

# Unit 06: Victorian Period

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

## Unit Introduction

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Our study of Victorian literature will be enhanced when students consider how industrialization, imperialism, and materialism influence the literature and culture of Victorian England. Students will consider how these phenomena create a variety of dramatic characters.

## Progress Indicators For Reading Literature

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LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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).
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## Progress Indicators For Reading Informational Text

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LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

## Progress Indicators For Writing

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LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including
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a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

LA.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

## **Progress Indicators For Speaking and Listening**

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LA.11-12.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

## **Progress Indicators For Language**

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LA.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.L.11-12.2.A

Observe hyphenation conventions.

LA.L.11-12.2.B

Spell correctly.

## **Essential Questions**

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How does Victorian societal convention impact the use of language?

How does the spread of reform and imperialism impact literature?

How does psychology, realism, and naturalism impact literature?

How does the literature reflect the growing concerns with class distinction?

## **Content/Skills**

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Drama: *The Importance of Being Earnest* (Oscar Wilde)

*Pygmalion* by G. B. Shaw

*Frankenstein* by Mary Shelley

### **Supplementary Materials**

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DVD: In Search of History: Frankenstein 1997 A&E

YouTube: The Real Story of Frankenstein's Monster 2014 Bradford Wilfrom

DVD: The Importance of Being Earnest 2002 (smp & JJB) Directed by Oliver Parker

DVD: Happy Birthday Oscar Wilde Directed By Bill Hughes (smp)

Audio CD: Importance of Being Earnest 1997 Penguin Books

DVD: Frankenstein Directed by Kenneth Branagh 1994 (smp)

Audio CD Pygmalion

DVD Pygmalion Director Anthony Asquith 1938 (2 smp 1 cmcb)