Character	Summary
Ebeneezer Scrooge	The protagonist. A cruel, selfish man at the beginning of the novel.
Bob Cratchit	Clerk to Ebeneezer Scrooge.
Tim Cratchit (Tiny Tim)	Bob Cratchit's disabled son.
Fred	Scrooge's nephew.
Jacob Marley	Scrooge's business partner.
Belle	Scrooge's former fiancée. She ends their relationship due to Scrooge's greed.
Mr Fezziwig	Scrooge's generous former employer.
Ebeneezer Scrooge	The protagonist. A cruel, selfish man at the beginning of the novel.
Bob Cratchit	Clerk to Ebeneezer Scrooge.
Tim Cratchit (Tiny Tim)	Bob Cratchit's disabled son.

Key vocabulary	Definition
Dehumanising	To treat someone unfairly; to treat them as though they are not a human being.
Redemption	to be saved or improved by someone or something.
Squalid	Dirty or unpleasant.
Inferior	Lower in rank or status.
Callous	Showing or having an insensitive or cruel disregard for others.
Benevolent	Kindness or care towards others.
Urbanisation	An increase in the number of people living in towns or cities.
Proletariat	The working class.
Miser	A person who spends as little money as possible

Subject terminology	Definition
Allegory	A story, poem or picture that can be interpreted to reveal a hidden meaning- usually a political or moral one.
Metaphor	To describe something as if it is something else.
Simile	To compare one thing with another, using like or as.
Light imagery	A word that identifies a person, place or thing.
Symbolism	To use language that describes an object or animal by giving it human qualities.
Metonym	A figure of speech in which one word is substituted for another word that it is closely associated with.
Foil character	Exaggeration for effect.
Context	Background information relevant to a time a text is written or set.
Juxtaposition	Two contrasting ideas placed together for contrasting effect.
Tension	A feeling of suspense or unease.

Contextual factors	
Thomas Malthus	In 1789, the economist Thomas Malthus wrote that the country's population would always grow faster than the amount of food available. This would mean that with an increase in population, many peop (usually the poor) would die due to lack of food. For Malthus, poverty was therefore an unavoidable result of overpopulation. Dickens disagreed with Malthus, and argued that it is wrong that the poor shou suffer simply because the rich were too selfish to share their wealth.
The Poor Laws / Poverty	Some people saw the poor as lazy – they believed charities helping the poor just encouraged them to do nothing. Some people complained that money shouldn't be raised for the poor because they were lazy a didn't want to work. In 1834, a new law (The Poor Law) was introduced to reduce the financial help available to the poor – it was designed to reduce the cost of looking after the poor, take beggars off the stree and encourage poor people to work harder to support themselves.
The Industrial Revolution	From 1780, factory owners in Britain began to use coal-fired steam engines to power the machines in big factories. Before this, Britain used to be much more rural – farming was the most obvious way of making living. This period – where many people in Britain went from working in farming to working in manufacturing – was known as the Industrial Revolution. The Industrial Revolution made many businessmen and factory owners extremely rich. It also created huge numbers of new jobs in the cities, which quickly became overcrowded. However, the people who worked in factories often lived in extreme poverty.
Class	The **gap between the rich and poor** was huge. Society was divided into Upper Class, Middle Class and the Working (or Lower) Class. **The Upper Class** consisted of the **wealthiest** individuals. They were ir **powerful position** in society and had far better living conditions than the other classes. Rich families also got the best education. **The Middle Class** was next in social ranking. Many of them owned **businesses** a the Industrial Revolution of the time **opened up more opportunities** for them so that they could earn a better living. The lowest in society were **the working class.** Many people in this class were vulnerable a could be exploited by the rich. For some families, the living conditions were so poor that they needed their **children to work** in order to get extra money to **survive**. It was very difficult – impossible even – working class people to improve their social class.

