

# DICKENS RESOURCE PACK



# CONTENTS

## TEACHER RESOURCES:

**01 DEAR TEACHERS**

**02 WORKSHOP PLAN; DICKENS, THIS IS YOUR LIFE**

**06 WORKSHOP PLAN; GRUEL...AND A WHOLE LOT MORE!**

**12 15 TOP DICKENS FACTS**

**13 CHARLES DICKENS PICTURE**

**14 DICKENS TIMELINE**

**15 HE WROTE IT!**

**16 DICKENS ON A BANKNOTE**

## POST WORKSHOP ACTIVITIES:

**18 COLOUR ME**

**19 QUICK QUIZ**

**20 OLIVER STORYBOARD**

**22 A POEM FOR DICKENS**

**23 PICKWICK POSTERS**

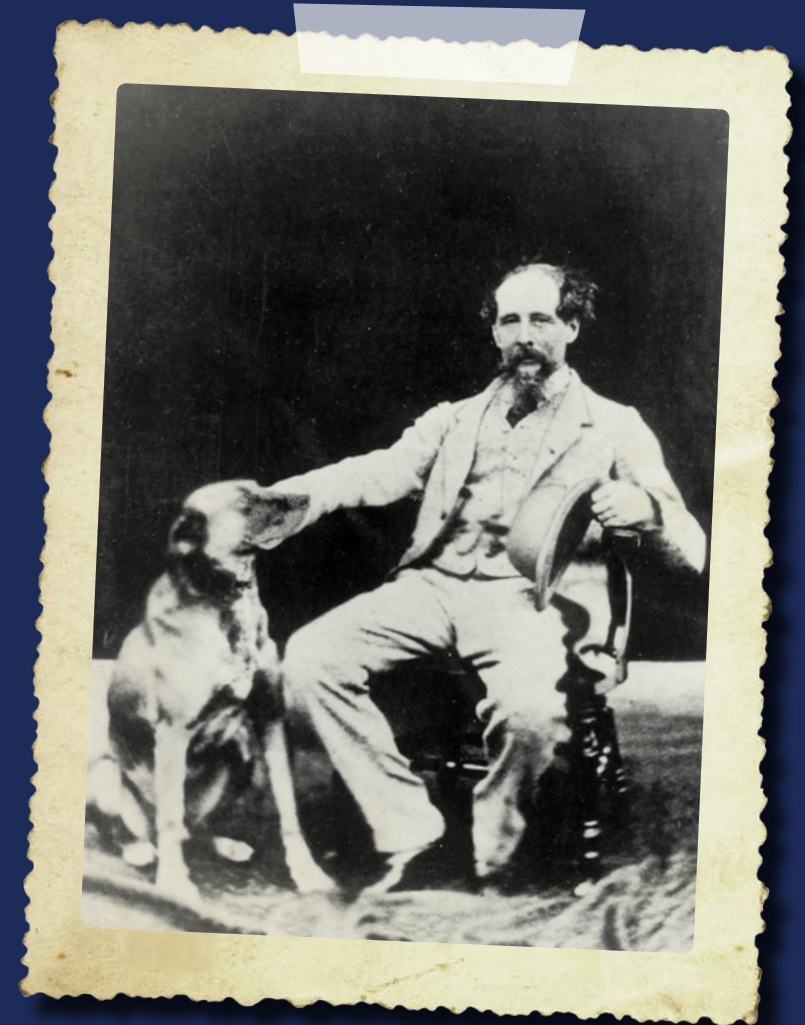
**24 WORKHOUSE WOES**

**26 READ ALL ABOUT IT!**

**27 'ALL THE YEAR ROUND'**

**28 CHARACTER PROFILE**

**29 PACK YOUR BAGS**







# TEACHER RESOURCES >

# DICKENS, GRUEL... AND A WHOLE LOT MORE!

**Dear Teachers,**

**We hope you are looking forward to the forthcoming ‘Dickens Gruel...and a whole lot more!’ assembly and workshop programme in your school- we certainly are!**

This resource pack contains a variety of pre and post workshop activities that have been designed to excite and encourage your students’ interest in not only our programme but, of course, Dickens himself! Although it would be fantastic for the students to know a little about our programme prior to the workshops, it is not fundamental. We have also included lesson plans for the workshops which should give you an insight into the work our facilitators will be doing on the day. Please note, however, that the content of each workshop will vary slightly in practice due to differing ages of the group, available space and workshop length.

The workshop has been designed to include all types of learning as creatively as possible and in a safe learning environment. We try to encourage teacher involvement where appropriate so that you can become familiar with the techniques for future use in the classroom. All tasks/exercises can be adapted to suit the needs of your group. If you would like any ideas on how to do this, please approach us on the day. Also, if you feel there is any information about your class that you wish to impart to the drama facilitators that may be useful, please do so.

If you would like us to clarify any of the activities and/or tasks included in the pack, or indeed, if you would like any further ideas for pre or post workshop activities, please do not hesitate to call us.

