



English Mastery

Year 9 Unit of Work

Literature Unit 1: 'Jane Eyre' by Charlotte Bronte

Traditional Pathway

	Lesson title	Key knowledge
Week 1	Bronte biography; Chapter 1; 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	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, even remembering it as an adult; Mr Reed died in the room so Jane believes it is haunted; Jane faints in the red room.
Week 3	Mr Lloyd; Juxtaposition in Gateshead Hall; Christmas at Gateshead	After fainting, Jane is visited by the apothecary, Mr Lloyd, who proposes Jane should go to school which brings her hope; Bessie and Mr Lloyd are juxtaposed with the other characters at Gateshead; Jane is isolated from the Reed family at Christmas.
Week 4	Mr Brocklehurst; Victorian attitudes to childhood; Gateshead Hall review	Jane meets her strict head teacher Mr Brocklehurst; he believes in the cruel and strict teaching of the Old Testament; Victorian children were expected to be meek and were threatened with hell as a punishment for sins; passionate behaviour led to severe punishments; 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; developing a thesis to support an essay.
Week 5	First days at Lowood School	Life at Lowood school is hard and routine driven; Miss Temple is a kind teacher; Jane meets Helen Burns who is a kind and meek character; religion plays a part in everyday life at the school.
Week 6	Helen Burns; Winter at Lowood School	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; 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.
Week 7	Brocklehurst's hypocrisy; Jane the liar; Miss Temple	Mr Brocklehurst's family has fine clothes; he is a hypocrite; 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	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 and idealised Christian; Helen contrasts Mr Brocklehurst's approach to religion; 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; Jane looks for work; Bessie visits	Developing a supporting thesis for an essay; Jane leaves Lowood to be a governess at a wealthy house; Bessie visits Jane to say goodbye.

Week 1

Key vocabulary:

Bronte, 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 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 two extracts, one is from the beginning of 'Jane Eyre' and the other from 'Spellbound' by Emily Brontë. They discuss the following question:

What do these extracts tell you about the Brontë's experiences of living in Yorkshire?

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'?**

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.

Charlotte Bronte 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 '**retired back a step or two from his chair**' on p.13.

Check for understanding

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

John Reed the bully

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

Ask students to read the given extract from page 12 again and, in pairs, **write a list of four things that make John Reed an unlikable and unpleasant character.**

Take feedback. Take feedback. Students write a paragraph answering the question: How does 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:

Bronte, 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

What does the quotation reveal about the relationship between Jane Eyre and John Reed?

Extension: What do the highlighted words reveal about Jane's character? How does she compare to John Reed?

Reading

Read the quick recap on what has happened in chapter 1 so far.

The students to read the rest of chapter 1.

Read from, 'That is for your impudence ...' p.13

Read to, '...I was borne upstairs.' p.14

Check for understanding

Ask students to complete the 4 comprehension questions in pairs. Do you want students to write down the answer?

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.

Reading: Bessie and Miss Abbot's perspective on Jane

Explain that even though Jane is thought of as unequal to the Reeds she does not belong with the servants either.

Read the start of chapter 2 until '...locking it behind them.' on page 16.

Students need to identify what Miss Abbot disapprove of, and what punishments she says Jane will face, and why.

Mastery assessment plenary

Students complete quiz.

Extension

Ask students to consider why Abbot and Bessie treat Jane in this way. Is their behaviour justified in any way?

Why do Bessie and Miss Abbot treat Jane in this way?

How do you feel about the way Jane has been treated? Why?

Resources

Miss Abbott's reaction to Jane

Week 2

Key vocabulary:

neglect, abuse, punishment, discipline, just, unjust, oppress, narrative voice

Lesson 4

Mastery Content

- Jane is locked in the red-room
- Jane feels increasingly conflicted about her treatment

Lesson guide

Do Now: Why does a reader feel sympathy towards Jane?
Extension: Is Jane Eyre more or less fortunate than Oliver Twist?
Recap the story so far
In pairs, students summarise the story so far.
Reading: description of the red-room
Students read the description of the red-room.
Read from page 16: '**The red-room ...**'
Read to page 17: '**...bed and room.**'
Students complete the check for understanding questions in pairs. Do you want this to be a discussion or for the answers to be written down?
Reading: Jane the revolted slave
Students read the next part of the text.
Read from page 17: '**I was not quite ...**'
Read to page 18; '**...dismal present**'
Look at the given quotation. Discuss the meaning of 'revolted'.
Students answer the following question in pairs:
Why is Jane feeling 'revolted' and why is she a 'slave'?
Reading
Read from page 18: 'All John Reed's...'
Read to page 19 '**...I see it clearly.**'
In pairs, students order the events of chapter 2 so far.
Jane's state of mind
Students read the given quotations and then use them to help answering the following question: **How does Brontë present Jane's feelings after being locked in the red-room?**
Mastery assessment plenary
Students complete quiz.

