

Theme notes

You need paper. Four pieces of it.

Theme Notes

- Each theme gets it's own piece of paper.
- Add to these as you (re)read the text.
- Record page numbers and context as you're likely to forget minor characters roles, etc.

Theme Notes

- Today, I have one example per theme for section one as a model. Notice the 6y elements within each model.
- Work with a partner to add one more entry per theme to your theme notes. For section one, you need a total of four entries.
- For Monday, complete TWO entries per theme (eight total). Add these under the notes you generate in class today.

1. Religion

- Which characters are particularly religious or anti-religion? How is this working for them?
- How does religion influence characters?

pg #	6y Analysis
32	Mr. Brocklehurst berates Jane after being stoked into a religious diatribe by Mrs. Reed's condemnation of Jane's character. He claims Jane has a "wicked heart" and that she must ask God to "take away [her] heart of stone and give [her] a heart of flesh" after Jane states that she doesn't find Psalms interesting. Brocklehurst's focus on the heart gets at the romantic ideal of hearts, emotion, and passion superseding structured religion, which, ironically, is the thing Brocklehurst himself is most lacking, not Jane. Bronte reveals her romantic distaste for dispassionate religion through this scene, favoring Jane's irritating frankness over Brocklehurst's sterile aloofness.

2. Society/Social Class/Money

- When does society's expectations or social class help or hinder a character?
- How are characters influenced by money, or lack thereof?

pg #	6y Analysis
5	John degrades Jane with a list of material things that she lacks and is therefore unequal to John and his family. He repeatedly states things in the negative with “no ... no ... none ... not”, revealing that he believes Jane is lacking and not worthy of the social status of the Reed family. Bronte implements John Reed as an antagonist to Jane to highlight the injustices that the individual suffers at the hands of society.

3. Passion

- How does passion cause conflict? How is it redemptive?
- How do characters react to passion in others?
- What impact does the lack of passion have?

pg #	6y Analysis
36	Jane standing to Mrs. Reed after Mrs. Reed throws Jane under the bus with Mr. Brocklehurst. Jane stands up to Mrs. Reed rather childishly because she directly states “You are deceitful” rather than beating around the bush and trying to be tactful. That tact is a societal norm that she hasn’t developed. It shows her passion as a stronger force in Jane’s life than social norms, reflecting Bronte’s romantic notion about the power and truth found within emotions.

4. Identity

- How does a person know who they are? How accurate are these indicators?
- How does a person's identity compare and contrast with how other people identify them?

pg #	6y Analysis
40	Jane and Bessie are bonding before Jane leaves for school. Bessie has told her stories and spent quality time with her. Jane prefaces the fact that this is positive with the phrase “Even for me...” which emphasizes that she sees herself as below most other people. Bronte concludes this positive scene with this grounding, self-depricating statement to contrast an overly optimistic moment during her time at Gateshead to emphasize Bronte’s message that a person’s identity is often limited by social norms.