

Year 9 Unit of Work

Literature Unit 1: 'Jane Eyre' by Charlotte Brontë

Foundation Pathway

	Lesson title	Key knowledge	Teacher notes
Week 1	Brontë biography; John and Jane fight	The rural landscape and weather in Yorkshire influenced Brontë's writing; Jane Eyre is an independent character; Jane Eyre lives with the Reed family who all bully her; Jane is an orphan which makes the reader feel sorry for her treatment.	
Week 2	Bessie and Abbot; The Red Room	Jane Eyre attacks John Reed in retaliation for being bullied; Jane is traumatised by the punishment of being locked in The Red Room; Mr Reed died in the room so Jane believes it is haunted; after fainting, Jane is visited by the apothecary, Mr Lloyd, who proposes Jane should go to school which brings her hope.	
Week 3	Mr Brocklehurst; Victorian attitudes to childhood	Jane meets her strict head teacher Mr Brocklehurst; he believes in the cruel and strict teaching of the Old Testament by which to raise children; Victorian children were expected to be meek and were threatened with hell as a punishment for sins; passionate behaviour led to severe punishments.	
Week 4	Gateshead Hall review; First days at Lowood School	Jane leaves Gateshead to go to school; Jane argues with Mrs Reed right before leaving, claiming Jane will never forgive her for the years of mistreatment; life at Lowood school is hard and routine driven; Miss Temple is a kind teacher.	
Week 5	Helen Burns	Jane meets Helen Burns; Helen is given a humiliating punishment by cruel Miss Scatcherd; Helen accepts the punishment calmly and quietly; Jane thinks you should hit back at cruel people.	
Week 6	Helen's faith; Winter at Lowood; Brocklehurst's hypocrisy	Comparing the teachings of the Old and New Testament; Helen believes in a forgiving God rather than the cruelty of the Old Testament; life at Lowood in the winter is difficult; Mr Brocklehurst's family has fine clothes; he is a hypocrite.	
Week 7	Jane the liar; Miss Temple	Mr Brocklehurst calls Jane a liar and humiliates in front of the school; Jane is terrified but Helen gives Jane hope; Jane accepts her punishment calmly; Miss Temple is kind and believes Jane is not a liar.	
Week 8	Helen Burns and Miss Temple; Sickness at Lowood; Helen's death	Miss Temple and Helen are kind to Jane; Helen is unwell; many children at the school die at the school during sickness in the Spring; Helen dies of tuberculosis with Jane by her side.	
Week 9	Helen Burns; Changes at Lowood; Assessment prep	Evaluating Helen's character and her role as a tragic victim; Jane grows up to become a teacher at the school; Lowood changes when Mr Brocklehurst is removed from his position of power; Miss Temple leaves to get married; revising key characters, plot and attitudes to childhood.	
Week 10	Assessment prep; Governess	Developing a supporting thesis for an essay; Jane leaves Lowood to be a governess at a wealthy house.	

Week 1

Key vocabulary:

Brontë, Victorian, orphan, bleak, landscape, Yorkshire, dependent

Lesson 1

Mastery Content

- Charlotte Brontë was from a family of writers
- She wrote in the Victorian era
- She wrote 'Jane Eyre' which is set in Yorkshire
- Jane is an unusually spirited and free-thinking character

Lesson guide

Do Now

Students to use the images to recall as much information about Victorian London from the previous two years' of study as possible. This will act as a counterpoint to the exploration of the countryside in 'Jane Eyre'.

Extension: What do you think rural England would have been like?

Introduction

Explain to students that we will be studying a text called 'Jane Eyre' written in 1847. Ask students to discuss in pairs what they already know about the Victorian Era from studying 'Oliver Twist' and 'Sherlock Holmes' and using the timeline.

Take feedback.

Reading

Read the biographical information sheet about Charlotte Brontë. Discuss the information sheet together and recap the key information.

Check for understanding

Ask students to complete the 5 comprehension questions in pairs. Do you want students to write down the answer?

The Yorkshire landscape as inspiration

Explain to students that the weather and landscape of Yorkshire influenced the Brontës' writing.

In pairs, Students read the extract from 'Jane Eyre'. They discuss the following question:

What does this extract tell you about the Brontës' experiences of living in Yorkshire?

Mastery assessment plenary

Students complete quiz.

If all correct, do extension by asking students to turn a wrong answer into a right one. If incorrect, address misconception and explain correct answer/get other students to explain correct answer.

Extension: Jane

Students are introduced to the character of Jane. They discuss the given quotation. This can be paired discussion or a class discussion.

Independently, students answer the following questions:

1. **What is Jane saying about herself?**
2. **What does she mean by 'independent will'?**

Charlotte Brontë biography

Resources

Lesson 2

Mastery Content

- Jane Eyre lives at Gateshead Hall
- She lives with her aunt (Mrs Reed) and cousins (John, Georgiana and Eliza)
- John Reed is an unpleasant and unlikeable bully

Lesson guide

Do Now

Students make a list of at least 3 facts about Charlotte Brontë that they remember from last lesson.

Extension: What similarities and differences are there between 'Jane Eyre' and the other novels we have studied from the Victorian era

Introduction to 'Jane Eyre'

Read summary of the 'Jane Eyre' story with students. Spoiler alert: teachers may wish to not share the rest of the novel's plot with students.

Explain to students that over this term they will be reading about Jane's childhood in chapters 1-10.

Reading

Introduce the characters in chapter 1. Explain that the location of this chapter is Gateshead Hall - a large house with many occupants.

Read the summary of this part of the chapter as a class.

Ask students to read from the start of chapter 1 until '**every bone in my body**'.

Check for understanding

Ask students to complete the 5 comprehension questions in pairs. Do you want students to write down the answer?

Reading

Continue reading the passage until Jane is thrown in the red room.

There is an image of Jane's head bleeding which can be used to check for understanding of the passage students have just read.

John Reed the bully

Students collate a list of words that they would use to describe John Reed.

Explain that John Reed is an unlikable bully. Remind student of Noah Claypole from 'Oliver Twist' who was also a bully.

