

Unit 05: Centuries of Literature

Content Area: **English**
Course(s): **English 4**
Time Period: **Semester 2**
Length: **5 weeks**
Status: **Published**

Unit Introduction

Our study of four centuries of literature will be enhanced when students focus on how the language reflects this as a period of great discovery and learning. Students will consider how the literature of these eras reflects how the individuals viewed themselves and the world around them

Progress Indicators For Reading Literature

LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Progress Indicators For Reading Informational Text

LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
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Progress Indicators For Writing

LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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Progress Indicators For Speaking and Listening

LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Progress Indicators For Language

LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Essential Questions

How do elements of theme, imagery, plot, and conflict establish satire as an effective catalyst for change?

How does the poetry of the age reflect the political and social climate of the period?

What are the characteristics that define literature as Renaissance, Metaphysical, Cavalier, Puritan, Neoclassical or Romantic?

How are the eventful lives and romantic ideals of the major poets reflected in their works?

How do the satire and narrative prose of the 18th C. reflect the Age of Reason?

How do the themes of the poets and novelists reflect their growing interest in the rise of individualism?

Content/Skills

Lyric Poem: Text Page 271 "The Nymph's Reply to the Shepherd" (Sir Walter Raleigh)

Parable: Text Page 285 "The Prodigal Son" (King James Bible)

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Psalm: Text Page 283 "Psalm 23" (King James Bible)

Satire: Text Pages 327 from Don Quixote (Miguel de Cervantes)

Sonnet: Text Pages 248-251 "Whoso list to hunt" (Sir Thomas Wyatt)

Sonnet: Text Pages 248-251 "With how sad steps" (Sir Philip Sidney)

Sonnet: Text Pages 253-254 "O ye who in these scattered rhymes may hear" (Petrarch)

Sonnet: Text Pages 255-258 "One day I wrote her name upon the strand" (Edmund Spenser)

Sonnet: Text Pages 261-265 "Let me not to the marriage of true minds" (William Shakespeare)

Sonnet: Text Pages 261-265 "My mistress' eyes are nothing like the sun" (William Shakespeare)

Sonnet: Text Pages 261-265 "When in disgrace with Fortune and men's eyes" (William Shakespeare)

Speech: Text Pages 238-244 "Speech to the Troops at Tilbury" (Queen Elizabeth I)

Elegy: Text Page 276 "On My First Son" (Ben Jonson)

Essays About Art or Literature: Text Pages 300-302 "A Quick and Rough Explication of Donne's Holy Sonnet 10" (Anniina Jokinen)

Informational Text/Primary Source: Text Page 505-508 "Genesis 1-3" (from Bible)

Lyrical Poem: Text Page 485 "To the Virgins, to Make Much of Time" (Robert Herrick)

Lyrical Poem: Text Page 486 "To His Coy Mistress" (Andrew Marvell)

Lyrical Poem: Text Pages 274-278 "Song: To Celia" (Ben Jonson)

Lyrical Poem: Text Pages 295-303 "A Valediction: Forbidding Mourning" (John Donne)

Lyrical Poem: Text Pages 305-310 "Song: Go and catch a falling star" (John Donne)

Lyrical Poem: Text Pages 474-476 "Song: Why so pale and wan" (Sir John Suckling)

Lyrical Poem: Text Pages 477-482 "To Althea from Prison" (Richard Lovelace)

Lyrical Poem: Text Pages 477-482 "To Lucasta On Going to the Wars" (Richard Lovelace)

Narrative Poem/Epic: Text Pages 495-509 from *Paradise Lost* (John Milton)

Personal Essay: Text Pages 305-310 “Meditation 17” (John Donne)

Poem: Text Page 312 “Easter Wings” (George Herbert)

Poem: Text Pages 279-280 “Jack and Joan” (Thomas Campion)

Poem: Text Pages 314-317 “Eve’s Apology in Defense of Women” from *Salve Deus Rex Judaeorum* (Amelia Lanier)

Sonnet: Text Pages 295-303 “Death be not proud” (John Donne)

Sonnet: Text Pages 491-494 “How soon hath Time” (John Milton)

Sonnet: Text Pages 491-494 “When I consider how my light is spent” (John Milton)

Biography: Text Pages 613-619 from *The Life of Samuel Johnson LL.D* (James Boswell)

