The Castle School

ACHIEVE | BELONG | PARTICIPATE

Homework Booklet

Year 8

Autumn Half Term 1

'Practice of what is taught'

Name: …………………………………………………

Tutor: …………………………………………………

House: …………………………………………………

Homework Timetable

You should spend 30 minutes on each subject. Your homework booklet will be checked (which will likely be your next lesson) and the knowledge will be referred to in your lessons. You should use knowledge organiser booklet alongside your homework booklet.

Week Commencing	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 8.9.25	Science Sparx Maths	Religion and World Views Sparx Reader	Languages Reading article *Five Reasons Why Being Kind Makes You Feel Good – According to Science*	Sparx Maths	History
Week 2 15.9.25	Science Sparx Maths	Sparx Reader	Languages Reading article: *Clownfish and Sea Anemone*	DT Sparx Maths	Geography
Week 3 22.9.25	Science Sparx Maths	Religion and World Views Sparx Reader	Languages Reading Article: *A Psalm of Life*	Food Sparx Maths	History
Week 4 29.9.25	Science Sparx Maths	Computing Sparx Reader	Languages Reading article: *Jesse Owens*	DT Sparx Maths	Geography
Week 5 6.10.25	Science Sparx Maths	Religion and World Views Sparx Reader	Languages Reading article: *Marian's Revolution*	Art Sparx Maths	History
Week 6 13.10.24	Science Sparx Maths	Music Sparx Reader	Languages Reading article: *A Century of Blossoms*	PSHE Sparx Maths	Geography

Log Ins:

School email address: ………

School username: …….

Sparx username: ……

Sentence Builders username: ………………………………………………………………………………………………………...

Quizlet username: ………

Duolingo username: ……

How We Learn and How Homework Helps

Homework allows you to develop independence, build your motivation and resilience to learning, and your confidence to be able to find solutions to problems through good habits. Additionally, homework will allow you to increase your knowledge and vocabulary in each subject so that you become more successful.

Homework has a positive impact of an additional 5 months' progress (EEF, 2021).
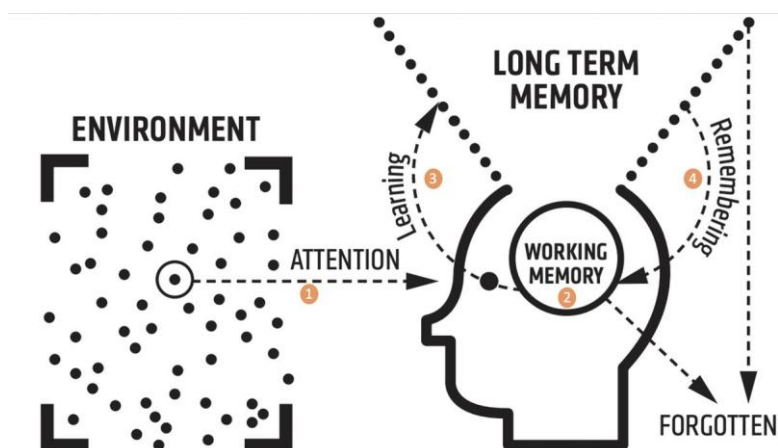
Homework will allow you to practise what has been taught. This will ensure knowledge enters your working memory more, increasing the chance of it being stored in your long-term memory.

If you successfully move the knowledge from the working memory to the long-term memory, this is learning. If you don't, it is forgetting. This can happen when you're trying to learn too much at once. Repeating this process increase the chances of it being stored successfully.

If you can remember what you have learnt before from your long-term memory and bring it back to your working memory, this is remembering. If you don't do this often, you can forget what you have learnt before.

Pre-Homework Checklist

1. Choose a quiet place away from distractions.
2. Try to get into a good homework routine for example, the same time each day.
3. Remember you can get ahead if you have other events coming up.
4. Try to avoid distractions – it's a good idea to put your phone aside when doing homework.
5. Note the start and finish time on your homework so that you spend 30 minutes on it

Support

The school library is open from 8 am to 5 pm every day where you can complete your homework before school, at break or lunch time or after school.

Cornell Note Taking Guide

1. Read through your knowledge organiser and write bullet points/notes in here. You should fill the whole space.

3. Create 5 questions. For example, what is the function of a nucleus?

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
• 2. Summary	5.
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QR code or https://www.castleschool.co.uk/parents/homework.htm to a video explaining how to undertake the Cornell method or use the 'read aloud', 'dictate' and 'ICT' function for your homework.

4. Self-Quiz
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2. Summarise the knowledge from the notes area into 3 bullet points. You should focus on the essential knowledge you need to remember.

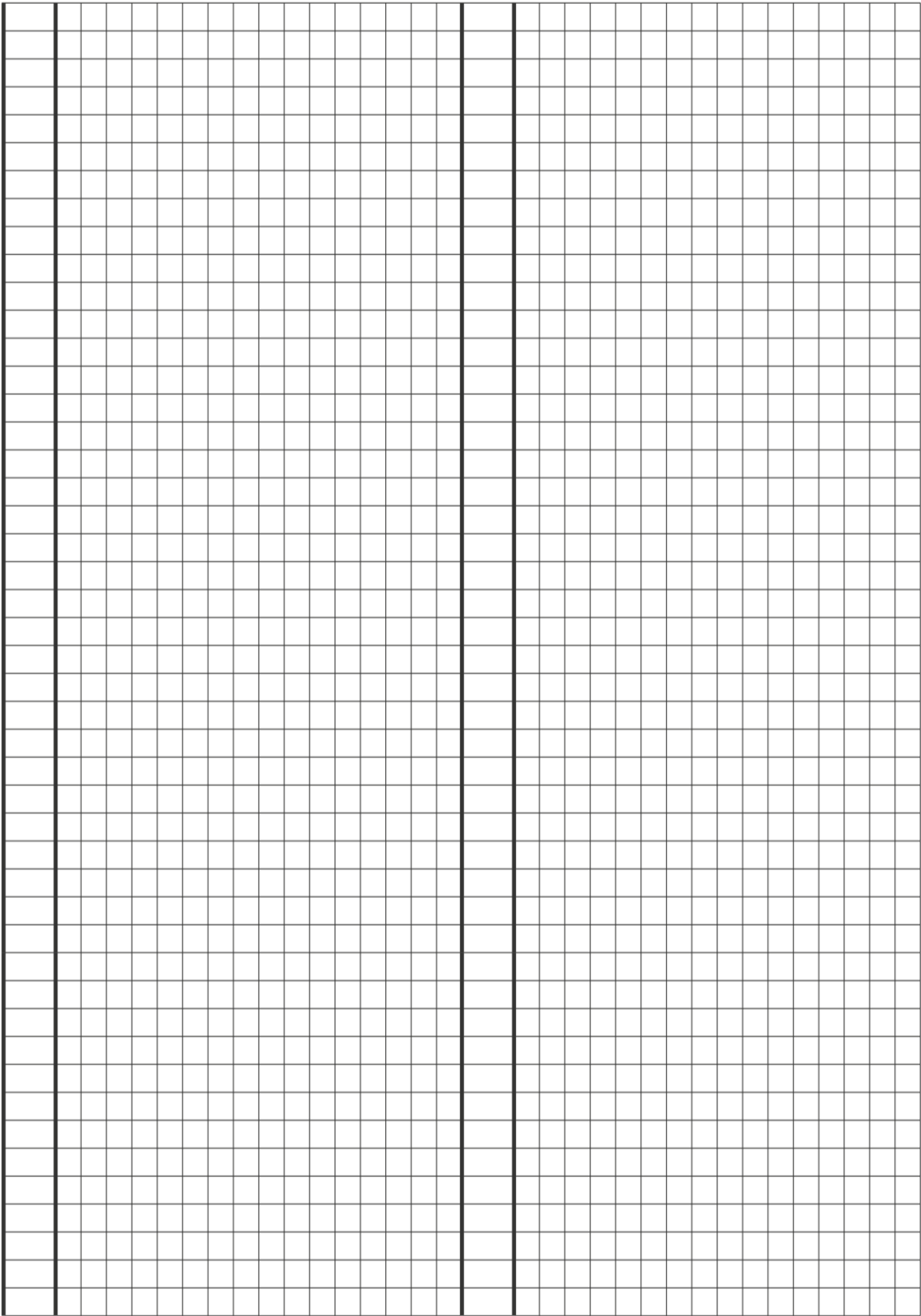**4. Answer the 5 questions here in full sentences and then mark and correct in green pen.**

Monday Week 1 – 8/9/25 - Science

Use week 1 from your Biology, Chemistry or Physics KO in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz
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Monday Week 1 – Sparx Maths

Tuesday Week 1 – 9/9/25 – Religion and World Views

Use week 1 from your Religion and World Views KO on page 28 in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz
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Wednesday Week 1 – 10/9/25 – Languages

Your homework tasks will be set on Arbor. Use your French, German, Spanish or Mandarin sentence builder to help you in your KO booklet. If appropriate, you can use the space below to make notes or practise.

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Wednesday Week 1 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

Five reasons why being kind makes you feel good — according to science

By Jo Cutler, Robin Banerjee
2018

Have you ever experienced that warm, fuzzy feeling after doing something kind for someone else? In this informational text, Jo Cutler and Robin Banerjee discuss five reasons why being kind to others makes you feel good. As you read, take notes on why people are kind to others and how it affects them.

Everybody can appreciate acts of kindness. But when it comes to explaining why we do them, people often take one of two extreme positions. Some think kindness is something completely selfless that we do out of love and care, while others believe it is just a tool that we cunningly[1] use to become more popular and reap the benefits.

But research shows that being kind to others can actually make us genuinely happy in a number of different ways. We know that deciding to be generous or cooperating with others activates an area of the brain called the striatum. Interestingly, this area responds to things we find rewarding, such as nice food

"Unititled" by rawpixel is licensed under CC0

The feel-good emotion from helping has been termed "warm glow" and the activity we see in the striatum is the likely biological basis of that feeling.

