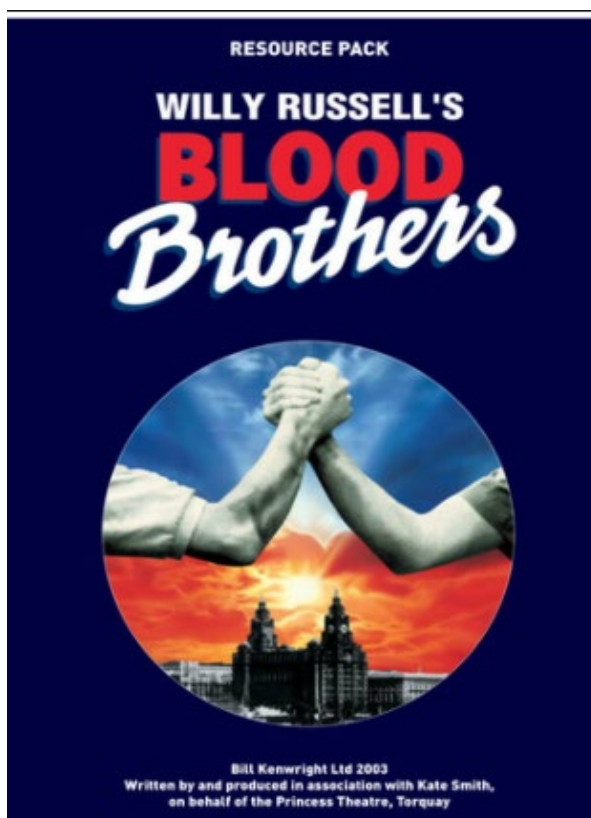


Y11 Self-isolation work – Spring Term 1

Blood Brothers Revision

We recommend re-watching Blood Brothers on Youtube before attempting this booklet. You can access it here: [Blood Brothers - Theatre Ink 2014 - YouTube](#)

There are 8 tasks in this booklet and they should take you two weeks to complete.



Week 1	Task 1 – Order the plot for Blood Brothers Task 2 – Complete the grid Task 3 – Comparison grid Task 4 – UPLOAD TO CLASSCHARTS - Key quotes	(p5 and 6)
Week 2	Task 5 – Character mind-maps Task 6 – Using knowledge organisers Task 7 – Make an essay plan Task 8 – UPLOAD TO CLASSCHARTS - Write your essay	(p12)

Task One - Order the plot for Blood Brothers. 1 - 12

Both families relocate – for different reasons.
As Mickey becomes addicted to anti-depressants, Linda and Edward have an affair.
The narrator tells the audience about the twins who were separated at birth and happened to die on the same day.
Mickey and Linda finally get together as Edward leaves for university.
Mrs Lyons fires Mrs Johnstone because of the attention she gives Edward.
Mrs Johnstone has five children and discovers she is pregnant with twins.
Mrs Johnstone tells the boys they are twins. Mickey fatally shoots Edward and the police kill Mickey.
7 years go by. The boys meet and become blood brothers.
Mickey participates in a robbery with Sammy.
Mrs Lyons agrees to adopt one of the twins and a pact is made.
Both boys get into trouble at school.
The boys ignore their mothers' reactions and spend time together, along with Linda.

Task Two - Below are some quotes about a character in Blood Brothers. Russell has us pre-judge Mrs Johnstone before we meet her. Complete the grid below with the impressions we get of her before she is even on stage.

<u>The quotes:</u>	What we can tell about the character
<p>“An did y’never hear of the mother, so cruel, there’s a stone in place of her heart?”</p>	<p>We learn the ‘mother’ is...</p>
<p>“Listen love, I’m up to hear with hard luck stories; you owe me three pounds, seventeen and fourpence an’ either you pay up today, like new, or I’ll be forced to cut off your deliveries.”</p>	<p>What do we think what about the person who does not pay the money - she is...</p>
<p>“And he was about to commit a serious crime, love. Now, do you understand that? You don’t wanna end up in court again, do y’?”</p>	<p>We learn about the mother of the naughty child...</p>
<p>“I curse the day I met you. You ruined me.”</p>	<p>What is suggested about the person who ‘ruined’ the complainant? The person is...</p>

