

Subject knowledge development

Mastery Content for Fagin lesson

Review this mastery content with your teachers. Be aware that the traditional and foundation pathways are very different for this lesson.

Traditional

- The meaning of the word villain
- Fagin is a corrupt villain
- Oliver doesn't realise Fagin is a villain
- Fagin is a corrupt villain

Foundation

- Oliver wakes up and notices Fagin looking at his jewels and Fagin snaps at him in a threatening way.
- Fagin is selfish.
- Fagin teaches Oliver a new game: how to pick pockets.
- Fagin is a villain because he tricks Oliver into learning how to steal.
- Nancy and Bet arrive and Oliver thinks Nancy is beautiful.

Start at the end. Briefly look through the lesson materials for this lesson in your pathway, focusing in particular on the final task before the MCQ: what will be the format of this final task before the MCQ with your class?

Get teachers to decide what they want the final task before the MCQ to look like in their classroom. What format will it take? It would be good to split teachers into traditional and foundation pathway teachers at this point. Below is a list of possible options that you could use to steer your teachers:

- Students write an analytical paragraph about Fagin as a villain (traditional)
- Students write a bullet point list of what evidence suggests Fagin is a villain (traditional)
- Students write a paragraph about how Fagin is presented in chapter 10 (foundation).
- Students explode a quotation from chapter 10 explaining how Fagin is presented.
- Students create a mind map about Fagin's character

How will you collect feedback for this task?

Teachers note down ways they could collect feedback for this task

Read chapter 10 (A New Game) quickly. How is Fagin presented in this chapter? Which moments stick out in particular and why?

All teachers quickly read chapter 10. Discuss together how Fagin is presented in this scene. In particular, consider how he attempts to scare Oliver at the beginning, and how he manipulates Oliver into pickpocketing. Split teachers into traditional and foundation groups after this.

Traditional. Read and annotate this passage. Which parts suggest Fagin is not a good man? How do they suggest that?

Teachers read the passage and annotate it in detail. In particular, focus on getting teachers to select key quotations that they can explain in more detail.

In a frying-pan, which was on the fire, and which was secured to the mantel-shelf by a string, some sausages were cooking; and standing over them, with a toasting-fork in his hand, was a very old shrivelled Jew, whose villainous-looking and repulsive face was obscured by a quantity of matted red hair. He was dressed in a greasy flannel gown, with his throat bare; and seemed to be dividing his attention between the frying-pan and a clothes-horse, over which a great number of silk

Foundation. Annotate this short passage. What does it tell us about Fagin?

Teachers pick out key words in this passage. Encourage teachers to select individual words that they can explode and annotate about Fagin.

He grabbed the boy by the shirt collar and pulled him up. "What did you see, boy?"

Pause, reflect and discuss. Dickens names Fagin as 'The Jew' and characterises him as **a demonic villain**. This is obviously unacceptable and taboo today. How will you address and discuss this with your students in an appropriate and sensitive way?

What are the main things students need to understand in chapter 10 and the Fagin extract for their lesson?

Consider the main knowledge that students need rather than secondary ideas. Push teachers to consider what is worth foregrounding for their students. E.g. Fagin is tricking and manipulating the young boys. Fagin is abusing their vulnerability.

What are the possible misconceptions?

What may students misunderstand? What could be the 'wrong' things to focus on in this lesson?

E.g. not noticing how Fagin is manipulating Oliver. Believing Fagin just wants to play a game.

Connections (earlier and later in Oliver Twist; Dickens/Victorian context; additional domain knowledge):

Have students been taught vocabulary explicitly that will help them with today's passage? Will social/historical/cultural context help them understand the passage?

E.g. similarities between how Fagin and Dodger manipulate Oliver.

Planning for your classroom

Final task before MCQ:

Firstly, teachers write the final task they have decided on from start at the end. Then, teachers write an ambitious model answer for their students. This model could be used in class for self-assessment, or could be used before the task to demonstrate the task to students. Encourage teachers to look at the green pen answer on the English Mastery PowerPoint if needed.

