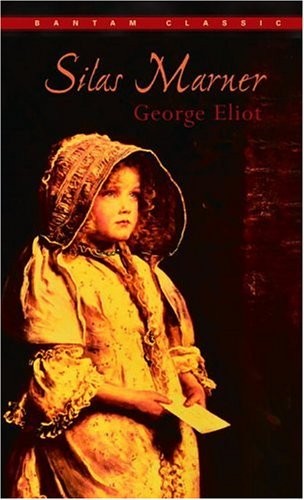
George Eliot’s

*Silas Marner*

**

Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rationale

*Rationale of Unit:*

This unit topic is integral in the understanding of early literature. George Eliot is one of the first authors to utilize characterization and the basic plot formula. While reading and analyzing *Silas Marner*, students get an in-depth look at characters with motivations that extend to life in today’s world including: religion, love, family sacrifice, community involvement, being ostracized, and forgiveness. Through Silas Marner, students will understand the basic elements of plot: exposition, rising action, falling action, climax, and resolution. They will also experience characterization at its best, with rounded characters that change and develop throughout the novel. Class distinction, a huge part of both history and literature in the last 1800s and early 1900s is shown vividly in the novel, and students will walk away with a greater understanding of the places of the upper and lower class in British society. The words and thoughts presented in *Silas Marner*  are at an appropriate level for students in tenth grade, and will provide a gateway to similar works of the time such as *Middlemarch* or *North and South*. Reading *Silas Marner* is inevitably an introduction to the more difficult works of the time that helped shape the literary canon, and therefore are an integral part of the literary competence. This unit will fit into the great study of the literary canon.

Goals of the Unit

The goals of this unit are for students to:

1. Understand and analyze George Eliot’s plot structure
2. Have a deeper understanding of the class distinction in English society in the late 1800s
3. Develop and understanding of characterization and how it is employed throughout the text
4. Discuss the importance of the individual in both a community and religion institution
5. Feel comfortable expressing themselves in front of the class as individuals and part of the group

Instructional Objectives of the Unit:

Upon completion of this unit of study, students will be able to:

1. Present a creative project for at least five minutes with accurate description and references to the text at the end of the novel
2. Explain the context and meaning of several important quotes from *Silas Marner* on a written test with 80% accuracy
3. Describe the social caste system in 1800s England in a written paragraph with 90% accuracy
4. Demonstrate an understanding of the text with daily quizzes and discussions
5. Provide an accurate summary and analysis of the character development through various written and spoken means such as quizzes, essays, and discussion

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| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Topic:** | **Topic:** | **Topic:**  George Eliot and novel introduction | **Topic:** *Silas Marner* introduction | **Topic:** Vocabulary Tests |
| **Objective:** | **Objective:** | **Objective:**  Students will understand the importance of the novel to lower class people and the need for a writer like George Eliot. | **Objective:** Studnets will receive materials for *Silas Marner* and receive background information on the text. | **Objective:** |
| **Activities:** | **Activities:** | **Activities:** Students will read aloud and highlight important information about novels and George Eliot. | **Activities:** Students will finish reading packet on the novel. They will then receive the following: textbook, vocabulary sheet, questions packet, project packet, reading schedule. | **Activities:** |
| **Materials:** | **Materials:** | **Materials:**   * “Novel” Packet * Highlighter | **Materials:**   * “Novel” packet * Textbooks * Vocabulary sheet * Questions packet * Project packet * Reading schedule | **Materials”** |
| **Assignments:** | **Assignments:** | **Assignments:** Reread highlighted information | **Assignments:**  Students should read chapters 1-2 and complete review packet for Monday. | **Assignments:** |

Week: 1

LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: January 23-24, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PRELIMINARY PLANNING\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PA Standards**:

1.2.10.C: Distinguish between essential and nonessential information across a variety of texts and sources from all academic content areas, identifying bias or propaganda where present.

CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Pre-assessment**:

Ask students questions about the previous day’s reading to make sure they are clear about the literary terms.

**Objectives**:

1. Students will be able to explain who George Eliot is and the reasoning behind her need for a pseudonym.
2. Students will understand the background knowledge of *Silas Marner* and be able to convey through speaking with 90% accuracy.

**Individual Modifications**:

Period 8 will need different pseudonyms because they already looked at them.

**Materials**:

“Novel” packet, highlighters, *Silas Marner* textbook, George Eliot bulletin board, project handout

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**Into**:

Students will answer questions about the previous day’s reading, hitting specifically on the terms and definitions presented in the reading.

Est. Time: 5 minutes

**Through:**

Students will read aloud and highlight important information about George Eliot and *Silas Marner*. Background information will be given on Eliot’s life as it pertains to the reading. Students will then discuss *Silas Marner*. Students will finally play a game with popular pseudonyms

Est. Time: 15 minutes

**Beyond:**

Students will receive their *Silas Marner* textbook and their reading assignments. They will also be introduced to the projects they will complete during the reading of this novel.

Est. Time: 10 minutes

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_POST INSTRUCTIONAL PLANNING\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Answer any questions students may have about project
* Make sure the famous names of celebrities are hidden for the next class

Week: 2

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Topic:** | **Topic:**  Chapters 1-2 / Exposition | **Topic:**  Chapters 3-4 | **Topic:**  Chapters 1-4 | **Topic:** Vocabulary Test |
| **Objective:** | **Objective:**  Students will understand the exposition and key characters of the novel. | **Objective:**  Students will work in small groups to effectively answer the questions in the packet and present their answers | **Objective:**  Students will discuss anything that was no clear to them regarding the text of the novel. | **Objective:** |
| **Activities:** | **Activities:** Chapters 1-2 quiz; Discussion of: Silas Marner, William Dane, Raveloe, Lantern Yard, and England in the 1880s | **Activities:**  Go over 1-2 quiz answers, take 3-4 quiz. Students will then break into groups to go over chapter 3-4 questions. | **Activities:** Classroom discussion to clear up anything unknown. | **Activities:** |
| **Materials:** | **Materials:**  **-** Quizzes  - Question packet  -Chalkboard  -Chalk | **Materials:**  **-**1-2 quiz  -3-4 quiz  -Question packet  -Textbook | **Materials:**  **-**3-4 quiz  -Question packet  -Textbook | **Materials”** |
| **Assignments:** | **Assignments:**  Read chapters 3-4 and complete review packet. | **Assignments:**  Reread chapters or supplemental material to fully grasp exposition. | **Assignments:**  Read chapters 5-7 and answer question packet. | **Assignments:** |

Week: 2

LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: January 29-30, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10

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**PA Standards**:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author’s technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

**Pre-assessment**: Students will have read chapters 1-2 of *Silas Marner* and read the background information on the novel.

**Objectives**:

1. Students will be able to effectively summarize the first two chapters of *Silas Marner* with 95% accuracy.
2. Students will be able to give accurate definitions for all of their vocabulary words.

**Materials**: *Silas Marner* textbook, class discussion sheet

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**Into**: Quiz on *Silas Marner* to check for reading. For smaller classes, perhaps moving students into a circle?

Est. Time: 5 minutes

**Through:**

Classroom Discussion for *Silas Marner* using the pre-established notes and other questions (see attached notes).

Students will be reminded of the terms: “exposition”, “setting”, and “characterization.”

Show a few examples of pictures of important things that the students could find confusing (i.e. loom)

Est. Time: 25 minutes

**Beyond:**

Review questions for the next chapter.

Est. Time: 5 minutes

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_POST INSTRUCTIONAL PLANNING\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Answer any questions about reading or projects

LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: January 30-31, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10

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**PA Standards**:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author’s technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

**Pre-assessment**: A six question quiz will be given to determine how many of the students have read and how much they have retained from chapters 1-4. We will then check the answers.

**Objectives**:

1. Students will be able to work in small groups to take specific roles in the novel.
2. Students will be able to discuss the exposition of *Silas Marner* with 100% accuracy.

**Individual Modifications**:

Students in CP classes will be put into groups if need be, honors students will pick their groups.

**Materials**: *Silas Marner* textbook, notes packet, post-it notes, chalkboard

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**Into**: Students will be divided into groups and take the roles of the exposition: Silas Marner, William Dane, Raveloe (town and people), Lantern Yard (town and people), and 1860 London. They will write these descriptors on the board.

Est. Time: 10 minutes

**Through:** Students will present the qualities and characteristics of the expositional factors.

Est. Time: 10 minutes

**Beyond:** We will answer any unanswered questions and wrap up the chapter.

Est. Time: 5 minutes

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Students will take the chapters 3-4 quiz if there is time, if not the quiz will be pushed back to Friday.

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Topic:** Chapters 3-4 | **Topic:**  Chapters 5-7 | **Topic:**  Chapters 8-9 | **Topic:**  Chapter 10 | **Topic:**  Vocab Test |
| **Objective:** Students will understand the juxtaposition of the upper and lower classes in England. | **Objective:** Students will perform the scenes from chapters 5-7. | **Objective:**  Students will discuss and understand chapters 5-9 of *Silas Marner*. | **Objective:** Students will discuss chapter 10 of *Silas Marner*. | **Objective:**  Students will understand the events of *Silas Marner* with 95% accuracy. |
| **Activities:** Students will work together to answer packet questions. | **Activities:** Students will take the quiz on chapters 5-7 and they will then perform improv performances on their assigned chapter. | **Activities:**  Students will form a literature circle and discuss the chapter with facilitation from the teacher. | **Activities:**  Students will continues discussing what happens during *Silas MArner* and construct a list of questions to answer. | **Activities:**  **-**Wishbone episode  -PowerPoint presentation  -Small group presentations |
| **Materials:**  **-**Review packet  -*Silas Marner* textbook | **Materials:**  -*Silas Marner* textbooks  -Props bin  -Improv cards  -Group slips | **Materials:**  -*Silas Marner* textbook  -Review questions packet | **Materials:**  **-***Silas Marner* textbook  -Review packet questions | **Materials:**  -Wishbone episode  -PowerPoint  -*Silas Marner* |
| **Assignments:**  Reread chapters 5-7 to understand for tomorrow’s activity. | **Assignments:**  Read chapters 8-9 and complete review questions. | **Assignments:**  Read chapter 10 and answer review questions. | **Assignments:**  Make a list of things not understood to discuss tomorrow | **Assignments:**  Students will read chapter 11 for Wednesday |

Week: 3

LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: February 4, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10

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**PA Standards**:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author’s technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

**Pre-assessment**:

Students will take a quiz on chapters 5-7 of *Silas Marner*.

**Objectives**:

1. Students will be able to discuss each of the questions on the review worksheets with 100% accuracy.
2. Students will be involved in a discussion on chapter 3-7.

**Individual Modifications**:

1. Honors classes will have slightly smaller groups due to numbers.

**Materials**:

*Silas Marner* textbooks, notebook paper, *Silas Marner* packet questions.

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**Into**: Students will take chapter 5-7 test and discuss chapter 3-4 test on *Silas Marner.* They will then start reviewing the chapters while everyone else finishes the test.

Est. Time: 10 minutes

**Through:** Students will divide into groups (different from short story groups) to answer 1-3 questions from the *Silas Marner* review worksheets on chapters 3-4.

Est. Time: 10 minutes

**Beyond:** Individual students will present their questions and respond carefully to them. Other students in the class will provide information as well.

Est. Time: 10 minutes

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Teacher will look over chapter 5-7 quizzes.

LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: February 5, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10

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**PA Standards**

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author’s technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

**Pre-assessment**:

Students will take chapter 8-9 quiz on Silas Marner.

