts of books, films, news, etc. that are considered obscene, politically unacceptable, or a threat to security
Pre-determined	established or decided in advance
Consequence	a result or effect, typically one that is unwelcome or unpleasant.
Free Will	the ability to act at one's own discretion.
Responsibility	having a duty to deal with something or of having control over someone; being accountable or to blame for something
Dissent	opinions at variance with those commonly or officially held

Vocabulary revision methods:

- You could create flash cards to help you remember.
- You could print and cut out the key words and definitions and create a match up activity
- You could get someone to test you.

Optional challenge:

- Use three of the key words in sentences of your own. e.g.

*The young boy exercised his **free will** by choosing who to be friends with.*

Homework 2 – Read the following carefully and answer the comprehension questions below.

The History of Dystopian Fiction

The history of dystopian fiction begins with its exact opposite, utopian fiction: tales that envision a better world and more perfect society. The word “utopia” itself (from Greek roots meaning “no place,” or “good place”) first appeared as the title of a fantasy novel (or so it would be called today!) by Sir Thomas More, the great writer, philosopher, statesman, and Catholic martyr of sixteenth century England. More's *Utopia* is the story of a traveler to an imaginary island country where private property is unknown, women are educated alongside men, and religious tolerance is, if not perfect, then at least more advanced than it was in More's own time: all radical ideas that were safer to couch as fiction than to espouse in real life. Although utopian texts existed long before More coined his famous name for them (such Plato's *Republic* from the 3rd century BC), it was More's book that went on to inspire the great utopian tales of the nineteenth century (which critics have dubbed “the utopian age”): *Erewhon* by Samuel Butler, *Looking Backward* by Edward Bellamy and many others. These, in turn, directly inspired the birth of the dystopian genre.

The first recorded use of the word “dystopia” (derived from Greek roots meaning “bad place”) comes from a political speech by John Stuart Mill in 1868, who used the word to describe utopia's opposite: a place where attempts to create an ideal society had gone badly awry. (He was talking about the English government's land policy in Ireland.) When we turn from politics to fiction, although we can find dystopian elements in a number of early texts, dystopian fiction as a genre does not begin until the nineteenth century, where it emerged in reaction to those utopian books so beloved by Victorian readers. Distrustful of the bright, lofty visions conjured by Bellamy, Morris, and the other utopianists, writers such as Anna Bowman Dodd, and H.G. Wells published popular books in the opposite vein: dark, satiric, cautionary tales of utopia-gone-wrong. Most of these writers are forgotten now -- except, of course, for the great H.G. Wells, for it was Wells who establish the dystopian genre as literature (and not just polemic) with now-classic books like *The Time Machine* (1895) and *When The Sleeper Wakes* (1899). The prolific Wells also wrote utopian novels -- such as *A Utopian Tale* (1905) and *Men Like Gods* (1923) -- which had only mixed critical success and are rarely read today. Aldous Huxley, in fact, disliked *Men Like Gods* so much that he sat down to write a parody of it, producing his now-classic dystopian novel *Brave New World* (1932), set in a futuristic land of consumerism and technology pushed to soulless extremes.

Although less well known than the novels of Huxley or Wells: *We* by Yevgeny Zamiatin (1924) is another classic of early dystopian literature: a chilling tale set in a bleak totalitarian society inspired by the author's experiences during the Russian Revolution of 1905. Zamiatin's novel, in turn, profoundly affected a young English writer and journalist named Arthur Eric Blair, who would go on to become the most widely read dystopian writer of all time. We know him better under his pen name: George Orwell, author of the dystopian masterpiece *Nineteen Eighty-four* (1945) -- a book so terrifying, powerful, and prescient that it's been embraced by readers of every generation since, despite the fact that the year 1984 has long since come and gone.

After Orwell (and perhaps because of him), from the 1950s onward the dystopian genre grew exponentially, with a dizzying number of excellent books found both on the mainstream literature shelves and on the science fiction shelves (where teens were especially likely to spot them), including: *Fahrenheit 451* by Ray Bradbury (1953), *Lord of the Flies* by William Golding (1954), and *The Handmaid's Tale* by Margaret Atwood (1985), to name just a few.

In the 1980s and '90s, a new form of dystopian fiction emerged: tales written specifically for young adult readers, adding younger protagonists and coming-of-age themes to a genre that many teens had already embraced in its adult form. Examples of these include *Children of the Dust* by Louise Lawrence and *The Giver* series by Lois Lowry. By the early years of the twenty-first century, Young Adult dystopian fiction

was well on its way to becoming the exceptional field that it is today, with a wide variety of authors exploring dystopic themes in many, many different ways. The explosive growth of the field has been helped, of course, by the commercial success of books such as *The Hunger Games*, *Noughts and Crosses* and *Divergent* among many others.

Comprehension questions:

1. What language do the words 'utopia' and 'dystopia' originate from?
2. What does the word 'dystopia' mean?
3. Where did the term 'dystopia' first appear?
4. In what century did we start to see the dystopian fiction genre?
5. Name two dystopian texts written by HG Wells.
6. *We* by Yevgeny Zamyatin, written in 1924, was a dystopian novel based on the writer's experiences during which conflict?
7. What name is Arthur Eric Blair better known by?
8. What is the name of the famous dystopian novel written by this author?
9. Name three writers of dystopian fiction, who have published books since the 1950s.
10. What audience is modern dystopian fiction aimed at?

Homework 3 – Create a poster that shows a utopian or dystopian world of your own design.

Think about what you might include in your utopia/dystopia and why. Display these ideas as creatively as you can and include short descriptions of each element.

