

# Wednesday 12<sup>th</sup> January

**What are we learning?**

How to plan our essay on ACC

**Why?**

To prepare for our PPEs in Term 4

**Words**

Methods, form, structure, language



# English 5-a-day



- “Every idiot who goes about with a ‘Merry Christmas’ on his lips should be \_\_\_\_\_ in his own pudding”



- “I’ve always thought of Christmas as a good time; a kind, forgiving, \_\_\_\_\_, pleasant time”



- There sat a jolly \_\_\_\_\_...who bore a torch, in shape not unlike Plenty’s horn”



- “But they were happy, grateful, pleased with one another, and contented with the \_\_\_\_\_”



- “I will \_\_\_\_\_ Christmas in my heart”

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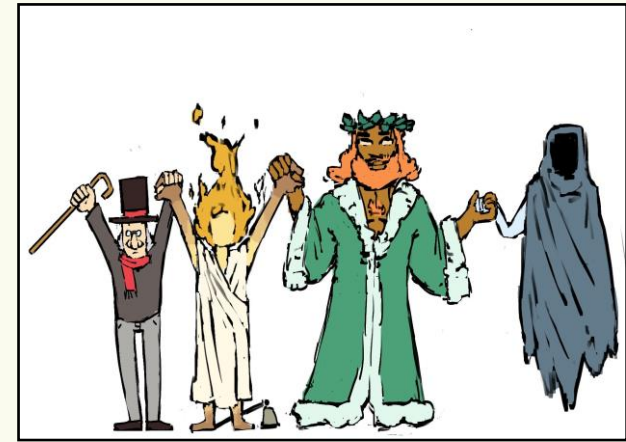


- “I will honour Christmas in my heart”

# Plot

When we study a text we are always thinking about these things.

# Characters



## Form

a novella  
a ghost story

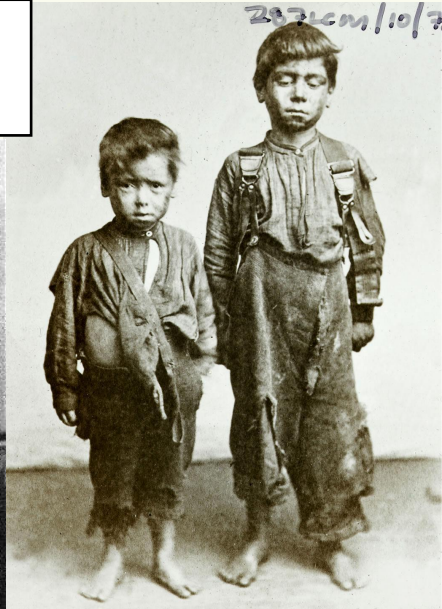
## Structure

Carols and five staves  
Three ghosts

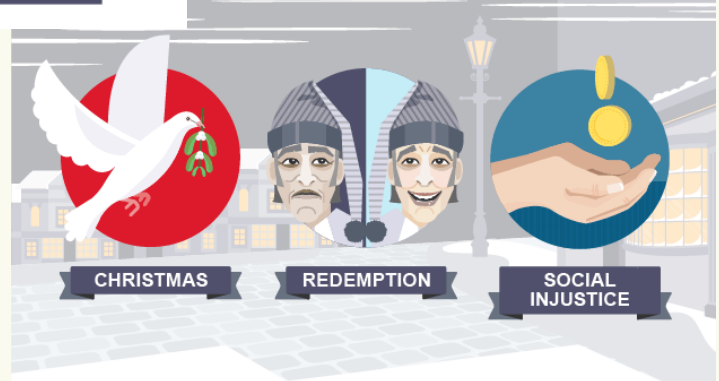
## Language

Clear narrative voice  
Simile/ metaphor/ personification  
Dialogue

# Context



# Themes





# Context: Victorian London

- Britain's status as a world political power was driven by the **Industrial Revolution**, and the economy grew rapidly between 1820 and 1873.
- **However, much of the country lived in poverty.** Poor Victorians would put children to work at an early age, or even turn them out onto the streets to fend for themselves. In 1848 an estimated **30,000 homeless, filthy children lived on the streets of London.**
- **This poverty led to exploitation by employers and factory owners.**
- The **1834 Poor Law** introduced **workhouses** for the poor. The Poor Law was partly based on the ideas of **Thomas Malthus** who thought that population increased faster than resources unless checked.