Students relate the vocabulary from 'Oliver Twist' to John Reed in 'Jane Eyre'.

Take feedback.

Following this, students need to write their response to the introduction of John Reed, and how he could be described as malicious and cowardly. Students write a paragraph answering the question: **How does Charlotte Brontë present John Reed?**

Mastery assessment plenary

Students complete quiz.

Extension/Homework

Pupils compare the John Reed extract from Page 12 to an extract about Dudley Dursley from the Harry Potter series. They identify the similarities between the characters.

Resources

Week 1

Key vocabulary:

Brontë, Victorian, orphan, bleak, landscape, Yorkshire, dependent

Lesson 3

Mastery Content

- Jane Eyre is an orphan
- The rest of the household of Gateshead think that Jane should be better behaved because she is dependent on Mrs Reed
- A reader feels sympathy for Jane's situation

Lesson guide

Do Now

Why do you think Jane wanted to seal herself 'inside my own little space'?

Extension: Why do you think no one tells John Reed off for the way he behaves?

Recap

Recap the events from last lesson. We have met Jane and her cousin, who bullies her.

Reading

Today we will read the events of last lesson in the original version. If students need to switch between the two editions to help them understand what is happening, this is fine, especially as this is the first time in the unit that students will read the original. There is a check for understanding question in the extract to help assess students' comprehension of the passage.

Orphans

Ask students to read the given quotation where John reed is explaining what he thinks about Jane.

In pairs, students to think of famous orphans from books and films (Harry Potter, Lyra Silvertongue, Dorothy, Batman, Cinderella etc). Take feedback. Explore how this is an effective way for a writer to set a protagonist against the world. They are on their own, and a reader roots for them to succeed.

Jane as an orphan

Explore how Jane is meant to feel as an orphan. Even though she has lost both parents, she is still expected to be grateful and humble towards the Reeds, despite the fact that they treat her cruelly.

Sympathy for Jane

Students need to explore how Charlotte Brontë has created sympathy for Jane in the opening chapter of 'Jane Eyre'.

Mastery assessment plenary

Students complete quiz.

Resources

John teases Jane

Week 2

Key vocabulary:
neglect, abuse, punishment, discipline, deceit, just, unjust, oppress, apothecary

Lesson 4

Mastery Content

- Jane is told off for hitting John Reed
- Jane is reminded that she is poor and lower than the Reed family
- She is locked in the red room
- Mrs Reed refuses to let Jane out of the red room and Jane passes out

Lesson guide

Do Now:
Why was Jane taken away to be locked in the Red Room?
Extension: What do you imagine the Red Room is like? Do you think this will be a harsh punishment?
Recap
Recap the events that led to Jane being taken away to the Red Room.
Bessie and Abbot
Introduce the two characters of Bessie and Abbot. They treat Jane in different ways.
Reading: Bessie and Abbot – Original
Read the passage from the original edition where Bessie and Abbot reprimand Jane's behaviour.
Bessie and Abbot
The comprehension task asks students to match the reprimands to the correct person. Following this, students need to consider how Jane is treated differently by the two women: Bessie tells Jane off, but is more understanding and rational. Abbot is spiteful and threatens Jane with death and abduction.
The Red Room
Return to the modern version of the novel. Read the remainder of the chapter.
The comprehension question relates to Jane's family. We get an understanding of why Jane lives with her aunt, and why she is so cruel to Jane.
The Red Room
Look at the two quotations – Jane begs to be let out, and Mrs Reed refuses. Students need to write down why each character feels this way.
Students consider the following question: **How does Charlotte Brontë want us to feel about Jane in this chapter?** They then write a response to the question independently. Sentence stems are provided.
Mastery assessment plenary
Students complete quiz.

Resources

Bessie and Abbot

Lesson 5

Mastery Content

- Mrs Reed made a promise to Mr Reed before he died
- Jane thinks that the Red Room is haunted

Lesson guide

Do Now
What promise did Mrs Reed make to her husband before he died?
Extension
Extension: Do you think Mrs Reed has kept this promise?
Reading: The Red Room
Recap the events of 'Jane Eyre' so far.
Last lesson, students read the Red Room passage in a modern version. Today, they will read the passage in the original version. Explain the main events that will happen in the reading from the lesson.
There are some check for understanding questions at the end of this reading passage to consolidate and repeat the information about Mr Reed.
The Red Room
Following the check for understanding questions, there is a further comprehension question asking students to list reasons why Jane thinks that the Red Room is haunted. This questions relates back to the explanatory points made before reading, so you may wish to come back to these again, and re-read passages from the original text, in order to highlight where this is exposed in the text.
Close reading
The red-room is a formative moment in Jane's life. To engage with the passage, students will embark on a close reading of the text. This involves lots of reading, re-reading and annotation.
The PPT guides students through the close reading, but there is also a teacher's annotated version of the passage for your reference, which also contains the teaching sequence for the close reading along with explanatory notes with rationale.
Process insights in writing
Following the close reading, students write a paragraph on this question: **How does Brontë use language to show Jane's panic and fear inside the red-room?**
Mastery assessment plenary
Students complete quiz.

Resources

The Red Room

Week 2

Key vocabulary:

neglect, abuse, punishment, discipline, deceit, just, unjust, oppress, apothecary

Lesson 6

Mastery Content

- Jane wakes up in the nursery
- Jane is visited by Mr Lloyd, and apothecary
- Jane feels some hope about the idea of going to school

Lesson guide

Do Now: How have these characters treated Jane so far?

Extension: How does Jane treat each of these characters? Why?

Reading: Chapter 2

Read from the modern version where Mr Lloyd visits Jane at Gateshead Hall. There are some True/False questions after the reading to assess student's comprehension of the passage.

Jane's emotional journey

Jane has experienced a number of radical emotions already in the novel. This activity will help consolidate the events of the story so far and work on students' ability to infer Jane's underlying emotions.

1. Place the quotations from the text in the correct sequence
2. Match the correct image to the right quotation

Following this, student are asked to plot these events on a graph, identifying how Jane is feeling at each point.

