

## ENGLISH 10 HONORS

### COURSE DESCRIPTION:

English 10 – Honors is a language arts program in which students are expected to read, write, speak and listen at an advanced level. Students will strive to become adept readers of interesting but challenging British prose and poetry. Students in this class are expected to use critical thinking skills in their writing, advanced oral communication skills in the classroom setting, and be facile writers of a variety of essay types. The essential goals of the class will be reached through the study of the literary heritage of Great Britain and its Commonwealth countries. The students' awareness of how English literature has played a unique role in helping to shape the ideas and institutions of Western culture is enhanced through an examination of representative genres. As the course is intended for advanced students who have elected to and have been recommended for the honor program, a particular focus should include the study of effective composition writing, a strong background in grammar, an advanced style of sentence patterns, a strong vocabulary and listening and speaking skills which indicate an advanced level of thinking.

The course is structured around the literary history of Great Britain and an understanding of the development of the English language. Through an examination of a variety of genres, an appreciation for reading and writing will be developed. Students will be evaluated with a variety of assessment strategies. Tests, quizzes, in-class and at-home essay writing, oral presentations, panel discussions, peer review, classroom organization, and a major research paper that incorporates MLA formatting are essential aspects of the assessment process.

### English 10 Honors Core Works:

*Beowulf*

*The Canterbury Tales* (selections) – Geoffrey Chaucer

*Macbeth* – William Shakespeare

*Frankenstein* – Mary Shelley

*A Tale of Two Cities* / *Great Expectations* – Charles Dickens and/or another Victorian novel or play

*Lord of the Flies* – William Golding

*1984* – George Orwell and/or *Brave New World* - Aldous Huxley

British Poetry Selections (including Romantic poetry and Shakespearean sonnets)

### GRADE 10 ESSENTIAL WRITING OUTCOMES (GOAL = 2 PER MARKING PERIOD):

Focused writing instruction and practice is essential to the English classroom. Students will write in different forms and for a variety of purposes. Students will write in-class timed compositions as well as longer, formal compositions. Formal student writing must conform to MLA guidelines for format, style, citation, and documentation. Formal out-of class and in-class writing will include:

- Persuasive Writing
- Expository Writing
- Literary Analysis
- Personal Narrative
- Formal Literary Research Paper with emphasis on refinement of style and use of embedded quotations (5-6 pages)

*Revised:* August 2011

## Unit I: *Beowulf* and the Anglo-Saxon Age (400-1066)

CORE TEXT(s): *Beowulf* as translated by Burton Raffel or Seamus Heaney

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### ESSENTIAL QUESTION(S):

- What is the importance of *Beowulf* and the literary and historical aspects of the poem's place in the history of the language?
- What qualities make someone a good leader and/or a hero to a community?
- What qualities make someone/something a monster?

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### OBJECTIVES – STUDENTS WILL BE ABLE TO:

- Understand the origins of Old English and explore the variations in differing translations;
- Listen to audio sound recording of the Old English to gain an appreciation for the origin;
- Understand the oral tradition of the Anglo-Saxons;
- Listen to translated audio sound recording of text and follow along to experience a simulated oral tradition of the Anglo-Saxon culture;
- Define an epic poem;
- Identify the characteristics of an Anglo-Saxon epic poem including the supernatural elements, the belief in *wyrd*, or fate, and poetic devices such as kennings, caesura, alliteration, repetition, metonymy, synecdoche, and lack of rhyme;
- Examine the juxtaposition of Christian and pagan ideas within the poem and analyze how the interplay of these beliefs enhances and/or confuses the understanding of the poem;
- Discuss the roles of women within the patriarchal society of the Anglo-Saxons and examine the minor characters' significance to the understanding of the society;
- Identify the characteristics of an epic hero and explain how Beowulf fits the model of the characteristics (superhuman strength and/or intelligence, often stands alone in battle, reflects the ideals of the society, has a weakness that often times destroys him, etc.);
- Identify contemporary heroes both in modern fiction and real life and explain how the concept of "hero" has changed depending on the society in which he or she is found;
- Define scop (the *Beowulf* Poet) and explain how he incorporates his beliefs into a story to educate or sway the reader's views towards his own;
- Explain how Grendel's evil nature and Beowulf's good nature are presented through the use of Biblical allusion;
- Examine the Anglo-Saxon boast and create a personal boast that incorporates the poetic devices as well as cultural qualities of the Anglo-Saxons (importance to family heritage, pride, etc.)
- Describe the importance for the Anglo-Saxons of the idea of items such as the jury system, parliamentary government, and the thanes' comitatus or loyalty to the king;
- Compose an essay in which the main focus is on a contemporary "hero" as defined by the student, and explain why the person chosen fits the model of Beowulf, one in which the hero has to conquer his own personal Grendel. Students may use personal heroes such as a parent or friend, or an historical hero such as Martin Luther King or Gandhi;
- Explore a graphic novel version of the text by Gareth Hinds in order to gain a visual interpretation of the epic poem and compare/contrast the artist's perspective vs. the scop's story;
- Read in conjunction with the poem and/or examine excerpts from John Gardner's novel, *Grendel* and:
  - Discuss the misconceptions about monsters or outsiders and analyze the alienation Grendel experiences in comparison to today's "monsters"
  - Examine point of view and how Gardner's narrative perspective changes and/or enhances the meaning of the original epic poem