**We look forward to working in your school!**

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# CHARLES DICKENS, 'THIS IS YOUR LIFE!' (1 HOUR WORKSHOP KS1 & KS2)

Learning Objectives:	Learning Outcomes: (children should)
<ul style="list-style-type: none"> <li>• To know where Charles Dickens spent his life.</li> <li>• To deduct information about the life of Charles Dickens through different stimuli.</li> <li>• To understand how some parts of Victorian culture are similar and some are different to life in the 21st century.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to tell two facts about Charles Dickens.</li> <li>• Be able to identify why we remember Charles Dickens and his work in the modern world.</li> <li>• Be able to identify and discuss qualities of others performances, including gesture and action.</li> </ul>
	Supporting Resources for Facilitators:
	<ul style="list-style-type: none"> <li>• 'Victorian True or False' sheet</li> <li>• CD Fact Sheet for This Is Your Life (laminated and cut into strips – 1 per group)</li> <li>• Dickens Project CD</li> </ul>

Section	Activity	Approx. Timing
<b>Introduction</b> As the children enter there will be music playing, it will be the 'Victorian Atmos' recording	<ul style="list-style-type: none"> <li>• Introduce yourself and Bigfoot and what you're going to look at in the coming workshop.</li> <li>• Lay down the ground rules making them very clear.</li> <li>• You may want to introduce the Bigfoot Stickers as an incentive for good efforts.</li> </ul>	5 minutes
<b>Warm Up</b>	<ul style="list-style-type: none"> <li>• Explain to the children that the street kids in Dickens novels are based on the street kids he was friends with when he worked in the London factory. They would use sounds and gestures to communicate with each other in a way that the adults and policemen around them might not notice.</li> <li>• In this style, we are going to pass a clap around the circle as quickly as we can, working together as a team.</li> <li>• If there is time at the end of the workshop this will be repeated to see if they are any quicker!</li> </ul>	5 minutes

# CHARLES DICKENS, 'THIS IS YOUR LIFE!' (1 HOUR WORKSHOP KS1 & KS2) (CONTINUED)

Section	Activity	Approx. Timing										
Putting Dickens in Context	<ul style="list-style-type: none"><li>This exercise adapts a familiar called ‘North South East West’ to help children learn the important times and locations in Dickens’s life. Each place and time has an action.</li></ul> <table><tr><th>Time &amp; Place</th><th>Action</th></tr><tr><td>Portsmouth</td><td>Huddled up as small as can be as baby</td></tr><tr><td>London</td><td>Cold and hungry, holding self</td></tr><tr><td>USA</td><td>Hands outstretched and waving at public</td></tr><tr><td>Chatham, Kent</td><td>Hands behind head as if sunbathing</td></tr></table>	Time & Place	Action	Portsmouth	Huddled up as small as can be as baby	London	Cold and hungry, holding self	USA	Hands outstretched and waving at public	Chatham, Kent	Hands behind head as if sunbathing	5 minutes
	Time & Place	Action										
Portsmouth	Huddled up as small as can be as baby											
London	Cold and hungry, holding self											
USA	Hands outstretched and waving at public											
Chatham, Kent	Hands behind head as if sunbathing											
<ul style="list-style-type: none"><li>Model each time and place so that when you call one out, the children respond with that action.</li><li>To turn this activity into a game, those who are last to respond are ‘out’. The winner is the last person left ‘in’.</li><li>Make sure to include a quick discussion, asking the children how all of these different positions felt.</li></ul>												
Connecting with the time of Dickens	<ul style="list-style-type: none"><li>In pairs I am going to give you a creative challenge</li><li>You must create one gesture each for the words ‘true’ and ‘false’</li><li>I am going to read out a number of statements and in your pairs you will have 5 seconds to decide whether you agree or disagree with the statement i.e. The Victorian era is named after Queen Victoria.</li><li>You will then need to discuss whether you agree that this statement is correct or incorrect and sate whether you think it is ‘true’ or ‘false’ with your gestures.</li><li>Repeat as many times as required and discuss answers</li><li>You could also have a ‘true’ end of the hall and a ‘false’ end and ask the children to stand where they feel most certain.</li></ul>	5 minutes										

# CHARLES DICKENS, 'THIS IS YOUR LIFE!' (1 HOUR WORKSHOP KS1 & KS2) (CONTINUED)

Section	Activity	Approx. Timing
Connecting with the time of Dickens	<ul style="list-style-type: none"> <li>• In pairs I am going to give you a creative challenge</li> <li>• You must create one gesture each for the words 'true' and 'false'</li> <li>• I am going to read out a number of statements and in your pairs you will have 5 seconds to decide whether you agree or disagree with the statement i.e. The Victorian era is named after Queen Victoria.</li> <li>• You will then need to discuss whether you agree that this statement is correct or incorrect and state whether you think it is 'true' or 'false' with your gestures.</li> <li>• Repeat as many times as required and discuss answers</li> <li>• You could also have a 'true' end of the hall and a 'false' end and ask the children to stand where they feel most certain.</li> </ul>	5 minutes
Making the Blacking Factory	<ul style="list-style-type: none"> <li>• This is a version of the popular 'Machine' game.</li> <li>• Ask the children what they think they would hear and witness in the blacking factory where Dickens worked as a child.</li> <li>• They are going to recreate this factory in the space.</li> <li>• One child volunteers to begin, and to do this they stand in the space and create a single movement/gesture and a simple sound to go with it. Nothing too tiring as they may need to keep this up for a few minutes!</li> <li>• Another child joins in, placing themselves in relation to the original child, and adds their own movement/gesture.</li> <li>• One child stays out, and then joins in as the human being who is operating the machine.</li> <li>• Then quickly 'hot seat' the child and ask them what being near a big noisy machine was like.</li> <li>• After a class example has been done with around 5 or 6 children, put the children into groups and ask them to create their own.</li> <li>• Watch each group , 'hot seat' the child worker, and feedback.</li> </ul>	15 minutes