Resources

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
Why is being locked in the red-room a terrifying punishment for a ten year old girl?
Extension
How did Victorians teach children how to behave? What were typical punishments?
Reading p.19
Recap the events of Chapter 2 so far.
In pairs, students discuss the following question: **Why does Jane think that the red-room is haunted?**
There are some check for understanding questions at the end of this reading passage.
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.
Reading
Complete reading the chapter. Check students have understood the main events of the chapter, including how Bessie and Abbot run to the door, and Mrs Reed forces them to continue to lock Jane in the red-room.
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.
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

Resources

Close reading extract
Close reading extract – teacher script
Close Reading teacher guide

Week 2

Key vocabulary:

neglect, abuse, punishment, discipline, just, unjust, oppress, narrative voice

Lesson 6

Mastery Content

- Jane wakes up in the nursery
- Bessie is kinder to Jane
- Jane tells the reader that the red-room incident still bothers her as an adult

Lesson guide

Do Now

What was Mrs Reed's promise?

Extension

Why does Jane think that Mrs Reed did not keep that promise?

Recap the red-room

In pairs, students summarise the events of the red-room.

Reading p.23: Jane wakes up

Read from, 'The next thing...' p.23

Read to, '... "I will try."' p.24

Quick check. Students decide if each statement is true or false.

Reading: up to end of p.24

Looking at the character of Bessie.

1. How does Bessie's behaviour towards Jane change?
2. Why do you think this is?

Jane the narrator

Students read and summarise the given paragraph.

This is an important point, and one which could be returned to later when reading the novel. Jane could be classed as a diegetic narrator – she is within the novel, narrating the events of what happened to her. As an older woman, she is able to look back at the events of her past with detachment and a more objective perspective. This is important when discussing Jane's attitudes to Mrs Reed at different points in her life: at the time, Jane was disgusted, enraged and betrayed by Mrs Reed; the older, narrative Jane reflects that she was probably doing what she thought was best, even if this was cruel. The older Jane forgives Mrs Reed, something which the young Jane could never conceive doing. For a similar narrative perspective, consider Scout in *To Kill a Mockingbird*. The subtle comments on the events and characters comes through in slightly stronger tones there, but it still keeps the storytelling focus on the childhood adventures, as in *Jane Eyre*.

Punishment in 'Jane Eyre'

Listen to the podcast which details attitudes to punishment in the Victorian era. You may want to ask students some questions following the podcast to ensure they comprehended the main information, or you may wish to play the clip more than once. There is also a transcript available too if needed.

Students answer the following questions:

1. Does Mrs. Reed punish Jane because she truly believes that she is badly behaved?
2. Do you think that Jane should forgive Mrs. Reed?

Fortnightly Quiz

Ask students to complete fortnightly quiz

Resources

Interview transcript

Week 3

Key vocabulary:
 apothecary, liberty, caste, poverty, juxtaposition,

Lesson 7

Mastery Content

- Bessie feels bad for the way she has treated Jane and attempts to raise her spirits with small gestures of kindness
- Jane cannot imagine living a life with poor people: she would rather live with her rich aunt and be miserable than live in the supposed squalor of poverty
- Mr Lloyd is an outsider to Gateshead Hall, and is the only character that is entirely kind to Jane

Lesson guide

Do Now: What three words would you use to describe Jane's temperament?
Extension: Is Jane a good child? Were the words you selected positive or negative?
Recap: Bessie
Use Bessie's character to help recap the events of the previous lessons – why Bessie was mean to Jane, how her behaviour has changed, and why her behaviour has changed.
Reading: Chapter 3
Read from, 'Next day...' p.25
Read to, '...untasted tart.' p.26
You may wish to omit reading the passages marked by asterisks.
Check for understanding
 Bessie starts giving Jane little treats as she pities her and regrets how she acted towards Jane. Students discuss the quotation and Bessie's behaviour, and how Jane's life is not one of complete misery.
Reading: Chapter 3
Read from, 'Bessie had now...' p.26
Read to, '... at Gateshead Hall.' p.28
Check for understanding
 Discuss these questions in pairs:

1. What reason does Bessie give to Mr Lloyd for Jane crying?
2. Why is Jane's 'self-esteem wounded' by this reason from Bessie?
3. Why can't Bessie stay in the nursery with Jane and Mr Lloyd?

