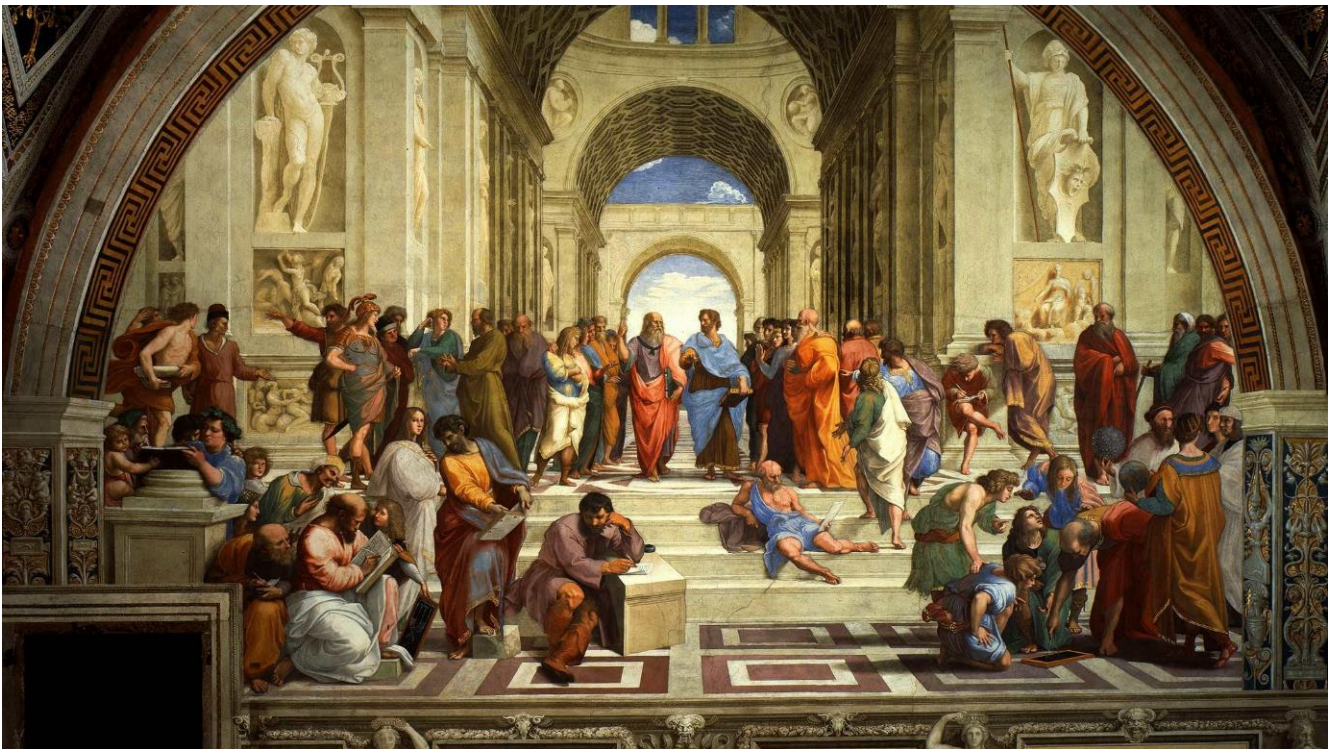


The Big Ideas

That Shape Our World



Year 8

Summer 1

Name: _____

Tutor Group: _____

The Big Ideas That Shape Our World

What are the Big Ideas That Shape Our World?

The Big Ideas That Shape Our World (BITS) is a programme, created by your teachers at Greenshaw, which aims to broaden your knowledge of the world and its history. At the same time, it will develop the range of vocabulary you have at your disposal and will introduce you to ideas, people, works of art and cultural artefacts that you might not otherwise encounter.

We believe that all of these things are fundamental to your education as an informed and well-rounded member of society.

How will it work?

Every week you will explore a new Big Idea. Your tutor will introduce you to the Big Idea on **Wednesday** in afternoon registration and you will then complete the relevant chapter of the Big Ideas booklet as homework that night.

Each chapter contains:

- a) An article for you read
- b) Five comprehension questions to check your understanding of the article
- c) A glossary to help you understand the article and to explore some new words
- d) A reflective question that will require you to think hard about some of the issues raised in the article and then to write an extended response (at least 1 page)
- e) A page for rough notes or overflow from the questions

All of the work should be completed in the BITS booklet.

In addition, there is a quiz set on your FROG ASSIGNMENT MANAGER each week on Wednesday to check your understanding of the text

Your tutor will check the booklets on **Tuesday**.