**Objectives**:

1. Students will be able to recreate the key scenes in chapters 5-7 using different theater techniques.
2. Students will understand Silas’s motivations in chapter 7.

**Individual Modifications**:

**Materials**:

*Silas Marner* textbooks, notebook paper, *Silas Marner* packet questions.

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**Into**: Students will take chapter 8-9 quiz on *Silas Marner* and then start reading through their book to research their scene.

Est. Time: 10 minutes

**Through:** Students will divide into groups (different from short story groups) to recreate the scenes in chapters 5-7 where Silas discovers his money is stolen and the scene in the Rainbow Inn (4 groups – 1 silent, 1 spoken for each group). Students can be involved in many ways, including “props” style.

Est. Time: 15 minutes

**Beyond:** Students will perform their skits (may continue into Wednesday)

Est. Time: 15 minutes

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Make sure students remember their skit if they have to move it to the next day.

LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: February 6, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English II Honors & CP

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**PA Standards**:

1.2.10.C: Distinguish between essential and nonessential information across a variety of texts and sources from all academic content areas, identifying bias or propaganda where present.

CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Pre-assessment**:

Students will take a quiz on chapter 8-9.

**Objectives**:

1. Students will discuss chapters 8-9.
2. Students will understand the motivations of the citizens of Raveloe.

**Individual Modifications**: Smaller classes, one group. Larger classes, two-three groups.

**Materials**: *Silas Marner* book, question packet, desks in circle, chalkboard.

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**Grammar:** Go over homework from yesterday (exercises 12, 13, Review A)(Students will read over pages 461-465)

**Silas Marner:**

**Into**: 1) Students will take quiz on 8-9. 2) Move seats into a circle so students can see each other.

Est. Time: 10 minutes

**Through:** Students and teacher will discuss the questions in order, aiming for deeper level thinking. This will mainly be spent asking questions and making sure students have a clear understanding of what happens before Eppie emerges in the story (climax).

Questions on chapter 8-9

Characters: Silas Marner, Cass family, Molly Farren, Nancy Lammeter

Symbols/Themes: Love, Community, Gentry, Family

Est. Time: 20 minutes

**Beyond:** Students will start answering the next set of questions.

Est. Time: 5 minutes

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-Grade chapters 8-9 quizzes

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**Topic**: George Eliot / *Silas Marner* Introduction **Date**: February 7, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10

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**PA Standards**:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author’s technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

**Pre-assessment**: Students will take a quiz on chapter 10.

**Objectives**: Students will have a clearer understanding of the happenings in chapters 8-9.

**Materials**: Chapter 8-9 quizzes, Chapter Review questions, *Silas Marner* textbook

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_LEARNING SEQUENCE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Into**: Students will receive and go over chapter 8-9 quizzes.

Est. Time: 10 minutes

**Through:** Students will work in small groups to discuss the review questions from chapter 10 and then report back to the class.

Est. Time: 20 minutes

**Beyond:** Students will work together with other groups to combine answers.

Est. Time: 5 minutes

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LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: February 8, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10

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**PA Standards**:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author’s technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

**Pre-assessment**: Students will have taken quizzes on chapters 1-10.

**Objectives**:

Students will understand the first ten chapters of *Silas Marner* with 95% accuracy.

**Individual Modifications**:

**Materials**: *Wishbone* episode, *Silas Marner* packet, *Silas Marner* part 1 powerpoint

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**Into**: Students will watch the first ten minutes of *Wishbone*

Est. Time: 10 minutes

**Through:** Students and teacher will discuss the first few chapters of the book, clearing up any questions.

Est. Time: 20 minutes

**Beyond:** Students will think more deeply about the overall themes of the novel

Est. Time: 10 minutes

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| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Topic:** CDT Testing | **Topic:** CDT Testing | **Topic:** Station Rotation | **Topic:** Station Rotation | **Topic:** Vocabulary Test |
| **Objective:** | **Objective:** | **Objective:**  -Student will learn about gender and class roles  -Students will discuss book indepth  -Students will analyze character traits  -Students will predict | **Objective:**  -Student will learn about gender and class roles  -Students will discuss book indepth  -Students will analyze character traits  -Students will predict | **Objective:** |
| **Activities:** | **Activities:** | **Activities:**  Station Rotation | **Activities:**  Station Rotation | **Activities:** |
| **Materials:** | **Materials:** | **Materials:**  Gender Roles Packet and Worksheet; Social Construction Packet and Worksheet, Character Trait Sheets, Review Questions Packet, Prediction Board | **Materials:** Gender Roles Packet and Worksheet; Social Construction Packet and Worksheet, Character Trait Sheets, Review Questions Packet, Prediction Board | **Materials”** |
| **Assignments:** | **Assignments:** | **Assignments:** | **Assignments:** | **Assignments:** |

Week 4:

LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: February 13, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PRELIMINARY PLANNING\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PA Standards**:

1.1.10.A: Apply appropriate strategies to analyze, interpret, and evaluate author’s technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

**1.1.10.D:** Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author’s strategies.

**1.2.10.D:** Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

**1.3.10.C:**

Analyze the use and effectiveness of **literary elements**(**characterization**, setting, plot, **theme, point of view, tone**, mood, foreshadowing and **style**) used by authors in a variety of **genres.**

**Objectives**:

-Students will learn about the gender roles during the 1860s.

-Students will gain a deeper understanding about the social construction of England.

-Students will select character traits for significant characters within the novel.

-Students will discuss the book in depth with the teacher.

-Students will make predictions about what will happen in the rest of the novel.

**Individual Modifications**:

**Materials**: Gender Roles Packet and Worksheet; Social Construction Packet and Worksheet, Character Trait Sheets, Review Questions Packet, Prediction Board

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_LEARNING SEQUENCE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Into**: Students will divide into groups.

Est. Time: 5 minutes

**Through:** Students will go through five different stations to gain a better understanding of the novel:

Station 1: Students will create Wordle graphics of character traits for important characters in the novel.

Station 2: Students will read more about the social construction of England and place certain traits into a respective group.

Station 3: Students will discuss the book questions with the teacher in small group format.

Station 4: Students will discuss gender roles in Victorian England

Station 5: Students will make predictions on the rest of the novel.

Est. Time: Remaining time Wednesday, All class Thursday

**Beyond:** Students will discuss what they learned through the projects

Est. Time:

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This lesson will continue until the next day of the lesson.

LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: February 14, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PRELIMINARY PLANNING\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PA Standards**:

1.1.10.A: Apply appropriate strategies to analyze, interpret, and evaluate author’s technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

**1.1.10.D:** Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author’s strategies.

**1.2.10.D:** Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

**1.3.10.C:**

Analyze the use and effectiveness of **literary elements**(**characterization**, setting, plot, **theme, point of view, tone**, mood, foreshadowing and **style**) used by authors in a variety of **genres.**

**Objectives**:

-Students will learn about the gender roles during the 1860s.

-Students will gain a deeper understanding about the social construction of England.

-Students will select character traits for significant characters within the novel.

-Students will discuss the book in depth with the teacher.

-Students will make predictions about what will happen in the rest of the novel.

**Individual Modifications**:

**Materials**: Gender Roles Packet and Worksheet; Social Construction Packet and Worksheet, Character Trait Sheets, Review Questions Packet, Prediction Board

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_LEARNING SEQUENCE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Into**: Students will divide into groups to cover stations they did not cover yesterday.

Est. Time: 5 minutes

**Through:** Students will go through the three remaining, different stations to gain a better understanding of the novel:

Station 1: Students will create Wordle graphics of character traits for important characters in the novel.

Station 2: Students will read more about the social construction of England and place certain traits into a respective group.

Station 3: Students will discuss the book questions with the teacher in small group format.

Station 4: Students will discuss gender roles in Victorian England

Station 5: Students will make predictions on the rest of the novel.

Est. Time: 30 minutes

**Beyond:** Students will have a cool down session where they will discuss what they learned and reaffirm characteristics.

Est. Time: 5 minutes

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Teacher will create the Wordle images and combine the predictions.

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Topic:** Off – President’s Day | **Topic:** Chapters 12-13 | **Topic:**  Chapters 12-13 wrap up | **Topic:** Chapters 14-15 | **Topic:**  Vocabulary Unit 19 Test |
| **Objective:** | **Objective:  -**Students will understand Molly’s motivations.  -Students will understand why Silas wants to keep Eppie. | **Objective:**  **-**Students will discuss the plot as it stands in the novel, and understand with 100% clarity. | **Objective:**  -Students will understand and chronicle the change in Silas Marner. | **Objective:** |
| **Activities:** | **Activities:** Students and teacher will engage in a dialogue about the novel. | **Activities:**  Teacher led classroom discussion | **Activities:**  Students will work in small groups to discuss his changes physically, socially, emotionally, and spiritually. | **Activities:** |
| **Materials:** | **Materials:**   * Silas Marner Question Packet * *Silas Marner* book | **Materials:**  **-**Silas Marner question packet  -*Silas Marner* book | **Materials:**  Small groups, *Silas Marner* books, *Silas Marner* packets. | **Materials** |
| **Assignments:** Read chapters 12-13 looking specifically at Molly and Silas’s motivations | **Assignments:**  Read chapters 14-15 specifically looking at questions on sheet. | **Assignments:**  Read chapters 14-15 looking specifically at questions on packet. | **Assignments:**  Read chapters 16-18 for a quiz on Monday. | **Assignments:** |

Week 5:

LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: February 19, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**PA Standards**:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author’s technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.1.10.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author’s strategies.

1.2.10.D: Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

**Pre-assessment**: Students will take a quiz on Chapters 12-13.

**Objectives**: Students will understand the motivations of Molly and Silas Marner with 100% clarity.

**Individual Modifications**: The honors class will have an essay quiz.

**Materials**: Chapters 12-13 quizzes, *Silas Marner* textbook, Question packets

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_LEARNING SEQUENCE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Into**: Students will take *Silas Marner* chapters 12-13 quiz.

Est. Time: 10 minutes

**Through:** Students and teacher will have a discussion about the book, focusing on Molly Farren and her motivations as a character. The class will look at her involvement in the text, and why she wants to free herself from Godfrey. The class will also discuss (time permitting) Silas Marner and why he wants to keep Eppie.

Est. Time: 15 minutes

**Beyond:** Students are encouraged to look forward in the text and pick out specific examples of Molly and Silas being independent characters.

Est. Time: 5 minutes

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LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: February 20, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PRELIMINARY PLANNING\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PA Standards**:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author’s technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.1.10.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author’s strategies.

1.2.10.D: Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

**Pre-assessment**: Students will go over answers to quiz 12-13.

**Objectives**: Students will understand the motivations of Molly and Silas Marner with 100% clarity.

**Individual Modifications**: The honors class will have an essay quiz.

**Materials**: Chapters 12-13 quizzes, *Silas Marner* textbook, Question packets

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**Into**: Students will go over answers for *Silas Marner* chapters 12-13 quiz.

Est. Time: 10 minutes

**Through:** Students will more thoroughly discuss Silas Marner and his motivations for keeping the child. The class will also talk about the possible implications for Godfrey.

Est. Time: 15 minutes

**Beyond:** Students will continue to make predictions to what will happen throughout the rest of the book.

Est. Time: 5 minutes

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LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: February 21, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10

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**PA Standards**:

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

1.3.10.C: Analyze the use and effectiveness of literary elements (characterization, setting, plot, theme, point of view, tone, mood, foreshadowing and style) used by authors in a variety of genres.

