Big Question: What do we learn about the character of Mr Bumble?

English **Mastery**

In this lesson students will be mastering the following:

To know that:

- The story has a sad beginning
- A protagonist is the main character in a story
- Oliver is introduced as an orphan whose life begins with hardship in a workhouse
- Mr Bumble is characterised as mean-spirited, foolish, and misusing his small amount of power

To be able to:

- Make predictions about a novel's opening
- Explain in full sentence what we learn about the character of Mr Bumble

Key Words:



orphan

moral

protagonist

Reading: In this unit we refer to the Classic Starts version of 'Oliver Twist'. We also refer to the original Dickens text when we refer to the 'original extract'. The original extracts are in the Student Booklet.

Mastery Content

Teacher guidance and intellectual prep

Do Now (DN) Students to read opening line of the novel. Do they think the story will be about rich or poor people? What kind of things might happen to give it 'a note of sadness'? How do you think the story might be similar to Dickens's life?

New Learning (NL) Explain that Oliver Twist is the first novel students will study. Recap Dickens's hardships, his father in debtors' prison (like the workhouse), and Dickens's anger about the Poor Law.**(Slide 6**). Explicitly teach novel, orphan, protagonist. **(Slides 7-8, 18**). Students read Chapter 1 (Classic Starts). **(Slide 9)**

Develop Learning (DL) Write, Pair, Share: What will Oliver's early life be like? How is Oliver's life similar to/different from Jack the chimney sweep?. **(Slides 9-11**) Explicit modelling of Mastery Checks: Capital letters, full stops, proper nouns **(Slides 12-17)** Discuss moral of the story **(Slide 23)**

Independent Task (IT) What do we learn about the character of Mr Bumble? How is he described? How is he characterised? **(Slides 20-21)**

Check For Understanding (CFU) DN discussion questions **(Slides 4–5**).Turn & Talk on Dickens's choices **(Slide 7).**Write, Pair, Share **responses (Slide 10–11**) Mastery Checks of written work **(Slides 12–17)** Closer reading of Mr Bumble **(Slides 19–20)** Exit ticket. **(Slide 24)**

Practical tips to adapt your delivery

Low prior attaining	Mixed ability	High prior attaining
DN – Provide scaffolds such as sentence starters ("I think the story will…").	**DN –** Encourage modal verbs to develop tentative language.	**NL –** For further challenge, ask: "How does a sad beginning influence the reader?"
NL – Pre-teach orphan and workhouse with visuals.	**NL –** Ask pupils why Dickens might want sympathy for Oliver.	**IT –** Push for analysis of Dickens's intentions (e.g., "What is Dickens criticising?").
CFU – Offer sentence starters for Turn & Talk questions.	**IT –** Encourage identifying small details in characterisation (name clues, word choice).	
IT – Offer a writing frame for the Mr Bumble response. Or use I/we/you model to create written response.		

Lesson Plan

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Write, Pair, Share – Teacher Tips

Alternative to Turn and Talk

Write Pair Share allows students to formulate thinking in writing before sharing with a peer, then the class.

Narrate high expectations: *explain what students need to do*	Cue in: *know exactly how you will set up the writing time and cue into the talk time*
• Explain that students need to write their answers first (either on a mini whiteboard or in their books). • Explain they will be writing **before** talking and sharing • Specify independent work before sharing. • Give clear timings and cues for each part of Write, Pair, Share. • After the independent writing, explain who goes first in the talk sharing by nominating A/B pairs or 'door' or 'window' side first. • Get pupils to put hands up to make it clear who is who • Ask students to 'Do It Again' to get 100% participation • Narrate that you will give positive behaviour rewards. • When you are ready for whole class feedback, narrate expectation that you expect everyone to be ready to respond in cold call (or response of choice).	• Ask the question • Wait time, if necessary • Give sentence starter(s), if necessary • Instruct 'Write independently on your whiteboards/in books. • Give students a specific time to write e.g., 5 minutes • 'GO' • If you're unsure that everyone has understood, bridge with more questions/suggestions and/or redo. • Decide whether to circulate or monitor from the front of the room when students are writing. • When time is up, cue into the talk time, again with specific instructions and timings.
Radar: *intentionally monitor the paired talk after writing.*	**Cue out:** *know exactly how you will take feedback*
• If there isn't a 'buzz' in the room, then stop and re-start • Decide whether to circulate or monitor from the front of the room • If it is a task where you are gathering 'data', then circulate a sample of pupils – 'hunting not fishing' • If a task where you're just checking for participation, then go to the front of the room or 'Pastor's Perch'. You can still gather 'data' from that spot.	• Out cue – '321 ALL HANDS UP' (if cold calling). If conversations don't end by 1 crisply – ask students to 'Do It Again' • No Opt Out: 100% participation • 'You have all had chance to practise, I expect everyone to have an answer. If unsure, repeat what your partner said.' • Manage turns: state who will feed back first A or B, door or window sideIf answers need building upon, try A, B, C (agree, build, challenge) questioning or 'Pose, Pause, Bounce' • If still unsure, reteach.

