

# Poverty and Humanity

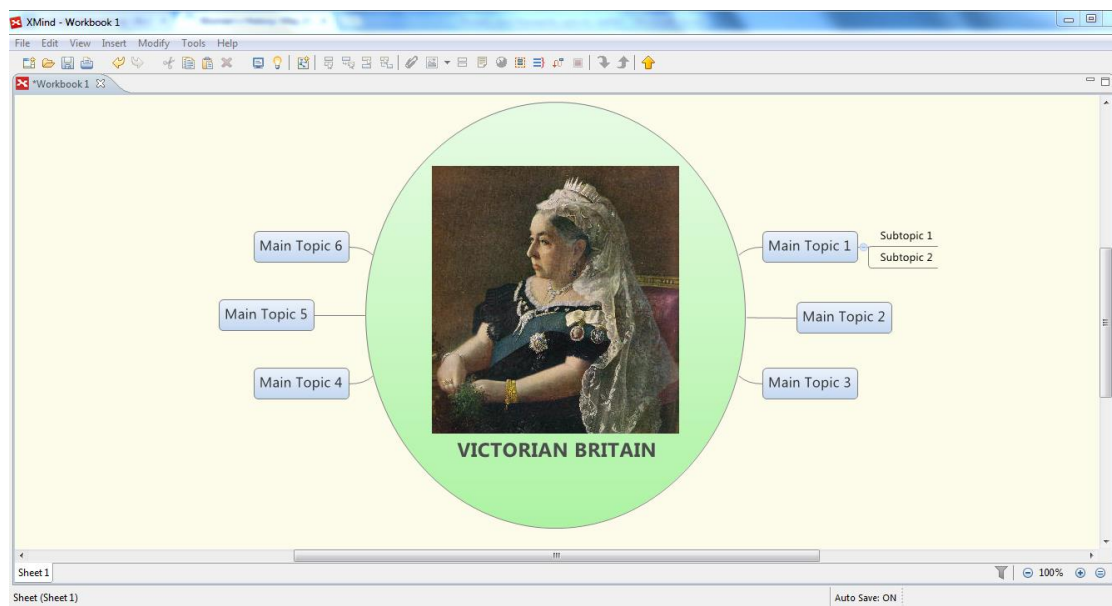
## Task-based learning based on an adapted excerpt of Charles Dickens's novel "Oliver Twist"

### Pre task

#### Activity 1

Which year are we in now? Take out 176 years. What year is it now? We will travel to London of that time and learn what life was like in Victorian Britain. To do this, we will have to make some posters with the information we will collect.

Your task is to put the information you are given (topic titles, texts and photos) on a mind map and present to class the description of that era. Your tool for the task is Xmind software (<http://www.xmind.net>). If the texts are long, make notes out of them. You can look at a sample template below:



Here is the information you can use:

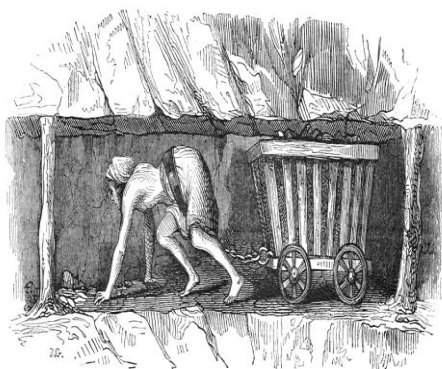
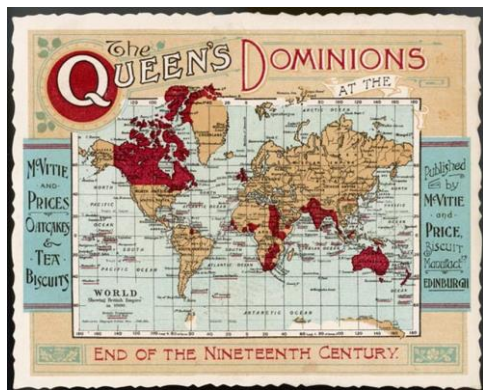
A. Topic titles	
a.	Britain in Victorian times
b.	The poor and the rich in Victorian times
c.	Children at work
d.	The workhouse
e.	Oliver Twist

