

GCSE (9–1) ENGLISH LANGUAGE

Teacher's Guide: 19th Century Texts

Marriage

Instructions and answers for teachers

These instructions should accompany the OCR resource

'GCSE_Eng_Lang_19Century_Marriage_worksheets' which supports OCR GCSE (9–1) English Language and GCSE (9-1) English Literature.

The screenshot shows a worksheet page with the following content:

- GCSE (9–1) ENGLISH LANGUAGE**
- Student Worksheets: 19th Century Texts**
- Marriage**
- Activity 1**
- Certain ideas always interest us. They repeat through time, appearing in literature and non-fiction, film and music.**
- Think about the theme of dual identity.**

The diagram shows a flow of influence:

- 1886**: *The Strange Case of Dr Jekyll and Mr Hyde*
- 1972**: *The Story of Ziggy Stardust*. Text: "An excerpt from the BBC4 Documentary: David Bowie and the Story of Ziggy Stardust. https://www.youtube.com/watch?v=SL2k2_KGg"
- 2009**: *Beyoncé Knowles*. Text: "Between 47:45 – 50:28 we learn how his alien alter-ego Ziggy Stardust became a monster and started to take Bowie over."

Arrows indicate the flow: 1886 to 1972, 1972 to 2009, and a return arrow from 2009 to 1886. The OCR logo is in the bottom right corner.

Activity 1: Recognising themes

Learning objectives:

English Literature

AO1:

- demonstrate the ability to read at a literal level and also explore deeper implications
- develop an informed personal response, justifying a point of view by referring closely to evidence in the text
- recognise the possibility of different valid responses to a text

AO3:

- use an understanding of context to inform reading.

As a way into Activity 2, ask students consider how themes recur in literature and how they can merge and form thematic hybrids. For example, the theme of dual identity in *The Strange Case of Dr Jekyll and*

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Mr Hyde has been reinvented in the persona of Ziggy Stardust, David Bowie's alter ego, and Beyoncé's alter ego, Sasha Fierce. Our contemporary concern with terrorist attacks reflects the concerns of invasion found in novels such as *The Day of the Triffids* and *The War of the Worlds*. The themes of dual identity and invasion merged in the 1956 film *Invasion of the Body Snatchers*. In this film the alien invaders replace the human beings they invade with clones that have no emotion.

Activity 2

Learning objectives:

English Literature

AO1:

- demonstrate the ability to read at a literal level and also explore deeper implications
- develop an informed personal response, justifying a point of view by referring closely to evidence in the text
- recognise the possibility of different valid responses to a text

AO3:

- use an understanding of context to inform reading.

- a) Ask students to consider the themes that occur in the extract from *Jane Eyre* (**Learner Resource 2.1**). Tell them to imagine they are looking at the text through a thermal imaging camera. Students highlight the text that relates to **marriage in red**, and the text relating to **dual identity in green**.

Below is an example.

'Oh, Jane, this is bitter! This is wicked. It would not be wicked to love me.'

'It would to obey you.'

A wild look raised his brows – crossed his features: he rose, but he forbore yet. I laid my hand on the back of a chair for support: I shook, I feared – but I resolved.

'One instant, Jane. Give one glance to my horrible life when you are gone. All happiness will be torn away with you. What then is left? **For a wife I have but the maniac upstairs: as well might you refer me to some corpse in yonder churchyard.** What shall I do, Jane? Where turn for a companion, and for some hope?'

'Do as I do: trust in God and yourself. Believe in heaven. Hope to meet again there.'

'Then you will not yield?'

'No.'

'Then you condemn me to live wretched, and to die accursed?' His voice rose.

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‘I advise you to live sinless: and I wish you to die tranquil.’

‘Then you snatch love and innocence from me? You fling me back on lust for a passion – vice for an occupation?’

‘Mr Rochester, I no more assign this fate to you than I grasp at it for myself. We were born to strive and endure – you as well as I: do so. You will forget me before I forget you.’

‘You make me a liar by such language: you sully my honour. I declared I could not change: you tell me to my face I shall change soon. And what a distortion in your judgement, what a perversity in your ideas, is proved by your conduct! **Is it better to drive a fellow creature to despair than to transgress a mere human law – no man being injured by the breach? for you have neither relatives nor acquaintances whom you need fear to offend by living with me.**’

This was true: and **while he spoke my very conscience and reason turned traitors against me, and charge me with crime in resisting him. They spoke almost as loud as Feeling: and that clamoured wildly. ‘Oh, comply!’ it said.** ‘Think of his misery; think of his danger – look at his state when left alone; remember his headlong nature; consider the recklessness following on despair – soothe him; save him; love him; tell him you love him and will be his. Who in the worlds cares for *you*? or who will be injured by what you do?’

