

Name: _____

YEAR 9

Homework booklet 1

Bildungsroman & previous learning

Knowledge Organiser pg.	
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Week 2 tasks pg.	Due in:
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Bildungsroman

Identities - poetry

19th Century - themes

Purpose & Perspective

Shakespeare

Spoken Language



Year 9 Knowledge Organiser 1: Bildungsroman

Bildungsroman

a genre of novel that shows a young protagonist's journey from childhood to adulthood (or immaturity to maturity), with a focus on the trials and misfortunes that affect the character's growth

•The word *Bildungsroman* is a combination of the German word *bildung* (education) and "roman" (novel) = "a novel of education."

•A Bildungsroman typically begins with a protagonist who feels **alienated and alone**, but ends on a positive note with the character finding a **sense of belonging or self-realisation**

Bildungsroman: 3 part structure

1. The set-up

- ✓ Introduces the protagonist, most often during his or her childhood.
- ✓ Sometimes, this is to a four-part structure, where the set-up is broken into two separate parts – loss and journey.

2. Trials and Tribulations

- ✓ Experiences that shape the protagonist's character
- ✓ Often culminating in some sort of spiritual crisis or loss of faith.

3. Maturity

- ✓ Comes to terms with his or her loss or situation.
- ✓ Usually involves them finding a sense of peace with themselves, or of belonging in the world

Key themes in a Bildungsroman

Growth and Maturity

- ✓ Psychological & spiritual growth
- ✓ Happens at the end of their journey of self discovery



Loss










- ✓ **Emotional loss:** precedes their 'journey', pushing the protagonist to mature
- ✓ **Loss of Innocence:** When the protagonists realize how the world functions, they lose their naiveté.



Conflict: Individual vs. Society

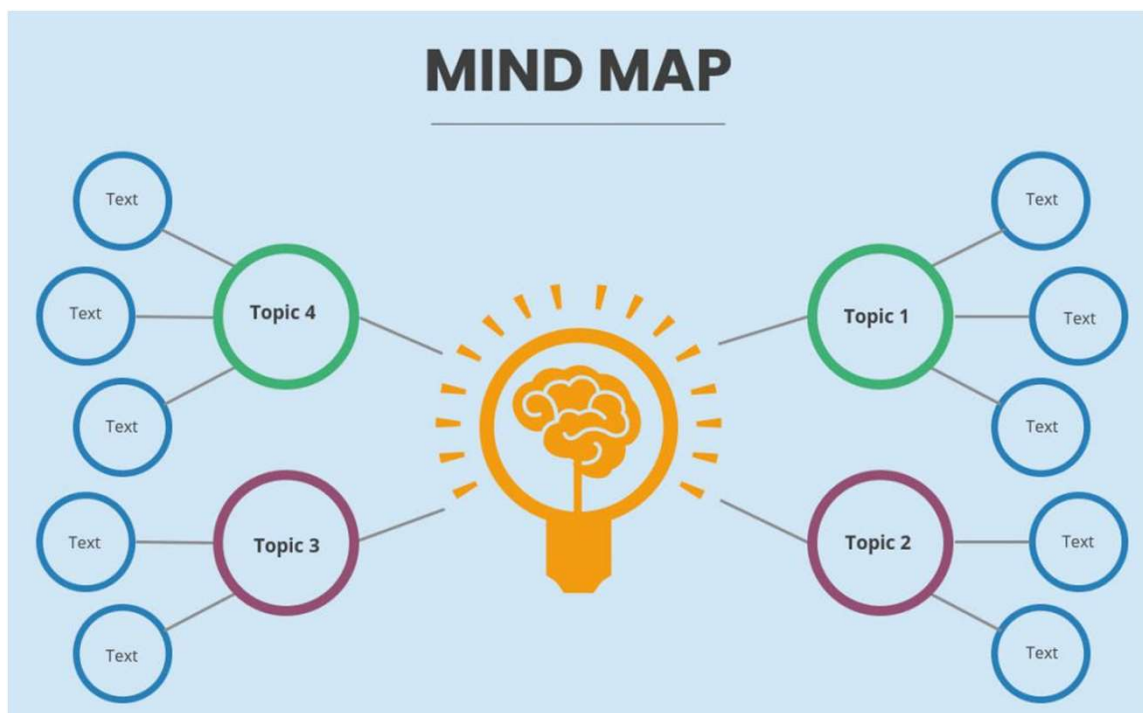
- ✓ The protagonist does not adjust to the values of society, and struggles with this conflict.
- ✓ Through the protagonists' journey that they evolve and finally accept the values they fought against.
- ✓ **Traditional Bildungsroman novels:** the conflict results in the protagonist being accepted back into society.
- ✓ **Modern Bildungsroman novels:** subvert this and end with the society changing; instead of the protagonist having to change, societal values evolve.