Character	Summary
Mickey Johnstone	Mickey is the biological twin of Edward who Mrs Johnstone decides to keep. He has a harsh, proletariat upbringing. He begins the play honest and good-hearted.
Edward Lyons	The biological twin of Mickey, who Mrs Johnstone gives to Mrs Lyons to raise as her own in her bourgeoisie household. His sheltered upbringing makes him innocent but because of class he gets good opportunities e.g. university and a good job.
Mrs Johnstone	Biological mother of the twins as well as many other children. She is a deeply superstitious woman who struggles to provide for her family.
Mrs Lyons	Opposite of Mrs J whom she employs as a cleaner. She adopts Edward as her own child and raises him in a bourgeoisie lifestyle.
Linda	Begins as a tomboyish young girl but both twins fancy her from an early stage. She only has eyes for Mickey as a teenager but later turns to Edward for comfort and support.
Narrator	All-knowing and always slightly menacing- takes many roles throughout the play. Narrator constantly reminds the audience of the terrible choice that began this chain of events.
Sammy	Sammy is the twins older brother, brought up with Mickey by Mrs Johnstone. When they are younger, Mickey just wants to be like Sammy.

Subject terminology	Definition
Symbolism	The use of a sign/image/object to represent an idea
Dramatic irony	When the audience knows something the characters on stage do not
Cursory language	Swearing
Dialect	Words used by people from a particular region/social group
Colloquialism	Informal language, slang
Motif	A recurring subject, image, theme or idea within a text
Juxtaposition	Two things being seen or placed close together with contrasting effect
Prologue	An introductory section of a literary, dramatic, or musical work
Cyclical narrative	A narrative that ends in the same way it begins

Key vocabulary	Definition
Fraternal	Brotherly. Link to fraternity (an organisation of people who have common interests).
Divisive	Tending to cause disagreement between people
Deprived	Suffering a severe and damaging lack of basic material and cultural benefits
Superior	Higher in rank or status
Inhibited	Restrained, held back, hindered, limited
Enmity	A strong feeling of hate against someone/something
Extol	To praise highly, admire
Tenacious	Persistent, determined, strong willed
Proletariat	Workers or working-class people, as a group
Bourgeoisie	The middle class, typically with reference to its perceived materialistic values or conventional attitudes.
Disillusioned	Disappointed in someone or something, as you discover it to be not as good as you thought.

Contextual factors	
Willy Russell	William Russell (born 23rd August 1947) is an English dramatist, lyricist and composer. Amongst his most popular works are Educating Rita, Shirley Valentine and Blood Brothers. Russell is from Liverpool, and wrote his first play, Keep Your Eyes Down, in 1971 whilst he attended the city's St Katherine's College of Higher Education. He was passionate about writing about the difficult lives of the working class.
Marilyn Monroe	Marilyn Monroe was an extremely famous Hollywood actress.. She was presented in the media as a 'fantasy' woman who lived a perfect life. Yet, the reality was very different – she became addicted to antidepressants and eventually died from an overdose.
Margaret Thatcher	Margaret Thatcher was a Conservative politician who was elected as Prime Minister of the United Kingdom in 1979, four years before Blood Brothers was first performed. Seeing British industry as ineffective, she blamed trade unions as being too strong in calling strikes on weakened employers. So, she reduced unions' powers and sold off and closed uncompetitive companies.
The working class under Thatcher	A short-term effect of companies being closed and sold off was that there was an economic downturn across the UK: unemployment soared and many people were thrown into poverty. This particularly effected the more industrialised northern areas of the country, with Liverpool being a prime example. Liverpool's docks, a major source of employment in the city, were allowed to fold, causing thousands of households to fall into poverty and unemployment. Crime levels increased, drug use sky-rocketed, and housing deteriorated in poorer areas.

Character	Summary
Old Major	Wise, old pig. Starts the rebellion with his powerful speech about Mr Jones and man.
Napoleon	Controlling tyrant. A pig that leads by fear and propaganda.
Snowball	A pig and the hero of the Battle of the Cowshed, expelled by Napoleon.
Mr Jones	Drunken owner of Animal Farm. Symbolises the control and greed of men.
Boxer	Innocent but hard working horse. Very strong and selfless.
Mollie	Shallow and childish horse; deserts the farm to lead the life of a horse.
Mr Whymper	Sly human lawyer who helps Napoleon.
Pilkington and Frederick	Human owners of the neighbouring farms, as manipulative as Napoleon.
Squealer	A pig and Napoleon's mouthpiece, he uses propaganda to control the animals.
Moses	The tame raven who spreads stories of Sugarcandy Mountain, the paradise to which animals supposedly go when they die.
Benjamin	The donkey that refuses to feel inspired by the Rebellion.