# Context Key Points

- Charles Dickens was moved by the report about the treatment of working class people during the Industrial Revolution. He decided he must do something that would **act as a 'sledgehammer' to change things.**
- He was inspired to write the story and wrote it quickly, wandering the streets of London.
- It was published in 1843 at Christmas time.
- It was very successful (if not profitable). It reached a **mainly middle-class audience** due to the price – this was **Dickens' target audience; the people he wanted to get his message across to.**

# *A Christmas Carol – the big ideas.*



**What is the novella about? What are the main themes?**

- **Family and isolation**
- **Social injustice** - rich and poor, poverty, charity and greed
- **Redemption** - the power of the individual to change/make a difference
- **Time** – how we choose to spend it, how we can learn from the past, present and future.
- **Christmas** - as a time of goodness and joy
- The **supernatural** – ghost stories as part of a Christmas tradition – to be read aloud to an audience for entertainment
- The nature of **happiness**

# Writers' **methods** - When we discuss the writers' methods, we are referring to anything the writer does to get their ideas across:

## **Methods can include:**

- Form – what type of writing is it? Why?
- Structure – how is the text organized? Why?
- Characterisation – how characters are presented to us through physical description, action, dialogue
- **How are characters and scenes contrasted or mirrored?**
- Language – what language choices has the writer made at word and sentence level, and what techniques are used (figurative language, imagery alliteration, onomatopoeia, lists, etc)
- Anything else the writer does deliberately to have an effect on the reader.



# What are the Assessment Objectives for Literature?

<b>AO1</b>	<p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"><li>• maintain a critical style and develop an informed personal response</li><li>• use textual references, including quotations, to support and illustrate interpretations.</li></ul>
<b>AO2</b>	<p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>
<b>AO3</b>	<p>Show understanding of the relationships between texts and the contexts in which they were written.</p>

## What?

Respond to the question (make a point).

Use references (evidence) to support your ideas

## How?

**Explore the writer's methods.**  
**Explain the effect on the reader.**

## Why?

Link to the writer's big ideas and the context of the text.

1. Read the introduction which explains where the extract is from and what is happening.



English Literature - A Christmas Carol.

Spend 50 minutes on this task

In this extract from Stave 1, Fred – Scrooge's nephew - visits Scrooge in his office.

"What else can I be," returned the uncle, "when I live in such a world of fools as this? Merry Christmas! Out upon merry Christmas! What's Christmas time to you but a time for paying bills without money; a time for finding yourself a year older, but not an hour richer; a time for balancing your books and having every item in 'em through a round dozen of months presented dead against you? If I could work my will," said Scrooge indignantly, "every idiot who goes about with 'Merry Christmas' on his lips, should be boiled with his own pudding, and buried with a stake of holly through his heart. He should!"

"Uncle!" pleaded the nephew.

"Nephew!" returned the uncle, sternly, "keep Christmas in your own way, and let me keep it in mine."

"Keep it!" repeated Scrooge's nephew. "But you don't keep it."

"Let me leave it alone, then," said Scrooge. "Much good may it do you! Much good it has ever done you!"

"There are many things from which I might have derived good, by which I have not profited, I dare say," returned the nephew. "Christmas among the rest. But I am sure I have always thought of Christmas time, when it has come round -- apart from the veneration due to its sacred name and origin, if anything belonging to it can be apart from that -- as a good time: a kind, forgiving, charitable, pleasant time: the only time I know of, in the long calendar of the year, when men and women seem by one consent to open their shut-up hearts freely, and to think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys. And therefore, uncle, though it has never put a scrap of gold or silver in my pocket, I believe that it *has* done me good, and *will* do me good; and I say, God bless it!"

Starting with this extract, how does Dickens present ideas about Christmas?