**Pre-assessment**: Students will take a quiz on chapters 14-15.

**Objectives**: Students will understand the transformation of Silas Marner throughout these chapters in the book.

**Individual Modifications**: Honors classes will have a written quiz.

**Materials**: *Silas Marner* textbooks, Small Groups, 14-15 quiz

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**Into**: Students will take quiz on chapters 14-15.

Est. Time: 10 minutes (15 for honors)

**Through:** Students will discuss how Silas changed physically, socially, emotionally, and spiritually in these two chapters of the book. They will work in small groups and then present.

Est. Time: 15 minutes.

**Beyond:** Students will present with teacher input.

Est. Time: 10 minutes.

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Topic:** Chapters 16-18 | **Topic:** Chapters 19-conclusion | **Topic:** Discussion of theme/symbols | **Topic:** Silas Marner movie | **Topic:** Finishing projects |
| **Objective:** Students will discuss/understand the converging class relations in the novel. | **Objective:** Students will debate whether Godfrey or Silas is better for Eppie. | **Objective:** Students will understand the symbols and theme of the novel. | **Objective:** | **Objective:** |
| **Activities:** Talking about the book in small and large groups | **Activities:** Debate, discussing novel | **Activities:** Class wide discussion | **Activities:** | **Activities:** |
| **Materials:** Silas Marner packet, novel | **Materials:** Separated desks, novel packets, novel | **Materials:** Novel packet, novel. | **Materials:** | **Materials”** |
| **Assignments:** Finish *Silas Marner* | **Assignments:** | **Assignments:** | **Assignments:** | **Assignments:** |

Week 6:

LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: February 25, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10

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**PA Standards**:

1.1.10.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author’s strategies.

**1.2.10.D:** Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

**1.6.10.A:** Listen critically and respond to others in small and large group situations.

* Respond with grade level appropriate questions, ideas, information or opinions.

**Pre-assessment**: Students will take a quiz on chapters 16-18.

**Objectives**: Students will discuss how the lives of the characters are combining and how the novel is coming to a close.

**Individual Modifications**:

**Materials**: Silas Marner question packet, Youtube Clip

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_LEARNING SEQUENCE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Into**: Students will take a writing based assessment of the chapters.

Est. Time: 10-15 minutes

**Through:** Students will discuss the book with the teacher, focusing on the combining of the lives of the characters in the text. Questions will follow the review packet. Est. Time: 10 minutes

**Beyond:** Students will watch the 1985 adaptation of *Silas Marner*.

Est. Time: 10-15 minutes

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LESSON PLAN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic**: George Eliot / *Silas Marner* Introduction **Date**: February 26-27, 2013

**Teacher**: Miss Diem /// Miss Smullen

**Grade Level**: 10th CP & Honors

**Course**: English 10

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**PA Standards**:

**1.1.10.D:** Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author’s strategies.

**1.2.10.D:** Analyze inferences and draw conclusions, citing textual support, based on an author’s explicit assumptions and beliefs about a subject.

**1.6.10.A:** Listen critically and respond to others in small and large group situations.

* Respond with grade level appropriate questions, ideas, information or opinions.

**Objectives**: Students will understand the ending of the novel and put into context why we read it.

**Materials**: *Silas Marner* question packet

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_LEARNING SEQUENCE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Into**: Student with the best response to the quiz will read his/her answer and we will discuss the prompt.

Est. Time: 10 minutes

**Through:** Students will divide into two teams and debate who Eppie should live with – Godfrey or Silas. Students will have ten minutes to prepare the debate and then they will have said debate for about ten minutes.

Est. Time: 20 minutes

**Beyond:** The rest of the class will be spent talking about the book and trying to wrap up loose ends of the book.

Est. Time: 5-10 minutes

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_POST INSTRUCTIONAL PLANNING\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Topic:** Student presentations | **Topic:**  Student presentations | **Topic:**  Student presentations | **Topic:**  Student assessment | **Topic:**  Student presentations |
| **Objective:** | **Objective:** | **Objective:** | **Objective:** | **Objective:** |
| **Activities:** | **Activities:** | **Activities:** | **Activities:** | **Activities:** |
| **Materials:** | **Materials:** | **Materials:** | **Materials:** | **Materials”** |
| **Assignments:** | **Assignments:** | **Assignments:** | **Assignments:** | **Assignments:** |

Week 7:

*Silas Marner* Chapter Quizzes

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 1-2 Quiz

Answer each question as completely as possible!

1. At this point in the novel, how long has Silas lived in Raveloe?
2. Why did Silas move to Raveloe?
3. Who is Silas’s best friend?
4. Who is Sally Oates?
5. What does William Dane feel causes Silas’s fits?
6. What machine does Silas use to work?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 1-2 Quiz

Answer each question as completely as possible!

1. Where does Silas move after he leaves Lantern Yard?
2. Who is William Dane?
3. What was Silas accused of stealing?
4. From what physical handicap does Silas Marner suffer?
5. What are the people of Raveloe like?
6. How long ago did Silas move to Raveloe?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 1-2 Quiz

Answer each question as completely as possible!

1. In what three ways does Silas lose faith in these chapters?
2. What is Silas Marner’s vocation?
3. What does Silas do for Sally Oates?
4. What do the children of Raveloe call Silas?
5. Why do Silas Marner and William Dane stop talking?
6. Where did Silas live before he lived in Raveloe?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 3-4 Quiz

Answer each question as completely as possible!

1. Name three members of the Cass family.
2. Who is Molly Farren?
3. Who wants to borrow money from Silas?
4. Who is Wildfire?
5. What did Dunstan know that gave him power over Godfrey?
6. How was Wildfire killed?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 3-4 Quiz

Answer each question as completely as possible!

1. What did Dunstan propose as a solution to Godfrey’s money problems?
2. What idea suddenly struck Dunstan as he passed Silas’s cottage?
3. Who was killed in this chapter?
4. What is the name of Godfrey’s secret wife?
5. Who steals Silas’s money?
6. Which of the Squire’s sons was the eldest?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 3-4 Quiz

Answer each question as completely as possible!

1. Who is the Squire?
2. Where did Dunstan find two bags filled with money?
3. Who did Dunstan think could help Godfrey?
4. How was Wildfire killed?
5. Who stole money from Silas?
6. Who is Molly Farren?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 5-7 Quiz

Answer each question as completely as possible!

1. Why had Silas left his cottage in the first place?
2. Who owns the Rainbow Inn?
3. Who is Jem Rodney?
4. What story does Mr. Macey repeat?
5. True or false: Silas was bitter and wanted revenge by having the thief apprehended and put into jail.
6. Where does Silas go at the end of chapter 7?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 5-7 Quiz

Answer each question as completely as possible!

1. Initially, who does Silas think stole his gold?
2. Where did Silas go once he realized he was robbed?
3. At what social event are many of the villagers of Raveloe?
4. What were the townspeople talking about when Silas arrived?
5. Who haunts the stables in Raveloe?
6. Which two characters go to search Silas’s cottage at the end of chapter 7?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 5-7 Quiz

Answer each question as completely as possible!

1. Where was Silas when Dunstan stopped by his house?
2. Who tells the story of the Lammeter wedding?
3. Who does Silas think takes his gold?
4. What gift does Silas receive from a customer?
5. Who is Mr. Snell?
6. About how much money did Silas have hidden?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 8-9 Quiz

Answer each question as completely as possible!

1. Which character was the main focus of these two chapters?
2. Who is the main suspect in the robbery?
3. Who tells Godfrey about Wildfire’s death?
4. What does Godfrey actually tell his father about at the start of chapter 9?
5. How does Squire Cass react?
6. What does Godfrey believe will help him at the end of chapter 9?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 8-9 Quiz

Answer each question as completely as possible!

1. What piece of evidence do the townspeople find at Silas’s cottage?
2. Who is missing throughout chapter 8?
3. What TWO things does Godfrey want to tell his father about?
4. What does Godfrey actually tell his father about at the start of chapter 9?
5. How much did Bob Fowler “pay” for Wildfire according to Godfrey?
6. Who does Squire Cass go to talk to at the end of chapter 9?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 8-9 Quiz

Answer each question as completely as possible!

1. From where is Godfrey returning at the start of chapter 8?
2. What did the stranger mention that made many think he stole Silas’s money?
3. What do some townspeople blame the robbery on?
4. What role does Bryce play in chapters 8 and 9?
5. What does Godfrey tell his father about in chapter 9?
6. Why does Squire Cass think Godfrey lied to him?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapter 10 Quiz

Answer each question as completely as possible!

1. What does Mr. Macey tell Silas to do?
2. What gift does Silas Receive from Aaron?
3. What does Dolly tell Silas to give up?
4. Who does Silas spend Christmas with?
5. Where do the townspeople go for New Year’s Eve?
6. Who does Godfrey fear will go to the dance?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapter 10 Quiz

Answer each question as completely as possible!

1. How have the people of Raveloe changed toward Silas?
2. Which two people tell Silas to go to church?
3. What are the letters on the cake that Silas receives?
4. What time of the year is it?
5. What is the Red House?
6. Why is Godfrey afraid to go to the dance?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapter 10 Quiz

Answer each question as completely as possible!

1. What does Mr. Macey tell Silas to buy?
2. Who gives Silas a cake? (TWO characters)
3. On which day does Dolly tell Silas to stop weaving?
4. What holidays are they celebrating in chapter 10?
5. What is the Red House?
6. What is Godfrey afraid his father will do at the end of the chapter?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapter 11 Quiz

Answer each question as completely as possible!

1. What holiday are they celebrating?
2. Who is Nancy’s aunt?
3. Why don’t the Gunn sisters like Raveloe?
4. Which two characters wear matching dresses?
5. Who gets drunk at the ball?
6. What is Nancy’s response when Godfrey tells her he will change?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapter 11 Quiz

Answer each question as completely as possible!

1. What doesn’t Priscilla believe in?
2. Why doesn’t Nancy like Godfrey?
3. Who does Priscilla inadvertently call ugly?
4. Who helps Nancy out of her carriage?
5. What does the Squire compliment Nancy about?
6. Who does Godfrey dance with at the ball?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapter 11 Quiz

Answer each question as completely as possible!

1. Who did Nancy wear the same dress as at the dance?
2. What did the Gunn sisters make fun of Nancy for?
3. Who owns the Red House?
4. Who helps Nancy out of her carriage?
5. Where do the guests begin dancing?
6. What does Priscilla fix at the end of the chapter?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapter 12-13 Quiz

Answer each question as completely as possible!

1. What was Molly’s original plan for Godfrey?
2. What does the little girl see that causes her to move toward Silas’s cottage?
3. Why did Molly fall asleep?
4. What is the name of the doctor that helps Silas?
5. What does Godfrey give Silas? Why?
6. What does Priscilla fix at the end of the chapter?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapter 12-13 Quiz

Answer each question as completely as possible!

1. Why is Molly walking toward Raveloe?
2. What does the light that the little girl sees turn out to be?
3. Why did Molly fall asleep?
4. Why was Silas’s door open?
5. Who is Mr. Kimble?
6. Who gives Silas money for clothes for the young girl?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapter 12-13 Quiz

Chapters twelve and thirteen introduce the character of Eppie – the little girl that Silas will soon take into his home and life. Eventually, Eppie becomes a substitute for the gold that was stolen from Silas’s house. The foundation for the symbol occurs in chapters twelve and thirteen. Citing at least two specific examples, how is Eppie already like Silas’s gold? (75-100 words)

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 14-15 Quiz

Answer each question as completely as possible!