Task Three –

Follow the link (or Google “Blood Brothers Full Text” and follow the Finchley Catholic School link) and read Page 25-26 of the PDF (page numbers on the scanned text are 37-38)

<https://www.finchleycatholic.org.uk/attachments/download.asp?file=2281&type=pdf>

Use this grid to compare how the Policeman reacts to the boys and their respective families, and what this shows about attitudes towards class. Find a quote for each section of the grid. Add comments about what these quotes suggest.

	Policeman and Mickey (p.37)	Policeman and Edward (p.38)
Reaction/ attitude to the boys' 'crimes'		
Language they use		
How they treat the boys and/or their families		
Threats/ punishment		

Task Four – Read through these key quotes – they are linked to themes. Then, choose your top ten to put in the grid on the next page. Make sure you choose quotes from a range of themes.

Childhood

“I’m gonna get a real gun, I’m gonna get an air gun!” (Sammy)

“Ey mam, why am I on free dinners?” (Kids)

“My husband he walked out on me, a month or two ago” (Mrs Johnstone)

Social Class

“If my child was raised in a palace like this one” (Mrs Johnstone)

“I could have been him!” (Mickey)

“Do we blame superstition for what came to pass? Or could it be what we the English have come to know as class?” (Narrator)

Violence

“Mam, mam, you’re dead” (Mickey)

“I’m gonna get a real gun, I’m gonna get an air gun!” (Sammy)

“You. You’re a dick head” (Mickey)

Family

“Do you wanna be my blood brother Eddie?” (Mickey)

“I love the bones of every one of them” (Mrs Johnstone)

“But children can’t live on love alone” (Mrs Johnstone)

“Edward is my son...mine!”

Blood Brothers Top 10 quotes

Quote	Meaning/Analysis/Link to context

Task Five– Complete the key character mind-maps. For each, you should include:

- 3 words to describe their personality
- 3 key events that happen to them
- 3 key quotes



Mickey



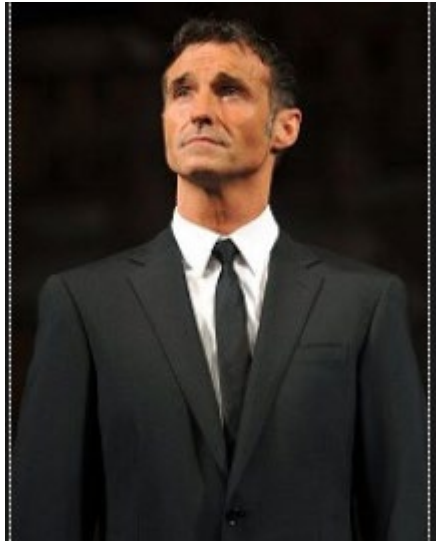
Edward



Mrs Johnstone



Mrs Lyons



Narrator



Sammy

Task Six– Use the Knowledge Organiser to add two-three key quotations to your images from the previous task.