Write an ambitious model for your students.

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In your classroom Teachers complete the table, thinking about how they will teach different parts of the lesson. Teachers only need to complete traditional or foundation.

Lesson guide	Timing	Questions to ask here	How to take feedback	Students to target
Traditional: Do-Now and reading comp (slides 3-9) Foundation: Do-Now and reading chapter 10 (slides 3-5)	Teachers write an estimate of their timings for the lesson.	Teachers list specific questions that they could ask to stretch their students.	Teachers consider the best ways to take feedback at this point in the lesson, including: cold call, hands up, mini whiteboards etc.	Teachers list the specific students they could target at this point in the lesson to stretch or support.
Traditional: vocabulary (slides 10-17) Foundation: Comprehension and video (slides 6-8)				
Traditional: Close reading of Fagin passage (slide 18) Foundation: vocabulary and close study a passage (slides 9-14)				
Traditional: reading chapter 10 and seeing Fagin as villain (slides 19-22) Foundation: writing paragraph (slides 15-21)				

Planning for challenge Teachers write an example for each question, think critically about errors students might make

Accuracy

What inaccurate comments might students make about the role of Fagin's religion?

What is a challenging accurate comment students should aim to make about Fagin?

Precision

What is an imprecise comment students might make about the role of Fagin's religion?

What is a challenging precise comment students should aim to make about Fagin?

Challenge

What is an incorrect connect students might make about Fagin?

What is a challenging connection students should aim to make about Fagin?

Next Steps: What else do you need to do to get ready for teaching this lesson?

Teachers list any actions they need to take before teaching the lesson, such as putting model answer onto the PowerPoint.

1.

In this lesson students will be mastering the following:

Mastery content:

- Dodger knows about punishments for crimes and doesn't like to be out on the streets in the daylight
- Oliver doesn't fully trust Dodger but accepts his help because he's desperate
- The part of London Oliver is lead to is awful. It is smelly and muddy with children screaming and drunk people everywhere
- The part of London Dodger lives in scares Oliver
- The house Dodger takes Oliver to has a password

Lesson Guide

Do Now What does the quotation tell us about Dodger?	Answers given in green after.
Reading and comprehension Students read from Chapter 8 of the original novel and then answer comprehension questions.	
Reading and comprehension Students continue to read from Chapter 8 and then answer true and false questions on what they have read.	
Activity Students discuss the statements about whether Oliver should have gone to London or not and then write down their ideas.	Elicit information about how his life in London compares to what it was like before and about what London is like as a city.
Analysis activity Students to weigh up the facts about Fagin versus Dickens's description. Discuss this with students first. You could hot seat this activity with you taking the role of Charles Dickens and students can quiz you about your word choices.	
Mastery Students to complete mastery quiz. Address misconceptions.	

What does this quotation tell us about Dodger?

He wore a man's coat, which reached nearly to his heels.

