

CLEETHORPES ACADEMY HOME LEARNING

Year 10: English Literature



We Are **CARING**

We Are **CURIOUS**

We Are **CREATIVE**

SELF QUIZZING

OUR EXPECTATIONS

- The act of self-quizzing supports retrieval. Retrieval is important because the more we revisit knowledge and ideas, the more likely we are to remember it. The more we remember, the greater sense we can make of our learning.
- You should spend a minimum of *30 minutes a night* focusing on a specific subject's retrieval activity.
- You should bring your completed work to form, every Tuesday, where your work will be checked and additional retrieval activities will be completed to support your retention of the information studied at home.
- Failure to complete the activities each week, will result in further sanctions.

WHAT YOU SHOULD DO

- Each night, select a subject to focus on.
- Read the subject's information really trying hard to remember what you have read. You might want to highlight and add your own notes to the information you have been given.
- Once you are confident that you can recall the information without having to recheck, use the following blank page to write down everything you can remember, using a black or blue pen. Don't worry if you can't remember everything
- In form time, your tutor will ask you to check through your work and use a green pen to "gap fill" any information you may have missed.
- Your tutor will also ask further questions in relation to the information you have read each week, to further support your retention of new knowledge.
- You will be rewarded with carrot points for your efforts each week.

WEEK 1

A Christmas Carol: Charles Dickens

Dickens' Life

Charles Dickens, who was born in Portsmouth on 7th February 1812 and died on 8th June 1870, is credited with being one of the greatest writers from the Victorian era. Dickens wrote '*A Christmas Carol*' in 1843, 6 years into his career as a novelist.

Similar to many other writers of his time he began his literary career as a journalist, then moved on to become a **parliamentary journalist** in 1833. As part of his job he was required to report factual events and so some have argued that the experiences he had during this time may have made him more socially aware - giving him the inspiration he needed to include numerous areas of **social commentary** within his work, such as his **exploration of poverty** within society through '*A Christmas Carol*'.



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The novella can also be read as a piece of literature which is based on the experiences in Dickens' life as it is widely accepted that Dickens was socially conscious and sympathetic towards the lower-class, ideas which are synonymous with the conclusions drawn on in the novella.

Family Life

Dickens was born into a middle-class family and due to this he had the good fortune of being sent to school, perhaps explaining the reasons behind his value of education. However, his good fortune of being sent off to school was short lived as his father came into some financial difficulties and was put in **debtors' prison**. It is interesting to note that his father, John Dickens, was a clerk just like Bob Cratchit. Also, the Cratchit house is based on Dickens' own home growing up, which may perhaps explain why the narration is sympathetic towards the Cratchit family and idealises them to such an extent.

At twelve years old Dickens was split up from his family and was sent to **Warren's Blacking Factory** to live and work by himself. In this time Dickens **endured the appalling working conditions that many of the poor faced in the Victorian times**. This experience clearly gave him another view of society as he **experienced poverty first hand** and so went on to portray this image in many of his novels. After three years at the factory, Dickens' father inherited some money and so Dickens was able to return to education. Maybe this experience highlighted the unjust inequalities of life between the rich and the poor, as Dickens was forced to work when in financial difficulty but was able to enjoy an education after receiving money.

Week 2

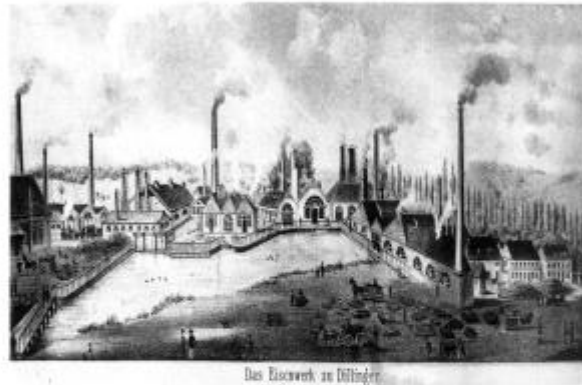
Context: The Industrial Revolution and its Impact

The Industrial Revolution

The Industrial Revolution took place between the 18th-19th century and was an event which characterised the Victorian era. Here, a large percentage of the rural population migrated from the countryside to the city to work in industry (e.g. factories) rather than agriculture.