Of course, you don't have to scan brains to see that kindness has this kind of benefit. Research in psychology shows a link between kindness and well-being throughout life, starting at a very young age. In fact, even just reflecting on having been kind in the past may be enough to improve teenagers' mood. Research has also shown that spending extra money on other people may be more powerful in increasing happiness than spending it on yourself.

But why and how does kindness make us so happy? There are a number of different mechanisms involved, and how powerful they are in making us feel good may depend on our personalities.

1. Contagious smiling

Being kind is likely to make someone smile and if you see that smile for yourself, it might be catchy. A key theory about how we understand other people in neuroscience suggests that seeing someone else show an emotion automatically activates the same areas of the brain as if we experienced that emotion for ourselves.

You may have been in a situation where you find yourself laughing just because someone else is — why not set off that chain of good feelings with a nice surprise for someone?

2. Righting a wrong

The same mechanism also makes us empathize[2] with others when they are feeling negative, which could make us feel down. This is particularly true for close friends and family, as our representations of them in the brain physically overlap with our representations of ourselves. Doing a kind act to make someone who is sad feel better can also make us feel good — partly because we feel the same relief they do and partly because we are putting something right. Although this effect is especially powerful for people we are close to, it can even apply to humanitarian problems such as poverty or climate change. Getting engaged with charities that tackle these issues provide a way to have a positive impact, which in turn improves mood.

3. Making connections

Being kind opens up many different possibilities to start or develop a social connection with someone. Kind acts such as a buying someone a thoughtful present or even just a coffee strengthens friendships, and that in itself is linked to improved mood.

Similarly, charities offer the opportunity to connect with someone on the other side of the world through donating to improve their life. Volunteering also opens up new circles of people to connect with, both other volunteers and those you are helping.

4. A kind identity

Most people would like to think of themselves as a kind person, so acts of kindness help us to demonstrate that positive identity and make us feel proud of ourselves. In one recent study, even children in their first year of secondary school recognized how being kind can make you feel "better as a person ... more complete," leading to feelings of happiness. This effect is even more powerful when the kind act links with other aspects of our personality, perhaps creating a more purposeful feeling. For example, an animal-lover could rescue a bird, an art-lover could donate to a gallery or a retired teacher could volunteer at an after-school group. Research suggests that the more someone identifies with the organization they volunteer for, the more satisfied they are.

5. Kindness comes back around

Work on the psychology of kindness shows that one out of several possible motivations is reciprocity, the returning of a favor. This can happen directly or indirectly. Someone might remember that you helped them out last time and therefore be more likely to help you in the future. It could also be that one person being kind makes others in the group more kind, which lifts everyone's spirits. Imagine that you bake cakes for the office and it catches on so someone does it each month. That is a lot more days that you're getting cakes than providing them.

The story doesn't end there. Being kind may boost your mood, but research has also shown that being in a good mood can make you more kind. This makes it a wonderful two-way relationship which just keeps giving.

Use this QR code to access the reading articles being read by a teacher (https://www.castleschool.co.uk/parents/homework.htm):

Thursday Week 1 – 11/9/25 - Sparx Maths

Friday Week 1 – 12/9/25 - History

Use week 1 from your History KO on page 11 in your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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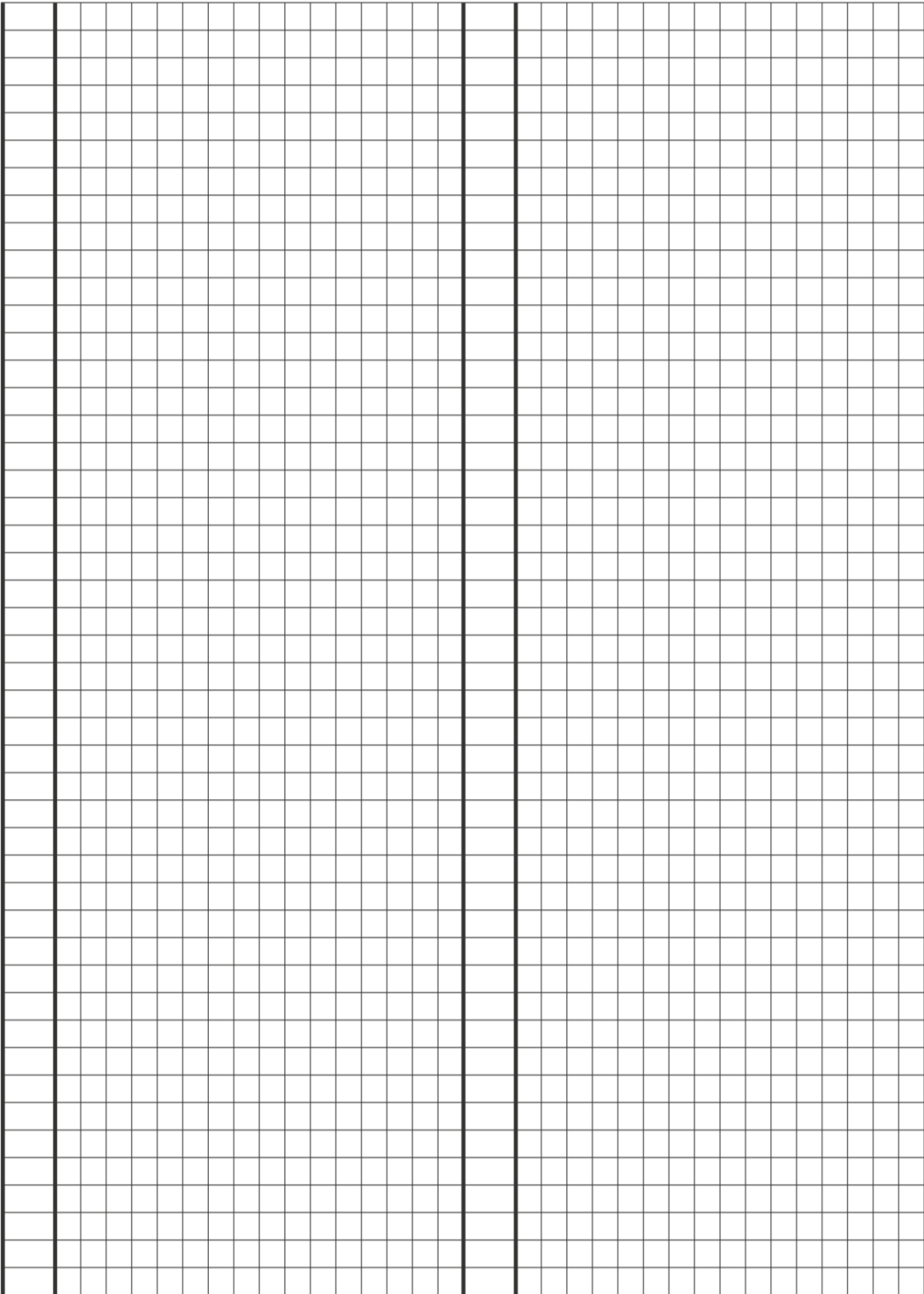| 4. Self-Quiz |
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| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

Monday Week 2 – 15/9/25 - Science

Use week 2 from your Biology, Chemistry or Physics KO in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
•	5.
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4. Self-Quiz
1.
2.
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Monday Week 2 – Sparx Maths

Wednesday Week 2 – 17/9/25 – Languages

Your homework tasks will be set on Arbor. Use your French, German, Spanish or Mandarin sentence builder to help you in your KO booklet. If appropriate, you can use the space below to make notes or practise.

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Wednesday Week 2 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

Clownfish and Sea Anemone
By CommonLit Staff
2014

Clownfish and sea anemone have a special relationship—a "symbiotic relationship." As you read, take notes on the specific ways in which clownfish and sea anemones contribute to their symbiotic relationship.

Clownfish are among the few species of fish that can avoid the potent poison of a sea anemone. These two species have a symbiotic, mutualistic relationship, each providing a number of benefits to the other. The sea anemone protects the clownfish from predators, and provides food through the scraps left from the anemone's meals and occasional dead anemone tentacles.

In return, the clownfish defends the anemone from its predators and parasites. The anemone also picks up nutrients from the clownfish's excrement, and functions as a safe nest site. The nitrogen excreted from clownfish increases the amount of algae incorporated into the tissue of their hosts, which aids the anemone in tissue growth and regeneration. Marine biologists have theorized that clownfish use their bright coloring to lure small fish to the anemone, which the anemone then kills and consumes.

"Clownfish" is licensed under .

Another theory is that the activity of the clownfish results in greater water circulation around the sea anemone. Studies on anemones have found that clownfish alter the flow of water around sea anemone tentacles through certain behaviors and movements such as "wedging" and "switching." More water circulation increases aeration of the host anemone tentacles and benefits the metabolism of both partners, mainly by increasing anemone body size and both clownfish and anemone respiration.

