

## How does H.G Wells make his novel 'The War of the Worlds' into a text aimed at frightening its readers?

<i>Thinking</i>	<i>Structure</i>
1. Introduction: Explain how this novel is a piece of 'classic' science fiction	Dealing with aliens, new technology and the destruction of the world it contains the key ingredients for a classic science fiction. H.G Wells was the first to use these ideas and have been copied by other writers such as Ray Bradbury. Is this framework continued in today's novels, why?
2. Consider the audience of the novel. How does the novel link to life then and now?	At the time of publication there was an increasing interest in Mars (the astronomer Perry Lovell claimed there was evidence of life on Mars. Also, Germany was becoming increasingly threatening and there were fears we could be invaded. People were beginning to feel uneasy at the end of the 19 <sup>th</sup> Century. Is it a novel about what <b>could</b> happen?
3. Why does H.G. Wells choose real places, making it <b>familiar</b> to the reader?	Set in London and South East the novel mentions places such as Woking and Horsell Common Why do you think Wells gives a lot of local detail including addresses and streets and does the use of real places add to the 'scare' factor?
4. How does H.G. Wells build up <b>suspense</b> to the invasion?	In the beginning the inhabitants of London show no concerns of an invasion or alien life. E.g. The explosions and lights in the sky. Look at pages 7, 16, 29, and remember to ' <b>burger</b> '.
5. Look at how H.G. Wells describes the <b>physical appearance</b> of the Martians and detail provided	They are described as repulsive. Explore the text and find 2-3 quotes that show how hideous he tries to portray them. Focus upon Chapter 4 pages 17-18 & 123-124.
6. Why does H.G. Wells make the Martians <b>implacable</b> (cannot be satisfied) & does this make them scarier?	They make no attempt to communicate so the inhabitants do not know what they want. The Martians also destroy everything with the heat ray (page 25) and are that advanced, unstoppable, that he most powerful ship, 'The Thunder Child' is destroyed by them (pages 111 – 112)
8. Examine the <b>Martian's technology</b> in comparison to ours, and there <b>physical abilities</b>	Their technology does not include the use of wheels. It is shown as both new and highly intelligent, and frightening. In comparison, our defences appear to be primitive. Physically they never tire – work all day and night; and they can kill quickly and efficiently. They also inject human blood into themselves and they have no digestive system.
9. Explain the reasoning for Wells' use of <b>different colours</b> throughout the novel	Wells uses different colours to help symbolise different aspects of the narrative. Look at page 127 'The Red Weed' is a symbol of <i>anger, destruction, rage, violence</i> . England is portrayed as green. As the 'Red Weed' covers the countryside it is a symbol of Martian control over us.
10. How H.G. Wells' <b>use of irony</b> adds to the uneasiness of the whole text.	The Martians are not defeated by man or machine but bacteria; the very thing they have been injecting into themselves. Look at page 169.
11. Conclusion: How do you feel about this novel and did you enjoy it. Is it a 'classic' piece of science fiction that still reaches today's reader. Has some of the scariness been lost through time? Or is this novel a kind of warning and that such an event could happen in the future?	Whilst we are less inclined to be frightened today, there is still an uneasy uncertainty about what is actually out there in space. In 1938 Orson Welles' radio play was aired which led to thousands of people leaving home in USA because they thought they were being invaded by Martians!
<p><b>In this piece of work I must show the following objectives:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> React and respond to texts thoughtfully and in detail.</li> <li><input checked="" type="checkbox"/> Have ideas about texts – show interest and involvement with the text.</li> <li><input checked="" type="checkbox"/> Get my ideas across in a suitable written style, using quotations</li> <li><input checked="" type="checkbox"/> Develop an opinion and keep it flowing throughout the essay.</li> <li><input checked="" type="checkbox"/> Choose carefully parts of the text best suited to each section. The better the quote the better your work will be.</li> <li><input checked="" type="checkbox"/> Explore how meanings are made by the texts language, structure and form.</li> <li><input checked="" type="checkbox"/> Think about different understandings of possible meanings.</li> <li><input checked="" type="checkbox"/> Link the text to their backgrounds / contexts <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Historical : events which might have affected attitudes to this text</li> <li><input checked="" type="checkbox"/> Social: How the writer's society was different from the reader's today</li> <li><input checked="" type="checkbox"/> Literacy: Other texts which have influenced them (genre conventions)</li> </ul> </li> </ul> <p style="text-align: center;">Remember to '<b>Burger</b>' each paragraph -</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Point</li> <li><input checked="" type="checkbox"/> Quote</li> <li><input checked="" type="checkbox"/> Comment</li> </ul>	
List any quotes you feel relevant including page number	Comment why and where it can fit in your essay