Students also need to annotate each point with explanatory notes which show why Jane would be feeling a particular way.

Hope

The passage ends with a note of hope – Jane is looking forward to going to school Students write a paragraph on why Jane is feeling hopeful.

Fortnightly Quiz

Ask students to complete fortnightly quiz

Resources

Jane's emotional journey

Week 3

Key vocabulary:

Bible, Testament, pamphlet, childhood, attitudes, innocent, punishment, discipline

Lesson 7

Mastery Content

- Jane meets Mr Brocklehurst – the headteacher at her new school
- Brocklehurst questions Jane about the Bible
- The Bible played an important part in everyday life in the Victorian era
- The Bible was used to teach children in the Victorian era

Lesson guide

Do Now: Is Mrs Reed a villain or not?

Extension: Use one quotation from 'Jane Eyre' to support your opinion.

Recap

Recap the events of the story from the previous lesson. Jane has said that she wants to go to school.

Reading: Modern version

Read the brief passage that describes Jane's life after the Red Room incident. This passage is short, but covers a lot. There are some Check for Understanding questions here to make sure students are ready to meet Brocklehurst

Reading: Brocklehurst – modern version

Read Jane and Brocklehurst's first conversation in the modern version. Their discussion is quite straightforward, so you may want to hold off further discussion until students have read the exchange in the original version. There is an opportunity for students to reflect on their first impressions of the character.

Reading: Brocklehurst – original version

Re-read the conversation in the original version. Following the reading, there is a brief script edition of their central exchange. Students read this in pairs and discuss the questions.

The Bible

Brocklehurst speaks a lot of the Bible and how Jane reads it. There is a 'podcast' which contains some contextual information on the Bible in the Victorian era which students use in conjunction with their knowledge of the story so far to explain how the Bible influence children's education in the Victorian era. This is important information to capture as it will be pertinent to further discussion on religion later in the unit.

Mastery assessment plenary

Students complete quiz.

Resources

Jane meets Brocklehurst

Lesson 8

Mastery Content

- Mr Brocklehurst believes that children are born evil, and need to have sin driven from them with strict Christian teaching and discipline
- Children were threatened with terrifying consequences to make them behave
- Passionate children were seen as a bad in the Victorian era

Lesson guide

Do Now: Who is Mr Brocklehurst?

Extension: Which characters from Gateshead Hall is he most similar to?

Recap:

Re-introduce Mr Brocklehurst and recap the events of the previous lesson. Brocklehurst is visiting Gateshead Hall.

Reading: Modern version

Complete the reading of Brocklehurst's discussion with Jane Eyre and Mrs Reed. There are some check for understanding questions to assess students' comprehension of the passage.

Reading: Original version

The modern version misses out a couple of key moments from the original edition which are important for a wider understanding of the novel:

- Mrs Reed says that Jane is a liar, and Mr Brocklehurst take her at her word
- Mr Brocklehurst threatens Jane with going to hell for being a liar
- Mr Brocklehurst gives Jane a pamphlet when he leaves.

These moments are highlighted with further questions to develop understanding of these moments, and how the edition is different to the modern edition.

Victorian childhood

Explain that there were three main approaches to raising children in the Victorian era. Outline these to students. They need to look at what they have found out about Mr Brocklehurst to judge which approach to raising a child he believes in.

Mr Brocklehurst

Students compile notes on the following question: **How does Charlotte Brontë portray Mr Brocklehurst?** They then writer their own response.

Mastery assessment plenary

Students complete quiz.

Resources

Brocklehurst and Mrs Reed

Week 3

Key vocabulary:

Bible, Testament, pamphlet, childhood, attitudes, innocent, punishment, discipline

Lesson 9

Mastery Content

- Children were expected to be submissive in the Victorian era
- They were expected to be good Christians
- Passionate children were seen as bad
- Children would have received severe punishments if they did not behave how they were meant to

Lesson guide

Do Now:

What was the third approach to childhood in the Victorian era?
How did this approach apply to Jane Eyre?

Extension: What approach to childhood did Mr Brownlow have in 'Oliver Twist'? What makes you say this?

What made a 'good' child in the Victorian era?

Later in the lesson, students will answer this question. Before this, they will examine a number of sources to help them to write an informed response.

Source 1: 'The Pony', from Flowers of Instruction by Dr Mary Elliot

Students will encounter four sources to help them to answer the question. You may want to note that the pamphlet Jane is handed by Brocklehurst was an actual type of book given to children to terrify them into fearing God in the Victorian era. You may want to model what information to capture in the first source or two, before allowing students to work on the final two independently, or you may want to work on all sources as a class model before students write their responses independently.

Sources 2 and 3 Two stories from First Tales by Reverend William Carus Wilson

These stories are very similar to one found in the pamphlet Jane was given by Mr Brocklehurst. These also show Victorian attitudes to what constitutes bad behaviour, and the ways children were terrified into behaving appropriately.

Source 4: Excerpt from a charity school pamphlet

This source details the kinds of punishments students could expect for their undesirable behaviour.

What made a 'good' child in the Victorian era?

Review the question students were introduced to earlier in the lesson. The sources examined in the lesson will help students to answer the question.

This idea will be important for the rest of the novel. If we know how Jane is supposed to act and behave, we can notice more clearly where she is not behaving in an expected way.

Mastery assessment plenary

Students complete quiz.

Resources

Victorian Childhood

Week 4

Key vocabulary:

passionate, behaviour, Lowood, stark, harsh, orphan, orphanage

Lesson 10

Mastery Content

- Jane openly defies Mrs Reed in a passionate outburst
- Jane says she will never call Mrs Reed 'aunt' again
- Jane is a passionate child
- Jane prepares to go to school

Lesson guide

Do Now: How has Mrs Reed treated Jane unfairly at Gateshead Hall?

Extension: What is the worst thing Mrs Reed has done to Jane? Why do you think this?

Recap

Recap the main ways Mrs Reed has treated Jane unfairly. You may want to open up a discussion about which of these acts is the worst, though the final action – sabotaging Jane's future – is reprehensible.

