

	Required learning outcome. (What knowledge/ understanding/ skills have the students acquired?)	Introduction	Main phase of lesson	Plenary/conclusion and details of homework if appropriate
1	<p>Explored and remembered/learnt some initial ideas about the Victorian era. Joined a discussion to develop these ideas into a basic understanding of the time.</p>	<p>Introduce the concept of studying when a text was written. Draw from students why this might be necessary. Explain that for the next ___ lessons this is what we will be doing.</p>	<p>Use the Student Resource showing photographs of Victorians. In pairs, students discuss the appearance of the photographs / people and note down some key concepts about why they might be presented in this way. They recognise any of the names, note down why and what they know about them. Class discussion sharing ideas: What do we know/deduce about Victorians.</p>	<p>Students write down 5 key concepts about Victorians. HW: Research focusing on Victorian society</p> <ul style="list-style-type: none"> - religion - treatment of women - Industrial Revolution
2	<p>Good understanding of the way society was constructed and some of the implications of Victorian society. Read some literary extracts exploring these issues and joined discussion to develop ideas about class.</p>	<p>Introduce the concept of class. Draw from students their thoughts about class and whether it exists today. Explain that in Victorian society class was a prominent issue and a rigid structure. Class afforded an individual certain privileges or not.</p>	<p>Use the two passages from <i>Oliver Twist</i> (In 'Exploring Literature' directory on www.morelearning.net). A link should be made with the photographs, with a brief introduction to Dickens. Teacher reads the passages while students underline words and phrases, which typify the social conditions of the poor and children. In pairs students compare their choices, justifying and discussing.</p>	<p>Students write down 5 key concepts about Victorian society.</p>

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3	<p>Explored some of the cultural issues of the time and developed a basic understanding of where some of the conflicts might lie.</p>	<p>Explain that there are certain cultural issues associated with Victorians, which lead to conflict in their lives. Introduce the quote sheet and / or the Victorian conflict sheet(available on www.morelearning.net in the 'Exploring Literature' directory) and check for basic understanding.</p>	<p>In groups of 4, students are given the quote sheets and information about J. Merrick. Using their homework and knowledge gained from the sessions, they explore some of the conflicting issues in Victorian life. Groups report back to the class.</p> <p>Possible findings: What do the Victorians value? What sort of behaviour did they like? What was important to them? What happened to you if you were poor or different?</p> <p>(It is likely that to achieve this, groups will focus on one quote and what it means or just explore the resource on John Merrick)</p>	<p>Students give 1 min speeches on what they've learnt about Victorian culture.</p> <p>H.W. Students write mini essay on Victorian era and some of the key concerns. Complete with introduction.</p>

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4	<p>Been introduced to Penny Dreadfuls and revised/understood the elements of the horror tradition. They will understand other significant works, which were written around this time.</p>	<p>Explain that now we have a good basic understanding of Victorian culture and society, we need to narrow our studies, to look at the tradition of horror and how it fits into Victorian culture.</p>	<p>Students note down the key elements of a horror story. Then they compare their ideas with their neighbour. Students write down the name and outline of classic horror stories. Discuss cover of <i>Vanity</i>. Allow brief discussion on initial thoughts: What kind of story? Who do you think read this? etc. Introduce the concept of shilling shocker and penny dreadful using "What are penny dreadfuls and shilling shockers?" sheet. Can use 'Penny Dreadfuls' and 'Horror genre' lesson plans and resources (available on www.morelearning.net in the 'Exploring Literature' directory).</p>	<p>Students share their ideas with the class. Relating to knowledge learnt so far, students explain why the Victorians enjoyed these stories so much.</p>