Write about:

- How Dickens presents Fred in this extract
- How Dickens presents ideas about Christmas in the novel as a whole

(30 marks)

3. Read the extract and annotate it to look for methods Dickens uses.



2. Read the essay question. BUG the question to make sure you know what the theme/character focus is. Make initial notes about it.



## Mind-map the question – 15 minutes

Starting with this extract, how does Dickens present ideas about Christmas?

Write about:

- How Dickens presents Fred in this extract
- How Dickens presents ideas about Christmas in the novel as a whole

(30 marks)

Where do we see ideas about Christmas represented in the novel?  
What does Scrooge think about Christmas? Why does he think this?  
What about other characters?  
What does Dickens think about Christmas? How does he show his ideas?

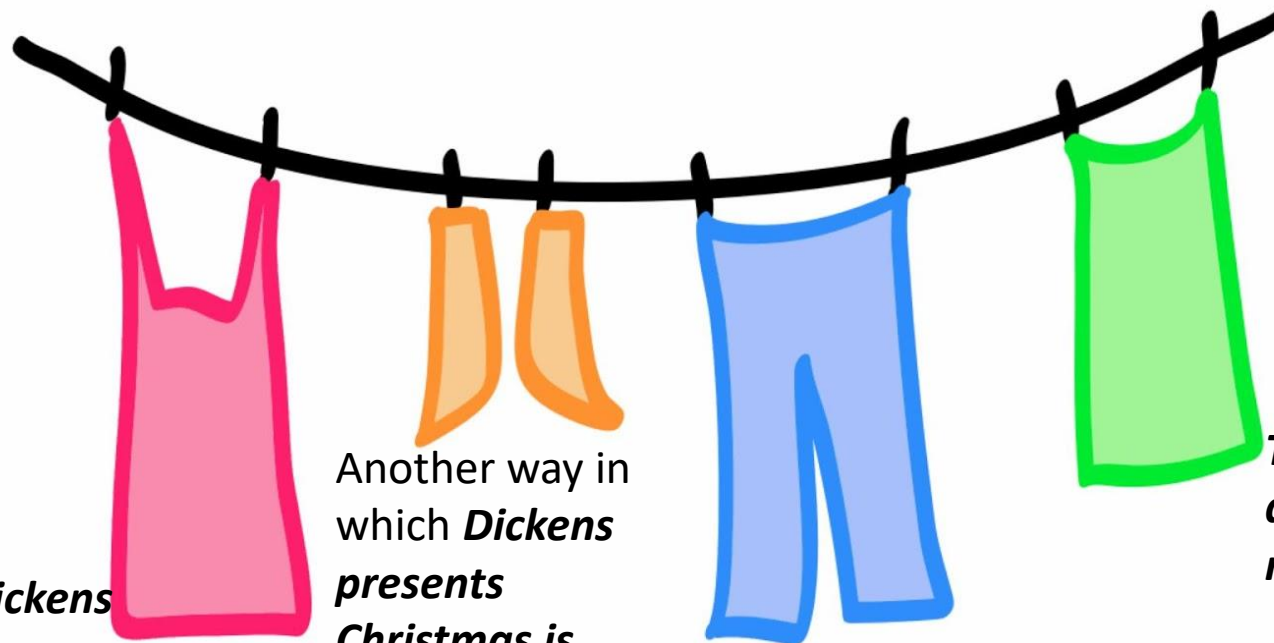
Make sure you have a clear line of argument (your **THESIS**) based on the essay question.

All of your paragraphs should link to this argument.

**Thesis** – Christmas is a key theme in the novella and is shown through characters such as ...

Mention the **name of the writer** and the **focus of the question** in each topic sentence.

In this extract *Dickens* shows us Christmas through...



Another way in which *Dickens* presents Christmas is...

*The idea of Christmas is a key theme in the novella because...*

*In the extract, Dickens uses Fred to show Christmas when...*



# Analyse the extract – 15 minutes

What is the focus of the extract?

How does Dickens present Fred and Scrooge?

How is this extract structured?