1. What kind of burial is Molly given?
2. Who in particular helps Silas with the young girl?
3. What is significant about the coal hole?
4. Who is still missing?
5. What does Godfrey do to continue his relationship with Eppie?
6. What is going on with Nancy and Godfrey’s relationship?

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 14-15 Quiz

Answer each question as completely as possible!

1. What does Dolly encourage Silas to do?
2. What is Eppie short for?
3. How old is Eppie in the latter part of this section?
4. How do the people of Raveloe treat Eppie?
5. What does Godfrey do to continue his relationship with Eppie?
6. What does Godfrey promise? (in regards to Eppie)

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 14-15 Quiz

Answer each question as completely as possible!

1. What does Dolly encourage Silas to do?
2. What is Eppie short for?
3. How old is Eppie in the latter part of this section?
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6. What does Godfrey promise? (in regards to Eppie)

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 14-15 Quiz

Silas Marner has made many changes as a character since the arrival of Eppie. How has he changed, and why are these changes because of Eppie? Focus on the changes he has made physically, socially, emotionally, and spiritually. Cite specific examples from the text. (100-150 words)

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 16-18 Quiz

In the shift between Part I and Part II, Silas, Godfrey, Nancy, and Eppie go through many changes physically, emotionally, and spiritually. How have they changed? How have their lives become intermingled? Who has changed the most? The least? (100-150 words)

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 16-18 Quiz

“I can’t say what I should have done about that, Godfrey. I should never have married anybody else. But I wasn’t worth doing wrong for—nothing is in this world. Nothing is so good as it seems beforehand—not even our marrying wasn’t, you see.”

What is Nancy talking about here? What is she trying to tell Godfrey? What does this reveal about her character that we didn’t know before? Do you agree with her – why or why not? (100-150 words)

Name: ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Silas Marner* Chapters 16-18 Quiz

The book starts with an epigraph: A short quotation or saying at the beginning of a book or chapter, intended to suggest its theme. What does the epigraph of the book foreshadow? How does it play into the theme? A well rounded answer will look at each line and analyze how it functions within the novel. (100-150 words)

**The Epigraph**

*“A child, more than all other gifts   
That earth can offer to declining man,   
Brings hope with it, and forward-looking thoughts.”   
—William Wordsworth*

*Silas Marner* Chapter Review Question

Chapters 1-2

1. **What do the first few chapters of Silas Marner tell us about Raveloe? Why do they look on Silas with suspicion?**

The novel opens in the English countryside “in the days when the spinning-wheels hummed busily in the farmhouses.” In this era one would occasionally encounter weavers—typically pale, thin men who looked like “the remnants of a disinherited race”—beside the hearty peasants who worked in the fields. Because they possessed a special skill and typically had emigrated from larger towns, weavers were invariably outsiders to the peasants among whom they lived. The peasants were superstitious people, often suspicious of both “cleverness” and the world beyond their immediate experience. Thus, the weavers lived isolated lives and often developed the eccentric habits that result from loneliness.

1. **How is Lantern Yard different? The same? Why was Silas happier there?**

Silas was thought of as a man of ardent faith and exemplary life – and Lantern Yard was very much the same. The people did not fear him as much, nor did they judge him as quickly.

1. **Why were Silas and William Dane friends?**

 Silas’s best friend at the time, William Dane—a seemingly equally devout but arrogant young man—suggested that Silas’s fit might have represented a visitation from the devil rather than from God. However, William and Silas understood each other and wanted the same things from life.

1. **Reconstruct the robbery:**
2. Senior deacon was sick
3. Dane never came to relieve Silas of watching over him
4. Silas thought he fell asleep/had a catatonic fit
5. Someone comes in and takes the money (William Dane)
6. Silas’s pocket knife shows up in the dresser
7. Empty money bag found in Silas’s cottage
   1. William set it all up
8. **In what ways did Silas lose faith? Is Silas the type of person to be affected by betrayal?**

God, love, people

1. **How did he relive his neighbor’s suffering? How did people react?**

Silas notices the cobbler’s wife, Sally Oates, suffering the symptoms of heart disease and dropsy, a condition of abnormal swelling in the body. Sally awakens in Silas memories of his mother, who died of similar causes. He offers Sally an herbal preparation of foxglove that his mother had used to ease the pain of the disease. The concoction works, so the villagers conclude that Silas must have some dealings with the occult. Mothers start to bring their sick children to his house to be cured, and men with rheumatism offer Silas silver to cure them. Too honest to play along, Silas sends them all away with growing irritation. The townspeople’s hope in Silas’s healing power turns to dread, and they come to blame him for accidents and misfortunes that befall them. Having wanted only to help Sally Oates, Silas now finds himself further isolated from his neighbors.

1. **How did Silas change physically as a result from his long years at the loom? Emotionally?**

He is hunched over, nearsighted, and somewhat pallid. Silas gradually begins to make more money, working sixteen hours a day and obsessively counting his earnings. He enjoys the physical appearance of the gold coins and handles them joyfully. He keeps the coins in an iron pot hidden under the floor beneath his loom, and takes them out only at night, “to enjoy their companionship.” When the pot is no longer large enough to hold his hoard, Silas begins keeping the money in two leather bags. He lives this way for fifteen years, until a sudden change alters his life one Christmas.

Chapters 3-4

1. **What is the author’s attitude toward the landowners of Raveloe? Why is wartime glorious?**

The author feels as if Squire Cass is the greatest man in all of Raveloe. Wartime was glorious because the small town earned more money and accrued more interest. Everything always seemed to be at abundance during wartime.

1. **How has Squire Cass raised his sons? What is Godfrey like? Dunsey?**

Squire Cass is acknowledged as the greatest man in Raveloe, the closest thing the village has to a lord. His sons, however, have “turned out rather ill.” The Squire’s younger son, Dunstan, more commonly called by the nickname Dunsey, is a sneering and unpleasant young man with a taste for gambling and drinking. The elder son, Godfrey, is handsome and good-natured, and everyone in town wants to see him married to the lovely Nancy Lammeter. Lately, however, Godfrey has been acting strange and looking unwell.

1. **Why does the brown spaniel retreat under a chair when Dunsey enters the room?**

Dunsey was intoxicated and had a sad/angry look on his face. The dog probably knew what to do whenever this happens from past experience.

1. **What is Godfrey’s problem? What does Dunsey tell him he can do? Would you consider this blackmail?**

The two Cass brothers get into a heated argument over100 pounds that Godfrey has lent Dunsey—money that was the rent from one of their father’s tenants. The Squire is growing impatient, Godfrey says, and will soon find out that Godfrey has been lying to him about the rent if Dunsey does not repay the money. Dunsey, however, tells Godfrey to come up with the money himself, lest Dunsey tell their father about Godfrey’s secret marriage to the drunken opium addict Molly Farren. Dunsey suggests that Godfrey borrow money or sell his prized horse, Wildfire, at the next day’s hunt. Godfrey balks at this, since there is a dance that evening at which he plans to see Nancy. When Dunsey mockingly suggests that Godfrey simply kill Molly off, Godfrey angrily threatens to tell their father about the money and his marriage himself, thus getting Dunsey thrown out of the house along with him. Dunsey offers to sell Godfrey’s horse for him. Godfrey agrees to this, and Dunsey leaves. The narrator then gives us a glimpse of Godfrey’s future: the empty, monotonous prosperity of the aging country squire who spends his years drinking and wallowing in regret. The narrator adds that Godfrey already has experienced this regret to some degree: we learn that Godfrey was talked into his secret marriage by none other than Dunsey, who used the idea as a trap to gain leverage with which to blackmail Godfrey. Godfrey does genuinely love Nancy Lammeter—as the narrator suggests, Nancy represents everything missing from the household in which Godfrey grew up after his mother’s death. The fact that Godfrey cannot act upon his emotions toward Nancy only increases his misery.

1. **Why does Godfrey go along with his brother’s scheme? What does he fear to lose? Why is he so afraid to stand on his own and admit what he has done?**

Godfrey, however, is unwilling to take this step, preferring his uncertain but currently comfortable existence to the certain embarrassment that would result from revealing his secret marriage.

1. **How does Dunsey come to think of Silas Marner? Why does Marner’s hoard suddenly become more important to him than he first thought?**

Passing by Silas Marner’s cottage, Dunsey remembers the rumors about Silas’s hoard of gold and wonders why he has never thought to persuade Godfrey to ask Silas for a loan. Despite the promise of this idea, Dunsey decides to ride on anyway, since he wants his brother to be upset about having had to sell Wildfire and he looks forward to the bargaining and swagger that will be involved in the sale of the horse.

1. **What are the causes of Dunsey’s accident with Wildfire? What connection is there between his confidence and his luck?**

Dunsey meets some acquaintances who are hunting. After some negotiation he arranges Wildfire’s sale, with payment to be handed over upon safe delivery of the horse to the stable. Dunsey decides not to deliver the horse right away, and instead takes part in the hunt, enjoying the prospect of jumping fences to show off the horse. However, Dunsey jumps one fence too many, and Wildfire gets impaled on a stake and dies.

1. **What is Dunsey’s reaction to the accident?**

No one witnesses the accident, and Dunsey is unhurt, so he makes his way to the road in order to walk home.

1. **Why is Dunsey able to find Marner’s gold so easily? Why is this ironic?**

When Dunsey passes Silas’s cottage just after dusk and sees a light on through the window, he decides to introduce himself. To his surprise the door is unlocked and the cottage empty. Tempted by the blazing fire inside and the piece of pork roasting over it, Dunsey sits down at the hearth and wonders where Silas is. His thoughts quickly shift to Silas’s money and, looking around the cottage, Dunsey notices a spot in the floor carefully covered over with sand. He sweeps away the sand, pries up the loose bricks, and finds the bags of gold. He steals the bags and flees into the darkness.

Chapters 5-7

1. **Why had Silas left home? Why had he left his door unlocked? What gave him a false sense of security?**

Silas returns to his cottage, thinking nothing of the unlocked door because he has never been robbed before. He is looking forward to the roast pork, a gift from a customer, which he left cooking while he was running an errand.

1. **What was Silas’s reaction to the discovery that his gold is missing? Why is he so slow to realize?**

Noticing nothing out of the ordinary, Silas sits down before his fire. He cannot wait to pull his money out, and decides to lay it on the table as he eats. Silas removes the bricks and finds the hole under the floorboards empty. He frantically searches the cottage for his gold, desperately hoping that he might have decided to store it someplace else for the night. He eventually realizes that the gold is gone, and he screams in anguish.

1. **What 2 explanations does Silas see? Why is he so eager to suspect Jem Rodney? What explanation does he fear most?**

 Silas then tries to think of what could have happened. He initially fears that a greater power removed the money to ruin him a second time, but banishes that thought in favor of the simpler explanation of a robbery. He mentally runs through a list of his neighbors and decides that Jem Rodney, a well-known poacher, might have taken the gold.

1. **What is amusing about the gather at the Rainbow? About the individual characters?**

The more prominent citizens of Raveloe are all at the birthday dance we saw Godfrey anticipating earlier, so Silas finds only the “less lofty customers” at the tavern. The Rainbow has two rooms, separating patrons according to their social standing. The parlor, frequented by Squire Cass and others of “select society,” is empty. The few hangers-on who are normally permitted into the parlor to enlarge “the opportunity of hectoring and condescension for their betters” are instead taking the better seats in the bar across the hall, to hector and condescend to their inferiors in turn.

