

Research
Based
Curricula



What Happens in Adaptation? The Fate of Literary Texts

Key Stage 4 English Literature
Resource 3

2019



Resource Three

Overview



| | |
|--------------|--|
| Topic | Novel Inspiration |
| GCSE Modules | The 19th-century novel |
| Objectives | <p>By the end of this resource you will have:</p> <ul style="list-style-type: none">✓ Been introduced to a different form of adaptation and interpretation of a novel through lyrics.✓ Developed an understanding of the influence novels can have on other creative and cultural forms and how meaning can be derived from these.✓ Considered the impact words can have, especially in this condensed form and how we can derive meaning from them.✓ Developed skills of close analysis and engagement with a poetic form. Other skills include the ability to critically evaluate writing and compare textual forms with one another and to effectively write about these. |
| Instructions | <ol style="list-style-type: none">1. Read the data source2. Complete the activities3. Explore the further reading |
| Context | <p>'Wuthering Heights' is a song by Kate Bush, which was released as her debut single in 1978. Bush wrote the song within a few hours after seeing the 1976 adaptation of Emily Brontë's 1847 novel Wuthering Heights.</p> <p>The novel was originally published under the pseudonym Ellis Bell, as it was difficult for a woman to be published in those days. There was a lot of speculation as to who wrote the novel, with many assuming only a man could have written it. In 1850, the novel was finally published under Emily Brontë's own name, although she never got to witness this or know the fame she would achieve, as she died in 1848, aged 30.</p> <p>The song, which was inspired by the adaptation of the novel, was the first ever written by a female artist to top the UK charts. Bush was 18 at the time.</p> <p>Set against the backdrop of the Yorkshire moors, the novel tells the story of the relationship between Catherine Earnshaw and Heathcliff, a foundling adopted by Catherine's father.</p> |

Resource Three

Data Source



Kate Bush

'Wuthering Heights'

Heathcliff, it's me, I'm Cathy
I've come home, I'm so cold
Let me in through your window...

Out on the wiley, windy moors
We'd roll and fall in green
You had a temper like my jealousy
Too hot, too greedy
How could you leave me
When I needed to possess you?
I hated you, I loved you, too

Bad dreams in the night
They told me I was going to lose the fight
Leave behind my wuthering, wuthering
Wuthering Heights

Heathcliff, it's me, I'm Cathy
I've come home, I'm so cold
Let me in through your window

Heathcliff, it's me, I'm Cathy
I've come home, I'm so cold
Let me in through your window

Ooh, it gets dark, it gets lonely
On the other side from you
I pine a lot, I find the lot
Falls through without you
I'm coming back, love
Cruel Heathcliff, my one dream
My only master

Too long I roam in the night
I'm coming back to his side, to put it right
I'm coming home to wuthering, wuthering
Wuthering Heights

Heathcliff, it's me, I'm Cathy
I've come home, I'm so cold
Let me in through your window

Heathcliff, it's me, I'm Cathy
I've come home, I'm so cold
Let me in through your window

Ooh, let me have it
Let me grab your soul away
Ooh, let me have it
Let me grab your soul away
You know it's me, Cathy

Heathcliff, it's me, I'm Cathy
I've come home, I'm so cold
Let me in through your window

Heathcliff, it's me, I'm Cathy
I've come home, I'm so cold
Let me in through your window

Heathcliff, it's me, I'm Cathy
I've come home, I'm so cold

Resource Three

Data Source



Figure 1

Kate Bush aged 18



Figure 2

Portrait of Emily Brontë
aged 26



Figure 3

Charlotte Riley and Tom
Hardy as Cathy and
Heathcliff (Wuthering
Heights, 2009)



Resource Three

Activities



Activities



1. Read the lyrics again and consider each line slowly as you go along. Highlight the following literary imagery devices used:

- Similes
- Metaphors
- Personification
- Onomatopoeia
- Descriptive words

2. Choose a section (verse or chorus) where lots of these devices are used and describe the image that is created in the song, referring to the use of these devices in your answer

3. Write a brief response to the following questions:

- a) What information do we receive about Cathy, Heathcliff and their relationship? For example, in terms of plot, theme and atmosphere.
- b) What techniques are used within the lyrics and to what effect?
- c) Consider how the addition of music can influence the words.



4. How do the lyrics to the pop song influence our understanding of the novel? Consider, for example, whether you need to have read the novel to understand the lyrics.

Resource Three

Further Reading



Explore



1. Emily Brontë, *Wuthering Heights* (1847)
2. Kate Bush, *How To Be Invisible* (2018)
3. Walter Bernhart, 'From Novel to Song via Myth: *Wuthering Heights* as a Case of Popular Intermedial Adaptation' (2008)
4. Listen to: 'Wuthering Heights' Kate Bush

Adaptations to watch:

1. *Wuthering Heights* (1939), dir. William Wyler, starring Laurence Olivier, Merle Oberon and David Niven
2. *Wuthering Heights* (1967), BBC mini-series, starring Ian McShane and Angela Scoular
3. *Wuthering Heights* (1992), dir. Peter Kosminsky, starring Juliette Binoche and Ralph Fiennes
4. *Wuthering Heights* (2009) ITV mini-series, starring Tom Hardy and Charlotte Riley
5. *Wuthering Heights* (2011), dir. Andrea Arnold, starring Kaya Scodelario and James Howson



www.researchbasedcurricula.com



www.access-ed.ngo



[@_AccessEd](https://twitter.com/_AccessEd)



hello@access-ed.ngo



100 Black Prince Road
London, SE1 7SJ



AccessEd is a non-profit company
registered in England (#10383890)