Still indomitable was the reply – ‘I care for myself. The more solitary, the more friendless, the more unsustained I am, the more I will respect myself. **I will keep the law given by God; sanctioned by man. I will hold to the principles received by me when I was sane, and not mad – as I am now. Laws and principles are not for the times when there is no temptation: they are for such moments as this, when body and soul rise in mutiny against their rigour;** stringent are they; inviolate they shall be. If at my individual convenience I might break them, what would be their worth? **They have a worth – so I have always believed; and if I cannot believe it now, it is because I am insane – quite insane: with my veins running fire, and my heart beating faster than I can count its throbs. Preconceived opinions, foregone determinations, are all I have at this hour to stand by: there I plant my foot.**’

- b) Ask students to look through the rest of *Jane Eyre* wearing the thermal goggles and fill in the table on their worksheet.

The table below provides some examples.



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Theme	Chapter number	Quotation
	(Chapter 27)	Rochester to Jane re Bertha: In the eyes of the world, I was doubtless covered with grimy dishonour: but I resolved to be clean in my own sight – and to the last I repudiated the contamination of her crimes, and wrenched myself from the connexion with her mental defects. Still, society associated my name and person with hers...
	(Chapter 34)	Jane to St John: 'I scorn your idea of love...You have introduced a topic on which our natures are at variance – a topic we should never discuss: the very name of love is an apple of discord between us – if the reality were required what should we do? How should we feel? My dear cousin, abandon your scheme of marriage – forget it.'
	(Chapter 27)	Terrible moment: full of struggle, blackness, burning! Not a human being that ever lived could wish to be loved better than I was loved; and him who thus loved me better than I was loved; and him who thus loved me I absolutely worshipped: and I must renounce love and idol. One drear word comprised my intolerable duty – 'Depart!'
	(Chapter 10)	Jane as she is about to leave Lowood: I tired of the routine of eight years in one afternoon. I desired liberty; for liberty I gasped; for liberty I uttered a prayer; it seemed scattered on the wind then faintly blowing. I abandoned it and framed a humbler supplication; for change, stimulus: that petition, too, seemed swept off into vague space: 'Then,' I cried, half desperate, 'grant me at least a new servitude!'

- c) Ask students to look at the extract again (**Learner Resource 2.1**) and change the highlight colour of parts of the text where the theme of Jane's religious views emerges to yellow.

For example:

It would to obey you'.



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I will keep the law given by God; sanctioned by man. I will hold to the principles received by me when I was sane, and not mad – as I am now

They have a worth – so I have always believed; and if I cannot believe it now, it is because I am insane – quite insane

- d) Continuing with the idea of thermal imaging, ask students to find other sections in the novel where Jane's religious views are developing, for instance:

Green = cold (undeveloped)

Yellow = warm (developing)

Red = hot (developed)

I heard her with wonder: I could not comprehend this doctrine of endurance; and still less could I understand or sympathise with the forbearance she expressed for her chastiser. Still I felt that Helen Burns considered things by a light invisible to my eyes. I suspected she might be right and I wrong; but I would not ponder the matter deeply: like Felix, I put it off to a more convenient season.

I will keep the law given by God; sanctioned by man. I will hold to the principles received by me when I was sane, and not mad – as I am now. Laws and principles are not for the times when there is no temptation: they are for such moments as this, when body and soul rise in mutiny against their rigour; stringent are they; inviolate they shall be. If at my individual convenience I might break them, what would be their worth? They have a worth – so I have always believed; and if I cannot believe it now, it is because I am insane – quite insane: with my veins running fire, and my heart beating faster than I can count its throbs. Preconceived opinions, foregone determinations, are all I have at this hour to stand by: there I plant my foot

In leaving England, I should leave a loved but empty land – Mr Rochester is not there: and if he were, what is, what can that ever be to me? My business is to live without him now: nothing so absurd, so weak as to drag on from day to day, as if I were waiting some impossible change in circumstances, which might reunite me to him. Of course (as St John said) I must seek another interest in life to



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replace the one lost: is not the occupation he now offers me truly the most glorious man can adopt of God assign? Is it not, by its noble cares and sublime results, the one best calculated to fill the void left by uptorn affections and demolished hopes? I believe I must say, Yes – and yet I shudder.