1. **What other characters reveal their natures?**

It begins with an aimless argument about a cow, followed by a story from Mr. Macey about a time when he heard the parson bungle the words of a wedding vow, a story that everyone in the tavern has heard many times before. Macey says that the parson’s lapse set him thinking about whether the wedding was therefore invalid and, if not, just what it was that gave weddings meaning in the first place. Just before Silas appears, the conversation lapses back into an argument, this time about the existence of a ghost who allegedly haunts a local stable. The argumentative farrier, Mr. Dowlas, does not believe in the ghost, and offers to stand out in front of the stable all night, betting that he will not see the ghost. He gets no takers, as the Rainbow’s landlord, Mr. Snell, argues that some people are just unable to see ghosts.

1. **How do the vilaggers react to Silas’s news?**

Silas suddenly appears in the middle of the tavern, his agitation giving him a strange, unearthly appearance. For a moment, everyone present, regardless of his stance in the previous argument about the supernatural, believes he is looking at a ghost. Silas, short of breath after his hurried walk to the inn, finally declares that he has been robbed. The landlord tells Jem Rodney, who is sitting nearest Silas, to seize him, as he is delirious. Hearing the name, Silas turns to Rodney and pleads with him to give his money back, telling him that he will give him a guinea and will not press charges. Rodney reacts angrily, saying that he will not be accused.

1. **Why does Silas apologize to Jem?**

The landlord vouches for Jem Rodney, saying that he has been in the inn all evening. Silas apologizes to Rodney, and Mr. Dowlas, the farrier, asks how much money was lost.

1. **Why does the farrier volunteer to go? Why do the other object?**

Silas apologizes to Rodney, and Mr. Dowlas, the farrier, asks how much money was lost. Silas tells him the exact figure, which is more than 270 pounds. Dowlas suggests that 270 pounds could be carried out easily, and he offers to visit Silas’s cottage to search for evidence, since Silas’s eyesight is poor and he might have missed something. Dowlas also offers to ask the constable to appoint him deputy-constable, which sets off an argument. Mr. Macey objects that no doctor can also be a constable and that Dowlas—whose duties as a farrier including the treatment of livestock diseases—is a sort of doctor. A compromise is reached wherein Dowlas agrees to act only in an unofficial capacity. Silas then leaves with Dowlas and the landlord to go to the constable’s office.

Chapters 5-8

1. **The villagers seem to enjoy their roles as detectives. What clues are uncovered? What suspicious are aroused? Who is a suspect?**

By morning, everyone is discussing the robbery, and Godfrey and other residents of the village visit Silas’s cottage to gather evidence and gossip. A tinder-box is found on the scene and is suspected to be somehow connected to the crime. Though a few villagers suspect that Silas is simply mad or possessed and has lied about the theft, others defend him. Some townspeople suspect that occult forces took the money, and consider clues such as the tinder-box useless. The tinder-box reminds Mr. Snell, the tavern landlord, of a peddler who had visited Raveloe a month before and had mentioned that he was carrying a tinder-box. The talk among the townspeople turns to determining the peddler’s appearance, recalling his “evil looks” and trying to determine whether or not he wore earrings. Everyone is disappointed, however, when Silas says he remembers the peddler’s visit but never invited him inside his cottage.

1. **Why doesn’t anyone suspect Dunsey? What does Godfrey assume?**

Godfrey, remembering the peddler as a “merry grinning fellow,” dismisses the stories about the peddler’s suspicious character. Silas, however, wanting to identify a specific culprit, clings to the notion of the peddler’s guilt.

1. **How does Godfrey find out about Wildfire? Why does he dread telling Cass?**

Bryce tells him, he doesn’t want to tell because he is afraid of the reaction.

1. **What decision does Godfrey make? Why does he do?**

He wants to come clean to his father about everything, but only tells of Wildfire and the money?

1. **What kind of person is the squire? What is his opinion of his sons?**

Godfrey tells his father about Wildfire and about how he gave the rent money to Dunsey. His father flies into one of his rages and asks why Godfrey stole from him and lied to him for Dunsey’s sake. When Godfrey is evasive, the Squire comes close to guessing the truth. The Squire goes on and on, blaming his current financial troubles on the overindulgence of his sons. Godfrey insists that he has always been willing to help with the management of his father’s estate.

1. **Who first mentions Nancy Lammeter? What does the Squire think? What is Godfrey afraid he will do?**

Squire changes the subject, complaining about Godfrey’s waffling over whether to marry Nancy Lammeter. The Squire offers to propose for Godfrey, but Godfrey is again evasive and refuses the offer. Afterward, Godfrey is not sure whether to be grateful that nothing seems to have changed or uneasy that he has had to tell more half-truths. Though Godfrey worries that his father might push his hand and force him to refuse Nancy, as usual, he merely places his trust in “Favourable Chance,” hoping that some unforeseen event will rescue him from his predicament.

Chapters 9-10

1. **What is ironic about GE’s Justice Malam? What inquire does he set on foot? What are the villager’s opinions about the robbery?**

He keeps the conversation about the robbery open. He asks about the peddler but nothing is revealed. Some villagers still suspect him while others think it may involve the occult.

1. **What is “the blank” that Silas must fill? How do the neighbors help him?**

Weeks pass with no new evidence about the robbery and no sign of Dunsey. No one connects Dunsey’s disappearance with the theft, however, and the peddler remains the primary suspect, though some still insist that an inexplicable otherworldly force is responsible. Silas is still inconsolable, and passes the days weaving joylessly. Without his money, his life feels empty and purposeless. He earns the pity of the villagers, who now think of him as helpless rather than dangerous. They bring Silas food, call on him to offer condolences, and try to help him get over his loss. These efforts are only mildly successful. Mr. Macey subjects Silas to a long and discursive speech about coming to church, among other things, but gets little reaction and leaves more perplexed by Silas than before.

1. **Why is Dolly different from everyone else? Why is she drawn to him? What does she urge him to do?**

Another visitor is Dolly Winthrop, the wheelwright’s wife, a selfless and patient woman. Dolly brings her son Aaron and some of her famed lard-cakes. She encourages Silas to attend church, particularly since it is Christmastime. When she asks if he has ever been to church, Silas responds that he has not; he has only been to chapel. Dolly does not understand the distinction Silas is making—nor, in any significant way, does Silas.

1. **How does Silas react? Why does he keep giving Aaron cake?**

Wanting to show his gratitude for the visit, all Silas can think to do is offer Aaron a bit of lard-cake. Aaron is frightened of Silas, but Dolly coaxes him into singing a Christmas carol. Despite his gratitude, Silas is relieved after the two have left and he is alone to weave and mourn the loss of his money.

1. **What is ironic about church and chapel?**

They are practically the same thing.

1. **Godfrey looks forward to new Year’s Eve with mixed feelings. What does he long for? What does he fear?**

The Casses hold a family Christmas party that night, and invite the Kimbles, Godfrey’s aunt and uncle. All evening Godfrey looks forward longingly to the Squire’s famed New Year’s dance and the chance to be with Nancy. The prospect of Dunsey’s return looms over Godfrey, but he tries to ignore it.

Chapter 11

1. **First impressions of Nancy Lammeter? What’s her attitude toward Godfrey? Why does she blush when she sees him try to lift her off her horse?**

Nancy Lammeter and her father arrive at the Red House for the Squire’s New Year’s dance. The trip over slushy roads has not been an easy one, and Nancy is annoyed that she has to let Godfrey help her out of her carriage. Nancy thinks she has made it clear that she does not wish to marry Godfrey. His unwelcome attention bothers her, though the way he often ignores her bothers her just as much.

1. **What do the Gunn sisters think of Nancy?**

The Gunn sisters, who come from a larger town and regard Raveloe society with disdain. Mrs. Osgood, an aunt of whom Nancy is fond, is also among the women. As she puts on her dress for the dance, Nancy impresses the Gunn sisters as a “rustic beauty”—lovely and immaculate but, with her rough hands and slang, clearly ignorant of the higher social graces.

1. **What kind of person is Priscilla? What impression does she make? What are her views on men and marriage?**

Priscilla arrives and complains about how Nancy always insists they wear matching gowns. Priscilla freely admits she is ugly and, in doing so, manages to imply that the Gunns are ugly as well. However, Priscilla insists that she has no desire to marry anyway. When Nancy says that she doesn’t want to marry either, Priscilla pooh-poohs her.

1. **Why does Nancy insist that she and Priscilla dress alike?**

Nancy knows she will look better in comparison.

1. **Why does Nancy blush on entering the Cass’s parlor? How does the Squire act towards her? How does Godfrey?**

When they go down to the parlor, Nancy accepts a seat between Godfrey and the rector, Mr. Crackenthorp. She cannot help but feel exhilarated by the prospect that she could be the mistress of the Red House herself. Nancy reminds herself, however, that she does not care for Godfrey’s money or status because she finds him of unsound character. She blushes at these thoughts. The rector notices and points out her blush to Godfrey.

1. **What more do you learn about the Squire in this chapter?**

Though Godfrey determinedly avoids looking at Nancy, the half-drunk Squire tries to help things along by complimenting Nancy’s beauty. After a little more banter, the Squire pointedly asks Godfrey if he has asked Nancy for the first dance of the evening. Godfrey replies that he has not, but nonetheless embarrassedly asks Nancy, and she accepts.

*Silas Marner* Review – Chapters 14-15

1. **How do the villagers react to Silas’s decision to keep the child? How does the child bring Silas closer to the villagers?**

They are surprised, but they are sympathetic toward his plight and want to help him if at all possible.

1. **How does Dolly Winthrop help Silas with the child? Why does he not want her to help him too much?**

Dolly is particularly helpful, offering advice, giving him clothing outgrown by her own children, and helping to bathe and care for the girl. Silas is grateful but makes clear that he wishes to learn to do everything himself, so that the little girl will be attached to him from the start. Silas remains amazed by the girl’s arrival and continues to think that in some way his gold has turned into the child.

1. **For whom is Eppie named? What memories in Silas does she stir? How does she make him “grow” with her?**

Dolly tells him to come up with a name for her and he suggests Hephzibah, the name of his mother and sister. Dolly is skeptical, saying that it doesn’t sound like a “christened name” and is a little long. Silas surprises her by responding that it is in fact a name from the Bible. He adds that his little sister was called Eppie for short.

1. **How is Silas’s life changed by Eppie? How does he feel when she disappears? Why is his attempt at punishment of Eppie amusing?**

Eppie and Silas are baptized together, and Silas finds that the child brings him closer to the other villagers. Unlike his gold, which exacerbated his isolation and did not respond to his attentions, young Eppie is endlessly curious and demanding. Her desires are infectious, and as she hungrily explores the world around her, so does Silas. Whereas his gold had driven him to stay indoors and work endlessly, Eppie tempts Silas away from his work to play outside. In the spring and summer, when it is sunny, Silas takes Eppie to the fields of flowers beyond the stone-pit and sits and watches her play. Silas’s growth mirrors Eppie’s, and he begins to explore memories and thoughts he has kept locked away for many years. Eppie escapes from the cottage and goes missing for a while, though she is soon found. Despite his relief at finding her, Silas decides that he must be stern with Eppie. His use of the coal-hole is ineffective, however, as Eppie takes a liking to the place.