Use this QR code to access the reading articles being read by a teacher (https://www.castleschool.co.uk/parents/homework.htm):
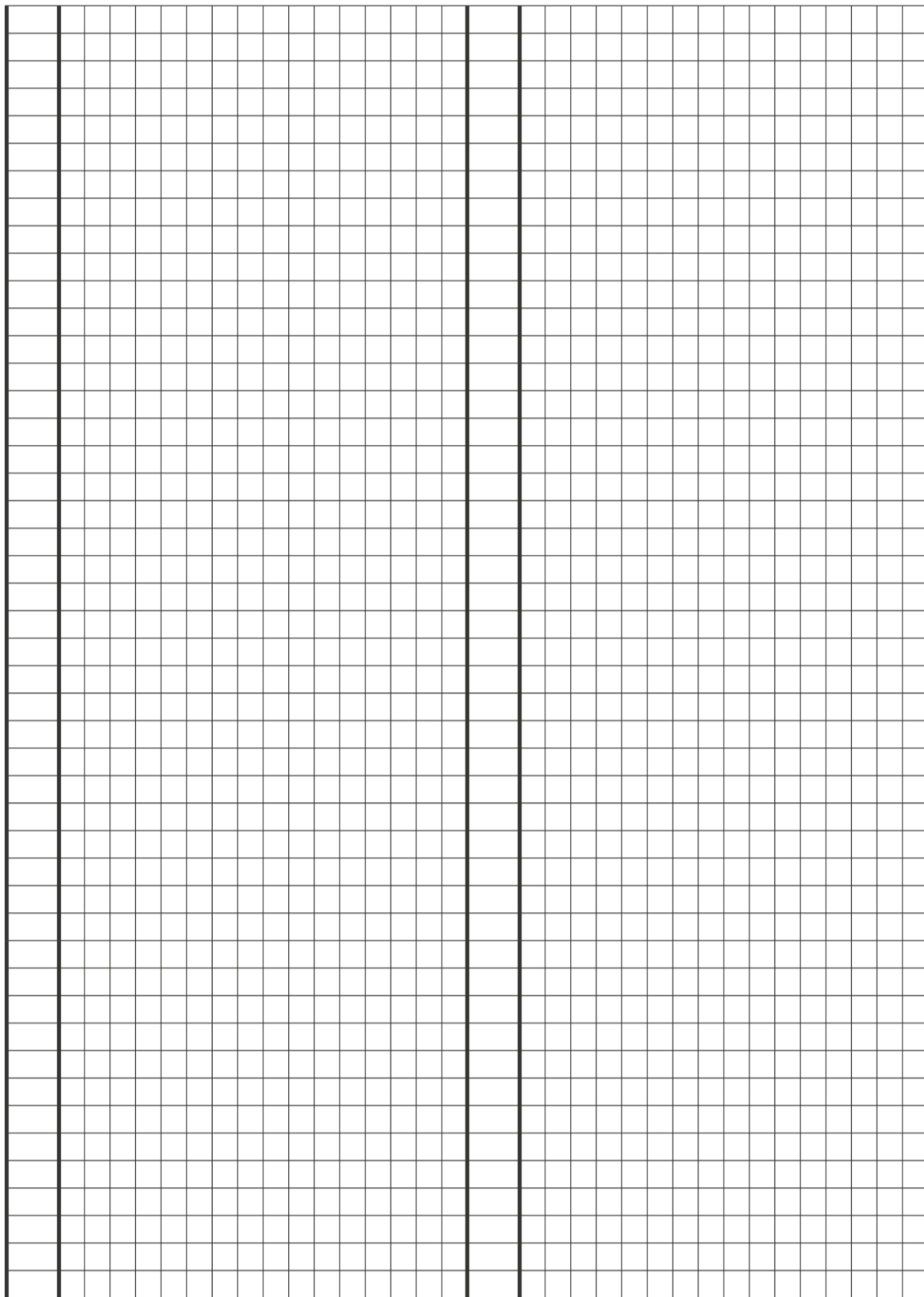
Thursday Week 2 – 18/9/25 – DT

Use week 2 from your DT KO on page 6 in your KO booklet.

1. Make notes here based on what you have learned through reading the article and watching the video:	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summarise your notes	
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	5.
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4. Self-Quiz
1.
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Thursday Week 2 – Sparx Maths

Friday Week 2 – 19/9/25 - Geography

Use week 2 from your Geography KO on page 10 in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
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2. Summary	
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4. Self-Quiz
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Friday Week 2 - Geography

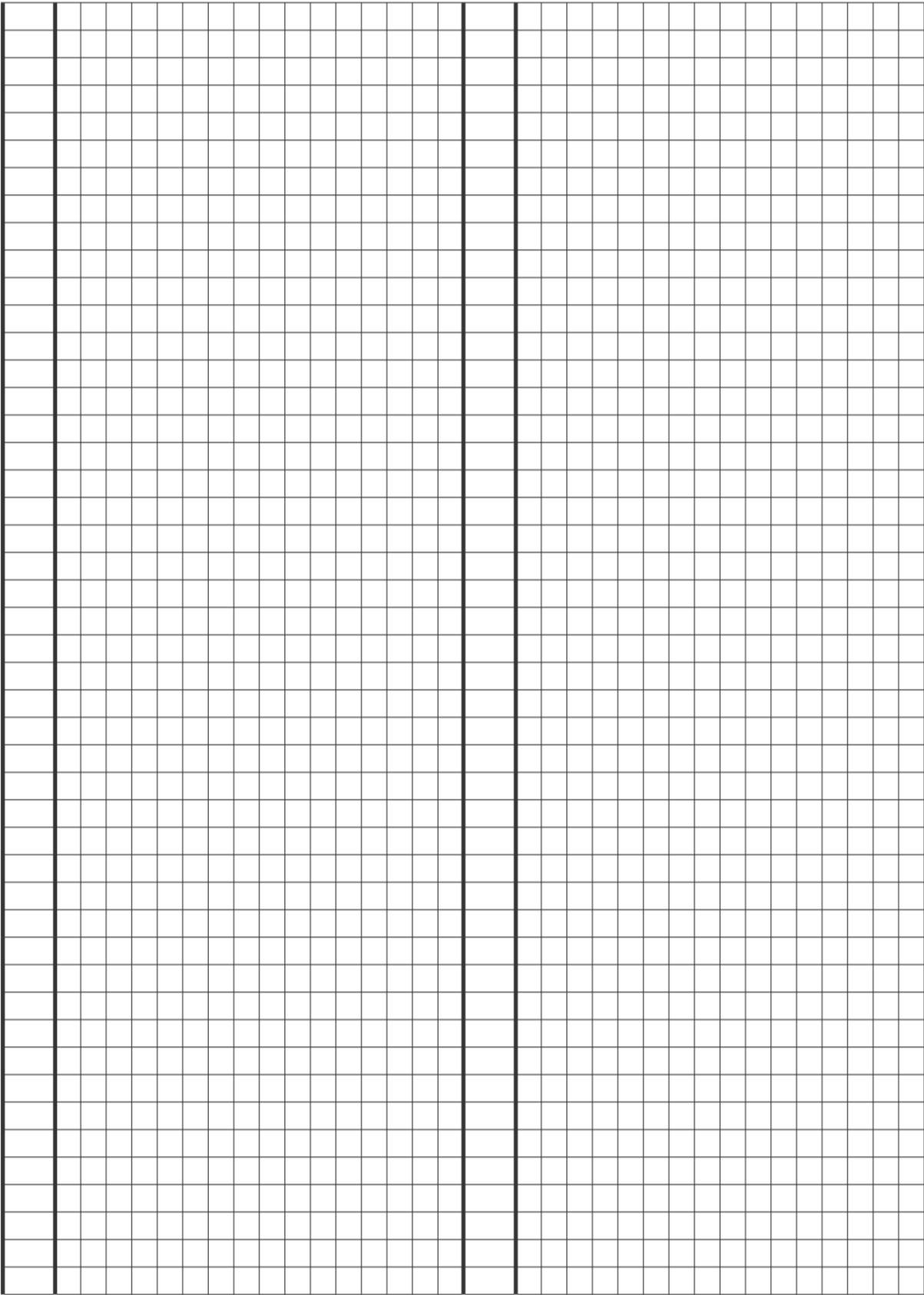| 1. Notes	3. Cue Column (Questions)
	1.
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2. Summary	
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	5.
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4. Self-Quiz
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Monday Week 3 – 22/9/25 - Science

Use week 3 from your Biology, Chemistry or Physics KO in your KO booklet.

1. Notes	3. Cue Column (Questions)
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2. Summary	
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4. Self-Quiz
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Monday Week 3 – Sparx Maths

Tuesday Week 3 – 23/9/25 – Religion and World Views

Use week 3 from your Religion and World Views KO on page 28 in your KO booklet.

1. Notes	3. Cue Column (Questions)
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	2.
	3.
	4.
2. Summary	
•	**5.**
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4. Self-Quiz
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Wednesday Week 3 – 24/9/25 – Languages

Your homework tasks will be set on Arbor. Use your French, German, Spanish or Mandarin sentence builder to help you in your KO booklet. If appropriate, you can use the space below to make notes or practise.

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Wednesday Week 3 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

A Psalm of Life

What the Heart of the Young Man Said to the Psalmist

By Henry Wadsworth Longfellow
1838

Henry Wadsworth Longfellow (1807-1882) was an American poet and educator, known particularly for his lyric poems. In this poem, a speaker describes their views on life. As you read, take notes on how the speaker suggests others should live their lives.

Tell me not, in mournful numbers,
Life is but an empty dream!
For the soul is dead that slumbers,
And things are not what they seem.

Life is real! Life is earnest!
And the grave is not its goal;
Dust thou art, to dust returnest,
Was not spoken of the soul.

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each to-morrow
Find us farther than to-day.

Art is long, and Time is fleeting,
And our hearts, though stout[1] and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

In the world's broad field of battle,
In the bivouac[2] of Life,
Be not like dumb, driven cattle!
Be a hero in the strife![3]

Trust no Future, howe'er pleasant!
Let the dead Past bury its dead!
Act,— act in the living Present!
Heart within, and God o'erhead!

Lives of great men all remind us
We can make our lives sublime,[4]
And, departing, leave behind us
Footprints on the sands of time;

Footprints, that perhaps another,
Sailing o'er life's solemn[5] main,
A forlorn[6] and shipwrecked brother,
Seeing, shall take heart again.

Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

"A Psalm of Life" by Henry Wadsworth Longfellow (1838) is in the public domain.