Reading

Read the passage. Jane argues with Mrs Reed for the final time. Jane defies Mrs Reed, and shows that she is feisty and determined. This would be absolutely shocking for a contemporary reader, seeing such a young and small girl openly defy her benefactress and elder.

Paired reading

After reading the modern version, revert to the paragraph in the original. The highlighted passage shows Jane at her most defiant and passionate. Students take it in turns to read the passage in role as Jane, showing the passion and anger Jane feels towards Mrs Reed. The success of reading this passage will act as an opportunity to check for students' understanding: which parts do they emphasise, pause at, and accentuate with their voice and expression.

Reading

Continue reading the modern version up to the end of the chapter.

Summarising the events of Gateshead Hall

Use the illustrations to summarise the main events of Jane's life at Gateshead Hall.

How will life at Lowood be different to life at Gateshead Hall for Jane?

Students can use the information about Jane's childhood at Gateshead to speculate about how her life will be different and Lowood School. Students can also refer to Brocklehurst's discussion with Jane and Mrs Reed from the previous lessons.

Mastery assessment plenary

Students complete quiz.

Resources

Lesson 11

Mastery Content

- Jane arrives at Lowood School
- The girls there range from 9 to 20 years old
- Jane is anxious and excited to arrive

Lesson guide

Do Now: How do you think Jane felt about leaving Gateshead Hall?

Extension: How did Mrs Reed and John Reed feel about Jane leaving?

Reading

Recap Jane's final evening at Gateshead Hall. She doesn't even say goodbye to Mrs Reed before she leaves!

Read Jane's journey to Lowood School in the modern version. There are some check for understanding questions to assess student's comprehension of the passage.

Reading: original

The original version of Jane's first experience in Lowood is written in plain, clear English and describes the schoolroom in a similar way to the modern version. There are a series of questions with potential answers to ensure students have comprehended the passage. If students struggle with the extract, you may read the equivalent extract in the modern version.

Lowood School

Students write down as many facts about Lowood School as they can from the passage they have read today. Student can use the original or modern version to help them.

Lowood School

Students look back at the work they completed in the previous lesson, where they predicted how life at Lowood would be different to life at Gateshead. Students need to write the answers to these questions:

1. Which of your predictions about Lowood School were correct?
2. What are your first impressions of Lowood School?

Mastery assessment plenary

Students complete quiz.

Resources

Arriving at Lowood

Week 4

Key vocabulary:

passionate, behaviour, Lowood, stark, harsh, orphan, orphanage

Lesson 12

Mastery Content

- Life at Lowood is stark and harsh
- The girls are fed burnt porridge
- The girls study the Bible
- One of the teachers (Miss Temple) is kind to the girls

Lesson guide

Do Now: What were the worst moments of Jane's life at Gateshead Hall?

What was the worst moment? Why?

Extension: Which of these events happened more than once? Which events only happened once? Which were the most memorable?

Reading: Jane's morning routine

This passage details what Jane's first morning is like at Lowood. Although there aren't any hugely dramatic moments here (like there were at Gateshead), the everyday misery is clearly going to be a wearing experience for Jane. There is a sequencing activity after the reading passage to help assess students' comprehension of the passage. Note that Miss Temple is even kinder here and the girls' suffering is less brutal than in the original version at this point.

Letter to Bessie

Jane has not described her feelings since leaving Gateshead – she has just described what has happened to her. Students will explore Jane's emotional state throughout the morning by writing a letter to Bessie, the only person at Gateshead who showed her any affection.

There is a shared opening paragraph to introduce the context of the letter.

There is also a model second paragraph which shows students ways to include narrative details and combine them with emotional exposition.

Model with students, discuss, then allow students to compose the rest of Jane's letter to Bessie.

There is an opportunity for self/peer marking following the writing task.

Fortnightly Quiz

Ask students to complete fortnightly quiz

Resources

Week 5

Key vocabulary:

orphan, orphanage, humiliate, humiliation, Helen Burns, harsh, Testament, Miss Scatcherd

Lesson 13

Mastery Content

- Jane meets Helen Burns
- Lowood School is an institute for orphans
- Helen is given a humiliating punishment by Miss Scatcherd

Lesson guide

Do Now: What facts can you remember about Lowood School?

Extension: What facts do you know about the teachers there?

Recap

Recap the main point about Lowood School. We find out a lot more about it in this chapter, as well as the girls who are sent there.

Reading:

This extract opens and closes with the modern version. The conversation and parts of the description of the dinner is in the original version. The two editions have been blended for ease in order to avoid switching between the two books repeatedly. Read the first part of Jane and Helen's conversation where they discuss the history of the school and Mr Brocklehurst. The text does not identify Helen Burns here, however, we have told students the name of 'the girl' to ease comprehension and later exploration of her character.

Lowood School

There are some check for understanding questions about Lowood School. Students can add this additional information to their Do Now task, or to the work they completed in lesson 11.

There is also an activity on the exchange regarding Mr Brocklehurst. You may want to spend some time drawing out Helen's implicit opinion of Brocklehurst if time allows.

Reading

Continue reading the rest of the extract.

Humiliating

Helen is humiliated in front of the school by her teacher, Miss Scatcherd. Introduce humiliate/humiliated/humiliating to students with discussion on correct use of each word.

Punishment

Students discuss whether Helen's punishment is a fair and right way to discipline a child. You may wish to broaden this discussion out more widely than the example of Helen – is it right to humiliate a child?

You may wish to relate this to previous lessons on discipline and punishment in the Victorian era.

Mastery assessment plenary

Students complete quiz.

Jane meets Helen Burns

Resources

Lesson 14

Mastery Content

- Helen Burns is given a severe punishment by Miss Scatcherd
- Helen quietly accepts the punishment
- Jane is upset at the flogging
- The Old Testament encouraged parents to use the rod on children

Lesson guide

Do Now: What makes life at Lowood School harsh?

Extension: Is life more harsh at Lowood or Gateshead Hall?

Recap

Recap the harsh parts of life at Lowood school. Also remind students about Jane's new friend.

Reading

Read the passage. Helen is savagely punished for a minor misdemeanour that was not even her fault.