1. **What effect does Dolly Winthrop have on Silas’s thinking? Do you think she helps Silas more than she helps Eppie? What do you think of her advice and her warnings? Explain.**

Dolly works to make Silas more socialized. He has a better relationship with everyone in the town because they see he is doing suck a great job with the young girl. Silas, in turn, takes an active interest in the town, wanting to give Eppie all that is good in the village. Moreover, Silas no longer hoards his money. Since his gold was stolen, he has lost the sense of pleasure he once felt at counting and touching his savings. Now, with Eppie, he realizes he has found something greater.

1. **Godfrey remains in the background during all the excitement about the orphan child. Does he make any effort to help? How does he feel about the way things have turned out? Why?**

Godfrey makes very little effort, though he does give small gifts here and there. He is happy with the way things have turned out and he thinks he did a favor to everyone involved.

**Silas Marner Chapters 16-18**

1. **How many years have passed between Part I and Part II? What changes have taken place in Silas? In Godfrey? In Nancy?**

Sixteen years have passes between part I and part II. Godfrey has married Nancy, and though they have aged well, they no longer look young. Squire Cass has died, but his inheritance was divided after his death, and Godfrey did not inherit the title of Squire. Silas Marner is also in the departing congregation. His eyes have a more focused look than they did before, but otherwise he looks quite old for a man of fifty-five. Eppie, eighteen and quite pretty, walks beside Silas, while Aaron Winthrop follows them eagerly. We learn that the townspeople always note Godfrey’s kindness toward Silas and Eppie with approval and that they now regard Silas as an “exceptional person.” Mr. Macey even claims that Silas’s good deed of adopting Eppie will bring back the stolen gold someday.. Silas’s adoption of Raveloe customs such as smoking, the narrator tells us, is matched by a growing acknowledgement of his own past. Silas has gradually been telling Dolly Winthrop the story of his previous life in Lantern Yard. Dolly is intrigued and puzzled by the customs he describes. They both try to make sense of the practice of drawing lots to mete out justice, and attempt to understand how Silas could have been falsely convicted by this method.

1. **What is Eppie like as a young woman? What does she reveal about herself in what she says? In what she does? How has her life with Silas made her different from the village girls?**

Eppie tells Silas that she wants a garden, and Aaron offers to dig it for them. They decide that Aaron should come to their cottage to mark it out that afternoon, and that he should bring his mother, Dolly. Silas and Eppie return to the cottage, which has changed greatly since we last saw it. There are now pets: a dog, a cat, and a kitten. The cottage now has another room and is decorated with oak furniture, courtesy of Godfrey.

1. **Where have we seen Aaron before in the novel? Why is he a good choice for Eppie? How does he feel about her? How does she feel about him? What kind of life do you foresee for them?**

Aaron is Dolly’s son, and we have seen him be nice to Silas throughout the novel. He is a good choice for Eppie because he is somewhat wholesome and can stick up for her. Eppie adds that Aaron has offered Silas a place to live in their household if they are married. Eppie says she is reluctant, as she does not want her life to change at all, but Silas tells her that she will eventually need someone younger than he to take care of her. Silas suggests that they speak to Dolly, who is Eppie’s godmother, about the matter.

1. **When Dolly Winthrop heard the story of Silas’s past, what was her reaction to the lottery? To William Dane? What did she feel Silas should have done?**

She is outraged by it all and thinks that Silas should have rebelled.

1. **By suddenly shifting scenes, George Eliot points up the contrast between life at Silas’s cottage and life at the Red House. What is the most striking different? What does Godfrey want? How has he been disappointed? Why can Nancy bear the disappointment so much more calmly?**

Everything from the way they eat to the way they hold themselves is different. The discussions are more formalize and less gossipy.

1. **Why had Nancy opposed adopting a child? Do you think her reasons were good? Why does she now regret her firmness? Is she more sorry for her own sake or for Godfrey’s?**

She has been adamant in her resistance, insisting that it is not right to seek something that Providence had withheld and predicting that an adopted child would inevitably turn out poorly. Nancy’s unyielding opposition to adoption is not based on any particular reasoning, but simply because she feels it important to have “her unalterable little code.” Godfrey’s argument—that the adopted Eppie has turned out well—is of no use. Never considering that Silas might object, Godfrey has all along specified that if he and Nancy were to adopt, they should adopt Eppie. Considering his childless home a retribution for failing to claim Eppie, Godfrey sees adopting her as a way to make up for his earlier fault.

1. **How is Dunsey’s body discovered? How did he die? Why is this discovery such a shock to Godfrey?**

Dunsey’s body is discovered in the stone pit behind Silas’s house, where he must have fallen into after he ran out. It is obviously clear that he stole Silas’s money. Godfrey is greatly shaken by the discovery, and it convinces him that all hidden things eventually come to light.

1. **Why does Godfrey finally reveal his secret to Nancy? Did she react as expected? Why?**

Godfrey goes on to make his own confession, telling Nancy of his secret marriage to Molly and of Eppie’s true lineage. Nancy responds not angrily but instead with regret, saying that had she known the truth about Eppie, she would have consented to adopt her six years before. Nancy and Godfrey resolve to do their duty now and make plans to visit Silas Marner’s cottage that evening.

1. **What does Godfrey want to do for Eppie? Why does Nancy agree that this is the right thing to do?**

They want to adopt Eppie and take her in as their own.

1. **What do you think will happen when Godfrey and Nancy claim Eppie from Silas Marner?**

**Silas Marner Chapters 19-Conclusion**

1. **How does Silas feel about his money? What does he tell Eppie about how his feelings toward the money have changed?**

Silas muses about the return of his money and reconsiders the events that have passed since he lost it. He tells Eppie how he initially hoped she might somehow turn back into the gold, but later grew fearful of that that prospect because he loved her more than the money.

1. **What does Silas say just before Godfrey and Nancy arrive? What effect do his words have on Eppie?**

Silas tells Eppie how much he loves her, and says the money has simply been “kept till it was wanted for you.” She responds that if not for Silas, she would have been sent to the workhouse. Eppie then knows how much she really does mean to Silas.

1. **Why does Godfrey state his proposal awkwardly? What is Eppie’s reaction? What does it provoke Godfrey to real?**

Godfrey tells Silas that he wants to make up to Silas not only for what Dunsey did, but also for another debt he owes to the weaver. Godfrey tells Silas that the money is not enough for him to live on without continuing to work. Silas, however, argues that though it might seem like a very small sum to a gentleman, it is more money than many other working people have. Godfrey says that Eppie does not look like she was born for a working life and that she would do better living in a place like his home. Silas becomes uneasy.

1. **How does Silas answer Godfrey? Do you think his answer is a statement of George Eliot’s own view? Who do you think has the right to Eppie? Why?**

Eppie sees that Silas is distressed, though Silas tells her to do as she chooses. Eppie tells Godfrey and Nancy that she does not want to leave her father, nor does she want to become a lady. Godfrey insists that he has a claim on Eppie and confesses that he is her father. Silas angrily retorts that, if this is the case, Godfrey should have claimed Eppie when she was a baby instead of waiting until Silas and Eppie had grown to love each other. Not expecting this resistance, Godfrey tells Silas that he is standing in the way of Eppie’s welfare.

1. **Do you think Eppie makes the right decision? What effect does it have on everyone?**

I think Eppie does make the right decision because she was raised by Silas when it mattered most.

1. **Why was Godfrey going to make public that Eppie was his child? Why does he change his mind? What has he learned from the incident?**

I think because he has no children of his own and wants to have someone in his life. He learns that sometimes he cannot worm his way out of his mistakes.

1. **Why does Silas return to Lantern Yard? What change does he find there? Why does this change suggest has happened?**

The next morning Silas tells Eppie that he wants to make a trip to his old home, Lantern Yard, to clear up his lingering questions about the theft and the drawing of the lots. fter a few days’ journey, they find the old manufacturing town much changed and walk through it looking for the old chapel. The town is frightening and alien to them, with high buildings and narrow, dirty alleys. They finally reach the spot where the chapel used to be, and it is gone, having been replaced by a large factory. No one in the area knows what happened to the former residents of Lantern Yard. Silas realizes that Raveloe is his only home now, and upon his return tells Dolly that he will never know the answers to his questions.

1. **How do Godfrey and Nancy contribute to Eppie’s wedding? Why does Godfrey go away at the time of the wedding?**

Among other improvements, a large and impressive garden has been built at Godfrey’s expense.

1. **Man critics consider Eppie’s closing words too sentimental. Do you agree? Why?**

*Silas Marner* Materials

**Honors/CP English II**

Silas Marner

**Tentative Reading Schedule**

Chapters 1-2: 1/24/13 (Quiz 1/28/13)

Chapters 3-4: 1/29/13 (Quiz 1/30/13)

Chapters 5-7: 1/31/13 (Quiz 2/4/13)

Chapters 8-9: 2/4/13 (Quiz 2/5/13)

Chapter 10: 2/6/13 (Quiz 2/7/13)

Chapter 11: 2/7/13 (Quiz 2/13/13)

Chapters 12-13: 2/14/13 (Quiz 2/19/13)

Chapters 14-15: 2/20/13 (Quiz 2/21/13)

Chapters 16-18: 2/22/13 (Quiz 2/25/13)

Chapters 19-Conclusion: 2/26/13 (Quiz 2/27/13)

\*Project Due: Monday, Marth 4th

\*Novel Test: Thursday, Marth 7th

**\*\*\*IT IS YOUR RESPONSIBILITY TO KEEP UP WITH THE READING REGARDLESS OF ABSENSE. BE PREPARED!!!!!!!!!**

**Silas Marner**

**Novel Projects**

*Directions:* Choose ***ONE*** of the following projects. The projects will be 100 points and based on the novel *Silas Marner* by George Eliot. Each student is expected to do a 3-10 minute presentation on his or her project. Failure to speak for 3 minutes **will reduce the grade by half.**

1. **Poetry**

Write **3** poems in response to the novel. The poems can be about the characters, setting or theme of the novel. Each poem must be a minimum of **15 Lines**. The poem will be graded on length, spelling, grammar, punctuation, and an understanding of the novels concepts.

2. **Create a Facebook or Twitter for Characters**

Select **3** characters and design a Facebook or Twitter for each of them, picking out appropriate backgrounds and pictures and then creating information that would tell a viewer about your character. Create *at least 20 different actions* (likes, comments, favorites, reblogs, etc.) per character. Then, write up and post on the page an explanation of how you made the decisions you did and what you believe this tells us about the character. Make the Facebook/Twitter Feed in Microsoft Word (we cannot access Facebook or Twitter at school) or ask about Facebook Template.

3. **E-mail Directory**

Create the e-mail directory of all the people you can imagine your character keeping in touch with on e-mail. Explain why you selected the people you did and what it shows about your character. Then construct **4** exchanges between your character and some of the people in your character’s directory.

4. **Cartoon Squares**

Create a series of **six** drawings in **six** squares that shows a significant event in the novel. Under each picture or cartoon write at least **4-5** lines of explanation. The cartoon squares should be neat. They should be outlined in ink/marker and should be colored.

5. **Scrap book**

Think about all the kinds of mementos you would put in a scrap book if you had one. Then create a scrap book for **one** character in the novel. Cut out pictures from magazines, use actual items, or draw the mementos he or she would have in the scrap book. You can use an actual photo album found at any store or you can make your own book. The book should have at least **10 pages**. Each page should have a written explanation to why you chose those particular mementos for that character. If you want to be extra creative, you can even make pages of the character’s past or childhood!