Use this QR code to access the reading articles being read by a teacher (https://www.castleschool.co.uk/parents/homework.htm):
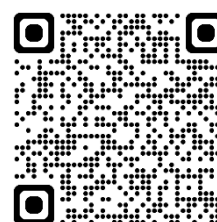
Thursday Week 3 – 25/9/25 – Food

Use your food KO on page 9 in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
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2. Summary	
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	5.
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4. Self-Quiz

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Thursday Week 3 – Sparx Maths
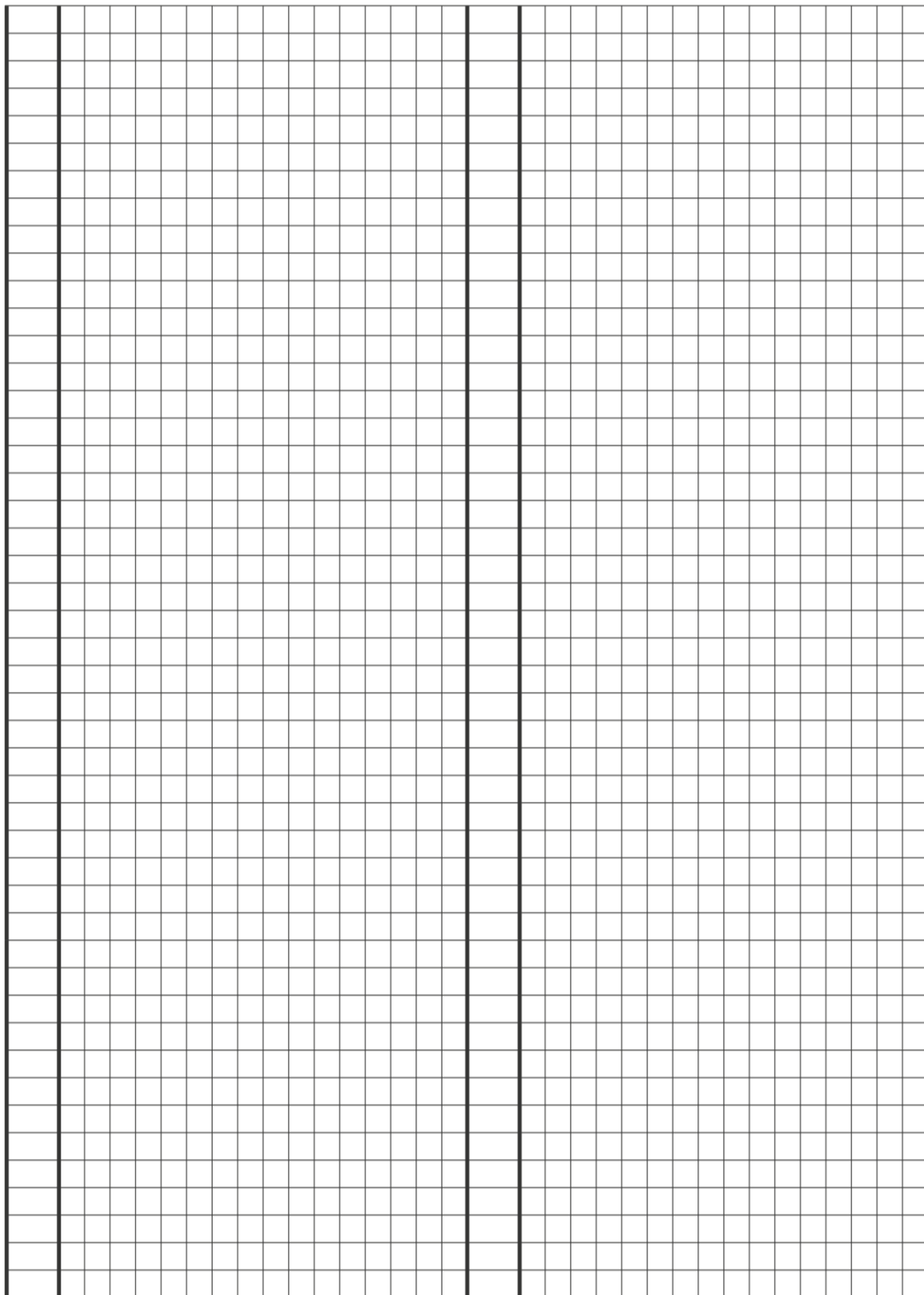
Friday Week 3 – 26/9/25 - History

Use week 3 from your History KO on page 11 in your KO booklet.

1. Notes	3. Cue Column (Questions)
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	4.
2. Summary	
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4. Self-Quiz
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Monday Week 4 – 29/9/25 - Science

Use week 4 from your Biology, Chemistry or Physics KO in your KO booklet.

1. Notes	3. Cue Column (Questions)
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	4.
2. Summary	
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4. Self-Quiz
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Monday Week 4 – Sparx Maths

Tuesday Week 4 – 30/09/25 - Computing

Use your computing KO on page 5 in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
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2. Summary	
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4. Self-Quiz
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Wednesday Week 4 – 1/10/25 - Languages

Your homework tasks will be set on Arbor. Use your French, German, Spanish or Mandarin sentence builder to help you in your KO booklet. If appropriate, you can use the space below to make notes or practise.

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Wednesday Week 4 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

Jesse Owens
By Shelby Ostergaard
2018

James Cleveland "Jesse" Owens (1913-1980) was an African American track and field athlete. Owens won four gold medals at the Summer Olympics in Germany in 1936. In this informational text, Shelby Ostergaard provides additional information about Owens' life and success in the Olympics. As you read, take notes on the challenges that Owens faced in sports and in life.

Jesse Owens could run. He could run faster and jump longer than anyone in the world. But when he set out to prove this at the Summer Olympics in Berlin in 1936, no one wanted him there. No one wanted him running that race. He wasn't even welcome in the country, let alone the stadium. But Jesse Owens was an expert at overcoming hurdles and blazing his own path forward. He was determined to compete, no matter how many barriers were in his way.

Early Life

Jesse Owens was born on September 12, 1913, in the town of Oakville, Alabama, but he moved to Cleveland, Ohio, when he was nine. He was actually named James Cleveland Owens and nicknamed J.C. — but in Ohio, one of his teachers couldn't understand his thick Southern accent. She thought he called himself Jesse. It stuck.

His athletic career began at East Technical High School. He won three track and field events while competing in the 1933 National Interscholastic Championships. He went on to race for Ohio

"Jesse Owens3" by Unknown is in the public domain.

State University and was later nicknamed "The Buckeye Bullet," as Ohio is known as the Buckeye State. While at university, he matched one world record in the 100-yard dash and broke three others: the long jump, the 220-yard dash, and the 220-yard low hurdles. Owens was used to winning. He competed in 42 different collegiate events in 1935 and won all of them.

Owens was a star track performer in college, but he also faced major challenges. His school did not offer scholarships for track and field, as the sport was not as well respected back then, so Owens had to work a series of jobs throughout college to pay for his tuition. In addition, the University did not allow Owens to live on campus because of his race. Owens, like many African Americans during this time period, was subject to racist treatment and was often discriminated against.

He would not let this deter[1] him, however, and continued to succeed on the track. Owens enjoyed running because, as he said, "it was something you could do by yourself, and under your own power." It was this mindset that would lead him to the pinnacle[2] of athletics, where he would face even more challenges.

The Olympics

At the 1936 Summer Games, Jesse Owens became the first person ever in Olympic history to win four gold medals in track and field, claiming victory in the long jump, the 100-meter dash, the 200-meter dash, and as a member of the 4x100 meter relay. His feats remained unmatched until the 1984 Summer Olympics. But what Jesse Owens — the son of a sharecropper[3] and the grandson of slaves — did was particularly special because of when and where he did it.

The 1936 Summer Olympics were the first to be broadcast on television and took place in Berlin, Germany, during a turbulent[4] time. Fascism[5] was spreading across Europe, and Germany's Chancellor, Nazi leader Adolf Hitler, was at the center of it. International tensions were high. Europe was on the brink of World War II, which officially broke out three years after the Summer Olympics. People were terrified. But the games and the excitement surrounding them continued in spite of the impending war.

The reception Owens received in Berlin was cold. Hitler criticized the United States for including athletes of color and Jewish athletes on the roster. He believed that they were inferior to white athletes and could not believe that the United States had chosen people of diverse ethnicities to represent itself on the world stage. Owens was called racial slurs in public and was generally mistreated by the Berliners.

The heightened exposure of the games that broadcast news provided was exciting for Hitler; he believed it was a chance for favorable world news coverage of Nazi Germany. Hitler planned to use the Summer Olympics to prove his theories that "Aryans," were a superior race to all others. Jesse Owens' success at the Olympics undermined this completely, proving that athletes of color were not in any way inferior to white athletes. Hitler was angered by Owens' success. He stormed out of the stadium and refused to shake Owens' hand. Instead of stories about German successes, the papers were filled with articles about Owens breaking records and Hitler's overblown response to his wins. Both Owens' medals and Hitler's reaction catapulted Jesse Owens into international fame.

After the Olympics

But fame did not lead to post-Olympic success. Athletes didn't come home to multi-million dollar endorsements deals then as they do now. Owens was only 22 when he became an international hero, but he never again competed as a traditional athlete. Owens found that there were many people willing to congratulate him on his success but few who would offer him a job. To earn money after the Olympics, Owens raced against cars and horses, and he even played for the basketball exhibition team, the Harlem Globetrotters.
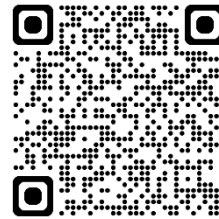
Despite his achievements as a national hero, Owens was still a black man in a deeply divided and racially segregated United States. He faced discrimination and aggression when he returned home. Even as a gold-winning Olympic athlete, he wasn't allowed to ride in the front of the bus. He couldn't use the front door to enter public buildings. He couldn't raise his family where he wanted. Jesse Owens wasn't invited to shake hands with Adolf Hitler after his biggest win, but he wasn't invited to shake hands with President Franklin Delano Roosevelt, either.

He eventually set up a public relations and marketing business in Chicago, Illinois, and traveled the country to speak at conventions and other business gatherings. He encouraged individual achievement, regardless of race, class, or creed.[6] His speeches often called back to why he fell in love with running in the first place — it was something he could do himself without having to rely on others to allow him to do it.

Jesse Owens died in 1980 from cancer. His accomplishments continue to inspire even after his passing. It is difficult to achieve something that you have never seen someone else achieve. Before Jesse Owens, there were few black athletes whose success shown so bright. Jesse Owens was celebrated around the world and cheered on by people of every race. He did not let the opinions of anyone hold him back or stop him from running.

