

Literary Appreciation English

Grades 10 & 11

Part 2

**Department of English
National Institute of Education
Maharagama**

Foreword

This Teacher's Handbook is intended to help teachers to teach prescribed texts for the G.C.E.O/L 'Appreciation of English Literary Texts'.

A term plan has been introduced and this Teacher's Handbook is the second part and it includes guidance to the teacher on poetry, prose, novels and short stories, which have been put down in the teaching plan to be covered in the first year.

Literature as a discipline is strongly affected by subjectivity and individuality. The teaching approach should not by any means limit the students' originality, stifle their imaginative involvement or cramp their style of writing turn literary study into a production of answers on the same basic model. Students should be encouraged to read for themselves, discover and write responses, which will make them, think for themselves rather than depend on someone else for a response.

I hope this Teacher's Handbook would be of much help to the teachers especially as the syllabus has been changed and that the teachers need some kind of assistance and guidance in teaching 'Appreciation of English Literary Texts'.

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Introduction

1.0 Aims of Teaching Literature

From time to time, educationists and policy makers in education have given expression to the aims of teaching literature in schools. The most frequently voiced is that literature promotes the reading habit. Literary texts by their very nature engage the reader both in terms of content as well as language. Responding to literature is a personal event and gives pleasure to the reader.

For the large number of students taking English literature at G.C.E. (O/L) it may be their first formal encounter with “literature”. While expecting them to gain pleasure through reading, they will have tremendous opportunities for improving language. Access to a wide repertoire of words and varied nuances of meaning is one such opportunity. Since literary texts are “authentic” in their use of language they will facilitate the acquisition of many structures and patterns of language.

There are of course more profound aims expressed; such as multi-cultural understanding and the inculcation of humanistic values – the idea that literature cuts across national and cultural boundaries and territories and speaks a common language of humanity which makes readers empathize with the diversity of the world and its varied life styles as well as with the multiplicity of life forms that exist on it. For Sri Lankan schools, the reading goals and linguistic aims are of primary importance. But no educationist can overlook the cultural and humanistic goals. A sensitive, well – informed and caring citizenry is a nation’s pre-eminent and fundamental goal.

2.0 Rationale of the New Anthology

The new anthology has adopted the current approaches to selection of texts – it is theme based. In this approach, other criteria have also been considered – the simplicity of language and student interest. The learners the anthology has targeted are between 14 and 16 years of age, and from the experience of teaching adolescents, it was found that there are many issues that concern them—the awakening of love in its manifold forms, the interest in nature, the traumatic and unresolved violence and conflict in this society. In education, learner interest as well as national interest too should be considered. Hence the themes of society and the capacity to laugh at the ridiculous too, it is expected, will make readers appreciate the good and wholesome.

While being unified under a variety of themes, the texts show a range of human experience. A particular theme is looked at from different perspectives. The poetry in particular reveals a variety of forms and a range of techniques.

The dramas both serious and comic in outlook have their moments of intensity and reveal many facets of human life. They are refreshingly different from the dramas previously

prescribed for G.C.E. (O/L). An almost radical difference has been made in the approach to the novel. It demonstrates the syllabus designer's approach to the study of literature – as a stepping-stone to wider and better reading. One of the two prescribed novels will be studied and also used in School Based Assessment. It will be tested at the examination as well. Three other novels – abridged and simplified may be read for enjoyment. Through this, it is expected to break the vicious stranglehold the examination has over students and to make reading, a fun and relaxing activity. It is a painful reality that English literature is studied for examination purposes and given an unfair prestige. It is expected that a more rational attitude will arise from the new approach.

2.0 'Teaching Literature

The question is posed whether literature can be taught. Reading literary texts involve some sort of engagement by the reader beyond simply being able to understand the utterances in the text. How is this engagement to be fostered? It is clear that one cannot be taught to like a book. The development of sensitive and committed appreciation of literature cannot be explicitly taught but it is possible to create the conditions for responding to a varied range of works of literature and some of the infinite number of appropriate responses. Reading is a process of meaning creation, which results from integrating the reader's needs, understanding and expectations with a written text. Since those vary from reader to reader, the responses too, will vary. Response is affected by unfamiliarity with the conventions used in literature, the difficulty of the level of language of the text and the inaccessibility of the cultural references. Teaching means clearing away those difficulties.

Recent experiments with assessing literature (Brumfit and Protherough 1991) have brought the concept of literary competence to the forefront. This has made literature teaching parallel to language teaching and provides the teacher a pragmatic and practical approach. The literature student embarks on a route of competence, which comprises reading skills, language skills and literary skills. The composite development of those skills will evoke appropriate responses. Literary skills are further looked at from the point of discrete and global skills, which are similar to the sub-skills of language teaching. These concepts fine-tune the teaching process. While conventional approaches and conventional teachers may frown upon these developments, they provide teachers and students in TEFL situations practical modes of reaching literary competence. Four major skills of literary competence have been listed by Spiro (1991). These are:

1. Comprehension (understanding plain sense)
2. Contextual meaning
3. Empathizing
4. Appreciating

The first level or stage of reading is similar to information seeking in a language text. Every text – literary and non – literary conveys a certain amount of information. It is a situation where some communication is taking place. At its most fundamental level there is a speaker and a person spoken to. And there is a communication (message). The first

level makes a reader aware of this content. The second level – is the meaning created within that context. The context has a setting – i.e. geographical, historical perhaps political – and a cultural setting which manifests itself in the language used for communication. Understanding the contextual meanings will clear the obstacles of reading the text. The third level is empathizing –responding personally to the text. Empathy is emotional and meta- cognitive. Both reference and inference are involved in empathy. The fourth level, which involves judgment and evaluation, is appreciation. It is a joyous reaction but also an intellectual (cognitive) reaction. Responding to literature has to be a process of reasoning. Without reasoning it will become a sentimental capitulation. The training in reading has to be a carefully developed thinking and feeling process.

3.00 Learning outcomes.

The national goal of making an informed reader means a critical thinker as well. The learner must be able to appreciate any “well written” book and recognize a “good book” when he sees it. It is training for life. But the whole enterprise of studying literature has been coloured by non- educational, even non-humanistic objectives. For most students and more for their parents, English literature has become a symbol of prestige, culminating in a fantasy of a distinction pass at G.C.E. (OL). The issue of certification and learning is a critical one.

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Theme: Life

Poem: Mid-Term Break by Seamus Heaney

A: Note on the poet

Seamus Heaney is one of the most outstanding British poets of our time. He is a Nobel Prize winner, having been awarded that literary award in 1995. Seamus Heaney was born in April 1939, in Country Derry, Ireland. He has had both agricultural as well as industrial experiences as a child because his father was a cattle dealer and his mother a descendant of linen workers. The family left the farm called Mossbawn in 1953, and since then his life had been a series of moves further and further away from his birthplace. The distance has been geographical rather than psychological. To Heaney, rural country Derry is the “country of the mind”, where much of his poetry is grounded.

Heaney received a scholarship to St. Colomus College, when he was twelve. He graduated from Queen’s University Belfast. From 1957 to 1962 he lived in Belfast and wrote his first poems. The first stage of his poems was most on local themes and situations, concentrating on life in Ireland. The second stage (80 s – 90 s) widened to include European and Mediterranean elements.

B: Note on the poem.

Mid – Term Break is a moving poem about the death of a young child – just four years old. The child had been callously knocked down by a motor vehicle. “the bumper knocked him clear”. No details of the accident are given. Attention is drawn to the dead child. Presenting the child’s innocence and beauty brings out the pathos of the situation. There is an angelic quality in the child as presented in the following lines:

“Wearing a poppy bruise on his temple
Lay in the four foot box as his cot”

The ‘poppy bruise’ is a many-toned symbol. It reminds one of Poppy Day, poppies worn on lapels of men commemorating the war dead. It is a flower bright red in colour, attractive and decorative. The child seems to be ‘wearing’ the flower not on the lapel but on the temple, which ironically understates the damage done to his head. The child did not look as if he was dead. He seemed to be sleeping in his cot. The underlying anger of the poet at the cruel action that killed a child who still slept in a cot is brought out. The last line, which is a composite stanza, gives expression to the tragedy of it all: ‘A four foot box, a foot for every year’. The title suggests that the death of the brother comes as a shock to the speaker. He was waiting to go home for the mid-term break after six weeks of school. (The intermission forced on him by the death of the brother?) The break had come in the form of going home for the funeral of his little brother. The speaker himself is a child (the eldest in the family) and terribly shocked by the death of the brother. He was apparently so shocked that he had to be sent to the sick bay. For him the ringing of the school bell was like a knell, hurrying his brother’s body to burial. The tragedy is heightened by the reactions of the various characters mentioned in the poem –

the father, the mother, the baby brother, the elders of the village and big Jim Evans. The emotion is controlled powerfully. But through this very control one feels the shocking nature of the tragedy. An awareness of life, that death is very much a part of it is created.

C: Learning Activities.

C-1 Comprehension

- (i) What was the speaker waiting for? Where was he?
- (ii) Who drove him home? Why didn't his father come to take him?
- (iii) What is meant by "He had always taken funerals in his stride"? How is he behaving now?
- (iv) Does big Jim Evans's comment excuse the Father's behaviour or explain it? Why do you think so?
- (v) How did the old men in the village receive the speaker? Why did they do so?
- (vi) What was their attitude to the speaker?
- (vii) Why did the mother "cough out angry tearless sighs"?
- (viii) At what time was the body brought home?
- (ix) How was the corpse laid out? What is the effect of "Snowdrops and candles soothed the bedside"? What atmosphere is created?
- (x) The writer suggests that the dead child is sleeping. What words convey this idea? What is the effect of this suggestion?
- (xi) How had the child died? Does the poet blame the killer?

C-2 Empathizing

- (i) What do you feel when you hear of young children killed in motorcar accidents?
- (ii) What punishment should the drivers responsible for such accidents be given?

C-3 Review

- (i) The speaker experiences great sorrow. But it is strongly controlled. Why? What words and expressions help to control it?

What is pathetic about this situation?