# CHARLES DICKENS, ‘THIS IS YOUR LIFE!’ (1 HOUR WORKSHOP KS1 & KS2) (CONTINUED)

Section	Activity	Approx. Timing
Charles Dickens, This Is Your Life...	<ul style="list-style-type: none"> <li>• Tell the children to regroup for more tableaux and image theatre.</li> <li>• Each group will be given a fact about a moment in Dickens’s life, and they must create a small scene of 2 minutes or so to describe it to the rest of the group so that they can share knowledge with each other.</li> <li>• The facts will include: <ul style="list-style-type: none"> <li>• Charles Dickens was sent to school at the age of 9 when his sisters were not.</li> <li>• He left school at 12 as his family was put in prison for his father’s debts.</li> <li>• He used to run wild with London street kids when he was working at the boot polish factory.</li> <li>• He got his first job writing for a magazine in a busy office.</li> <li>• He toured America, campaigning against slavery</li> <li>• He performed his stories in theatres, and even performed to Queen Victoria!</li> </ul> </li> </ul>	20 minutes
Plenary	<ul style="list-style-type: none"> <li>• The children sit in a circle as they tell of something they have learnt.</li> <li>• Stickers can be given out.</li> <li>• If there is time, you can repeat the passing of the clap to see if they are any quicker.</li> </ul>	5 minutes



# WORKSHOP PLAN; GRUEL... AND A WHOLE LOT MORE!

Learning Objectives:	Learning Outcomes: (children should)
<ul style="list-style-type: none"> <li>• To know the basic plot of 'Oliver Twist'.</li> <li>• To deduct information about the story of 'Oliver Twist' through different stimuli.</li> <li>• To understand how some parts of Victorian culture affected children in particular.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to tell two facts about 'Oliver Twist'.</li> <li>• Be able to identify the main characters in the book.</li> <li>• Be able to identify and discuss qualities of others performances, including gesture and action.</li> </ul>
	Supporting Resources for Facilitators:
	<ul style="list-style-type: none"> <li>• Dickens Project CD</li> <li>• Stimulus laminated sentences for 'The Grim Reality of Oliver Twist'</li> </ul>

Section	Activity	Approx. Timing
<b>Introduction</b> As the children the song 'Pick a Pocket or Two' will be playing	<ul style="list-style-type: none"> <li>• Introduce yourself and Bigfoot and what you're going to look at in the coming workshop.</li> <li>• Lay down the ground rules making them very clear.</li> <li>• You may want to introduce the Bigfoot Stickers as an incentive for good efforts.</li> </ul>	20 minutes
<b>Plenary</b>	<ul style="list-style-type: none"> <li>• Explain to the children that the street kids in Dickens novels are based on the street kids he was friends with when he worked in the London factory. They would use sounds and gestures to communicate with each other in a way that the adults and policemen around them might not notice.</li> <li>• In this style, we are going to pass a clap around the circle as quickly as we can, working together as a team.</li> <li>• If there is time at the end of the workshop this will be repeated to see if they are any quicker!</li> </ul>	5 minutes

# WORKSHOP PLAN; GRUEL... AND A WHOLE LOT MORE! (CONTINUED)

Section	Activity	Approx. Timing															
<b>Introduction</b> As the children the song 'Pick a Pocket or Two' will be playing	<ul style="list-style-type: none"> <li>• Introduce yourself and Bigfoot and what you're going to look at in the coming workshop.</li> <li>• Lay down the ground rules making them very clear.</li> <li>• You may want to introduce the Bigfoot Stickers as an incentive for good efforts.</li> </ul>	20 minutes															
<b>Introduction to the characters of Oliver Twist</b>	<ul style="list-style-type: none"> <li>• This exercise adapts a familiar called 'North South East West' to help children learn the important characters and locations of 'Oliver Twist'</li> </ul> <table border="1"> <thead> <tr> <th>Character</th><th>Line</th><th>Action</th></tr> </thead> <tbody> <tr> <td>Oliver Twist</td><td>'I want some more'</td><td>'I want some more'</td></tr> <tr> <td>Fagin</td><td>'Off you go boys!'</td><td>Standing hunched and rubbing hands</td></tr> <tr> <td>Nancy</td><td>'Leave it aht Bill!'</td><td>Hands in front defensively</td></tr> <tr> <td>Artful Dodger</td><td>'Wotcha Mister!'</td><td>Hop, and pretend to dof hat.</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Model each character so that when you call out a name, the children respond with that character's phrase and action.</li> <li>• Tell them to walk around the space in character until, the next character is called out.</li> <li>• When they have learned this, you then name each of the four walls of the room for a location from the book 'Oliver Twist':               <ol style="list-style-type: none"> <li>1. The Workhouse</li> <li>2. The Three Cripples Tavern</li> <li>3. The streets of London</li> <li>4. Fagin's Den</li> </ol> <p>When you call out a location, the children walk swiftly to that wall.</p> </li> <li>• If you call out a character, they have to perform the phrase and the action.</li> <li>• To turn this activity into a game, those who are last to respond are 'out'. The winner is the last person left 'in'. If out, they can got to the Police Station (a set area in the hall...all ready for the next game!)</li> </ul>	Character	Line	Action	Oliver Twist	'I want some more'	'I want some more'	Fagin	'Off you go boys!'	Standing hunched and rubbing hands	Nancy	'Leave it aht Bill!'	Hands in front defensively	Artful Dodger	'Wotcha Mister!'	Hop, and pretend to dof hat.	10 minutes
Character	Line	Action															
Oliver Twist	'I want some more'	'I want some more'															
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# WORKSHOP PLAN; GRUEL... AND A WHOLE LOT MORE! (CONTINUED)

