

GCSE (9-1) ENGLISH LANGUAGE

Teacher's Guide: 19th Century Texts

Dual Identity/Appearance

Instructions and answers for teachers

These instructions should accompany the OCR resource

'GCSE_Eng_Lang_19Century_Identity/Appearance_worksheets' which supports OCR GCSE (9-1) English Language and GCSE (9-1) English Literature.

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ENGLISH LANGUAGE

Student Worksheets: 19th Century Texts

Dual Identity/Appearance

Activity 1


a) Read the Jane Eyre extract and/or The Strange Case of Dr Jekyll and Mr Hyde extract.

Find the quotations that relate to the mental and physical states of Jane Eyre, Mr Hyde and Dr Jekyll and write them in the table below:

Character	Mental state	Physical state
Jane Eyre		
Mr Hyde		
Dr Jekyll		

- Which quotations are examples of antithesis?
- Why is it difficult to separate the descriptions of Mr Hyde's mental and physical state?

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Activity 1

Learning objectives:

English Language

AO1:

- identify and interpret key themes, ideas and information
- respond to text written in a language, structure and style that may be unfamiliar to them.

AO2:

- explain and illustrate how vocabulary and grammar shape meaning
- analyse how the writer uses language to influence readers' opinions
- pay attention to detail using linguistic and literary terminology accurately
- comment on how language and structure contribute to the effectiveness and impact of a text.

English Literature

AO1:

- demonstrate the ability to read at a literal level and also explore deeper implications.

AO2:

- explain and illustrate how vocabulary and grammar shape meaning
- analyse how the writer uses language to influence readers' opinions
- pay attention to detail, using linguistic and literary terminology accurately
- analyse and evaluate how form and structure contribute to the effectiveness and impact of a text.

- a) Ask students to read the *Jane Eyre* extract and/or *The Strange Case of Dr Jekyll and Mr Hyde* extract (**Learner Resources 4.1** and **4.2**). Students need to identify and pull out the quotations that relate to Jane's, Mr Hyde's and Dr Jekyll's physical and mental states and write them in the table on their worksheet.

The table below provides examples.

Character	Mental state	Physical state
Jane Eyre	Resolute, wild, free, courage, defying, stern triumph, savage, beautiful, will and energy, virtue and purity.	Powerless as stubble Overtaxed strength almost exhausted A mere reed I could bend her with my finger and thumb Brittle frame



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Character	Mental state	Physical state
Mr Hyde	The evil side of my nature, to which I had now transferred the stamping efficacy, was less robust and less developed than the good much less exercised and much less exhausted	so much smaller, slighter and younger than Henry Jekyll evil was written broadly and plainly on the face of the other Evil... had left on that body an imprint of deformity and decay.
Dr Jekyll	good shone upon the countenance of the one	good shone upon the countenance of the one

- Elicit from students which of these are examples of antithesis: most of the *Jane Eyre* examples.
- Elicit that it is difficult to separate the descriptions of Mr Hyde's physical and mental states because they are interconnected.

b) Ask students to find two metaphors in the *Jane Eyre* text:

Clue	Quotation
What does Jane compare herself and Rochester to?	I felt, at the moment, powerless as stubble exposed to the draught and glow of a furnace
What does Rochester compare Jane and himself to?	A mere reed she feels in my hand! Whatever I do with its cage, I cannot get it – the savage, beautiful creature! If I tear, if I rend the slight prison, my outrage will only let the captive loose. Conqueror I might be of the house; but the inmate would escape to heaven before I could call myself possessor of its clay dwelling place

Elicit from students that Rochester's prison/captive figurative language is an extended metaphor.

c) Ask students to identify the following literary devices in the Jekyll and Hyde extract:

- Antithesis
- Alliteration
- Metaphor
- Parallelism.

The table below gives some examples.



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Literary device	Quotation
Antithesis	Even as good shone upon the countenance of the one, evil was written broadly and plainly on the face of the other.
Alliteration	deformity and decay
Metaphor	I have observed that when I wore the semblance of Edward Hyde
Parallelism	...saying not that which I know, but that which I suppose to be most probable it had been much less exercised and much less exhausted

d) Class discussion

Now students have got to grips with the meaning of both texts, they can follow the hyperlinks in the extracts which will take them to various images. Ask students to discuss how these images relate to the themes in the texts.

