Year 9

Knowledge Organiser

Mary Shelley:

Shelley published her most famous novel *Frankenstein* in 1818 when she was just twenty years old. She generated the idea for the novel on a summer trip to Lake Geneva in Switzerland with her husband (also a very famous Romantic writer) Percy Bysshe Shelley and their friends. Amongst this group was another famous writer, Lord Byron, who suggested they have a competition to see who could write the best ghost story. The story of *Frankenstein* then came to her in a nightmare.

Context:

Shelley wrote Frankenstein during an age where scientific advances were exploding rapidly; throughout the 19th century as a whole, science was a point of avid intrigue. For example the discovery of such concepts as electricity had the power to effectively shake the foundations of previously established constructs and truths about the natural world.
Luigi Galvani was an Italian physician, physicist, biologist and philosopher who, in 1780, discovered that the muscles of dead frog's legs twitched when struck by an electrical spark. In 1803, his nephew, Giovanni Aldini, followed in his uncle's footsteps and experimented on the corpse of executed criminal George Forster by adding electrical current to his body and watched the muscles move.
Another consequence of this interest in science was the act of body snatching; William Burke and William Hare are infamous for their role in this. Selling the bodies to scientists, Burke and Hare originally began grave robbing, digging up fresh corpses from the ground. But when they realised that they could earn significant money, chose to murder innocent people and sell their bodies to anatomists.
The subtitle of Frankenstein is 'The Modern Prometheus'. Prometheus is a figure from Greek mythology who is known for shaping man out of clay and going against the order by stealing fire for man and teaching them the skill of metalwork. Consequently, his ambitions left him punished when Zeus ensured that everyday an eagle ate the liver of Prometheus who was helplessly chained to a rock.

Glossary:

Revenge – seeking to harm someone in return for harm suffered at their hands

Epistolary – a text written in the form of letters

Grotesque – repulsively ugly; disfigured; distorted

Creator – a person that brings something into existence

Charnel house – a building in which corpses or bones are piled

Benevolence – the quality of being moral and kind; "all good
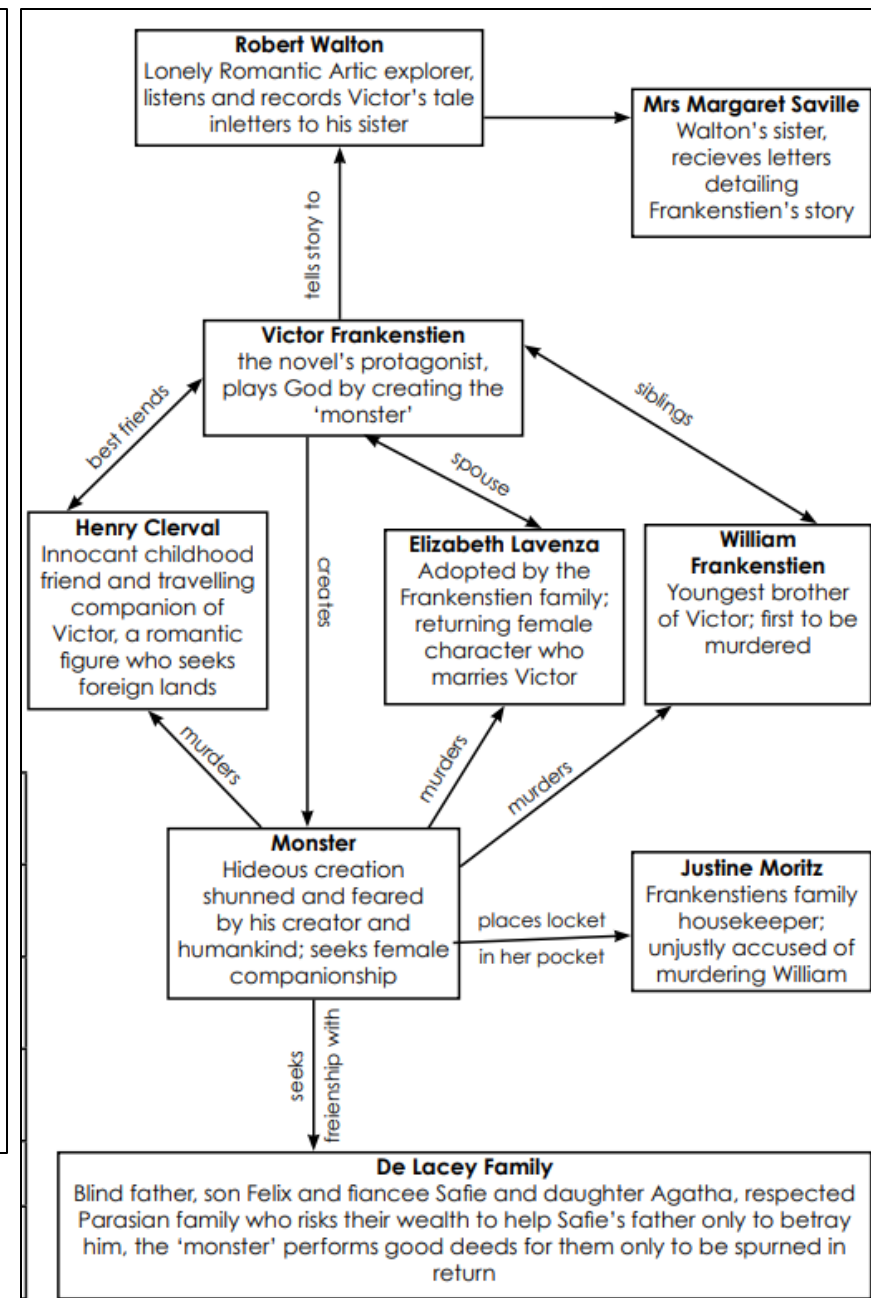
Sublime – of great beauty; perfection; magnificent