Lesson Plan

'Oliver Twist' is set in Victorian England. Here is the first line of the story:

*'Regrettably, our story must begin on a **note of sadness**. It is an unfortunate truth that not all beginnings are happy ones.'*



Do Now:

1. Do you think the story will centre on rich or poor people? Why?
2. What kind of things might happen to give it '**a note of sadness**'?
3. How do you think the story might relate to Dickens's life?

Think harder: What do you think the writer means by:

'not all beginnings are happy ones'?

Let's discuss our answers.



1. Do you think the story will centre on rich or poor people?
2. What kind of things might happen to give it '**a note of sadness**'?
3. How do you think the story might relate to Dickens's life?

Think harder: What do you think the writer means by:

'not all beginnings are happy ones'?



I think the story will focus on … because … but … so …

I remember Dickens …

This could relate to the novel because…





'not all beginnings are happy ones' could suggest that …

or perhaps the main character …

Review

Why are we reading **Oliver Twist**?



Today we are going to start reading one of the most famous books in history. It is an adventure story about a young **orphan**.

We have already looked at information about Charles Dickens:



- His father went to debtors' prison which was a bit like a **workhouse**
- Dickens disliked The Poor Law because he thought it treated poor people like criminals
- He wrote **novels** and wanted to show what life was really like for poor people in **Victorian** London

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New Learning

The importance of Charles Dickens in English Literature makes 'Oliver Twist' an excellent choice for the first **novel** that you will be reading in Year 7!

Turn and talk:
Why might Dickens have made Oliver Twist an orphan in the novel?



Dickens may have chosen Oliver to be an orphan because …

Or maybe he wanted the reader to feel …



- **To make Oliver's happy ending more satisfying**
- **To show how hard life was for orphans in the Victorian era**
- **To create sympathy for Oliver**

novel
An extended work of fiction telling a story.

Develop



Check

True or false?

a) **Novels** are usually books about people who don't exist.

b) J. K. Rowling wrote **novels** for children.

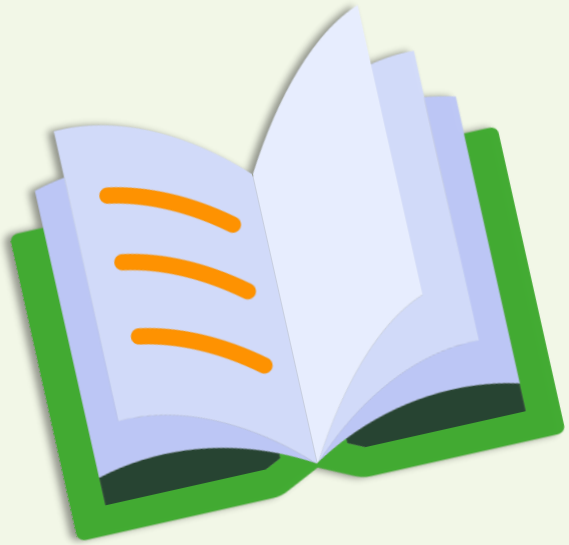
c) Daniel Radcliffe plays Harry Potter in J. K. Rowling's **novels**.

Corrections

a)

b)

c) **Daniel Radcliffe plays Harry Potter in the film version of J. K. Rowling's novels.**



Let's read Chapter 1.

Turn to page 1.

Read

Write, pair, share

1. What do you think Oliver's early life will be like?
2. Last lesson, we met Jack, the chimney sweep. How is Oliver's life similar? How is it different?