Discussion around the images could include the following points:

- conflict or lack of it between people's outward appearances and internal character; how outward appearances are or aren't used in fiction as a shorthand for what's inside.
- some of the images can be used to access the metaphors in the texts, e.g. the images of Anne Hathaway and Kristen Stewart.
- American photographer Diane Arbus (1923–1971) was famed for her photographic portraits of marginal people. She could be used to contrast the ideas in *The Strange Case of Dr Jekyll and Mr Hyde* – was she celebrating/spotlighting people's physical differences? Would the people in her photos be cast in films? It may be useful to look at *The Guardian* interview with Adam Pearson, an actor born with a condition that causes tumours to grow on his face (**Learner Resource 4.4**)
- Italian painter Amedeo Modigliani (1884–1920) can be used as a springboard for discussion about eyes being windows of the soul. His stylised portraits with the blank eyes make it difficult to read, analyse or relate to the emotions of the sitters.

Ask students in what way Brontë's and Stevenson's views concur: Brontë – via Jane – says that the eye reveals the soul.

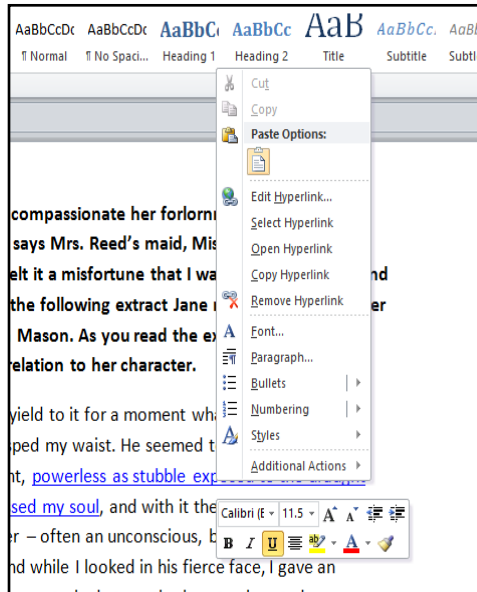
Students then remove the hyperlinks from the texts and add their own.



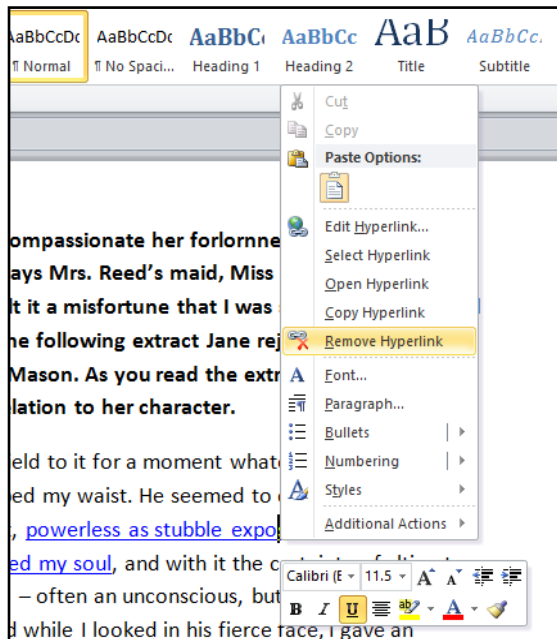
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To remove hyperlinks:

Right click on the hyperlink, so that the below drop-down menu appears.



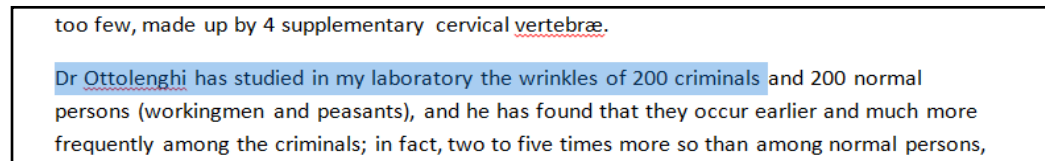
Left click on 'Remove Hyperlink'.