Section	Activity	Approx. Timing
Bringing the Characters to Life	<p>Pickpocket!</p> <ul style="list-style-type: none"> <li>• This game is a (slightly) less violent spin on 'Wink Murder'.</li> <li>• As we have already breathed life into the characters and locations we have lots to work with.</li> <li>• Tell them a bit about the Artful Dodger and the song that was playing when they entered.</li> </ul> <p>Phase 1:</p> <ul style="list-style-type: none"> <li>• Ask the children to stand in the space and take the stance of one of the characters we have just created.</li> <li>• As they are standing there, ask them to change and adapt what they are doing in order to create a totally unique Dickensian character that would be very at home in the world of 'Oliver Twist'.</li> <li>• Ask them to move the character around the room, visiting all of the places mentioned in the previous game, maybe their character will naturally settle in one area, maybe they will travel.</li> <li>• Play sound effects as the children move about in character, interacting with each other.</li> <li>• They may want to consider if they have a job, or are begging, they can explore this through what they say.</li> </ul>	5 minutes

# WORKSHOP PLAN; GRUEL... AND A WHOLE LOT MORE! (CONTINUED)

Section	Activity	Approx. Timing
Bringing the Characters to Life	<p>Phase 2:</p> <ul style="list-style-type: none"> <li>• Here is where things get interesting!</li> <li>• All of the children line up facing the wall, eyes closed, with their hands over their eyes.</li> <li>• A PICKPOCKET is chosen anonymously with a tap on the shoulder.</li> <li>• The children then go back into the space, and a Peeler is chosen in full view of the group, they can wear the top hat the facilitator had in the assembly.</li> <li>• An area is decided on as the Police Station.</li> <li>• The children go back into character moving around the space, as yet the, the pickpocket is dormant.</li> <li>• When you call that the pickpocket is active, it is their job to wink at people unseen by anyone other than the winkee.</li> <li>• The wink is symbolic of a pickpocketing triumph.</li> <li>• If someone is winked at, they must count to 5 (in their heads!) and then have a huge reaction to the theft 'AGH! Someone's stolen my yo-yo!' for example.</li> <li>• They are then so upset that they run to the Police Station to report the crime. Once there, they cannot tell anyone of the pickpocket, as they are too distressed.</li> <li>• The Peeler is moving among the crowds, and if s/he thinks that they know who the pick pocket is they yell 'Stop in the name of the law!'.</li> <li>• If they are correct, the pickpocket is locked up.</li> <li>• They have 3 guesses. If they get all 3 wrong, they are sent to jail and the pickpocket runs free!</li> </ul> <p>VICTORIAN ATMOS. TRACK CAN PLAY DURING GAME</p>	10 minutes

# WORKSHOP PLAN; GRUEL... AND A WHOLE LOT MORE! (CONTINUED)

Section	Activity	Approx. Timing
The Grim reality of Oliver Twist	<ul style="list-style-type: none"> <li>• Tell the children to get into groups for tableaux and image theatre.</li> <li>• Each group will be given information about a part of Oliver Twist, and they must create a small scene of 2 minutes or so to describe it to the rest of the group so that they can share knowledge with each other.</li> <li>• The facts will include: <ul style="list-style-type: none"> <li>• Many misdemeanours in a workhouse were punished with 30 lashes with the cane, if the cane broke during the punishment, the child was given 30 MORE for damaging workhouse property!</li> <li>• Some of Fagin's boys had worked in factories, where you could have your ears nailed to the table as a punishment for whistling or singing at work!</li> <li>• Oliver was sold like a slave by the workhouse to work in Mr. Sowerberry's funeral parlour, where he was beaten by the boy Noah.</li> <li>• Fagin is punished for his crimes.</li> <li>• Bill Sykes and his girlfriend Nancy argue a lot</li> <li>• Oliver meets a man who tells him who his real Mother is, and ends up quite rich and happy!</li> </ul> </li> </ul>	20 minutes
Plenary	<ul style="list-style-type: none"> <li>• The children sit in a circle as they tell of something they have learnt.</li> <li>• Stickers can be given out.</li> <li>• If there is time, you can repeat the passing of the clap to see if they are any quicker.</li> </ul>	5 minutes



