




The Writing World of Dickens (181-1870) (Year 7)

Our big learning ideas and context		Dickensian features	
i. Writers are not just story tellers; they can be advocates for social change. ii. Literature offers us a window into worlds that are in ways very different to our own. iii. As a writer, you need to carefully craft writing, making careful choices about words and sentences.		12. Connotations	The ideas or feelings which a word creates for a person in addition to its literal meaning.
Biggest idea:	How does Dickens present the theme of childhood in his writing? Childhood was being stolen by poverty. Children were forced to grow up quickly and were vulnerable to exploitation. He also sends a warning to society that dehumanizing children leads to dangerous adults.	13. Metaphors	A metaphor is a figure of speech that symbolically represents an object, place, or concept by comparing it to a different object, place, or concept <i>e.g. You are my sunshine.</i>
1. Context	The writer's life; where the story is set; when the story is set; when the writer is writing.	14. Similes	Comparing one thing to another with the words <i>like</i> or <i>as</i> .
2. Industrial revolution	A system of agriculture and farming that was replaced by the manufacture of goods and produce in factories. (1760-1840)	15. Symbol	Something that stands for something else.
3. Victorian	The period in which Queen Victoria was ruled (1837-1901)	16. Abstract nouns	Nouns that refer to an idea or a concept or a feeling These are likely to be connotations.
4. Dehumanise	View and treat someone like they don't have the qualities that make them human beings.	17. Concrete nouns	Nouns you can physically touch or see- they impact one of our 5 senses These are very unlikely to be connotations.
5. Coal	Coal is a black or brown rock that, when burned, releases energy in the form of heat. It became important in the Industrial Revolution of the 19th and 20th centuries, when it was primarily used to power steam engines, heat buildings and generate electricity.	18. Repetition	When words, phrases or ideas are repeated for emphasis
		19. Colour imagery	When a writer uses colour to represent something outside of its literal sense. An emotional state or event or character is attached to a colour. E.g. Red is often used in gothic literature to symbolise passion, aggression and intensity.
6. Miners	Miners work deep underground to find and extract coal.	20. Zoomorphism	Animal attributes are imposed on humans
7. Class system	The social classes of this era included the Upper class (aristocracy) , Middle class , and lower class	21. Sarcasm	To appear to praise something but actually mock or ridicule it
8. Social injustice	Unfairness and inequality within society.	22. Structure	Structural features like paragraphs, dialogue, sentence lengths, sentence types to present an idea.
9. Workhouse	an institution that was intended to provide work and shelter for poverty stricken people who had no means to support themselves.	23. Five senses	Using hearing, touch, sight, smell, taste to create vivid impressions for the reader.

10. Exploit	Make use of in a way considered unfair or underhand/take advantage of unfairly	Some learning specific terminology	
11. Poor Law system	A system of providing 'charity' to the poor by giving them housing in workhouses and feeding them.	24. Bildungsroman	A special kind of novel that focuses on the psychological and moral growth of its main character, from his or her youth to adulthood
Misconceptions – an idea that is incorrect because it is based on incorrect thinking or understanding.		25. Didactic	Intending to teach, particularly about morals.
		26. Lexical field	Refers to vocabulary that is related by topic. For example the words rain, windy, fog, cold, clouds, umbrella, rain, sunshine, storm and stormy can be grouped in the lexical field the weather.
Connotations and word associations are the same thing		27. Word associations	Words that come to mind (concrete nouns) when you say or hear a word e.g. drink: juice, liquid.
Additional notes:		28. Thesis	A statement of argument or point supported with evidence.
		29. Semi colon	Connects closely related sentences. Both sides must make complete grammatical sense. There was a great deal of social injustice during the Victorian period and little support for the poor; although the situation has improved, social inequality is still an issue in the 21 st century.
		30. Evaluative verbs	Positive and negative verbs that judge the value of something e.g. support, indicate, suggest, point out,
		31. Denounce	To declare that something is wrong or evil.

	Explanation	Dickens' view/ presentation in fiction
Industrial revolution 	A change in Britain from traditional agricultural life and hand production methods to the use of heavy machinery, powered by burning coal.	Dickens highlighted the evils of industrialisation and exposed the terrible working/ living conditions faced by the mill workers.
Poor Laws/ workhouse 	The poor law amendments of 1834 removed all support for people living in poverty – apart from the workhouse. Workhouses were deliberately cruel and harsh environments where families were separated.	Dickens denounced the workhouses, exposing the gratuitous cruelty and greed of those involved in the system. He also warned that dehumanising children would lead to dangerous adults.
Pickpocket gangs 	Children became part of large gangs controlled by adults. They were taught how to steal and bring the stolen goods back to their 'protector' who then sold on the stolen property..	Dickens drew attention to the exploitation of vulnerable children drawn into criminality, showing how childhood was being stolen by poverty.



Things expert readers think about as they read...



What happens at each stage of the story?
How does it begin?
How does it end?

Who is telling the story?
First person or third person?



Where is the action taking place?
What is it like?



Who are the main characters?
What are they like?



What is the mood/
atmosphere like?
Does this change at any point?

