Reading - Summer 1 Week 1 - Home Learning

Session 2

Read the text again, paragraph by paragraph. Try to think about the main point of each paragraph and its function and purpose within the text. Make notes in the boxes provided to help you with this. Now complete the paragraph grid, thinking about the purpose and main point of each paragraph.

Next, try to identify any literary devices such as rule of 3, rhetorical questions, simile or metaphor, repetition or alliteration. Identify each device you can find and write the quote in to the table.

How to share your work:

* Type your responses **directly** into this document.

Once you’ve completed the work, submit your work to Google Classroom following this set of instructions:

1. Go to classroom.google.com
2. Click the class - Classwork - the assignment.
3. To attach an item, click ‘Add or create’ and select ‘Google Drive’, ‘Link’ or ‘File’ depending on what type of file you have created.
4. The status of your work will change to ‘Turned in’.

Session 2 - Discursive Text (Evacuation - for and against)

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|  | In the late 1930s, there was a growing realisation that war was coming. Nazi Germany, led by Adolf Hitler, had been acting aggressively and there was fear across the UK that this country would get caught up in the conflict. Along with a threat of invasion came a new danger. Aircraft had been developing rapidly over the first four decades of the twentieth century and there were now bombers capable of reaching cities deep inside enemy territory. |
|  | Anxious for the fate of its citizens, the British Government launched Operation Pied Piper on the 1st September 1939 - two days before war broke out. Hundreds of thousands of children were assembled with only a handful of possessions and loaded onto trains and buses and evacuated into the countryside. Within the first few days of this extraordinary undertaking, over one and a half million children had been evacuated. The question is, was it the right thing to do? |
|  | The authorities certainly believed it was necessary. Any Government has a duty to safeguard its people and the first thing you can do for those at risk is to remove them from danger. No one would have claimed that removing children from their parents would be painless, but they had to consider the bigger picture. |
|  | Nor could anyone say that the Government was crying wolf. Most of the country’s major cities were, indeed, attacked by waves of bombers, night after night. Some areas, such as Coventry and the East End of London, were absolutely devastated with thousands of people losing their lives. No matter what hardships the evacuees might have faced, at least they were spared the main horrors of war. Some even enjoyed it and gained probably their first experience of living in the countryside. |
|  | On the other hand, you might wonder whether this ambitious plan was properly thought through. Physical injuries are often obvious but some scars cannot be seen and we are only just beginning to appreciate the damage that can be caused by separation. What’s more, it wasn’t just the children who suffered: the parents also hated seeing their little ones being taken away. |
|  | Furthermore, there wasn’t time to assess whether they were being sent to suitable homes with caring, sympathetic people. It is clear that some of those who were told to accept the evacuees really did not want their lives disrupted by the arrival of strange children so we can imagine how awkward it might have been. |
|  | We can all be wise in hindsight. In the end, most of the children were safely reunited with their families as the threat of German invasion faded. Some, however, returned to find that their parents had perished and their communities had been destroyed. Was it worth the pain? More importantly, if we ever find ourselves in a similar situation, should we attempt another programme of widespread evacuation? |

Session 2- Paragraph Grid

Re-read the text paragraph by paragraph, boxing up as you go. At the end of each paragraph ask yourself what was the purpose (it might be an introduction, or it might be presenting ideas for or against evacuation) and what was it really saying. Make notes on the text to help you. Then, complete the grid below, summarising the purpose and main point.

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| **Paragraph 1** | |
| Purpose | Click or tap here to enter text. |
| Main point | Click or tap here to enter text. |
| **Paragraph 2** | |
| Purpose | Click or tap here to enter text. |
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| Purpose | Click or tap here to enter text. |
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| **Paragraph 4** | |
| Purpose | Click or tap here to enter text. |
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| **Paragraph 5** | |
| Purpose | Click or tap here to enter text. |
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| **Paragraph 6** | |
| Purpose | Click or tap here to enter text. |
| Main point | Click or tap here to enter text. |
| **Paragraph 7** | |
| Purpose | Click or tap here to enter text. |
| Main point | Click or tap here to enter text. |

Session 2 - Literary devices

How many literary devices can you find in the text? Identify them and then write the quote. Think about all of the following: rhetorical questions, rule of 3, alliteration, repetition, personification, exaggeration for effect (hyperbole), simile or metaphor, passive voice and vocabulary choices.

An example has been completed for you:

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| Rhetorical question | The question is, was it the right thing to do?  Click or tap here to enter text. |
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