Elegy: Text Pages 620-626 *Elegy Written in a Country Churchyard* (Thomas Gray)

Essay/Opinion Pieces: Text Pages 664-668 from *A Vindication of the Rights of Women* (Mary Wollstonecraft)

Essays About Art or Literature: Text Pages 759-763 from the introduction to *Frankenstein* (Mary Shelley)

Fictional Journal: Text Pages 579-586 from *A Journal of the Plague Year* (Daniel DeFoe)

Historical Scientific Technical or Economic Accounts Written For A Broad Audience: Text Pages 600-603 “Ten Steps to Keeping an On-Going Journal” (Ruth Folit)

Historical Scientific Technical or Economic Accounts Written For A Broad Audience: Text Pages 605-611 from *A Dictionary of the English Language* (Samuel Johnson)

Informational Text: Text Pages 675-676 “Preface to *Lyrical Ballads*” (William Wordsworth)

Lyric Poem: Text Page 657 “The Lamb” (William Blake)

Lyric Poem: Text Page 658 “The Tyger” (William Blake)

Lyric Poem: Text Page 659 “London” (William Blake)

Lyric Poem: Text Page 726 “Ozymandias” (Percy Bysshe Shelley)

Lyric Poem: Text Page 757 “The Lorelei” (Heinrich Heine)

Lyric Poem: Text Pages 652-654 “To A Mouse” (Robert Burns)

Lyric Poem: Text Pages 679-685 “Lines Composed a Few Miles Above Tintern Abbey” (William Wordsworth)

Lyric Poem: Text Pages 714-716 “Casabianca” (Felicia Dorothea Hemans)

Lyric Poem: Text Pages 719-720 “She Walks in Beauty” (Lord Byron)

Lyric Poem: Text Pages 721-722 from Childe Harold’s Pilgrimage (Lord Byron)

Lyric Poem: Text Pages 731-736 “To A Skylark” (Percy Bysshe Shelley)

Memoir: Text Pages 570-587 from the Diary of Samuel Pepys (Samuel Pepys)

Memoir: Text Pages 595-603 from The Diary of Fanny Burney (Fanny Burney)

Narrative Poem/Ballad: Text Pages 691-711 “The Rime of the Ancient Mariner” (Samuel Taylor Coleridge)

Narrative Poem: Text Pages 688-690 “Kubla Khan” (Samuel Taylor Coleridge)

Newspaper Article: Text Pages 589-594 “A Young Lady’s Diary” (Joseph Addison)

Ode: Text Pages 725-730 “Ode to the West Wind” (Percy Bysshe Shelley)

Ode: Text Pages 741-749 “Ode on a Grecian Urn” (John Keats)

Ode: Text Pages 741-749 “Ode to a Nightingale” (John Keats)

Opinion Pieces/Essay: Text Pages 559-561 “To All Writing Ladies” (Margaret Cavendish)

Opinion Pieces/Letter: Text Pages 605-611 “A Brief to Free a Slave” (Samuel Johnson)

Parody/Narrative Poem: Text Pages 546-557 from *The Rape of the Lock* (Alexander Pope)

Satire/Adventure Story: Text Pages 521-535 from *Gulliver’s Travels* (Jonathan Swift)

Satire: Text Pages 521-535 “A Modest Proposal” (Jonathan Swift)

Satire: Text Pages 540-545 from *Candide* (Francois Marie Arouet de Voltaire)

Sonnet: Text Page 628 “Pressed by the Moon, Mute Arbitress of Tides” (Charlotte Smith)

Sonnet: Text Page 672 “The World Is Too Much With Us” (William Wordsworth)

Sonnet: Text Page 673 “Composed Upon Westminster Bridge” (William Wordsworth)

Sonnet: Text Page 753 “When I Have Fears” (John Keats)

Sonnet: Text Page 754 “On First Looking Into Chapman’s Homer (John Keats)

Supplementary Materials

DVD: Gulliver's Travels 1995 Director: Charles Sturridge (jjb)

Audio Cassettes: 16th & 17th C British Poets Works (6 cassettes with print materials) Recorded Books LLC 1996

Audio Cds: Paradise Lost: Read by Anton Lesser 1994 (SMP)

Audio CD: The Kings' Singers English Renaissance Music

DVD Dead Poet's Society (carpe diem clip)