

#155 (Level 1) #152 (Level 2) BRITISH LITERATURE

GRADE: 12

LEVEL: LEVEL 1 & LEVEL 2

CREDITS: 5

PREREQUISITES: 83 or better in Junior American Literature 141, or 93 or better in Junior American Literature 142

BASIC TEXT: *Adventures in British Literature, Pegasus Edition*

SUPPLEMENTAL READINGS:

Beowulf
Sir Gawain and the Green Knight
Selected Arthurian tales
Canterbury Tales
King Lear
Macbeth
Wuthering Heights
Brave New World
Nineteen Eighty-Four
Selected essays and poems

REQUIRED MATERIALS: pen

COURSE DESCRIPTION: The student will study the changing literary styles as well as the social and political climate of the various literary periods from the Anglo-Saxon Era to modern times. Through both verbal and written interferences and analysis, the student will demonstrate his understanding of literary concepts and writers' techniques.

MISSION RELATED GOALS: Promote academic excellence, intellectual curiosity, respect for others, and self-confidence. Develop communication and problem-solving skills.

STUDENT EXPECTATIONS FOR LEARNING ADDRESSED: Communicate effectively, solve complex problems, work with others toward a common goal, respect the rights of others, exercise life skills that promote personal growth.

GENERAL PERFORMANCE OBJECTIVES: The Language Arts Learning Standards as established in the Curriculum Frameworks of the Commonwealth of Massachusetts.

MASSACHUSETTS FRAMEWORKS STRANDS:

Language Strand

Reading and Literature Strand

Composition Strand

CURRICULUM FRAMEWORK LEARNING STANDARDS (# and description):

Standard 1: Discussion

Students will use agreed-upon rules for informal and formal discussions in small and large groups.

Standard 2: Questioning, Listening, and Contributing

Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

Standard 4: Vocabulary and Concept Development

Students will understand and acquire new vocabulary and use it correctly in reading and writing.

Standard 5: Structure and Origins of Modern English

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

Standard 6: Formal and Informal English

Students will describe, analyze and use appropriately formal and informal English.

Standard 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Standard 9: Making Connections

Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

Standard 10: Genre

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

Standard 11: Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

Standard 12: Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Standard 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purposes, structure and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Standard 14: Poetry

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.

Standard 15: Style and language

Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.

Standard 17: Dramatic Literature

Students will identify, analyze, and apply knowledge of the themes, structure and elements of drama and provide evidence from the text to support their understanding.

Standard 19: Writing

Students will write with a clear focus, coherent organization, and sufficient detail.

Standard 21: Revising

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

Standard 22: Standard English Conventions

Students will use knowledge of standard English conventions in their writing, revising, and editing.

Standard 23: Organizing Ideas in Writing

Students will organize ideas in writing in a way that makes sense for their purpose.

Standard 24: Research

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

UNITS AND THEMES:

I. Middle Ages (eight weeks)

Standards 1-2, 4, 6, 8-12, 14-17, 19-23

II. Renaissance/Shakespeare (five weeks)

Standards 1-2, 4-6, 8-11, 14-15, 17, 19-24

III. Restoration and Eighteenth Century (one week)

Standards 1-2, 4-6, 8-11, 13-15, 19-24

IV. Romantic Period (two weeks)

Standards: 1-2, 4, 6, 8-12, 14-15, 19-24

V. Victorian Period (two weeks)

Standards: 1-2, 4, 6, 8-12, 15, 19-24

VI. Twentieth Century (two weeks)

Standards: 1-2, 4, 6, 8-12, 14-15, 19-24

COURSE OUTLINE:

Part I: The Anglo-Saxon Period 449-1066

A. Unit Objectives:

1. To identify characteristics of the Anglo-Saxon culture as reflected in the writings of the period.
2. To analyze the relationship between language and literature.
3. To analyze the relationship between old English and Modern English
4. To identify the literary elements of Anglo-Saxon poetry.
5. To demonstrate an understanding of the Anglo-Saxon period and literature by writing papers of comparison and analysis.

B. In-class Readings:

Beowulf

The Seafarer

Anglo-Saxon Riddles

C. Literary Elements

Oral Poetry

Scope

Heroic and Elegiac Tradition

Epic

Riddle

Characteristics of Anglo-Saxon Poetry

Alliteration

Rhythm

Caesura

Kenning

D. Writing Assignments

1. Write an essay on the qualities of the ideal king and warrior in Beowulf's society.
2. Discuss the integration of pagan and Christian elements in Beowulf.
3. Compare the attitudes toward fate and the sea in "The Seafarer" and Beowulf.
4. Write a riddle.

E. Optional Activities

1. Research Stonehenge. Organize facts under such categories as structure, purpose, worship, modern use, and legend.
2. Choose a topic such as "Roman Ruins of Britain", "Viking Mythology" or "Viking Weapons." Present an informal oral report.