- the death of a young child
- the grief of the parents
- the compassion of the community

How are they brought out? How will you make students aware of them?

D: For the Teacher

- (i) Think of the title – How would you make students aware of the meaning (both literal and contextual). How would you bring out the significance of the title?
- (ii) What is pathetic about this situation?
 - the death of a young child
 - the grief of the parents
 - the compassion of the communityHow are they brought out? How will you make students aware of them?
- (ii) What is the “speaker’s” reaction? How will you set students to reflect on it?
- (iii) How can you make students empathize with the situation?
- (iv) How much of Irish background is given in the poem? How important is that background to understand and appreciate the poem? How much of it should be given to the students?
- (v) Death – unexpected and shocking, is part of the experience of everyday life. How will you get student to reflect on this feature?

Theme: Society

Poem: Wedding photographs (an extract)

Poet: Jean Arasanayagam.

A: Note on the poet.

Jean Arasanayagam is a poet, painter and short story writer. She was born and educated in Kandy. She graduated from the University of Ceylon, Peradeniya. In 1961, she married Mr. Thiyagarajah Arasanyagam, a teacher. She has two daughters who are also recognized writers. She has won national awards for three of her books; *Apocalypse* 1983, *Bairawa: A childhood in Nawaly* and *Women-All women*, and has held writing fellowships at the universities of Iowa and Exeter, and in Washington, Seattle. She has travelled widely and has incorporated her experiences into her writing. Jean Arasanayagam's poetry and fiction up to 1983, reflects her interest in the fine arts and the 'divided inheritance' she acquired by birth and marriage, both of which are major themes in her early writing. The peaceful outlook of her writing changed with the violence of 1983. Her experience as a victim of the ethnic intolerance of that period had made her take up themes relating to exile and human intolerance. As a result she has become very well known outside her homeland and has attracted reviews and critiques from many famous critics and reviewers.

B: Note on the poem

The poem is reminiscent of the past – It takes the reader back to the wedding rites of the mother-in-law to the day of her marriage. It traces the consciousness of both mother-in-law as well as daughter-in-law. The mother-in-law goes back in her memory to the past. The daughter-in-law imagines and enriches that past from her own experience of the past and her acquaintance with the Tamil Hindu culture. The effect is that of snapshots/photographs of life. In fact the poem is cued by the daughter-in-law's inquiry "Have you any wedding photographs" The mother-in-law denies having any but the writer invokes the past as a series of photographs. The reader gets a vivid picture of the mother-in-law as a bride, just sixteen years old, young and inexperienced – a child bride. The bridegroom – the father-in-law had been twenty years older. It had been a union of wealthy families. The bride though an orphan had valuable jewels, much property and land. The marriage in spite of the difference in age had worked very well. It had been fruitful. It could be inferred, that the marriage resulted in many children being born to them and had been a very happy one. The child-bride had matured into a knowledgeable woman. Rites associated with Hindu marriage are brought out – the giving of the thali, wearing of marriage silk and head ornaments of jasmines are highlighted. The values underlying that culture are emphasized: arranged marriage is accepted and endorsed by both bride and groom. Marriage is sanctified, chastity accepted as a virtue. The speaker – the daughter-in-law has a high regard for the mother-in-law. There is an unexpressed bond between them. The daughter-in-law is sympathetic and understanding. There is also compassion for the widow that the mother-in-law had become. She seems to be slightly critical of the system that made the child a bride. But in general she endorses this situation. The two women seem to have much in common.

C: Learning activities.

C-1 Comprehension

- (i) How old was 'achchi' when she got married?
- (ii) How old was her husband?
- (iii) How was 'achchi' dressed on the wedding day?
- (iv) Explain the following words:
Manaverai, pata, thali, henna, attiyal, mukutti, yaham
What kind of cultural background do they indicate?
- (v) How is the 'achchi's' wealth suggested? What kind of value system is indicated by it? How is the wealth measured?
- (vi) Was it a romance? Or an arranged marriage? How do you know?
- (vii) Was the bride happy about the marriage?
What lines suggest her happiness?
- (viii) What information can you get about the two personalities from the poem?
- (ix) The poem makes one aware of traditional Hindu marriage.

a) What practices are highlighted?

b) Comment on:

- (a) traditional poses
- (b) marriage bed
- (c) ritual bath
- (d) painting henna patterns
- (e) walking round the yaham

(x) Was 'achchi's' being an orphan a disadvantage? Why?

C-2 Empathizing

- i) Would you describe the life of the mother-in-law as a life of drudgery? Give your reasons.
- ii) What do you feel about "achchi" as a young woman and as an elderly widow?

C-3 Review

- i) What is the relationship between the mother-in-law and the daughter-in-law? How is it illustrated?
- ii) What has happened to the old 'family home'? What lines give this information?

D: For the teacher

- (i) Getting students to understand the cultural background of the poem is important. How will you explain the terms given in Tamil?
- (ii) How do you think students should respond to “achchi” and her experiences as a child bride? Should they empathize or be critical? What features should they be critical of?
- (iii) How can the title be made meaningful to students? The writer herself gets the “achchi” to admit that there were no wedding photographs. But do you see a series of ‘photographs’ / or scenes? What is the effect of this presentation?
- (iv) How can the teacher get the students to reflect on the attitude of the writer to her mother-in-law?
- (v) What aspect of Sri Lankan society is presented in the poem? Do you think it is representative of that culture?

Theme: Society

Poem: A Worker Reads History

Poet: Bertolt Brecht

A: Note on the poet (dramatist)

Bertolt Brecht (1898–1956) was one of the most brilliant practitioners of the German theatre. He is still regarded as one of the most influential figures in the European theatre. He was born in Augsburg in Germany, the son of a manufacturer. He studied philosophy and natural science in Munich and Berlin. He wrote 39 plays, the first of which, *Baal*, was written in 1918.

Brecht was an innovative German playwright, theatre director and theoretician who changed the direction of European theatre and even world theatre. Brecht was influenced by Marxism and incorporated Marxist theories and principles in the construction of his plays as well as in staging them.

Brecht was also a great poet and a song-writer and has been held to be the closest equivalent to Shakespeare, in Germany.

B: Note on the poem.

A Worker Reads History shows Brecht's political stance that the workers are central in the political, economic and social actions of a society. By workers he means builders, masons, and labourers of all sorts, but also, soldiers who make it possible for kings to conquer nations. Brecht builds up an argument (Marxist dialectics) that over the past workers have laboured to build various buildings, structures, walls etc and helped to win wars. But the name or reputation for what was achieved was always given to the leaders – to the kings who gave the order or the leader who commanded. The millions of ordinary men and women who sweated, strived and shed blood were never mentioned. The view he had was that the attitude to history or the perception of history that has been put forward so far has been an unfair one. Credit has been given to those who gave instructions, supervised and threatened, but not to those who really laboured. What is needed is a true record of human advancement, to give credit to those who really deserved it. Brecht builds up his argument, through a series of rhetorical questions.

C. Learning Activities.

C-1 Comprehension

- i) What historical events do lines 1-5 refer to?
What credit does he give the workers?
- ii) Who lived in Lima's houses? Why is this not acceptable?

- iii) What is hinted by:
 “ In the evening when the Chinese wall was finished
 Where did the masons go?”
- iv) What is meant by:
 “Byzantium lives in song.
 Were all her dwellings palaces?”
- v) Who were stronger in Atlantis, the masters or the slaves? Why?
- vi) What is the effect of:
 “ He alone?” after “ Young Alexander conquered India “
- vii) In the military exploits of Caesar and Frederick who were given the credit? Who went forgotten?
- viii) Who should have been given the credit?
 Explain the phrases
 (a) At whose expense the victory ball?
 (b) Who paid the piper?
 (c) Who is criticized by these expressions?
 (d) What effect is created?

C2- Empathizing

- i. What do you think of the ending lines of the poem? What is the writer’s tone?
- ii. How do you feel about the workers mentioned in the various historical events? Do you think they should have been remembered? In what way could this have been done?”
- iii. What would be the constraints of doing so?

For the teacher

- (1) What would be your difficulties in teaching this poem?
 (a) the ignorance of students regarding the historical events?
 (b) their failure to appreciate Brecht’s political perception?
- (2) How can you get students to respond to the rhetorical questions?
 I. make them aware that they are not real questions?
 II. that they are ironical?
- (3) Can you apply what Brecht says to the local situation? In what way?
 Comment on the following statement.

Theme: Life

Poem: Paying Calls

Poet: Thomas Hardy

A: Note on the poet

Thomas Hardy was born on the 2nd of June 1840 at Higher Bockhampton close to Dorchester. He was articled to John Hicks, a Dorchester architect. According to Hardy himself, his life at this time was made up of three strands – the professional, scholarly and the rustic. He worked as an architect in London. In 1867, he returned to Dorchester and started writing novels. In 1871, ‘Desperate Remedies’ was published, followed by Under the Greenwood Tree (1872) and Far from the Madding Crowd in 1874. In 1883, he wrote the Mayor of Casterbridge. His greatest novels, Tess of the D’Urbervilles and Jude the Obscure were written in 1891 and 1895. He was honoured as a writer in 1910. Hardy is generally looked upon as a novelist. But Wessex Poems and other works gained him recognition as a poet.

Hardy saw great changes take place in his surroundings brought about by the spread of science and technology. The old order was changing all around him. Man’s faith in religion was breaking. Yet he believed that the maintenance of values based on Christianity was the only hope for a world that was fast disintegrating

3: Note on The Poem

The poem has, as its theme the nostalgia or yearning for old relationships – old friendships, which are no more because of the intervention of death. The poet is weighed down by reminiscence and sadness. The title Paying Calls introduces a casual note to the poem. The poem moves on this casual note. The poet fancifully “visits” old friends and acquaintances that are no longer alive in various places that were popular with them in the countryside. It is midsummer - warm and inviting for country walks – and the poet strays far and wide (strayed here a mile and there a mile) remembering them, looking for them. But curiously, although the air was tempting, no one had moved out from “Home”. Home is associated with natural haunts – “mound and stone and tree” and the reader comes to the shocking realization that the poet is not talking about living friends but about those who are gone – those who have left this life. The charm of the poem or its intricacy is in the two levels of meaning that the poet creates, through the very casual tone. The poet is doing something very ‘usual’, very ‘routine’ – calling on friends. At the end, the reader realizes, it is no casual call, but a preoccupation with the past, with death. “They spoke not to me” gives the clue to understanding the poem.

