

YR 9 - VICTORIAN (Term 1)

1837-1901

In their day, the Victorians were on the cutting edge. All the gadgets we're always improving on? The Victorians saw them being invented—things like railways, photography, electricity, & the telegraph. Okay, so the mobile phone pretty much blows the telegraph out of the water, but it was still a huge improvement on hand-delivering letters.

Why did the serialisation of novels occur?

- ❑ Money – magazines liked to drip-feed cliff hangers to increase & sustain circulation
- ❑ Writers often paid by the word – hence Dickens LOVES his adjectives

What was Dickens' social commentary centred on?

- ❑ Dickens' father was imprisoned in a Debtors' Prison & at 12 Dickens worked in a shoe-blackening factory.
- ❑ He believed in the ethical & political importance of literature & he treated his fiction as a way to start debates about moral & social reform.
- ❑ Dickens succeeded in making the Victorian public more aware of the conditions of the poor.

How do we see the Victorian moral code in literature?

- ❑ Victorian moral values: sexual propriety/hard work/honesty/thrift/sense of duty & responsibility towards the less well off. The age saw a whole range of guidebooks for manners, household management, & self-improvement.
- ❑ Victorians didn't let their kids off the hook, either. What Victorian schoolchild *didn't* recite "How doth the little busy Bee / Improve each shining Hour?"

Why was Sherlock Holmes such an iconic figure?

- ❑ The growth of detective fiction - the establishment of criminal investigation departments - such as the London CID (1878) – supported this.
- ❑ The market for cheap fiction (The Education Act created a young poor readership)
- ❑ Conan Doyle introduced 'the idiot friend', 'the arch criminal' & forensic science (medical advances in this century supported this.)

How did the ragged schools & the Education Act affect literacy rates?

- ❑ Ragged Schools were started by the church and run by volunteers.
- ❑ In 1844 the Ragged School Union was formed & there were just 16 schools connected with it but by 1861 there were 176 schools in the union.
- ❑ They improved literacy for neglected children & offered food & bedding at times.
- ❑ They were seen to improve morality & prevent criminality – a key Victorian concern.

Who was Jack the Ripper?

- ❑ Between August & November 1888, the Whitechapel area of London was the scene of five brutal murders. The killer was dubbed 'Jack the Ripper'.
- ❑ All the women murdered were prostitutes, & all except for one were horribly mutilated.
- ❑ Many connected the novel 'Jekyll and Hyde' by Stevenson with the killer.

Why did the Victorian press sensationalise events?

- ❑ Curiosity which Victorians (& modern society) continue to show is fired up by scandal.
- ❑ It is/was believed that "in almost every one of the well-ordered houses of their neighbours there [is] a skeleton shut up in some cupboard" (Griffin; 67).
- ❑ This feeling encourages the reader of sensationalised texts to enjoy the weaknesses of others & that they might be found out if someone looks hard enough.

Possible types of texts

Letter

- ❑ the use of addresses & date
- ❑ a formal mode of address e.g. Dear Sir/Madam or a named recipient
- ❑ effectively/fluently sequenced paragraphs
- ❑ an appropriate mode of signing off: Yours sincerely/faithfully.

Article

- ❑ Broadsheet = formal/Local or tabloid = informal
- ❑ a clear/apt/original title
- ❑ a strapline & could use subheadings
- ❑ an introductory (overview) paragraph
- ❑ effectively/fluently sequenced paragraphs.

Leaflet

- ❑ a clear/apt/original title
- ❑ organisational devices such as inventive subheadings or boxes
- ❑ bullet points
- ❑ effectively/fluently sequenced paragraphs.

Speech

- ❑ a clear address to an audience
- ❑ effective/fluently linked sections to indicate sequence
- ❑ rhetorical indicators that an audience is being addressed
- ❑ a clear sign off e.g. 'Thank you for listening'.

Essay

- ❑ an effective introduction & convincing conclusion
- ❑ effectively/fluently linked paragraphs to sequence a range of ideas.

Reading skills

How do you know a writer is at work? How does a writer present his/her perspective?

They try to elicit (get) a particular response from the reader through their use of language/structure/form. It's often easiest to consider what emotion the writer is feeling to be able to explain perspective. E.g. When Conan-Doyle pronounces that London is a "great cesspool" he conveys both disgust & admiration for the city with his oxymoron.

How do you express your understanding of the writers' intentions & the readers' response?

e.g. *Conan-Doyle intends to amuse his readers in portraying Sherlock Holmes as confused by women in general. Sherlock's overly formal & scientific register in stating "the fair sex is your department" is intended to raise a wry smile from the reader.*

The descriptive 'rules'

No names for people

At least 5 zoom-ins

No person described for more than a paragraph

Minimum 5 senses

1-3 sentences of direct speech

Maximum 1 exclamation mark

3rd person

No thoughts

Present or past tense (not both)

Move the camera – like a film

Reading tasks

A fiction analysis & a non-fiction analysis

Writing tasks

A descriptive piece & a persuasive article

Writing skills

Why do 'text types' have rules?

Conventions or rules make it easier for the reader as the writing is in a format they expect & feel comfortable with.

What are the advantages of breaking the rules?

It often shows that you want the reader to really think differently about your content.

Grammar

Subject – person or thing that does the action in a sentence

Direct object – person/thing that has the action done to them. Kim loves chocolate

Indirect object – the person receiving the direct object. He gave the pen to Derek

Primary auxiliary verbs – to be/to have/to do – when used to help or change tense of another verb: I am running/ you were dancing

Passive voice – A clause or sentence in which the subject undergoes the action of the verb (e.g. *they were killed* instead of *he killed them*).

Active voice – A clause or sentence in which the subject does the action of the verb (e.g. *he killed them* instead of *they were killed*.)

Stretch yourself

Read 'War of the Worlds' or anything by HG Wells. Also see if you can find the link between King Arthur & the Victorians. BOUNCE BACK – MEDIEVAL.

Looking forward to next term....

Some rules were totally meant to be broken—not waiting three days before calling someone back after an awesome first date, eating dessert last..... & if you were a Modernist, well, *all* rules were meant to be broken. The Modernists definitely lived by Bender's "being bad feels pretty good" ethos.