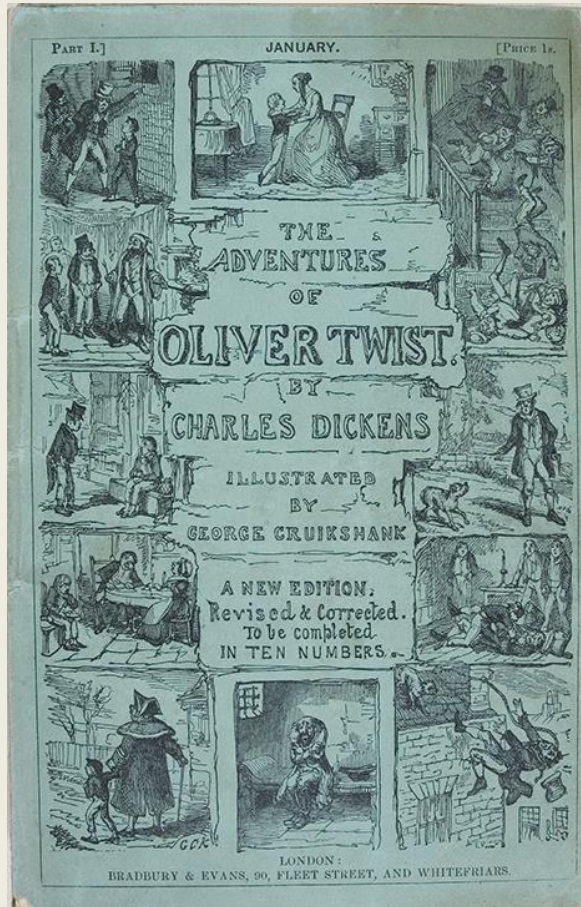
Do Now



He wore a man's coat, which reached nearly to his heels.

- Dodger wears adult clothes which suggests that he acts older than he is.
- The clothes are too big for him which shows that acting older may be quite tough.
- The clothes are very big on him which show that he could be small and malnourished.
- He's poor because he can't afford clothes that fit him.
- Wearing a large coat may allow him to hide what he steals in secret pockets.





We are going to continue reading ‘Oliver Twist’ in the original edition.

Today, we will find out more about where Dodger lives in London.

The Artful Dodger, Original extract, part 2

Read from, ““Don't fret your eyelids on that score,” said the young gentleman.’

Read to, ‘It was nearly eleven o'clock when they reached the turnpike at Islington’.

'Don't fret your eyelids on that score,' said the young gentleman. 'I've got to be in London to-night; and I know a 'spectable old gentleman as lives there, wot'll give you lodgings for nothink, and never ask for the change—that is, if any genelman he knows interduces you. And don't he know me? Oh, no! Not in the least! By no means. Certainly not!'

The young gentleman smiled, as if to intimate that the latter fragments of discourse were playfully ironical; and finished the beer as he did so.

This unexpected offer of shelter was too tempting to be resisted; especially as it was immediately followed up, by the assurance that the old gentleman referred to, would doubtless provide Oliver with a comfortable place, without loss of time. This led to a more friendly and confidential dialogue; from which Oliver discovered that his friend's name was Jack Dawkins, and that he was a peculiar pet and protégé of the elderly gentleman before mentioned.

fret – worry

'spectable – respectable

nothink – nothing

intimate – suggest
latter fragments of discourse – the things the boy had just said

protégé – specially talented pupil

Mr. Dawkin's appearance did not say a vast deal in favour of the comforts which his patron's interest obtained for those whom he took under his protection; but, as he had a rather flighty and dissolute mode of conversing, and furthermore avowed that among his intimate friends he was better known by the sobriquet of 'The Artful Dodger,' Oliver concluded that, being of a dissipated and careless turn, the moral precepts of his benefactor had hitherto been thrown away upon him. Under this impression, he secretly resolved to cultivate the good opinion of the old gentleman as quickly as possible; and, if he found the Dodger incorrigible, as he more than half suspected he should, to decline the honour of his farther acquaintance.

As John Dawkins objected to their entering London before nightfall, it was nearly eleven o'clock when they reached the turnpike at Islington.

patron – person that looks after someone
dissolute – informal, friendly

sobriquet – nickname

i.e. Oliver decided he wanted to make Fagin like him

i.e. If Dodger doesn't prove himself to be good, Oliver will stop being friendly towards him



Discuss the following questions with a partner.

