



Literature

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3° A - B

## SYLLABUS



### ACHIEVEMENT AIMS

#### General Objectives

- To encourage students to communicate effectively and appropriately in English.
- To provide students with enough practice in writing responses to Literature, especially literary essays.
- To help students gain confidence on their way to IGCSE English Literature Examination.
- To read, analyze and respond to literature from different periods and cultures.
- To explore the contribution of literature to an understanding of areas of human concern.
- To appreciate different ways in which writers achieve their effects.

#### Specific Objectives

##### Students will have to demonstrate:

- their response to a text with some detail of narrative and situation;
- their knowledge of the text through close reference to detail and quotations;
- their understanding of characters, relationships, situations and themes;
- their understanding of the writer's intentions and methods, and some of the text's implications and attitudes;
- their ability to respond sensitively and in some detail to the way language works in the text, mainly language for specific effects.
- Their understanding of the historical and social context presented by the writer as well as ability to relate it and adapt it to present times.



## CONTENTS

### ➤ Prose

#### Novel

- *Hard Times by Charles Dickens*

#### Literary concepts:

- literary genre, historical context, allusion to literary works
- setting, elements of plot, characters and characterization, narrator, mood and atmosphere.
- symbolism, similes and metaphors, motivations and motifs, and epiphany

### ➤ Poetry

- *Caged Bird by Maya Angelou*
- *First Love by John Clare*
- *Home Thoughts from Abroad by Robert Browning*
- *The Chimney Sweeper (songs of Innocence and Experience) by William Blake*
- *The Cry of the Children by Elizabeth Browning.*
- *London by William Blake*
- *A bird came down the walk by Emily Dickinson.*
- *At the circus by P.C Vandall.*

#### Literary concepts:

- structure of poems (lines, stanzas, length), rhyme and rhythm; voice; persona; mood and tone;



- alliteration and sounds, imagery; symbolism, metaphors and similes, synecdoche, paradox, juxtaposition, personification.



## ASSESSMENT AND EVALUATION CRITERIA

### Assessment and evaluation criteria

- Class work and commitment to the subject
- Written exams, assignments or worksheets
- Extensive reading: Chapters from Hard Times.
- Mid-year exam
- Oral presentations
- Final exam

**Note:** The literary works on the current syllabus may be replaced by some other works in case some needs arise from students' interests and queries. Taking into account the flexible nature of this planning, the necessary changes will be made.



## BIBLIOGRAPHY

- Reilly, G. And Wren, W. (2003). Skills in Fiction 3. Nelson Thornes- Framework English.
- Dickens, Charles, Hard Times(full text)
- Booklet, Set of poems and handouts including activities designed or adapted by the teachers.



### **Caged Bird**

BY MAYA ANGELOU

A free bird leaps  
on the back of the wind  
and floats downstream  
till the current ends  
and dips his wing  
in the orange sun rays  
and dares to claim the sky.

But a bird that stalks  
down his narrow cage  
can seldom see through  
his bars of rage  
his wings are clipped and  
his feet are tied  
so he opens his throat to sing.

The caged bird sings  
with a fearful trill  
of things unknown  
but longed for still  
and his tune is heard  
on the distant hill  
for the caged bird  
sings of freedom.

The free bird thinks of another breeze  
and the trade winds soft through the sighing trees  
and the fat worms waiting on a dawn bright lawn  
and he names the sky his own

But a caged bird stands on the grave of dreams  
his shadow shouts on a nightmare scream  
his wings are clipped and his feet are tied  
so he opens his throat to sing.



The caged bird sings  
with a fearful trill  
of things unknown  
but longed for still  
and his tune is heard  
on the distant hill  
for the caged bird  
sings of freedom.

### **First Love**

BY JOHN CLARE

I ne'er was struck before that hour  
With love so sudden and so sweet,  
Her face it bloomed like a sweet flower  
And stole my heart away complete.  
My face turned pale as deadly pale,  
My legs refused to walk away,  
And when she looked, what could I ail?  
My life and all seemed turned to clay.

And then my blood rushed to my face  
And took my eyesight quite away,  
The trees and bushes round the place  
Seemed midnight at noonday.  
I could not see a single thing,  
Words from my eyes did start—  
They spoke as chords do from the string,  
And blood burnt round my heart.

Are flowers the winter's choice?  
Is love's bed always snow?  
She seemed to hear my silent voice,  
Not love's appeals to know.  
I never saw so sweet a face  
As that I stood before.  
My heart has left its dwelling-place



And can return no more.