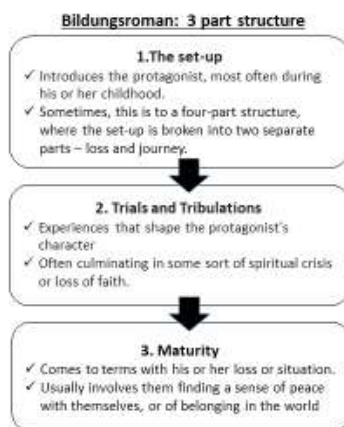
Key Characters		Great Expectations, Charles Dickens	
<p>Pip</p> <ul style="list-style-type: none"> • Ambitious • Naïve • Regretful • Idealistic • Impressionable 	<p>Joe Gargery</p> <ul style="list-style-type: none"> • Gentle • Patient • Humble • Loyal • Forgiving 	<ul style="list-style-type: none"> • Published in book form 1861, serialised 1860-1861 • 1st person narrative • Tells the story of an orphan nicknamed Pip who encounters a mysterious benefactor and rises in society • Set in Kent and London in the mid-19th century • Full of interesting and contrasting characters – caricatures • Structured in 3 'stages' representing Pip's 'expectations' • Follows Pip from living with his sister, to his life in London and those he meets and what he learns 	<p>The protagonist experiencing a physical journey on a boat could be argued this physical journey is symbolic of, and reinforces, the 'spiritual' journey they have made.</p> 
<p>Mrs Joe Gargery</p> <ul style="list-style-type: none"> • Harsh • Domineering • Resentful • Strict • Irritable 	<p>Miss Havisham</p> <ul style="list-style-type: none"> • Vengeful • Eccentric • Manipulative • Bitter • Wealthy 	<p>Herbert Pocket</p> <ul style="list-style-type: none"> • Cheerful • Optimistic • Amiable • Generous • Ambitious 	<p>Other types of Bildungsroman novels</p> <ul style="list-style-type: none"> ❖ Entwicklungsroman: A novel of development; differs from bildungsroman in that it does not necessarily involve the process of growing up. ❖ Erziehungsroman: A novel of education; emphasis on schooling and knowledge, whether academic or otherwise. ❖ Zeitroman: A novel that considers the evolution of the protagonist's socio-cultural atmosphere and era along with his own personal development
<p>Estella</p> <ul style="list-style-type: none"> • Beautiful • Proud • Cold • Detached • Haughty 	<p>Magwitch</p> <ul style="list-style-type: none"> • Resilient • Resourceful • Rough • Determined • Benevolent 	<p>Jaggers</p> <ul style="list-style-type: none"> • Shrewd • Authoritative • Intimidating • Cunning • Professional 	

Week 1, task 1: Mind map

- Mind maps help to bring the left and right sides of the brain together.
- They are useful for: remembering and revising, planning out ideas for writing, planning out ideas for presentations.
- Mind maps are a good way of organising and simplifying information, and seeing connections between the different aspects of a topic.
- Force yourself to condense your revision notes down to key words.
- Use colours and images to help make the information meaningful and memorable.



Task 1: Turn the following sections of your Knowledge Organiser into a mind map below.



Key themes in a Bildungsroman

Growth and Maturity	Loss
<ul style="list-style-type: none"> ✓ Psychological & spiritual growth ✓ Happens at the end of their journey of self discovery 	<ul style="list-style-type: none"> ✓ Emotional loss: precedes their 'journey', pushing the protagonist to mature ✓ Loss of Innocence: When the protagonists realize how the world functions, they lose their naïveté.
	
Conflict: Individual vs. Society	
<ul style="list-style-type: none"> ✓ The protagonist does not adjust to the values of society, and struggles with this conflict. ✓ Through the protagonists' journey that they evolve and finally accept the values they fought against. ✓ Traditional Bildungsroman novels: the conflict results in the protagonist being accepted back into society. ✓ Modern Bildungsroman novels: subvert this and end with the society changing; instead of the protagonist having to change, societal values evolve. 	