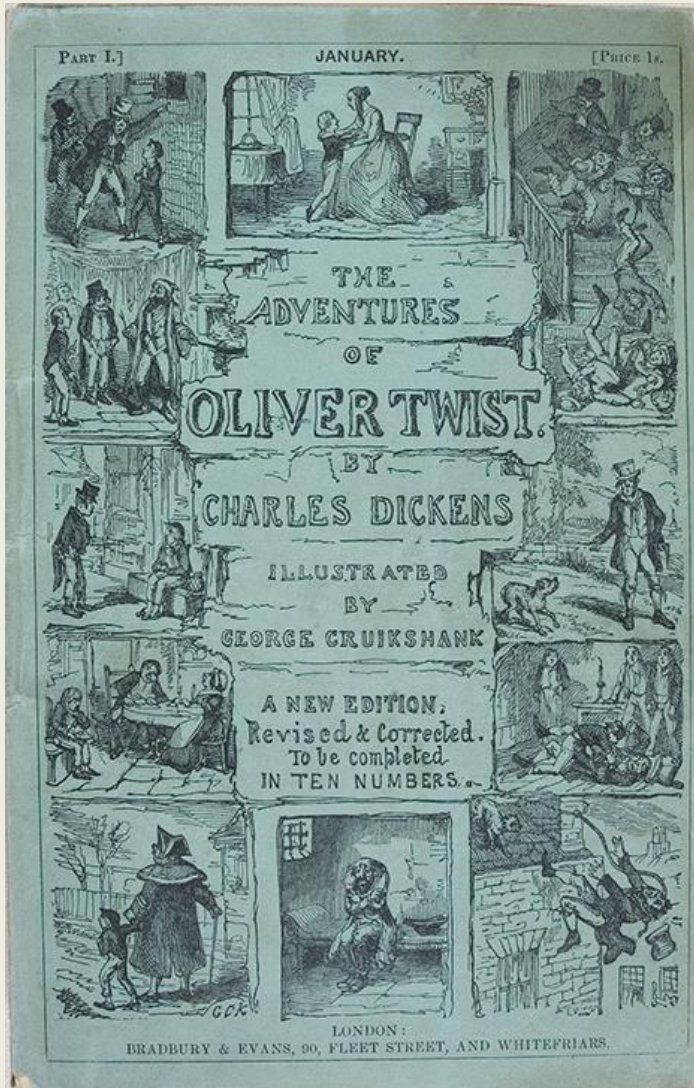
1. Dodger offers to help Oliver. What does he say he can help him with? (lines 1 – 7)
2. How does Oliver feel towards the Artful Dodger?
3. Dodger doesn't want to be on the London streets in daylight. Why do you think this might be?



Oliver Twist

1. Dodger offers to help Oliver. He says he can find him shelter with a respectable old gentleman.
2. Oliver doesn't trust Dodger. He is suspicious of the way Dodger dresses and of his name. Oliver vows to make a good impression with the respectable gentleman and distance himself from Dodger if Dodger is not a nice and good boy.
3. Dodger is a thief, so he might want to avoid being seen during the day. He can sneak around without be noticed more easily at night.





The Artful Dodger, Original extract, part 2

Let's continue reading.

Read from, 'They crossed from the Angel into St. John's Road'.

Read to, 'He threw open the door of a back-room, and drew Oliver in after him.'

They crossed from the Angel into St. John's Road; struck down the small street which terminates at Sadler's Wells Theatre; through Exmouth Street and Coppice Row; down the little court by the side of the workhouse; across the classic ground which once bore the name of Hockley-in-the-Hole; thence into Little Saffron Hill; and so into Saffron Hill the Great: along which the Dodger scudded at a rapid pace, directing Oliver to follow close at his heels.

Although Oliver had enough to occupy his attention in keeping sight of his leader, he could not help bestowing a few hasty glances on either side of the way, as he passed along. A dirtier or more wretched place he had never seen. The street was very narrow and muddy, and the air was impregnated with filthy odours.

There were a good many small shops; but the only stock in trade appeared to be heaps of children, who, even at that time of night, were crawling in and out at the doors, or screaming from the inside. The sole places that seemed to prosper amid the general blight of the place, were the public-houses; and in them, the lowest orders of Irish were wrangling with might and main.

thence – then

bestowing –
giving
wretched – awful

stock in trade –
thing there were
lots of
sole – only
public-houses –
pubs

Covered ways and yards, which here and there diverged from the main street, disclosed little knots of houses, where drunken men and women were positively wallowing in filth; and from several of the door-ways, great ill-looking fellows were cautiously emerging, bound, to all appearance, on no very well-disposed or harmless errands.

Oliver was just considering whether he hadn't better run away, when they reached the bottom of the hill. His conductor, catching him by the arm, pushed open the door of a house near Field Lane; and drawing him into the passage, closed it behind them.