There are some check for understanding questions to assess students' comprehension of the passage.

Helen Burns

Review the image of Helen being struck by Miss Scatcherd. Invoke an emotive response from students. Ask students to return to the text to explore Helen and Jane's thoughts and feelings at this moment. Jane is shocked and appalled, and Helen is meek and accepting.

Old Testament

Recap Brocklehurst's attitude to raising a child: children are born evil and need to have it driven from them with strict discipline and punishment.

Introduce the three extracts from the Bible which explicitly talk about striking children (Proverbs are from the Old Testament, Colossians from the New).

Students need to discuss what the verse means and how it relates to the events of 'Jane Eyre'.

Miss Scatcherd

Miss Scatcherd's acts are insupportable and inexcusable, however she was acting in a way that she felt was right.

Students need to use the details from the verses they have just looked at to consider Scatcherd's thoughts and feelings at the moment illustrated.

Miss Scatcherd

Following this, students write an answer to the question: **Why does Miss Scatcherd punish Burns in such a harsh way?**

Mastery assessment plenary

Students complete quiz.

Miss Scatcherd

Resources

Week 5

Key vocabulary:

orphan, orphanage, humiliate, humiliation, Helen Burns, harsh, Testament, Miss Scatcherd

Lesson 15

Mastery Content

- Jane's friend is called Helen Burns
- Helen forgives Miss Scatcherd and accepts her punishment
- Jane is angry at the way Miss Scatcherd treats Helen
- Jane thinks you should hit back at people who treat you unfairly

Lesson guide

Do Now: Write down as many things about Helen Burns as you can.

Extension: How is Burns similar or different to Jane Eyre?

Recap

Recap the main information about Helen Burns.

Reading

Introduce the context of the passage. The original has been edited slightly so it is more simple than the text in the Penguin Classics edition, however you may wish to read a part of this passage in the modern version use your discretion!

There are some facts about Helen that students need to distinguish from the passage. Students can add these to the Do Now activity to show development of knowledge about Helen's character.

Helen's attitude to Miss Scatcherd

Look more carefully at Helen's attitude to Miss Scatcherd. Students need to re-read it, explain it in their own words and then consider how much they agree with the statement.

Reading: Helen's faults

In the next passage, Helen describes her faults to Jane and Jane describes her feelings towards Miss Scatcherd. This is not in the modern version, so students will need to read this in the original version. There are some check for understanding questions that capture some important information about Helen.

Jane's attitude to Miss Scatcherd

This is an important quotation that truly captures Jane's passionate, rebellious and just attitude to wrongdoers. Students need to explain Jane's opinion in their own words, and then compare it to Helen's attitude, considering which viewpoint they agree with the most.

Mastery assessment plenary

Students complete quiz.

Resources

Helen Burns

Week 6

Key vocabulary:
faith, Christianity, harsh, hypocrite

Lesson 16

Mastery Content

- In the Victorian era, Christian schools used the idea of hell to control children into fearing God
- Helen does not accept this view of God and the afterlife
- Helen believes that all Christians will be accepted into heaven if they repent their sins and accept Jesus as their saviour

Lesson guide

Do Now: What is happening in this image? It is the moment Miss Scatcherd flogs Helen Burns.
Extension: How did you feel when you read about this punishment?
Brocklehurst's faith
 Recap Brocklehurst's attitude to raising a child: they are born in sin and must be punished to make them obey God.
Punishment
 Re-read the story from the chapbook in a previous lesson. Focus on the punishment: all sinners will go to hell when they die. Explain that Helen Burns does not believe this. We are going to discover her thoughts in today's lesson.
Reading: Helen's faith
 This is a difficult extract. The Classics Retold edition completely omits this part of the conversation, but it is important to understand Helen's death and her attitude to her mortality later in the book. The passages in bold have been simplified from the original. For the most part, the conversation is straightforward except for the final paragraph.
Helen's faith:
 Look at the final paragraph from the extract in greater detail. There are directed check for understanding questions here to explore the specific, important details from this paragraph.
 The final question is the most important, which is why students are asked to write down their answer to this; however, you may want to ask students to capture their discussions as you progress through each of the exploratory questions.
Helen and Brocklehurst's faith
 Students need to compare Helen's Christianity to Brocklehurst's. You may need to further explore how two different Christians can have different beliefs. You may also want to bring in further contextual detail from previous lessons. There are some suggested answers to show students to help ignite their discussions if needed.
Mastery assessment plenary
 Students complete quiz.

Resources

Helen's faith

Lesson 17

Mastery Content

- Life at Lowood in the winter is extremely harsh
- Girls go to church on a Sunday
- Life is particularly difficult for the younger girls

Lesson guide

Do Now: What makes Helen Burns a good Christian in 'Jane Eyre'?
Extension: What makes Mr Brocklehurst a good Christian?
Recap
 Recap the events from last lesson, particularly those that show how difficult and harsh life at Lowood is.
Reading
 Read from, 'My first quarter at Lowood seemed an age' (page 71)
 Read to, 'propped up with the monitors' high stools.' (page 73)
 The passage highlights the terrible way the girls had to live during winter. The freezing conditions could have been alleviated by Brocklehurst, but he is too unkind and uncaring to help the girls to live in comfort.
Winter at Lowood
 Recap the four main events Jane recalls in the passage. Students discuss what the worst part would be.
Winter at Lowood
 Students will enact one of the scenes from the passage that was read. There are specified roles for each student. The students should mime what happens, whilst the narrator reads what is happening. The 'Director's notes' can be used as a success criteria, as a peer/self-feedback tool, or as a classroom management resource.
 You may wish to see some groups' performances. During this, you may want to 'freeze' the action and explore the thoughts and feelings of each of the characters. This would be particularly useful for the adult characters in each scene.
Winter at Lowood
 There are some questions to allow students to express what they have understood from the lesson. These may be completed independently or in pairs.
Mastery assessment plenary
 Students complete quiz.