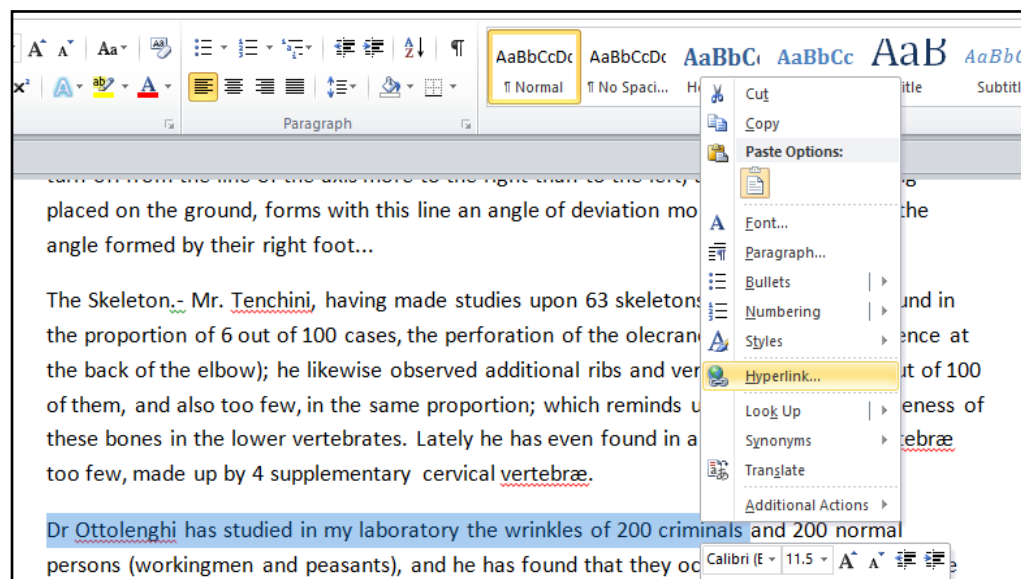
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To add hyperlinks:

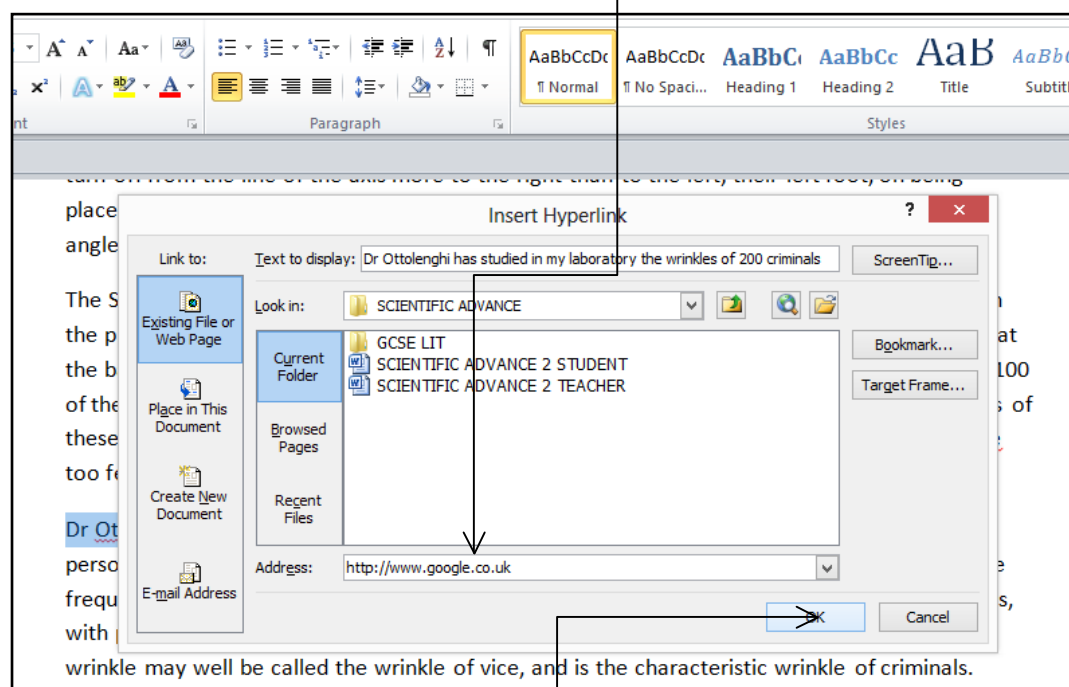
Highlight the text.



Right click on it, and then left click on 'Hyperlink'.



Paste the web address of the chosen image here.



And then click OK.



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Activity 2

Learning objectives:

English Language

AO1:

- identify and interpret key themes, ideas and information
- summarise ideas and information from texts
- respond to text written in a language, structure and style that may be unfamiliar to them
- infer meaning from a text.

AO2:

- analyse how the writer uses language to influence readers' opinions
- pay attention to detail, using linguistic and literary terminology accurately.