"What else can I be," returned the uncle, "when I live in such a world of fools as this? Merry Christmas! Out upon merry Christmas! What's Christmas time to you but a time for paying bills without money; a time for finding yourself a year older, but not an hour richer; a time for balancing your books and having every item in 'em through a round dozen of months presented dead against you? If I could work my will," said Scrooge indignantly, "every idiot who goes about with 'Merry Christmas' on his lips, should be boiled with his own pudding, and buried with a stake of holly through his heart. He should!"

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How does Dickens use language or other methods to get across his message?

How does Dickens use this scene to present a dialogue about Christmas?

Now plan the structure of your essay.  
Use the bullet points.

1. Thesis statement
2. *How Dickens presents Fred in this extract*
3. *How Dickens presents ideas about Christmas in the novel as a whole*
4. Dickens' main message/context

# Writing the essay

- Dickens presents the character of ..... as
- Dickens uses ..... to .... show / epitomise ...
- Dickens explores ideas relating to ...
- In the rest of the novella we see Christmas presented as .....

# Writing the essay – paragraph topic sentences

1. *In his novella 'A Christmas Carol', Dickens conveys the message that Christmas is a time that should be celebrated. The Victorian context of the novel was a time when .....*
2. *In the extract, which is taken from the beginning of the novella, Dickens shows the contrast in attitudes to Christmas between Scrooge and Fred. Dickens presents the character of Scrooge as ...*
3. *Dickens presents the character of Fred as ....*
4. *Elsewhere in the novel, Dickens presents Christmas as a .....*



# Key terminology

*The character of ..... is presented by Dickens as the **antithesis (opposite)** of .....*

*The character of ... is the **epitome** of ....*

*The character of ... **represents** ideas about ...*

*This attitude links to the Victorian **context** of the novel. At the time that Dickens was writing .....*

*Dickens uses descriptions of warmth and light to **symbolise** .....*

*This description is **symbolic** of ....*

**Read through these paragraphs. Notice the construction and how the effect is discussed at the end of each paragraph.**

	<b>How?</b>	<b>Why?</b>	<b>Effect?</b>
<b>Clear narrative voice</b>	Dickens uses a narrative voice that offers opinions on the characters. For example 'Oh! But he was a tight-fisted hand at the grindstone, Scrooge!'	The narrative voice is entertaining and instructs the reader how to feel about Scrooge.	We trust the narrator and know instantly that Scrooge is a man who is miserly and unpleasant.
<b>Simile</b>	When Dickens first presents Scrooge he describes him as 'Hard and sharp as flint'.	The simile likens the character to something that the reader can recognise.	We see that Scrooge is tough and unbreakable.
<b>Dialogue</b>	Dickens reveals the characters through the things they say. Scrooge famously uses the words 'Bah!' and 'Humbug!' in response to Christmas wishes.	The simple words are memorable and show that Scrooge is dismissive about Christmas.	Scrooge's determination to disengage with the spirit of Christmas shows him to be bad-tempered.
<b>Personification</b>	When Dickens describes Scrooge's childhood, he uses personification to emphasise how 'merry' the sound of the young boys is by saying 'the crisp air laughed to hear it!'	The sound of the boys playing and shouting is so delightful that even the 'air' is laughing.	The effect of this personification is to show how everything is affected by the good nature of the children. This contrasts with Scrooge's adult self.
<b>Metaphor</b>	The children 'Ignorance' and 'Want' are used to represent all the poor children in society: 'They were a boy and girl. Yellow, meagre, ragged, scowling, wolfish'.	The children under the Ghost of Christmas Present's cloak are a metaphor showing the effects of greed and miserliness.	The reader, like Scrooge, feels pity for these 'ragged' children and this extends to a sense of responsibility for all the poor and homeless children in society.

When we talk about writers' methods, we also need to write about the **effect** of these on the reader.