Resources

Week 6

Key vocabulary:
faith, Christianity, harsh, hypocrite

Lesson 18

Mastery Content

- Mr Brocklehurst visits Lowood School with his daughters
- His daughters wear fine clothes and have their hair in fancy styles
- Mr Brocklehurst is a hypocrite

Lesson guide

Do Now: What words would you use to describe Mr Brocklehurst?

Extension: It is possible to describe Mr Brocklehurst in a positive way?

Recap

Recall how Miss Temple fed the girls bread and cheese on the day that the porridge was burnt: this will have ramifications in the reading today.

Reading: Mr Brocklehurst

Read the passage where Mr Brocklehurst admonished Miss Temple for the state of the girls' stockings and for giving them bread and cheese. There are some check for understanding questions to allow you to assess students' comprehension of the passage.

Starve their immortal souls

Mr Brocklehurst's words to Miss Temples are some of the most iconic in the novel. Explore the original version with students, relating to Brocklehurst's Christian faith. You may wish to recall and introduce Brocklehurst's attitude to raising children if students are likely to have forgotten what he said.

Hypocrite: vocabulary

Introduce the word 'hypocrite' and discuss among students. This term will be particularly useful in the next passage. You may also want to relate the word to Mrs Reed, who gives a reason for disciplining Jane, but does not apply the same standards to John Reed.

Reading: Brocklehurst's hypocrisy

Read the passage where Brocklehurst admonishes Miss Temple for letting the girls have curly hair, and where he reminds them to appear meek and bland. This contrasts with his own daughters

Brocklehurst's hypocrisy

Students discuss how Brocklehurst is a hypocrite, relating to the passage they have just read. Following this, student write their answer to the question, using evidence from the novel to support their answer. You may also want to discuss Brocklehurst's statements from earlier in the novel where he talks about the sin of pride, when it is clear that he is a proud man, thinking he and his daughters are superior to the girls at Lowood.

Fortnightly Quiz

Ask students to complete fortnightly quiz

Resources

Week 7

Key vocabulary:

humiliation, punish, paralysed, dread, scorched, terrified, hope, perspective

Lesson 19

Mastery Content

- Mr Brocklehurst labels Jane a liar in front of the whole school
- Jane is made to stand on a stool in front of the whole school with a board with 'liar' written on it hanging from her neck
- Jane feels completely humiliated

Lesson guide

Do Now

What does it mean to humiliate someone?
Which character has been humiliated at Lowood School?
How were they humiliated?

Extension: Did this character deserve to be humiliated?

Recap

Recap Mr Brocklehurst's visit, and how Jane is trying to hide from him because she doesn't want him to tell the school that she is a liar.

Reading

Read the next extract in the original as it is such an iconic scene from 'Jane Eyre'. In it, Jane breaks her slate and is called up to the front of the class.

There are some check for understanding questions here to assess students' comprehension of the passage.

Reading

Continue reading. We see Brocklehurst label Jane a liar in front of the whole school as he warns the students and the teachers to be vigilant of her behaviour.

Jane the liar

Students need to summarise what Brocklehurst says in the preceding passage in four sentences. There is a suggestion there, though other answers will be acceptable. The modelled answer captures the most relevant parts for the subsequent analysis

Closer reading

There are two passages explored in greater depth. Re-read the exact instructions that Brocklehurst gives to the children and to Miss Temple.

Consider what they are being asked to do, and what potential impact this could have on Jane.

Also consider the tone of Brocklehurst's instructions. They sound more like a judge or warden describing the way a convict should be treated. Again, you may wish to consider how this makes Jane feel.

'punish her body to save her soul.'

Look again at this quotation and relate to Brocklehurst's attitude to childhood.

Humiliation

Students write a paragraph each on these questions:

Write one paragraph on each of these questions:

1. How did Mr Brocklehurst humiliate Jane Eyre in the extract we have read?
2. Why did Mr Brocklehurst humiliate Jane in the extract?

Mastery assessment plenary

Students complete quiz.

Resources

Jane the liar

Week 7

Key vocabulary:

humiliation, punish, paralysed, dread, scorched, terrified, hope, perspective

Lesson 20

Mastery Content

- Jane is terrified by Brocklehurst calling her to the front of the schoolroom
- Brocklehurst humiliated Jane
- Helen Burns offers Jane hope

Lesson guide

Do Now

What is happening in this picture?
Explain what is happening and why in five sentences.

Extension: Did this character deserve to be humiliated?

How does Brontë present Jane's experience of being called a liar?

Introduce the question students will answer later in the lesson. Students will be guided through selecting evidence, analysing, and writing about it throughout the lesson;.

Re-reading

Re-read the passage indicated passage from yesterday, highlighting the moments that show Jane's fear and terror. You may need to further gloss some of the words.

Jane's terror

Review the selected quotations. Reiterate that they show Jane's fear. Following this, there is a model analysis of the quotations. Explore how Brontë presents Jane's fear.

Jane's humiliation

Repeat the re-reading, finding moments that Brontë presents Jane's humiliation.

Jane's humiliation

Review the quotations. Students select two to analyse independently.

Reading

Read to the end of the chapter in the modern version. Here, we see how Helen Burns offers Jane hope.

Jane's hope

Again, repeat the process of looking for apt evidence to analyse, showing that Brontë gives Jane some hope.

How does Brontë present Jane's experience of being called a liar?

Re-introduce the question, along with the content students will write about and a suggested paragraph template. There is a model here to go through that explains how the template can be used to write a successful paragraph.

Writing

Following the model, students write their own paragraph on the question, using the evidence and notes they had collected throughout the lesson.

There is a writing checklist following the writing task.

Mastery assessment plenary

Students complete quiz.

Resources

Lesson 21

Mastery Content

- Jane is devastated by her punishment from Mr Brocklehurst
- Helen Burns comforts Jane
- Miss Temple asks Jane to acquit herself of the charge of being a liar
- Miss Temple believes Jane's narrative
- Jane has friends at Lowood School

Lesson guide

Do Now: What would Jane have been thinking and feeling when she was made to stand on a stool in front of the whole school with 'liar' hung around her neck?

Extension: How would Helen Burns have felt in this situation?

Recap

Recap Jane's humiliation at the hands of Brocklehurst in the previous lesson.