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### TOPIC/CONTENT SKILLS

- Reading: Literature – RL.9-10.1 – 4, RL.9-10.7, RL.9-10.9
- Writing – W.9-10.1–2, W.9-10.4 – 5, W.9-10.10
- Speaking & Listening – SL.9-10.1 – 2, SL.9-10.6
- Language – L.9-10.1 – 6

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## ASSESSMENTS

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- Variety of: Study guides, reading-check quizzes, teacher-generated test and/or essay, group discussion work, personal boast (written and presented).

### Sample Assessments:

#### Essay

Write a well-developed essay that discusses how *Beowulf* is the story of an epic hero who experiences a dual ordeal: an external battle with vicious opponents and an internal battle with human tendencies of pride, power, greed, and glory. Develop an arguable thesis and utilize multiple examples of textual evidence (cited with MLA format) to support essay. (W.9-10.2, W.9-10.4, W.9-10.5, L.9-10.3)

#### Essay

In a well-developed essay, discuss whether or not Grendel is a misunderstood outsider or just a maniacal monster. Examine whether or not Gardner's version of Grendel represents the misunderstood or is still the same terrible monster we read about in the original *Beowulf*. Support your essay with an arguable thesis statement and multiple examples from both works using proper MLA formatting.

#### Essay

Write a well-developed essay in which the main focus is on a contemporary "hero" as defined by the student, and explain why the person chosen fits the model of Beowulf, one in which the hero has to conquer his own personal Grendel. Students may use personal heroes such as a parent or friend, or an historical hero such as Martin Luther King or Gandhi. Develop an arguable thesis and utilize multiple examples of textual evidence (cited with MLA format) to support essay. (W.9-10.2, W.9-10.4, W.9-10.5, L.9-10.3)

#### Boast

Write a formal boast about yourself that incorporates the Anglo-Saxon poetic devices and qualities such as: alliteration, kennings, metonymy, synecdoche, family information, accomplishments, and goals. You will read your boast at an in-class "boast off" and the class will vote on who is the most Beowulf-like in his/her boast! (W.9-10.4, W.9-10.5, SL.9-10.4, SL.9-10.6, L.9-10.1)

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## RESOURCES AND ADDITIONAL TEXTS:

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- *Grendel* by John Gardner
- *Beowulf* a graphic novel by Gareth Hinds
- Web English Teacher: <http://www.webenglishteacher.com/beowulf.html>
- Teacher Guide: <http://www.glencoe.com/sec/literature/litlibrary/beowulf.html>
- Teacher Guide: <http://us.penguingroup.com/static/pdf/teachersguides/beowulf.pdf>
- Interactive site with an overview of the text and historical information: <http://www.readwritethink.org/files/resources/interactives/beowulf/>
- Norton Anthology of English Literature Overview of *Beowulf*: [http://www.wnorton.com/college/english/nael/middleages/topic\\_4/welcome.htm](http://www.wnorton.com/college/english/nael/middleages/topic_4/welcome.htm)
- Introduction to Old English: <http://www.wmich.edu/medieval/resources/IOE/index.html>
- Excerpts of text: <http://www.beowulftranslations.net/hean.shtml>
- Excerpted audio files of Seamus Heaney reading: <http://www.wnorton.com/college/english/nael/noa/audio.htm>
- Info on Sutton Hoo burial: <http://www.archaeology.co.uk/the-timeline-of-britain/sutton-hoo.htm>
- Film: *Beowulf and Grendel* starring Gerard Butler – good film to show excerpts of Anglo-Saxon culture (NOTE: some inappropriate scenes so preview before showing)
- Kennings activity: <http://www.webenglishteacher.com/msb/Kennings.pdf>

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## INSTRUCTIONAL METHOD

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- Lecture, partner work, whole-class discussion, individual presentation, and oral readings.

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**TECH INFUSION**

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- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

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**COMMON CORE STATE STANDARDS**

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**ETHICAL DECISION MAKING**

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- Questions related to honor, loyalty, heroism, and what it means to be a monster in a society are issues for discussion in this unit.