### **Home-Thoughts, from Abroad**

BY ROBERT BROWNING

Oh, to be in England  
Now that April's there,  
And whoever wakes in England  
Sees, some morning, unaware,  
That the lowest boughs and the brushwood sheaf  
Round the elm-tree bole are in tiny leaf,  
While the chaffinch sings on the orchard bough  
In England—now!

And after April, when May follows,  
And the whitethroat builds, and all the swallows!  
Hark, where my blossomed pear-tree in the hedge  
Leans to the field and scatters on the clover  
Blossoms and dewdrops—at the bent spray's edge—  
That's the wise thrush; he sings each song twice over,  
Lest you should think he never could recapture  
The first fine careless rapture!  
And though the fields look rough with hoary dew,  
All will be gay when noontide wakes anew  
The buttercups, the little children's dower  
—Far brighter than this gaudy melon-flower!

### **The Chimney Sweeper: When my mother died I was very young**

BY WILLIAM BLAKE

When my mother died I was very young,  
And my father sold me while yet my tongue  
Could scarcely cry " 'weep! 'weep! 'weep! 'weep!"  
So your chimneys I sweep & in soot I sleep.



There's little Tom Dacre, who cried when his head  
That curled like a lamb's back, was shaved, so I said,  
"Hush, Tom! never mind it, for when your head's bare,  
You know that the soot cannot spoil your white hair."

And so he was quiet, & that very night,  
As Tom was a-sleeping he had such a sight!  
That thousands of sweepers, Dick, Joe, Ned, & Jack,  
Were all of them locked up in coffins of black;

And by came an Angel who had a bright key,  
And he opened the coffins & set them all free;  
Then down a green plain, leaping, laughing they run,  
And wash in a river and shine in the Sun.

Then naked & white, all their bags left behind,  
They rise upon clouds, and sport in the wind.  
And the Angel told Tom, if he'd be a good boy,  
He'd have God for his father & never want joy.

And so Tom awoke; and we rose in the dark  
And got with our bags & our brushes to work.  
Though the morning was cold, Tom was happy & warm;  
So if all do their duty, they need not fear harm.

### **The Chimney Sweeper: A little black thing among the snow**

BY WILLIAM BLAKE

A little black thing among the snow,  
Crying "weep! 'weep!" in notes of woe!  
"Where are thy father and mother? say?"  
"They are both gone up to the church to pray."



Because I was happy upon the heath,  
And smil'd among the winter's snow,  
They clothed me in the clothes of death,  
And taught me to sing the notes of woe.

And because I am happy and dance and sing,  
They think they have done me no injury,  
And are gone to praise God and his Priest and King,  
Who make up a heaven of our misery."

### **The Cry of the Children**

BY ELIZABETH BARRETT BROWNING

"Pheu pheu, ti prosderkesthe m ommasin, tekna;"  
[[Alas, alas, why do you gaze at me with your eyes, my children.]]—Medea.  
Do ye hear the children weeping, O my brothers,  
    Ere the sorrow comes with years ?  
They are leaning their young heads against their mothers, —  
    And that cannot stop their tears.  
The young lambs are bleating in the meadows ;  
    The young birds are chirping in the nest ;  
The young fawns are playing with the shadows ;  
    The young flowers are blowing toward the west—  
But the young, young children, O my brothers,  
    They are weeping bitterly !  
They are weeping in the playtime of the others,  
    In the country of the free.

Do you question the young children in the sorrow,  
    Why their tears are falling so ?  
The old man may weep for his to-morrow  
    Which is lost in Long Ago —  
The old tree is leafless in the forest —  
    The old year is ending in the frost —  
The old wound, if stricken, is the sorest —  
    The old hope is hardest to be lost :





# Colegio Santa María

Mixto - Bilingüe

But the young, young children, O my brothers,  
Do you ask them why they stand  
Weeping sore before the bosoms of their mothers,  
In our happy Fatherland ?

They look up with their pale and sunken faces,  
And their looks are sad to see,  
For the man's grief abhorrent, draws and presses  
Down the cheeks of infancy —  
"Your old earth," they say, "is very dreary,"  
"Our young feet," they say, "are very weak !"  
Few paces have we taken, yet are weary—  
Our grave-rest is very far to seek !  
Ask the old why they weep, and not the children,

For the outside earth is cold —  
And we young ones stand without, in our bewildering,  
And the graves are for the old !"