Reading: Helen comforts Jane

Read from, 'Ere the half hour ended...' (page 81)

Read to, '...recognised as Miss Temple.' (page 83)

Helen comforts Jane

In this passage, we see how Jane's perception of what has happened varies drastically from the other children's. Students need to explain how the two girls view what has happened as a check for understanding of the passage that has just been read.

Reading: Miss Temple

Recap the main points students already know about Miss Temple, then continue reading.

Read from, "'I came on purpose to find you...'" (page 83)

Read to, "'... you are clear now.'" (page 85)

There are some true/false questions after the extract to assess students' comprehension of the extract.

Jane's changing life

Jane's life has changed a lot since she has left Gateshead Hall. Explore the ways Jane's life is different. For some of the examples, Jane's life is actually quite similar, or contains an element of overlap with her life at Gateshead Hall.

Miss Temple and Mr Brocklehurst

What does the juxtaposition of Miss Temple and Mr Brocklehurst tell a reader about Charlotte Brontë's attitude to childhood? We are clearly meant to empathise much more with Miss Temple, suggesting that Brontë would advocate a more accepting and tolerant approach to raising and teaching children.

Mastery assessment plenary

Students complete quiz.

Resources

How has Jane's life changed?

Week 8

Key vocabulary:
imply, tuberculosis, consumption, tragic, grieve

Lesson 22

Mastery Content

- Miss Temple treats Helen and Jane well
- Brontë foreshadows Helen's illness
- Jane begins to enjoy parts of her life

Lesson guide

Do Now: Why is Miss Temple going to write to Mr Lloyd?
Extension: How will he respond?
Recap
Recap how Miss Temple believes that Jane is not a liar. She will write to Mr Lloyd to confirm this.
Reading: Modern version
Read the passage in the original version. A lot happens – Jane and Helen spend a pleasant evening with Miss Temple; then a week passes and Jane is cleared of lying. There are some statements to check students' understanding
Helen Burns
Explain that the original version reveals a lot more about Helen Burns, and we are going to try to discover more about Helen.
Reading: Original
Read the scene with Helen, Jane and Miss Temple in the original version.
Check for understanding
There are some check for understanding questions following the reading. These have been deliberately selected to avoid students answering the questions using the modern version.
Imply
Students discuss what the quotations reveal about Jane Eyre. They then consider the implications about Helen Burns from the passage they have read today.
Helen Burns
Brontë implies that Helen Burns is sick, and may die soon. Explore what the word 'imply' / 'implies' means.
Students complete a paragraph on Brontë's implication.
Mastery assessment plenary
Students complete quiz.

Resources

Helen and Miss Temple

Lesson 23

Mastery Content

- Jane enjoys the springtime at Lowood School
- Disease sweeps through the school and lots of girls fall ill; of these, many die
- Jane's childhood is tragic, but not entirely so

Lesson guide

Do Now: What words would you use to describe Jane's life at Lowood School?
Extension: Can you think of any positive ways to describe Jane's life at Lowood?
Recap
Recap details from Brontë's biography – her siblings all died of tuberculosis at a young age. This influences the passage read in today's lesson
Reading
Read from, 'As spring drew on...' (page 51)
Read to, '...sickroom beds.' (page 52)
The images after reading will allow you to assess students' comprehension of the previous passage. Note that the wrong images show Jane enjoying life at Lowood and the Thames. Although this relates to the miasma theory of disease, it is not relevant to the passage read.
Following this, relate what has just been read to events from Brontë's biography.
Reading
Read from, 'But for those of us...' (page 52)
Read to, '...my first and dearest friend?' (page 53)
Students need to identify the one sentence which illustrates the image.
The second half of reading details how life at Lowood is pleasant for children.
Jane's childhood
There is a statement on Jane's childhood. Students work in pairs to collect information to corroborate this statement. One example is provided.
Following this, students discuss or debate the statement. There are some suggested viewpoints, though you may wish to edit these as necessary.
After the discussion, students may write down their own opinion on the statement.
Mastery assessment plenary
Students complete quiz.

Resources

Jane's childhood

Week 8

Key vocabulary:
imply, tuberculosis, consumption, tragic, grieve

Lesson 24

Mastery Content

- Helen Burns grows sicker
- Jane visits Helen in the dead of night
- Helen dies with Jane by her side

Lesson guide

Do Now:

How has Jane's life improved in the springtime at Lowood School?
Why has her life improved?

Recap

Recap the events of the sickness at Lowood School, and Jane's comment that she has not neglected her best friend, Helen Burns

Reading: Modern version

Read the modern version where Jane returns to Lowood after a day exploring, then discovers the doctor has visited Helen. Students discuss the highlighted quotation to check for understanding.

Reading: Helen's death

Read the passage where Jane sneaks into Helen's crib and talks to her before she dies.

There are some questions running alongside the passage which target non-literal or difficult passages. You may want to address these whilst reading, or direct students to return to these after they have completed reading the passage.

Following the reading, students take a moment to reflect on what they have read, and write their initial response to Helen's death.

At this point, they can write down their answers to the questions running alongside the text. These questions will help to generate a more nuanced understanding of the emotional impact of Helen's death. Students write their answers to these questions in complete sentences.

Following this, students return to their initial response to Helen's death and revise.

Helen's Death

Look closely at the paragraph where Helen describes being happy and resolved about her death. This close analysis will be useful for preparing students for the unseen assessment.

Helen's death

Students use the modelled annotations to write a paragraph about Helen Burns in pairs. In the next lesson, they will practise annotating a passage and writing a paragraph independently.