C. Learning Activities –

C-1 Comprehension

- i) What time of the year was it?
- ii) Where did the speaker go? How far did he go?
- iii) What kind of background do you see in the poem?
- iv) What is meant by the following phrases?
 - a. where bustle ends
 - b. tempting was the air
 - c. days were dim
 - d. when they had used to roam.

v) The speaker says that he found them (the friends) all at home. At the same time he says he spoke to them by mound and stone and tree?
How do you reconcile these two situations?
What do they suggest?

vi) Apparently the “speaker”, “spoke” to one and other of his friends. “of things we had done ere days were dim” But the friends did not speak to him. Why?

C-2 Empathizing

- i) What do you feel when you read the poem? Try to analyze your feelings
- ii) What is the tone of the last verse? Is it the same as in the first?

C-3 Review

- i) What is the meaning of “ paying calls” in its general use? What meaning does it take in the poem?
- ii) Do you find any significance in the versification? In what way?

D. For the teacher

- (i) Would you consider this poem ‘ difficult’ to teach? What would be the constraints compared to poems like “She Dwelt among Untrodden ways”.
- (ii) Would your students understand the cultural notion of Paying Calls? How will you make them aware of this social act?
- (iii) Does the poet speak of death or the dead? But we know it is about “ dead” friends and acquaintances? How will you help them to penetrate the upper casual layer to the underlying meaning?
- (iv) What features of language would you remark on?

Notice that the speaker is associated with

a. Action verbs

went

strayed

called upon

b. The friends were only “found” The speaker “spoke” to his friends. But they “spoke not to him.” “There was no communication.” What significance is there in this immobility and silence?

(v) How can you get students to respond to the situation, to get them to personalise?

Can they be made to think of a close relation or a friend? Do they visit their graves? Leave flowers on them? Or offer alms in their name?

Theme: War and Violence

Poem: Anne Frank huis

Poet: Andrew Motion

A. Note on the Poet:

Andrew Motion was born in 1952. He read English at University College, Oxford and from 1976 to 1982, he taught English at the University of Hull. From 1980 to 1982 he edited the Poetry Review and from 1982 to 1989 he was Editorial director and Poetry Editor at Chatto and Windus. He is now professor of creative writing at the university of East Anglia. He is a member of the Arts council of England and a Fellow of the Royal Society of Literature. Andrew Motion has won many prizes and awards. He received the Arvon/Observer prize, the John Llewelyn Rhys prize and the Dylan Thomas prize. In 1994 his biography of Philip Larkin was awarded the Whitbread prize. The Lamberts won the Somerset Maugham award. Andrew Motion was appointed the Poet Laureate after Philip Larkin.

B: Note on the poem

Anne Frank huis (or the house of Anne Frank) the title of the poem refers to Anneliese Marie, called Anne, born in 1929, in Frankfurt, to Jewish parents. After the Nazis came to power in Germany and Adolf Hitler became chancellor, the family fled to Amsterdam. The Nazis occupied the Netherlands in 1942 and the Franks went into hiding. The poem reminds one of the three years of fear and suspense undergone by Anne Frank and her friends who took shelter in a narrow space in an upstairs building. Andrew Motion takes the reader into this space and makes him see, hear and feel the tenseness. The character of Anne is brought back to life with the “years of whispering and loneliness” brought close to the reader. One can see her anxiously plotting the line of the Allied advancement. Not only that one can see her simple joys kept with love and hope for the time she would be free – pictures of her family, some actors; fashions chosen by Princess Elizabeth. It shows a teenager’s yearning for life, her hope that the war would end and she would be saved. The poem contrasts the tension of Anne Frank’s confined life with the freedom brought about by the democratic forces, but not for her. The poem reminds the reader that she was denied freedom enjoyed – persona was not for her that after three years of fear and pain that young life was cruelly put out.

C.

Learning Activities

C-1 Comprehension

- i) How many years after Anne Franks' death is this poem written? What is meant by "after twice her lifetime of grief and anger"?
- ii) What details can we get about her hiding place from the poem?
- iii) What is meant by "the Westerkirk repeats itself outside"?
- iv) What does the sound of the clock portend?
What is it used as a symbol of?
- v) How does Anne keep her hope of life?
- vi) How is the reader made aware of Anne as a teenager?
- vii) What is the writer's attitude to Anne's fate?
How does he express it?

C-2 Empathizing

- i) Is the poet sorry for Anne? Where do you get this feeling? How does he put it across?
- ii) Is the poet sentimental at Anne's expense?

C-3 Review

- i) How does the poet control his emotion?
- ii) What is the tone of the poem? Does it vary across the poem?

D. For the teacher

- i) How will you make students sympathize with Anne Frank?
 - She was their age perhaps
 - She had not one but many wishes for a chance to leave her confined space, to walk dusty tree-lined avenues. But did she get them?
- ii) What is most tragic about Anne's fate?
 - That she died young
 - That she hoped to live
 - That she had strength and patience amidst all the threat and horror of war.

Theme: Society
Poem : Night Mail
Poet : W. H. Auden

(A) Note on the poet

(B) Note on the poem

Auden captures the smoothness and the beauty of movement of the train moving across the English landscape from England to Scotland. One gets insight into a cross section of the physical features as well as the patterns of social life in England. On its long journey the train climbs the hilly terrain, crosses the pastures of the countryside, reaches the highly industrialized cities of northern Scotland. It is not an ordinary train. It is the Night Mail. In an era when technology was not as advanced as now with information technology, the Night Mail bridged societies together. People communicated mostly through letters. Auden brings out this very human aspect through the poem. It has many tones varying from the joyful to the sad including the whimsical and the humorous. He sees the varied aspects of the human condition and treats reader to a spectrum of human emotions. The title of the poem suggests that what the reader might read is a description of a train journey, but it is much more than that. One reads about the multitude of human experiences.

(C) Learning Activities

C – 1 Comprehension

Read the poem from the beginning to the end of the fourth stanza and answer the following questions.

- i) Which part of the country (England) is the Night Mail crossing?
- ii) What is the Border referred to?
(Look for this in a map of England)
- iii) What does the Night Mail carry?
- iv) What is meant by “The gradients against her, but she’s on time”?
Write this line in your own words.
- v) What responsibilities of the driver and the fireman does the second stanza refer to?
- vi) What is the vegetation like in this part of the country?
- vii) What do the following words suggest about the train’s journey?
“Shoveling white steam over her shoulder,
Snorting noisily....”

- viii) The fourth stanza suggests that the train has reached a level plain. What words suggest this?
- ix) What kind of landscape do you see in stanza five?
What is the time?
- x) Explain in your own words.
Steam tugs yelping down the glade of cranes
Fields of apparatus
- xi) Categorise the mail under these headings
 - (a) personal
 - (b) official
 - (c) informal
 - (d) formal
- xii) Read the last two stanzas and answer the following questions.
 - (a) What kind of content is included in the letters?
 - (b) Comment on
 - a. the paper used
 - b. the attitudes contained
 - c. the quality of the writing in the letters.
 - (c) What is referred to by ‘Cranston’s or Crawford’s’?
 - (d) What information is given about
 - Glasgow
 - Edinburgh
 - Aberdeen
 - (e) What is the impact of the Night Mail reaching its destination?

C – 2 Empathizing

- i) How is the Night Mail presented? (as a female or as a male)
- ii) Many images are used to describe the Night Mail. What do the following images compare the Night Mail to?
 - a. ‘Shoveling white steam over her shoulder’
 - b. ‘Snorting noisily’
- iii) What effect is created by the following verse ?
 “Letters of thanks, letters from banks,

 And gossip, gossip from all the nations”
 - (a) Comment on the rhythm?
 - (b) What is the rhyming pattern? What effect is created?
 - (c) Is there any indication of onomatopoeia?
Where do you get it?
- iii) In what other verses do you get this same rhyming pattern?
- iv) The poem is about a moving train. Make a note of places where the rhythm suggests
 - (a) fast movement
 - (b) slow movement
 - (c) laboured movement
 - (d) the train halting

- v) Underline the places in the poem where you feel
- a) amused
 - b) sad
 - c) excited
- vi) What is the writer's attitude to the train?
Explain giving evidence from the text.

C – 3 Reviews

The poem traces the Night Mail's journey from the Scottish border to the important town in the Northern lowlands. The writer sees the train fulfilling an essential human need.

What is this need?

What makes the poem more than a mere description?

(D) For the teacher

Making students aware of the time in which the poem was written is important. The Night Mail was an agent of communication. It carried the post to distant places. As such, it satisfied a human need. It brought people and places together. This aspect must be made clear to the students. The poem is also good poetry, because of its soothing poetic diction, its varied rhythms and vivid images. It captures the movement of the train.

Appreciating this poem involves

- (a) The appreciation of the poetic devices
- (b) The strong element of human experience in it

The Short Story ‘Monkeys’ by Punyakanthi Wijenaikē

1.1. Note on the author

Punyakanthi Wijenaikē is a Sri Lankan writer. She is well known for her short stories and novels. Her first novel The Waiting Earth was published in 1966. The Short stories she had been writing until then appeared in a book titled ‘The Third Woman’ in 1963. The collections of short stories to her credit are ‘The Rebel’ (1979) ‘Yukthi and Other Stories’ (1991), and ‘To follow the Son’ (1995). ‘Amulet’ (1994) is a novel. ‘Giraya’ (1971) is a novella, which had also been televised. ‘A Way of Life’ (1987) is a kind of memoir.

She was a winner of the Gratien Award in 1994 and of the Commonwealth Short story Competition for radio in 1996.