"True," say the children, "it may happen  
That we die before our time !  
Little Alice died last year her grave is shapen  
Like a snowball, in the rime.  
We looked into the pit prepared to take her —  
Was no room for any work in the close clay :  
From the sleep wherein she lieth none will wake her,  
Crying, 'Get up, little Alice ! it is day.'  
If you listen by that grave, in sun and shower,  
With your ear down, little Alice never cries ;  
Could we see her face, be sure we should not know her,  
For the smile has time for growing in her eyes ,—  
And merry go her moments, lulled and stilled in  
The shroud, by the kirk-chime !  
It is good when it happens," say the children,  
"That we die before our time !"

Alas, the wretched children ! they are seeking  
Death in life, as best to have !  
They are binding up their hearts away from breaking,



# Colegio Santa María

Mixto - Bilingüe

With a cerement from the grave.  
Go out, children, from the mine and from the city —  
Sing out, children, as the little thrushes do —  
Pluck you handfuls of the meadow-cowslips pretty  
Laugh aloud, to feel your fingers let them through !  
But they answer, " Are your cowslips of the meadows  
Like our weeds anear the mine ?  
Leave us quiet in the dark of the coal-shadows,  
From your pleasures fair and fine!

"For oh," say the children, "we are weary,  
And we cannot run or leap —

If we cared for any meadows, it were merely

To drop down in them and sleep.  
Our knees tremble sorely in the stooping —  
We fall upon our faces, trying to go ;  
And, underneath our heavy eyelids drooping,  
The reddest flower would look as pale as snow.  
For, all day, we drag our burden tiring,  
Through the coal-dark, underground —  
Or, all day, we drive the wheels of iron  
In the factories, round and round.

"For all day, the wheels are droning, turning, —  
Their wind comes in our faces, —  
Till our hearts turn, — our heads, with pulses burning,  
And the walls turn in their places  
Turns the sky in the high window blank and reeling —  
Turns the long light that droppeth down the wall, —  
Turn the black flies that crawl along the ceiling —  
All are turning, all the day, and we with all ! —  
And all day, the iron wheels are droning ;  
And sometimes we could pray,  
'O ye wheels,' (breaking out in a mad moaning)  
'Stop ! be silent for to-day ! ' "

Ay ! be silent ! Let them hear each other breathing



# Colegio Santa María

Mixto - Bilingüe

For a moment, mouth to mouth —  
Let them touch each other's hands, in a fresh wreathing  
Of their tender human youth !  
Let them feel that this cold metallic motion  
Is not all the life God fashions or reveals —  
Let them prove their inward souls against the notion  
That they live in you, or under you, O wheels ! —  
Still, all day, the iron wheels go onward,  
As if Fate in each were stark ;  
And the children's souls, which God is calling sunward,  
Spin on blindly in the dark.

Now tell the poor young children, O my brothers,  
To look up to Him and pray —  
So the blessed One, who blesseth all the others,  
Will bless them another day.  
They answer, " Who is God that He should hear us,  
While the rushing of the iron wheels is stirred ?  
When we sob aloud, the human creatures near us  
Pass by, hearing not, or answer not a word !  
And we hear not (for the wheels in their resounding)  
Strangers speaking at the door :  
Is it likely God, with angels singing round Him,  
Hears our weeping any more ?

" Two words, indeed, of praying we remember ;  
And at midnight's hour of harm, —  
'Our Father,' looking upward in the chamber,  
We say softly for a charm.  
We know no other words, except 'Our Father,'  
And we think that, in some pause of angels' song,  
God may pluck them with the silence sweet to gather,  
And hold both within His right hand which is strong.  
'Our Father !' If He heard us, He would surely  
(For they call Him good and mild)  
Answer, smiling down the steep world very purely,  
'Come and rest with me, my child.'

"But, no !" say the children, weeping faster,



# Colegio Santa María

Mixto - Bilingüe

" He is speechless as a stone ;  
And they tell us, of His image is the master  
Who commands us to work on.  
Go to ! " say the children,— "up in Heaven,  
Dark, wheel-like, turning clouds are all we find !  
Do not mock us ; grief has made us unbelieving —  
We look up for God, but tears have made us blind."  
Do ye hear the children weeping and disproving,  
O my brothers, what ye preach ?  
For God's possible is taught by His world's loving —  
And the children doubt of each.