AO4:

- critically evaluate the impact of a text on the reader with consideration of audience and purpose
- draw inferences and interpretations from texts and justify these points of view by referring closely to evidence within the text.

English Literature

AO1:

- develop an informed personal response, justifying a point of view by referring closely to evidence in the text.

AO3:

- use an understanding of context to inform reading.

- a) Ask students to read the extract from *Illustrative Studies in Criminal Anthropology* by Cesare Lombroso (**Learner Resource 4.3**).

Students should fill in Table 1 on their worksheet: encourage students to form personal opinions about the text and to find supporting quotations.

- b) Ask students to show how Lombroso uses persuasion methods to convince us that a person's character is closely related to their physical appearance. The table below gives some suggestions.



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Method of persuasion	Quotation
It is presented as fact: the results of experiments	There is therefore amongst the born criminals a diminution in the elimination of urea; and an augmentation in that of phosphates, while the elimination of chlorides does not vary.
Persuasive adjectives	Which confirms to a marvellous degree; the beautiful discovery...
Analogy	It is enough to look at the bust of the celebrated Sicilian woman poisoner, preserved in the National Museum of Palermo, and whose face is one heap of wrinkles...
Structure	Different types of experiment point towards the same conclusion. Skeleton, walk, wrinkles all suggest criminals are physically different.

- c) This exercise asks students to compare the perspectives presented in *Jane Eyre* and *The Strange Case of Dr Jekyll and Mr Hyde* with the views expressed by Lombroso.

Compare and contrast key
SIMILAR TO LOMBROSO'S VIEWS
DIFFERENT FROM LOMBROSO'S VIEWS

For example:

Jane Eyre

His fury was wrought to the highest: he must yield to it for a moment whatever followed; he crossed the floor and seized my arm, and grasped my waist. He seemed to devour me with his flaming glance: physically, I felt, at the moment, powerless as stubble exposed to the draught and glow of a furnace – mentally, I still possessed my soul, and with it the certainty of ultimate safety. The soul, fortunately, has an interpreter – often an unconscious, but still a truthful interpreter – in the eye. My eye rose to his; and while I looked in his fierce face, I gave an involuntary sigh: his gripe was painful, and my overtaken strength almost exhausted.

The Strange Case of Dr Jekyll and Mr Hyde

And hence, as I think, it came about that Edward Hyde was so much smaller, slighter and younger than Henry Jekyll. Even as good shone upon the countenance of the one, evil was written broadly



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and plainly on the face of the other. Evil besides (which I must still believe to the lethal side of man) had left on that body an imprint of deformity and decay. And yet when I looked upon that ugly idol in the glass, I was conscious of no repugnance, rather of a leap of welcome. This, too, was myself. It seemed natural and human. In my eyes it bore a livelier image of the spirit, it seemed more express and single, than the imperfect and divided countenance I had been hitherto accustomed to call mine.

The extract from *Jane Eyre* contrasts with Lombroso's views, the examples in *Jekyll and Hyde* express views that are similar to Lombroso's.

Extension Activity

Students add their own hyperlinks to the Cesare Lombroso extract (**Learner Resource 4.3**), linking the words or phrases to images/excerpts from films/extracts from literature.

The links can either contrast with or be similar to the themes in the extract.

Activity 3

Learning objectives:

English Language

AO3:

- form connections and comparisons across texts and by doing so develop an understanding of the ideas, attitudes and values presented in them.

Ask students to read *The Guardian* interview with Adam Pearson (**Learner Resource 4.4**) and answer the questions on their worksheet. The questions could form the basis of a class discussion.



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Writing Activity

Learning objectives:

English Language

AO5:

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

- make thoughtful choices of vocabulary, grammar, form and structure to reflect particular audiences, purposes and contexts
- use the knowledge gained from wider reading to inform writing styles and language choices
- make appropriate use of information provided by others to write in different forms
- carefully select, organise and emphasise facts, ideas and key points to influence readers
- use language imaginatively and persuasively to create an emotional impact.

Ask students to imagine that they are Charlotte Brontë and they have travelled through time to deliver a speech at The Oscars.

Ask them to write a speech, from Brontë's perspective, on the prejudice shown in films towards people who are physically different.

- Students could use rhetorical devices in their speech
- Brontë could cite Pearson as an inspirational story, someone spearheading the fight against ignorance
- She could talk about what she tried to show about appearances being unconnected to the inner life of a person through her novel *Jane Eyre* over 150 years ago.



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