

Year 8 'The Diamond Necklace' Knowledge Organiser

Assessment:

1. A short narrative to advance the action and convey character.
2. Is Madame Loisel responsible for her downfall or is she a victim of Victorian Society?

Guy de Maupassant:

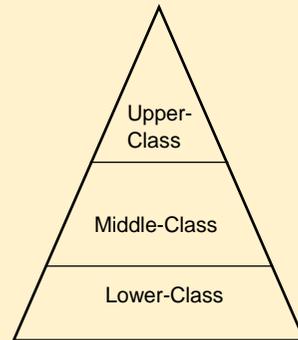
- Pronounced Gee-der-Mopasson
- 1850 – 1893
- A 19th-century French author, remembered as a master of the short story form. He depicted human lives and destinies and social forces in disillusioned and often pessimistic terms.



Brief Plot Summary:

- Mathilde Loisel, a middle-class woman, longs for a wealthy lifestyle.
- Mathilde borrows a diamond necklace from her wealthy friend, Madame Forestier, to wear to a ball.
- After the ball, Mathilde realizes that the necklace is gone. Unable to find it, the Loisels borrow a great deal of money to buy a replacement.
- Mathilde and her husband spend the next ten years paying off their debts, and Mathilde ages prematurely as a result of the hard work. When Mathilde finally tells Madame Forestier about replacing the necklace, Madame Forestier tells her that the diamonds were fake.

Victorian Class Structure:



Upper-Class:

- Includes the royal family and aristocrats (dukes, earls and lords).
- Women did not work.
- The richest and most powerful in society.
- Money was inherited by the eldest son.
- Boys were well educated in public schools and were expected to take a leading role in society.
- Had lots of servants.
- Dominated politics.

Middle-Class:

- Includes men with non-manual jobs such as teachers, lawyers, doctors and business owners.
- Few women worked.
- Middle-class people aspired to join the upper-classes.
- Boys went to grammar schools or second-rank public schools.
- Even the poorest middle-class household had a servant.
- Middle-class men got the vote in 1832.

Lower-Class:

- Includes the unemployed or low-paid manual jobs such as factory workers, mine workers and chimney sweeps.
- The lowest-paid in society. The working-class often had to work long hours in dangerous conditions,
- Many working-class people aspired to join, or worked so their children could join, the middle-classes.
- Few lower-class people received an education.
- Working class men did not get the right to vote until 1867.

Victorian Women:

- During the reign of Queen Victoria, a woman's place was considered to be in the home. Their primary roles were wife, mother and domestic manager.
- The notion of separate spheres: women belonged in the private sphere (the home) and men belonged in the public sphere of business, commerce and politics.
- Mrs Beeton's *Book of Household Management* was first published in 1861, and remained a bestseller for over 50 years. It contained advice on how to become the perfect housewife, and how to create a domestic interior that provided a welcoming haven for the man of the house.
- Marriage signified a woman's maturity and respectability, but motherhood was confirmation that she had entered the world of womanly virtue and female fulfilment. For a woman not to become a mother meant she was liable to be labelled inadequate, a failure or in some way abnormal. Motherhood was expected of a married woman and the childless single woman was a figure to be pitied. She was often encouraged to find work caring for children - as a governess or a nursery maid - presumably to compensate her for her loss.
- Girls did not receive the same education as boys. Upper-class girls were usually educated at home by a governess, learning about literature, languages, music and art and embroidery. Their studies were intended to prepare them to support their husbands when they were married. Middle-class girls increasingly went to school but they were still expected to put their effort into getting a husband and learning how to run a home. Few lower-class girls went to school.
- The aim of first-wave feminists by 1900 was to gain better education and employment opportunities for middle-class women, better working conditions and wages for working-class women, and eventually the vote - so that women might have some influence over their fate.

Technical Vocabulary

Abstract nouns	Juxtaposition
Adverbs	Manipulation of sentence structure for effect
Atmosphere	Prediction
Character	Rhetorical questions
Dialogue to advance the action	Symbolism
Dialogue to convey character	Sympathy
Emotive language	Textual clues
Empathy	Verbs
Justify	

Key Vocabulary

Aspirations	Marriage
Class structure	Morality/morals
Consequences	Motherhood
Delusions of grandeur	Patriarchy
Domesticity	Plot twist
Downfall	Pre-ordained
Drudgery	Reality
Emotions	Repressed
Fable	Resentful
Fantasy	Responsibility
Hierarchy	Ruin
Hopeless	Social mobility
Impact	Tormented
Manipulation	Victorian society
Materialistic	