Subject terminology	Definition
Allegory	A story, poem or picture that can be interpreted to reveal a hidden meaning- usually a political or moral one
Symbolism	The use of a sign/image/object to represent an idea
Ethos	Building a sense of credibility and trust between the writer and the reader
Logos	Using logic and knowledge to persuade the reader
Pathos	Appealing to the reader's emotions when writing persuasively
Antithesis	When you mention one thing, then mention another
Tricolon	A statement that use three ideas, one after another
Verbal Irony	When a writer says one thing, but means another

Key vocabulary	Definition
Exploited	used for someone's advantage; especially, of a person: unfairly or meanly used for another's advantage.
Authoritative	Being commanding, in control and to be obeyed.
Empowering	To give someone the power to do something
Manipulate	To control or influence a person cleverly
Communism	The belief that everybody should share their wealth equally
Capitalism	an economic and political system in which a country's trade and industry are
Draconian	Extremely severe/unnecessary.
Oppressive	Inflicting cruel or unjust treatment
Tyrannical	Using power in a cruel way
Narcissism	Having or showing an excessive interest in or admiration of oneself

Contextual factors	
George Orwell	Eric Arthur Blair, better known as George Orwell, was a British writer. He is most famous for his novels Animal Farm and Nineteen Eighty-Four. Orwell wrote criticising dictatorships and tyrannical leaders; he strongly disliked ruler that use power in a cruel and oppressive way. Many of his pieces of work sought to criticize people in power.
The Russian Revolution	Animal Farm is an allegory of the Russian Revolution. The Russian Revolution took place in 1917 when the peasants and working-class people of Russia revolted against the government of Tsar Nicholas II. They were led by Vladimir Lenin and a group of communist revolutionaries called the Bolsheviks. The Bolsheviks created a new communist government after the revolution, led by Lenin.
Soviet Russia and Starlin	After Lenin's death in 1924, Stalin fought Leon Trotsky to become leader of the Soviet Union. Although he claimed it was a communist government, many people were treated unequally under his rule. He was a tyrant ruler and ruled using power and fear. He was known as the 'man of steel' because his regime of terror caused the death and suffering of tens of millions.

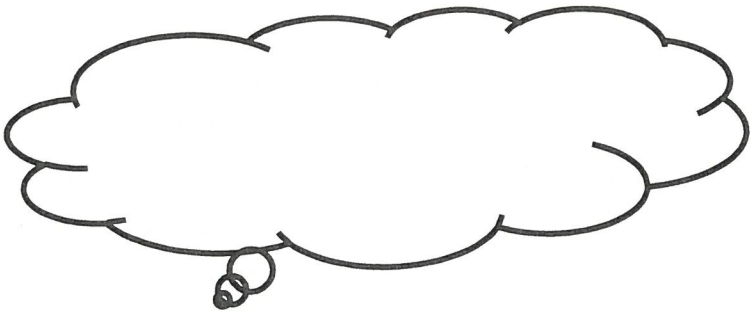
Independent Learning

3. Flash Cards

Topic:

Your task

1) Create 6 flash cards for the topic you are studying at the moment. Your teacher will specify whether you need to cover plot, character, techniques or key vocabulary:



2) You will write the questions on one side, and detailed answers on the other.

3) You can practise independently, or with a friend/parent/guardian.

- Read the question to yourself, or get a partner to read to you.
- Aim to answer in as much detail as you can.
- If you get the question right, put the flashcard in a separate pile.
- If you get the answer incorrect, put the flashcard at the bottom of the pack to revisit later!
- When you have answered all questions correctly, leave until another time. Come back to flashcards regularly!

