

Course Outline for
British Literature (online)

Grade Levels:	12th grade		
Assignments:	36	Credits:	10
Format:	online		
UC a-g Requirements:	fulfills b: English		
Instructional Materials:	online with interactive websites		

Course Description:

Through the voices of a diverse group of authors, thinkers, and prominent political and cultural figures, British Literature surveys the history of the English language from the Old English period up to the contemporary writers of today. Through the careful study of various literary genres such as poetry, prose, essay, and drama, students refine the skills of critical thinking and rhetoric through thought-provoking personal response writing, essay writing and research assignments. By using lively websites and integrating comparative elements across theme, historical period and interpretive medium, British Literature offers a dynamic multimedia approach to the study of literature.

Course Outline

I. Anglo-Saxon and Medieval Literature / Sir Gawain and the Green Knight

- a. Personal attitudes toward British Literature and personal goals for the class
- b. Identifying themes
- c. Analyzing characters
- d. Conventions of the Romance

- d. Historical context for Gawain—European society at the time
- e. Vocabulary—etymology
- f. Feudalism, chivalry and the role of women
- g. Hunt literature
- h. The quest (internal and external)

II. Sir Thomas More: The Writer as Shaper of Society / from *Utopia*

- a. The Renaissance and Humanism
- b. Life and time of Sir Thomas More
- c. Christianizing pagan texts
- d. Questions on Books I and II of *Utopia*

III. The English Sonnet / Sir Thomas Wyatt the Elder, Sir Philip Sidney, William Shakespeare

- a. The sonnet form
- b. Biography of Sir Thomas Wyatt the Elder
- c. Petrarch's Rime 140 and Wyatt's translation
- d. "They Flee From Me ..."—the conceit
- e. Biography of Sir Philip Sidney
- f. Sonnets I and LXXI
- g. Shakespeare sonnets CXXX, CXVI
- h. The life and times of Shakespeare

IV. The Faerie Queene, Edmund Spenser

- a. Vocabulary related to the literature
- b. The evolution of the English language from Anglo-Saxon through Chaucer to Elizabethan English
- c. The age of King Arthur and *The Faerie Queene*—Canto I
- d. Create a computer adventure game that uses the imagery of Canto I

V. Hamlet (Introduction)

- a. Vocabulary relating to Shakespeare's writing
- b. Biography of Shakespeare
- c. Issues and themes of *Hamlet*
- d. The Globe Theatre—recreating the environment
- e. Elizabethan society
- f. Summary of *Hamlet* and major characters
- g. Read Act I—Questions for teacher?

VI. Hamlet (Acts I and II)

- a. Questions on Act I
- b. Questions on Act II
- c. Who is the most morally upright character in Acts I and II?—essay response

VII. Hamlet (Acts III and IV)

- a. Analyzing specific quotations from Act III
- b. Ordering events in Act IV
- c. Create a modern dialogue from one scene in Act IV

VIII. Hamlet (Act V)

- a. Providing quotations that support theses
- b. Questions about Act V
- c. Essay—contrast key scenes in Zefereilli's *Hamlet* with the same in the Mel Gibson *Hamlet*; evaluate each.

IX. John Donne (love and God)

- a. Vocabulary relating to Elizabethan poetry
- b. Biography of John Donne
- c. “The Good Morrow,” “The Flea,” “The Apparition,” and “The Ecstasy”—questions about each
- d. Donne’s “Tips for Lovers”
- e. The Holy Sonnets--#’s 7, 9, 10, and 14
- f. Questions on The Holy Sonnets—comprehension, interpretation, personal response, etc.
- g. Metaphor—recognizing and using

X. Bacon, Herrick, Herbert, Marvel (love and marriage)

- a. Vocabulary review
- b. Biography of Bacon
- c. “Of Married and Single Life”—reading questions
- d. “Delight in Disorder”—analyzing the language up close
- e. “Upon Julia’s Clothes”—*liquefaction*
- f. Herbert and “shaped verses” / “The Altar” and “Easter Wings”—questions
- g. “To His Coy Mistress”—interpreting the poem line-by-line

XI. Paradise Lost (Book IX, l. 1-548)

- a. Background on Milton's version of Adam and Eve—questions about
- b. Vocabulary relating to the work
- c. The nine muses, annotations and footnotes; references to other works
- d. Looking at illustrations of *Paradise Lost*—making predictions
- e. Very specific reading questions on quoted passages—interpretation, comprehension, personal response