### B. Texts

- a. The story takes place in London. A baby is born, but his mother dies, so the church sends Oliver to a workhouse. When Oliver asks for more food, they send him out. In the streets, he meets a gang of thieves, but a good man saves him and offers him a home.
- b. The director of the workhouse was the Beadle. He took all the decisions about everything in the workhouse with a board. There was also a master, a cook, assistants, a doctor and a teacher.
- c. Poor Victorian children worked to help their families. Many started work at the age of five. Children worked on farms, in rich homes, in factories and on city streets, selling things. They also worked as chimney sweepers, cleaning the inside of chimneys.
- d. Victorian Britain took this name after Queen Victoria, who was Britain's queen from 1837 until 1901.
- e. There was no electricity. Instead, gas lamps or candles were used for light. There were no cars. People travelled by boat or train, or used coach horses to move from place to place.
- f. The poor worked long hours, lived in very poor houses and ate poor food. Many of them lived in the streets. Poor children looked thin and hungry, wore poor clothes, and some had no shoes. Poor children had to work and the orphans lived in workhouses.
- g. Factory owners took children because they were cheap, had small fingers, and could get under the machines. Work was hard and dangerous for children. Children had accidents and died at work.
- h. Workhouses were places where poor people or orphan children. They all had to work in the workhouse. Food was too little and tasteless and the same every day. The children learnt to do a job. Everybody had to wear a uniform and obey the rules.
- i. Oliver Twist was a novel written in 1837 by, Charles Dickens, a British writer who lived in Victorian times. It tells the sad story of an orphan boy, Oliver, who has lots of unhappy experiences before he finds a real family in the end.
- j. The rich, didn't need to work, lived in big houses with servants and wore nice clothes. Rich children went to school or had lessons at home and they also went on holidays.
- k. Britain became the richest and the strongest country in the world. Factories and machines were built and cities grew big, because people left their villages and went there to work in the factories.

### C. Photos

- You can download one photo of your own choice related to each topic from the Web.
- Alternatively, you can use the following photos.





## Activity 2

Look at the picture below.

Discuss with your group where the children are and what is happening. Then use SPEECHABLE (<http://www.speechable.com>) to add **3** speech bubbles, **one** for the young boy with the bowl, **one** for the man in the apron and **one** for the boys at the table. Then exchange your work with the other groups explaining your ideas. The picture can be downloaded from <http://riskwerk.files.wordpress.com/2014/05/more-please.png>.

You can also vote for the best speech bubbles!



## Activity 3

Read an extract of Charles Dickens's novel "Oliver Twist" clicking on [http://charlesdickenspage.com/twist\\_more.html](http://charlesdickenspage.com/twist_more.html) or use the adapted version below. Then,

- do the comprehension activity online at [https://docs.google.com/forms/d/1HnSHi5\\_VNt6nI4RTKySjXCDoFGcFs4\\_p\\_bYEgrgQ8FY/viewform](https://docs.google.com/forms/d/1HnSHi5_VNt6nI4RTKySjXCDoFGcFs4_p_bYEgrgQ8FY/viewform) and
- respond to the online survey at <https://docs.google.com/forms/d/1baySjaHh-juV01D8PjD-sv7TUg3sOK9baIAW7duBWwA/viewform>)

and discuss the results with the rest of the class.

## Oliver Twist, by Charles Dickens (1837). Chapter 2

half a roll



“Please, sir, I want some more”

copper



The room, in which the boys ate their food, was a large stone hall, with a **copper** at one end: out of which the master, dressed in an **apron** and helped by one or two women, **ladled** the soup at mealtimes. Each boy had one **bowl**, and no more--except on great holidays, when he had half a roll of bread too.

The bowls never wanted washing. The boys **polished** them with their spoons till they shone again; and when they had done this (which never took very long, as the **spoons** were nearly as large as the bowls), they sat looking at the copper, with such **willing** eyes, as if they could have eaten even the **bricks** of which it was made. Oliver Twist and the other boys were so hungry, that one boy, who was tall for his age, **whispered** to the others, that if he didn't have another bowl of soup every day, he might some night happen to eat the boy who slept next to him. He had a **wild**, hungry eye; and they believed him. They talked about who should walk up to the master after supper that evening, and ask for more; **and it fell to Oliver Twist.**



The evening arrived; the boys took their places. The master, in his cook's uniform, stood at the copper; his assistants stood behind him; they served out the soup and it soon disappeared; the boys whispered each other and pushed Oliver. He rose from the table; and walking to the master, bowl and spoon in hand, said:

'Please, sir, I want some more.'

The master was a fat, healthy man; but he turned very **pale**. He looked surprised on the small **rebel** for some seconds, and then held the copper. The assistants were paralysed with wonder; the boys with fear.

