

DEPARTMENT: ENGLISH	COURSE TITLE: MASTERPIECES OF BRITISH LITERATURE II
GRADE(S): 11-12	PRE-REQUISITES (IF ANY):

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
17 th century English literature	3 weeks	<ul style="list-style-type: none"> English history, religious developments, philosophy and style in literature, visual art and music (esp. Jacobean era, Civil War, Protectorate) Donne, Herbert, Jonson as exemplars of the metaphysical conceit in lyric poetry, the former two with Anglican tradition Conventions of 17th century poetry, exp. metaphysical and pattern genres Milton's "Il Peneroso" and "L' Allegra" and "On His Blindness" and <i>The Areopagetica</i> as evocation of Puritan sensibilities Herrick, Lovelace, and Marvell as exemplars of 17th century secular poetic tastes 	<p>Active reading skills: make personal connections, compare with other texts, use inquiry questions</p> <p>Vocabulary development: acquire new words through context clues, dictionary use, glossaries, and analysis</p> <p>Close reading of text (including art and music): analyze the author's use of imagery, figurative language, genre, symbolism, plot structure, thematic content, and style</p> <p>Writing to learn: use informal writing to probe and make connections to readings independently and in class.</p> <p>Imaginative writing: write original poems, personal narratives, scripts, and voice papers related to core readings</p> <p>Analytical writing: write well-organized essays incorporating textual material, critical theory, and parenthetical citations where appropriate</p>	<p>Teacher and student assessment of participation in class discussions</p> <p>Informal responses to writing prompts and self-initiated response papers</p> <p>Unit tests on readings and significant terms</p> <p>Formal analytical papers</p> <p>Peer review for revision</p> <p>Research paper and oral presentation on an independent reading, including bibliographic documentation</p> <p>Imaginative writing based on readings</p> <p>Final examination incorporating literature, art, music, and history and /or individual presentation on an aspect of English culture, history, and literature</p> <p>Course portfolio with reflective introduction and varied writing samples</p>	<p>Language: 1, 2, 4, 5, 7</p> <p>Literature: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26</p>

<p>18th century English literature</p>	<p>3 weeks</p>	<ul style="list-style-type: none"> • Restoration and Enlightenment of Age of Reason and Neoclassical ear English history, religious developments, philosophy and style in literature, visual art and music with an emphasis on the general v. the personal in the latter third of the 17th and all of the 18th century • Dryden’s “An Essay on Dramatic Poesy,” as example of evolving ideas of literary criticism • Dryden’s “Absalom and Archithophel” as example of early neoclassical poetry used for political didactic purposes • Alexander Pope’s “An Essay on Criticism” and “The Rape of the Lock” as reflecting the apogee of neoclassical style, taste, literary critical concerns and satire • Johnson’s “The Vanity if Human Wishes” as reflecting quintessential late neoclassical style combined with this personal philosophy • Selections from Johnson’s <i>A Dictionary of the English Language</i> to illustrate his lexical contributions to the establishment of normative English • Bunyan’s <i>The Pilgrim’s Progress</i> as early example of the novel form and as expression of nonconformist religious ideas • Fielding’s <i>Joseph Andrews</i> as example of novel’s development and as secular satire of social and gender conventions 	<p>Oral presentations: choose content appropriate to audience and purpose, organize and deliver information with clarity and originality</p> <p>Media analysis: evaluate film and video representations of literature</p> <p>Independent Research: develop inquiry questions, select suitable sources, sort/synthesize information, use appropriate documentation</p>		
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<p>The 19th century: The Romantics and The Victorians</p>	<p>3 weeks</p>	<ul style="list-style-type: none"> • The history of early 19th century England, especially as influenced by the French Revolution, the Napoleonic Wars and industrialization with corresponding developments in religion, philosophy and style in literature, visual art and music during the Romantic and Victorian eras • Selected poems by Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats as evocations of the varieties of Romantic sensibility especially with emphasis on feeling, individuality, nature, the quotidian and political issues • <i>Persuasion</i> as example of early 19th century novel as comedy of manners with class and gender issues • <i>The Return of the Native</i> as example of the late 19th century novel with emphasis on psychological realism • Tennyson's "Ulysses" and selections from <i>In Memoriam</i>, Browning's "My Last Duchess," Arnold's "Dover Beach," and Hopkin's "God's Grandeur," as examples of Victorian era philosophy, interest in psychology, evolving religious attitudes and linguistic experimentation 			
<p>20th century English literature</p>	<p>3 weeks</p>	<ul style="list-style-type: none"> • Modern era English history, religious developments, philosophy and style in literature, visual arts and music • <i>Pygmalion</i> as reflection of Shavian wit and political/linguistic concerns • <i>Endgame</i> as example of Irish English expatriate existentialist mid-twentieth century drama • <i>Maurice</i> as example of twentieth century traditional narrative novel addressing issues of class and gender • "Proteus" from <i>Ulysses</i> as experimentation in novel form • <i>A Room of One's Own</i> as example of twentieth century non-fiction prose with reflection on gender, class, and pedagogical issues • Selected poems of Thomas, Eliot, and Auden as exemplars of modern poetic development in form and content especially the lyric 			