- Think carefully about how to organise the information (bigger version on your KO).

Task 2: Current learning questions (try to do from memory, but do use your mind map/ Knowledge Organiser if you need).

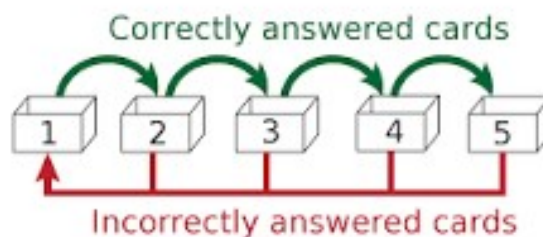
At what point in a protagonist's life are we usually introduced to them?	
In what part of the structure does the 'crisis' usually occur?	
What happens at the end of the protagonist's journey of self discovery?	
What 2 types of loss happen in a Bildungsroman novel?	
What is the difference between traditional and more modern Bildungsroman novels?	

Task 3: Previous learning & SPaG – choose the correct spelling of common misspelt words.

Which Government is defined by 'majority rule'?	
What is it called when the state is ruled by a monarch?	
What type of Government has a cruel and oppressive rule?	
SPaG: Circle the correct spelling	necessary / necessary
SPaG: Circle the correct spelling	embarrass/ embarrass

Week 2: Flashcards

- Flashcards are a creative and colourful way to support long-term learning.
- Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others
- Post-it notes can also be useful for key words and timelines
- Use the Leitner Method to ensure your flashcards are effective.



Task 1: Create 10 flashcards – 1 for each of the following words that are on the Knowledge Organiser. Use the given definitions below.

Bildungsroman	Novel of education; journey from childhood to adulthood	
Conflict	Struggle; clash	• Have the key word on one side – clearly written – quite big!
Caricatures	Cartoon; exaggeration	
Maturity	Adulthood; fully grown; developed	
Tribulations	Troubles; problems/ misfortunes; sufferings	• Have the definition on the other side – clearly written.
Spiritual	relating to deep feelings and beliefs	
Psychological	Emotional; inner mind;	
Protagonist	Central character	• Practise using them!
Benevolent	Kind; generous; giving	
Alienated	Separate/; isolated	

Task 2: Current learning questions (try to do from memory, but do use your flashcards if you need).

<p>What does the word 'tribulations' mean? Can you use it in a sentence?</p>	
<p>What does the word 'caricatures' mean? Can you use it in a sentence</p>	
<p>What does the word 'conflict' mean? Can you use it in a sentence</p>	
<p>What does the word 'alienated' mean? Can you use it in a sentence</p>	
<p>What does the word 'spiritual' mean? Can you use it in a sentence</p>	

Task 3: Previous learning & SPaG – put in the missing apostrophes

<p>What is the definition of socialism?</p>	
<p>What type of leadership has complete control?</p>	
<p>What society relied on cultivating fruits, vegetables, and plants?</p>	
<p>SPaG: Place in the missing apostrophe(s)</p>	<p>Youre the fastest worker I ever saw.</p>
<p>SPaG: Place in the missing apostrophe(s)</p>	<p>Do you know whos won the cup?</p>

Week 3: Dual Coding

- Dual coding is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.
- When you have the same information in two formats-words and visuals-it gives you two ways of remembering the information later on. Combining these visuals with words is an effective way to study.

Task 1: Go back to your flashcards from last week. Add an image to the key word side (dual code) that will help prompt you for the definition of that word.

Task 2: Current learning questions (try to do from memory, but do use your flashcards if you need).

<p>What does the word 'maturity' mean? Can you use it in a sentence?</p>	
<p>What does the word 'Bildungsroman' mean? Can you use it in a sentence</p>	
<p>What does the word 'benevolent' mean? Can you use it in a sentence</p>	
<p>What does the word 'protagonist' mean? Can you use it in a sentence</p>	
<p>What does the word 'psychological' mean? Can you use it in a sentence</p>	

Task 3: Previous learning & SPaG – put the colon in the right place in the sentence.