# WORKSHOP PLAN; GRUEL... AND A WHOLE LOT MORE! (CONTINUED)

Section	Activity	Approx. Timing
The Grim reality of Oliver Twist	<ul style="list-style-type: none"> <li>• Tell the children to get into groups for tableaux and image theatre.</li> <li>• Each group will be given information about a part of Oliver Twist, and they must create a small scene of 2 minutes or so to describe it to the rest of the group so that they can share knowledge with each other.</li> <li>• The facts will include: <ul style="list-style-type: none"> <li>• Many misdemeanours in a workhouse were punished with 30 lashes with the cane, if the cane broke during the punishment, the child was given 30 MORE for damaging workhouse property!</li> <li>• Some of Fagin's boys had worked in factories, where you could have your ears nailed to the table as a punishment for whistling or singing at work!</li> <li>• Oliver was sold like a slave by the workhouse to work in Mr. Sowerberry's funeral parlour, where he was beaten by the boy Noah.</li> <li>• Fagin is punished for his crimes.</li> <li>• Bill Sykes and his girlfriend Nancy argue a lot</li> <li>• Oliver meets a man who tells him who his real Mother is, and ends up quite rich and happy!</li> </ul> </li> </ul>	20 minutes
Plenary	<ul style="list-style-type: none"> <li>• The children sit in a circle as they tell of something they have learnt.</li> <li>• Stickers can be given out.</li> <li>• If there is time, you can repeat the passing of the clap to see if they are any quicker.</li> </ul>	5 minutes

# 15 TOP DICKENS FACTS!

1. Dickens had an obsessive compulsive disorder. He would comb his hair hundreds of times a day, constantly looked in the mirror, and also touched things 3 times for luck
2. His pen name was Boz.
3. Dickens had 10 children and gave them all nicknames.
4. Dickens was epileptic and included epileptic characters in his books.
5. Dickens was the first superstar author, the J.K.Rowling of his day.
6. He was a big fan of hypnotism and used it to try and cure his wife and children of any ailments.
7. He was not very tolerant of his friends. When Hans Christian Anderson stayed with him he gave him a BIG hint that he had overstayed his welcome by attaching a note to his mirror which said `Hans Anderson slept in this room for 5 weeks which seemed to the family, like AGES`.
8. In his study he had a secret door which was designed like a bookcase filled with fake books.
9. Dickens father was at one time imprisoned in the Marshalsea debtors prison
10. When he was 11 he was forced to leave school and take his first job in a blacking (shoe polish) factory applying the labels to the bottles.
11. Dickens gave hundreds of paid readings to audiences which meant he could indulge his love of the stage
12. Dickens books have never been out of print.
13. Dickens was very interested in the paranormal and was an early member of The Ghost Club.
14. On the 9th June 1865 he narrowly escaped death when the train he was travelling in with his wife, Ellen crashed in Staplehurst.
15. Dickens died aged 58 exactly five years after the train crash on 9th June 1870.

# CHARLES DICKENS PICTURE



# TIMELINE OF THE LIFE OF CHARLES DICKENS

**1812** - Born on February 7th

**1824** - John Dickens arrested and sent to the Marshalsea prison. Charles Dickens worked at the Warren's Blacking Factory.

**1827** - Rejoins the workforce as the clerk of an attorney.

**1834** - Began using the pseudonym "Boz" and meets his future wife, Catherine Hogarth.

**1835** - Becomes engaged to Catherine.

**1836** - The first chapters of The Pickwick Papers are published.

**1837** - The first of his 10 children is born. The publication of Oliver Twist begins.

**1838** - Publication of Nicholas Nickleby begins.

**1840** - Publication of The Old Curiosity Shop begins

**1841** - Barnaby Rudge is published.

**1842** - Charles and Catherine travel to America. Late in **1842** or early in the next year Dickens begins work on Martin Chuzzlewit.

**1843** - A Christmas Carol is published.

**1846** - Publication of Dombey and Son begins.

**1848** - The Haunted Man, his last Christmas book is published.

**1849** - The publication of David Copperfield begins.

**1852** - The publication of Bleak House begins.

**1853** - Dickens gives his first public reading of one of his works.

**1854** - Hard Times is published.

**1855** - Publication of Little Dorrit begins.

**1856** - Dickens purchases Gad's Hill Place.

**1857** - Hans Christian Anderson is entertained at Gad's Hill Place.

**1858** - Dickens separates from Catherine, his wife.

**1859** - A Tale of Two Cities is published.

**1860** - Publication of Great Expectations begins in All the Year Round.

**1864** - The first installment of Our Mutual Friend is printed.

**1865** - Dickens is involved in the Staplehurst railway accident

**1867** - Dickens tours America for the second time.

**1869** - Dickens is ordered by doctors to discontinue readings.

**1870** - Dickens gives his final public reading. Publication of The Mystery of Edwin Drood begins. Charles Dickens dies at Gad's Hill Place on June 9.