**Useful phrases for writing about methods:**

- *Dickens presents Scrooge as...*
- *This scene contrasts with Stave 1 where Scrooge was...*
- *Dickens creates a mysterious atmosphere by...*
- *Dickens uses dialogue to show Fred's character...*
- *Dickens gives the reader an overview of the city...*
- *Dickens uses cold imagery to show*
- *Dickens uses the Ghost of Christmas Spirit as a mouthpiece for his own views...*

**Useful phrases about the effect on the reader:**

- *This suggests...*
- *This implies...*
- *This helps the reader understand that...*
- *This creates empathy for Tiny Tim as...*
- *This shocks the reader because...*
- *This would have shown the Victorian audience that...*
- *Dickens reveals to the reader that...*

“It was made of cash-boxes, keys, padlocks, ledgers, deeds, and heavy purses”
“From the crown of its head there sprung a clear jet of light”
“Remove me! I cannot bear it!”
“A jolly Giant...clothed in one simple green robe, bordered with white fur”
“More than eighteen hundred”
“A hooded phantom”
“I fear you more than any spectre I have seen. But I know your purpose is to do me good”
“The spirits of all three shall strive within me”
“I will live in the past, present and future”

“Are there no prisons?”
“A kind, forgiving, charitable, pleasant time”
“Mankind was my business! The common welfare was my business!”
“Where angels might have sat enthroned, devils lurked”
“His wealth is of no use to him. He don't do any good with it”
Sends the Cratchits the “prize turkey”
“Allow me to ask your pardon”
“I will raise your salary, and endeavour to assist your struggling family”

“I wear the chain I forged in life”
“I made it link by link, and yard by yard, and girded it of my own free will”
“Mankind was my business!”
“If that spirit goes not forth in life, it is condemned to do so after death”
“He sat down and wept, to see his poor forgotten self as he used to be”
“Another idol has displaced me; a golden one”
“Another creature, quite as graceful and as full of promise, might have called him father”
“They are Man's. The boy Ignorance, the girl is Want”
“He frightened us away when he was alive, to profit us when he was dead!”
“Overrun by grass and weeds...a worthy place”



“Every idiot who goes about with a ‘Merry Christmas’ on his lips should be boiled in his own pudding”

“What’s Christmas but a time for paying bills with no money, for finding yourself another year older and not an hour richer”

“I’ve always thought of Christmas as a good time; a kind, forgiving, charitable, pleasant time”

“A time when men and women open their shut-up hearts freely”

“It has done me good, and will do me good, and I say God bless it!”

“Keep it? But you don’t keep it!”

There sat a jolly Giant...who bore a torch, in shape not unlike Plenty’s horn”

“But they were happy, grateful, pleased with one another, and contented with the time”

“Brave in ribbons”

“I will honour Christmas in my heart”

“Hard and sharp as flint”

“Solitary as an oyster”

“A tight-fisted hand at the grindstone”

“I should like to say a word or two to my clerk”

“He begged like a boy”

“Say he will be spared”

“You would deprive them of their means of dining every seventh day”

“I fear you more than any spectre I have seen. But as I know your purpose is to do me good, lead on, Spirit”

“He was so fluttered and so glowing with his good intentions”

“I will raise your salary, and endeavour to assist your struggling family”

“I can’t afford to make idle people merry”

“They had better do it, and decrease the surplus population”

“Many thousands are in want of common comforts”

“A poor excuse for picking a man’s pocket every twenty-fifth of December!”

“The clerk’s fire was so small, it looked like one coal”

“Mrs Cratchit, dressed in a twice-turned gown, brave with ribbons”

“Nobody would have dared say it was a small pudding for such a large family”

“Shaking hands with every person individually”

“He has the power to render us happy or unhappy”

“The boy is Ignorance, the girl is Want. Beware them both, but most of all beware this boy”

“I want nothing from you; I ask nothing of you; why cannot we be friends?”

“She died a woman, and had, I think children...your nephew”

“Shaking hands with every person individually”

“Another creature, quite as graceful as this one, might have called him father”

“But they were happy, grateful, pleased with one another”

“Nobody would have said it was a small pudding for such a large family”

“Begged like a boy” to stay at Fred’s family party

“He lay in a dark empty house, with not a man, woman or child to say that he was kind to me”

“He was at home in five minutes”

“To Tiny Tim, who did not die, he was a second father”