Part II: The Medieval Period 1066-1485

A. Unit Objectives

1. To enable students to examine the conceptual evolution of the hero.
2. To introduce students to chivalry and knighthood.
3. To introduce students to the legend of Arthur
4. To identify the more important aspects of medieval culture.
5. To analyze each of Chaucer's characters in the Prologue.
6. To identify instances of satire.
7. To analyze Chaucer's methods of characterization.
8. To interpret Chaucer's point of view and purpose in "The Pardoner's Tale"
9. To identify the use of various literacy elements in the ballad

B. Literary Elements

1. Chivalric Romance
2. Arthurian Legend
3. Satire
4. Characterization

THE RENAISSANCE 1485 – 1660

Part I: Shakespeare

A. Unit Objectives

1. To explain how the literature of this period is a reflection of a remarkable era.
2. To develop an understanding of the word "Renaissance" as it applies to Elizabethan life and literature
3. To identify and define the characteristics of the Italian and Shakespearean sonnet form
4. To interpret the thematic meaning in Shakespeare's sonnets
5. To focus students on moral dilemmas in Macbeth
6. To observe Shakespeare's revelation of character through dialogue
7. To analyze Shakespeare's use of imagery in Macbeth.

B. In-class Readings

1. Elizabethan sonnets
2. Macbeth

C. Literary Elements

1. Sonnets
2. Octave Sestet
3. Apostrophe
4. Personification
5. Tragedy
6. Blank Verse
7. Comic Relief

8. Tragic Flaw
9. Imagery
10. Plot Structure: Rising Action, Climax, Falling Action
11. Tone
12. Purpose
13. Exemplum
14. Conventions of the Ballard

D. Writing Assignments

1. Write short character descriptions.
2. Assemble a list of characters who represent a cross-section of today's society and write a character description of one of them in Chaucer's style.
3. Compare the sonnets of Shakespeare with sonnets by other Elizabethans.
4. Write an original sonnet.
5. Consider dramatic use of the supernatural in *Macbeth*.
6. Write a 5 paragraph paper on the nature, animal or dark imagery in Macbeth.

E. Optional Activities

1. Role play: How would Chaucer's characters speak, walk, dress, move?
2. Make a bulletin board of the rules of courtly love.
3. Write the contemporary rules of love or the romantic rules of "soap operas."
4. Watch the movie *Hamlet* and write a journal entry entitled "The Hamlet in me."
5. Write an analysis of the tragic qualities in the character Hamlet
6. Write a paper on the moral and physical corruption in the Hamlet.

THE RESTORATION AND EIGHTEENTH CENTURY 1660 – 1798

Part I: Journals and Satire

A. Unit Objectives:

8. To identify the popular genres, recurring themes and dominant style of the 18th century.
9. To demonstrate an understanding of the relationship between social concerns and the production of satire.
3. To analyze the methods of Addison, Pope and Swift to create satire.

B. In-class Readings:

1. Daniel Defoe
2. Samuel Pepys
3. Jonathan Swift
4. Alexander Pope
5. Addison and Steele

C. Literary Elements:

1. Irony
2. Satire
3. Persona
4. Narrator
5. Mock Epic
6. Canto
7. Classicism
8. Neoclassicism
9. Mockery
10. Sarcasm
11. Overstatement and understatement
12. Parody
13. Irony
14. Pathos

D. Writing Assignments

1. Describe a public event in the manner of Samuel Pepys' diary.
2. Write a first person report containing realistic details.
3. Write political cartoons
4. Write a Modest Proposal for a current social issue.

E. Optional Activities:

1. Collect examples of political satire from newspapers/magazines and identify satiric devices. Prepare a poster.
2. Read another part of Swift's Gulliver's Travels and analyze the targets of Swift's satire.

Part II The Pre-Romantic Poets

A. Unit Objectives:

1. To demonstrate an understanding of the innovations in subject matter and style in the works of Gray, Burns and Blake.
2. To describe and analyze the structure of the clergy.
3. To evaluate the effect of the epitaph.
4. To identify the folk song elements of Burn's ballads.
5. To identify and analyze symbolism.
6. To define "innocence" and "experience" as Blake uses them.

B. In-class Readings:

1. Thomas Gray
2. Robert Burns
3. William Blake

C. Literacy Elements:

1. Epitaph
2. Dialect

3. Symbolism
4. Metaphor

D. Writing Assignments:

1. Research and write a term paper on any of the British authors. The topic must relate to theme, imagery or style.

E. Optional Activities:

1. Have teams find examples of a rose as a symbol of love in music, advertising or other media. Have the teams design a collage.
2. Find songs written by Burns. Tape record them and play for the class.

THE ROMANTIC AGE 1798-1832

A. Unit Objectives:

1. To lead students to recognize Romanticism as a philosophical idea underlying art and music of the 19th century.
2. To demonstrate an understanding of the Romantic emphasis on humanities' relationship with nature.
3. To demonstrate an understanding of the democratic values of Romantic writers and their interest in the common man.
4. To identify and analyze poetic devices.
5. To recognize the Romantic concern with individual experience and the power of the imagination.
6. To understand the importance of nature as a source of comfort in Wordsworth's works.
7. To introduce the concept of the Byronic hero.
8. To study examples of the Romantic idealized yearning for freedom as seen in Shelly's poetry.
9. To familiarize students with the ode through Keat's "Ode to a Nightingale".

