

## 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:

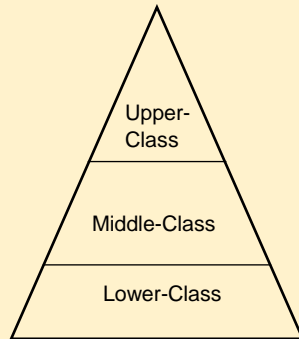
- Pronounced Gee-der-Mopasson
- 1850 – 1893
- A 19th-century French author, remembered as a master of the short story form. He depicted human lives and destinies and social forces in disillusioned and often pessimistic terms.



### 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         |                   |

