



What should I already know?

I have read and analysed poems before and have some basic understanding of some poetic terminology. I have used basic inference and deductions skills and have been able to select evidence from a text.

What will I know by the end of the unit?

I will be able to identify a wide range of poetic techniques and comment on their effects. I will make inferences and deductions making clear reference to the texts. I will learn new vocabulary and through understanding the context in which it is used to apply it in a range of tasks. I will be able to compare within and across texts drawing out similarities and differences and evaluating both texts. I will be able to make comment on the language choice, structure and grammatical features of a text, exploring the impact and effectiveness. I will explore a whole novel using inference and deduction to explore a novel in greater depth. I will examine the structure of the text, examining characterisation, setting and plot. I will be able to comment on these, selecting relevant information from the text to support my ideas and opinions. I will explore in depth an author's use of language and how it presents meaning and affects the reader's understanding. I will be able to comment on what I have learnt in a detailed essay on the text, making comparisons across and between texts. I will know how cultural events can shape a narrative.

Vocabulary

Simile	A simile is a figure of speech that directly compares two things which uses 'like' or 'as'. <i>The stars were as bright as diamonds. He was as fast as lightning. She was like an angel.</i>
Metaphor	A metaphor is a figure of speech that directly refers to one thing by mentioning another. <i>The stars were diamonds in the sky. She was an angel.</i>
Personification	Personification is the technique of giving human characteristics to a non-human. <i>The car complained as the key was roughly turned in its ignition. The chair groaned as the teacher sat down.</i>
Alliteration	Alliteration is the deliberate repetition of identical initial consonant sounds in successive or closely associated syllables within a group of words. <i>She sells seashells by the sea-shore.</i>
Pathetic Fallacy	Pathetic fallacy is a technique where human emotions are attributed to things found in nature that are not human. It is a kind of personification. <i>The leaves danced. The clouds were sullen in their movements.</i>
Pathos	Pathos appeals to the emotions of the audience and elicits feelings that already reside in them. It's an attempt to make the reader feel something.
Hyperbole	Hyperbole is the use of exaggeration of language. <i>He's running faster than the wind. My mum will kill me when I get home.</i>
Connotation	Connotations are a set of words that have similar meaning to an original word. Childish, childlike and youthful are all homophones. However, the connotations of the words are different. Childish and childlike suggest that the person is immature whereas youthful implies the person is energetic and lively.
Stanza	A stanza is the term we now use to describe a verse in poetry.
Caesura	Caesura is a piece of punctuation in the middle of a line of poetry, creating a pause in rhythm.
Enjambment	Enjambment is a line of poetry which does not contain a piece of punctuation at the end and it runs into the next line.
Meter	Meter is a measured pattern of rhyme accents in poetry.
Rhyming Couplet	A rhyming couplet is when two lines of poetry rhyme and have the same meter as each other.
Inequality	Inequality is when people are treated unequally.
Poverty	Poverty is not having enough material possessions or income for a person's needs. A person may experience poverty socially, economically, and politically.
Social Justice	Social Justice is justice in terms of the distribution of wealth, opportunities, and privileges within a society.
Orphanage	An orphanage was a residential home, or group home, devoted to the care of orphans and other children who were separated from their biological families.



Front Cover



Key Information

Dickens' writing criticised economic, social, and moral issues in the Victorian era. He showed compassion and empathy towards the vulnerable and disadvantaged people in English society. As a result, he helped to bring about several important social reforms. Dickens' deep social commitment and awareness of social issues come from his traumatic childhood, where his father was imprisoned for debt, and he was forced to work in a shoe-blackening factory at 12 years old. In his adult life, Dickens developed a strong social conscience and empathised with the victims of social and economic injustice.

In 'Oliver Twist', Dickens draws attention to the deprivation of the lower classes in England, the appalling way that paupers were treated, and the conditions that they were forced to endure. He also highlights the extent of crime in the city of London (particularly London's criminal street gangs) and the way that the law dealt with such an issue. Dickens also explores ideas about charity and the importance of compassion towards the poorer classes through the characters of Mr Brownlow and Miss Maylie. Dickens also conveys ideas about retribution through the resolution of the novel where the bad characters are punished.

Key Characters

Oliver: He is a 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.

Mr. Bumble: The man who runs the workhouse and gives Oliver his name. He is 'a fat man' who enjoys power and doesn't care about the people beneath him.

Noah Claypole: A 'malicious and ill-conditioned' boy who bullies Oliver at the undertakers. He eventually runs away to London and joins the same gang as Oliver.

Fagin: An old man who runs the gang of pickpockets. He seems kind but his 'villainous-looking and repulsive face' reflects his selfish nature as he gets young boys to do his dirty work for him.

Jack Dawkins (The Artful Dodger): A young boy who introduces Oliver to Fagin's gang who has 'all the airs and manners of a man'. He's confident and cunning.

Bill Sikes: A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.

Nancy: Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.

Mr. Brownlow: A wealthy older gentleman who takes Oliver in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.

Homework tasks

- What were living conditions like in a Victorian Workhouse?
- Research task: what was the industrial revolution? Was this a positive change?
- Research some Romantic era artists and find an example of a piece of art work that you like. Write a short paragraph explaining how it reflects Romantic era ideals.
- Continue your research into Victorian London. Find out what you can about the Houses of Parliament. Who designed the building? Who built it? What is it for?
- What is mud larking and bone picking? What jobs did people do in Victorian London?
- Write a diary entry in the role of Charles Dickens. You have just found out that your father will be sent to prison and you will be removed from school. That night you write your diary.
- Prepare an argument for a spoken debate explaining the difference between bullying in the Victorian era vs. the modern day.