Use this QR code to access the reading articles being read by a teacher (https://www.castleschool.co.uk/parents/homework.htm):

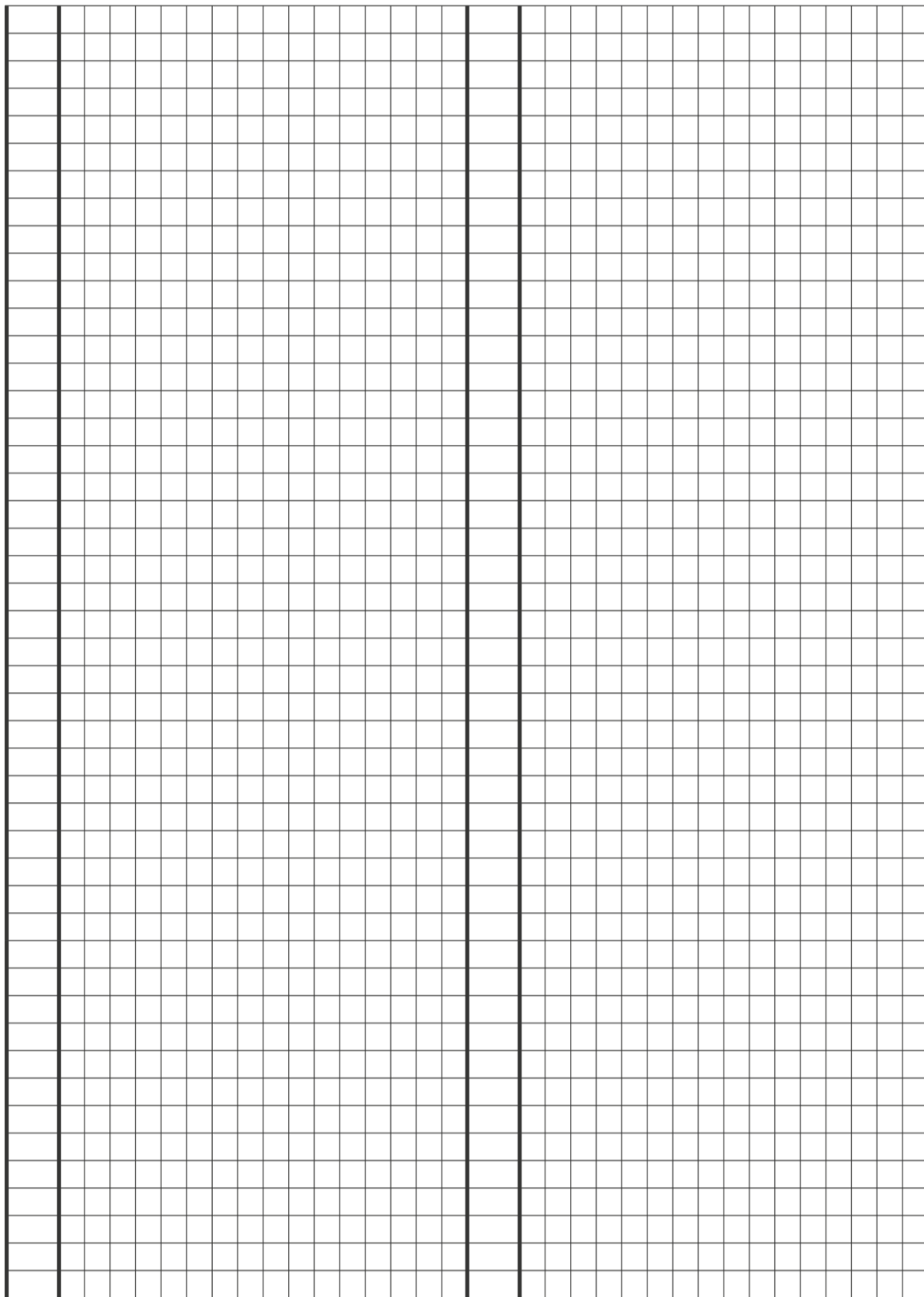## Thursday Week 4 – 2/10/25 - DT

Use week 4 from your DT KO on page 7 of your KO booklet.

1. Make notes here based on what you have learned through reading your knowledge organiser	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz
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Thursday Week 4 – Sparx Maths

Friday Week 4 – 3/10/25 - Geography

Use week 4 from your Geography KO on page 10 in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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4. Self-Quiz
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| 1. Read and make notes. | 2. Summarise to 3 bullet points. | 3. Create 5 questions in cue column. | 4. Self-quiz and mark. |

Friday Week 4 - Geography

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz
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Monday Week 5 – 6/10/25 - Science

Use week 5 from your Biology, Chemistry or Physics KO in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz
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3.
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Monday Week 5 – Sparx Maths
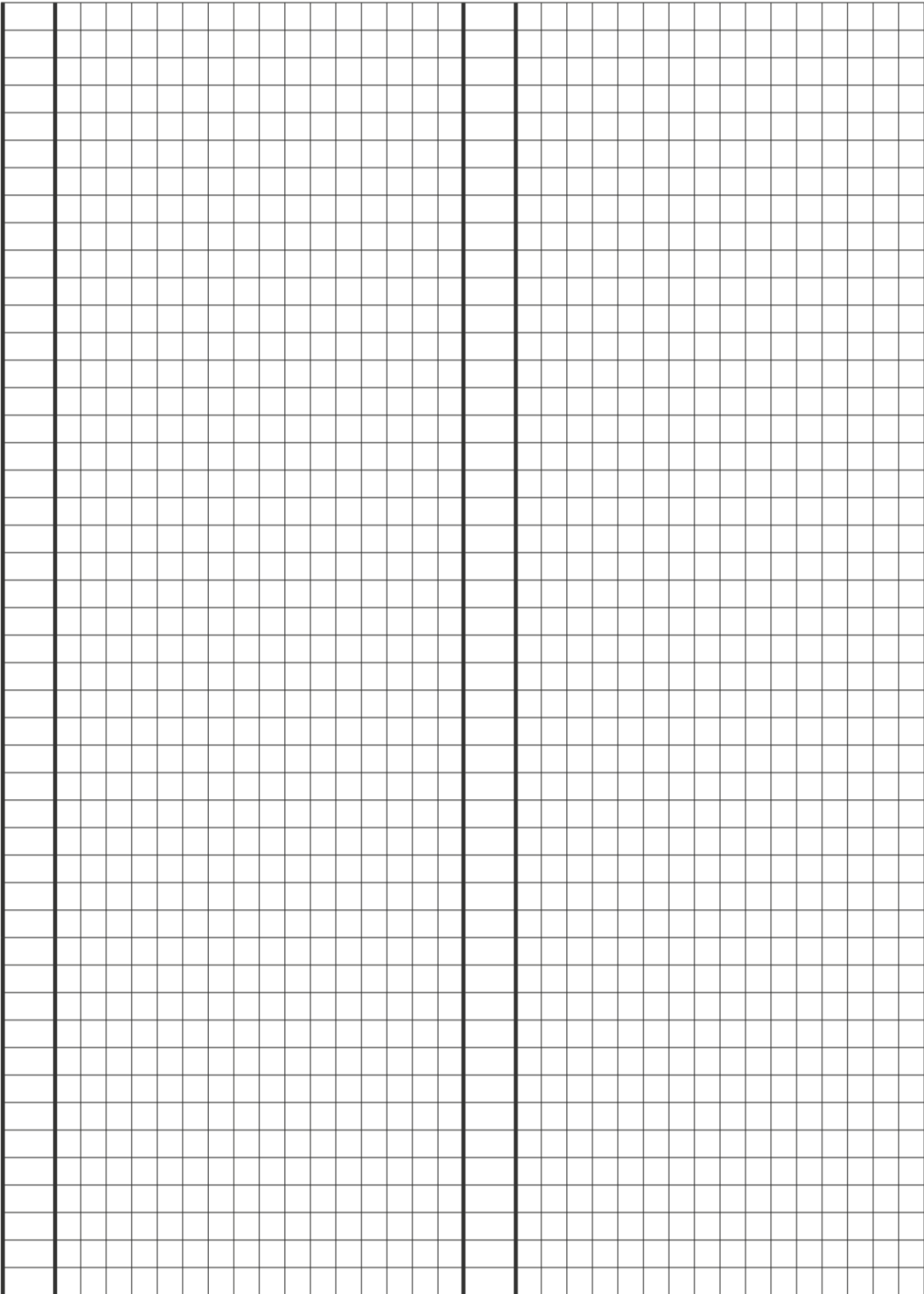
Tuesday Week 5 – 7/10/25 – Religion and World Views

Use week 5 from your Religion and World Views KO on page 29 in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz
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Wednesday Week 5 – 8/10/25 - Languages

Your homework tasks will be set on Arbor. Use your French, German, Spanish or Mandarin sentence builder to help you in your KO booklet. If appropriate, you can use the space below to make notes or practise.

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Wednesday Week 5 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

Marian's Revolution
By Sudipta Bardhan-Quallen
2016

Marian Anderson (1897-1993) was a popular African American singer in the 20th century. In this informational text, Sudipta Bardhan Quallen discusses the obstacles Marian faced as a black singer and her great accomplishments. As you read, take notes on how Marian responded to the obstacles she faced during her career.

By 1939, Marian Anderson had performed for presidents and kings. She had been praised for having "a voice… one hears once in a hundred years." Despite her success, when Marian wanted to sing at Constitution Hall that year, she was banned[1] from doing so. The owner of the hall, an organization called the Daughters of the American Revolution (DAR), felt that Marian couldn't be allowed to sing there because she was African American.

Chosen by Music

That wasn't the first time Marian had been turned away because she was black. When she was 18 years old, she applied to music school. The clerk[2] at the desk rudely sent her home because of her race. Marian was shocked by the clerk's words. "I could not conceive of[3] a person," Marian said, "surrounded as she was with the joy that is music without having some sense of its beauty and understanding rub off on her."

"Marian Revolution" by Marian Anderson Collection, Rare Book and Manuscript Library, University of Pennsylvania, Philadelphia, PA is used with permission.

