

GRAYS TUITION CENTRE – Online Tutoring

WEEK: 12

Week Beginning: (Monday 8^h March 2021)

Subject: ENGLISH

Year: 11

Lesson Objective:

- Deepening our understanding of themes and characters and exploring analysis of these in our drama text.
- Those studying poetry- exploring our understanding of deeper meanings and themes in our poems.

Keywords/ Concepts

- 19th century.
- Exploring themes and characters in detail
- Poetry- deeper meanings.

Class Worksheets

- Character and theme questions provided.
- PowerPoints to help understand these in the greatest way possible. In class analysis of themes and characters also will be provided.

Homework Worksheets

- Given drama text activity in prep for next lesson.

Additional Notes

A Christmas Carol.

AO1

- What Scrooge's character is like in the extract and why
- What Scrooge's actions show about his character
- What Scrooge's words show about his character
- How and why Scrooge's character has changed from Stave 1

AO2

- The use and effect of speech
- Scrooge's use of emotional language and repetition and what this demonstrates about his character
- The use and effect of words such as 'light', 'happy', 'merry' and 'giddy' to describe his character and what this shows about Scrooge

AO3

- Ideas about how people can change for the better and how this is explored both in the extract and elsewhere
- Ideas about relationships with others
- Society's attitudes to changes in character and what Dickens might be saying about that
- The generic context of the text

Task 2- explore the themes below:

- Christmas.
- Social injustice
- Isolation

We will explore these in detail- bring your best ideas, include quotes, analysis and contextual factors 😊

Task 3- Character profiles. Complete the grid below for the character profile of Scrooge - after this please begin to write a detailed analytical paragraph exploring the character of Scrooge- think about the intentions of Dickens by creating this character, the meanings, and symbols.

Then use another character and do the exact same thing.

Scrooge, what is he like?

Think about what you know of him so far.

- | | | |
|----------------|-------------|----------------|
| • cheap | • giving | • nasty |
| • cheerful | • gloomy | • old |
| • childish | • happy | • pleasant |
| • cold-hearted | • joyful | • ruthless |
| • cruel | • kind | • sad |
| • depressing | • malicious | • selfish |
| • elderly | • mean | • sociable |
| • friendly | • miserable | • tight-fisted |
| • generous | • miserly | • young |

Put the words that best describe him into the chart at the bottom of the page. Then find a quotation to back up your point.

At the start of the story...	In the middle of the story...	At the end of the story...
Scrooge is... because...	Scrooge is... because...	Scrooge is... because...
Scrooge is... because...	Scrooge is... because...	Scrooge is... because...
Scrooge is... because...	Scrooge is... because...	Scrooge is... because...

Jekyll and Hyde.



How does Robert Louis Stevenson explore the duality of human nature in *Dr Jekyll and Mr Hyde*?



POINT	QUOTE	EXPLAIN
Victorian society and how this book explores its interests		
Jekyll's ideas about his personality and why he wanted to make the potion		
What actually happens when he starts to take the potion and what it leads to		
The contrasting descriptions of Jekyll and Hyde, look at the language		
Other characters of interest in the book		
How the structure of the book also has a duality		
What Stevenson's lasting moral message is: Civilisation vs Savagery? Good vs Evil? Religion vs Science?		

Task 2- explore the following themes below. Make sure you explore these in as much detail as possible- we will be talking about these as a class so ensure you bring your best points the table. Include key thematic points, quotations, analysis, exploration of characters and contextual factors.

- Theme of duality
- Science vs Religion
- Good vs evil.

Task 3-

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- Find examples of where doors and windows are important in the story. Look, for instance, at chapter one, chapter seven and chapter eight. How does Stevenson use the doors and windows? How are they connected with Jekyll's fate? Are the different exits and entrances somehow linked with Jekyll's transformation into Hyde and back again? What might they symbolise, represent, stand for? What exactly happens at each door or window?
 - Jekyll's house, pages 23/4. What does it tell us about him?
 - His laboratory, page 34. What view do we have of the world of science in the tale? How is the room described, here and elsewhere? Look at the mood established by the weather on page 55, on the way to Jekyll's house.
 - What echoes does the story have of what you know about Darwin, about Frankenstein, about Faust? Darwin is best known for his connection with the theory of evolution, which details man's development from ape-like ancestors. 'Frankenstein' was an early 19thC novel in which a scientist of that name, carried away by a determination to achieve fame through the study of secret and occult sciences, created a monster which destroyed him. Faust was a legendary philosopher who sold his soul to the devil for absolute power and knowledge while he was alive. Too late he was forced to recognise the existence of hell, which he had always doubted.
 - What impression are you given of Soho, the area in which Hyde lives? (pages 33/34)
 - Where in the story are there descriptions of the weather that contribute to the atmosphere, the mood of the tale?
 - Why does Stevenson set the events of pages 82/3 in Regent's Park?
 - What is Utterson's home like? (pages 17, 37 etc.) Does it reflect his character in any way?