And well may the children weep before you ;  
They are weary ere they run ;  
They have never seen the sunshine, nor the glory  
Which is brighter than the sun :  
They know the grief of man, without its wisdom ;  
They sink in the despair, without its calm —  
Are slaves, without the liberty in Christdom, —  
Are martyrs, by the pang without the palm, —  
Are worn, as if with age, yet unretrievingly  
No dear remembrance keep,—  
Are orphans of the earthly love and heavenly :  
Let them weep ! let them weep !

They look up, with their pale and sunken faces,  
And their look is dread to see,  
For they think you see their angels in their places,  
With eyes meant for Deity ;—

"How long," they say, "how long, O cruel nation,

Will you stand, to move the world, on a child's heart, —

Stifle down with a mailed heel its palpitation,  
And tread onward to your throne amid the mart ?  
Our blood splashes upward, O our tyrants,  
And your purple shews your path ;



But the child's sob curseth deeper in the silence  
Than the strong man in his wrath !"

**London**

BY WILLIAM BLAKE

I wander thro' each charter'd street,  
Near where the charter'd Thames does flow.  
And mark in every face I meet  
Marks of weakness, marks of woe.

In every cry of every Man,  
In every Infants cry of fear,  
In every voice: in every ban,  
The mind-forg'd manacles I hear

How the Chimney-sweepers cry  
Every blackning Church appalls,  
And the hapless Soldiers sigh  
Runs in blood down Palace walls

But most thro' midnight streets I hear  
How the youthful Harlots curse  
Blasts the new-born Infants tear  
And blights with plagues the Marriage hearse

**A Bird, came down the Walk - (359)**

BY EMILY DICKINSON

A Bird, came down the Walk -  
He did not know I saw -  
He bit an Angle Worm in halves  
And ate the fellow, raw,



# Colegio Santa María

Mixto - Bilingüe

And then, he drank a Dew  
From a convenient Grass -  
And then hopped sidewise to the Wall  
To let a Beetle pass -

He glanced with rapid eyes,  
That hurried all abroad -  
They looked like frightened Beads, I thought,  
He stirred his Velvet Head. -

Like one in danger, Cautious,  
I offered him a Crumb,  
And he unrolled his feathers,  
And rowed him softer Home -

Than Oars divide the Ocean,  
Too silver for a seam,  
Or Butterflies, off Banks of Noon,  
Leap, plashless as they swim.

## **At the Circus**

BY UMBERTO FIORI

TRANSLATED BY GEOFFREY BROCK

At the center of the lit circle, rising  
from cotton-candy calf muscles,  
the White Clown ushers his  
eyebrows skyward. He grates his ukulele,  
opens a heart-shaped mouth, inhales—  
his serenade begins.

Now's the time. From the shadows,  
a blast like a trumpeting elephant:  
obscene, ragged. The Auguste capers like a fawn,  
darts away, pads around  
with his trombone. The gold of the slide  
slips into and out of the infinite.



Everything smells of panther  
and piss and mint. His gaze fixed  
on the clash between the welled tears  
and the awful laughing shoes,  
the little boy grows  
ever more grave, ever more severe.

### **Hard Times: Historical Background**

The Industrial Revolution is the term used for the period between 18th and 19th centuries when predominantly rural and agricultural areas in Europe and America became urban and industrialized. The rapid changes were brought about by the development of machines and the discovery of other sources of power which resulted to the construction of factories and mass production. The period also marked development when it came to transportation, communication and commerce. The Industrial Revolution is divided into two parts/phases: the First Industrial Revolution [about 1760 – between 1820 and 1840] and the Second Industrial Revolution [1870-1914].

Read the fact file below for my information on the Industrial revolution, key information and historic milestones or download the comprehensive worksheet pack to utilise within the classroom or home environment.

The Industrial Revolution occurred in the last part of the 18th century. It began in Great Britain. This revolution was an economic one, and it changed the way the world produced goods. The population went from being agricultural to industrial. This meant people moved off of the farms and out of the country. There were huge numbers of people that moved into cities. Many people were forced to move to the cities to look for work. They ended up living in cities that could not support them.

During this time, there were also many new advancements in technology. The assembly line was one of the biggest inventions. Henry Ford is credited with this invention.

Some of the biggest advancements were in steam power. New fuels such as coal and petroleum, were used in these new steam engines. This revolutionized many industries including textiles and manufacturing.

Another invention was called the telegraph. This made communicating across the ocean easier and much faster. Messages could be sent and received in minutes and delivered the same day. Writing a letter and sending it overseas could take weeks.