# HE WROTE IT!

Charles Dickens wrote many novels. How many can you recognise any from the list below?

1. Great Expectations
2. Oliver Twist
3. A tale of Two Cities
4. David Copperfield
5. Nicholas Nickleby
6. The Old Curiosity Shop
7. A Christmas Carol
8. Bleak House
9. Hard Times
10. Martin Chuzzlewit



# CHARLES DICKENS ON A £10 NOTE!

**This bank note was in circulation from 1992 until 2003, and showed Dickens, as well as a cricketing scene from his novel *The Pickwick Papers*.**

Dickens was a man with a great humility who stated clearly in his will that no monument should be erected in his honour. He also wished to be buried in an inexpensive and private manner, but he was actually interned in Poet's Corner at Westminster Abbey.



# POST WORKSHOP ACTIVITIES >



**COLOUR ME**



# QUICK QUIZ

**How much can you remember about Charles Dickens and his life?**

- 1 How much can you remember about Charles Dickens and his life?**
- 2 What is he famous for?**
- 3 What year was he born?**
- 4 What age was he when he first went to school?**
- 5 What happened to his father in 1824?**
- 6 Where did he get sent to work?**
- 7 How much money did he earn each week?**
- 8 What was his secret writing name?**
- 9 How many children did he have?**
- 10 Did he always stay in England?**
- 11 When did he die?**
- 12 How old was he when he died?**
- 13 Name two cities or towns where he lived:**
- 14 Name one of Charles Dickens' novels:**

# OLIVER STORYBOARD

**The story of Oliver Twist, with its unforgettable characters and realistic plot, is one of Dickens's most famous. Use the bullet points below to tell the story of Oliver by drawing simple images, accompanied by a short sentence about what is happening, in the 'storyboard' template**

## OLIVER TWIST

- 1 Oliver and all his friends are hungry at the workhouse**
- 2 Oliver asks for some more 'gruel' and is refused**
- 3 Oliver soon finds himself homeless and alone**
- 4 Oliver meets the 'artful dodger' who teaches Oliver how to 'pick pocket'**
- 5 Oliver is caught stealing**
- 6 Oliver finds his real family and is happy**

TEACHER NOTE: For Key stage one pupils; you may want to use the captions provided on the following page and then ask the class to simply draw pictures that correspond with these.



# OLIVER STORYBOARD

1	2	3
4	5	6

NB: Encourage the students to think about everything that needs to be included in each picture in order for the reader to know exactly what is going on

# A POEM FOR DICKENS

There is lots of information to remember about Charles Dickens and his novels, much of which you will have learnt recently after our visit to your school. In pairs create a mnemonic\*, a type of poem, using the letters of 'Dickens' to help you.

*\*A mnemonic is a useful way of remembering information about a particular person, place, word or topic by using the letters in the word you need to remember to start each sentence.*

As an example, the first sentence has been done for you:

**D**edicated his life to writing

**I**

**C**

**K**

**E**

**N**

**S**

## Extension:

Now try another word such as 'WRITER' or 'STORY' and present your 'mneumonic' to the rest of your class.