XII. Paradise Lost (Book IX, l. 549-end)

- a. Reading questions—finding quotes to match paraphrases, interpretation, personal response, comprehension, etc.
- b. Essay response—*How has Eve's role in the fall of man influenced attitudes toward women?*

XIII. The World of Samuel Pepys

- a. Pepys as a *diarist*—background information
- b. The Great Fire Of London—Pepys' description
- c. Researching the Internet (sites provided) to compile information about 17th Century London.
- d. Create a “web” page called “Samuel Pepys' World” based upon information categories given (1200 words)

XIV. Samuel Johnson

- a. Vocabulary related to Johnson
- b. Biographical information
- c. Vocabulary from *Rambler No. 5 (On Spring)*
- d. Reading questions—close reading skills
- e. Essay response—*Write about a time when you derived intense enjoyment from being out in nature. Use ten of the vocabulary words from this lesson.*

XV. Early Romantics: Gray, Blake, Burns

- a. Vocabulary from the readings
- b. What is/was Romanticism?—reading and reading questions
- c. Contrasting the Romantic vision with Milton
- d. “Ode on the Death of a Favorite Cat”—questions requiring close reading
- e. Biography on William Blake—reading questions

- f. “The Little Black Boy” and “The Chimney Sweeper”—comprehension, interpretation and symbol recognition questions
- f. “The Garden of Love”—reading questions and your own “Garden of Love” poem
- g. “The Tyger”—questions asked and feelings generated by Blake
- h. Biography of Robert Burns
- i. “Green grow the rashes” and “A Red, Red Rose”—making biographical connections

XVI. Review / Effective Communication

- a. Vocabulary review
- b. Review questions on Lessons 1 – 9.
- c. Essay—*Explain how British literature has evolved and changed from Medieval time up to the Romantic era.*

XVII. Review / Effective Communication

- a. Vocabulary review exercises
- b. Matching authors to quotations
- c. Identifying philosophies of authors studied
- d. Who writes about what?
- e. Continuing with the essay (XVII)

XVIII. Mary Wollstonecraft *A Vindication of the Rights of Women*

- a. Background on feminism
- b. Vocabulary
- c. Biographical information on Mary Wollstonecraft
- d. Introduction to *A Vindication of the Rights of Women*—reading questions
- e. Chapter 4 of *A Vindication . . .*—reading questions
- f. Relating Wollstonecraft to Bacon and to Hamlet
- g. Relevance of Wollstonecraft’s thoughts to modern feminist issues—personal response
- h. Looking at current feminist issues (website provided)

XIX. William Wordsworth

- a. Vocabulary from Wordsworth’s poems
- b. “Lines Written in Early Spring”—analysis by nature, mood and philosophy
- c. God as a “force” of nature versus the Elizabethan view
- d. Personal response—*What has “man made of man?”*
- e. “Expostulation and Reply”—reading questions stressing close reading

- f. “The Tables Turned”—personal response questions
- g. “The World is too much with us”—analysis and interpretation questions
- h. Short essay responses to Wordsworth and Kenneth Clark’s statement that we are all the “almost bankrupt heirs” of Romanticism.

XX. Coleridge, Keats, Byron, Shelley

- a. Read *The Rhymer of the Ancient Mariner*
- b. Diary entry from the POV of the Mariner
- c. Reading questions—comprehension, description
- d. Reading questions—critical thinking
- e. “La Belle Dame sans Merci”—close reading questions
- f. “Ode on a Grecian Urn”—short essay responses
- g. “She Walks in Beauty” and “So, we’ll go no more a’roving”—sword/sheath and soul/breast analogies; write a 12-to-18-line poem about a memorable experience in your life.
- h. “Mutability”—interpretive reading questions
- i. Biographical research on one of the lesson’s poets (sites provided)

XXI. George Eliot (Mobil Masterpiece Theater video/text optional)

- a. Vocabulary relating to Eliot’s work
- b. Biographical information on Eliot—analyzing the effects of religious fundamentalism on Eliot’s attitudes
- c. Very specific and detailed questions on the video hitting all of Bloom’s taxonomy
- d. Write a movie review of “The Mill on the Floss” which discusses characters and themes of the work

XXII. Frankenstein (chapters 1-10), Mary Shelley

- a. Background on Mary Wollstonecraft Shelley
- b. Vocabulary from the novel
- c. Dialectical journal for first 10 chapters
- d. Create a timeline chronicling the emotional decline of the novel
- e. True/False quiz on Chapters 1-10

XXIII. Frankenstein (chapters 11-20)

- a. Vocabulary from the novel
- b. Quotations which reveal the Monster’s character—interpretive
- c. Essay response: who is the most morally righteous, Frankenstein or his creation?