Reading: Chapter 3
 Read from, "'The fall did not make you ill'" (page 28)
 Read to, "'Would you like to go to school?'" (page 30)
Jane's situation
 Mr Lloyd makes a proposal to Jane – that she go and live with her poor relatives. Jane finds it impossible to conceive that poor people can live with dignity. Discuss Jane's options, and why she rejects Lloyd's suggestion
Mr Lloyd
 Lloyd is the only person that has shown Jane any compassion or kindness. It is significant that he is not a resident of Gateshead Hall – it takes a complete outsider to recognise how badly Jane is being treated. Perhaps his suggestion of sending Jane to school is his best attempt at intervening in the cruel way Mrs Reed treats Jane. Students discuss the character of Mr Lloyd, and how he compares to other characters in Gateshead Hall.
Mastery assessment plenary
Students complete quiz.

Resources

Lesson 8

Mastery Content

- Jane considers going to school
- Juxtaposition is a literary technique where a writer places very different things or people close to each other
- Characters are juxtaposed in 'Jane Eyre' to create sympathy for Jane

Lesson guide

Do Now
 1. List the characters we have met at Gateshead Hall.
 2. Sort the characters into two categories:
Extension: How else could you categorise the characters from Gateshead Hall? Place the characters into these different categories.
Juxtaposition
Introduce the term juxtaposition and illustrate with examples from the texts we have read. Apply to 'Jane Eyre' by relating to the Do Now task.
Reading: Chapter 3
 Read to the end of Chapter 3. There is a check for understanding task which asks students to identify why Jane wants to go to school.
Juxtaposition: characters
 Discuss the juxtaposition of Bessie and Miss Abbot – how they help to emphasise how little compassion she receives from the adults in her life.
Juxtaposition
 Students answer the following question: How does Brontë juxtapose characters to create sympathy for Jane in the opening chapters of 'Jane Eyre'?
 The previous two discussion activities should have helped prepare students to answer this question.
Mastery assessment plenary
Students complete quiz.

Resources

Week 3

Key vocabulary:

apothecary, liberty, caste, poverty, juxtaposition,

Lesson 9

Mastery Content

- The Reeds further isolate Jane after the red-room incident
- The Reeds celebrate a lavish Christmas
- Jane is not involved in the Christmas celebrations
- Jane's only company is a battered old doll

Lesson guide

Do Now: Use the illustrations to explain what has happened so far in 'Jane Eyre'.

Extension: Make a character list and explain each character's relationship to Jane.

Reading: Jane's life

Read the passage detailing how the Reeds treat Jane following the red-room incident and Mr Lloyd's visit. There are some check for understanding questions following the reading the assess students' comprehension of the passage.

Victorian Christmas

Use the images from studying Sherlock Holmes to remind students what life was like at Christmas in the Victorian era. Even poor people had some pleasure and luxury, however, this is denied Jane at Gateshead.

Reading:

Continue reading, with details on what Jane's Christmas was like and what it was like for the Reed family. Again, the juxtaposition between the Reed children and Jane is stark: Jane just has an old, battered doll as her only company in the world.

Reed family Christmas

Students need to write a short paragraph that explains what Christmas was like for the Reed children: full of company, food, presents, dressing up and being generally spoilt.

Jane's Christmas

Re-read the passage where Jane describes her only company in the world: a battered old doll. Explore why Bronte includes this pitiful detail – it continues to highlight Jane's isolation and how she has been ostracised by her family.

Mastery assessment plenary

Students complete quiz.

Resources

Week 4

Key vocabulary:

nurture, meek, submissive, Psalms, Testament, childhood, thesis, chapbook

Lesson 10

Mastery Content

- Mr Brocklehurst is an intimidating character
- Mr Brocklehurst believes that children are born evil, and need to have sin driven from them with strict Christian teaching and discipline
- Life at Lowood sounds harsh

Lesson guide

Do Now: What characteristics does Mrs Reed want to nurture in Jane?

Extension: How does Mrs Reed try to nurture these characteristics?

Recap

Recap that Mrs Reed is going to send Jane away to school. We are going to meet the headteacher in the following passage.

Reading: Mr Brocklehurst

Read the passage containing Mr Brocklehurst's introduction. There are some check for understanding questions to help assess students' comprehension of the passage.

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.

Reading

Continue reading to the moment Brocklehurst leaves.

What will life at Lowood be like for Jane?

Students need to look at the conversation between Mr Brocklehurst and Mrs Reed to answer the question. They can also use the information gathered about Brocklehurst's attitude to childhood to help them to predict what life at Lowood School will be like for Jane, especially surrounding punishment and discipline.

NOTE: Students will need to review this work later when they study the routine at Lowood School in lesson 13

Mastery assessment plenary

Students complete quiz.

Resources

Lesson 11

Mastery Content

- Charlotte Brontë was influenced by her own childhood experiences when she wrote 'Jane Eyre'
- Children were threatened with terrifying consequences to make them behave
- Passionate children were seen as a bad in the Victorian era
- An essay should contain a thesis – a main argument

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?

