

# YR 9 – Scholars VICTORIAN (Term 1 )

## 1837-1901

<p><i>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, &amp; 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.</i></p>
<p><b>Why did the serialisation of novels occur?</b></p> <ul style="list-style-type: none"> <li>❑ Money – magazines liked to drip-feed cliff hangers to increase &amp; sustain circulation</li> <li>❑ Writers often paid by the word – hence Dickens LOVES his adjectives</li> </ul>
<p><b>What was Dickens' social commentary centred on?</b></p> <ul style="list-style-type: none"> <li>❑ Dickens' father was imprisoned in a Debtors' Prison &amp; at 12 Dickens worked in a shoe-blackening factory.</li> <li>❑ He believed in the ethical &amp; political importance of literature &amp; he treated his fiction as a way to start debates about moral &amp; social reform.</li> <li>❑ Dickens succeeded in making the Victorian public more aware of the conditions of the poor.</li> </ul>
<p><b>How do we see the Victorian moral code in literature?</b></p> <ul style="list-style-type: none"> <li>❑ Victorian moral values: sexual propriety/hard work/honesty/thrift/sense of duty &amp; responsibility towards the less well off. The age saw a whole range of guidebooks for manners, household management, &amp; self-improvement.</li> <li>❑ Victorians didn't let their kids off the hook, either. What Victorian schoolchild <i>didn't</i> recite "How doth the little busy Bee / Improve each shining Hour?"</li> </ul>
<p><b>Why was Sherlock Holmes such an iconic figure?</b></p> <ul style="list-style-type: none"> <li>❑ The growth of detective fiction - the establishment of criminal investigation departments - such as the London CID (1878) – supported this.</li> <li>❑ The market for cheap fiction (The Education Act created a young poor readership)</li> <li>❑ Conan Doyle introduced 'the idiot friend', 'the arch criminal' &amp; forensic science (medical advances in this century supported this.)</li> </ul>
<p><b>How did the ragged schools &amp; the Education Act affect literacy rates?</b></p> <ul style="list-style-type: none"> <li>❑ Ragged Schools were started by the church and run by volunteers.</li> <li>❑ In 1844 the Ragged School Union was formed &amp; there were just 16 schools connected with it but by 1861 there were 176 schools in the union.</li> <li>❑ They improved literacy for neglected children &amp; offered food &amp; bedding at times.</li> <li>❑ They were seen to improve morality &amp; prevent criminality – a key Victorian concern.</li> </ul>
<p><b>Who was Jack the Ripper?</b></p> <ul style="list-style-type: none"> <li>❑ Between August &amp; November 1888, the Whitechapel area of London was the scene of five brutal murders. The killer was dubbed 'Jack the Ripper'.</li> <li>❑ All the women murdered were prostitutes, &amp; all except for one were horribly mutilated.</li> <li>❑ Many connected the novel 'Jekyll and Hyde' by Stevenson with the killer.</li> </ul>
<p><b>Why did the Victorian press sensationalise events?</b></p> <ul style="list-style-type: none"> <li>❑ Curiosity which Victorians (&amp; modern society) continue to show is fired up by scandal.</li> <li>❑ 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).</li> <li>❑ This feeling encourages the reader of sensationalised texts to enjoy the weaknesses of others &amp; that they might be found out if someone looks hard enough.</li> </ul>

Possible types of texts	The descriptive 'rules'	Grammar
<p><b>Letter</b></p> <ul style="list-style-type: none"> <li>❑ the use of addresses &amp; date</li> <li>❑ a formal mode of address e.g. Dear Sir/Madam or a named recipient</li> <li>❑ effectively/fluently sequenced paragraphs</li> <li>❑ an appropriate mode of signing off: Yours sincerely/faithfully.</li> </ul>	<p>No names for people</p> <p>At least 5 zoom-ins</p> <p>No person described for more than a paragraph</p>	<p><b>Primary auxiliary verbs</b> – to be/to have/to do – when used to help or change tense of another verb: I <u>am</u> running/ you <u>were</u> dancing</p>
<p><b>Article</b></p> <ul style="list-style-type: none"> <li>❑ Broadsheet = formal/Local or tabloid = informal</li> <li>❑ a clear/apt/original title</li> <li>❑ a strapline &amp; could use subheadings</li> <li>❑ an introductory (overview) paragraph</li> <li>❑ effectively/fluently sequenced paragraphs.</li> </ul>	<p>Minimum 5 senses</p> <p>1-3 sentences of direct speech</p> <p>Maximum 1 exclamation mark</p>	<p><b>Passive voice</b> – A clause or sentence in which the subject undergoes the action of the verb (e.g. <i>they were killed</i> instead of <i>he killed them</i>).</p>
<p><b>Leaflet</b></p> <ul style="list-style-type: none"> <li>❑ a clear/apt/original title</li> <li>❑ organisational devices such as inventive subheadings or boxes</li> <li>❑ bullet points</li> <li>❑ effectively/fluently sequenced paragraphs.</li> </ul>	<p>3<sup>rd</sup> person</p> <p>No thoughts</p> <p>Present or past tense (not both)</p>	<p><b>Active voice</b> – A clause or sentence in which the subject does the action of the verb (e.g. <i>he killed them</i> instead of <i>they were killed</i>.)</p>
<p><b>Speech</b></p> <ul style="list-style-type: none"> <li>❑ a clear address to an audience</li> <li>❑ effective/fluently linked sections to indicate sequence</li> <li>❑ rhetorical indicators that an audience is being addressed</li> <li>❑ a clear sign off e.g. 'Thank you for listening'.</li> </ul>	<p>Move the camera – like a film</p>	<p><b>Recap:</b> Year 7 and 8 grammar</p>
<p><b>Essay</b></p> <ul style="list-style-type: none"> <li>❑ an effective introduction &amp; convincing conclusion</li> <li>❑ effectively/fluently linked paragraphs to sequence a range of ideas.</li> </ul>	<p><b>Stretch yourself</b></p> <p>Read 'War of the Worlds' or anything by HG Wells. Also see if you can find the link between King Arthur &amp; the Victorians. BOUNCE BACK – MEDIEVAL.</p>	<p><b>Looking forward to next term....</b></p> <p>Some rules were totally meant to be broken— not waiting three days before calling someone back after an awesome first date, eating dessert last..... &amp; if you were a Modernist, well, <i>all</i> rules were meant to be broken.</p>