Deadline:

Independent Learning

3. Flash Cards

Example for the play, Romeo and Juliet:

Front	Back
CHARACTER CARD Can you: • Give at least 3 adjectives to describe Mercutio • Recall a key quote for Mercutio and explain why it's important • Link Mercutio's character to social context of the time?	• Aggressive, arrogant, impulsive, hard-headed, loyal • "A plague o' both your houses!" Mercutio blames his death on the families, and curses them in his final words • Mercutio represents masculine honour of the Elizabethan era, the importance of reputation to men, patriarchy

Ask your teacher for coloured card if needed!

You must bring the flashcards in as evidence of completing your homework.

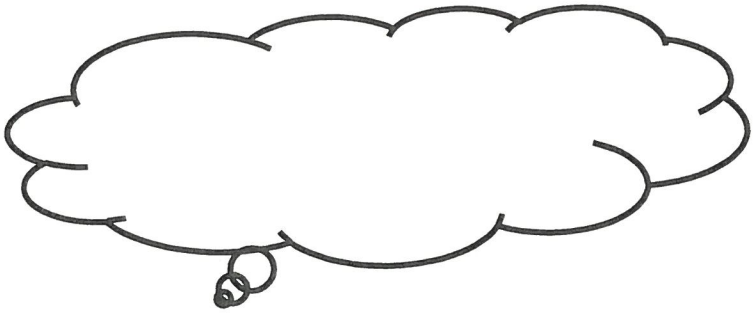
Independent Learning

5. Retrieval Practice

Topic:

Your task

1) Read through the information sheet that you have been given on your current topic, and aim to recall as much as possible. Note down what the information is about in the bubble:



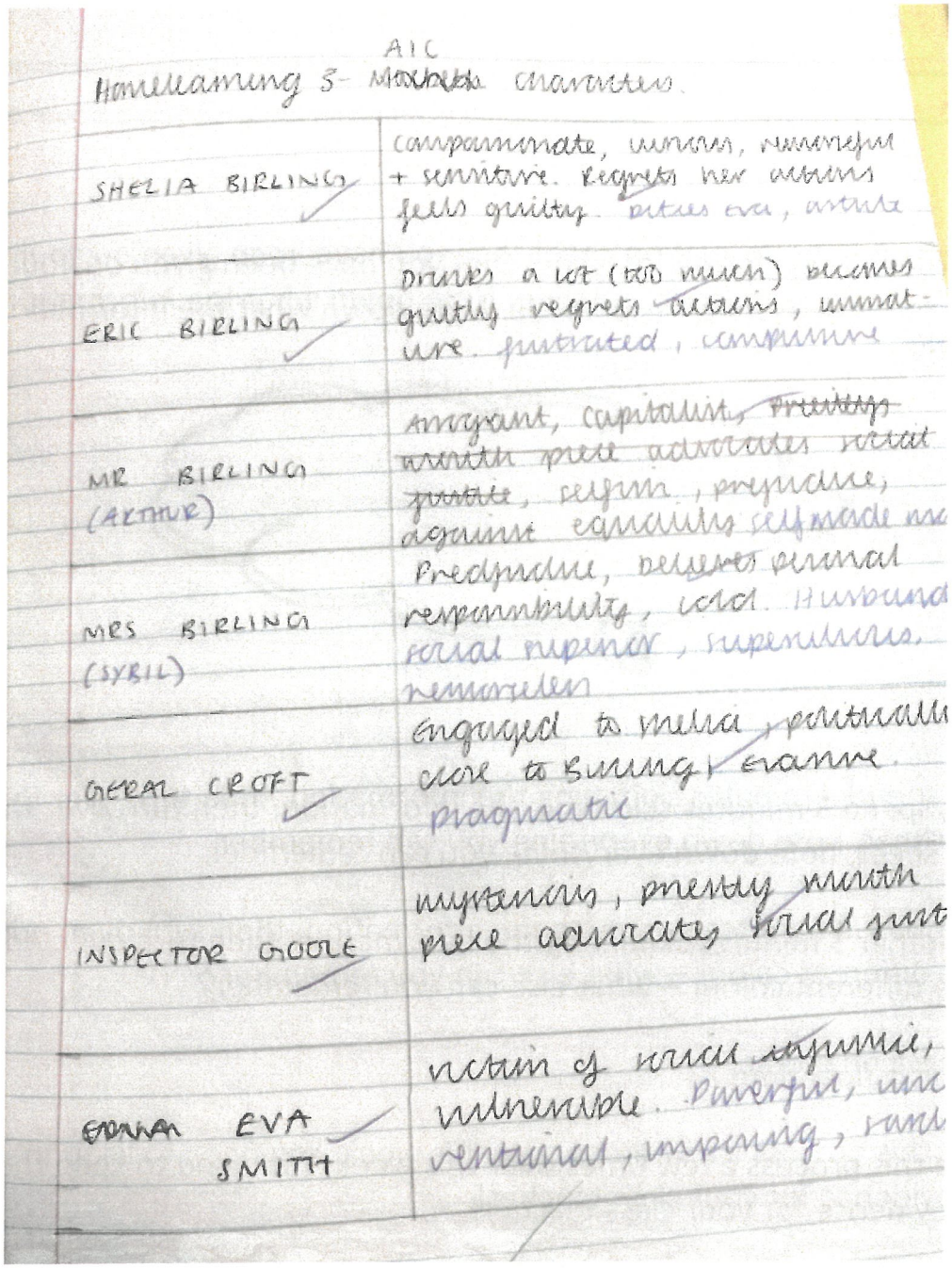
- At home, spend 3 minutes skimming the information, then turn over the sheet. On a separate sheet, note down everything you can remember.
- Spend another 3 minutes skimming the information, then turn over. Add to your notes in a different colour – what else can you remember?
- Repeat this a final time.
- Complete this process a few times over this week. You need to keep the notes you make as evidence for your class teacher!