Students might want to modify the intensity of each level too, i.e. go from light to bright green etc, and find different quotations for the different levels.

Ask students if any other themes emerge in the quotations they've chosen: for example, Jane's views on marriage and religion merge in the yellow and red quotes above, as do the themes of conflict.

Activity 3

Learning objectives:

English Language

AO1:

- identify and interpret key themes, ideas and information
- summarise ideas and information from texts
- respond to text written in a language, structure and style that may be unfamiliar to them
- infer meaning from a text.

AO3:

- form connections and comparisons across texts and by doing so develop an understanding of the ideas, attitudes and values presented in them.

AO4:

- critically evaluate the impact of a text on the reader with consideration of audience and purpose
- draw inferences and interpretations from texts and justify these points of view by referring closely to evidence within the text.

English Literature

AO1:

- demonstrate the ability to read at a literal level and also explore deeper implications
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AO3:

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- a) Ask students to read the extract from *Pride and Prejudice* (**Learner Resource 2.2**) and highlight the parts of the text that relate to the theme of marriage.

Ask students to discuss whether Charlotte Lucas's views are similar or different to Jane Eyre's.

- b) Students then read the *MacFarland-Richardson* extract (**Learner Resource 2.3**) and decide if the marriage in this text is performed more in the spirit of Jane Eyre or Charlotte Lucas. It could be either. Remind students that the author is Daniel McFarland and so he could be cynical about it, providing a view which aligns itself to Charlotte Lucas' thinking. It could also be interpreted as a grand romantic gesture in keeping with Jane Eyre.

Prompt students by asking if they think the text reliable. Who wrote it?

Ask students to highlight in green the quotations that suggest the marriage is mercenary, and in red the parts that suggest it is a romantic/heartfelt/religious gesture.

For example:

Now we approach the bridal service, which was administered by the Rev. Henry Ward Beecher, and which we give in full as it occurred:

Mr Beecher (to Mr. Richardson) – Do you take the woman whom you have by your side now, in this hour, standing near the heavenly land, and renew to her the pledges of your love? Do you give your heart to her, and your name? Is she, before God and before these witnesses, your beloved, your honoured and your lawful wife?

Mr. Richardson (in an audible and clear voice) – Yes.

Mr Beecher (turning to Miss Sage or Mrs. McFarland,) – And do you accept him as your head in the Lord? And are you now to him a wife sacred and honoured, bearing his name? And will you love him to the end of your life?

Miss Sage – I do, and will.

Mr Beecher – Then by the authority given me by the Church of Christ I do pronounce you husband and wife; and may the blessing of Almighty God, the Father, the Son and the Holy Spirit, rest upon you and abide with you. Amen.

The ceremony was impressive in one sense, but sadly suggestive of grim and hallow materialism. Not a word of the softening salve of Christian hope and consolation was spoken, and the voice of the Plymouth pastor is said to have had a strangely religio-theatric tone. One-third of the means



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which Mr. Richardson left became now the property of his death-bed bride. At five minutes past five o'clock, last Thursday morning, he expired. Among those who surrounded him were his brother, C.A. Richardson, his son, L.P. Richardson, his wife, Mrs. McFarland-Sage, Dr. Swan, Mr. and Mrs. Holder, Mr. and Mrs. Gilbert, and one of two newspaper writers. It was a deeply affecting scene to which the profoundly sorrow-stricken face of the dead man's son, who though so young, seemed in his thoughtful countenance to realize the intense desolation of his father's dying moments.

Writing activity

Learning objectives:

English Language

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

- make thoughtful choices of vocabulary, grammar, form and structure to reflect particular audiences, purposes and contexts
- use the knowledge gained from wider reading to inform writing styles and language choices
- make appropriate use of information provided by others to write in different forms
- carefully select, organise and emphasise facts, ideas and key points to influence readers
- use language imaginatively and persuasively to create an emotional impact.

Students may find it useful to discuss their responses in pairs before beginning the writing task.

Students could respond to this question by choosing one or both of the following written activities:

- 1) Write a short story in which Jane Eyre and Charlotte Lucas discuss the death-bed wedding of Abby Sage and Albert Richardson.

Students can read the Elizabeth Cady Stanton extract (**Learner Resource 2.4**) to give them ideas about how the characters may feel about the case in general.

- 2) Compare Abby Sage and Albert Richardson's motives for marriage with Jane Eyre and Charlotte Lucas's feelings about the subject.

Encourage students to use evidence from the three texts to support their answer.



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