**Classroom Activities:**

This document contains a large bank of tasks, intended to bring the enjoyment of Jane Austen’s works into your classroom. We suggest a pick-n-mix approach: choose the activities that will best suit your students and remove the rest! Some of the GCSE resources may suit more ambitious KS3 students and, in turn, some GCSE students may relish the challenge of tasks in the A Level section.

The Assessment Objectives (AOs) common across exam boards for English, English Language and English Literature are here as a guide, to ensure students explore the full spectrum of skills expected by examiners.

Some of the tasks have been written with more accessible vocabulary, sentence scaffolding and formatted in larger fonts and with expanded character spacing, for those students who require additional support. Make sure to scroll through the entire document to see all the activities.

**These activities make use of The Beautifull Cassandra, from Jane Austen’s teenage writings**

**Read it here:** <https://janeaustens.house/teenage-writings/the-beautifull-cassandra/>

**Watch it here:** <https://youtu.be/fZHntsiJrCs>

**The Beautifull Cassandra KS3**

**Before reading Chapter 1 or watching the video.**

**Metaphors**

1. What animal would you choose to represent your personality?

Explain your choice.

1. What animal would you choose to represent the personality of one of your best friends?
2. Investigate the mythical creature known as the phoenix and write five bullet points.
3. Would you compare a friend or enemy to a phoenix? Explain your reason.

**After reading the text**

Put the events in the correct order

* + Cassandra puts her hat on a coachman.
  + Cassandra runs off when she does not have the money to pay the coachman.
  + She meets a viscount.
  + Her mother gives Cassanda a cuddle when she gets home.
  + Cassandra meets a friend who is a widow.
  + She goes to Hampsted and back again but does not pay the coach driver.
  + Cassandra refuses to pay for six ice creams that she eats.

On a map of London, mark the places Cassandra visits and label them in order, starting with one.

**True or false?**

* Cassandra lives in Bond Street.
* Cassandra is seventeen.
* Cassandra’s mum tells her off when she gets home.
* Cassandra was away from home for ten hours in the story.
* Cassandra eats ice-creams in Hampstead.
* There seems to be a strange atmosphere between Cassandra and the girl called Maria.
* Cassandra enjoyed her day.

Find a piece of evidence to prove or disprove at least two of the statements above.

Either complete this table as a quotation finding activity or use it to prepare for a class debate.

|  |  |
| --- | --- |
| **Cassandra is a thoughtless girl who does not regret her actions.** | |
| Yes | No |
|  |  |

|  |  |
| --- | --- |
| **Maria’s Diary** | |
| **Modern English in the 21st Century**  Describe seeing Cassandra. How did you both behave? How do you feel about Cassandra? What has caused the rift between you? | **English at the turn of the 1800s**  Now adopt some of Austen’s word choices and sentence structures to make your Maria diary entry sound as if it is part of the original text |
|  |  |

|  |
| --- |
| **Maria’s Diary** Scaffolded |
| Describe seeing Cassandra.  How did you both behave? How do you feel about Cassandra? |
| I was walking along ………………………………  I had been thinking about ………………………………………………… when I spotted …………………………………………………………….. Well, I was shocked of course, because…………………………… That Cassandra is always …………………………………………………………………………………  ………………………………………………………………………………  I bet she had been……………………………………………………………………………………  Just the other day she ……………………………………………………………………………  Next time I see Cassandra I might……………………………………………  ……………………………………………………………………………  I can’t wait to tell ………………………………………………………………………… |

**Hot-Seating Talk Show Activity**

**Drama**

Work in small groups to prepare questions for Cassandra and each of the characters that she met that day. Pick one person to play each character, and a host who will call on members of the audience to ask questions.

The Viscount Coachman Cassandra’s mother

Maria Pastry Cook

her friend, the widow Cassandra

**Monologues**

Prepare a short monologue in role as one of the characters from the story. You can make your character well-rounded by thinking about their day-to day lives in London at the turn of the 1800s.

What was their day like before they saw Cassandra?

What happened when they met Cassandra? What is their opinion of Cassandra?

**Language**

Find a short quotation in Chapter 12 that describes Cassandra’s mother.

What other linguistic technique does Jane Austen use in your quotation?

**The Beautifull Cassandra KS3 Extension/KS4**

**Language**

What structural writing techniques does Austen employ in the dedication? Select two from the list below.

parallel sentences polysyndeton asyndeton

rule of three/triad

Highlight and label these structural features in your copy of the text.

**PEE Paragraph**

Readers may infer a sense of confidence in Cassandra from Austen’s choice of verbs and use of the active voice. Select at least three verbs that convey Cassandra’s confidence to construct a PEE paragraph.

**Point**

Austen portrays Cassandra as confident and at times commanding.

**Evidence**

This is apparent when “……………………………………………………………………………”

**Explanation**

Here the verb “…………………………” implies that …………………………………

………………………………………………………………………………………………………This is reinforced by other the verbs “……………” and “……………………” elsewhere in the text.

Cassandra seems less confident later in Austen’s story. Find two contrasting sentences to exemplify how Austen alters the tone to show Cassandra’s changing feelings.

Active voice:

“……………………………………………………………..………………………………………

………………………………………………………”

Passive voice:

“……………………………………………………………………………………………………

………………………………………………………”

What type of sentence does Austen use to open the first chapter? Circle one of the choices below.

interrogative imperative declarative exclamatory

Select which tone best describes the dedication.

resigned contemplative humorous anxious confident

**KS5 Language KS5**

**Language Change Over Time**

Refer to the use of the ampersand in Austen’s short story “The Beautiful Cassandra” and comment on the changing formality of the ampersand over the centuries. Be sure to explain

* the origin of the ampersand
* when it was last used in The Times newspaper
* how it has been used in the past century
* how more recent change in the use of the ampersand in online language relates to Guy Deutscher’s theories on reasons for language change in his 2005 book, “The Unfolding of Language”.