I think Oliver's early life might be…
because …
but …
so …



Both Jack and Oliver …

Whereas Jack's life was …, Oliver's life is…

Let's review our answers:



1. What do you think Oliver's early life will be like?

- **He will do lots of hard work and won't get to play very much.**
- **He will be given very little to eat and it will mainly be gruel.**
- **People will treat him badly even when they are supposed to look after him.**

2. Last lesson, we met Jack, the chimney sweep. How is Oliver's life similar? How is it different?

Oliver's life is similar because he is an orphan and is very poor. He will not receive a proper education and may die of disease or hunger.

It is different because Jack was not in a workhouse so had more freedom and Jack knew his parents a bit as they didn't die until he was seven.

Write

It is important that you get into the routine of **checking** your work carefully and **correcting** any errors.



Let's check our answer to Question 2 using **Mastery Checks**.

Mastery Check 1	Mastery Check 2	Mastery Check 3
Every sentence starts with a capital letter.	Every sentence ends with a full stop.	All proper nouns start with a capital letter, e.g., Oliver, Jack.

Check

Here is a student's answer to Question 2:

2. Oliver's life is similar to Jack's life because they were both orphans and very poor. He will not be able to go to school and may die of hunger or illness. Their lives are different because Jack did not have to live at the workhouse so he would have more freedom. Jack also got to know his family a bit before they died.

Model

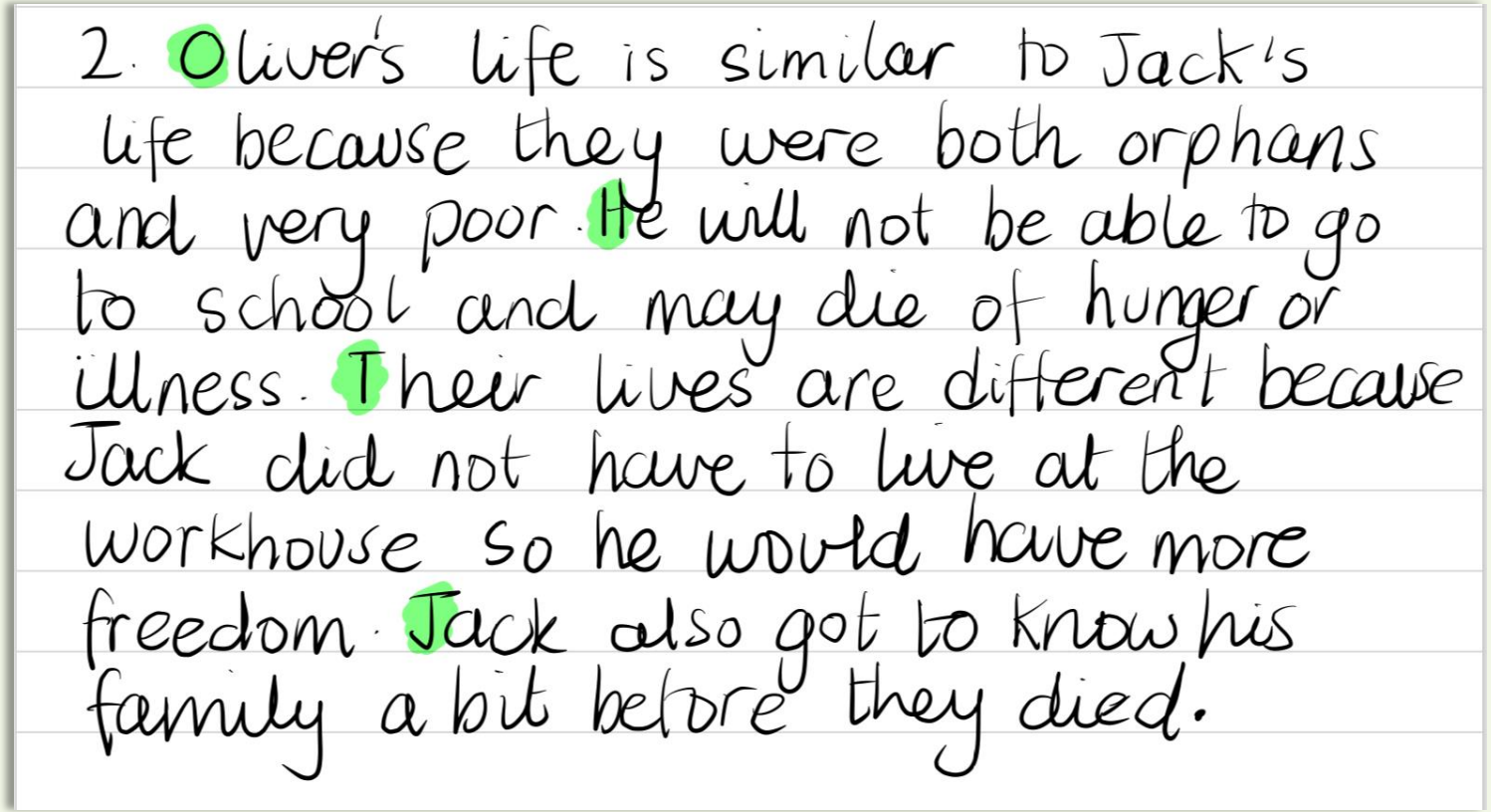
First, they used Check 1:

Mastery Check 1

Every sentence starts with a capital letter.

Now check **your** work for **Check 1.**

They have highlighted where they have met this check:


2. Oliver's life is similar to Jack's life because they were both orphans and very poor. He will not be able to go to school and may die of hunger or illness. Their lives are different because Jack did not have to live at the workhouse so he would have more freedom. Jack also got to know his family a bit before they died.

Model

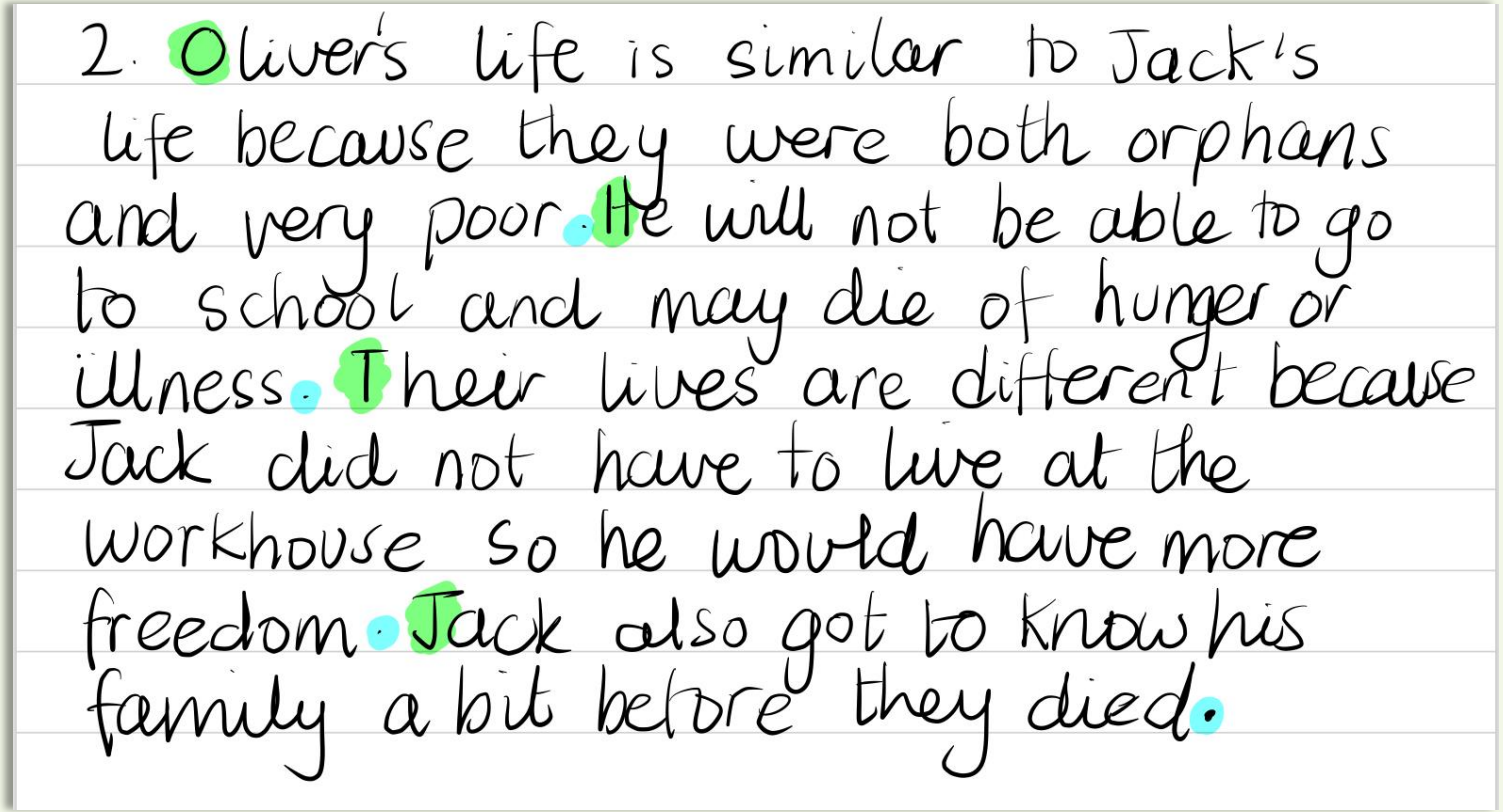
Next, they used Check 2:

Mastery Check 2

Every sentence ends with a full stop.

Now check **your** work for **Check 2.**

They have highlighted where they have met this check:


2. Oliver's life is similar to Jack's life because they were both orphans and very poor. He will not be able to go to school and may die of hunger or illness. Their lives are different because Jack did not have to live at the workhouse so he would have more freedom. Jack also got to know his family a bit before they died.

Model

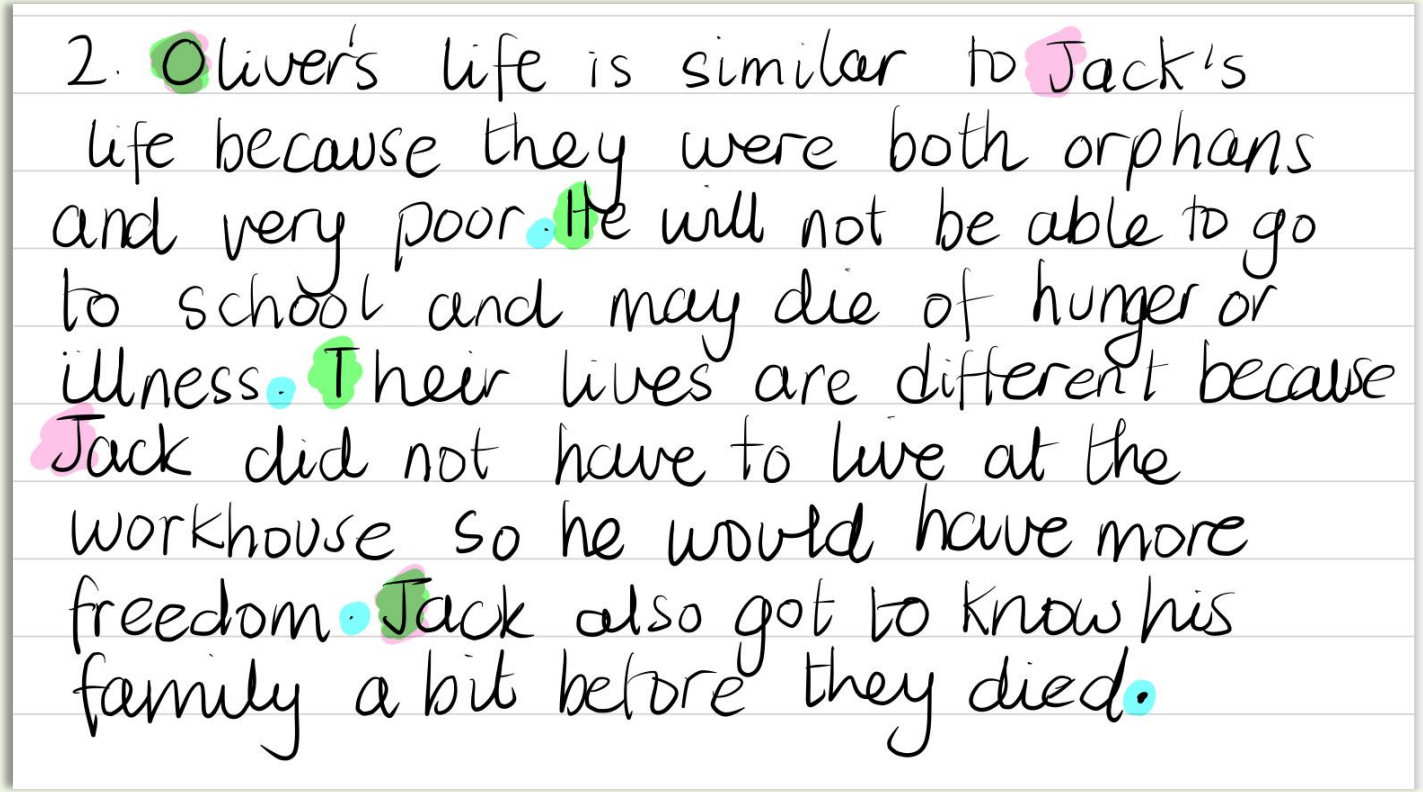
Finally, they used Check 3:

Mastery Check 3

All proper nouns start with a capital letter, e.g., Oliver, Jack.

Now check **your** work for **Check 3.**

They have highlighted where they have met this check:


2. Oliver's life is similar to Jack's life because they were both orphans and very poor. He will not be able to go to school and may die of hunger or illness. Their lives are different because Jack did not have to live at the workhouse so he would have more freedom. Jack also got to know his family a bit before they died.

Model

Ensure you have checked your work carefully, **correcting any errors.**



2. Oliver's life is similar to Jack's life because they were both orphans and very poor. He will not be able to go to school and may die of hunger or illness. Their lives are different because Jack did not have to live at the workhouse so he would have more freedom. Jack also got to know his family a bit before they died.

Check

Oliver is the **protagonist** of the novel 'Oliver Twist.'

We can look carefully at the words or actions of a character to work out the writer's meaning or message.

The writer's technique of creating a character is called **characterisation.**



Oliver Twist

protagonist
The main character in a play, film, or story.

characterisation
The way that characters are represented in a play, film, or story.

Develop

Read the last paragraph of page 5 to page 6 again about Mr Bumble.

What do we learn about the character of Mr Bumble?
How is he **described**? How is he **characterised**?

Dickens describes Mr Bumble as …



Did you know?
The word **'bumble'** means '**moving or acting in a confused way'.**
Dickens has left us a **clue** about Mr Bumble's character in his name!

Develop

Read the last paragraph of page 5 to page 6 again about Mr Bumble.

What do we learn about the character of Mr Bumble?
How is he **described**? How is he **characterised**?

We learn that the character of Mr Bumble:

- **is a town official that holds responsibilities, including the workhouse, although his wife actually runs the workhouse.**
- **likes to please the people above him**
- **likes to use his power, but people aren't afraid of him**
- **is not respected by his wife**
- **looks like his wife – they are both short and round**
- **is mean spirited (unkind, malicious, lacking in compassion/kindness).**

Review

Write an answer to the question:

What do we learn about the character of Mr Bumble?



Ensure you **complete the Mastery Checks** when you finish writing.

We learn that Mr Bumble is… He is described as being…

Mr Bumble is characterised as…

Mr Bumble is a good name for this character because…

Mastery Check 1	**Mastery Check 2**	**Mastery Check 3**
Every sentence starts with a capital letter.	Every sentence ends with a full stop.	All proper nouns start with a capital letter, e.g., Mr Bumble, Dickens.

Review



Think harder:

- **Why** did Dickens create the character of Mr Bumble?
- Does Mr Bumble seem **funny**? Or **cruel**?
- Is it possible for a character to be **both unkind and funny**?

At the end of reading 'Oliver Twist', a student said:



*'The **moral** of the story is that people should not be treated like criminals just because they are poor.'*

Turn and talk:

- Do you think the first chapter suggests that this is the moral of the story?
- How? Why?
- If not, what do **you** think the moral of this chapter might be?

moral
The lesson that the author has intended to teach the reader.

Review

Why might Dickens have made Oliver Twist an orphan in the novel? (**3**)

A

To show all poor children were orphans in the Victorian era.

B

To make Oliver's happy ending more satisfying.

C

To show how hard life was for orphans in the Victorian era.

D

To create sympathy for Oliver.

Check

Love this lesson?

Have suggestions for improvements?

Does something need fixing?

English Mastery

Please let us know!

Fill in this feedback form so that we can keep improving.

Feedback