Instead of farming being the biggest mode of production in the UK machines were worked which meant faster production of goods which meant higher profits.

Alongside agriculture, the industrial revolution also impacted the textile industry as textile production moved from the home to large factories and became more commercial. In addition to this, the need for energy to fuel the factories created a greater need for coal mining as coal was used to power the machines used in these industrial processes.



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Dickens wrote 'A Christmas Carol' in what was widely acknowledged as the **end of the Industrial Revolution**. The mechanisation of industry meant less demand for workers as machines were able to do their jobs. While this meant that Britain was going through an **economic boom**, it had a detrimental impact on the working class as it meant that they were no longer needed. In some ways, unlike the start of the industrial revolution, the end of the revolution exacerbated (meaning exaggerated) the inequalities within society. This is because it became increasingly difficult for the working class to earn enough to support themselves and their families.

Societal Impact

The Industrial Revolution had many impacts on Victorian society such as:

- **Overpopulation** - In order for people to find work they had to move away from the countryside and into the cities as this is where the industry and jobs were concentrated. This caused the formation of 'slums' or cramped housing in order to accommodate the large influx of people.
 - Within the novella, Scrooge dismisses the working class as simply the **"surplus population"** which is arguably a reference to the economist **Thomas Malthus** (read more about him in the poverty notes).
 - The cramped housing that the industrial revolution brought about is exemplified by the Cratchit household: Dickens writes that Bob Cratchit and his wife with their six children live in a **"four-roomed house"** in a distinctly **matter-of-fact tone**, perhaps to illustrate how this is a simple reality.
 - Additionally, the close quarters increased the spread of disease as people had to live very close together which meant that diseases would have spread rapidly.
- **Childhood** - The Industrial Revolution also meant that many workers were needed to run the factories and the cheapest way to do so was through **child labour**. The working age of a child started at only five years old so many children were exploited. Families needed their children to work so they could afford the cramped living conditions. As children were working this meant that most were unable to go to school.

Week 3

Stave 1 Key Quotations

“Marley was dead: to begin with.’

‘He was a tight-fisted hand at the grindstone, Scrooge!’

‘Hard and sharp as flint.’

‘Solitary as an oyster.’

‘The fog came pouring in at every chink and keyhole.’

‘His clerk, who in a dismal little cell beyond...was copying letters...’

““Are there no prisons?” asked Scrooge.’

“I can’t afford to make idle people merry.”

““If they would rather die... they had better do it, and decrease the surplus population.”

‘Meanwhile the fog and darkness thickened.’

‘Piercing, searching, biting cold.’

““I wear the chain I forged in life.”

“It was full as heavy and as long
as this, seven Christmas Eves ago. You have
laboured on it, since. It is a ponderous
chain!”

‘He tried to say, ‘Humbug!’ but stopped at the first syllable.

Week 4

Stave 2: Key Quotations

‘It was a strange figure – like a child: yet not so like a child as like an old man.’

‘It wore a tunic of the purest white.’

‘From the crown of its head there sprung a bright clear jet of light.’

“Your lip is trembling,” said the Ghost. “And what is that upon your cheek?”

“A solitary child, neglected by his friends, is left there still.”

‘A lonely boy was reading near a feeble fire.’

“Father is so much kinder than he used to be, that home’s like Heaven!”

‘He called out in a comfortable, oily, rich, fat, jovial voice.’ (Fezziwig)

“He has the power to render us happy or unhappy; to make our service light or burdensome; a pleasure or a toil.” (Scrooge talking about Fezziwig)

“Another idol has displaced me.” (Belle)

“You fear the world too much.”

“Our contract is an old one.”

Week 5

Stave 3

“Come in! and know me better, man!”

‘Its dark brown curls were long and free: free as its genial face, its sparkling eye, its open hand.’

‘Girded round its middle was an antique scabbard; but no sword was in it, and the ancient sheath was eaten up with rust.’

‘Then up rose Mrs Cratchit, Cratchit’s wife... brave in ribbons.’

“He hoped the people saw him in the church, because he was a cripple, and it might be pleasant to them to remember upon Christmas Day, who made lame beggars walk and blind men see.”

‘It was a sufficient dinner for the whole family.’

“Oh, a wonderful pudding!”

“What then? If he be like to die, he had better do it, and decrease the surplus population.”