Chimera – a thing that is hoped for but is illusory, fundamentally impossible to achieve

Frame narrative – a story in which another story is embedded

Nature vs Nurture – the debate which discusses to what extent our biology or our environment determine our character.
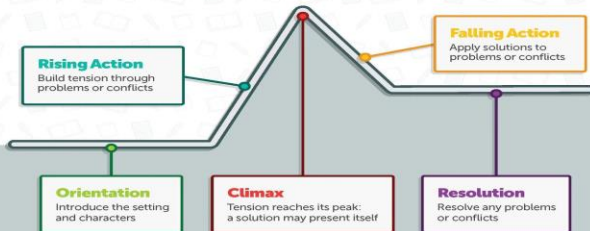
Obsession/addiction	Family/love	Death
Science vs Nature	Nature vs Nurture	Innocence vs guilt

Robert Walton — Lonely Romantic Artic explorer, listens and records Victor's tale in letters to his sister

Mrs Margaret Saville — Walton's sister, recieves letters detailing Frankenstien's story

Victor Frankenstien — the novel's protagonist, plays God by creating the 'monster'

Henry Clerval — Innocant childhood friend and travelling companion of Victor, a romantic figure who seeks foreign lands

Elizabeth Lavenza — Adopted by the Frankenstien family; returning female character who marries Victor

William Frankenstien — Youngest brother of Victor; first to be murdered

Monster — Hideous creation shunned and feared by his creator and humankind; seeks female companionship

Justine Moritz — Frankenstiens family housekeeper; unjustly accused of murdering William

De Lacey Family — Blind father, son Felix and fiancee Safie and daughter Agatha, respected Parasian family who risks their wealth to help Safie's father only to betray him, the 'monster' performs good deeds for them only to be spurned in return

Gothic genre: Haunted houses, shadowy corridors, windswept moors, supernatural suspicions and the beast within. Gothic fiction is rooted in blending the old with the new, hence its undeniable popularity in the 19th century. The strange pairing of ancient settings and modern science create a bizarre and uncanny uneasiness in the reader.

