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 **Prestwick House**
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A Tale of Two Cities
BY CHARLES DICKENS


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Name: _____

Date: _____

Pre-Reading**History****Objective:** Understanding the historical context of the novel**Activity I**

1. Choose one of the following topics about England during the late 18th century and research information on it. Use the Internet and your school or community libraries.
 - A. The legal system
 - B. Social classes
 - C. Economic Conditions
 - D. Weddings
 - E. Funeral and Burial Practices
 - F. Transportation
 - G. Banking

2. Present your research in the form of an informational brochure for the London Chamber of Commerce to distribute to visitors to the city in the 1770's. Your pamphlet should be colorful and include pictures and text. List your sources on the back of the pamphlet.

Activity II

Research the stages and causes of the French Revolution. Use the Internet and your school or community libraries. Present your findings in a power point presentation consisting of no more than 10 slides.

Name: _____

Date: _____

Chapter 3**Aphorisms**

Objective: Understanding aphorisms
Connecting literature to life

Activity

Dickens is famous for using aphorisms to teach valuable life lessons. In Chapter 3, Dickens extends this aphorism, and he hints that secrets will provide characters with their motivations.

After reading this chapter, complete the following:

“A wonderful fact to reflect upon that every human creature is constituted to be that profound secret and mystery to every other.” (Pg. 19)

Restate the above aphorism in your own words.

Name: _____

Date: _____

**Book 2
Chapters 1–24****Theme****Objective:** Identifying main ideas and themes**Activity:**

Some authors use chapter titles to give an overview of a chapter's content or to point toward a significant incident or theme. Sometimes, a chapter title is taken directly from the dialogue or descriptions in the story. For example, Book 2, Chapter 1 of *A Tale of Two Cities* could have been entitled "The Odd-job Man" or "Flopping Isn't Necessary."

As you read Book 2, write a title for each chapter to help you summarize what you have read. After you finish Book 2, review your titles and come up with an original title for this section of the novel.

Name: _____

Date: _____

Chapters 1–6**Plot****Objective:** Predicting outcomes**Activity**

Based on the events through chapter six of Book Two and the suspense Dickens has created with the characters (their past experiences, actions, motives, and desires), what are your predictions for the roles they will play in the remainder of the story? Will the characters have more, less, or the same importance as they do now? Think in terms of a deck of cards with which Dickens is playing. What value or role in the coming action will each person below have? Assign each person to a face or number card and write a brief explanation of your choices.

Consider the following characters:

Mr. Jarvis Lorry, Jerry Cruncher, Miss Lucie Manette, Mr. Charles Darnay, Mr. Sydney Carton, Mr. Stryver, Miss Pross, Madame Defarge.

Example: I think Lucie is the Queen of Hearts because she seems to be so loving and compassionate toward her father. Dickens has spent a lot of time describing her tender spirit and her demure demeanor. She seems to love her father unconditionally, although she really knows very little about him. However, because she is so demure, I predict that she will have her spirit crushed or her heart broken.

Name: _____

Date: _____

Chapter 23**Theme**

Objective: Relating literature to life
 Identifying thematic ideas

Activity

After the mob storms the Bastille, France is a “ruined country, yielding nothing but desolation.” (Pg. 213) Because of fear, the nobility has fled the country and the peasants are burning the vacant homes. According to the narrator, events like these are happening every night in France. Dickens indicates his loathing for aristocracy, yet places some blame on the peasantry for the conditions of the country.

A ruling theme in the novel is that corruption in the ruling class has long lasting and devastating effects on the lower classes.

Find a newspaper or magazine article that relates to this theme of corruption, especially among those responsible for administering governmental policy. Make a comparison between the governmental corruption in the novel and that of the 21st century.