“Mr Scrooge!” said Bob; “I’ll give you Mr Scrooge, the Founder of the Feast!”

“A place where Miners live, who labour in the bowels of the earth,” returned the Spirit.

“I am sorry for him; I couldn’t be angry with him if I tried.” (Fred talking about Scrooge)

‘They were a boy and girl. Yellow, meagre, ragged, scowling, wolfish: but prostrate, too, in their humility.’

“They are Man’s,” said the Spirit, looking down upon them. “And they cling to me, appealing from their fathers. This boy is Ignorance. This girl is Want. Beware them both, and all of their degree, but most of all beware this boy, for on his brow I see that written which is Doom, unless the writing be erased. Deny it!”

Week 6

Fred and Scrooge

<i>Scrooge Stave 1</i> "a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner!" "hard and sharp as flint" "solitary as an oyster." "He carried his own low temperature always about with him" "If they would rather die, they had better do it, and decrease the surplus population." "Are there no prisons? ... And the workhouses? ... The treadmill and the Poor Law are in full vigour, then?"	<i>Fred Stave 1</i> "A kind, forgiving, charitable, pleasant face." "Merry Christmas, uncle! God save you!" "What reason have you to be morose? You're rich enough." "Christmas time... is the only time I know of when men and women seem to open their shut-up hearts freely" "I want nothing from you; I ask nothing of you; why cannot we be friends?"
<i>Scrooge Stave 3</i> "Here is a new game," said Scrooge. "One half hour, Spirit, only one!"	<i>Fred Stave 3</i> "I mean to give him the same chance every year, whether he likes it or not, for I pity him." Who suffers by his ill whims? Himself, always." "His wealth is of no use to him." "he's a comical fellow and not so pleasant as he might be" "I am sorry for him; I couldn't be angry with him if I tried. Who suffers by his ill whims? Himself, always"

Week 7

Stave 4

‘The Phantom slowly, gravely, silently, approached.’

‘It seemed to scatter gloom and mystery.’

‘It was shrouded in a deep black garment, which concealed its head, its face, its form
and left nothing visible.’

‘Scrooge feared the silent shape so much that his legs trembled beneath him.’

“‘It’s likely to be a very cheap funeral.’”

“‘Every person has a right to take care of themselves. He always did.’” (Mrs Dilber talking about Scrooge)

‘Scrooge listened to this dialogue in horror.’

- “‘Spirit!” said Scrooge, shuddering from head to foot. “I see, I see. The case of this unhappy man might be my own.””

“‘Before that time we shall be ready with the money; and even though we were not, it would be bad fortune indeed to find so merciless a creditor in his successor.’”

“‘Let me see some tenderness connected with a death.’”

- ‘Ah, poor Tiny Tim!’

- “‘My little, little child!” cried Bob. “My little child!””

- “‘Hear me! I am not the man I was.’”

“‘I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, Present, and the Future. The Spirits of all Three shall strive within me. I will not shut out the lessons that they teach. Oh, tell me I may sponge away the writing on this stone.’”

Week 8
Stave 5

‘He had been sobbing violently in his conflict with the Spirit, and his face was wet with tears.’

“‘I am as light as a feather, I am as happy as an angel, I am as merry as a school-boy.’”

‘For a man who had been out of practice for so many years, it was a splendid laugh, a most illustrious laugh.’

‘No fog, not mist; clear, bright, jovial, stirring, cold.’

‘Oh, glorious. Glorious!’

“‘The Spirits have done it all in one night. They can do anything they like. Of course they can.’”

‘Let him in! It is a mercy he didn’t shake his arm off. He was at home in five minutes. Nothing could be heartier.’ (Scrooge welcomed by Fred)

“‘I’ll raise your salary, and endeavour to assist your struggling family, and we will discuss your affairs this very afternoon.’”

‘Scrooge was better than his word. He did it all and infinitely more.’

‘His own heart laughed: and that was quite enough for him.’

‘He knew how to keep Christmas well.’

‘And so, as Tiny Tim observed, God bless Us, Every One!’

Week 9

Assessment Definitions and Key Words

Assessment Objectives (AOs)

AO1	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none">• maintain a critical style and develop an informed personal response• use textual references, including quotations, to support and illustrate interpretations.
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they were written.