Narrative Plot Structure Diagram

Rising Action
Build tension through problems or conflicts

Falling Action
Apply solutions to problems or conflicts

Orientation
Introduce the setting and characters

Climax
Tension reaches its peak: a solution may present itself

Resolution
Resolve any problems or conflicts

Epistolary: a literary work in the form of letters

Narrative perspective: whose point of view the narrative is being told from and the way they tell the story.

Tone: reflects the speaker's attitudes towards the subject matter.

Register: level of formality of language

Characterisation: a description of the distinctive nature of a character, helping the reader to understand that character.

Model extract from *Frankenstein* by Mary Shelley – The Creature's Narrative

'Frankenstein! you belong then to my enemy—to him towards whom I have sworn eternal revenge; you shall be my first victim.'
The child still struggled and loaded me with epithets which carried despair to my heart; I grasped his throat to silence him, and in a moment he lay dead at my feet.
I gazed on my victim, and my heart swelled with exultation and hellish triumph; clapping my hands, I exclaimed, 'I too can create desolation; my enemy is not invulnerable; this death will carry despair to him, and a thousand other miseries shall torment and destroy him.'
As I fixed my eyes on the child, I saw something glittering on his breast. I took it; it was a portrait of a most lovely woman. In spite of my malignity, it softened and attracted me. For a few moments I gazed with delight on her dark eyes, fringed by deep lashes, and her lovely lips; but presently my rage returned; I remembered that I was forever deprived of the delights that such beautiful creatures could bestow and that she whose resemblance I contemplated would, in regarding me, have changed that air of divine benignity to one expressive of disgust and affright.
Can you wonder that such thoughts transported me with rage? I only wonder that at that moment, instead of venting my sensations in exclamations and agony, I did not rush among mankind and perish in the attempt to destroy them.
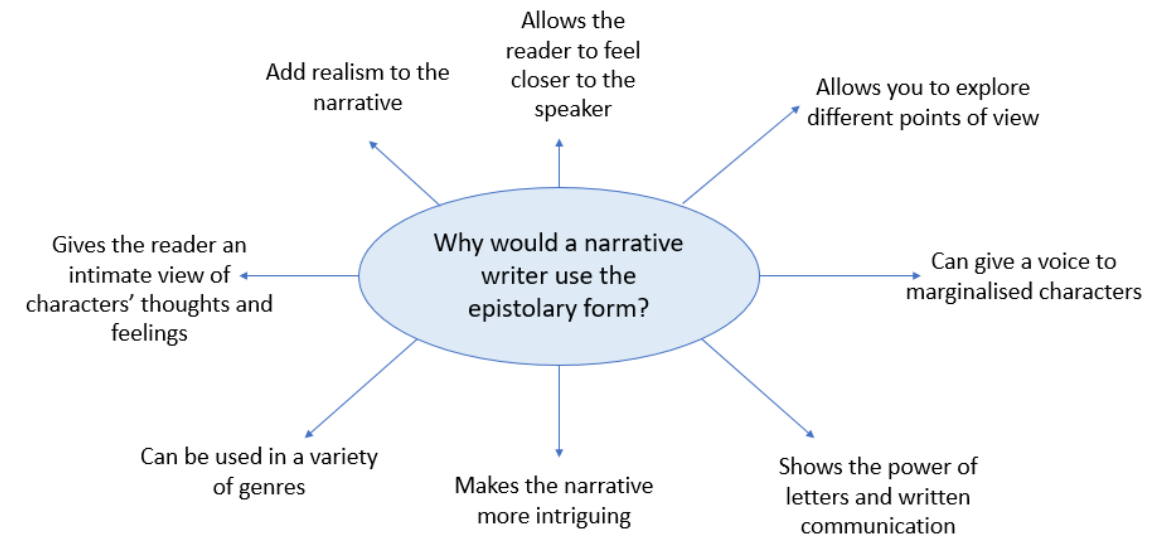While I was overcome by these feelings, I left the spot where I had committed the murder, and seeking a more secluded hiding-place, I entered a barn which had appeared to me to be empty. A woman was sleeping on some straw; she was young, not indeed so beautiful as her whose portrait I held, but of an agreeable aspect and blooming in the loveliness of youth and health. Here, I thought, is one of those whose joy-imparting smiles are bestowed on all but me. And then I bent over her and whispered, 'Awake, fairest, thy lover is near—he who would give his life but to obtain one look of affection from thine eyes; my beloved, awake!'