1.2. Note on the short story

“Monkeys” by Punyakanthi Wijenaikē focuses specifically on the emotional needs of a samanera - a young novice monk - and in general on the nature of young children. According to Buddhist philosophy, the way of life offered to the samanera will develop him spiritually. His grief-stricken father leaves him in the care of the chief priest in the hermitage because it is the best he could offer to the motherless child and he would have expected the child to be happy. But the samanera is too young to understand and appreciate the rigours of his training. As is to be expected, the young child-monk undergoes great psychological strain imposed on him by two contradictory roles - that of a young child of six who naturally yearns for love, freedom and play and a monk who has to restrain all these impulses in order to proceed on the path of spiritual advancement.

The writer shows how the samanera is attracted towards nature and the playful monkeys, as a six-year-old child would be. The disciplined and routine life in the hermitage is contrasted with the freedom and love he witnesses in the behaviour of the monkeys. This justifies his stealing away to the forest after his noon meal when the other monks are resting. He prefers lying down on the hard rock surface in the scorching sun watching the monkeys and enjoying their friendliness to meditating in the isolated monastery.

The short story indicates that the samanera suffers from guilt.

E.g. 1. He takes food to the monkeys in the begging bowl hidden in the folds of his yellow robe.

2. When he was with the other priests he would not lift his eyes to look at the monkeys.

At the pool he realizes that the monkeys have started to haunt him and stirring the water suggests his need to curb his temptation. The situation reaches a climax when the monkeys create havoc in the hermitage compound. The development of the samanera’s character is evident by his determination to obey the Chief priest and by his realization of the value of being a man.

2. Reading the text / Engagement with the text.

Read the short story 'Monkeys' from the beginning up to "... but the mother monkey giggled, chattered and sprang back into the troupe."

Answer the following questions.

- What difficulties did the samanera face when he went to see the monkeys?
- How did the samanera differ from the monkeys?
- What words / phrases describe the nature of the samanera's diet?
- Comment on the phrases "his disciplined life" and "his sole leisure hour".
- How would you interpret the samanera's wish to be a baby monkey?

Now read up to "He fell asleep despite the discomfort... chattering and giggling".

- What reminded the samanera of his mother?
- Comment on "His horoscope must be very bad to have him kill his mother at birth"
- If the samanera could "make the tree tops his home", what advantages would he have?
- Trace the samanera's daily routine.
- Apart from the monkeys, what other things attracted the samanera?
- Can you find any instances where the samanera is trying to live a disciplined life?
- What hardships did the samanera face in order to enjoy the company of the monkeys?

Now read up to "There was no window..... the trees"

- How important is the incident at the pool to the plot of the story?
- Comment on "He dared not raise his eyes from his sweeping"
"His hidden love was out in the open"
- List out what the monkeys did after entering the hermitage compound. How relevant is this rampaging to the plot of the story?
- Is the Chief priest's response to this incident convincing? Justify your answer.

Now read up to the end of the story.

- What arguments did the Chief priest bring in to prove that the samanera's behaviour was unacceptable?
- Which of the following adjectives would you use to describe the Chief priest's character? Domineering, tactful, clever, exemplary, and harsh.
- Is the ending of the story convincing? Justify with examples. Could there be a different ending?

3. Understanding the genre.

3.1. Plot

- List out the main events of the story. Which are the most dramatic? Give reasons for your answer.
- Is the conflict of the story suggested in the first paragraph? If so, what is it?

3.2 Characterization

- a. Why do you think the samanera sought the companionship of the monkeys? Give examples from the text.
- b. Analyse the character of the samanera as **i.** a samanera **ii.** a six-year old boy.
- c. What information is given about the Chief priest and the other priests? How do they influence the samanera?
- d. Comment on the following extracts.
 - i. "Their little tufts of hair blew in the wind, reminding him that his own head was shaven."
 - ii. "He wished he could make the tree tops his home."
 - iii. "It was his duty as the youngest samanera, to keep the altar clean and fresh."

3.3 Themes

- a. Which of the following statements could be proved with the information in the story?
 - i. A child longs for parental love.
 - ii. To be "a true son of Lord Buddha" one should develop one's mind not to be distracted by worldly things.
 - iii. A religious life needs discipline and awareness.
 - iv. Young children need freedom to play.
 - v. The tranquil environment of the hermitage symbolizes the spiritual life whereas the 'mindless' monkeys represent worldly life.
- b. Comment on the following
 - i. "Compassion, understanding, yes, but not love."
 - ii. "My son, always remember how fortunate you are to be born a man".
 - iii. "If he went on playing with them, feeding them and loving them, they would always haunt him."
 - iv. "Nor must he spend so much time looking at the sunrise and sunset."

4. Literary Techniques

- a. Comment on the narrator of the story.
- b. What is the writer's intention in the use of the following phrases? Sole meals, sole toys, sole leisure hour.
- c. Comment on the literary techniques and their effect in the following lines.
 - i. "Brilliant hues fading into soft pastel shades which gave way to darkness."
 - ii. "He went back to silence and obedience".
 - iii. "The ice-cold water of the stream at that hour was invigorating."
- d. Is there any significance in the relative lack of dialogue in the story?

5. Review

- a. The samanera is attracted to the sunrise, the sunset and the monkeys. What do they represent? Do you see a change in his response to them at the end of the story? Does this change highlight the theme of the story?
- b. How significant are the following to the setting of the story?
 - i. the character of the Chief priest.
 - ii. the temple
 - iii. the forest around the hermitage.

c. What aspects of childhood are implied in the story?

The Novel- The Village by the Sea

1.

1.0 Note on the author

Anita Desai, born to a German mother in 1937, is a trilingual. Her first language was German. She who spent much of her time in New Delhi and spoke Hindi to her friends and neighbours. Later she made English her literary language. Since then English continues to be her medium of expression.

She lived in various cities in India like Kolkata, Mumbai, Bombay, Chandigarh, Delhi and Pune and published her works shortly after her marriage. Though she was not widely read in India initially, her works are now recognized and prescribed in various syllabi. Desai's fiction has been much researched and written about. She is extremely aware of the problems and challenges that Indians face in their struggle to live. Further she has grasped the socio cultural changes that India has undergone during the postcolonial era.

Listed below are some of the comments made by critics about Desai's novels. Examine the appropriateness of each comment to *The Village by the Sea*:

“as a novelist Anita Desai has no emphasis on plot construction with traditional concept having a beginning, a middle and end.”

“In the novels of Anita Desai, the central character is a rebel who questions relentlessly. The realization of their limitations brings them fresh pain.”

“All the protagonists of Anita Desai are individuals who suffer because they refuse to conform.”

“Anita Desai's novels reflect her aspirations and dreams; her disappointments and disillusionments.”

“The heroes and heroines of Anita Desai are authentic creations for they are shaped by observations and experience.”

2.0 Introducing the novel

The story is set in a rural coastal village called Thul that lies on the western coast of India. The inhabitants of this village are fishermen who survive among numerous hardships. The writer captures and presents the conditions of a family with six members Hari, Lila, Bela, Kamal and their parents.

Hari, the eldest boy in the family is the central character in the novel. Hari, like his sisters, is deprived of a secure childhood due to many reasons. Their father's drunkenness is one of the main reasons that make life a misery for all at home.

The father's failure to perform his responsibilities causes serious economic problems in the family. Children are without their basic requirements. Hari and Lila have been compelled to give up schooling and then to shoulder the burdens of the family.

The father's irresponsible behaviour endangers the security of the family. Once three drunken rioters in the neighbourhood threaten the family demanding the money that Hari's father owes them. They even poison Pinto, the pet dog of the family.

Circumstances, however, do not make life an inviting experience to Hari. He is aware that he doesn't have enough means to support his family. He constantly thinks of finding ways and means of supporting the family.

Technology and modernization gradually reach the village in the form of an industrial zone.

People in the village react to the proposed Industrial zone in different ways. The young seems to be quite optimistic about the proposal while the adults treat it as a threat to their traditional way of life.

A representative from Bombay warns the villagers about the adverse effects of the proposed factory complex on the agrarian economy of the village. He warns that the villagers might lose their traditional source of income.

Consequently the villagers organize a protest march into Bombay to present their grievances to the authority concerned. Hari too joins them and gets lost in the city. He is then handed over to Jagu, the owner of an eating-house. He continues to be a servant boy

undergoing numerous hardships. The eating-house becomes a centre for the boy to learn both and skills and values that bring about a constructive change in him. The boy acquires qualities like endurance, tolerance and patience by working there as a helper.

In Bombay he meets a few adults who are helpful. One is Mr Panwallah. He becomes an inspiring character to the boy. It is he who teaches him to look at life optimistically. He invites the boy to discover strengths hidden in him. Finally he trains the boy with a new skill to earn a living; watch mending.

Monsoon rain, though exciting, makes life in the city extremely difficult for everybody. It is during this time that Hari hears that some fishermen in Thul are stranded in the sea and are in danger. The boy becomes nostalgic and begins to think of his home again. Panwallah too advises him to return home.

Returning home, Hari observes that things are favourable at home unlike in the past. Mother is no longer an invalid. Father once again is interested in family affairs. He had given up drinking. The industrial zone too is being established. It can provide villagers with employment opportunities raising their standard of living. Hari too is now mature. He is equipped with knowledge and skills to cope with the unforeseen.

Diwali, a festival that brings joy and excitement, adds a note of happiness to the novel. Hari's mother who had been an invalid for years resumes her daily routine of going to the rocks by the sea to offer flowers to the sea god.

Thus the novel ends in an optimistic note.

Review

3.0 Features of the novel

3.1 Genre

A lengthy fictional narrative in prose dealing with characters, incidents and settings that imitate those found in real life. Usually, the novel is concerned with the depiction of middle class and working class characters engaged in ordinary pursuits. The author, while obviously inventing people and situations, attempts to give the impression that he or she is reporting the facts as they occurred. Novels vary in type, form and subject matter so much that it is difficult to put the novel into a neat classification.

Learning activities

- a) What are the characteristics of a novel found in the *Village by the Sea*?
- b) List the main events/ incidents/ and happenings in the novel.