Sherlock Holmes	Themes in Sherlock Holmes:
<p><b>A Scandal in Bohemia:</b> The King of Bohemia engages Holmes to recover an indiscreet photograph showing him with the renowned beauty, adventuress and opera singer Irene Adler—the revelation of which would derail his marriage to a daughter of the King of Scandinavia.</p> <p><b>The Red-Headed League:</b> Jabez Wilson, a pawnbroker, consults Holmes about a job, gained only because of his red hair, which took him away from his shop for long periods each day; the job is to simply copy the Encyclopaedia Britannica. After eight weeks, he was suddenly informed that the job ended.</p> <p><b>The Five Orange Pips:</b> John Openshaw tells Holmes that in 1883 his uncle died two months after receiving a letter inscribed "K.K.K." with five orange pips enclosed, and that in 1885 his father died soon after receiving a similar letter; now Openshaw himself has received such a letter.</p> <p><b>The Man with the Twisted Lip:</b> Neville St. Clair, a respectable businessman, has disappeared and his wife claims she saw him at the upper window of an opium den.</p> <p><b>The Speckled Band:</b> Helen Stoner worries her stepfather may be trying to kill her after he conspires to move her to the bedroom where her sister had died two years earlier, shortly before her wedding. Stoner is herself now engaged, and Holmes learns that her stepfather's annuity (from the estate of his wife—Stoner's mother) would be greatly reduced if either sister married.</p>	<p>Cunning and cleverness</p> <p>Justice and judgement</p> <p>Women and femininity</p> <p>Class and society</p> <p>Respect and reputation</p> <p>Admiration</p>

## ***Jekyll and Hyde***

Strange Case of Dr Jekyll and Mr Hyde is a gothic novella by Scottish author Robert Louis Stevenson, first published in 1886. It is about a London legal practitioner named Gabriel John Utterson who investigates strange occurrences between his old friend, Dr Henry Jekyll, and the evil Edward Hyde. The novella's impact is such that it has become a part of the language, with the phrase "Jekyll and Hyde" entering the vernacular to refer to people with an unpredictably dual nature: usually very good, but sometimes shockingly evil.

The novella is frequently interpreted as an examination of the duality of human nature, usually expressed as an inner struggle between good and evil, with variations such as human versus animal, civilization versus barbarism sometimes substituted, the main thrust being that of an essential inner struggle between the one and other, and that the failure to accept this tension results in evil, or barbarity, or animal violence, being projected onto others.

In Freudian theory, the thoughts and desires banished to the unconscious mind motivate the behaviour of the conscious mind. Banishing evil to the unconscious mind in an attempt to achieve perfect goodness can result in the development of a Mr Hyde-type aspect to one's character. In Christian theology, Satan's fall from Heaven is due to his refusal to accept that he is a created being (that he has a dual nature) and is not God.

## ***Common Themes in Victorian Literature***

If one studies possibly, all the great writers of this period, you will mark three general characteristics, Firstly, literature in the Victorian age tended to come face to face with realism. This reflected more on practical problems and interests. It becomes a powerful instrument for human progress. Secondly, the Victorian literature seems to deviate from the strict principle of "art for art's sake" and asserts its moral purpose.

## ***Engels: Conditions of the Working Class***

The Condition of the Working Class in England is an 1845 book by the German philosopher Friedrich Engels, a study of the industrial working class in Victorian England. It was written during Engels' 1842–44 stay in Manchester, the city at the heart of the Industrial Revolution, and compiled from Engels' own observations and detailed contemporary reports.

After their first meeting in 1844, Karl Marx read and was profoundly impressed by the book.

In Condition, Engels argues that the Industrial Revolution made workers worse off. He shows, for example, that in large industrial cities such as Manchester and Liverpool, mortality from disease (such as smallpox, measles, scarlet fever and whooping cough) was four times that in the surrounding countryside, and mortality from convulsions was ten times as high.

Engels' interpretation proved to be extremely influential with British historians of the Industrial Revolution. He focused on both the workers' wages and their living conditions. He argued that the industrial workers had lower incomes than their pre-industrial peers and they lived in more unhealthy and unpleasant environments.

## ***War of the Worlds***

The War of the Worlds is a science fiction novel by English author H. G. Wells, first serialized in 1897 by Pearson's Magazine in the UK. Written between 1895 and 1897, it is one of the earliest stories to detail a conflict between mankind and an extraterrestrial race. The novel is the first-person narrative of both an unnamed protagonist in Surrey and of his younger brother in London as southern England is invaded by Martians. The novel is one of the most commented-on works in the science fiction canon.

The plot has been related to invasion literature of the time. The novel has been variously interpreted as a commentary on evolutionary theory, British imperialism, and generally Victorian superstitions, fears, and prejudices. Wells said that the plot arose from a discussion with his brother Frank about the catastrophic impact of the British on indigenous Tasmanians. What would happen, he wondered, if Martians did to Britain what the British had done to the Tasmanians?