Fortnightly Quiz

Ask students to complete fortnightly quiz

Resources

Helen's Death

Week 9

Key vocabulary:

tragic, Christian, ideal, angelic, comeuppance, childhood

Lesson 25	<p>Mastery Content</p> <ul style="list-style-type: none"> Helen Burns is a tragic character Brontë uses Helen to show that childhood in the Victorian era was tough and harsh 	<p>Lesson guide</p> <p>Do Now: What words would you use to describe Helen Burns? Extension: Is Helen a realistic character? Why? Why not? Writing about Helen Burns Students will later write on this question: How does Charlotte Brontë present Helen Burns in 'Jane Eyre'? Before this, students will prepare some ideas using passages from 'Jane Eyre'. Recap the annotations from the previous lesson. Students work in pairs to annotate the passages in the context of the provide question Helen Burns Students will write their paragraphs on this question; How does Charlotte Brontë present Helen Burns in 'Jane Eyre'? There is a suggested paragraph scaffold here, followed by a model paragraph. Following this, students review their annotated extracts from the previous lesson to write their own paragraph in pairs. Mastery assessment plenary Students complete quiz.</p>	<p>Resources</p> <p>Helen Burns quotations</p>
Lesson 26	<p>Mastery Content</p> <ul style="list-style-type: none"> Lowood undergoes drastic changes after the typhus outbreak Brocklehurst is demoted and has less responsibility at Lowood Miss Temple gets married and leaves the school Jane becomes restless and decides that she wants to leave Lowood 	<p>Lesson guide</p> <p>Do Now: What reasons does Jane have to stay at Lowood School? Extension: How did life at Lowood improve in the spring? Reading The next passage covers a lot of time very quickly. You may want to explain that Brontë is about to gloss over eight years of Jane's life in a matter of paragraphs. Read from, 'One the typhus had done its worst...' (page 57) Read to, '...happy, healthy pupils.' (page 58) Changes Students need to explain the changes that have taken place at Lowood School in the last eight years. There are specific details that students need to consider in their reading. Reading Continue reading. Here we discover the changes of Miss Temple and Jane. Read from, 'I was to stay there for eight years.' (page 58) Read to, '... think more on the matter at bedtime.' (page 61) Changes Students need to explain the changes that have taken place at Lowood School in the last eight years. There are statements relating to Miss Temple and to Jane that students can use to begin their response. Changes Students continue to add more details to their resource, noting what changes have taken place. Comeuppance Explore the definition and examples of comeuppance (you may want to spend some time looking at the example of Napoleon!) to consolidate understanding. Following this, students debate whether Brocklehurst receives a comeuppance in 'Jane Eyre'. Fortnightly Quiz Ask students to complete fortnightly quiz</p>	<p>Resources</p> <p>Chapter 6</p>
Lesson 27	<p>Mastery Content</p> <ul style="list-style-type: none"> The main events of Chapters 1-10 of 'Jane Eyre' The main characters in 'Jane Eyre' Victorian attitudes to childhood Victorian attitudes to childhood seen in 'Jane Eyre' 	<p>Lesson guide</p> <p>Describe what the childhoods of John, Jane, and Helen were like in one or two sentences each. Plot recap Use the images from the novel to recap the main events of 'Jane Eyre'. Review. Assessment introduction In the next lesson, students will be told the assessment task. In this lesson, students will revise the main events and characters of 'Jane Eyre'. Victorian childhood Students have already been taught the three main approaches to raising children in the Victorian era. They need to recall them. Following this, students need to decide which characters from 'Jane Eyre' represents each perspective and explain which events from the novel demonstrate each one. Also discuss Brontë's attitude to childhood. Mastery assessment plenary Students complete quiz.</p>	<p>Resources</p>

Week 10

Key vocabulary:
childhood, governess, wealthy, poor, servitude

Lesson 28

Mastery Content

- The assessment task looks at Jane's childhood
- There will be an 'unseen' extract
- The essay should have a thesis

Lesson guide

How does Charlotte Brontë want a reader to feel about:

- Jane Eyre
- Helen Burns
- John Reed
- Mr Brocklehurst?

Assessment

Introduce the assessment task.

Make it explicit that student will need to respond to the 'unseen' extract AND their wider knowledge of the novel.

Revision

Students re-read three passages from 'Jane Eyre'. These are important, formative points from the novel which students may want to write about.

Students can re-read these independently or in pairs.

They will not be allowed to bring these extracts into the exam – they are collated here for convenience.

Planning

After reading the extracts, students work on the questions individually, then share with a partner. Using the extracts in conjunction with these guided questions will help students to formulate their ideas for their assessment.

Planning

Students will **not** be able to bring notes into the assessment, however they may wish to make a plan when they are in the assessment.

There is a model plan to look at, and deconstruct.

Remember: students cannot bring this plan into the assessment with them. They will need to devise this plan in the assessment time.

Revising how to write an academic essay

Students revise the use of:

- Text reference
- Writers' names
- Pronouns
- Tone
- Vocabulary
- Proof reading

Fortnightly Quiz

Ask students to complete fortnightly quiz.

Foundation assessment
prep extracts

Assessment notes

Resources

Lesson 29

Mastery Content

- Jane advertises for a job outside of Lowood School
- She receives a job offer from Thornfield Hall
- Mrs Reed provides a reference saying that she has no responsibility for Jane
- Jane is well qualified to be a governess
- A governess was a live-in teacher in wealthy households

Lesson guide

Do Now: Why does Jane want to leave Lowood School?

What does she want to do instead?

Recap

Recap that Jane is becoming restless at Lowood School and is looking for a new opportunity.

Reading

Explain what is about to happen in the passage students are about to read. You may need to explain how post was more regular in the Victorian era, and that people would regularly have had to collect their post from the office, rather than have it delivered. This still occurs today with a PO Box.

Read from, 'Unfortunately, I shared my room...' (page 61)

Read to, "... near Millcote.'" (page 64)

There is a brief summary of what has happened in the passage

Governess

Explain what a governess is. Explore how Jane would be well suited to the role given her experience and education at Lowood. Even though Jane would be well-suited to life as a governess, there are some elements that she would struggle with. View the video clip that explains some of the challenges of being a governess.

Following this, students need to decide whether Jane's decision to apply to be a governess was a good one.

Reading

Read from, 'It was perfect. (page 64)

Read to the end of the chapter.

Following the reading, there are some check for understanding questions to allow you to assess students' comprehension of the passage.

Final thoughts

That is the last reading for 'Jane Eyre'!

There are some questions here to invite students to reflect on what they have read.

Resources