3.2 Setting

“The general locale, time in history or social milieu, where the action of a work of literature takes place. When the setting is used as a dominant influence on the lives of characters it is said to give local colour to the narrative. Local colour or

regionalism can be noticed in the manners and customs of the characters as well as in creating a unique and picturesque background.”

- a) Describe the setting of the novel ‘Village by the Sea’.
- b) What gives ‘local colour’ to chapter I?

3.3 Plot

“The careful arrangement by an author of incident in a narrative to achieve a desired effect. Plot is more than simply the series of happenings in a literary work. It is the result of the writer’s deliberate selecting interrelated actions (what happens) and choice of arrangements (the order of happening) in presenting and resolving a conflict”

- 1) What makes the Village by the Sea an interesting narrative?
- 2) Identify the different stages of the plot in the novel.

3.4 Character and Characterization

A person in a literary work is like a person in real life, a literary character’s personal qualities and actions are limited by his/her function in the story whether the character seems designed to fit the plot or the plot is derived from the character. At the center of the plot is the hero, or protagonist. The hero is usually an admirable figure. An exception is the anti-hero, an inept or otherwise ridiculous character, who is presented sympathetically, The plot follows what happens to the hero and is determined by the ‘hero’s’ character in conflict with the hero and is usually less admirable than the hero.

Characterization – “The method by which an author creates the appearance and personality of imaginary persons and reveal their characters. Characterization is the ability to bring the people of his/her imagination to life for the reader. It is judged one of the most important attributes of a writer of fiction. Successful characterization is also crucial to the development of a narrative, since the events that move the story forward are strongly influenced by the natures of the persons involved

Methods of Characterization

There is direct description of physical appearance and explanation of character traits and attributes. This description may occur either in an introduction or in statement distributed throughout the work. The author tells the reader what sort of person the character is. This method is also known as ‘telling’

In the presentation of character in action the author refrains from describing or commenting on the character. Instead he/she shows the character in action; what he does, how she/he reacts to others .The author even shows how others react to the character. Thus in this method of characterization, the author allows the reader to make judgments about the character.

Representation of the character's inner self: the author explains the thoughts and emotions in the character by external events.

D. Learning Activities

1. Who is the protagonist in the Village by the Sea?
 - a) Is he/she an interesting/ admirable character?
 - b) What are his/ her personality traits?
2. Should the antagonist always be a person?
3. Of the 3 methods of characterization which one/ ones does the writer in Village by the Sea employ?

3. Reading the novel

Village by the Sea – Anita Desai

Instructions to the teacher

- One of the main objectives of these questions is to enable the pupils to read through the text on their own. The teacher is expected to monitor the reading process, guiding the pupils where necessary
- Encourage pupils to use dictionaries, thesauruses where necessary. Allow them to ask questions for clarification.
- Avoid giving them direct answers; scaffold the reading process giving them prompts and clues to reach the expected answers.
- Instruct pupils to attempt the tasks in groups. At the end of each chapter or section instruct groups to present their findings to the class.
- Let the groups compare findings presented by different groups.
- Encourage pupils to justify and convince their peers. Thus you can incorporate all the language skills making the reading session an integrated activity.

1. What do you think is the subject of the village by the sea?
2. What do you think is the main theme or themes of this novel?
3. Can there be more than one theme in novel?
4. List the possible themes in the novel.

4.0 Exploring the novel

Chapter 1

4.1 Personalization

- Have you ever visited a fishing community
- Describe their houses, livelihood, rituals and customs
- Select the words from the list given below to describe the life of fishermen

Risky enjoyable, hard, pleasant, comfortable

4.1.2. Action in the novel

- Why do you think Lila comes to the beach early in the morning?
- Find a sentence from the 2nd paragraph that explains the purpose of Lila's visit to the shore.
- Why do you think that the people in the village worship this rock?
- Why doesn't Lila's mother come to the beach?
- What information about the village and its houses can you gather when you read?
- Who looks after the mother?
- Why has Lila given up schooling?
- What do you think of the tin shack that Hari saw?
- What new information does paragraph 7 & 8 of page 13 give about the village?
- What is the lunch mentioned in the same paragraph?
- What does it imply about Hari's life?
- Study the list of words given below. What words do you select from the list of words given to describe their meal.

rich
wholesome
scanty
poor
nutritious

Justify your choice

- Whose duty do you think it is to give children a good meal? Does this take place at Hari's house?
- Describe Hari's plan to assist his family.
- List reasons that compel boys like Ramu to give up schooling
- What do you think will happen to the fishing industry in the future?

4.1.3 Characterization

- What makes Biju an exceptional fisherman among other fisherman in Thul?
- With what action does Lila begin her daily routine? (Page 7)
- Describe what follows her visit to the shore.
- Why is Hari reluctant to go to the village? (Paragraph 4 of page 13)
- Study the words given below. Underline the words that can be associated with Haris's character in paragraphs 2 & 3 of page 14
- Do you agree with this statement? if yes/ no give reasons for your choice page 18
- What characteristics of Hari are evident in the last paragraph of page 25?

4.1.4 Themes and Issues

- Why do Lila and her families have to buy milk from a cowherd?
- Read paragraph 3 and 4 of page 10 and explain the relationship among brothers and sisters of the family.
- What makes home an uninteresting place for Hari, Lila and the rest?
- What is the social evil mentioned in paragraph 2 on page 15?
- Has the family background been favorable or not favorable for Hari, and Lila? Give reasons.
- What is the main livelihood of the people in Thul?
- Why can't the people in Thul earn a good income out of fishing?
- Explain how you can relate the following words and phrases to paragraph 2 of page 23
 - a. disappointment
 - b. duty consciousness
 - c. sorrow
- Lack of resources, poverty and ignorance are some of the reasons that make people in Thul unhappy. Yet another reason that makes them unhappy is given in page 24 and 25. Write the reason.

- Is it good for a son to wish his father's death? Why does Hari think ill of his father?

4.1.5 Overview

Setting

- Write a short description about Thul

Characterisation

- Write a short description about Hari, Lila and Hari's father

Action

- List the main event of chapter one

Themes/issues

- List factors that make life difficult for people in Thul
- List factors that make life hard for Hari, Lila and the rest

4.2 Reading Chapters 2-5

4.2.1. Personalization

- a) List problems that people in remote areas face in their struggle to live.
- b) How do parent's irresponsibility and negligence affect children explain?

4.2.2 Action in the novel

- a) Usually who does the shopping in a family?
- b) Why do you think Lila does the shopping in this family? Think of possible reasons and list them.
- c) What specific information does this chapter reveal about Thul? List them.

d) What similarities and differences do you notice between Thul and the villages in Sri Lanka?

e) What is Mon Repos and who arrives there?

f) What differences do you notice between de Silva's family and Hari's family lists them under the given headings.

8. Economic.....
.....
Social

9. Do you think that the arrival of the de Silva's to Thul is beneficial to Hari's family? If Yes/ No give reasons.

10. "Thul may not remain the same primitive fishing village forever."
Extract evidence from the chapter to support the above statement.

Study the chapters given above and reorder the events given below. Number them from 1-9

Hari's mother is seriously ill and the children summon a native doctor to treat her.

The native doctor tries indigenous medicine on the sick woman

Meanwhile a man who came from Bombay provokes the people in Thul against the proposed industrial zone

Biju the rich man in the village makes an attempt to launch a motorboat

Consequently the people in Thul decides to go to Bombay to organize a protest march against the proposed industrial zone

However their mother shows no signs of recovery

One of the three drunken brothers terrorizes Hari and the family demanding the money that Hari's father owes them

Hairabai the mother of the rioters stops the quarrel and chases away the rioters

Disgusted Hari decides to leave the village

Meanwhile someone poison the Pinto the pet dog

C. Characterization

1. What characteristics/ qualities do the following extracts reveal about Lila, Hari, Hari's father

Extracts	Qualities/ characteristics
Lila, chapter two the first two lines p.35 dialogue between Meena and Lila p.38	
Hari, last para p.36, 48,59,66-68	
Hari's father p.36	

- 2 What modifiers /adjectives can you use when describing Hari's character in this chapter. Justify your selection
3. Collect facts from the chapter to support the statement given below

Hari, unlike other boys in the village, is conscious of the problems and challenges that lie ahead of him and try to overcome them

D Themes /issues

Study the three statements given below

Drunkenness is a social evil in Thul.

Hari's father's conduct has been disgraceful and humiliating to the family. However, he still deserves our sympathy.

Father's irresponsible behaviour risks the safety of children.

Now write three short paragraphs taking each statement as the key sentence. Use events and incidents from the text as supporting details

Organize a classroom debate taking "The proposed industrial zone is a threat to Thul" as the proposition.

E.Overview

Describe the incidents in brief of chapter's 2-5

What do you think are the factors that make the lives of people in Thul miserable?

Chapter 6-8

A. Personalization

Where do you prefer to live if you are given the opportunity to live in a city or a village?

Give reasons for your choice.