'Now, then!' cried a voice from below, in reply to a whistle from the Dodger.

'Plummy and slam!' was the reply.

This seemed to be some watchword or signal that all was right; for the light of a feeble candle gleamed on the wall at the remote end of the passage; and a man's face peeped out, from where a balustrade of the old kitchen staircase had been broken away.

'There's two on you,' said the man, thrusting the candle farther out, and shielding his eyes with his hand. 'Who's the t'other one?'

conductor –
leader, i.e.
Dodger

watchword –
password

balustrade -
section of a
staircase

'A new pal,' replied Jack Dawkins, pulling Oliver forward.

'Where did he come from?'

'Greenland. Is Fagin upstairs?'

'Yes, he's a sortin' the wipes. Up with you!' The candle was drawn back, and the face disappeared.

Oliver, groping his way with one hand, and having the other firmly grasped by his companion, ascended with much difficulty the dark and broken stairs: which his conductor mounted with an ease and expedition that showed he was well acquainted with them.

He threw open the door of a back-room, and drew Oliver in after him.

ascended –
went up

expedition –
quickness



Decide whether the following statements are true or false.

1. Oliver is impressed by the sights and sounds of London. **FALSE.** Oliver finds the city dirty and disgusting.
2. Oliver has had a tough life until now but even he thinks that London is awful. **TRUE.**
3. The streets are smelly but peaceful as there are no children crying and there aren't any pubs. **FALSE.** Screaming children and pubs make the streets busy and noisy.
4. Oliver thinks about running away because he's frightened. **TRUE**
5. Dodger is asked for a password before they enter the building. **TRUE**
6. Dodger gives the man an honest and respectful answer when he asks where Oliver has come from. **FALSE.** Dodger says that Oliver is from 'Greenland'.

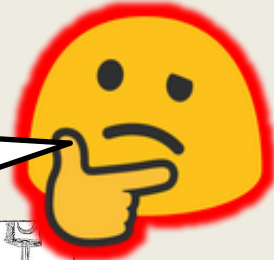


Here are two statements on Oliver's decision to run away to London.



A. Oliver was **right** to flee to London.

B. Oliver was **wrong** to flee to London.



Work in pairs.

One of you will agree with statement **A**.

One of you will agree with statement **B**.

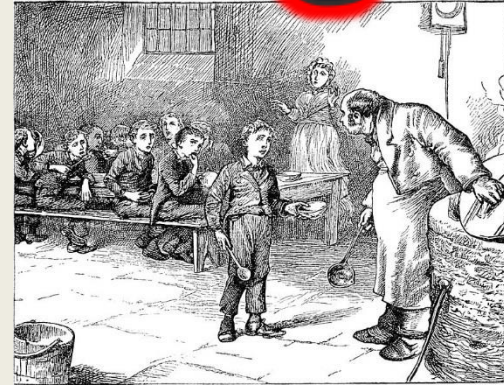
In pairs, debate whether Oliver was right to run away to London.

Here are two statements on Oliver's decision to run away to London.



A. Oliver was **right** to flee to London.

B. Oliver was **wrong** to flee to London.



Which statement do you agree with the most?
Why?
Write down your answer.

Which statements are correct?

- a) Dodger offers to help Oliver by introducing him to a respectable older gentleman.
- b) Dodger is never rude to his elders.
- c) Dodger prefers to walk around during the day.
- d) Dickens shows us that London is exciting and beautiful.
- e) Oliver has had a horrible life, but even he hasn't seen anything as horrible as the street Dodger leads him through.

Which statements are correct?

- a) **Dodger offers to help Oliver by introducing him to a respectable older gentleman.**
- b) Dodger is never rude to his elders.
- c) Dodger prefers to walk around during the day.
- d) Dickens shows us that London is exciting and beautiful.
- e) **Oliver has had a horrible life, but even he hasn't seen anything as horrible as the street Dodger leads him through.**



English Mastery

Love the lesson? Have some suggestions for improvements? Noticed a mistake or an error?