The Industrial Revolution was not a good revolution for the earth. Industry was releasing huge amounts of carbon dioxide into the atmosphere and waste into the waterways and soil. Pollution



# Colegio Santa María

Mixto - Bilingüe

by nuclear waste, pesticides and other chemicals are also the result of the Industrial Revolution. Many natural resources were being used up at an alarming rate.

Advances in farming resulted in an increased supply of food and raw materials. The changes in industry and new technology resulted in increased production of thousands of goods. Companies were more efficient and earned bigger profits.

The year 1760, is generally accepted as the beginning of the Industrial Revolution. In reality, the revolution began more than two centuries before this date. The late 18th century and the early 19th century brought out the ideas and discoveries of those who had lived a long time before like Galileo, Bacon, Descartes and others.

The term Industrial Revolution was popularized by English historian Arnold Toynbee though he wasn't the first one to use it [French writers were the first ones to use the term]. He used it to describe the economic development Britain underwent between 1760 and 1840.

Britain is considered the birthplace of Industrial Revolution. As a matter of fact, industrialization was highly limited to Britain in 1760 until 1830. Aware of the head start, the British monopolized industrialization and outlawed the exportation of machines, skilled workers and manufacturing systems.

But British monopoly did not last as some Britons saw great industrial opportunities abroad and sought to fulfill them. The most notable was when Englishmen William and John Cockerill developed machine shops in Liege, Belgium in 1807 marking the start of the Industrial Revolution in the country. The move made Belgium the first country in Continental Europe to be economically transformed.

The First Industrial Revolution is also known as the Classical Industrial Revolution while the Second Industrial Revolution's other term is Technological Revolution.

The two Industrial Revolutions overlap each other.

The Second Industrial Revolution saw rapid development not just in Britain but in Germany, France, the Low Countries, Italy, the United States and even Japan.

The First Industrial Revolution marked the use and mass production of iron and steel which made these two materials essential in the making of tools and machines, appliances, ships and even infrastructures. The Second Industrial Revolution, on the other hand, marked the discovery of other under-utilised materials like the making of synthetic products such as plastic for production.

While the term luddite this modern times has come to mean as someone opposed to new technologies, the Luddites during the Industrial Revolution were a band of textile workers who staged rebellions in the form of smashing machines as they feared machinery would replace men's role in the industry thereby rendering the time they spent learning their craft without value. The Luddite Movement culminated in a series of region-wide rebellion with mill owners shooting protesters to quell them. Eventually, military force brutally suppressed the rebellion.

Industrial Revolution: Important Events and Inventions





1712 – Thomas Newcomen invented the steam engine known as the Newcomen Engine. The machine was only used to pump water out of mines and wasn't very useful yet. But the use of steam to power machines became a vital turn-point in the Industrial Revolution.

1719 – John Lombe started his own silk factory, the first silk throwing mill in England and the first factory ever built.

1733 – John Kay invented and patented the Flying Shuttle, a simple weaving machine which allowed one weaver to weave wider fabrics cutting labor force by half.

1764 – James Hargreaves invented the Spinning Jenny [Jenny being a variant of the word Engine], a machine which made cloth-making faster and easier as one worker could spin eight spindles altogether.

1767 – Richard Arkwright invented and patented the water-powered spinning frame known as the Water Frame which made cotton thread creation easier. The machine was first used in 1768 and manufactured yarns that were sturdier and harder than what the spinning jenny produced. Arkwright's invention played an important role in the development of the factory system.

1769 – James Watt improved the Newcomen Engine and built a more efficient steam engine, considered one of the most vital inventions of the Industrial Revolution.

1775-1779 – Between these years, Samuel Crompton invented the spinning mule, a machine that combined the spinning and weaving processes. It was so named as the mule is the crossbred offspring of a female horse and a male donkey much like the machine which combined the works of the spinning jenny and the water frame. Later on, in 1825, the self-acting or automatic mule was patented by Richard Roberts.

1776 – Adam Smith's *Wealth of Nations* [whole title read as "An Inquiry into the Nature and Causes of the Wealth of Nations"] was published. Smith's work is considered fundamental in Classic Economics.

1783 – Henry Cort patented the puddling process used for refining iron ore. It was also around this time that the ironmaster started to refine pig iron to wrought/bar iron using his own-devised production systems.

1785 – Edmund Cartwright's invention, the power loom [a weaving machine], replaced the flying shuttle.