B. Action in the novel

Read chapters 6-8 and put the following events in order putting numbers from 1-7

The police repulse the agitators

Hari is lost in the city

Hari reaches Rewas and arrives at Bombay

A watchman he happened to meet in Bombay directs him to Jagu's eating-house

Silva's family once again visits Thul and Lila request him to take her mother to hospital

Hari meets Panwallah the watch mender and he instructs Hari to write to his parents and Hari obeys him

Har's father too visits his wife admitted to the hospital and stays there until she recovers

C. Characterization

Extracts	Inferences
Chapter 6 Hari who had bought Had he done wrongs (p.113)	
Chapter 7 but Hari had no wish to..... He would find out (p.34)	
Chapter 8 when Hari said next morningone rupee a day like other boys(p.147)	
Chapter 8 Hari gratefully took a coin from himwatchmaker test him	

D. Themes and Issues

What inferences can you make about the characters involved and the events given when you read the extracts given below

Write them in the given space

Textual Evidence	Inferences
The proposed Industrial Zone	
The dialogue between coconut seller and Hari chapter 7	
The beggar's tale chapter 7	
The description of the place where Silva's house is located Chapter 7	
Sri Krishna eating house	

E. Over view

Imagine you are Hari and write a letter to your sister

Tell her your new life in the city

Write an article to a newspaper (letters to the editor educating the public about the adverse effects of the proposed industrial zone on the environment

Organize a panel discussion on the same issue

Chapter 9-13

A. Personalization

Study the word nostalgic with the help of a dictionary. Do you think Hari is nostalgic and why

B Action in the novel

Read chapters 9-13 to put the following sentences in order

Hari celebrates the coconut day in Bombay

Panwallah's shop remains closed a few days and Hari goes in search of him to find that he is sick

Hari too thinks of going home

Hari finds a source of income in Bombay

Meanwhile a stranger visits Thul and stays at Silva's house Lila and her sisters earn their living by helping the stranger

Hari learns that some fisherman in Thul is lost in the sea

The monsoon rain has become hostile to the poor folk in Thul

However Biju's boat saves the lost fishermen in the sea

Monsoon rains in Bombay becomes an exciting experience to Hari

Lila's mother once again can be seen going to the rock temple to pay homage to the sea god

Hari leaves Bombay and reaches Thul

All the family members celebrates Diwali happily

Hari explains his plans to improve the standard of his family

Recovered mother returns home

C. Characterization

Read chapters 9-13 and write what information does the following extracts give about India and its people

Extracts	Inferences
'why bully a a poor harmless boy He said ch. 9 pg 109.	
A little later.news from home Chapter 9 pg 170 –171	
My hand are dirty...what do ch.9 pg 173	
Haris visits to Jagu's house ch.10	
Biju's boat manages to save the fishermen stranded in the sea ch .10	
"you can find work anywhere.....Hari laugh back in surprise ch 11 pg 208-209	
'Lila ,Bela Kamal he calledjet black Ch 12 pg 223 –230'	
'Hari Hari have you come home for DiwaliCh 13	
'the bird watcher was staring Your new environment ch. 12	
'He saw that his mother was amongst them Ch 13'	

Collect information to write short paragraphs on

Panwallah
Jagu
The birdwatcher
Hari

Study the dialogues between

- (a) Panwallah and Hari
- (b) Hari and the birdwatcher

Write the effect of these dialogues on Hari

D. Themes and issues

Study the statement given below

“There remains a happy and exciting mood in chapter 13”

List factors that brings out his mood in the chapter

E. Overview

Study the statements given below do the follow-up activities

“ Although Hari is unable to have his formal education the society in which he lives become an inspiring source that enrich his knowledge, skills and attitudes”.

List the factors that enrich Hari

The proposed industrial zone is a course to Thul”

Collect information to support and oppose this statement

‘So you will have to adapt to your environment “says the birdwatcher to Hari

Explain how the author communicates the issue of adaptability in the novel.

Extended Activities

Exploring Themes

Study the novel and collect facts that support each heading

1. Socio economic perspective
2. Socio cultural perspective
3. Moral perspective
4. Features of a children’s novel

1.1 Problems that an underprivileged and isolated fishing community undergo in their struggle to survive.

Lack of formal education, ignorance, lack of vocational guidance and the dearth of resources

1.2 Traditional conventional practices against new economic trends

Traditional methods used in fishing and cultivation

- 1.3 Economic disparity and its consequences.
 - Silva's Men repose and Hari's hut
 - Sri Krishna eating house and Silva's residence in the city
 - Shanties in the city
 - Orphans and street children
- 2.1 Practices of a culture alien to Sri Lankan students; livelihood, beliefs, rituals, festivities and attitudes.
- 2.2 The influence of this culture on the people in Thul
 - Diwali festival, Monsoon in Bombay Hari's father's passivity, ratiuous behaviour of Hairabai's sons
- 3.1 Good thoughts and deeds are rewarding
 - Hari's determination, endurance and good heartedness bring him success
- 3.2 Significance of adaptability
 - Changes are unavoidable and lie beyond our control. People who realize this truth prosper; Hari in the novel is a classic example
- 3.3 Challenges are a path to success
 - Challenges that Hari had to face compel him to find solutions to overcome them and his attempt brought him success
- 4.1 Features of a children's novel

The protagonist is a child; most of the minor characters are also children the novel is centered on them

The development of the central character is shown

Everything turns out to be good at the end of the novel .The people whom Hari met are good hearted and helpful. These entire factors make world an interesting place for children

Study Questions

What makes Village by the Sea an interesting novel?

What makes Hari an inspiring character?

The Village by the Sea ends on a happy note. Examines the factors that bring about this happiness.

Changes are inevitable, adapting to them is wiser than resisting them. Comment.

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Jane Eyre

1.0 About the Author

Charlotte Bronte was born in 1816. She was the third daughter of a parson in Yorkshire. Her mother died when she was very young. Her two older sisters too died very young and the responsibility of looking after her two younger sisters Anne and Emily and her brother Branwell fell on her. School was unhappy being the cause of the death of her two older sisters. The Bronte children were taught mostly at home by the aunt who had been brought to look after them and the books in the parsonage. Mr. Bronte discussed serious issues with them – politics, in particular. They read his newspapers and books and took early to literature: they wrote stories, fantasies, poems, and journals and even brought out a monthly magazine. Their close almost cloistered life made them create fictional day dreams- Charlotte and her brother created a country called Angnia.

Charlotte was shaken out of her daydreams by the short period of study she underwent in Brussels. This experience in a totally different environment and culture, shook her out of her ‘melodramatic, Byonic daydreams into examining her own identity and problems.

Charlotte Bronte’s first novel was ‘The Professor’ later published as ‘Vilette’, which was most accepted by publishers. Jane Eyre was started in 1846 and published in 1847.

Reading the novel

Chapter I, II and III

1. The Setting

Read the first three chapters and answer the following questions.

- a) What is the time of the year? (Please refer to the page numbers)
- b) What was the name of the house in which Jane lived?
- c) What was Jane’s relationship to Mrs. Reed?
- d) Who was Bessie?
- e) What was the Red room? Why was Jane put into the Red room?
- f) What happened to Jane in the Red room?
- g) Who was summoned to treat Jane?
- h) What was the result of the meeting between Jane and the doctor?

2. The Characters

- (i) a) The main character Jane Eyre is introduced in chapter one. Her experiences in Gateshead are narrated.
- b) Read the information given below – if any important information is missing in the account, add them in your own words.
- c) Jane was an orphan. Her father had died before she was born, her mother soon after her birth
 - (i) She was ten years old.
 - (ii) Her father had been a poor clergyman.
 - (iii) Her mother's relations, the Reeds were rich.
 - (iv) Jane's mother had married her father against the wishes of her family.
 - (v) Consequently they had rejected her.
 - (vi) Jane had been taken by her uncle Mr. John Reed who too died soon after.
 - (vii) Since then Jane had been in the care of her aunt, Mrs. John Reed.
 - (viii) Mrs. John Reed didn't love her. She was merely treated as a dependant.
 - (ix) She was not considered a fit companion for her own children.
 - (x) Young as she was, Jane was an intelligent child and felt that she was treated in an unfair manner.
 - (xi) Although she was physically weaker than the Reeds children, she fought John Reeds when he hit her.
 - (xii) Jane was extremely sensitive and felt that her dependant status was very demeaning.
 - (xiii) She learnt on her own and had a mind of her own.
 - (xiv) The only person who showed some concern for her was nurse Bessie.

(ii) Mrs. Reed

Select the word group that illustrates best Mrs. Reed's traits

cruel	selfish	unfeeling
selfish	unkind	unkind
naughty	insensitive	
stingy	authoritarian	stupid

Justify your choice

(iii) John Reed

Encircle the adjectives that describe his character; wicked, self-centered, spoilt, stupid, overbearing, unfeeling, proud, dull, big, strong.

(iv) Out of the above adjectives what would be the most suitable to describe Eliza and Georgina?

(v) Think of suitable adjectives to describe Mr. Lloyd.

(vi) Do you think Bessie is kind? What incidents make you think she is kind?

3. The Plot /story line.

Given below are the series of events that occur in the three chapters. Number them in importance.

- (a) Mrs. Reed lay in a sofa in the drawing room, surrounded by her children.
- (b) Jane was not invited to join them, on the grounds that she was a disgruntled child.
- (c) Jane's plea for an explanation irritated Mrs. Reed more.
- (d) Jane withdrew to the small breakfast room, and taking a book from the bookcase, climbed into the window seat.
- (e) She was totally engrossed in the content of the book, when she was described by John Reed who was bent on harassing her.

- (f) John Reed hit Jane with the book she was reading and she fell against the door, hurting her head.
- (g) Jane fought back and was consequently punished by being locked in the Red room, where her uncle had died.
- (h) Jane was frightened to be put into the Red room and imagined a vision /spirit moving about.
- (i) She screamed to gain attention out of fear, but was only pushed back to the room for an hour longer by her aunt.
- (j) Jane fainted out of sheer terror.
- (k) Mr. Lloyd, the apothecary who treated the servants was summoned to treat Jane.
- (l) Jane recovered from shock, but felt very depressed.
- (m) She got an opportunity to talk to Mr. Lloyd when Bessie went for dinner. She spoke openly and fearlessly about the punishment given to her.
- (n) Mr. Lloyd listened patiently to all Jane's woes and encouraged her to think of going to school
- (o) Mrs. Reed was happy to get rid of such a tiresome child.
- (p) Jane had a spurt of spiritedness when she became aware that she would be leaving Gateshead.
- (q) She retorted to Mrs. Reed when she humiliated her.
- (r) During Christmas time Jane was ignored and left to herself. Only Bessie was kind to her.
- (s) On the 5th of January Jane was brought before Mr. Brocklehurst the financier who founded the charity school Lowood.
- (t) Mrs Reeds told Brocklehurst that Jane was deceitful.
- (u) Mr.Brocklehurst believed her and was prejudiced against Jane.
- (v) Jane defended herself as best as she could, but Mrs. Reeds had left a negative impression in Mr. Brocklehurst about Jane.

4.0 Issues

What problems – personal or social or both- do the first three chapters raise? Can one separate the personal from the social? For example Jane's experiences as a person are part of a larger experience of the society in which she lived.