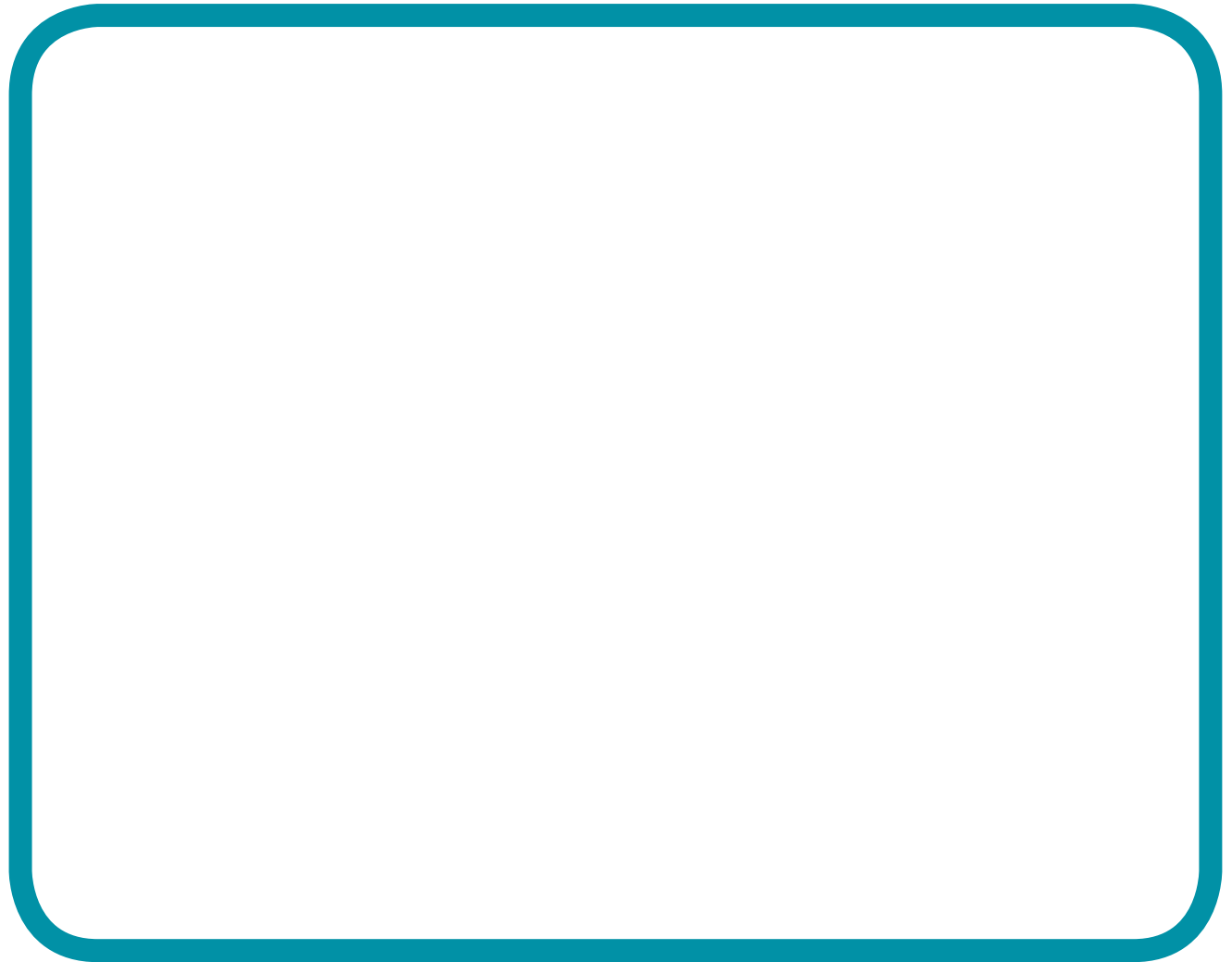
# PICKWICK POSTERS

**Charles Dickens' first novel was *Pickwick Papers* - a collection of stories about four 'Pickwickians' who travelled around London observing and reporting on the lives of those around them.**

You are now a 'Pickwickian' and it is your job to report your findings about Charles Dickens by creating a poster about his life. Use lots of pictures and colours to explain one of the following interesting facts about him- you can use more than one if you'd like!

- Charles Dickens liked dancing
- He enjoyed doing magic tricks for people.
- He was very interested in ghosts and ghouls, and they often featured in his stories.
- He lived for a while at 48 Doughty Street in London
- He used to organise his children every Christmas to put on a Christmas play.

Use the space opposite to sketch some ideas for your poster:



# WORKHOUSE WOES

When Charles Dickens or Oliver Twist were in the workhouse, most of the boys there would have been having a rotten time. In pairs create a character that might have been in the workhouse with them using the outline below. Outside the body write things we **KNOW** about life in the workhouse. Inside the body write things about the character and how they feel about life in the workhouse.

Don't forget to give your character a name! There were some very unusual names for children then, including:

**RASPBERRY  
LEMON**

**TOILET  
(REALLY!)**

**NEVER  
SCARY  
LOOKER**

**LETTUCE  
BURGER**

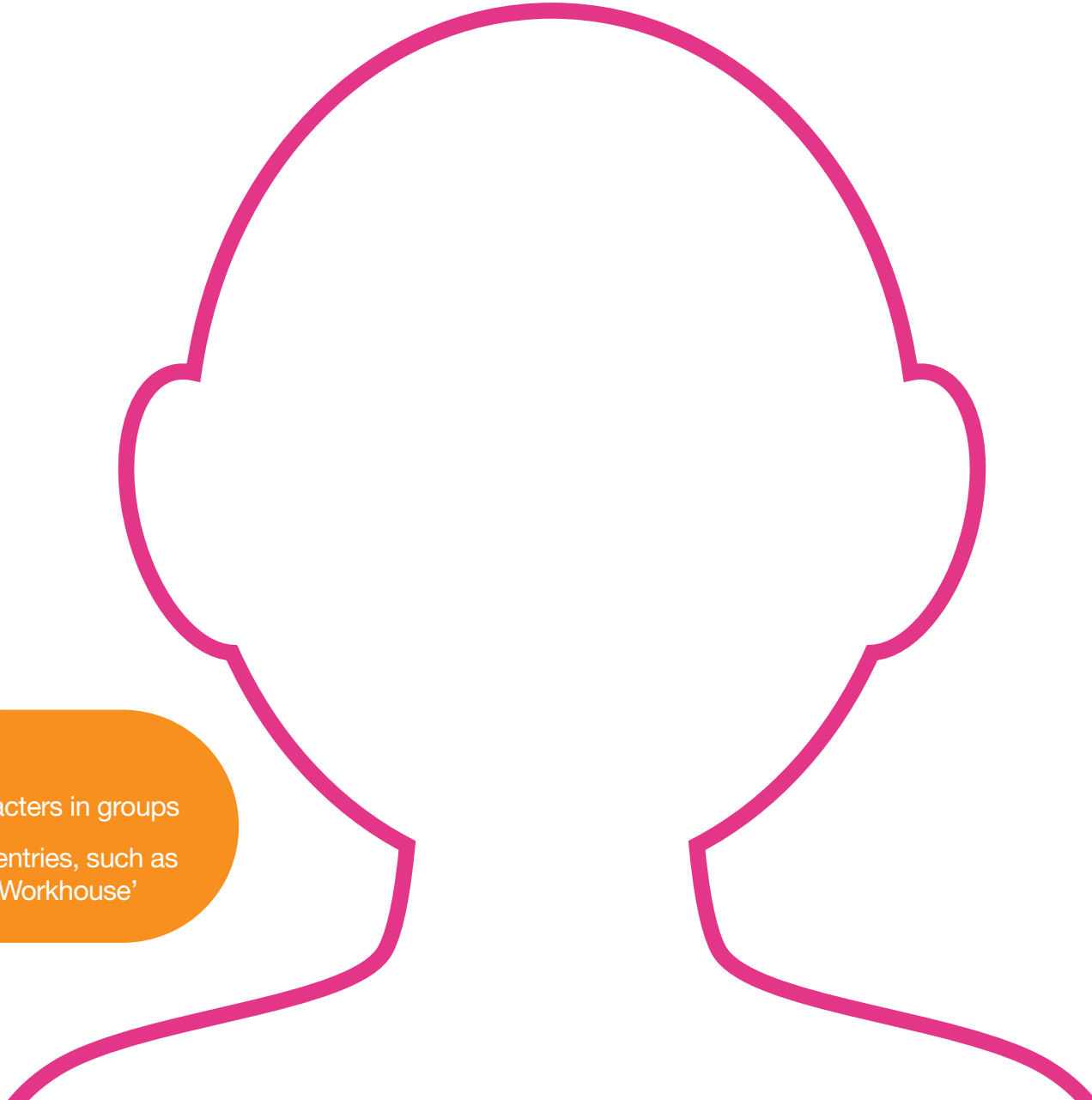
**HAPPY  
OKAY**

**BOVRIL  
PRINCESS  
CHEESE  
BABOON**

# WORKHOUSE WOES

## Extension:

- Hot seating these characters in groups
- Writing/speaking diary entries, such as 'Video Diaries from the Workhouse'





# READ ALL ABOUT IT!

**Before radio and television, the main source of news in Victorian Britain was the newspaper. Design and write a front page about one of the following events:**

- 'Charles Dickens writes a new novel about workhouse boy called Oliver!'
- 'Charles Dickens performs to Queen Victoria!'

Alternatively, why not choose your own Dickens or Victorian story to write about!

<div></div>		<div></div>
<div></div>		Date:
Article written by:		<div>“</div> <div></div> <div>”</div>
<div>“</div> <div></div> <div>”</div>		<div></div> <div>Picture of:</div>

# “ALL THE YEAR ROUND”



When Dickens had established himself as a writer, he had his own weekly journal called ‘All the Year Round’ in which he published weekly instalments of his books. You have been asked to design a brand new cover for the journal advertising the first part of his new book ‘Oliver Twist’

You will need to think carefully about the front cover and all the important information you need to include, as well as how to make it look as exciting as possible for the reader; what colours, shapes and pictures would best represent what the book is about? You will need to include:

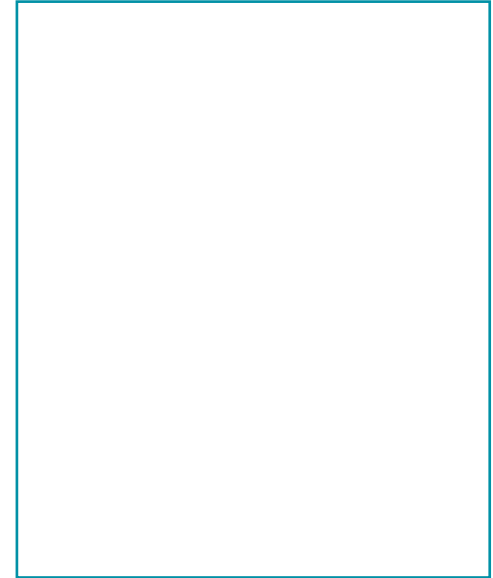
- An eye catching picture
- A title
- The author’s name
- A dynamic caption

## Extension:

Now think about designing a back cover, which will include a synopsis of the book.

# CHARACTER PROFILE

In order to discover more information about someone, we use something called a **Character Profile**. Using what you already know about Charles Dickens, and also guessing what you don't, complete the character profile below:



NAME:	BEST FRIEND: (a character you meet in the story)
AGE:	
PHYSICAL APPEARANCE: (hair & eye colour)	LIKES: (food/people/jobs)
CHARACTERISTICS: (kind/mean/happy/shy/angry/)	DISLIKES: (food/people/jobs)
FAMILY: (mother/father/brothers/sisters/husband/wife)	HOBBIES: (sports/music/jobs)

# PACK YOUR BAGS...

**Charles Dickens lived in many different places throughout his life, as well as travelling to America and being sent to prison with his family when he was just little boy. Therefore, he was very much used to packing up all his possessions into a small case.**

In the suitcase outline below, draw your most treasured possessions that you would want to pack if you were Charles Dickens.

When you have finished, present your suitcase to the rest of the class and compare what you have packed.

