Charles Dickens—The Web Quest

Answer the following questions using the recommended websites. We will pause at each section to review. Good Luck!

**Group 1: Guiding Questions**

1. What experiences were the most influential on his life?
2. What genre of literature did he write?
3. How was his work published and illustrated?
4. What are some basic biographical facts about his life that the class should know? (Date and place of birth, date of death, family, exc.)

Resources:

* <http://charlesdickenspage.com/>

**Group 2: Anthropologists**

Your job is to examine the difference between the social classes of the Victorian Period.

Guiding Questions:

1. Define social class. Explain the social breakdown of the classes during the Victorian era.
2. What did the Victorian education system look like? Distinguish between education for the wealthy and education for the poorer classes. What influence did social class have on the individual’s education and upbringing?
3. What kind of social classes do we have in our society? How do these classes influence how we live and the opportunities we have?

Resources:

* <http://www.victorianweb.org/history/Class.html>
* <http://www.english.uwosh.edu/roth/VictorianEngland.htm>

**Group 3: Social Workers**

Your job is to look at abusive personal and family relationships in the Victorian England.

Guiding Questions:

1. Examine the social pressures that were common in the Victorian Era.  Provide a few examples.
2. How does social class relate to violence and crime? Look at this issue in light of the Victorian era and then compare it with today.

Resources:

* <http://www.hiddenlives.org.uk/articles/poverty.html>
* <http://www.victorianweb.org/history/crime/banerjee1.html>

**Group 4: Charles Dickens**

Your job is to give more insight into the life of Charles Dickens.

1. Over the course of his career, how many characters did Charles Dickens create?
2. As an adult, what causes did Dickens support? Why do you think he chose these causes?
3. Name two other novels written by Dickens.

Resources:

* <http://www.dickens-literature.com/>
* <http://www.dickensfest.com/dickens.html>