

Nineteenth-century novel Vocabulary And Facts Colouring Page

KS4 / GCSE / Year 11 - English

Annotate setting, narrator, motif, contrast, rhetorical question and relevant industrial context in the original extract.

NINETEENTH-CENTURY PROSE

Annotate language, narrator, setting, contrast and context

ORIGINAL EXTRACT

The mill bell divided every day into portions. Before sunrise, windows glimmered along the narrow court; after dark, the same windows held tired faces. Mr Vale called the new machines progress. Eliza counted the hours by the ache in her hands and wondered who progress was for.

INDUSTRIAL SETTING

mill - machines - working hours

THIRD-PERSON NARRATOR

moves between public claim and Eliza

CONTRAST

progress / physical cost

MOTIF

bell and windows mark time

RHETORICAL QUESTION

who benefits from progress?

CONTEXTUAL LINE

industrialisation changes work and towns

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Parent & Teacher Guidance

Curriculum focus

Topic: Nineteenth-century novel. Develop accurate observation, subject vocabulary and evidence-based explanation.

Mapped scope: DfE GCSE subject content and key stage 4 curriculum entitlement.

Before you begin

Review the picture together and ask the learner what they already notice about Nineteenth-century novel. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Nineteenth-century novel. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Nineteenth-century novel can you explain using the picture?

Answers and checking

The mill, machines and working hours establish industrial setting. A third-person narrator contrasts Mr Vale's claim of progress with Eliza's physical experience. Bell and windows mark time. The final question challenges who benefits from industrial change.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