Determine whether the following problems are personal or social or both?

- the plight of an orphan girl.

- education given to the poor in contrast with education given to the rich.
- poverty
- justice and the lack of it
- truth and deceit
- hypocrisy of human actions
- religion - as authority giver and a source of fear and reprimand

In what way do they relate to and affect the main character Jane?

Reading Chapters 4 to 8

2.0 Warm up – How did Chapter 3 end?

What can you expect to happen in Chapter 4?

2.1 Action / Plot

- a) Read Chapter 4 and do the following activity.
- i. Jane left Gateshead on
 - ii. She travelled to get to Lowood.
 - iii. She went all
 - iv. Bessie said to the coachman “.....”
 - v. The first teacher Jane met was
 - vi. There were about Students.
 - vii. The girls were given and for supper.
 - viii. lasted an hour.
 - ix. The headmistress was
 - x. She was and
- b) What events according to you are the most important in terms of plot? Justify your view.
- Meeting Helen Burns.
 - Miss Temple’s generous intervention at breakfast.
 - Jane’s realization that Lowood is a charity institution.
 - Lowood’s connection with Brocklehurst.
 - Helen Burns’s punishment.

- c) Was Jane happy at Lowood?
 What caused her unhappiness?
 List them under the following headings.

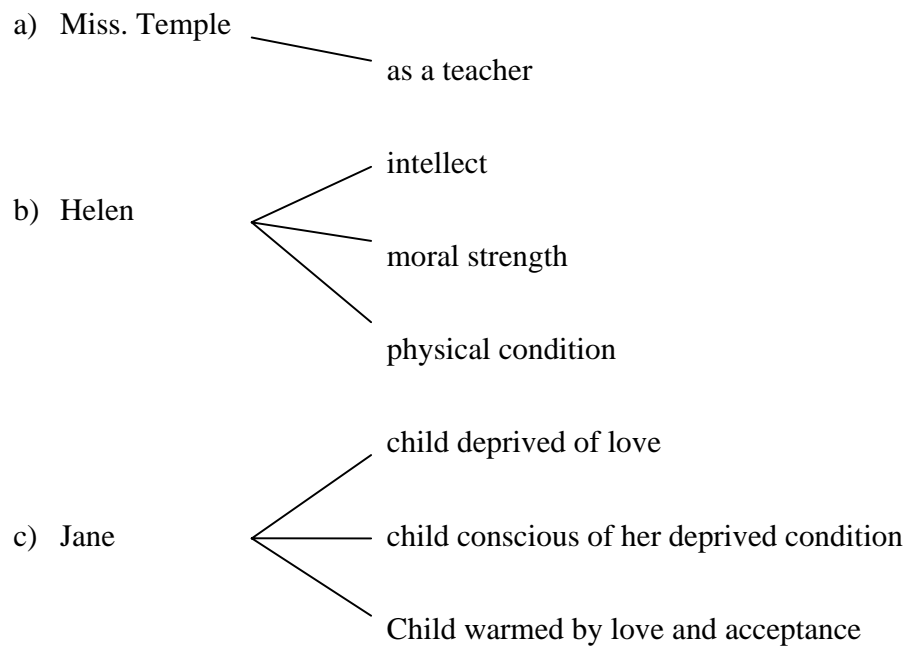
Weather conditions	Management of the school	Facilities	Members of the staff and administration

- d) Describe how Jane was punished by Mr. Brocklehurst. Comment on the
 (a) manner of punishment (b) the reasons given for punishment.
- e) How does Jane's punishment become a favour to Jane?
 Who gets closer to Jane as a result? and why?
 Why is this relationship important to Jane?

2.2 Characterization

- a) Give your opinion on Mrs. Temple's character. Before doing so, consider the following guidelines.
- By nature Miss Temple is a kind, genuine and warm personality.
 - She is paid by the administrators of the charity institution.
 - She shows strains of role conflict; she is the principal of a charity school funded by donors who believe that the poor scholars must conform to a rigid and austere lifestyle.
 - There is a clash between her instincts as a humane person, an enlightened educationist and a payee of a charity school.
 - Miss Temple is a charismatic teacher.
- b) Describe Jane's and Helen's visit to Miss Temple's quarters.
 What does it reveal about:

_____ as a person



- c) “Mr. Brocklehurst is abominable, he is a hypocrite and a monster”
Make a list of arguments to support this statement.
- d) Describe Helen’s death briefly. What was the impact of Helen’s death on Jane?
- e) Jane says “Miss Temple had been mother, teacher and companion”. Give your opinions on this statement, illustrating them with evidence from the text.
- f) Comment on Jane’s statement “A chapter of my life was closing tonight and a new one opening tomorrow”

Issues / Problems

- a) Discuss the difference between the two systems of education represented by Mr. Brocklehurst and Miss Temple.
- What principles of education are they based on?
 - What attitude to religion do they reflect?
 - What differences in character do they reveal?
- b) Comment on the moral education that the girls are expected to imbibe.

Why are Mrs. Brocklehurst and her daughter who apparently negated such education brought at the very moment Brocklehurst punishes Jane? What effect is created?

c) What do the 3 chapters on Lowood tell you about

- Education in contemporary England
- Values of that society
- Lives of
 - the upper classes
 - middle classes
 - working classes

d) Do you think the name has any meaning or significance? In what way?

Reading Chapters 9-13

1.0 Warm Up

How did Chapter 8 end?

What do you expect to happen next? Can you imagine what 'Thornfield Manor' would be like? Do you expect the name to give a clue to what Jane would face in Thornfield?

2.0 Setting

Describe Thornfield Manor as Jane

- sees it from outside
- sees it from inside

Use the following words and phrases from the novel.

stately and grand

long low house

three storeys high
picturesque
lawns and grounds
dining room
drawing room
cellar
beautiful room with white carpets
garlands of flowers
third floor
a shrine of memory

3.0 Plot /Action

- (A) Narrate the events that led to Jane's meeting with Mr. Rochester.
- a) How does the novelist prepare us for this event?
 - b) How would you describe this meeting?
 - fateful ?
 - dramatic ?
 - unexpected ?
 - romantic ?
 - c) What happens after the meeting?
 - d) Would you say that this meeting is crucial to the development of the action in the novel? In what way?
- (B) Comment on the effects of the following events on the plot.
- the strange laugh that Jane hears
 - Mr. Rochester's narration of his betrayed love
 - the fire in Mr. Rochester's room
 - Grace Poole's silence
- (C) "From the day Jane met Edward Rochester, her feelings underwent a change: and so did his". Find evidence from the text to support this

statement. Fill in the following grid with extracts that bring out the development of this relationship.

4.0 Characterization

(A) What do the following self-reflections/ monologues reveal about Jane's character?

- i) "Extreme politeness would have confused me, as I had little grace or elegance with which to return it."
- ii) "She has the claim of old acquaintance with you sir. I am a stranger and have done nothing to deserve it."
- iii) "Sir, you have now given me my present. It is the prize that teachers covet most; promise of their pupil's progress"
- iv) "I have known none but that of the pupils and teachers of Lowood school and now those who live at Thornfield"
- v) "Now that I know she is without parents - forsaken by her mother and disowned by you, sir, I shall get closer to her than before"
- vi) "The master of Thornfield is nothing to you", I said, inwardly. "He is not of your kind; there can be no serious tie between you- keep your own level! Remember your self-respect. To give the love of your heart and soul where it is not wanted is to be despised....."

(B) Find quotations from the text that reveal Mr. Rochester's character.

(C) Compare and contrast Mrs. Reed and Mrs. Fairfax.

Activity

What events listed below bring out Mr. Rochester's character? What traits do they bring out?

- the accident in the lane
- his interview of Jane at tea
- his interest in her paintings
- his treatment of Adela

- his relationship with Mrs. Fairfax
- his ‘confession’ to Jane
- his evening entertainments

Themes

Activity I

Would you say that these chapters reveal the growing intimacy between Jane and Mr. Rochester? Make a list of the extracts that show the changing relationship?

Activity II

How would you describe the first meeting between Mr. Rochester and Jane?

- fateful
- dramatic
- romantic

Justify your choice.

Activity III

How did the relationship between Celine Varens and Mr. Rochester break up? What does this relationship reveal about her? About Mr. Rochester? Why would you say that this relationship is not genuine?

Activity IV

Give a description of Mrs. Fairfax. What adjectives from the following list will bring out her character?

kind	loyal	secretive
haughty	gracious	trustworthy
decorous	honest	responsible
generous	sincere	gentle

Justify your choice.

Read Chapter 13. List the strange events that Jane had witnessed.

Would you agree with her that they were strange and fearful? Give your opinion and justify it.

What evidence is there in the chapter to the effect that Jane has fallen in love with Mr. Rochester?

Chapters 14 – 18

Plot / Storyline:

- (i) Describe the house party at Thornfields. Give the following information.
 - Persons at the party
 - Nature of the games played
 - Mr. Rochester's role in the party

- (ii) Describe the arrival of the stranger, Mr. Mason and the events of the night of his arrival.

- (iii) Read chapter 15 and answer the following questions.
 - Why did Jane go back to Gateshead?
 - How had John Reed died?
 - What is the secret that Mrs. Reed had withheld from Jane?
 - Why did Mrs. Reed feel guilty?
 - What was Jane's reaction to Mrs. Reed's treatment of her?
 - What new information did Jane receive from Mrs. Reed?
 - How would Jane's life have changed if she received this information at the time Mrs. Reed received it?

- (iv) Write down the events that led to the proposal. Why do you think Jane did not accept the proposal immediately?

- (v) What happened after the proposal was made and accepted?
What does the chestnut tree split by lightning portend?

(vi) Write a summary of the events that took place in the night before the wedding.

Why is chapter 16 given the title 'Dreams and Anxiety'?

(vii) (a) Describe the events that transpired in the church at the wedding ceremony? What dark secret about Mr. Rochester's past is revealed from those events?

(b) How did Mr. Rochester react to the exposure of his 'secret'?

(c) What was the effect on Jane?