Brocklehurst's attitude to childhood

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: 'Childhood in 'Jane Eyre'', British Library

Students will encounter four sources to help them to answer the question. You may want to capture some of the biographical information in this clip, or 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 bore students write their responses independently.

Sources 2a and 2b: 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 3: 'Passion', from Flowers of Instruction by Dr Mary Elliot

This is another instructional text. Note that passion is seen as a bad thing, which is particularly pertinent for Jane.

Source 4: Excerpt from a charity school pamphlet

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

Brocklehurst's attitude to childhood

Review the question students were introduced to earlier in the lesson. The sources examined in the lesson will help students to answer the question. Introduce the concept of a thesis: a main argument in an essay that is followed all the way throughout. This is something that can be developed and sustained as students prepare for their final assessment. Students discuss their ideas for a successful thesis for the question, and then model how this can be included in an essay's introduction.

Answering the question with a thesis

Students can either attempt to write their own thesis to respond to the question, or continue from the one provided.

Mastery assessment plenary

Students complete quiz.

Resources

Mr Brocklehurst and childhood

Week 4

Key vocabulary:

nurture, meek, submissive, Psalms, Testament, childhood, thesis, chapbook

Lesson 12

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.

The passage is quite straightforward, though you may want to pepper the reading with some questions to check for understanding.

Paired reading

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 Jane's elation and relief after she opens up on Mrs Reed. We finally see the relationship between Bessie and Jane become more familiar: the adults in Gateshead Hall treat Jane like an adult as she has proved that she is not naïve and childish like the Reed children.

Summarising the events of Gateshead Hall

Use the illustrations and the guidelines to write a summary of Jane's life at Gateshead Hall. The colour-coded sentence stems should help students write a brief and accurate summary of what has happened to Jane so far at Gateshead Hall.

NOTE: These summary sentences will be useful for students when they come to write analytical paragraphs about 'Jane Eyre'. One of the features of a successful analytical paragraph is placing an extract in context within the novel; these summary sentences can help students to do this succinctly and accurately.

Fortnightly Quiz

Ask students to complete fortnightly quiz

Resources

Week 5

Key vocabulary:

Lowood School, orphan, orphanage, institution, stark, harsh, Helen Burns

Lesson 13

Mastery Content

- Jane leaves Gateshead Hall without saying goodbye to her aunt or cousins in the morning
- She travels to Lowood
- Jane begins to form her first impressions of life at Lowood

Lesson guide

Do Now:

Write one paragraph that describes the bleak rural setting.

Extension: Include details of a person travelling through the setting, and how they feel about their surroundings as they travel.

Reading

Explain what happens in the passage students are about to read. A lot happens quite quickly, including Jane's understated departure from her aunt.

Read the passage: **from 'Five o' clock had hardly struck...' (page 49)**

to, '... the coach instantly drove away.' (page 51)

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

Reading: Jane's first evening at Lowood

Continue reading. Again, a lot happens to Jane in the passage.

Lowood

Return to the work students completed in Lesson 10, where they predicted what life would be like for Jane at Lowood. Compare the ideas they came up with at this point to the reality Jane has experienced so far: has their expectation met the reality? Is it more or less harsh on first impression?

Thoughts and feelings at Lowood

There is a statement that explains how so much has happened to Jane in the reading from today's lesson. Jane does not comment on her thoughts or feelings as so much happened in such a short amount of time,

Students need to look at the main events from the day and explain what Jane would be **feeling** and **thinking** at each stage of the day.

Jane has left everything and everyone she knows behind her. She is completely alone, young, and in an imposing, intimidating and bleak new setting.

Mastery assessment plenary

Students complete quiz.

Resources

Lesson 14

Mastery Content

- Life at Lowood is stark and harsh
- The girls are fed burnt porridge
- The girls study the Bible, history, grammar, and maths
- Religion plays an important role in daily life at Lowood

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

Read from, 'The night passed rapidly' (page 53). Read to, "'Abominable stuff! How shameful!'" (page 55)

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. Compare the differences between the routine at Lowood with that at Gateshead, where Jane was used as another servant before she departed for Lowood.

There is a sequencing activity after the reading passage to help assess students' comprehension of the passage.

Reading: Harsh life at Lowood

Continue reading. Read from, 'A quarter of an hour passed ...' (page 55). Read to, 'the sound of a hollow cough.' (page 58)

Life at Lowood

Before Jane arrived at Lowood, we knew that conditions would be harsh and that the girls would be brought up in a Christian environment. Students need to review the sequence of events from the morning at Lowood and identify where life will be harsh, and where Christianity plays a role in their life.