GCSE Literature Knowledge Organiser: Blood Brothers	
Key Quotes “the mother, so cruel, there’s a stone in place of her heart” Mrs Johnstone, motherhood,	“Do we blame superstition for what came to pass? Or could it be what we, the English, have come to know as class?” superstition, social class
“never put new shoes on a table” Mrs Johnstone, Mrs Lyons, superstition	“By the time I was twenty-five, I looked like forty-two” Mrs Johnstone, social class
“Mrs Lyons shows the Bible to Mrs Johnstone” Mrs Lyons, Mrs Johnstone, superstition	“If my child was raised in a palace like this one” Mrs Johnstone, Mrs Lyons, social class
“You do know what they say about twins, secretly parted” Mrs Lyons, manipulation, superstition	“a debt is a debt, and must be paid” Narrator
“pissed off” / “you say smashing things... I will look them up in the dictionary” Mickey, Edward, social class, childhood, education	“the devil’s got your number” Narrator
“The whole thing’s just a game” childhood, violence	“the bogey man” / “the sort of thing a silly mother might say” Mrs Lyons, superstition
“it was more of a prank, really” Edward, power/authority	“he was about to commit a serious crime” Mickey, power/authority
“take a flying fuck at a rolling donut” / “it’s borin” Edward/Mickey, power, education	“bright new day, we’re goin’ away” Mrs Johnstone, hope, social class
“I’m coming too” Linda, education	“Gis a sweet!” “Gis a ciggie?” Edward/Mickey, social class
“workin’ overtime” / “I go away to university tomorrow” Mickey/Edward, education	“it’s a sign of the times, Miss Jones” Social class
“If I could stand inside his shoes I’d say, How can I compare thee to a summer’s day” Edward, relationships, education	“there’s a girl inside the woman waiting to get free” Linda
“I’d crawl back to that job for half the pay and double the hours” Mickey, class	“I grew up. An’ you didn’t, because you didn’t need to” Mickey,
“You sorted it out. You and Councillor Eddie Lyons” Mickey, Linda	“It’s just a light romance” Mrs Johnstone, Linda
“How come you got everything... an’ I got nothin’?”	“I could have been him!” Mickey, social class

Task Seven – Complete the grid to prepare for one of the exam questions below. You should select 3-4 quotations from your previous tasks and consider how they can link back to the question.

Blood Brothers exam questions

1. How does Russell use the characters of Mickey and Edward in Blood Brothers to explore ideas about class?

Write about:

- how Russell presents Mickey and Edward
- how Russell uses these characters to explore ideas about class.

2. How does Willy Russell present violence in Blood Brothers?

Write about:

- the ways violence escalates as Mickey and Eddie grow up
- how Russell presents violence up by the ways he writes

3. How does Russell present the character of Mrs Johnstone as a mother in Blood Brothers?

Write about:

- how Russell presents the character of Mrs Johnstone
- how Russell uses the character of Mrs Johnstone to explore ideas about motherhood

4. How does Russell present the character of Mrs Lyons as a mother in Blood Brothers?

Write about:

- how Russell presents the character of Mrs Lyons
- how Russell uses the character of Mrs Lyons to explore ideas about motherhood.

5. How does Russell present superstition in Blood Brothers?

Write about:

- the ideas about superstition in Blood Brothers
- how Russell presents these ideas by the ways he writes.

6. What do you think is the importance of secrets in Blood Brothers?

Write about:

- how different characters create and react to secrets
- how Russell uses the secrets to explore ideas about society and people in Blood Brothers.

Example Plan:

1. How does Russell present the character of Mickey in *Blood Brothers*?

Write about:

- how Russell presents the character of Mickey
 - how Russell uses the character of Mickey to explore ideas about class
1. Childhood – innocence, fun, humour – swearing, taboo language
“What’s a dictionary?” Lack of education because of his class and upbringing
Looks up to Sammy as his main role model – negative, foreshadows future of crime for Mickey
 2. Growing up – loses childhood quickly, Linda pregnant, loses job – forced to grow up
“I’d crawl back to that job for half the pay and double the hours” anxiety of working classes, nothing to support them, verb “crawl” shows desperation to support family
 3. Downfall and death – turns to crime with Sammy due to his desperation to support his family – prison and painkillers –
“How come you got everything... an’ I got nothin’?” Mickey to Eddie before their deaths – how a working class life has trapped and ultimately killed Mickey

Task Eight – Turn your essay plan into a written response.

Essay structure:

Introduction– Outline your main idea about the theme or characters from the question. For example: *Throughout Blood Brothers, Russell presents Mickey as...*

Use the rule of three – mention your three main ideas that link to quotations from your plan in your introduction.

For example: At the start of the play Mickey is childlike and immature (1), but he quickly loses his innocence as he has to grow up fast (2), which leads to his ultimate downfall (3).

Main paragraphs – Explain how this character or theme is shown at different points in the novel. It is usually helpful to work through the novel in chronological order. For example: *“At the start of the play, Mickey is shown to be...”*. Use exact quotes where possible.