# Colegio Santa María

Mixto - Bilingüe

1794 – Eli Whitney patented the cotton gin, a machine that made the separation of cotton seeds from the fiber easier allowing America's southern states to make more money from their cotton crops.

1801 – December 24 of this year, Richard Trevithick introduced his Puffing Devil to the world, so-named because it puffed steam in the air]. The Puffer was the first steam-powered passenger vehicle ever made cementing Trevithick's importance in the Industrial Revolution. Unfortunately, the Puffer was destroyed a few days later when it overheated and combusted.

1804 – Trevithick built the first steam locomotive to run along a track. Eventually, the inventor died penniless as his inventions didn't last after a few measly trips but his legacy in the Industrial Revolution did live on.

1807 – Robert Fulton commercially developed the first passenger steamboat which went into business in that year. In 1800, Napoleon Bonaparte commissioned him to design history's first practical submarine, the Nautilus.

1811- 1813 – The beginning and end of the Luddite Rebellion.

1816 – George Stephenson patented a steam engine locomotive that ran on rails. While he wasn't the first one to do so, the improvements he made on steam-powered locomotives and the railways they ran on were greatly significant that he was named the "Father of Railways". He went on to build the first-ever public inter-city railway line in the world which was the Liverpool and Manchester Railway. It opened in 1830.

1845 – German philosopher Friedrich Engels published his book *The Condition of the Working-Class in England* which tackled the negative effects of industrialization.

1846 – On September 10 of this year, Elias Howe was awarded the first US patent for a sewing machine using the lockstitch design. He wasn't the first to invent the sewing machine but he developed it and his developments made him a sewing machine pioneer.

1847 – Samuel Morse received the patent for the telegraph which allowed messages to be sent via wires. When 1860 rolled in, telegraph wires went as far as the United States' East Coast. He also was the co-developer of the Morse Code.

1851 – Elisha Graves Otis, with his sons, designed and developed a safety break for elevators. He wasn't the inventor of the elevator but he made riding it safer. He exhibited the safety break in the 1854 New York World's Fair. It subsequently gained traction and this time that he made a



company out of it, the Otis Elevator Company.

1855 – January of this year, Henry Bessemer created a process which turned iron into steel. This process was later on called the Bessemer Method in his honor.

1856 – Isaac Singer made his own improvements on existing sewing machine designs of his time and obtained great success from it. However, his design was greatly contested by Elias Howe who held the patent for the lockstitch. Eventually, Singer and the other sewing machine inventors agreed to pool their patents [they were the first ones to do so] and convince Howe to cooperate. He did so on terms that he be given royalty for every sewing machine sold.

1866 – Alfred Nobel invented the dynamite which was safer to use in blasting holes compared to just using black powder.

1870 – Chemist Louis Pasteur developed vaccines to weaken the effects of diseases like anthrax. This was in connection to his belief that illnesses were mainly caused by germs. His pioneering works helped developed the medical world. He was also the first one to encourage and practice sanitation and sterilization before doing surgical procedures.

1876 – Alexander Graham Bell secured the patent for the telephone, a breakthrough in communication.

1880 – Thomas Edison was granted the patent on the carbon filament electric lamp, the first commercially practical incandescent light. Edison is also credited for inventing the phonograph.

1883 – May of this year, what was then the world's longest suspension bridge, the Brooklyn Bridge, opened for public use.

1888 – Nikola tesla got the credit for developing the induction electric motor, a significant contribution to the modern electric supply system.

1902 – German inventor Rudolf Diesel invented the Diesel engine which was named in his honor though it went through many hands for its development.

1903 – Orville and Wilbur Wright built and flew the first airplane successfully and credited as aviation pioneers.

1908 – Car maker Henry Ford manufactured the Model T, a car that was cheaper than the others as it was made on an assembly line. The Model T made cars more available to common people.



### Life in the Industrial Revolution

London, 1802

I wake up and think I am in our old house in the countryside. The sun is streaming through the window from rolling, green hills outside, and I can smell my mother's cooking wafting through the house. Soon the day will begin, a long day, of weaving cloth.

This is not true, but it is how it used to be. When the machines came, we could no longer keep up with the demands for cloth. We were forced to move to the city and work in a factory, where we tend machines all day long until the day is over, and with our very bones aching, we hurry to bed. Then, all too soon, the bells ring at 4:00 AM to wake up the proletariats of this city.