Are any words/
images particularly interesting/
important?
Why?



What can I infer beyond what the writer has told me?



Is there any symbolism? Does an image or detail in the text represent something bigger?



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i. Writers are not just story tellers; they can be advocates for social change. ii. Literature offers us a window into worlds that are in ways very different to our own. iii. As a writer, you need to carefully craft writing, making careful choices about words and sentences.		10. Desolate	uninhabited and giving an impression of bleak emptiness. Completely lonely and unhappy.
Biggest idea:	How does Dickens present the theme of childhood in his writing? Childhood was being stolen by poverty. Children were forced to grow up quickly and were vulnerable to exploitation. He also sends a warning to society that dehumanizing children leads to dangerous adults.	11. Vulnerable	exposed to the possibility of being attacked or harmed, either physically or emotionally.
1. Indifference	Society was indifferent (unbothered) by the suffering of children.	12. Perpetual	Never ending and never changing e.g. perpetual darkness
2. Dawkins	Dickens shows how poverty stole childhood via Dawkins' character – he behaves like a man despite still being a child.		
3. Pickpocket gangs	Children became part of a large gang controlled by adults. They were taught how to steal and bring the stolen goods back to their 'protector who then sold on the stolen property.	13. Punch Magazine	A British weekly magazine of humour and satire established in 1841.
4. Social Injustice	Unfairness and inequality within society.	14. Bildungsroman	A special kind of novel that focuses on the psychological and moral growth of its main character, from his or her youth to adulthood
5. denounce	To declare that something is wrong or evil.	15. Contrast	What are the differences between two or more things?
		16. Caricature -	A representation of a person that is exaggerated for comic effect.
6. expose	To reveal the truth about something or someone.	17. Physical manifestation	Physical manifestation - when writers describe a character's physical appearance to reveal aspects of their personality.
7. dehumanise	View and treat someone as though they don't have the qualities that make them a human being.		

8. Sympathy	To feel sorry for someone because of their situation.	18. Appositive	An appositive is a noun or a noun phrase that renames the noun next to it. E.g. "The boy, an avid sprinter, raced ahead to the finish line."
9. Child Labour	Child labour refers to the exploitation of children through any form of work that deprives children of their childhood, interferes with their ability to attend regular school, and is mentally, physically, socially and morally harmful. Such exploitation is prohibited by legislation worldwide.		
		Dickensian features	
		1. Mood	How a writer depicts the setting and other events to make the reader feel a certain way.
Misconceptions – an idea that is incorrect because it is based on incorrect thinking or understanding.		2. Atmosphere	How places and settings make the reader feel – closely related to mood.
		3. Text structure	What information is contained in the extract? What are the sentence lengths? Does this change in the extract? How have clauses been used?
Connotations and word associations are the same thing		4. Semi-colon	Connects closely related sentences. Both sides must make complete grammatical sense. There was a great deal of social injustice during the Victorian period and little support for the poor; although the situation has improved, social inequality is still an issue in the 21 st century.
<u>Additional notes:</u> Great Expectations follows the childhood and young adult years of Pip an orphan and blacksmith's apprentice. He suddenly comes into a large fortune (his great expectations) from a mysterious benefactor and moves to London where he enters high society. The moral theme of Great Expectations is quite simple: affection, loyalty, and conscience are more important than social advancement, wealth, and class.		<u>Additional Note:</u> The Paradise Carpet by Jamila Gavin: <i>The Paradise Carpet</i> is a short story that explores a group of child slaves that are forced to attempt to weave a lavish carpet for a wealthy gentleman.	



Rhetoric and persuasion

3 appeals of RHETORIC



ETHOS

Credible

Expertise

Trustworthy



PATHOS

Emotive

Appeals

Sincere



LOGOS

Logical

Facts

Reasonable



Persuasive structure

Character (ethos) – Create an appealing impression of yourself -greet audience - tell a relevant anecdote



Setting (logos) – Set the background – contextualise the topic within history- share some facts



Rising action (logos/ pathos)- Explain why the topic is so important. What will happen if things don't change?



Climax (pathos) – a compelling emotional point



Falling action – shift the tone to positive and hopeful. What can be achieved if we change?



Ending – What final thing do you want your audience to do?

Vocabulary:

Tenacious: Someone who keeps a firm hold of something

Specious: superficially plausible but actually wrong

Anachronism: has no place in the modern world

Insidious: Subtly destructive or damaging

Gratuitous: with no good reason

Advocate: someone who argues strongly for something

counter argument-

the ability to anticipate the opposite view or perspective and challenge it in a respectful and effective way

There are those who argue that...
But this is a specious argument because...



Rhetorical figures and language devices



ALLUSION

Making a link between your ideas and a person or story from Greek mythology



ANTITHESIS

Pairing opposites words/ ideas in a sentence



QUESTIONING

Asking your audience questions can force them to think about their own views and ideas



ANECDOTES

Telling short stories can help you to appear knowledgeable and appeal to audience emotions



EMOTIVE WORDS

Sadness
Sympathy
Joy
Shock
Anger
Optimism



SYLLOGISM

Presenting two linked facts and drawing an apparently logical conclusion