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5/6	Read and enjoyed and example of a Shilling Shocker. Noted how the concepts in the story reinforce ideas discovered about Victorian culture.	Recap on Penny Dreadfuls and Shilling Shockers and their place in Victorian culture. Explain that we are going to read an example of such a story by R.L. Stevenson. Students will need to write a detailed piece explaining how the story fits the tradition and what it illustrates to the reader about Victorian culture and values.	Read 'The Body Snatcher' (e-text copies available on the internet). Make sure students understand the story, pause for notes and links to knowledge gained about Victorian society, but generally get into the story.	Students begin to comment on each other's piece of writing.
<p>All the above preparatory work leads students towards a detailed study of <i>Dr Jekyll and Mr Hyde</i> with the assessed outcome being an essay entitled: In his novel <i>Dr Jekyll and Mr Hyde</i> how does Stevenson illustrate that man has a dual nature?</p> <p>Further resources on the novel are available from www.morelearning.net to assist in a close study of elements of the text.</p>				

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7. Read and understood chapter of the story. Made informative notes, which will facilitate coursework.	Where possible students read their work. Explain that students are about to begin reading a Shilling Shocker, which will be the basis of their coursework. Explain that it will be necessary for them to read/study the story bearing in mind the work/knowledge acquired so far. Remind students that whilst they might be familiar with the story we're working at a deeper level.	Hand out sheets for notes. Explain that students are responsible for adding to them. Begin reading chapter 1 of <i>the Door</i> . Students need to have the story read and time allowed for understanding. After reading chapter 1 allow time for students to make notes. Students begin comprehension questions.	In pairs students compare their notes. Whilsters read their ideas to the class.
8. Secure understanding of chapter 1. Most will begin to make connections between the social context from previous lessons and opening chapter	As a class recap on the social context from previous lesson. Ask students to read out what they wrote down on the grids. Remind them to place page references for quotes etc.	Students complete the comprehension/analysis of chapter 1.	Students predict what will happen in the following chapter and give reasons for their predictions.

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<p>9. Explored the appearance of Jekyll and Hyde and drawn appropriate contrasts.</p>	<p>Recap on basic plot. Choose more volunteers to read out their notes and ask other students to link these ideas to our earlier studies.</p>	<p>Read chapter 2 <i>Search for Mr Hyde</i>. Students add to their notes. Share initial thoughts on Mr Hyde's character and is a cartoon explaining Victorian thoughts on criminality in brief discussion explore the question "How does appearance affect the way people behave?"</p> <p>Reading of Chapter 3 Dr Jekyll was quite at ease. Students should, through discussion, begin to contrast Jekyll's character with that of Hyde. Add these ideas to grids.</p>	<p>Again students share the quotes and ideas they have added to their grids.</p> <p>H.W. Students begin background reading on author and novel.</p>
<p>10. Good understanding of chapters 1-3. Read and begun considering chapter 4.</p>	<p>Recap on basic plot. Choose more volunteers to read out their notes and ask other students to link these ideas to our earlier studies.</p>	<p>Students complete questions on chapters 1-3 Reading of The Carew Murder Case. Students should be encouraged to consider the "secrets" table in the grid. Also, the time lapse in the plot (structure), as well as the romantic/change in style of language.</p>	<p>Students feedback their answers and add to notes. H.W. Students complete the homework sheet</p>

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<p>11. Have a detailed understanding of the chapter: plot, character, significance and language.</p>	<p>On board students volunteer ideas on plot and character based on their reading of chapter 4.</p> <p>At the very end, students suggest what kind of atmosphere is created in the opening.</p>	<p>Students consider the opening. (Nearly a year...well-founded self content)</p> <p>In pairs, they pick out phrases which create the atmosphere and explore the images.</p> <p>Students then contrast this with the description of the murder. (Presently her face...the maid fainter)</p> <p>Which details make the murder seem so disturbing?</p> <p>Students add to their grids</p>	<p>Students offer suggestions on why this is a significant chapter in the novel and how the reader knows this.</p> <p>H.W. Students complete "Looking more closely at chapters 4 and 5"</p>
<p>12. Explored how atmosphere is created and how it contributes to setting.</p>	<p>As a class consider where horror stories take place and why.</p> <p>Make links to previous chapter</p>	<p>Students explore how fog is used to create atmosphere.</p>	<p>Share ideas on why Jekyll and Hyde takes place in busy London.</p>