B. In-class Readings:

Selected works by:

1. Byron
2. Keats
3. Shelley
4. Wordsworth

C. Literary Elements:

1. Romanticism
2. Allusion
3. Devices of Sound
4. Ode
5. Byronic Hero
6. Figures of Speech

7. Lyric Poetry

D. Writing Assignment:

1. Students will continue to work on term papers.

E. Optional Activities:

1. Conduct a discussion about the characteristics of Romantic painting.
2. Play examples of music from the Romantic period.

THE VICTORIAN AGE 1832-1900

Part I Poets

A. Unit Objectives:

1. To prompt understanding of the social conditions of Victorian England relative to the Industrial Revolution.
2. To analyze Victorian attitudes toward recurring philosophical concerns such as death, immortality, religious faith and nature.
3. To identify the figurative language and symbolism associated with Victorian poetry.
4. To introduce the dramatic monologue through Robert Browning's "My Last Duchess"
5. To help students see Matthew Arnold's "Dover Beach" as a personal reaction to the confusion and uncertainty of the Victorian Era.
6. To identify and analyze Hardy's use of tone and imagery to create mood.

B. In-class Readings:

Select works by the following poets:

1. Tennyson
2. Browning
3. Arnold
4. Hardy

C. Literary Elements:

1. Imagery
2. Dramatic Monologue
3. Mood
4. Metaphor

D. Writing Assignments:

1. Interpret a poem by Hardy that was not discussed in class.
2. Revise the term paper.

E. Optional Activities:

1. Read "Porphyria's Lover:" and compare it to "My Last Duchess."
2. Watch a Thomas Hardy movie or read a Thomas Hardy novel. Look for similar themes in his novels and in his poetry.

3. Write a short paper on working conditions in Victorian England.
4. Research the life of a teenager during the Victorian Era.

Part II The Novel

A. Unit Objectives

2. To identify and analyze the elements characteristic of Victorian prose
3. To introduce the history of the novel as a new form of literature in the 18th century
4. To identify the cultural attitudes of Victorian writers
5. To understand how Victorian writers addressed the evils of the industrial revolution
6. To expand understanding of the use of verbal irony.

B. In-class Readings:

1. Excerpts from:
2. Hard Times
3. Jane Austen's novels

C. Literary Elements:

1. Dialogue
2. Verbal Irony
3. Comedy Wit
4. Satire
5. Theme
6. Fate

D. Writing Assignments

1. Write character sketches for three of the characters in Jane Austen's *Sense and Sensibility*.

E. Optional Activities

1. Watch and review one of the following movies:
2. Tale of two Cities
3. Oliver Twist
4. Pride and Prejudice
5. The Return of the Native

THE TWENTIETH CENTURY

Part I Poetry

A. Unit Objectives:

1. To introduce students to poems from World War I
2. To acquaint students with the impact of W.W.I on literature
3. To have students recognize the use of imagery
4. To identify, analyze and interpret 20th century authors use of symbolism

B. In-class Readings:

1. Poets from W.W.I
2. T. S. Eliot

C. Literary Elements:

1. Symbolism
2. Theme
3. Recurring Themes
4. Allusion
5. Sound Devices

D. Writing Assignments

1. Describe in detail trench warfare
2. Compare two of the war poems
3. Write a review of the Broadway hit Cats and refer to some of Eliot's war poems from Old Possum's Book of Practical Cats which were put to music for the play.

Part II Short Stories**A. Unit Objectives:**

1. To identify, analyze and interpret innovative narrative techniques characteristic of 20th c.
2. To identify the social and political concerns reflected in 20th c. works.
3. To analyze character and motive.
4. To analyze symbolism.

B. In-class Readings:

1. James Joyce
2. D.H. Lawrence
3. Katherine Mansfield
4. Frank O'Connor
5. Graham Greene
6. Chinua Achebe
7. Salman Rushdie

C. Literary Elements:

1. Theme
2. Setting
3. Stream of Consciousness
4. Mood
5. Symbolism
6. Tone

D. Writing Assignments

1. Trace the images of light and shadow in Araby.
2. Discuss the significance of the words "luck" and "lucky" in "The Rocking

3. Horse Winner.”
Discuss the narrator’s role in Across the Bridge.

E. Final Project:

- 1 Watch the movie Cry the Beloved Country by Alan Paton. Relate the theme to the short stories that deal with similar themes about South Africa.
- 2 Research apartheid and political ramifications of separate and unequal policies.
- 3 Create a CD which incorporate all the topics researched and add appropriate background music.
- 4 Consider the influence of past experience in shaping an individual’s personality and hopes for the future.

SUGGESTED INSTRUCTION STRATEGIES:

Have students read in class so that they may have questions answered immediately by the teacher.

Have students outline papers in class under teacher’s supervision.

Act plays while reading them.

SUGGESTED INTEGRATED ACTIVITIES:

Research paper that asks students to study the history of a literary period and the relation of that history to the literary period.

USE OF TOOLS / TECHNOLOGY:

Computers for word processing and Internet Research.

ASSESSMENT TECHNIQUES:

Papers and 40-minute essays.