- d. Add events to timeline
- e. True/False quiz on chapters 11-20

XXIV. Frankenstein (chapters 21-24)

- a. Frankenstein's monster as tragic hero
- b. Vocabulary from the novel
- c. Reading questions
- d. Personal response: *What are the character traits of a hero?*
- e. Personal response: *What character flaws can bring a person down?*
- f. Vocabulary review from Lessons 23 and 24

XXV. Lewis Carroll

- a. Vocabulary related to readings within the lesson
- b. "Wool and Water" (Chapter 5, *Through the Looking Glass*)
- c. Critical Commentary on "Wool and Water"
- d. Reading questions
- e. "Looking-Glass Insects" (Chapter 3, *Through the Looking-Glass*)
- f. Critical commentary on "Looking-Glass Insects"
- g. Reading questions
- h. Marshall McLuhan on *Alice* (critical commentary)
- i. Reading questions
- j. Hieronymous Bosch, Euclid, Einsteinian time-and-space, Newtonian time-and-space and Carroll's work
- k. Create a cartoon show starring one of the animal characters from *Alice*
- l. Anagrams

XXVI. Independent Thinking (project)

- a. A "mental museum" ("tweaking one author's vision through the eyes of another author")
- b. Create museum "exhibits"—performance art, vignette (3-D scene), interactive exhibit, scientific exhibit, natural history exhibit

XXVII. William Butler Yeats, T.S. Eliot

- a. Vocabulary from the poems
- b. "Leda and the Swan"—Visual art that has been generated from the myth
- c. Written interpretation of the poem
- d. Reading about the Trojan War
- e. Reading questions
- f. "The Second Coming"

- b. Reading questions stressing close reading
- c. “When You Are Old”
- d. Identifying rhyme scheme
- e. “Long-Legged Fly” and Michelangelo
- f. Reading questions (and more Trojan War)
- g. Biographical information on T.S. Eliot
- h. “Sweeney Erect”—Exploring visual images and mythological references
- i. Turning the poem into a gossip column
- j. “The Hippopotamus”—Finding the insults in the poem

XXVIII. The Picture of Dorian Gray (chapters 1 – 5)

- a. Vocabulary review quizzes from last 10 lessons
- b. Biographical information on Oscar Wilde
- c. Reading “quiz”
- d. Preface—interpretive reading question
- e. Reading questions on chapters 1 - 5

XXIX. The Picture of Dorian Gray (Chapters 6 – 14)

- a. Vocabulary review
- b. Reading questions (short answer) on chapters 6 - 14

XXX. The Picture of Dorian Gray (chapters 15 – 20)

- a. Vocabulary review
- b. Reading questions on chapters 15 – 20 —critical response to quotations

XXXI. British Humor, Graham Greene

- a. Vocabulary related to humor
- b. Biographical information on Graham Greene and questions about his life
- c. “A Shocking Accident”—reading questions
- d. Applying 5 of the lesson’s vocabulary to an analysis of this story

XXXII. British Humor, Saki (H.H. Munro)

- a. Satire—what is it?
- b. Biographical information on H.H. Munro
- b. “The Open Window”
- c. Reading questions—deconstructing the satire
- d. Create your own dinner-table conversation modeled after the story

- e. Evaluating the “morality” of the story
- f. Relating humor vocabulary to the story

XXXIII. British Humor, Douglas Adams

- a. Biographical information on Douglas Adams
- b. Quotations from various works of Adams—identifying the type(s) of humor
- c. Rewriting Adams’ gags (persona paraphrase)
- d. Essay on humor

XXXIV. Contemporary Authors / Author Study paper (web research)

- d. Choose a British author to research (initial site provided)
- e. Locate websites for information—book reviews, excerpts from the author’s work, interviews and opinions
- f. Gather and edit your information
- g. Write your rough draft

XXXIV. Author Study

- a. Provide web addresses (references)
- b. Organize citations and write final draft of the Author Study

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