Do you think that Jane's life at Lowood will be better or worse than at Gateshead?

Use the evidence from the previous activity to answer this question. Students will also need to use their knowledge of Jane's life at Gateshead, so refer back to the Do Now activity and consider the balance between extreme moments of violence against an unrelenting harshness. There is an opportunity to review and revise the concept of a **thesis**, which students can use to formulate their ideas and give their response cohesion.

Mastery assessment plenary

Students complete quiz.

Resources

Week 5

Key vocabulary:

Lowood School, orphan, orphanage, institution, stark, harsh, Helen Burns

Lesson 15

Mastery Content

- Jane meets Helen Burns
- Lowood School is an institute for orphans
- Helen is a complete contrast to Jane – she is quiet, thoughtful and meek

Lesson guide

Do Now: How were orphans treated in 'Oliver Twist'?

Extension: Why were they treated in this way?

Recap

Recap some of the ways life at Lowood is tough. The girls are orphans, and have no one to stand up for them. Relate this information to the Do Now task.

Reading

Read from, 'As yet I had spoken to no one' (page 58). Read to, "'Now I want to read'" (page 61).

In this passage, Helen Burns is introduced. We don't learn her name, but it is useful to introduce it here in order to help make the later discussion easier to write about.

Helen tells Jane a lot of information about Lowood Institute. There is a Q&A matching activity following the passage to help assess students' comprehension of the passage.

He is a clergyman, and is said to do a great deal of good.

This is a fascinating exchange that should be unpicked by students as it begins to reveal Brocklehurst's true nature. Note the difference between what Helen says and what she **doesn't** say. Other people say Mr Brocklehurst is good; she does not. This reveals that Mr Brocklehurst is probably not a good man, and Helen is very polite and tactful. If Jane doesn't like someone (eg Mrs Reed), she has no reticence in letting her true feelings be known!

Reading

Read from, 'But at that moment the summons sounded for dinner' (page 61)

Read to the end of the chapter.

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

Helen and Jane

Students discuss the differences between Jane and Helen at this part of the novel. The differences will become more and more explicit later in the book, but at this point we already can see how meek and gentle Helen is compared to Jane.

What are the similarities and differences between Jane Eyre and Helen Burns?

Students write an answer to this question. There is a model and a suggested paragraph structure to help students respond to the question.

Mastery assessment plenary

Students complete quiz.

Resources

Week 6

Key vocabulary:

Helen Burns, vicious, meek, cruel, punishment, punishment, Miss Scatcherd, faith, Christianity,

Lesson 16

Mastery Content

- Life at Lowood continues to be harsh, as the water basins freeze over
- Helen is punished for having dirty hands because she was unable to wash them in the frozen water
- Helen accepts her unjust punishment without a word of complaint
- Jane does not understand how Helen can accept her punishment so easily

Lesson guide

Do Now:

1. What were your first impressions of Helen?
2. How would you describe Helen?
3. How does she compare to Jane?

Extension: How does Helen compare to the Reed cousins?

Recap

Recap the events of the previous chapter which show how life at Lowood is harsh and bleak.

Reading: Helen

Read from, 'The next day commenced as before' (page 63)

Read to, '...a tear glistened on her thin cheek' (page 65)

The passage shows Helen receiving a brutal flogging for having dirty hands, despite the fact that the water was frozen, which meant she was unable to.

There are some check for understanding questions following the reading to allow you to check students' comprehension of the passage.

Reading: Helen and Jane

Read from, 'The play-hour in the evening I thought the pleasantest fraction...' (page 65)

Read to, '... I put it off to a more convenient season' (page 67)

Helen and Jane

Ask students to re-read the conversation between Helen and Jane on page 66. The exchange shows Helen and Jane's different attitudes to the way Helen received her punishment.

Following this, students need to explain how Jane and Helen feel about Helen's punishment. They react in different ways, and Helen and Jane both explain their rationale for the way they feel.

Helen

There is an opinion statement that suggests a reader is meant to take Helen's attitude as the most desirable attitude to receiving punishment. This is meant to be a controversial statement that encourages students to think carefully about Helen: is she right to simply accept the punishment she receives, or should she protest? The truth is that the ideal situation probably lay somewhere between Jane and Helen's attitude. We see this throughout the rest of the reading of 'Jane Eyre': Jane learns to moderate her temper and pick her battles with better discretion, all as a result of Helen's lasting influence. But Jane does not lose her fighting spirit, which gives her personality more resilience than Helen.

Mastery assessment plenary

Students complete quiz.

Resources

Week 6

Key vocabulary:

Helen Burns, vicious, meek, cruel, punishment, punishment, Miss Scatcherd, faith, Christianity,

Lesson 17

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: List the main moments the Bible plays a role in daily life at Lowood School.