Word	Definition
<i>Convincing</i>	causing someone to believe that something is true or real
<i>Critical</i>	<i>Expressing the merits or faults of a work of literature.</i>
<i>Thoughtful</i>	<i>Showing consideration.</i>
<i>Clear</i>	<i>Easy to understand or interpret.</i>
<i>Explicit</i>	<i>Leaving no question about intended meaning.</i>

Week 10

Key Quotations: Setting

"The fog came pouring in every chunk and keyhole"

"To see the dingy cloud come drooping down, obscuring everything".

"They were a gloomy suite of rooms,"

"A solitary child, neglected by his friends, is left there still."

"I see a vacant seat," replied the Ghost, "in the poor chimney-corner, and a crutch without an owner, carefully preserved. If these shadows remain unaltered by the Future, the child will die."

"A churchyard, overrun by weeds, the growth of vegetation's death not life- a worthy place"

"I wish you could have gone. It would have done you good to see how green a place it is."

"A dismal light about it, like a bad lobster in a dark cellar"

"no fog, no mist; clear, bright, jovial... heavenly sky, sweet, fresh air"

Week 11

How Charles Dickens' *A Christmas Carol* Changed the Way the Holiday Is Celebrated – Part 1

In a world in which Christmas is widely celebrated as the most wonderful time of the year, the new movie *The Man Who Invented Christmas* might seem to be pure fantasy. The story, which centres around the journey that led English author Charles Dickens to creating *A Christmas Carol* in 1843, starts in a world in which Christmas is hardly a worthy subject for a novel.

The film explores how, following a series of flops, Dickens was ready to give up his career as a writer when inspiration struck him in the form of a Christmas tale — and how he inadvertently ended up changing the way Britain celebrated the festival forever. But how faithful is the movie, to the real events that took place?

It's certainly true that prior to *A Christmas Carol*, Christmas was a decidedly second-rate holiday in Great Britain, compared even to Boxing Day. At one time, it had been known as a lively pagan festival, for which people dressed up in costumes, but the rise of the Puritans in the mid-17th century led to a crackdown on the holiday and the licentious behaviour associated with it.

The festival fell out of favour, except in little pockets of the countryside — including the rural area where Dickens lived as a young boy before his family moved to London. Here, Dickens experienced a snowy Christmas every December 25, which presumably influenced his decision to make Christmas Day in *A Christmas Carol* a white one, a detail that helped establish snowy weather as the image of an ideal Christmas in the U.K., a notion that still exists today.

However, despite Christmas' enduring popularity in rural areas, Easter remained the main church holiday and Boxing Day the main winter holiday in Britain.

When Dickens pitched a Christmas book to his publishers, they couldn't understand why anyone would be interested in the idea. But the author had predicted a turn in the yuletide. Queen Victoria had recently married the German Prince Albert, who brought the Christmas tree over from Germany, and the idea of the festival being a time for family and celebration was gradually seeping back into public consciousness.

Week 12 Week 12

How Charles Dickens' *A Christmas Carol* Changed the Way the Holiday Is Celebrated – Part 2

The publication and instant popularity of *A Christmas Carol* became part of a series of factors that helped raise Christmas' status over the course of that decade. "Dickens had no notion of what the festival would become today, but he was clearly onto something," Les Standiford, who wrote the book on which the movie is based, told TIME. "He even went on to write four more Christmas books but none were even nearly as successful as *A Christmas Carol*."

As the movie explores, Dickens was not only popular in Britain but in the United States too, which is why *A Christmas Carol* generated excitement over the festival across the pond too. However, as *The Man Who Invented Christmas* lightly touches upon, Dickens' tour of the U.S. in the early 1840s, on the back of the success of novels such as *Oliver Twist*, did not go so well. "He was very excited about his U.S. tour; he knew that he had thousands of American readers and an appetite for his books was very lively," said Standiford. "However, when he got over there, he found it far rougher than he was used to in England."

Despite the failure of his first tour, Dickens returned to the U.S. for a reading tour in the late 1860s, following the enormous popularity of *A Christmas Carol* overseas. "The tour was a resounding success for all," said Standiford. "Before *A Christmas Carol*, you'd never ask questions about the meaning of Christmas, and we now ask it all the time," said Coyne. "I think that's because of what Dickens' book suggests. It has this magical idea that in spite of all our differences, we can make something good happen — something which, in this day and age, it's important to remind ourselves of."