Deadline:

Independent Learning

5. Retrieval Practice

Example for the play, An Inspector Calls:



AIC

Homelearning 5- ~~Models~~ characters.

SHEILA BIRLING	compassionate, unsure, remorseful + sensitive. Regrets her actions feels guilty. bitches eva, arthur
ERIC BIRLING	Drinks a lot (too much) becomes guilty regrets actions, immature. frustrated, compassionate
MR BIRLING (ARTHUR)	Arrogant, capitalist, ~~Prioritises wealth piece advocates social justice~~, selfish, prejudice, against equality selfmade man
MRS BIRLING (SYBIL)	Predjudice, ~~believes~~ personal responsibility, cold. Husband social superior, superstitious. remorseless
GERAL CROFT	Engaged to Sheila, politically close to Birling, Evasive. pragmatic
INSPECTOR GOOLE	mysterious, preaching truth piece advocates social just
~~GERAL~~ EVA SMITH	victim of social injustice, vulnerable. Powerful, unconventional, imposing, sad

The different colour shows where the student went back and added, after a second reading of the information sheet.

Independent Learning

5. Retrieval Practice

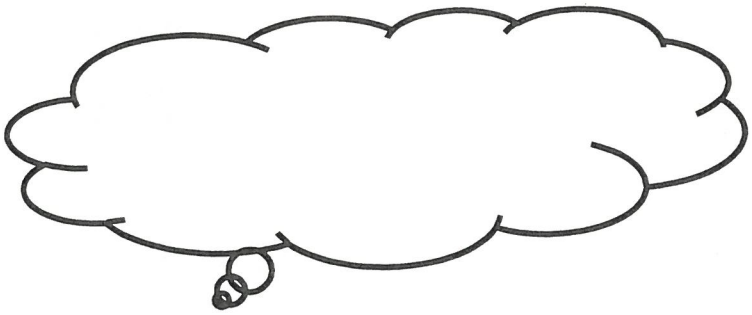
Independent Learning

6. Mind Maps

Topic:

Your task

1) Create a mind map covering aspects of the topic you have been studying, Your teacher will specify whether you should do this by character, or by theme:



- In the centre of your mind map, name the chosen topic., Around the outside, mind map key characters or themes, depending on teacher instructions.