Extension: Is Jane very religious?

Recap

Recap the introduction to the character of Helen Burns, and the context that leads into this lesson. Helen was harshly punished for a minor misdemeanour that was out of her control. Jane is incredulous that she was punished so severely, and that Helen accepted the punishment without a word.

Reading

Read from, "“You say you have faults, Helen ...” (page 67). Read to, "... nor vengeance that most certainly heals injury.” (page 69)

In this passage, Helen explains her 'faults' to Jane, and begins to explain her faith.

There are some check for understanding questions at the end of the reading passage to assess how well students have comprehended what they have read.

Jane's reaction to Helen

Look at Jane's reaction to what Helen says. Jane is outraged at Helen's mistreatment, and believes that Helen should resist the harsh treatment she has been subjected to.

In pairs, students should make a list of reasons why Jane is **right** to think this way, and a list of reasons why this is **wrong**.

Christian doctrine

Later in this exchange, Helen explains her Christian faith to Jane. In order to better understand this, it is helpful to look at some passages from the Bible that were used to inspire fear in children. Look at the descriptions of hell from the Bible, and discuss how these were used to control children and make them fear hell.

Reading

The next passage contains some difficult but important information about Helen's Christian faith. Introduce the main points Helen is going to detail in her speech in the passage before reading.

Read from, "“What then?”” (page 69). Read to the end of the chapter (page 71).

Helen's faith

Review the main points Helen made in her speech with Jane. Student need to match the correct statement to the relevant quotation. This is a difficult passage, and this matching activity is designed to help consolidate students' comprehension of this extract.

Helen's faith

Read the passage from John 3:15-16. The passage explains that God is forgiving and will accept all those that seek and love him into the kingdom of heaven. This aligns much more to Helen's belief of life after death, and is a contradiction to Brocklehurst's attitude to children being born in sin.

There are some questions for students to answer following this.

Mastery assessment plenary

Students complete quiz.

Helen Burns' faith

Resources

Lesson 18

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.

Fortnightly Quiz

Ask students to complete fortnightly quiz

Resources

Week 7

Key vocabulary:

hypocrite, hypocrisy, shame, humiliation, meek, obedient, console

Lesson 19

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 quotation 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 Brontë presents Brocklehurst as 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. Alternatively, you could consider his emphasis on the 'virtue' of 'consistency' – the irony being that he is not consistent; he treats his family differently to the girls at Lowood.

Student response

There is an example of a student paragraph to this question. Students can examine this and use it to edit and adjust their own response. Note that it explicitly writes about Brontë as the writer, so this could help students to begin to write about the writer's craft if a model is needed.

Fortnightly Quiz

Ask students to complete fortnightly quiz

Resources

Lesson 20

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
- Helen Burns offers Jane support

Lesson guide

Do Now: How were children meant to behave in the Victorian era?

What kinds of behaviour would be punished?

What were typical punishments in the Victorian era?

Extension: Which characters have been punished in 'Jane Eyre'? How were they punished, and what for?

Recap

Recap Mr Brocklehurst's visit to the school. Jane is trying to avoid him. Her luck is about to run out!

Reading

Read from, 'Hitherto, ...' (page 77)

Read to, "...the remainder of the day." (page 79)

Students use the image to describe what has happened in the passage they have just read.

Jane's humiliation

There are three key quotations here that relate to important information from previous chapters.

Students can discuss and answer the questions on these quotations. They can also elicit Jane's humiliation and Brocklehurst's terrifying sentence on Jane.

Reading

Continue reading the rest of the chapters. Students consider what glimmer of hope Helen Burns offers Jane in the final paragraph.

Mastery assessment plenary

Students complete quiz.

Resources

Jane the liar

Week 7

Key vocabulary:
hypocrite, hypocrisy, shame, humiliation, meek, obedient, console

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
Recap what juxtaposition is.
Often in Victorian literature, there is a juxtaposition between characters who have a similar relationship with the protagonist. Model this with the example of Brownlow and Bumble from 'Oliver Twist', linking to Dickens' own attitudes.
Following this example, students consider:
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:

metaphor, famished, nourished, slattern, privation, luxuries, tuberculosis, consumption

Lesson 22

Mastery Content

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

Lesson guide

Do Now: Who is Mr Lloyd?

Why is Miss Temple going to write to him?

Extension: What will Miss Temple say in her letter? How will he respond?

Recap

Recap the character of Mr Lloyd and the context of the image: Helen and Jane are guests of Miss Temple for the evening.

Reading

Inform students of the literal events of what they are about to read. These statements will also be used at the end of the reading to help students comprehend the passage and continue on to the more difficult analysis following the reading.