'What!' said the master in a low voice.

'Please, sir,' said Oliver, 'I want some more.'

The master hit Oliver's head with the ladle; held him in his arm; and shouted loudly for the Beadle. The **board** were talking seriously, when Mr. Bumble **rushed** into the room in great excitement, and said,

'Mr Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!'

There was a general surprise. Horror was on every face.

'For MORE!' said Mr. Limbkins. Be cool, Bumble, and answer me clearly. Do I understand that he asked for more, after he had eaten the dinner we gave him?'

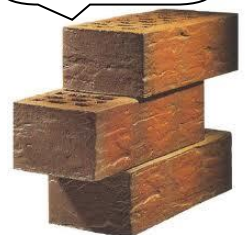
'He did, sir,' answered Bumble.

'That boy will be hung,' said one of the board. 'I know that boy will be hung.'

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**Rebel : someone who does not do what they tell him to do**

bricks



#### Activity 4:

Watch a movie clip on YouTube

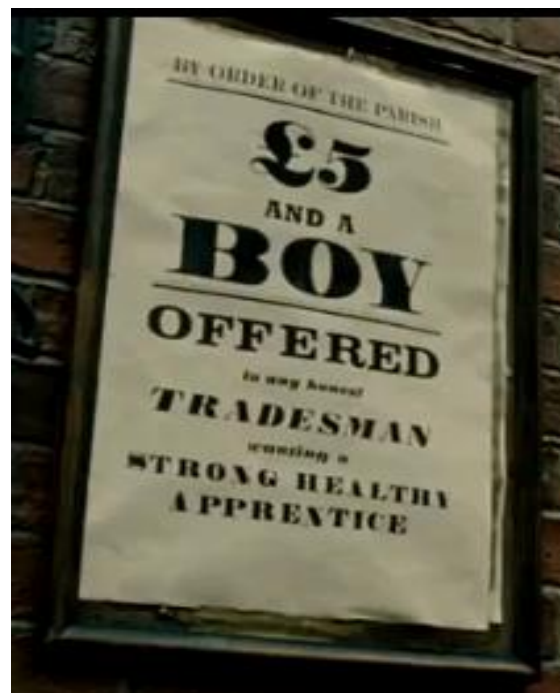
(<https://www.youtube.com/watch?v=kr4WxEQHiCE>) , work with your group and list and share with the class the differences you may have spotted between the clip and the text you read.

### Task cycle

#### Activity 5:

Differentiated end products in group work

- Use Wordle (<http://www.wordle.net>) to create a word cloud using information from both the text and the clip.
- Use Poster My Wall (<http://www.postermywall.com>) to create a poster with the workhouse rules that could appear on the main hall walls.
- Look at the poster below. It appeared outside wall of the workhouse after Oliver was taken to the Board. Use Voki (<http://www.voki.com>) to create a speaking version of the announcement (use your own text based on the information on the poster).



- Use Padlet (<http://padlet.com>) to present the good and bad characters in the story.
- Do some research in Victorian Britain visiting the websites ([http://www.bbc.co.uk/schools/primaryhistory/victorian\\_britain](http://www.bbc.co.uk/schools/primaryhistory/victorian_britain)) or

(<http://resources.woodlands-junior.kent.sch.uk/homework/victorians.html>) and use Padlet, Powerpoint or Prezi to present to the class what impressed you most about that era. Alternatively, present to the class a topic you have investigated about that era (e.g. education, play, work, e.t.c.)

- f. Use Toondoo to make a comic strip of the story you read.
- g. What do you think will happen next? Use DomoAnimate to make an animated version of the continuation of the story.

## Language focus

### **Activity 6**

Do an interactive crossword puzzle on Oliver Twist and check your vocabulary knowledge. You can find the crossword puzzle at <file:///C:/Users/Folio/Desktop/ETALAGE%202/Oliver%20Twist%20task/Oliver%20Twist%20crossword.htm> .

### **Activity 7**

Work with a partner and do the 3 short interactive cloze test activities.

**Cloze test 1:**

<file:///C:/Users/Folio/Desktop/ETALAGE%202/Oliver%20Twist%20task/Oliver%20cloze%201.htm>

**Cloze test 2:**

<file:///C:/Users/Folio/Desktop/ETALAGE%202/Oliver%20Twist%20task/oliver%20cloze%202.htm>

**Cloze test 3:**

<file:///C:/Users/Folio/Desktop/ETALAGE%202/Oliver%20Twist%20task/oliver%20cloze%203.htm>