Because of segregation — the practice of keeping blacks and whites separate — the early 1900s were a difficult time for a young black woman to begin a professional singing career. But Marian was determined to sing. "It was something that just had to be done," she remembered. "I don't think I had much to say in choosing it. I think music chose me."

In 1925, Marian won a voice contest in New York, and sang with the New York Philharmonic. Still, her chances to perform in the United States were limited. To build her career, Marian traveled to Europe in 1928, where she became very successful.

A World-Class Singer Faces Racism

By 1939, Marian was a world-class singer. She returned to the United States to continue her career. But back at home, she faced racism in many ways. Segregation was still common on trains and in hotels and restaurants. No amount of vocal talent could spare[4] Marian from that.

Even concert halls were segregated, although usually that was limited to the audience. Because black performers often appeared on stage in segregated halls, Marian had no reason to think she would be turned away from Constitution Hall. She believed that musical skill would be the only factor that the DAR would consider.

At first, the DAR told Marian that the date she requested was not available. Then they told her that all of her alternate dates were booked. Eventually, the DAR upheld their policy that only white performers could appear in Constitution Hall.

A Voice for Civil Rights

When news of the DAR's policy got out, many people were outraged.[5] First Lady Eleanor Roosevelt resigned[6] from the DAR. In a letter, she wrote: "I am in complete disagreement with the attitude taken in refusing Constitution Hall to a great artist... You had an opportunity to lead in an enlightened[7] way, and it seems to me your organization has failed."

Marian believed strongly in the civil-rights movement. She knew firsthand the pain that racism caused. She understood that the way the controversy[8] with the DAR was resolved would be a milestone[9] for civil rights.

Despite public outcry,[10] the DAR would not back down and let Marian sing. With Mrs. Roosevelt's support, the Secretary of the Interior arranged a special concert for Marian, to be held at the Lincoln Memorial. Seventy-five thousand people attended. In many ways, Marian's concert was considered to be America's first civil-rights rally. That night, she took a stand against discrimination[11] and for equality. The first words she sang were: "My country, 'tis of thee, sweet land of liberty, of thee I sing."

The Open-Hearted Way

Marian realized that equality in the United States would be achieved when every person was willing to stand up for what is right. As a public figure, she felt a responsibility to set an example. After the 1939 incident, she did her part by turning down concerts for segregated audiences.

"The minute a person whose word means a great deal dares to take the open-hearted and courageous way," she said, "many others follow."

As Marian's career progressed, America changed. She performed in many prestigious[12] locations, including Constitution Hall, where she sang after the DAR changed its policies. By 1954, segregation was declared unconstitutional. The Civil Rights Act[13] was signed into law in 1964, the year Marian retired from performing. By then, many of the barriers she'd had to fight through were disappearing. Marian's farewell tour began in front of an admiring crowd at Constitution Hall.

Use this QR code to access the reading articles being read by a teacher (https://www.castleschool.co.uk/parents/homework.htm):

Thursday Week 5 – 9/10/25 - Art

You need to draw a half-portrait of a celebrity of your choice. It must be of just their head and shoulders.

Print out a black and white image of their face, cut it in half, stick one half down and draw the other.

Use pencil and tonal shading to represent colour/shadow and highlights. Use the skills you have been learning in class to support your homework. If you do not finish it after 30mins, bring what you have been able to complete.

If you want more of a challenge: Draw the whole face of the celebrity, this may take you longer than 30 minutes.

TIP!
Use a black and white image of your chosen celebrity to help you match the tones.
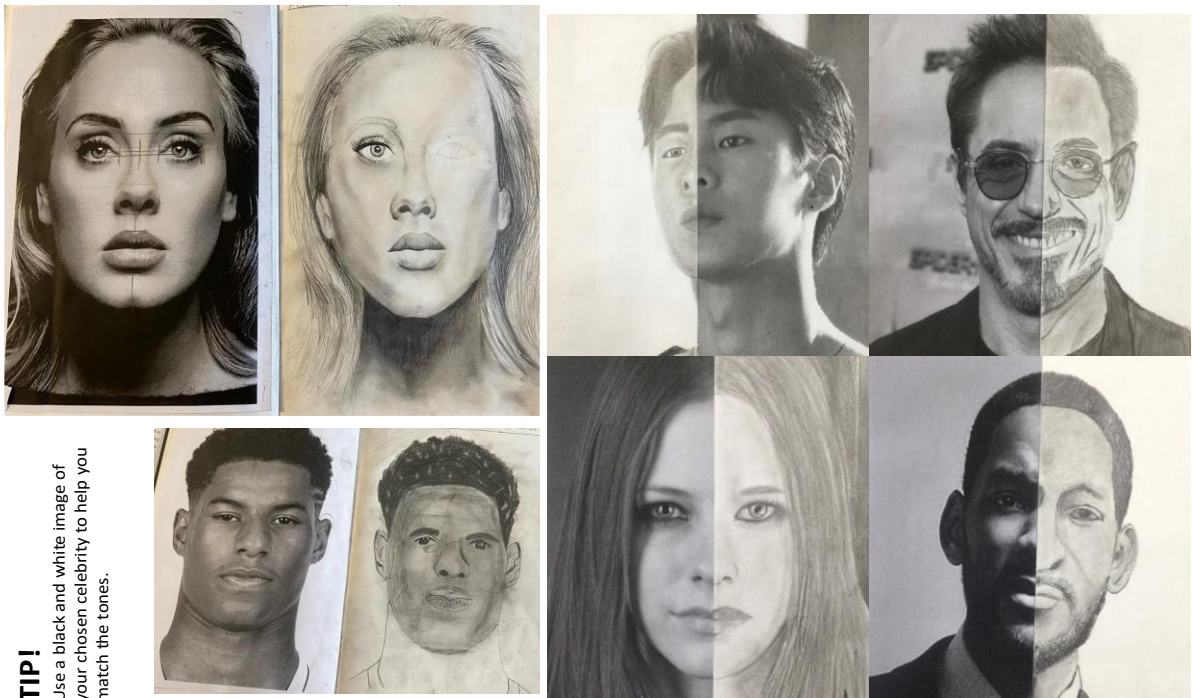
Thursday Week 5 – Sparx Maths
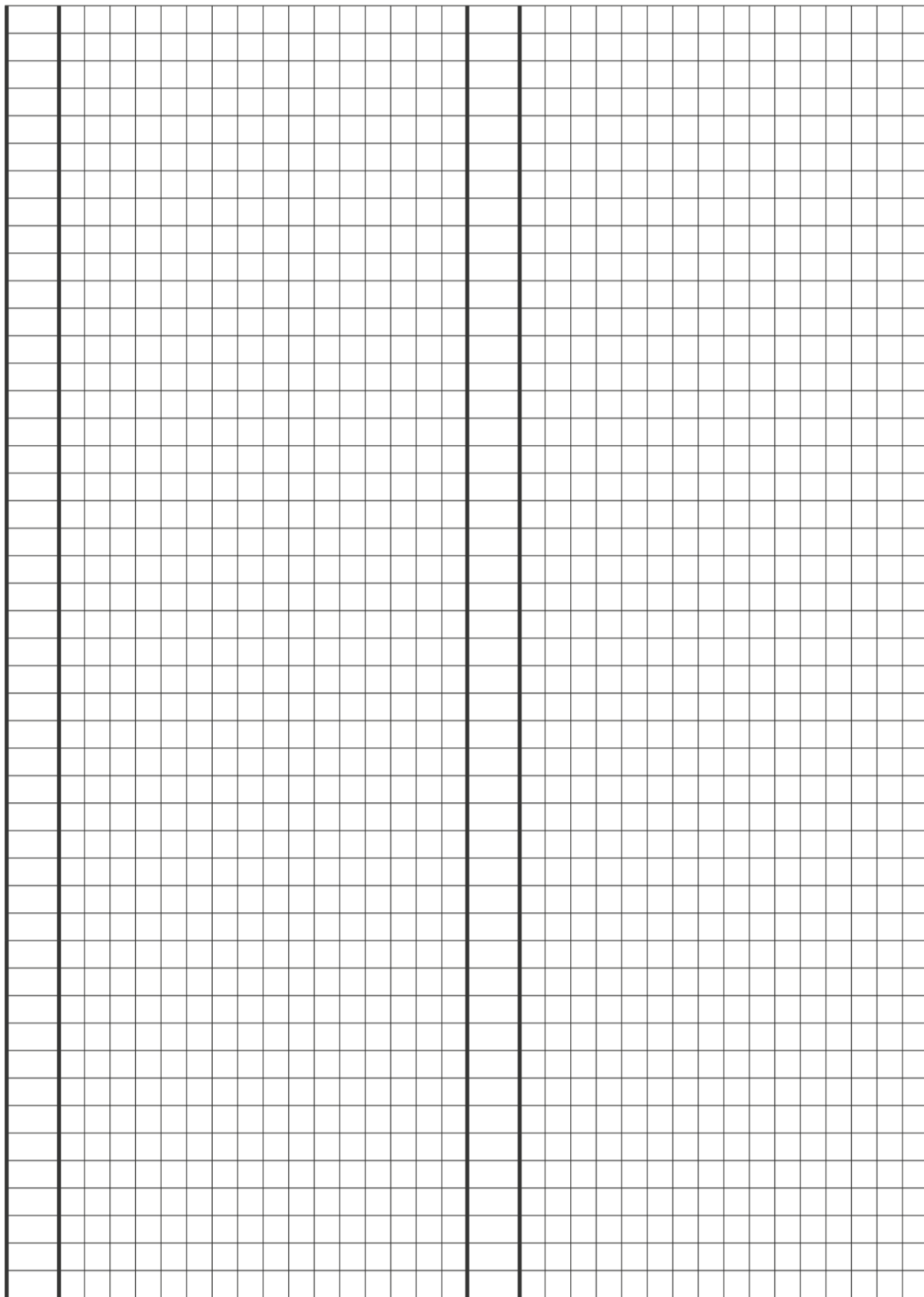
Friday Week 5 – 10/10/25 - History

Use week 5 from your History KO on page 12 in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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4. Self-Quiz

