

# Home-School Learning Collaboration – KS3 Literature – 19<sup>th</sup> Century Prose

<b>Topics in this cycle:</b> Strange Case of Dr Jekyll and Mr Hyde	<b>Taught:</b> Spring 1	<b>Year Group:</b> 9
Key knowledge/concepts to be learnt ('Tell me about....')		Websites/blogs/YouTube links and further reading to deepen and consolidate learning
<p><b>What repression is.</b></p> <ul style="list-style-type: none"> <li>• <b>Define</b> the word <i>repression</i>.</li> <li>• <b>Describe</b> an example of repression in the modern world.</li> </ul> <p><b>What duality is.</b></p> <ul style="list-style-type: none"> <li>• <b>Define</b> the <i>duality</i>.</li> <li>• <b>Describe</b> an example of duality in another text you've read or film/show you've watched.</li> </ul> <p><b>Victorian attitudes towards morality.</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> some of the beliefs Queen Victoria instilled in British society under her reign.</li> </ul> <p><b>Victorian society was a Christian society.</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> some ways the church influenced daily Victorian life.</li> </ul> <p><b>Key features of the urban gothic genre.</b></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> features of the urban gothic genre.</li> <li>• <b>Explain</b> how the urban gothic genre came to be.</li> </ul> <p><b>About the industrial revolution and consequences for those living in cities in the 19<sup>th</sup> century</b></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> why the industrial revolution had an impact on cities.</li> <li>• <b>Identify</b> problems the industrial revolution created for those living in cities.</li> </ul> <p><b>The fears of scientific discovery and the supernatural held by Victorian society.</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> why scientific discoveries caused fear in Victorian society.</li> <li>• <b>Identify</b> some Victorian beliefs about the supernatural.</li> </ul> <p><b>The different biblical/religious allusions in the text: Satan's downfall, Cain's heresy &amp; Belshazzar.</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> each biblical/religious allusion.</li> <li>• <b>Describe</b> how each one appears in the text.</li> </ul> <p><b>What key motifs such as doors, darkness and violence symbolise within the text.</b></p> <ul style="list-style-type: none"> <li>• <b>Define</b> the term <i>motif</i>.</li> <li>• <b>Describe</b> different moments in the novella where you come across these motifs.</li> </ul> <p><b>How the following themes unfold throughout the text: scientific discovery, anonymity, crime, repression, duality, reputation and silence and secrecy.</b></p> <ul style="list-style-type: none"> <li>• <b>Define</b> the term <i>theme</i>.</li> <li>• <b>Describe</b> different moments in the novella where you come across these themes.</li> </ul>		<p>British Library articles – searching from the Romantics and Victorians portal: <a href="https://www.bl.uk/romantics-and-victorians/">https://www.bl.uk/romantics-and-victorians/</a></p> <p>Documentary on 'The Birth of Horror' <a href="https://www.youtube.com/watch?v=b04aSxzD4Xo">https://www.youtube.com/watch?v=b04aSxzD4Xo</a></p> <p>Ian Ranking documentary on the text <a href="https://www.dailymotion.com/video/x8muu98">https://www.dailymotion.com/video/x8muu98</a></p> <p>BBC Bitesize links for the text <a href="https://www.bbc.co.uk/bitesize/topics/z8642p3">https://www.bbc.co.uk/bitesize/topics/z8642p3</a></p> <p>There are several different film / television adaptations available either for free or at a cost on streaming sites. However, there are very few truly faithful versions. Feel free to watch a selection and consider why it might be a difficult text to translate into film or television.</p>

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Key Vocabulary and Definitions To Be Learnt		What Will the Assessment Look Like?
anonymity (n)	when other people do not know who you are or what your name is	The way we assess at KS3 is currently undergoing changes due to the introduction of the November and June assessment weeks.
depravity (n)	completely evil or morally unacceptable	
<b>dual narrative (n)</b> dyoo-uhl / nar-uh-tiv	A story that is told from two different perspectives.	As the assessment weeks have a traditional 'Language' focus (exploring writer's methods / using methods in your own writing), students will sit a more formal assessment as well, at the end of this unit, to gauge how individuals and the cohort access the 'Literature' element of the curriculum.
duality (n)	having two of something or two parts	
epistolary (adj)	written in the form of a letter or a series of letters	The assessment will include the retrieval of key knowledge linked to the study of Victorian literature, short responses to support with comprehension of the assessment extract, and an essay style question asking students to explore how a key theme is presented by the author, in a short extract and across the text.
<b>foreshadow (v)</b> fohr-shad-oh	To show or say that something will happen in the future.	
<b>gothic (adj)</b> goth-ik	characterized by an environment of fear, the threat of supernatural events, and the intrusion of the past upon the present	Students will be awarded a BASE level for their work.
heresy (n)	a belief that disagrees with the official principles of a particular religion	
<b>ideology (n)</b> ahy-dee-ol-uh-jee	A set of beliefs on which a political or economic system is based, or which strongly influence the way people behave.	
juxtaposition (n)	To put things together, especially things that are not normally together, in order to compare them or to make something new.	
metaphor (n)	A way of describing something by referring to it as something different and suggesting that it has similar qualities to that thing.	
morality (n)	beliefs or ideas about what is right and wrong and about how people should behave	
narrative perspective (n)	the point of view that a story is told from	
<b>pathetic fallacy (n)</b> puh-thet-ik / fal-uh-see	Giving human emotions to objects of nature; for example, referring to weather features reflecting a mood.	
personification (n)	Representing a thing or quality/idea as a person, by giving it human characteristics.	
repression (n)	when someone does not allow themselves to express feelings or desires which they are ashamed of	
reputation (n)	the opinion that people have about someone or something because of what has happened in the past	
simile (n)	Describing something by comparing it with something else, using 'as' or 'like.'	
Subconscious (n)	subconscious feelings, desires etc are hidden in your mind and affect your behaviour, but you do not know that you have them	
<b>supernatural (n)</b> soo-per-nach-er-uhl	Something that is impossible to explain by natural causes, and therefore seeming to involve the powers of gods or magic.	
<b>third person limited narrator (n)</b> thurd / pur-suhn / lim-i-tid / na-rey-ter	A narrator who only 'follows' one character - their actions and feelings. The story is only revealed by following this character.	
urban gothic genre	A branch of gothic fiction which reflects the anxieties of urbanization by representing the relationship of the individual to the city	
vehicle (n)	The text, character or thing a writer uses to express and spread ideas, opinions or comparisons.	
		Family Learning Opportunities
		<ul style="list-style-type: none"> <li>Create flashcards on key quotations / concepts from the text and test each other. <ul style="list-style-type: none"> <li><a href="#">Leitner Flashcard method</a></li> </ul> </li> <li>Have a debate with your family about whether or not Dr Jekyll was justified in his work.</li> <li>Practice the art of letter writing, as the characters in the novella used to communicate with each other. You could write letters to relatives, or you could even communicate with each about your day, through letters!</li> </ul>