TASK:
Inspired by the writing style of Mary Shelley, write an epistolary narrative from the perspective of "the monster".

Success criteria:
❑ Establish a distinct narrative voice
❑ Use the epistolary form
❑ Utilise gothic tropes and conventions
❑ Include a range of figurative language devices (simile, metaphor, personification etc)
❑ Use ambitious vocabulary
❑ Use a range of punctuation ? ! ; : - () "

Add realism to the narrative

Allows the reader to feel closer to the speaker

Allows you to explore different points of view

Gives the reader an intimate view of characters' thoughts and feelings

Why would a narrative writer use the epistolary form?

Can give a voice to marginalised characters

Can be used in a variety of genres

Makes the narrative more intriguing

Shows the power of letters and written communication

Year 9 Spring Term 1: The Romantics

Context

Romanticism in English literature started in the late eighteenth century, with the poets William Blake, William Wordsworth and Samuel Taylor Coleridge. It continued into the nineteenth century with the second-generation Romantic poets, most notably Percy Bysshe Shelley, John Keats and Lord Byron. Romanticism can be seen as a reaction to the huge changes in society that occurred during this period, including the revolutions that burned through countries like France and the United States.

Romantic literature is marked by six primary characteristics: celebration of nature, focus on the individual and spirituality, celebration of isolation and melancholy, interest in the common man, idealization of women, and personification and pathetic fallacy.

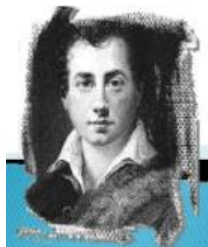| Poetic Device	Definition
Caesura	Pause or break in the middle of a line
Enjambment	Continuation of one line onto another
Extended metaphor	A metaphor that is extended over multiple lines
Semantic field	A group of words which can be connected by an idea
Allusion	A reference to another piece of literature or art

Who are the big six?

Blake   Wordsworth   Coleridge

Byron   Keats   Shelley

Extract from Mont Blanc

Some say that gleams of a remoter world
Visit the soul in sleep,—that death is slumber,
And that its shapes the busy thoughts outnumber
Of those who wake and live.—I look on high;
Has some unknown omnipotence unfurled
The veil of life and death? or do I lie
In dream, and does the mightier world of sleep
Spread far around and inaccessibly
Its circles? For the very spirit fails,
Driven like a homeless cloud from steep to steep
That vanishes among the viewless gales!
Far, far above, piercing the infinite sky,
Mont Blanc appears,—still, snowy, and serene—
Its subject mountains their unearthly forms
Pile around it, ice and rock; broad vales between
Of frozen floods, unfathomable deeps,
Blue as the overhanging heaven, that spread
And wind among the accumulated steeps;

How to annotate a poem

1. Consider the title – what does the title mean? What do you think the poem is about?
2. Read the poem.
3. Who is the speaker of the poem? How do they feel?
4. Read the poem again. Highlight any words which stand out to you.
5. Summarise what the poem is about.
6. How is the poem structured? How many lines and stanzas are there?
7. Analyse the poem line by line. Can you find any language devices? What is the effect of the device?
8. Has your understanding of the poem and the speaker changed?
9. What is the message of the poem?
10. Is there a key theme in the poem?

Year 9 Spring Term 1: The History of the Sonnet

SONNET TIMELINE

1304-1374 → Francesco Petrarch was an Italian scholar and poet during the Italian Renaissance. He made the sonnet his own penning over 300.

1590 → Edmund Spenser devised the Spenserian stanza for his great work The Faerie Queene (1590).

1609 → Shakespeare published a quarto of 154 sonnets in 1609. He wrote the poems throughout his career.

C18 & C19 → Many romantic poets such as Blake, Shelley and Wordsworth adopted the sonnet form for their poems.