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Monday Week 6 – 13/10/25 - Science

Use week 6 from your Biology, Chemistry or Physics KO in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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4. Self-Quiz
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Monday Week 6 – Sparx Maths
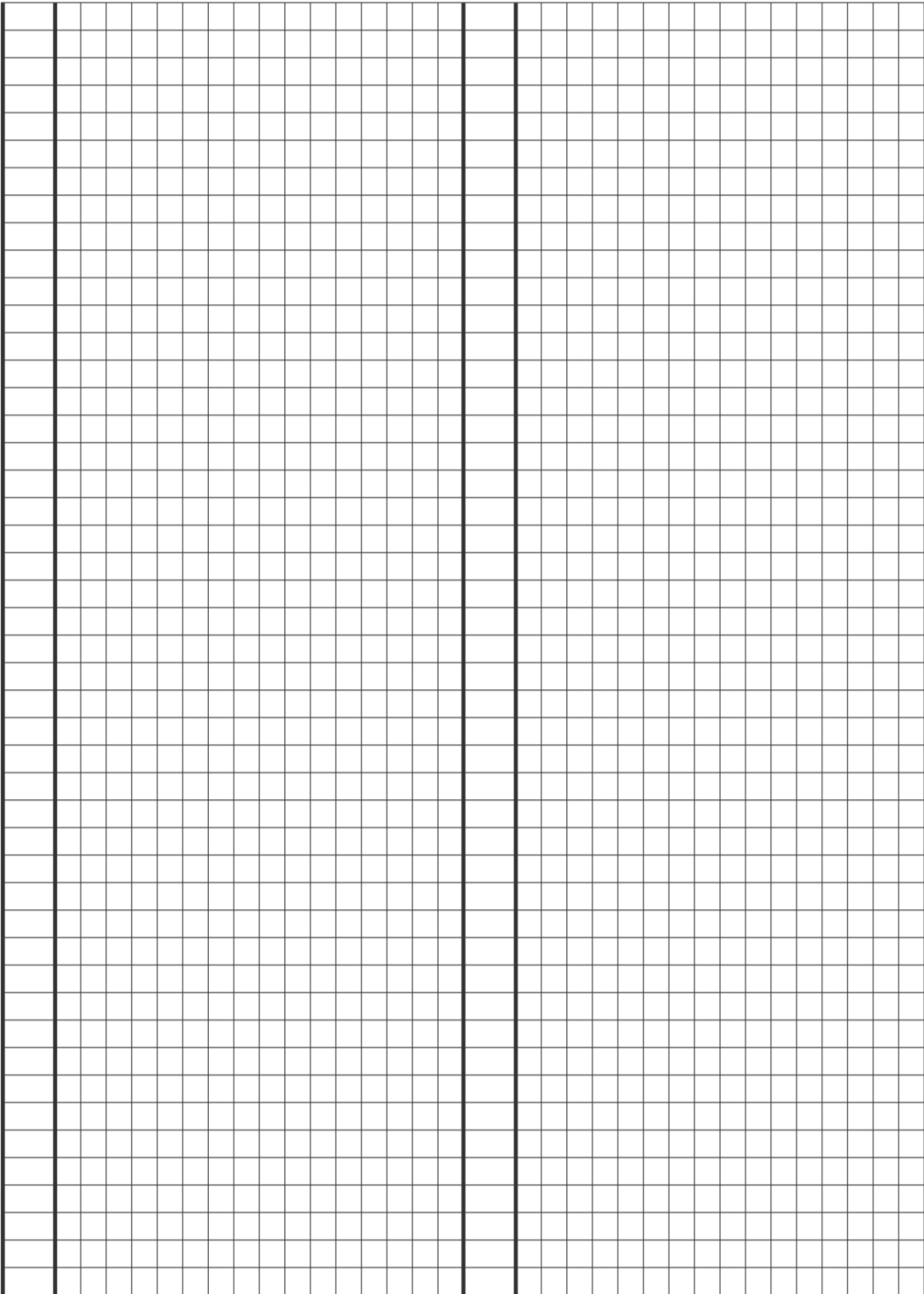
Tuesday Week 6 – 14/10/25 – Music

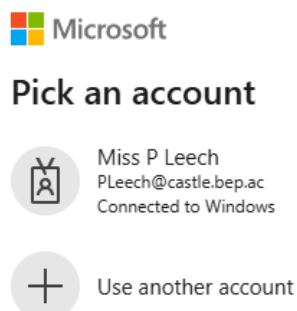Use the Music KO on pages 25 & 26 in your KO booklet.

1. Website Link:

https://portal.focusonsound.com/expired/
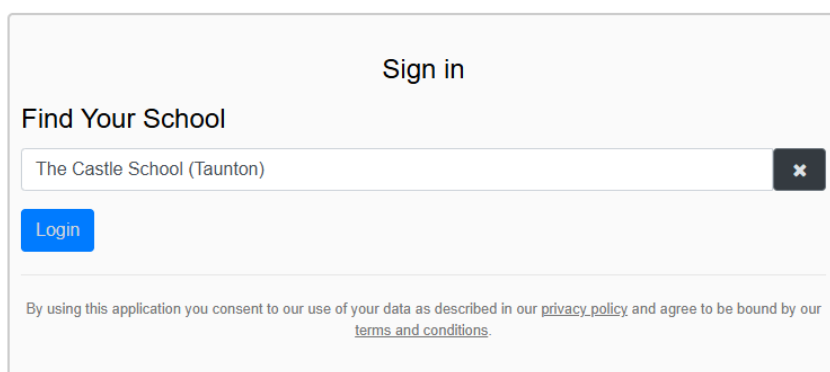
2. Click the big blue square (see below):
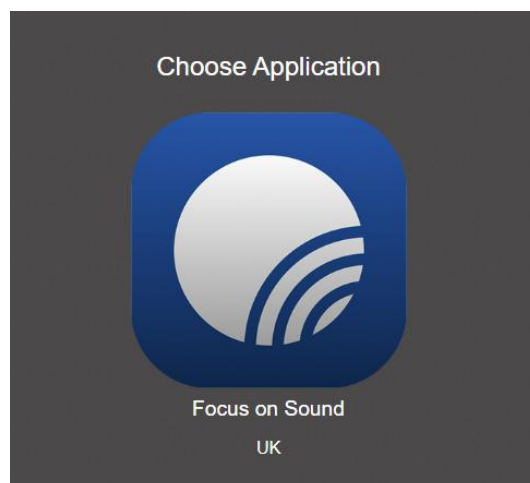
3. School Name: The Castle School (Taunton):
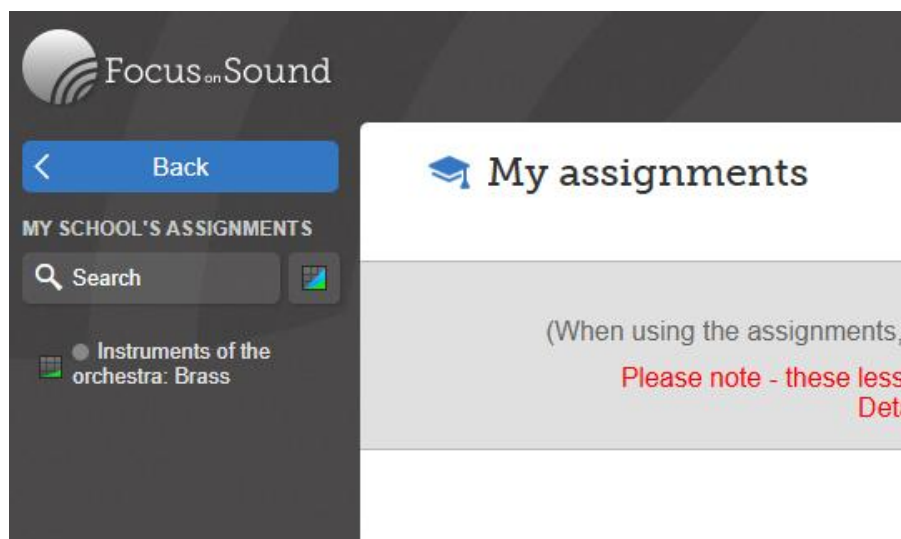

4. Log in - school username and password:

5. Click My Class:
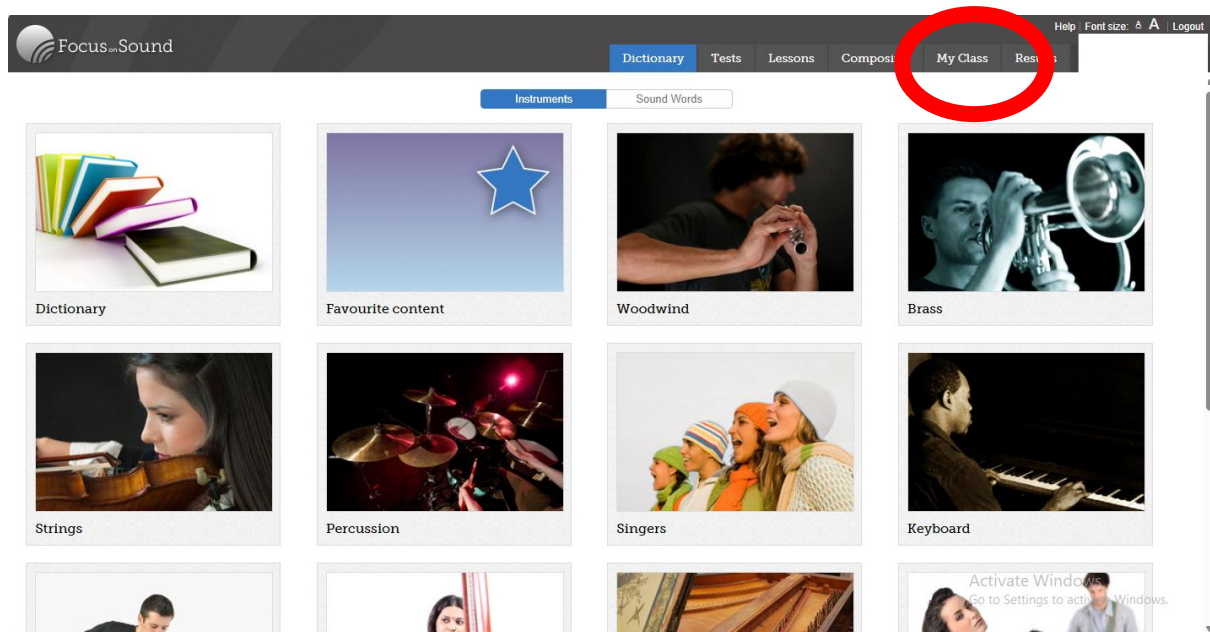
6. Click on the homework (left column):

Don't skip any pages and click all the red arrows and blue links

Wednesday Week 6 – 15/10/25 - Languages

Your homework tasks will be set on Arbor. Use your French, German, Spanish or Mandarin sentence builder to help you in your KO booklet. If appropriate, you can use the space below to make notes or practise.