(viii) How did Mr. Edward Rochester marry Bertha Mason? What personal circumstances led to this marriage?

What does this marriage reveal about the economic and social situations of Britain at that time?

(ix) What effect did this story have on Jane? Why did she not change her decision to leave Thornfield?

02. Characterization

(i) What aspects of Mr. Rochester's character does one notice in chapter 13? How is he different to the person Jane meets on the way to Hay?

(ii) What aspects of Jane Eyre's character are seen in:

(a) The episode of the fire in Mr. Rochester's room.

(b) The preparations for Mr. Rochester's party?

(iii) Who is the new person introduced in Chapter 14.

In what way is he similar to Mr. Rochester? How is he different?

What can you gather about his past, about his relationship with Mr. Rochester?

What feelings are conveyed about him by the following words?

"Let her be taken care of Rochester. Let her be treated as tenderly as possible".

- (iv) “Both Rochester and Jane change as a result of love”. Illustrate this statement citing evidence from the sections (13-18) you have read.
- (v) “One cannot blame Rochester for trying to cheat Jane. He loved her so much”. Give your opinion about this statement.
- (vi) “The events before and after the wedding show Jane’s strength and rectitude as a person”. Discuss this statement in groups.
- (vii) “Bertha Mason is not to be blamed for her behavior. It is her parents and the values of the society in which she lived that has to be blamed”. Critically review this statement.
- (viii) “Rochester treated Bertha as kindly as possible”. Give your opinion on this statement.
- (ix) Write short notes on:
 - Mrs. Fairfax
 - Grace Pole
 - Adela
 - Sophie

Select words from the following list to describe them.

faithful, sober, controlled, loyal, enchanting, innocent, mysterious, wild, fickle, fierce, youthful, old, middle-aged, severe, playful, lovely, affectionate, wise, mature.

Themes

1. What attitude to love is seen in this section?
 - a. What attitude is reflected in Jane’s character?
 - b. What attitude is reflected in Rochester’s character?

2. What is the attitude to 'arranged marriage' as reflected in the marriage between Edward Rochester and Bertha Mason?
3. How would you describe;
 - a. the attraction of Edward Rochester to Bertha Mason?
 - b. the relationship between Edward Rochester and Celine Varens
 - c. the relationship between Edward Rochester and Jane Eyre.
4. "Edward Rochester is a liar and a weakling" Give your opinion on this statement.
5. "Edward Rochester is a playboy. Jane is an immature, innocent girl" Give your opinion on this statement.
6. Comment on Rochester's words: "Your love would have been my best reward, without it, my heart is broken"
7. What attitude to life and love are reflected in:

It was a terrible moment, full of struggle and burning despair for me. No woman could wish to be loved more than I knew myself to be- and him I absolutely worshiped. Yet I knew I must give up both love and hope of happiness. My duty was clear; we must part"

Techniques

1. Review this section. Write down the techniques used by the writer.
2. Give examples for the following;
 - a. Irony
 - b. Symbolism

- c. Simile and metaphor
 - d. Monologue
 - e. Expository narrative
 - f. Flashback
3. Chapter 15 is romantic and chapter 17 is dramatic. How is this done?
4. There is anti-climax in Chapter 18. Comment on this statement.

Chapter 19-22

Plot

Activity I

Describe how Jane left Thorn field Hall

Activity II

Read the rest of chapter 19 and find answers to the following questions.

- a) How did Jane meet Diana and Marry Rochester?
- b) How did she get her inheritance?
- c) What effect did this inheritance have on her status?

Activity III

Explain the words 'No, Di, he does not love, me, but he asked me to be his wife' in the context of situation.

- a) Who says these words?
- b) To whom are they said?
- c) What is the context?

Activity IV

Why does Jane say ‘ I felt like a homing pigeon, turned homeward at last after a year abroad “ What place does she think of as home? Why does she think so?

Activity V

Summarize the event narrated by the innkeeper about the burning down of Thornfield Hall. How did Mr. Rochester get hurt? What do these events reveal about Mr. Rochester’s character?

Activity VI

Dreams and psychic events play a major role in the narrative of Jane Eyre. What ‘psychic’ events made Jane go back to Thornfield?

Activity VII

Describe the meeting between Jane Eyre and Edward Rochester for the second time. How would you describe this meeting? Moving? Poignant? Romantic? Why?

Activity VIII

Did Mr. Rochester’s condition affect Jane’s love for him? In what way? How did Mr. Rochester feel about his disabled condition? What words – particularly images – reflect Rochester’s feelings?

Activity IX

Jane says ‘I was his vision and his right hand’. Explain what she means by this statement. How did this dependency of Rochester on Jane affect their love and marriage?

Activity IX

What do you think of the ending of the novel?

Can you think of another?

Characterization

Activity I

What aspects of Jane's character are brought out by:

- a) leaving out the pearl necklace given by Edward Rochester,
- b) her withholding her true identity (but my name I withheld),
- c) seeking work,
- d) when she says 'what more I want? It was a name at last',
- e) her love for Edward Rochester,
- f) her words 'This was wealth indeed – this was a blessing far greater than any gift of gold',
- g) her division of her inheritance among her cousins (and herself) equally?

Activity II

Comment on John Eyre as:

- a brother
- a priest
- a prospective husband of
- a friend (of)
- a person

Activity III

What do the following quotations tell you about Mr. Rochester's character?

'Mr. Rochester had looked for her as if she was the most precious thing'

'He was not a man given to wine or cards or racing as some are'

'He went up to the attic and got the servants safely out of their beds and helped them down himself'

‘He would not leave the house until everyone was out’

‘things are not what they were, I am a rightless and useless creature’

‘I’m no better than the old chestnut tree at Thornfield’

Themes/Issues

Activity one

- a) Do you think Jane did the right thing by leaving Thornfield? Was there an alternative left to her? What could she have done?
- b) How did Rochester react to Jane’s departure? What does the sentence ‘He shut himself in the Hall like a hermit’ convey about the quality of his love?
- c) What is the role of the innkeeper in the novel? What theme/issue of the novel is highlighted by the story?
- d) What information do you gather from the novel about the Victorian marriage? How is Jane’s and Rochester’s marriage different to the Bertha Mason-Edward Rochester marriage?
- e) What do you gather about the education of women during the Victorian period from the novel? How did education help to become confident and independent?
- f) Mr. Rochester says ‘I cannot be so blessed after all my misery’. Do you think suffering should be rewarded by joy? Can suffering bring about self-awareness?

Review

1.0 Plot and Structure

- i. With what stages of Jane's growth were the following places associated?
 - a. Gateshead
 - b. Lowood
 - c. Thorn field Manor
 - d. Moorhouse
 - e. Ferndean
- ii. What incidents made Jane leave Gateshead?
- iii. What difficulties did Jane face at Lowood? How did Jane face them?
- iv. Thornfield Manor was crucial in Jane's growth into womanhood would you agree? How was this "growth" made possible?
- v. Arrange the main events in Jane Eyre in sequential order.

2.0 Characterization

2.1 What features do you see in Jane Eyre as:

- a) Young girl at Gateshead?
- b) School girl (adolescent) at Lowood?
- c) Young woman at Thornfield Manor?
- d) Grown woman at Ferndean?

2.2 Do you think Jane Eyre should have accepted Edward Rochester after his marriage with Bertha Mason is revealed? What aspect of Jane's character is brought out by her rejection of him?

2.3 Compare and contrast Helen Burns and Jane Eyre.

2.4 Discuss the roles played by Mrs. Reeds and Mrs. Fairfax in Jane's life.

2.5 Contrast the marriages of Edward Rochester and Bertha Mason with that of him and Jane Eyre.

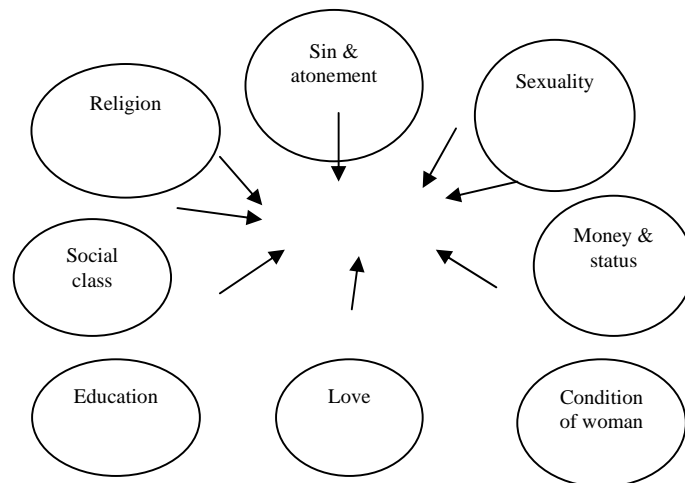
2.6 Jane Eyre had a special regard for Adela because they were both orphans – would you agree?

2.7 Contrast St. John Rivers with Edward Rochester

2.8 Discuss the roles played by the following minor characters in Jane Eyre: Mr. Mason, John Reed, and Mr. Brocklehurst.

3. Themes

3.1 Given below are some of the themes in the novel which ones would you put at the center? Which ones at the periphery?



Explain and give your reasons.

3.2 There are three relationships discussed in the novel e.g

Edward Rochester- Bertha Mason

Edward Rochester- Mme Varens

Edward Rochester – Jane Eyre

On what emotions /objectives are they founded? What is the most acceptable? What is the least acceptable?

3.3. What insight into education a) of men b) of woman c) the rich d) the poor do you get in the novel?

3.4 What notions of religion do you set in the novel? What is the author's attitude to:

a) Charity

b) Missionary work.

4. Techniques and Style

4.1 Make a list of all the images used by Charlotte in the novel?

4.2 What are the most significant ones? How are they used?

4.3 Charlotte Bronte uses similes very effectively to convey emotions and thought of characters e.g

“ I felt rather like a single individual sitting down to feast alone, at a table spread for a hundred.”

Read the book and look for similes of this kind, comment on the effect that is created

4.4 Do you think the following place names relate to the locations and events that take place in them?

Gates head
Lowood
Thorn field Manor
Ferndean