Key themes

- Unrequited love
- The power of nature
- Eternal love
- Human hubris
- Idealized beauty
- Human limitations

Petrarchan Sonnet

14 lines of iambic pentameter

Volta on line 9

ABBA ABBA CDCDCD rhyme scheme but can sometimes change and may differ due to translations of text.

Spenserian Sonnet

14 lines

Three interlocked quatrains

A Rhyming couplet

Rhyme scheme is ABAB BCBC CDCD EE.

Shakespearean Sonnet

14 lines

ABAB CDCD EFEF GG rhyme scheme

Last two lines are a rhyming couplet

Sonnet 130 – Shakespeare

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damask'd, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground:
And yet, by heaven, I think my love as rare
As any she belied with false compare.

Tier 3 Vocabulary

Sonnet
From the Latin word "sonetto" meaning little song. A 14 line poem with a regular rhyme scheme.

Caesura
A pause or break in the rhythm of a line of poetry.

Enjambment
Where a sentence runs over two or more lines of poetry.

Rhyme
Words that have a similar sound, used at the end of a sentence.

Rhyming couplet
Two sentences next to each other where the last words rhyme.

Internal rhyme
Rhyme in the middle of a line.

Volta
A change in tone or mood.

Iambic Pentameter
One stressed and one unstressed syllable.

Expectations

Your writing needs to be convincing and compelling. Tone, style and register are assuredly matched to purpose and audience. Extensive and ambitious vocabulary with sustained crafting of linguistic devices. Varied and inventive use of structural features. Writing is compelling, incorporating a range of convincing and complex ideas. Fluently linked paragraphs with seamlessly integrated discourse markers.

Wide range of punctuation is used with a high level of accuracy. Uses a full range of appropriate sentence forms for effect. Uses Standard English consistently and appropriately with secure control of complex grammatical structures. Extensive and ambitious use of vocabulary

Example:

As I neared the foot of the mountain, such was its mass I could no longer see sky. Pausing at the base of it, I noticed that the wind had abated somewhat, and I felt a brief flash of renewed confidence. Glancing up its steep face my eyes scanned the wild, rocky terrain, peppered with tufts of grass and high reeds. No discernible path appeared to etch through it, which led me to believe that nobody of sound mind would be foolish enough to scale it, nobody as foolish as me at least. Warding off the temptation to turn back, I placed my trusty staff before me and carefully distributed my weight across the unstable ground. With no visible path to speak of I lunged forward and begun to climb, praising each successfully placed step as I slowly advanced. Reaching roughly a meter high, I felt the first cool drop of rain blotch my forehead. It caused me to glance up instantly at the sky with trepidation, but before I would be greeted by an onslaught of raindrops, I decided to forge on undeterred. A violent rush of wind suddenly rose beneath me, causing the hood of my coat to blow clean over my head. Maybe it was a sign, I thought. Nature's way of telling me that I should prepare for the inevitable drenching. But I did my best to not entertain such thoughts. Instead, my mind was cast back to the days of my youth.

Key Terms

Narrative voice	the perspective the story is told from
Allusion	an expression designed to call something to mind without mentioning it explicitly
Setting	Where the story takes place
Symbolism	an artistic and poetic movement or style using symbolic images and indirect suggestion to express mystical ideas, emotions, and states of mind
Connotations	An idea or feeling created by a particular word
Clause: A part of a sentence	An independent clause: part of a sentence that makes sense by itself A dependent clause: part of a sentence which requires more information
Natural Imagery	Natural imagery means a congruous set of images depicting the world of nature.
Religious Imagery	objects that have religious significance due to their use of symbolism.

Ambitious Vocabulary

Glancing	Undeterred
everlasting	Luminescent
Wanderlust	Harmonious
Metamorphosis	Blissful
Tranquil	Volatile
Ravine	Ceaseless
Sublime	Passively
Unremitting	Omnipotence
Unfathomable	Primaeval
Glaciers	Mangled

Year 9 Summer Term 1: Romeo and Juliet

Tier 2 Vocabulary

Tragedy
A play dealing with tragic events and having an unhappy ending; about the downfall of the main character

Unrequited
Love not being returned.