Read from, 'She kissed me...' (page 85)

Read to, '...a tear from her cheek.' (page 87)

Miss Temple

Look at the metaphor of Miss Temple giving the girls food and how this is symbolic of how she is giving them love. Both Jane and Helen were physically starved and also starved of love; Miss Temple nourished both of these voids.

Helen Burns

There are now liberal and conspicuous hints at Helen Burns' ill health. Look at the relevant passages from the extract students have just read and ask students to draw their own conclusions about what Brontë is alluding to with Burns' health. There is a link to be made with Brontë's sisters dying in childhood: students may be able to combine this knowledge with the text to predict Helen's death in the following chapter.

Consolidation

Students recap what they have just investigated in pairs, then consolidate this in two brief paragraphs.

Reading

Read Jane's vindication by Mr Lloyd's letter.

Read from, 'On reaching the bedroom...' (page 87)

Read to the end of the chapter. (page 89)

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

Jane: then and now

Re-read the final two paragraphs of the chapter. Discuss as a class if needed. Explore how Jane is happy now in the poverty of Lowood School. Compare this to the passage students studied in Lesson 7, where Jane confides to Mr Lloyd that she could not imagine a situation where poor people could be loving and kind.

Use the comparison between Jane's viewpoint to write an answer on how Jane has changed since arriving at Lowood.

Mastery assessment plenary

Students complete quiz.

Resources

Week 8

Key vocabulary:

metaphor, famished, nourished, slattern, privation, luxuries, tuberculosis, consumption

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
- Brontë juxtaposes the joy and elation of spring with the tragedy of death at Lowood School
- Jane's childhood is tragic, but not entirely so

Lesson guide

Do Now: Use the images to write 4 sentences on health and hygiene in the Victorian era.

Recap

The images from the Do Now are drawn from this unit of work, but also from Sherlock Holmes and Oliver Twist. You may need to complete some reteaching, especially around the fact that Lowood is a rural setting (as was the Brontës' childhood school). Death of disease was common. There is some new information here regarding consumption/tuberculosis which will prove useful. You may want to clarify that this is different to typhus later in the lesson during reading.

Reading

Before reading, explain the season has changed from winter to spring.

Read from, 'But the privations...' (page 90)

Read to, '...is another question.' (page 91)

The quotations and image following the reading can be used to assess students' comprehension of the preceding passage. In any case, the selected quotations all illustrate how life at Lowood become more tolerable and less severe. Reinforce this with students.

Reading1

Read from, 'That forest dell...' (page 91)

Read to, '...our mutual intercourse.' (page 93)

Make link to Do Now: hygiene was poor in Victorian era, and people did not know that disease was spread by bacteria. Brontë here suggests that the disease comes from the bad water at Lowood, which we now know is not true. She is accurate in saying that the girls' starvation does not help their health, though.

The images after reading will allow you to assess students' comprehension of the previous passage. Note that the wrong images show built up areas, and people contracting illnesses through dirty water – this is not what happens in 'Jane Eyre'.

Jane's childhood

There are two statements on Jane's childhood. Students work in pairs to debate these statements using evidence from the novel to support their viewpoint. Following this, students can write down their own opinion on the statements.

Mastery assessment plenary

Students complete quiz.

Extension: Juxtaposition

The division of reading in this lessons should provide another strong example of juxtaposition: Jane's relative happiness in the spring contrasted with the sickness and tragic deaths of the girls at Lowood. Students discuss this and compose a shared paragraph on each of the questions on juxtaposition in this chapter.

Resources

Lesson 24

Mastery Content

- Helen Burns grows sicker
- Jane visits Helen in the dead of night
- Helen dies with Jane by her side
- Helen is portrayed as an idealised Christian
- She is a contrast to Mr Brocklehurst

Lesson guide

Do Now: Make a list of the good parts of living at Lowood in the spring.

Make a list of the bad parts of living at Lowood in the spring.

Recap:

Recap the time of year and how Jane has not been playing with Helen Burns. We will find out why that is today.

Reading

Read the passage where Jane describes Helen's sickness and going to visit her when the surgeon comes to see her.

Read from, 'And where, meantime, was Helen Burns?' (page 93)

Read to, '...in her own, gentle voice.' (page 96)

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

Reading

Continue reading to the end of the chapter, where Helen's death is described.

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

After this, they can discuss their reactions with a partner, along with some suggested discussion points. Following this, students return to their initial response to Helen's death and revise.

Helen Burns

Students are going to write an answer to this question:

How does Charlotte Brontë present Helen Burns in 'Jane Eyre'?

To answer this, students will need to look closely at some extracts concerning Helen Burns from the novel.

Model analysing a passage from today's reading. Explore the passage in the context of the question students are going to answer.