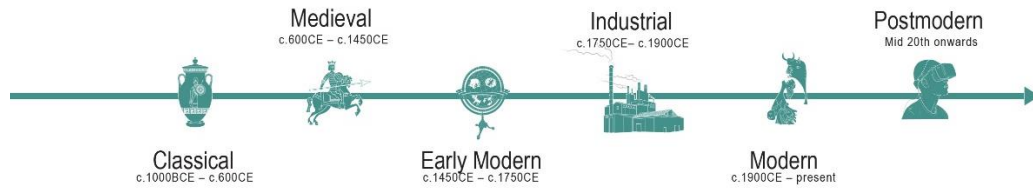
Where do I get the Big Ideas booklet?

The Big Ideas booklet will be given to you each half term. It's very important that you don't lose your booklet because it will contain a lot of your hard work. However, in case you do, you can find an electronic copy on Frog and print it from there.

What if I need help?

One of the aims of this programme is to help you develop more independence in your learning therefore you are expected to try hard to complete this work on your own. However, if you do need help, please go to homework club which runs after school in SL1 every day apart from Wednesday. If it's a quick question, you could speak to your tutor before registration or one of your other teachers.

The Big Ideas That Shape Our World



The Industrial Age: The 18th and 19th centuries CE began to put the scientific ideas developed in the Early Modern Enlightenment period into technological use, and rapidly expand our understanding of and control over our environment. At the same time, ideas about liberty and rights began to radically alter the relationship of individual and state.

Featured here are images to represent the Big Ideas of **Revolution** (Delacroix’s ‘Liberty Leading the People’), which marks the transition between the Early Modern Period, **Industrialisation** (Coalbrookdale), and **Evolution** (Caricature of Darwin as an ape).

Power to the people, powered by the people

- 1. Rehabilitation..... page 4**

Artistic response to social change

- 2. Romanticism..... page 8**
- 3. Classical Music..... page 12**
- 4. The Novel..... page 16**

The birth of modern Britain

- 5. Liberal Rights..... page 20**
- 6. Nationalism..... page 24**

The Big Ideas That Shape Our World

REHABILITATION



'Mrs. Fry Reading to the Prisoners at Newgate in the year 1816', Jerry Barrett, 1863 CE

Although the Early Modern and Industrial periods saw better rights for ordinary people, one group whose lives proved very difficult to improve was those in prison, whether imprisoned for serious or **petty** crimes, or for debt.

The key reason for this was the attitude to the purpose of the punishment of criminals. Those who committed crimes were considered to have attacked the state and its laws, rather than just offended against individuals, or made a mistake, perhaps out of desperation in poverty. Punishment aimed to take **retribution** on behalf of God or King. The death penalty and other brutal forms of **corporal punishment** were commonplace. The harshness of sentences also reflected a desire for **vindication** and the exercise of power, and aimed to **deter**. Chains and bars ensured people felt protected from dangerous individuals. It took a combination of compassion, dedication, and conscience to begin to transform this into the improved prison system we have today, although prison is still often brutal and dangerous.

Some historians believe that the great prison reformer John Howard was **neurodivergent**, and this may account for his success. In 1773, he visited a prison he was responsible for. He was shocked at the conditions he found, especially the overcrowding and the malnutrition of prisoners who had to pay their **gaolers** for their keep. He set about a **meticulous** inspection of prisons across Britain and beyond, with recommendations for their improvement, particularly promoting the idea of single cells so prisoners could have some privacy. Today the 'Howard League' continues his work, ensuring prisons are more **humane**.

Inspired by Quaker preachers, Elizabeth Fry visited Newgate Prison in 1813. She was moved by the plight of the prisoners, particularly the abused women prisoners, whose children had to live with them in prison, and were often in prison for the smallest theft. First she persuaded the governor to allow her to bring food and clothes to the prisoners, and then to begin teaching them and their children, so that, on leaving, they would have an education and a chance of work, and a life away from crime. This became a broader campaign, which influenced Parliament's 1823 Gaol Act that began a process of prison reform which continues today. Her work ensured that attitudes changed: if the aim of prison is **rehabilitation**, then humane conditions, education, and therefore better outcomes for the whole of society necessarily follow.