I can hear the bells now and I must get up. Next to me, on the pile of straw we share, are my younger brother, Tommy, my sister, Jeanette, and my mother, Nellie.

My mother works in a factory that makes buggy parts with my sister, Jeanette. She is only 30, but already her hair is streaked with grey. She is soon to be widowed, they say, like everybody else in this wretched place.

I shudder at the thought. Only a few days ago, my father came down with the spotted fever. I can see him from here; he is sweating, his body raging from the fever. I hope silently that someone will take care of him today, - I have no time. I need to think of something else.

I look at my brother's face. His hair is oily, thin, and disheveled. His face is very pale and flat and his eyelashes are crusty. His lips are cracked and his body is so thin now that I gasp at the sight. Please help us. I whisper, to whom, I don't know. I gently shake Tommy, and he opens his eyes, which are dull and listless.

All around me, there is a sea of bodies, dead or alive - we can never be sure - laying on the dirty cellar floor which we call our home. A few rats scurry around, and where the floor dips downward there is a stream of mostly sewage. The stench is unbearable, but this is the only place we can live. Tommy and I hurry up the dark and dank stairs of the cellar to the first floor of this dismal place, where a dozen other people live. There are still three other stories above us, and the very foundations of the building creak. We grab a little bread that looks untouched by the mold and hurry out the door to the water pump.



# Colegio Santa María

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Outside, the air is thick with smoke and stench and the sun still hasn't risen yet. There are streams of sewage and waste on the sides of the road. Everything is muddy, and there are drunks stumbling around and lying facedown in the mud. Corpses that are days old litter the streets, as maggots and fat, juicy flies feast on their bodies. A sea of faces, dull and lifeless, stalk like zombies fresh from the grave all around me. This is how it always is.

The water we drink is brown and festering with disease, but we drink it anyway. Then we hurry to the factory. They will beat us if we are late.

The factory is where we spend our days from sunup to sundown. My brother and I work in a textile mill where we tend machines that spin cotton for 15 hrs, 6 days a week to earn a meager \$2 each per week. We are lucky to have a job in the same factory. It is dark in there all day long, and we are forced to work by gaslight. It is hot and noisy, and the only ventilation comes from 3 windows on one side of the mill.

The people around us have purple rings under their eyes. Their spines are bent from years of hard labor and some walk with a limp. Some of them never stopped working last night. They worked another shift to earn more money.

What happens next forces me completely awake. A girl down the aisle from where I am working screams in pain. Her hair is caught in the machine, and all at once the spinning levers scalp the back of her head and blood is everywhere. I hear the manager yelling, "Get out, you dirty, no-good, rotten scum! Get out!" The people around me are laughing at the scene. So is my brother.

In a fit of rage I grab my brother and shake him roughly. "Tommy! How can you do such a thing?! What would father say?! Huh?" I sit down, exhausted. "Father," I force out, and I can see tears welling up in Tommy's eyes, "I'm so sorry, Tommy. It will be alright." I pull my brother into a bony hug and cradle him. Then I hear the manager yell, "Back to work, you dirty rats!" We hurry back to our stations as if nothing had ever happened.

For lunch we get a half hour in which we eat watery soup that we buy from the factory. I can't help dreaming about what the bourgeoisie are having for lunch right now. Maybe biscuits, and pound cake, and sweet strawberries... I have never had any of those things in my life and I probably never will.

At 8:00 PM we are let off from work and hurry home to have a meager dinner of boiled potatoes. We all eat with our hands like some pack of animals. No one speaks at dinner time, - they are all too exhausted and listless to make an effort. My stomach is still growling as we lay down to bed, but I don't complain because everyone else is also hungry.



Tomorrow we will get up at 4:00 and hurry off to work. I will hope that someone will take care of father while the rest of my family and I work. The daily grind will go on, until our spines are so compacted and crushed with age and hard work that we cannot work anymore. Maybe sickness will take our bodies and save our families the burden of caring for us in our total uselessness. Maybe the old building will finally groan under the weight of dozens of families and collapse on top of us.

This is how it always is.

The bells toll  
The people wake  
They stumble to work  
To live, to stay

The levers turn  
The clocks tick  
The time drags weary, on

We must work  
and work  
and work  
We must stay  
alive.