Helen Burns passages

Students work in pairs to annotate and analyse the provided passages. You may want to ask students to consider the context of each of the passages before analysing.

Students will benefit from accessing these resources in the next lesson.

Thesis

Recap what a thesis is. Students devise their own thesis for the question they are going to answer in the following lesson.

Fortnightly Quiz

Ask students to complete fortnightly quiz

Resources

Helen Burns quotations

Week 9

Key vocabulary:

tragic, Christian, ideal, angelic, comeuppance,

Lesson 25

Mastery Content

- Helen Burns is an idealised Christian
- Helen is a contrast to Brocklehurst
- Brontë uses Helen to teach Jane and a reader about patience and acceptance

Lesson guide

Do Now: What words would you use to describe Helen Burns?
Extension: Is Helen a realistic character? Why? Why not?
Recap
 Recap the theses from the previous lesson. Students may want to revise or edit their following the Do Now task and after seeing some suggested ideas for theses.
Writing about Helen Burns
 Students will later write 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.
How does Charlotte Brontë present Helen Burns in 'Jane Eyre'?
 Students write their answer to this question. Students should have plenty of content to write about from this lesson and the previous lesson.
Linking paragraphs
 Last year, students were introduced to the idea of linking paragraphs across an essay. Review, model if possible, then ask students to look at their paragraph and re-write the opening sentences to ensure that their essay is linked throughout. There is a Expressive Writing-style checklist for students to review their writing after.
Mastery assessment plenary
 Students complete quiz.

Resources

Lesson 26

Mastery Content

- 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

Lesson guide

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 8 years of Jane's life in a matter of paragraphs.
 Read from, 'Hitherto I have recorded in detail...' (page 99)
 Read to, '... at the end of that time I altered.' (page 100)
Changes
 Students need to explain the changes that have taken place at Lowood School in the last 8 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, 'Miss Temple, through all the changes...' (page 100)
 Read to, '... and again crept to bed.' (page 103)
Changes
 Students need to explain the changes that have taken place at Lowood School in the last 8 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

Resources

Chapter 10

Lesson 27

Mastery Content

- 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'

Lesson guide

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.
Mastery assessment plenary
 Students complete quiz.

Resources

Week 10

Key vocabulary:

wealth, change, Bronte, influence, 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.

Planning

In pairs, students work on the questions. These will help students to formulate their thesis and provide them with content to write about in their assessment.

Thesis

Review the answers to the questions and then ask students to devise a number of theses for the assessment task. Share some and discuss – generating a number of good ideas here will allow students to refine their own thesis before the assessment.

Brontë

Direct students to the writer's craft element of the assessment.

Students have been steered to this element of the assessment throughout the unit. It is up to you how much or how little you emphasise this aspect of the assessment. You may not wish to go into this in detail if you feel that your students will be confused or misdirected by the advice.

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

Resources

Assessment notes

Essay Writing Practice

Week 10

Key vocabulary:

wealth, change, Bronte, influence, childhood, governess, wealthy, poor, servitude

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, 'A kind fairy...' (page 103)

Read to, "... near Millcote, --shire.'" (page 105)

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.

Reading

Read from, 'I examined the document long...' (page 105)

Read to, '... while the change was being accomplished.' (page 107)

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

Governess

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.

Mastery assessment plenary

Students complete quiz.

Resources

Lesson 30

Mastery Content

- Bessie visits Jane
- Bessie recounts what has happened to the Reed family;
 - Georgiana and Eliza are pretty, but silly
 - John Reed is irresponsible
 - Mrs Reed is anxious because John is frittering away the family money
- Jane is now a young woman. The events of her childhood have formed her character as an adult

Lesson guide

Do Now:

Who are these characters?

Where are they from?

How did they treat Jane?

Extension: How did Jane treat each of these characters?

Recap

Recap the events of the previous passage. Jane is preparing to leave Lowood School to undertake a new position as governess at Thornfield Hall.

Reading

Read Bessie's re-introduction and discussion of the Reed family.

Read from, "'Miss," said a servant...' (page 107)

Read to, "'... before you were quite out of my reach.'" (page 108)

The check for understanding questions explore what has happened to the Reeds over the past eight years.

Reading

Read Bessie and Jane's discussion about Jane and her accomplishments.

Read from, "'I am afraid you are disappointed in me...'" (page 108)

Read to, 'a new life in the unknown environs of Millcote.' (page 110)

A young woman

Jane has left childhood; she is now a young woman. Students need to describe what Jane is like as a young woman. Students can use evidence from the passage just read, or from the rest of chapter 10, or from earlier in the novel to explain what Jane is now like.

Students also need to explore what events from her life have influenced her. What events from Jane's childhood made her the person she is?

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