<p>Select the correct word that fits the following definition: <i>prolonged cruel or unjust treatment</i></p>	<p>Oppression / dissent / inequality</p>
<p>Select the correct word that fits the following definition: <i>a system of ideas and ideals</i></p>	<p>Surveillance/ Dehumanised/ Ideology</p>
<p>Select the correct word that fits the following definition: <i>information, of a biased or misleading nature</i></p>	<p>Authoritarian / Propaganda/ Inequality</p>
<p>SPaG: Put the colon in the right part of the sentence.</p>	<p>I can play four musical instruments the piano, the guitar, the drums and the flute.</p>
<p>SPaG: Put the colon in the right part of the sentence.</p>	<p>Saturday the best day of the week.</p>

Week 4: Summarising

- Summarise your topic in a few words.
- Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. The aim is to create your summary from memory; do not use notes to help you.

Task 1: Summarise the 'Great Expectations' box (on 2nd page of KO) AND the key themes (on 1st page of KO) in 50 words or less.

Great Expectations box:

Word count: ____

Key themes:

Word count: ____

Task 2: Current learning questions (try to do from memory, but do use your knowledge Organiser if you need).

What is the narrative voice of 'Great Expectations'?	
What are the 2 settings in the novel?	
What 2 types of loss feature in a Bildungsroman novel?	
What do the 3 stages in the novel reflect?	
What struggle causes conflict for the protagonist?	

Task 3: Previous learning & SPaG - put the semi- colon in the right place in the sentence

What's the difference between a utopia and dystopia?	
Which society used animals for food and transportation?	Agricultural / Pastoral/ Horticultural
In which society did factories become the centre of work and large cities emerged?	Post- industrial / Feudal / Industrial
SPaG: Put the semi-colon in the right part of the sentence.	Some people like a quiet life others are risk takers.
SPaG: Put the semi-colon in the right part of the sentence.	The sun came out everyone left for the weekend early.

Week 5: Look, cover, write, check

1. **Look:** first look at the knowledge you wish to know carefully and if there is one part of it that is difficult, look at that part in more detail.
2. **Say:** say the information as you look at it. Practise this.
3. **Cover:** cover the knowledge.
4. **Write:** write the knowledge from memory, saying the word as you do so.
5. **Check:** Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

Task 1: Learn how to spell the key vocabulary from the Knowledge Organiser – using the look, cover, write check system. Do this **THREE TIMES THIS WEEK** (in the booklet) and then there will be a spelling test in class.

<i>Look and Say</i>		<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>
Bildungsroman	<i>Now cover up look and say column!</i>		
Conflict			
Caricatures			
Maturity			
Tribulations			
Spiritual			
Psychological			
Protagonist			
Benevolent			
Alienated			

<i>Look and Say</i>	<i>Now cover up look and say column!</i>	<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>
Bildungsroman			
Conflict			
Caricatures			
Maturity			
Tribulations			
Spiritual			
Psychological			
Protagonist			
Benevolent			
Alienated			

<i>Look and Say</i>	<i>Now cover up look and say column!</i>	<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>
Bildungsroman			
Conflict			
Caricatures			
Maturity			
Tribulations			
Spiritual			
Psychological			
Protagonist			
Benevolent			
Alienated			

In class spelling test

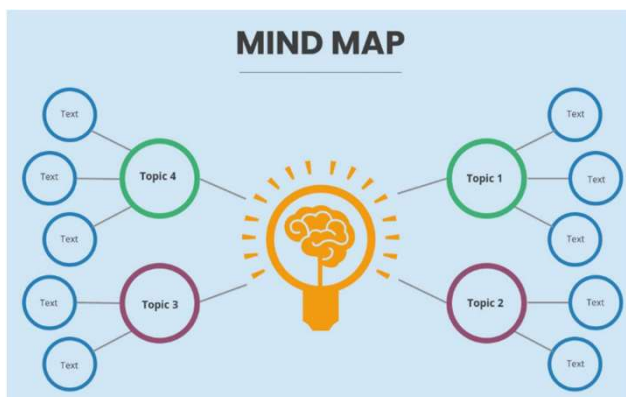
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Week 6: Mind map, dual code, summarising

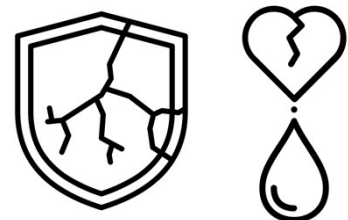
Task: On the next page, create a mind map that showcases the **WHOLE Knowledge Organiser.**

Use colour, dual coding, summarising and all the skills you have learned this half term.



- Dual coding is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.

- Summarise your topic in a few words.
- Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. The aim is to create your summary from memory; do not use notes to help you.



Your showcase mind map: Bildungsroman

Seen by teacher?