The Big Ideas That Shape Our World

A. Use the text to find the answers to these 5 questions:

1. What might result in imprisonment in the Industrial period?

2. Which aims (purposes) of punishment are mentioned in the text, other than protecting the public?

3. Why did Howard take such detailed notes about prison conditions?

4. What two motivations of Elizabeth Fry are mentioned in the text?

5. Why should we bother educating prisoners or treating them well?

B. GLOSSARY:

petty	small, insignificant, minor
retribution	paying somebody back for what they have done, an aim of punishment that resembles revenge
corporal punishment	any type of physical punishment such as flogging
vindication	the concept that the aim of punishment is to show the power of the law
deter	prevent from behaving in a certain way; deterrence is one aim of punishment that seeks to reduce crime because people fear punishment
neurodivergent	opposite of 'neurotypical' often used to refer to those with Autistic Spectrum disorders, meaning mental function differs from what some consider 'normal'
gaolers	prison officers (the modern spelling is often 'jail' and 'jailers')
meticulous	carefully precise and detailed
humane	moral, ethical, and compassionate, as opposed to cruel or cold
rehabilitation	an aim of punishment that seeks to ensure prison or other punishments are used to help offenders succeed as members of society, through education etc.

The Big Ideas That Shape Our World

C. What do you think prisons today should be like and why?

Assuming prisons should be continued to be used as a, form of punishment for some criminals, describe the conditions and rights that every prisoner should or should not have. You can differentiate for offenders who have committed different types of crime. In your answer you should consider some of these issues:

- *Should prisoners be able to visit family?*
- *How should prisoners’ health be looked after?*
- *Should prisoners have access to information and entertainment, for example via mobile phones?*
- *How much access to books and education should prisoners have, and how should it be paid for?*
- *Should prisoners be able to work and get paid properly for that work?*
- *Should prisoners be allowed to vote?*

The Big Ideas That Shape Our World

EXTENDED ANSWERS / NOTES

You can use this page to make rough notes or to extend your answers to questions A or C.

The Big Ideas That Shape Our World

ROMANTICISM



‘Wanderer above the Sea of Fog.’ Caspar David Friedrich, 1818CE

A traveller wearing an overcoat and boots stands on the precipice of a craggy rock face, looking out onto a **stark** landscape **shrouded** in mist and clouds. To steady himself, he rests on his cane. If he takes another step, he will plunge to his death, but for now he is safe. The **exhilaration** he feels as he contemplates the vast **expanse** before him, which stretches endlessly into the distance, is counter-balanced by the security of his safe footings on the rock face. This, then, is the ‘sublime’ – the **coexistence** of feelings of terror and wonder, which Friedrich’s beautiful painting captures and which lies at the heart of the late 18th century literary and cultural movement known as Romanticism.

Like all social, political and artistic movements Romanticism needs to be understood by what went before it, in this case the cold, mechanistic and more scientific period known as the Enlightenment. Whereas the Enlightenment valued objectivity and reason, Romanticism **privileged** subjectivity and the emotional experience of the inner world of human life. Romanticism had very little to do with things thought of as romantic, although love may occasionally be the subject of Romantic art. Romanticism developed in the late 1700s as a reaction to the **domination** of the principles of the Age of Reason. Initially emerging in Germany, Romanticism drew upon **ideals** of the French Revolution and its hatred of the aristocracy. In many ways, the French Revolution is symbolic of the beginning of the end of the Age of Enlightenment, with ordinary people rejecting a society governed by privilege, pure reason and logic, and ignoring the importance of feelings and individual experience.

In literature, Romanticism begins with the publication of Wordsworth and Coleridge’s *Lyrical Ballads* (1798). In Wordsworth’s famous preface to the second edition, he describes poetry as ‘the spontaneous overflow of powerful feelings,’ which captures the essence of English Romantic poetry. More broadly, Romantic art is characterised by a reverence for nature untamed, **solitude**, the experiences of the common man, the importance of childhood and the centrality of the imagination in creation. It also places great emphasis on the **infinite** and the holy, not in terms of organised religion but rather how through nature, human beings are connected to something greater and everlasting. Caspar David Friedrich’s painting manages to capture many of these ideas.

The Big Ideas That Shape Our World

A. Use the text to find the answers to these 5 questions:

1. Why do you think the wanderer is looking away from us?

2. Why do you think the rocks are dark, but the sky is light?

3. What is the 'sublime'?

4. What was the difference between the Enlightenment period and the Romantic period in art or philosophy?

5. Why did Wordsworth think people wrote poetry?

B. GLOSSARY:

stark	grim, desolate, without decoration, rugged, unadorned
shrouded	wrapped up as if by cloth, like the cloth that is used to wrap the dead
exhilaration	a feeling of being uplifted, a sense of joy and invigoration
expanse	a wide area
coexistence	two things being present together and at the same time
privileged	(in this context) preferred, set a high value on
domination	power over something else, overwhelming presence and impact
ideals	values for individuals or society to strive for in order to improve
solitude	loneliness, or being alone in a positive and meditative way
infinite	without limits, lasting forever

The Big Ideas That Shape Our World

EXTENDED ANSWERS / NOTES

You can use this page to make rough notes or to extend your answers to questions A or C.