### **Hard Times**

#### **Study Questions and answers examples**

**1. Hard Times is a novel about the social condition of poverty, but very few of its major characters are actually poor and comparatively little time is spent with the poor characters. With that in mind, do you think the book does an effective job of shaping our view of poverty? Why or why not?**

It may be that Dickens chose to center his novel on the wealthy -middle class rather than on the



lower classes he sought to defend because he realized that most of his Victorian readers would come from the middle classes and that very few of his readers would come from the lower classes. By centering his book on characters with whom his readers could identify, he was better able to awaken their feelings for characters with whom they might otherwise be unable to identify—namely, the poor of Coketown and of England in general. In that sense, the book does its job. Of course, the contrary argument could also be made that the novel simply reinforces comfortable middle-class stereotypes about the noble poor, and it offers no real solution or possibility for change.

**2. Mrs. Sparsit is a fairly minor character in *Hard Times*. What themes does she illustrate? Why is she important in terms of plot development?**

Although Mrs. Sparsit is a relatively minor character, her pride drives much of the action in the second half of the novel. Originally from an aristocratic background, Mrs. Sparsit has fallen on hard times, and she must work as Bounderby's housekeeper for a living. Because she wants to marry Bounderby so that she can share his wealth, Mrs. Sparsit secretly connives to destroy his marriage to Louisa. Yet even while she panders to Bounderby, Mrs. Sparsit considers him an upstart "Noodle," and considers herself his superior because of her aristocratic blood. Although she is a proud aristocrat, Mrs. Sparsit shares the calculating self-interest of capitalists like Bounderby. Thus, Mrs. Sparsit illustrates the transition from a social hierarchy in which aristocrats hold the power to one in which the wealthy middle class holds the power. In her attempt to retain her power within a new social order, Mrs. Sparsit simply ends up looking ridiculous.

**3. Think about the character of Bounderby. How might this character fit with Dickens's social program to explode the myth of the self-made man?**

One defense of the new economic conditions created by the Industrial Revolution was its expansion of individual opportunity. The wealthy could justify the condition of the poor by pointing out that if the poor worked industriously, they could work their way into a fortune. Dickens implicitly mocks that idea by presenting one such supposed self-made man as a blundering braggart. By exposing Bounderby as a fraud who did not actually start from nothing, as he so often claims, Dickens questions the validity of that entire justification for poverty. If the self-made man is a lie, then what can the poor hope to achieve? Moreover, Dickens raises the question of whether the self-made man owes anything to the rest of society. Are the wealthy under any obligation to help the poor? Or must the poor help themselves?





**Now is time for you to try to answers the following questions:**

1. Critics have called *Hard Times* an allegory. Would you agree with this statement? Prove your response by making direct reference to passages in the novel.
2. Characterize Mrs. Gradgrind; in what ways does she show that, being incapable of comprehending her husband's philosophy, she has withdrawn from the world?
3. Louisa was descending the allegorical staircase of shame. Were there others descending with her? Support your answer.
4. What analogy is drawn between Coketown and the Gradgrindian philosophy?
5. What are Mrs. Sparsit's reasons for not calling Louisa Mrs. Bounderby?
6. Explain what Dickens means by "Bounderby's absolute power."
7. Rachael and Stephen have been subjected to criticism by readers who say that they are almost too good to be true. At what points in the story do Rachael and Stephen refute this criticism?
8. What is Mrs. Sparsit's role in the novel?
9. Dickens, as we all know, is utilizing satire to agitate for better conditions in England. To what advantage does Kidderminster serve Dickens' purpose?
10. What motivated Louisa's visit to Stephen? What were the results of this visit?
11. What, according to Tom, was Louisa's method of escape?
12. Of what significance was the "Star Shining" to Stephen? What does this represent symbolically?
13. In the time of the Hebrew prophet Daniel, Belshazzar, last king of Babylon, saw the "handwriting on the wall," which foretold his destruction. How does Dickens utilize this analogy?
14. Why is it significant for the novel to open in the classroom of Facts and conclude in the circus of Fancy?
15. What hope does Dickens give concerning Gradgrind?





16. By clearing Stephen's name, Mr. Gradgrind realized that someone else would be implicated. Who was this person? How does Gradgrind react when he realizes the implications?
17. How does Bounderby's concept of smoke differ from that of the Hands?
18. What is the motive behind Mrs. Sparsit's spying on James Harthouse and Louisa Bounderby?
19. Bitzer states that the entire economic system is based on self-interest. Does his character prove his statement? What characters other than Bitzer would be examples of his statement?
20. How did Gradgrind react when he realized that his educational philosophy was a failure?