6. **Photos or magazine pictures**

Find **5** photos or magazine pictures that would have special significance to a character from the novel (you can choose a different character for each photo/picture or you can use the same character for each picture). Mount them on construction paper and write a **two paragraph** explanation of each photo of why they would be important to your character. Make the pages into a mini booklet.

7. **Name Analysis**

Select **5** characters from the novel. Look up each of their names in a name book to see what the name means. Write all the meanings down and then write **2 paragraphs** for each character explaining in what ways the name is suitable and in what ways the name does not fit the character.

8. **Detective Work**

If a detective or police officer suddenly showed up in the novel, who or what would they be investigating? Write about what the detective is looking for, how he or she knew something was awry or needed investigating, and what was recommended. The story should be a **minimum of 300 words.**

9. **Timeline**

Make a creative timeline based on the key events of the novel. The timeline should be colorful and contain drawings, magazine clippings, photographs, etc. to enhance the events. The timeline should consist of **at least 20 events**.

10. **Music**

After reading the novel, figure out how you would divide up the book into sections. Then select a piece of music that you think captures the feel or tone of each section. Record the pieces and write a **3** paragraph explanation to why that piece of music fit that section of the novel. The music can be burned on a CD or put on a USB drive to hand in. Please include the title of the piece of music and the name of the singer/band of the song.

11. **A character’s fears**

One way we get to know characters is to think deeply about them and make inferences based on their actions and on what they and others say about them. Through a person’s actions we can learn what they fear and what they want to avoid the most. Select **3** characters from the novel and write a **200-250 word** explanation on what you believe they fear the most and what evidence you used to come to this conclusion.

12. **Window Painting**

After reading the novel, select a scene or moment that you feel is important to the overall theme of the novel. Then, create a mural to put on the window of the classroom using washable window paint. The picture must take up the entire window. Then, write a 200-250 explanation of why you chose this scene and how you expressed the scene on the window. Reminder: There are only FOUR spaces for this project!

13. **Caricatures**

George Eliot is famous for her character descriptions. Select three characters and pretend they sit at your caricature booth at a carnival. Draw them (faces and bodies) and explain why the characters look the way he or she looks. Be prepared to read the descriptions to the class during your presentation!

14. **Music Video**

Create a music video using **1** song that captures the overall tone or theme of *Silas Marner*. The music video should include characters that are recognizable and easy to spot. Film the music video and bring it in on a DVD or saved on a USB drive. Playing of the music video will NOT count toward the three minute presentation.

15. **Movies**

*Silas Marner* is being made into a movie, and you have been chosen as the casting director! Who in Hollywood would you cast as the characters in the novel? Are you going to do a twist and make it a modern adaption or perhaps a musical? For all characters, provide an explanation as to why you’ve chosen that particular actor or actress.

**GUIDELINES:**

1. All written aspects of the projects will be graded on spelling, grammar, punctuation, etc and if all parts of the assignment were completed.
2. Creativity and evidence of preparation will be at least half of the grade.
3. If the project is late, the grade will be deducted a letter grade each day.
4. Projects can be handed in before the due date if finished.
5. The presentation needs to be between 3 – 10 minutes. If the presentation is under three minutes, the final grade will be reduced by half.

**Silas Marner**

**Novel Projects Grading Sheet**

**Creativity: 25 \_\_\_\_\_**

**FOLLOWED DIRECTIONS: 25 \_\_\_\_\_**

**MECHANICS: 25 \_\_\_\_\_**

**EVIDENCE OF PREPARATION: 25 \_\_\_\_\_**

**TOTAL: 100 \_\_\_\_\_**

*Silas Marner* Theatrical Presentation

Chapter 5

Key parts of scene:

* Silas returning home
* Silas preparing dinner
* Silas counting money
* Silas looking for the bags
* Silas crying out in anguish
* Silas leaving cottage to look for help

Key players: Silas Marner, Dunstan, Props, Sound Effects

*Silas Marner* Theatrical Presentation

Chapter 6

Key parts of scene:

* Townspeople fighting about cows
* Make sure someone plays individual townspeople
* Ghost Story
* Silas coming in upset
* Townspeople feeling badly for Silas
* Townspeople fighting over who helps Silas
* Mr. Macey and Constable leaving together

Key players: Silas Marner, Townspeople (Upperclass, Mr. Macey, Mr. Lammeter, Mr. Tookey, Ben Winthrop, the Warrens,

Read the passage and respond to the questions using a SEPARATE piece of paper.

Use **1** paper per group (make sure everyone’s name is on there) and place in folder when done.

Station 1

Women of Victorian England

Two hundred years ago, the barriers of the Victorian class system rigidly defined the role of a woman. Divided into four distinct classes, Nobility and Gentry, Middle Class, "Upper" Working Class, and "Lower" Working class, these women each had their own specific standards and roles. They were expected to adhere to these standards alone, and it was considered a high offense to adopt to the standards of another.

The highest class was the Nobility and Gentry, who inherited their land, titles, and wealth. To the outsider, it might seem as if women of this class did very little--but their work was very important and sometimes very hard, as they were expected to manage the home and the household. As Etty Raverat, who was a young women in the late 1800s, said, "Ladies were ladies in those days; they did not do things themselves, they told others what to do and how to do it" (Harrison and Ford, 226).

However, this lifestyle left ample time for leisure. Social parties and balls were held often. Dancing was a favorite pastime among most upper-class women and men. An evening party often would end with a few sets among the four or five couples present. Unmarried women spent a great deal of time with other unmarried women. However, once a woman was married her role was considered manager of the household, and she had much less time than before to walk and talk with former friends.

Though the life of an upper class woman might seem easier and more secure than that of a lower class woman, it was not always so. Land, titles, and money were inherited by the closest male relative--typically the older son, but if there was no older son then it would go to a more distant relation. Only the small amount of money set aside as a woman’s marriage dowry went to an unmarried woman after the death of her father. As a result, many mothers and daughters were left extremely poor after the death of their husband and father (Mitchell, 107).

The next-highest class was the middle class. Women of this class were much like women of the upper class, though their lands were not so extensive nor their way of life so grand as that of the aristocracy and landed gentry. People of the middle class associated with their peers and sometimes with those in the upper class. Women of the middle class depended heavily on marrying "up" into the upper classes, therefore gaining social prestige as well as a great deal more worldly goods.

The middle class itself was a much broader area of people than the upper class. It included everyone between the working classes and the lower gentry. It depended mostly not on how much money one had, but on how this money was obtained (Mitchell, 20). Because of this, the singular roles of middle class women varied greatly from family to family. Some unmarried women might have a place in the family shop, while others might live very much as a genteel woman would, with little work and much leisure.

The third class was the "Upper" working class. This included any who were employed in jobs that took skill or thought, as opposed to physical labor. Women of the "Upper" working class often found positions in shops, as bookkeepers, or teachers. The unique women in this class were the former upper class women, who had fallen into poverty through the death of a father or some other tragedy. A great many of these women became governesses, relaying their own high-class tutoring to upper class children. This position was a deplorable one, as the governess was found a worthy scapegoat in the eyes of everyone, from the master and mistress to the house-maid (Allingham, 1).

The fourth and last of these classes was the "Lower" working class. This included the desperately poor, typically single women of the Victorian Era. Most women were pronounced "able-bodied" under the New Poor Act and sent to work alongside "Lower" working class men in the factories and other places offering jobs of taxing physical labor. Poor women, like men, were expected to work hard to support themselves (Levine-Clark, p. 1).

Another popular employment for "Lower" working class women was domestic service. Even the lowliest middle class family had at least one or two servants, and several had many more than that. Domestic service, though not as physically draining or demoralizing as factory work, had its own hardships. The life of a domestic servant was very lonely, while factory workers were allowed to socialize as they performed their tasks. Domestic servants worked seven days a week, twelve hours at least each day, while factory workers worked only six days and ten hours (Landow, p. 1).

Because of the restraint placed upon them, most women welcomed the suffrage movement when it came at the end of the Victorian period. Women of today may not realize how much they benefit from living in a time where such a class system no longer exists. The rigid division between classes in the late 18th and early 19th centuries defined a woman’s role, giving her no other alternative than what was placed before her. Modern women are fortunate that they are not subject to such restraints and that they may chose whatever occupation they would like.

**Bibliography Page**

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Questions (use a different sheet of paper)

1. What four classes were women divided into?
2. How do the women in the novel fit into these groups?
3. What do you imagine the life of an upper class woman to be? A lower class woman?
4. Why couldn’t a woman stay single?

Center 2: Discussion of *Silas Marner*

**Materials:**

Questions Packet

Silas Marner Textbook

Participation

Station 3 – Class in Victorian Society

1. Read the article
2. Place the terms within the appropriate circle on the Venn Diagram
3. Have teacher check Venn Diagram

**Social Class in Victorian England**

Class is a complex term, in use since the late eighteenth century, and employed in many different ways. In our context classes are the more or less distinct social groupings which at any given historical period, taken as a whole, constituted British Society. Different social classes can be (and were by the classes themselves) distinguished by inequalities in such areas as power, authority, wealth, working and living conditions, life-styles, life-span, education, religion, and culture.

Early in the nineteenth century the labels "working classes" and "middle classes" were already coming into common usage. The old hereditary aristocracy, reinforced by the new gentry who owed their success to commerce, industry, and the professions, evolved into an "upper class" (its consciousness formed in large part by the Public Schools and Universities) which tenaciously maintained control over the political system, depriving not only the working classes but the middle classes of a voice in the political process. The increasingly powerful (and class conscious) middle classes, however, undertook organized agitation to remedy this situation: the passage of the Reform Act of 1832 and the abolition of the Corn Laws in 1846 were intimations of the extent to which they would ultimately be successful.

The working classes, however, remained shut out from the political process, and became increasingly hostile not only to the aristocracy but to the middle classes as well. As the Industrial Revolution progressed there was further social stratification. Capitalists, for example, employed industrial workers who were one component of the working classes (each class included a wide range of occupations of varying status and income; there was a large gap, for example, between skilled and unskilled labor), but beneath the industrial workers was a submerged "under class" — contemporaries referred to them as the "sunken people" — -- which lived in poverty. In mid-century skilled workers had acquired enough power to enable them to establish Trade Unions (Socialism became an increasingly important political force) which they used to further improve their status, while unskilled workers and the underclass beneath them remained much more susceptible to exploitation, and were therefore exploited.

This basic hierarchical structure (presented here in highly oversimplified form), comprising the "upper classes," the "middle classes," the "Working Classes" (with skilled laborers at one extreme and unskilled at the other), and the impoverished "Under Class," remained relatively stable despite periodic (and frequently violent) upheavals, and despite the Marxist view of the inevitability of class conflict, at least until the outbreak of World War I. A modified class structure clearly remains in existence today.

Terms

* Cass Family
* Silas Marner
* Lantern Yard
* Raveloe
* Attended church
* Worked in factories
* “Working Class”
* Owned the land
* Had extravagant parties
* Small Portion of the population
* Large Portion of the population
* Educated
* Low-skills
* Helped by Industrial Revolution
* Politically involved

Station 4 - What do you think will happen in *Silas Marner*?

Instructions: On the paper, write down what your predictions are for the rest of *Silas Marner*, be prepared to defend your predictions if necessary.

Center 5 – Character Traits

Instructions: For each character, write down at least 5 character traits (you may repeat up to 3 per group) that you think best define the specific character.

Silas Marner

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Nancy Lammeter

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Godfrey Cass

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Dunstan Cass

1.