Please let us know!

[Click here to provide some quick feedback on the lesson](#)

When you have marked your quiz, put a tick next to the questions you got right and a cross next to the questions you got wrong.

Q1		Q2		Q3		Q4		Q5	
Q6		Q7		Q8		Q9		Q10	

✂ -----

Numbers in brackets show the number of correct answers for each question.

1) Which statements are correct? (2)

- a) Dodger offers to help Oliver by introducing him to a respectable older gentleman.
- b) Dodger is never rude to his elders.
- c) Dodger prefers to walk around during the day.
- d) Dickens shows us that London is exciting and beautiful.
- e) Oliver has had a horrible life, but even he hasn't seen anything as horrible as the street Dodger leads him through.

2) Which statements correctly describe a villain? (2)

- a) A villain is always someone corrupt.
- b) A villain is the baddie in a story.
- c) A villain can never be corrupt.
- d) A villain doesn't have to be corrupt; they could be very violent instead.
- e) If you know someone corrupt they are a villain.

3) Which statements about Fagin are correct? (2)

- a) Oliver trusts Fagin because Fagin is a villain.
- b) Fagin is corrupt because he doesn't share the things the boys steal for him.
- c) Oliver doesn't realise that Fagin is a villain who is training Oliver to be a thief.
- d) Fagin is a villain because he is kind to Oliver and gives him food.
- e) Fagin gives Oliver food because he is a generous person.

4) Which statement describes someone being naïve? (1)

- a) Someone being arrested for a crime they didn't commit.
- b) A cat catching a mouse.
- c) A teacher letting students do research on their phones.
- d) A president paying people to vote for them.
- e) Someone being bullied.

5) Which statement about Oliver is correct? (1)

- a) Oliver is naïve because he tries to share his food with Dick.
- b) Oliver is naïve because he is chosen to ask for more food.
- c) Oliver is naïve because he fights Noah.
- d) Oliver is naïve because he doesn't realise that people make money from stealing.
- e) Oliver is naïve because he is scared of Fagin.

6) Which statements are correct? (2)

- a) Dodger and Charley do not try to help Oliver when they are nearly caught stealing.
- b) Oliver is corrupt and naïve.
- c) Fagin is corrupt because he gets vulnerable boys to steal for him.
- d) Oliver runs because he has stolen from the gentleman.
- e) The old gentleman is kind to Oliver because he thinks Oliver is innocent.

7) Dickens tells us that '*John Dawkins objected to entering London before nightfall*'. Why might this be? (2)

- a) He is trying to avoid being seen by the police.
- b) He prefers London at night because it is much more beautiful then.
- c) He wants to avoid getting sunburnt.
- d) He has good night vision.
- e) It's easier to steal things when you can't be seen.

8) Which statements are correct? (3)

- a) Young children could be punished for crimes the same way as adults.
- b) There were lots of crimes which were punished by death.
- c) Oliver is caught because people think he was pickpocketing. Oliver is found guilty.
- d) The judge is a responsible and wise man.
- e) Mr Brownlow is the voice of Dickens and thinks the court case is cruel.

9) Which statements about Bill Sikes are correct? (3)

- a) Bill Sikes is malicious because he kicks his dog for no reason.
- b) Bill Sikes is aggressive because he's 'stoutly-built'.
- c) Dickens suggests Bill Sikes might be a criminal by saying that his legs are dirty.
- d) Bill Sikes has a bruised eye which means he might have been in a fight recently.
- e) Dickens suggests Bill Sikes might be a criminal by saying that his legs are incomplete without chains.

10) This is a description of how Nancy reacts when Bill grabs her.

Nancy winced but tried not to show how much her arm hurt. She held her head high. "You know I'd never hurt you, Bill. Please don't ask me to do this".

What does this tell us about Nancy and Bill's relationship? (2)

- a) Bill hurts Nancy physically.
- b) Nancy is rude to Bill.
- c) Nancy loves Bill even though he abuses her.
- d) Bill is loving towards Nancy.
- e) Bill cares about Nancy more than anything else.