N.B. All page references relate to the Penguin Popular Classics edition, 1994.

Poetry: power and conflict

Exposure:

Our brains ache, in the merciless iced east winds that knive us . . .
Wearied we keep awake because the night is silent . . .
Low drooping flares confuse our memory of the salient . . .
Worried by silence, sentries whisper, curious, nervous,
 But nothing happens.

Watching, we hear the mad gusts tugging on the wire,
Like twitching agonies of men among its brambles.
Northward, incessantly, the flickering gunnery rumbles,
Far off, like a dull rumour of some other war.
 What are we doing here?

The poignant misery of dawn begins to grow . . .
We only know war lasts, rain soaks, and clouds sag stormy.
Dawn massing in the east her melancholy army
Attacks once more in ranks on shivering ranks of grey,
 But nothing happens.

Sudden successive flights of bullets streak the silence.
Less deadly than the air that shudders black with snow,
With sidelong flowing flakes that flock, pause, and renew,
We watch them wandering up and down the wind's nonchalance,
 But nothing happens.

Pale flakes with fingering stealth come feeling for our faces—
We cringe in holes, back on forgotten dreams, and stare, snow-dazed,
Deep into grassier ditches. So we drowse, sun-dozed,
Littered with blossoms trickling where the blackbird fusses.
—Is it that we are dying?

Slowly our ghosts drag home: glimpsing the sunk fires, glozed
With crusted dark-red jewels; crickets jingle there;
For hours the innocent mice rejoice: the house is theirs;
Shutters and doors, all closed: on us the doors are closed,—
We turn back to our dying.

Since we believe not otherwise can kind fires burn;
Now ever suns smile true on child, or field, or fruit.
For God's invincible spring our love is made afraid;
Therefore, not loath, we lie out here; therefore were born,
For love of God seems dying.

Tonight, this frost will fasten on this mud and us,
Shrivelling many hands, and puckering foreheads crisp.
The burying-party, picks and shovels in shaking grasp,
Pause over half-known faces. All their eyes are ice,
But nothing happens.

To what does the title Exposure refer?

What technique is the poet using when he links the words 'fusses' and 'faces' in stanza 5?

Which literary technique is demonstrated in the line: 'Pale flakes with fingering stealth come feeling for our...'

Which phrase in stanza 6 is an example of a metaphor?

What does the word 'incessantly' in stanza 2 mean?

Which key theme is highlighted in the line 'For love of God seems dying'?

Remains:

by Simon Armitage

On another occasion, we get sent out
to tackle looters raiding a bank.
And one of them legs it up the road,
probably armed, possibly not.

Well myself and somebody else and somebody else
are all of the same mind,
so all three of us open fire.
Three of a kind all letting fly, and I swear

I see every round as it rips through his life –
I see broad daylight on the other side.
So we've hit this looter a dozen times
and he's there on the ground, sort of inside out,

pain itself, the image of agony.
One of my mates goes by
and tosses his guts back into his body.
Then he's carted off in the back of a lorry.

End of story, except not really.
His blood-shadow stays on the street, and out on patrol
I walk right over it week after week.
Then I'm home on leave. But I blink

and he bursts again through the doors of the bank.
Sleep, and he's probably armed, possibly not.
Dream, and he's torn apart by a dozen rounds.
And the drink and the drugs won't flush him out –

he's here in my head when I close my eyes,
dug in behind enemy lines,
not left for dead in some distant, sun-stunned, sand-smothered land
or six-feet-under in desert sand,

but near to the knuckle, here and now,
his bloody life in my bloody hands.

Which phrase implies that the looter might be harmless?

Which literary technique does Armitage use to show how the idea that the looter was unarmed has haunted the speaker?

What sort of language is used in this poem?

Why does the speaker try to get rid of his haunting memory?

Now compare the two poems- in terms of language, structure, form, context, and themes.

Homework:

Write 2 analytical paragraphs exploring your drama text for next lesson.

This should include quotations, context, symbols, analysis, characters, and language.

The two paragraphs could be based on a theme each, or a character each- just as you wish.

If you are studying poetry not drama, please do the same but pick a poem and do 2 paragraphs in a similar way- whether it is exploring language, or themes, or structure. You can also explore more than 1 poem if you wish.