

# 7:4 Sawbones



## The Golden Idea

In this unit students will read the novel Sawbones, exploring the setting of Georgian London, the diverse range of characters from around the world and the theme of anatomy. This unit furthers student's study of the gothic and tension building techniques, but particularly focusses on characters and the impact on their audience.

## Our Golden Threads

<b>Planning</b>	<ul style="list-style-type: none"><li>❑ Annotating an extract from the novel clearly, using the PETER paragraph structure to help note down evidence, techniques and effects.</li></ul>
<b>Control of paragraph organisation</b>	<ul style="list-style-type: none"><li>❑ Use of introductory and concluding paragraphs.</li><li>❑ Clear use of controlled paragraphs for different points.</li><li>❑ Clear use of discourse markers for new paragraphs.</li></ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>❑ Be able to use a variety of different verbs to explore the effect on the reader (particularly synonyms for 'show')</li><li>❑ Use literary and language terminology to analyse quotations.</li></ul>
<b>Control of purpose and tone in writing</b>	<ul style="list-style-type: none"><li>❑ Addressing the question throughout</li><li>❑ Use of formal language.</li></ul>
<b>Homework</b>	<b>Seneca</b>
<b>Wider Weblinks</b>	<a href="#">Creative writing with author Catherine Johnson - YouTube</a>

## The Golden Product

*Students are working towards their own personal analysis of the main character, Ezra, using PETER (Point – Evidence – Technique – Effect on the Reader)*

### Using insightful points that show personal interpretation of the character (using idioms where possible)

'Ezra initially believes he has a lowly status in society, but Loveday empowers him because she shows him how to go against stereotypes (e.g. that women are passive and weak) and become his own person'

### Using quotation marks and embedding quotes into sentences.

When Miss Finch tries to tell Loveday it's inappropriate for her to have a gentleman calling she boldly goes against the instruction and tells her to let him in because it is 'none but her own business'. In the same paragraph Ezra is not bold enough to tell Miss Finch that 'he was hardly foreign' because he 'knew there was no point'.

### Embedding the naming of techniques into explanations of the effect on the reader.

The contrast between these two characters makes Loveday seem even bolder, as she refuses to accept the restrictions placed on women in Georgian Society. Whereas Ezra seems resigned to his place in society and thinks there is 'no point' in challenging people's prejudices against him. As a reader we desperately want him to challenge them but also come to understand how he been beaten down emotionally by the racism directed at him throughout his life.

### Exploring the effect on the reader in detail and proving with further evidence.

Loveday's suggestion that they become a team of 'Finch and McAdam' stuns Ezra and at first he thinks it is 'children's play', but it ultimately why he begins to become more adventurous and bold throughout the novel.

# 7.4 Knowledge Organiser – Sawbones



## Sawbones:

Sixteen-year-old Ezra McAdam has much to be thankful for: trained up as an apprentice by a well-regarded London surgeon, Ezra's knowledge of human anatomy and skill at the dissection table will secure him a trade for life.

## Catherine Johnson:

A modern British author and screenwriter who has written several young adult novels (all stocked in our school library) and co-wrote a screenplay for the 2004 drama film *Bullet Boy*.

## Gothic Literature:

Sometimes called Gothic Horror, gothic literature is characterised by its focus on **fear** and **haunting**. It has a range of typical features from grim, unsettling and isolated locations to wild, uncontrolled characters taking huge risks. The novel **Sawbones** combines Gothic elements with **Science (anatomy)** much like Frankenstein did, but it also adds elements of **murder mystery** to create a thrilling plotline.

## key Terminology:

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> Georgian      | <input type="checkbox"/> Character   |
| <input type="checkbox"/> Prologue      | <input type="checkbox"/> Quote       |
| <input type="checkbox"/> narrative arc | <input type="checkbox"/> Tension     |
| <input type="checkbox"/> PEE/PETER     | <input type="checkbox"/> Plot        |
| <input type="checkbox"/> Anatomy       | <input type="checkbox"/> Verbs       |
| <input type="checkbox"/> Body-snatcher | <input type="checkbox"/> modal verbs |

## Modal Verbs

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| <input type="checkbox"/> shall  | <input type="checkbox"/> May      |
| <input type="checkbox"/> Should | <input type="checkbox"/> Must     |
| <input type="checkbox"/> Can    | <input type="checkbox"/> might    |
| <input type="checkbox"/> Could  | <input type="checkbox"/> ought to |
| <input type="checkbox"/> Will   | <input type="checkbox"/> need to  |
| <input type="checkbox"/> Would  | <input type="checkbox"/> has to   |

 Add **A SPICE** to your **Sentences!**

<b>Adjective</b>	Searing, shocking, boiling pain flooded his mouth!
<b>Simile</b>	Like a volcano, the pain erupted.
<b>Preposition</b>	In his mouth, the chillies danced.
<b>ing verb</b>	Cursing and wailing, he dived for a glass of water.
<b>Connective</b>	But there was hope!
<b>ed verb</b>	Relieved, he drank the water.



## Clever structures or interesting approaches for your essay:

- Opening your essay using an emotive statement to hook your reader.
- Using idioms to express your ideas.
  - E.g. 'Ezra is reluctant to act at first, but Loveday is the matchstick who starts the fire. She inspires him to act because she shows him how to go against stereotypes (e.g. that women are passive and weak) and become his own person'

# 7.4 Vocabulary Boost



## Acumen

Adjective

the ability to make good judgements and take quick decisions

"We'll swim then" she cried, with her typical acumen.

## Apathetic

Adjective

Not having or showing much emotion or interest in something or someone.

My cat was apathetic and gazed at the mouse, yawned and closed her eyes again.

## Malign

Adjective

evil in nature or effect.

My blood turned cold as I looked at him. I knew instantly that there was something malign about him, though nothing about his smiling appearance and soft curly hair suggested it.

## Unconventional

Adjective

Not based on or conforming to what is generally done or believed.

Sailing the world solo was unconventional, but it was her dream.

## Dependent

Adjective

Requiring someone or something for financial or other support.

I was entirely dependent on my parents and I hated it, but if they didn't give me the bus money I couldn't go to the party. So I grudgingly washed the dishes in exchange for the money.

## Sidekick

Noun

A person's assistant or close associate who has less power/authority.

I was no sidekick, I was just as important as she was and it annoyed me that he had ignored me.

## Anatomy

Noun

The branch of science focussed on study of the human/animal body.

The cat had brought in yet another kill and I couldn't help but be fascinated by the anatomy of the bird's delicate wings.

## Dissection

Adjective

Studying the internal parts of a human/animal body. Or close analysis.

Eating dinner was an act of dissection for her; she cautiously observed, cut and inspected every morsel before daring to eat it.

## Circumstances

Adjective

A condition, fact, or event accompanying, conditioning, or determining another.

The circumstances were unfortunate, there was just no way that I could get to her to help with the river flooded and all the roads closed.

Start your thinking...

As I peeled my eyes open...

He was...

My best friend was...

I looked at her and ...