2.

3.

4.

5.

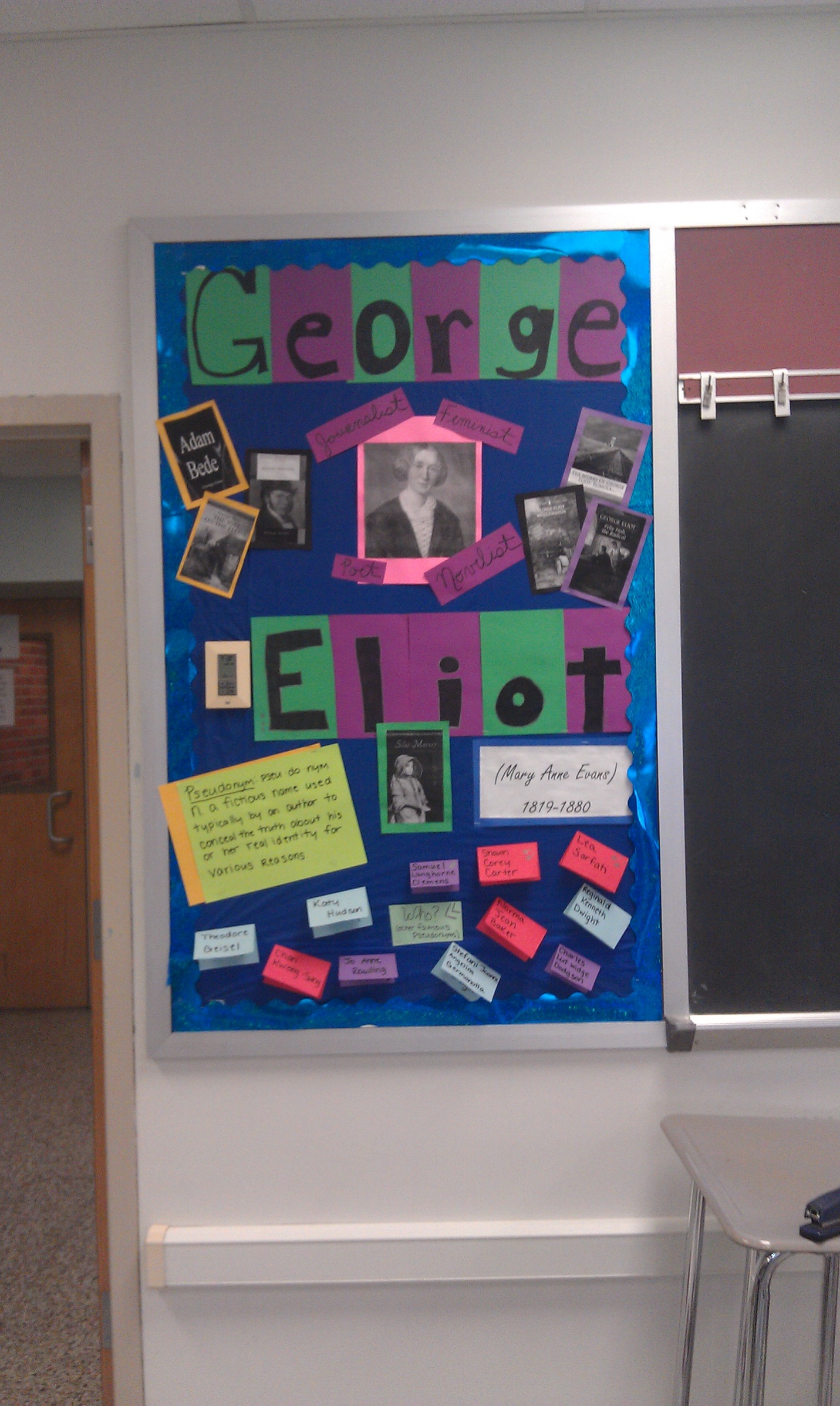
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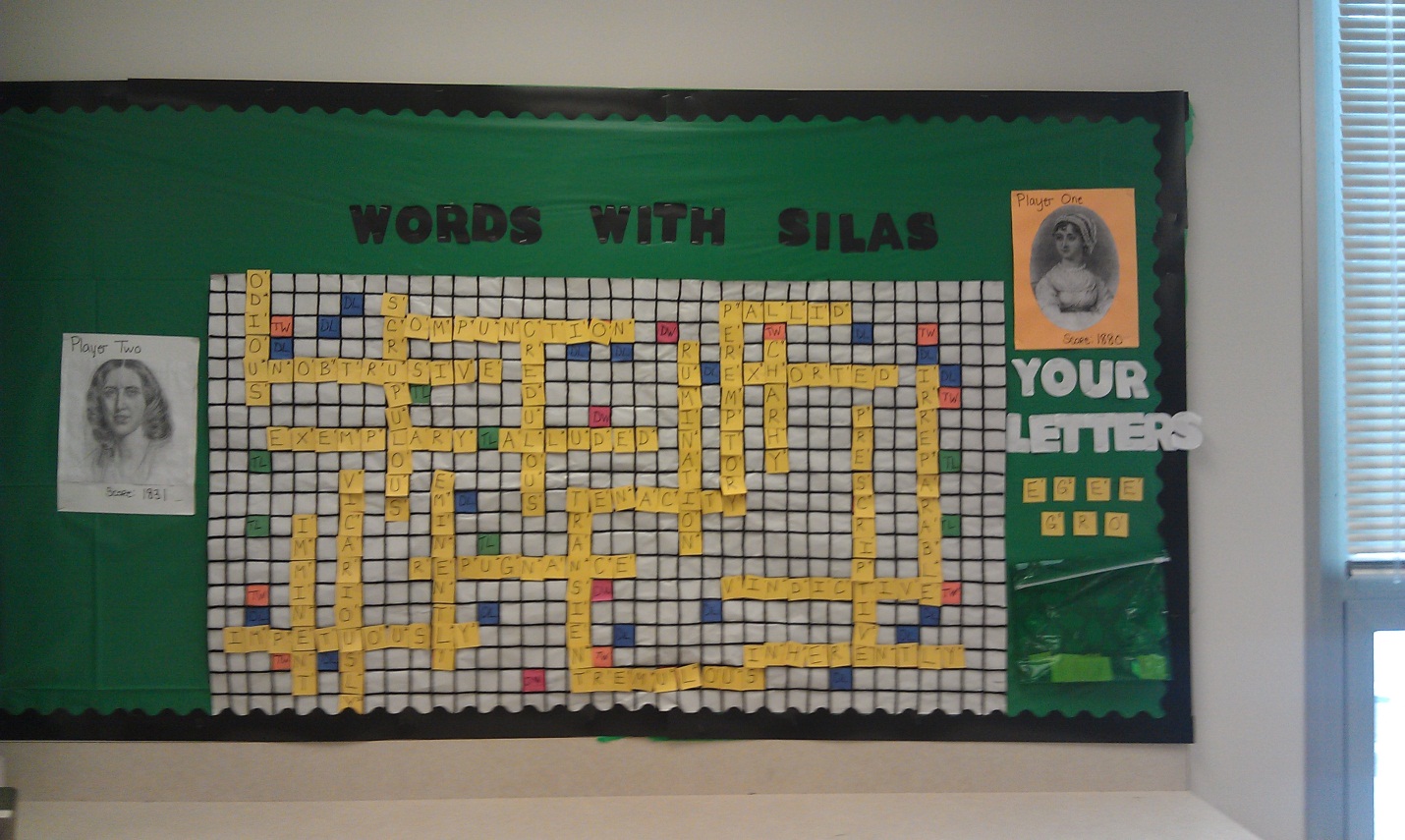
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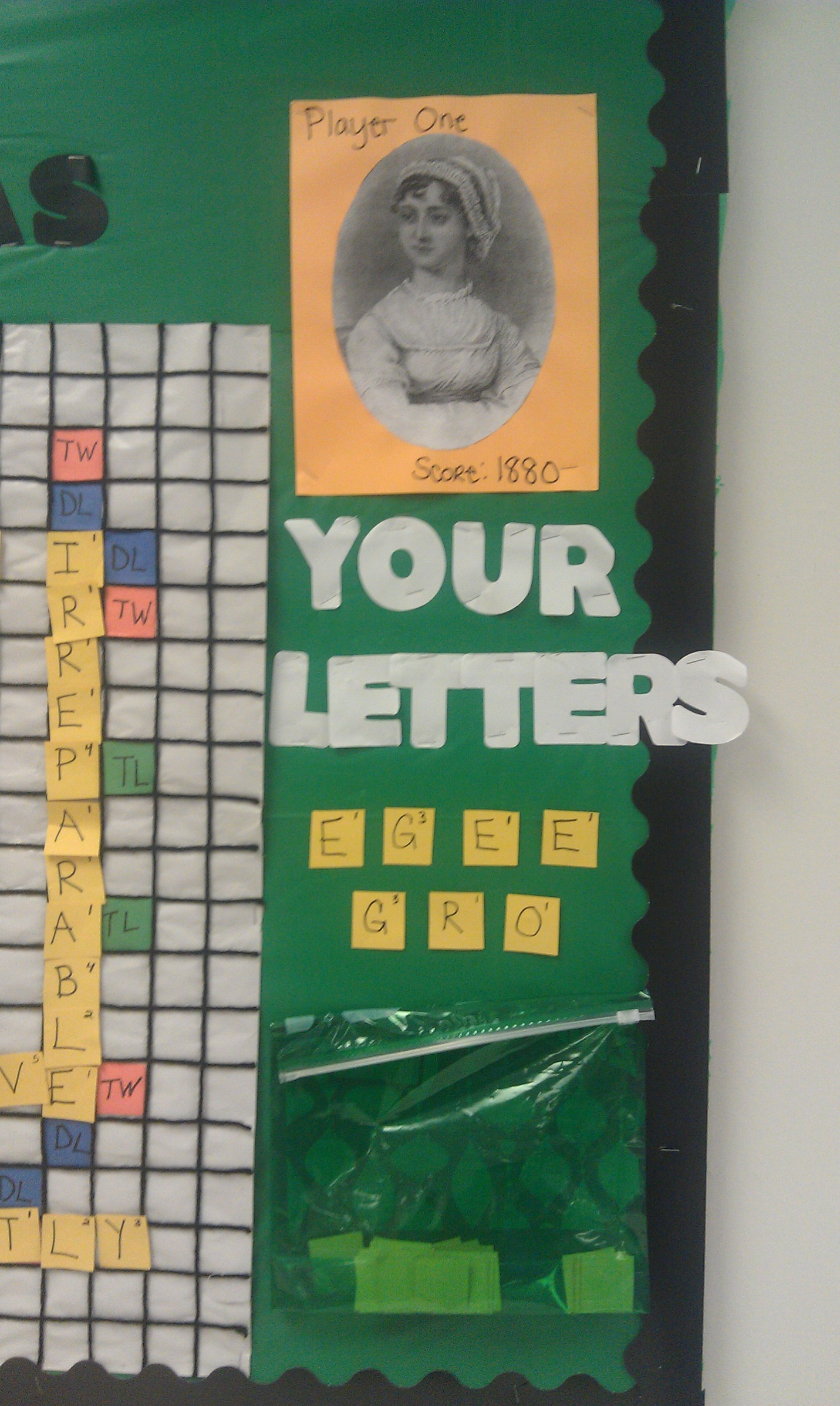
8.

9.

10.





*Silas Marner* Student Work