- For each character or theme, draw more arrows, to add the following details:
- Where seen in the text?
- Key words to describe (use high level vocabulary)
- Key quote(s) and language technique(s)
- Link to social context

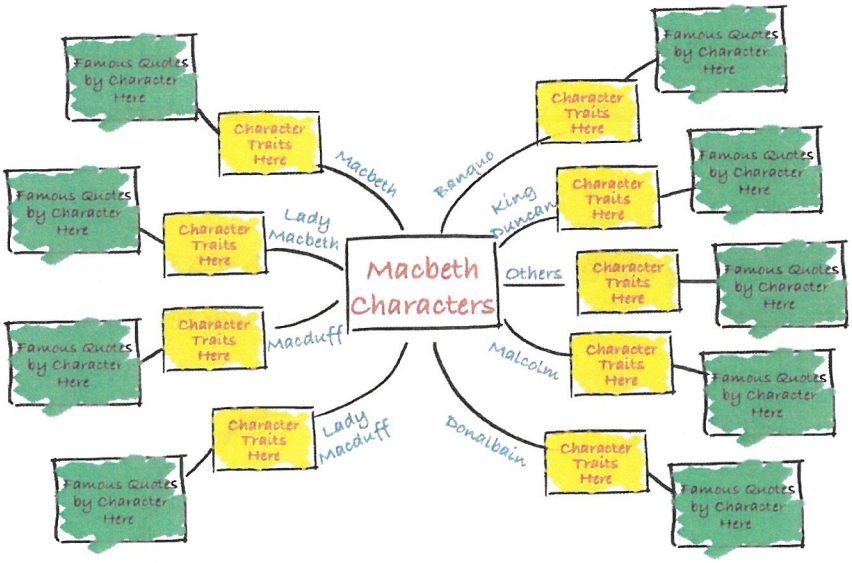
- You need to bring the mind map to lesson, as evidence for your class teacher!

Deadline:

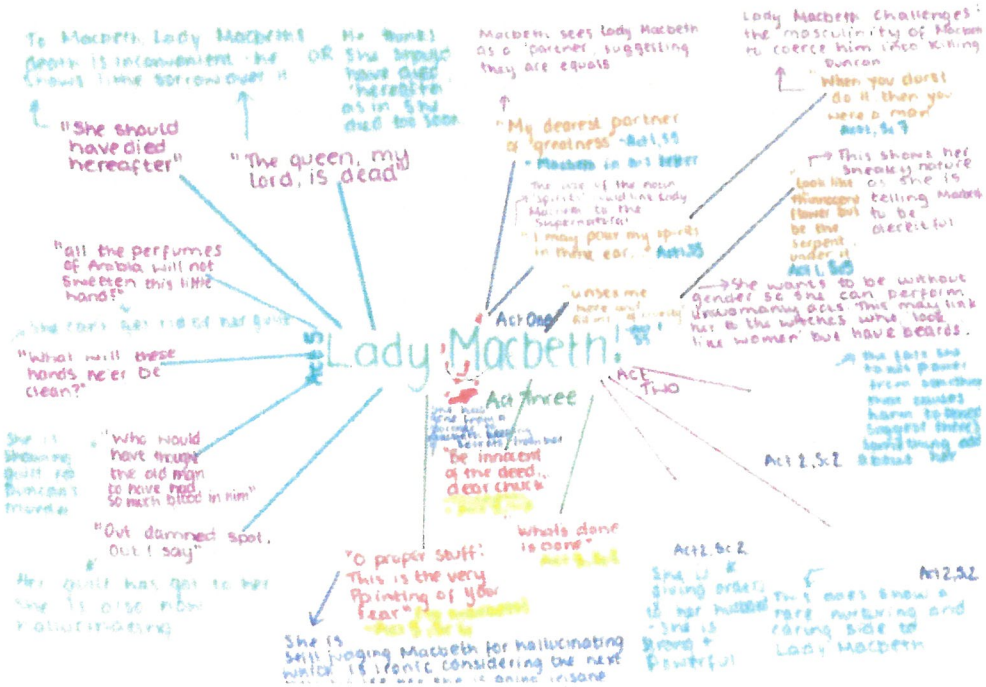
Independent Learning

6. Mind Maps

An example of how you might set out your mind map:



If you are focusing on one character/theme, here is an example for the character Lady Macbeth in Shakespeare's play.



The different colours are used to show quotes, explanations, and techniques.

Independent Learning

6. Mind Maps