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Wednesday Week 6 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

A Century of Blossoms

By Patricia A. Miller

2017

Every spring, people flock to Washington, D.C. to see the beautiful cherry blossoms blooming at the annual National Cherry Blossom Festival. In this informational text, Patricia A. Miller discusses the origins of the festival and Eliza Scidmore's contributions to it. As you read, take notes on what role Eliza played in bringing cherry blossoms to Washington, D.C.

Eliza Ruhamah Scidmore wished to turn the "old dump heaps" along the Potomac River Basin in Washington, D.C., into a beautiful park by planting Japanese cherry trees. But no one listened.

Eliza, who had grown up in the capital during the Civil War,[1] didn't want to become a mother, nurse, or teacher like other girls of her time. Instead, she became a successful writer of articles and books, earning enough money to travel the world. She also became the first woman elected to the board of the National Geographic Society. Still active today, the society is committed to exploring and protecting our planet.

"Cherry Blossoms at the Jefferson memorial" by Michael Foley is licensed under CC BY-NC-ND 2.0

In 1884, Eliza visited her brother, a diplomat, in Japan. There, she strolled through "a mile-long tunnel of [cherry] blossoms," a favorite pastime for "the million inhabitants"[2] of Tokyo.

After returning home a year later, Eliza took her cherry tree photographs to the man in charge of the Washington parks, recalling, "He listened amiably[3] and sent me on."

Not giving up, she waited four years for a new park superintendent[4] to be appointed. Eliza said, "He listened patiently and seriously to my fairy tales," but still, "nothing happened."

In 1893, she went to another park superintendent who said, "Yes! And when the cherries are ripe we would have to keep the park full of police day and night. The boys would climb the trees to get the cherries and break all the branches!"

"But these cherry trees do not bear cherries. Only blossoms," Eliza Scidmore said.

"What! No cherries!...What good is that sort of a cherry tree?"

For more than 20 years, Eliza campaigned for the planting of Japanese cherry trees. Each new park superintendent said no.

Then, in 1909, William Howard Taft became President. Eliza knew that the Tafts had visited Japan and had seen the blossoming cherry trees there.

On April 5, Eliza wrote to Mrs. Taft. Two days later, Mrs. Taft replied:

Thank you very much for your suggestion about the cherry trees. I have taken the matter up and am promised the trees, but I thought perhaps it would be best to make an avenue[5] of them, extending down to the turn in the road, as the other part is still too rough to do any planting. Of course, they could not reflect in the water, but the effect would be very lovely of the long avenue. Let me know what you think about this.

Sincerely yours,

HELEN H. TAFT

Mrs. Taft worked quickly and had all available Japanese cherry trees purchased from local nurseries.[6]

After Mrs. Taft instructed the park superintendent where to plant them, he replied, "But I have planted elm trees along that road."

"Take them up!" Mrs. Taft exclaimed.

Eliza wrote, "The eighty pioneer[7] [cherry] trees were in their places on the next Saturday afternoon."

The day after Mrs. Taft wrote to Eliza, a Japanese scientist named Dr. Jokichi Takamine happened to be visiting Washington with his diplomat friend Kokichi Midzuno.

Dr. Takamine had tried to get Japanese cherry trees planted in New York City.

But, similar to Eliza's efforts, no one listened to him.

When he heard Mrs. Taft wanted to plant even more cherry trees in Washington, Dr. Takamine asked his friend, "Will you find out if Mrs. Taft will accept 1,000 cherry trees? In fact, I had better give 2,000 trees. She will need them to make any show."

The two men met with Mrs. Taft. Soon after, she sent them a note accepting the gift of trees.

Dr. Takamine donated the trees in the name of Tokyo, Japan, to honor the city rather than himself.

Tokyo officials shipped the trees in December 1909, but U.S. inspectors found that they were infested[8] with insects and infected with diseases. All but "a few of the buggiest trees" were burned. The rest were saved to study.

When Dr. Takamine heard, he immediately paid for more trees.

Japanese officials made sure that younger, completely healthy trees were prepared. Two years later, 3,020 trees arrived in Washington, D.C.

On March 27, 1912, Mrs. Taft and the wife of the Japanese ambassador, Viscountess Chinda, planted the first two trees. Eliza Scidmore, Ambassador Chinda, and the park superintendent, Colonel Spencer Cosby, watched. Those two trees still live today.

Since 1912, millions of people have visited Washington, D.C., to see the Japanese cherry trees blooming in West Potomac Park. Children play among the petals, which fall from the trees like pink and white snow.

After decades of hard work and never giving up, Eliza Scidmore saw her dream come true. Washington, D.C., with its blossoming Japanese cherry trees, is indeed a beautiful place to visit.

Use this QR code to access the reading articles being read by a teacher (https://www.castleschool.co.uk/parents/homework.htm):

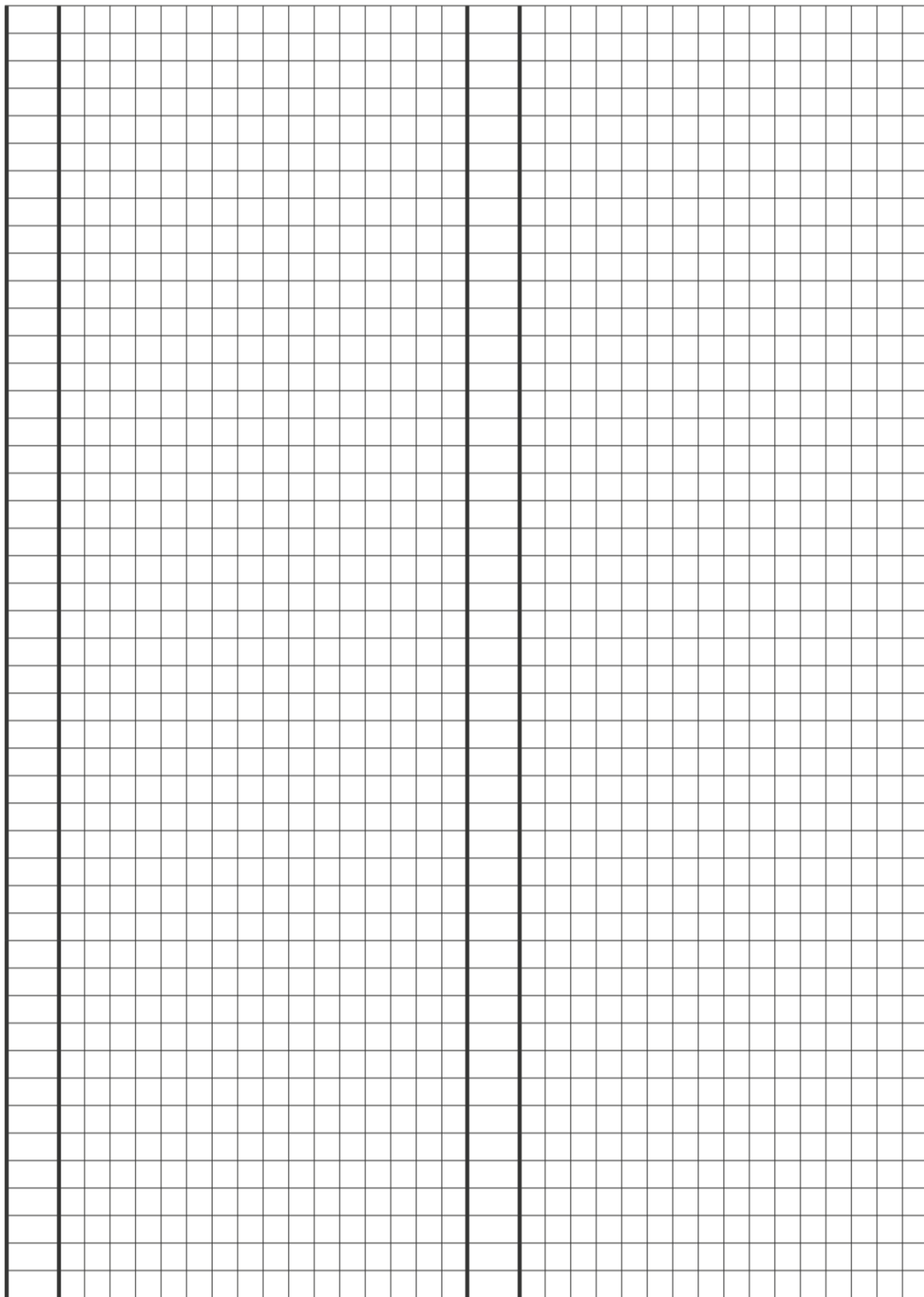## Thursday Week 6 – 16/10/25 - PSHE

Use your PSHE KO on page 27 in your KO booklet.

1. Notes	3. Cue Column (Questions)
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	2.
	3.
	4.
2. Summary	
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4. Self-Quiz
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Friday Week 6 – 17/10/24 - Geography

Use week 6 from your Geography KO on page 10 in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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4. Self-Quiz
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Friday Week 6 - Geography

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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4. Self-Quiz
1.
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