Plague
Infectious disease.

Fate
Predetermined events outside a person's control.

Hegemonic Masculinity
Behaviour that legitimises men's dominant position in society.

Mortal Sin
An act which can lead to damnation.

Hierarchy
How members of society are ranked according to their status or authority.

Feud
A prolonged or bitter quarrel.

Playwright

William Shakespeare was writing plays and poems during the Elizabethan period (1558 -1603) and the Jacobean period (1603 – 1625). Shakespeare wrote many comedies, tragedies and also historical plays which were performed at The Globe Theatre. Shakespeare had to get the permission of the King or Queen to perform his plays, so he would ensure he included characters and scenes which would impress the monarch at the time.

Dramatic device	Definition
Monologue	A lengthy speech by one character to others.
Soliloquy	A character speaking to themselves.
Dramatic irony	The audience knows more than the characters om stage.
Foreshadowing	A hint at later events in the play.
Prologue	A brief introduction to plot and characters.
Imagery	Used to convey ideas. Religious imagery is used throughout Act 1 scene 5.
Tragic Hero	A character who has potential to be great but cause their own downfall through their hamartia
Hamartia	A character's weakness which caused their downfall.

Key Themes

Love

Family and Duty

Destiny/Fate

Violence

Context

Elizabethan England was a fiercely patriarchal society with laws that heavily restricted what women could and could not do.. Sermons and books written during the Elizabethan era encouraged women to be silent and obedient to male authority, whether that of their father or their husband. When a woman's father deemed her ready to marry, he had a large degree of control of who she married. Among the aristocracy, where marriages were often more about politics than love, women often had no say at all in who they married. Upon entering marriage, a woman ceased to be her father's responsibility, and her husband became her legal master.

Key characters: Romeo, Juliet, Lord Capulet, Lord Montague, Tybalt, Benvolio, Mercutio, Friar Lawrence, The nurse

Year 9 Summer Term 2: Writing to Present a Viewpoint

ETHOS	PATHOS	LOGOS
Credibility	Emotion	Logic

Devices to include:
- Anecdote
- Statistics
- Repetition
- Triple Emphasis
- Hyperbole
- Rhetorical Questions
- Voice of the Expert
- Direct Address

Method	Example
Anadiplosis	rely on his honour—honour such as his?
Anaphora	We cannot…- we should not… - we must not…
Chiasmus	Working hard? Or hardly working?
Epistrophe	Of the people, by the people, for the people
Oxymoron	cruel kindness
Litotes	not a bad singer

Ethos (character): known as "the appeal to authority" or "the appeal to credibility." This is the method in which a person relies on their credibility or character when making an appeal or an argument.

Pathos (emotions): known as "the appeal to emotion." Pathos refers to the method of trying to persuade an audience by eliciting some kind of emotional reaction.

logos (logic): known as "the appeal to reason." This method involves using facts and logical reasoning to support an argument and persuade an audience.

Kairos (time or moment): devices in this category are dependent on the idea that the time has come for a particular idea or action. The very timeliness of the idea is part of the argument.

Discourse Markers		
Furthermore	It is clear that	Obviously,
Despite… the evidence is clear that…	Evidently	Clearly
Overwhelmingly evidence indicates	Conversely	It is apparent that…

Vocabulary bank		
Seismic shift	cajoling	Detrimental
Heinous	exacerbate	exacerbate
adamant	Irrevocably	Paramount
Dispel	Ephemeral	Modicum

Model Paragraph

In 2020, the RSPCA rescued a shocking 1,246 dogs from the streets, in 2021, the figure was 1,754, in 2022 it was a staggering 2,325. How much longer are we going to ignore the problem of abandoning poor, vulnerable, weak and helpless animals? We are supposed to be kind creatures, creatures who care, creatures who nurture – but these figures simply do not support the evidence. We are becoming creatures who abandon, creatures who lack empathy, creatures who harm. The light burden that they put on our lives, results in them bearing a heavy burden at our hands. Let us make a change today.