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**21<sup>ST</sup> CENTURY SKILLS**

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- Learning and Innovation Skills: through the creative Boast writing, students will use a “wide range of creation techniques” and create a new, worthwhile product that not only incorporates the elements of the original Anglo-Saxon poem but reflects and showcases the students’ personal connection to the work
  - Learning and Innovation Skills: as the class engages in oral readings/audio listening sessions of the text, students will “listen effectively to decipher meaning” from the epic poem. They will also analyze and evaluate the text to understand the Anglo-Saxon elements that interact with the Christian beliefs. Students will also analyze the novel *Grendel* and its alternative point of view to the original story.
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## **Unit II: *The Canterbury Tales* and the Middle Ages**

**CORE TEXT:** *The Canterbury Tales* by Geoffrey Chaucer – Penguin Classics

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**ESSENTIAL QUESTION(S):**

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- What makes a collection of stories written more than 600 years ago relevant to the 21<sup>st</sup> century student?
- How does a writer use satire and particular descriptions to condemn or condone characters’ behavior and/or the society in which he lives?

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**OBJECTIVES – STUDENTS WILL BE ABLE TO:**

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- Discuss the importance of the Norman Conquest in 1066 A.D. in relation to the effect that event had upon the changing English language from Old English to Middle English;
- Understand the historical context and significance of St. Thomas Becket is and why Chaucer’s pilgrims are going to his shrine at the Canterbury Cathedral;
- Listen to audio sound recording of the Middle English to gain an appreciation for the origin and to compare/contrast the language to present-day modern English;
- Listen to translated audio sound recording of text;
- Identify and explain the differences between the poetry of Chaucer and that of Anglo-Saxon poetry;
- Define *frame tale* and understand the overall effect of this technique;
- Define *fabliau* and examine how the elements of a fabliau are used in one or all of the following tales: Miller, Reve, Merchant, Shipman, and/or the Manciple;
- Identify and define literary allusions, rhymed couplets, and how the narrative form can reflect the moral views of the narrator;

- Identify the different moral focus in *The Canterbury Tales* as compared to that in *Beowulf*, and explain how those differences relate to the changing purpose of poetry in Great Britain;
- Explain how *The Canterbury Tales* focuses on the common man (a cook, a yeoman, a miller, etc.) and why this focus is closer to our view of literature than the Anglo-Saxon view;
- Explain the Feudal System and identify how specific characters relate to the political and economic structure of the era;
- Identify characters, setting, and tone and explain how the tone changes when different characters tell their tales;
- Explain the importance of the Church in Medieval society, and Chaucer's views of members of the Church including the Monk, the Friar, the Nun, and the Parson;
- Describe the idea of the Great Chain of Being, the growth of the middle class, and the effects of the Black Plague on Chaucer's society;
- List and identify a number of pilgrims and the tales they relate (as chosen by the teacher), and how those tales reflect the views of the teller and Chaucer;
- Identify examples of Chaucer's tone, satire, and humor and explain why he views some characters with scorn and others with praise;
- Prepare a short reading of 20 to 30 lines from *The Canterbury Tales*, explain the importance of the passage, and identify how the lines reflect Chaucer's view of the pilgrim in question;
- Explain how various tales written in the 14<sup>th</sup> century (including "The Wife of Bath's Tale" and "The Pardoner's Tale") talk to and have meaning for students today;
- Prepare an oral presentation in which the students take on the role of one character and debate, discuss, and or role play the character in question;
- Prepare a presentation using Power Point or another digital tool with a partner/small group on one of the tales not read with the whole class. Within the presentation, discusses the tale's moral, Chaucer's satire, and the connection to present day;
- Create an original pilgrim for modern day society and compose an original tale from that pilgrim's point of view;
- Evaluate how satire is used today in multi-media formats (television, online websites, newspapers such as *The Onion*) and write an essay that discusses the effects of the humor techniques used in present-day media vs. Chaucer's use of satire.

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#### TOPIC/CONTENT SKILLS

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- Reading: Literature – RL.9-10.1 – 6
- Reading Information – RI.9-10.6
- Writing – W.9-10.1– 5, W.9-10.10
- Speaking & Listening – SL.9-10.1 – 6
- Language – L.9-10.1 – 3

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#### ASSESSMENTS

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- Variety of: Graphic organizers to keep track of pilgrims and stories, reading-check quizzes, oral readings and discussions, end-of-unit test, oral presentations.

##### **Sample Assessments:**

##### Essay

Chaucer is well known and much admired for his sense of humor. Write an essay analyzing Chaucer's strategies and satiric techniques for generating laughter in at least two tales. Consider discuss how effective these techniques are in comparison to satirical media of present day. Incorporate multiple examples of textual evidence to support an arguable thesis. Utilize the MLA format.

##### Essay

It has been said of Chaucer's method of creating characters that "the sheer variety of wealth of detail creates the impression of a specific person. And yet, taken together, it all adds up to a comparatively simple stereotype." Discuss and evaluate this comment in reference to characterization in one of the tales and/or in the *General Prologue to the Canterbury Tales*.

##### Original Pilgrim

Utilizing anonymous images of a cross-section of present-day adults, choose one person and create a modern-day pilgrim! Develop a prologue about the pilgrim that utilizes Chaucer's writing style with the rhyming couplets. From details in the prologue, generate a tale that your pilgrim would tell and incorporate a moral about a major theme found in the original tales such as love, greed, pride, and marriage or a theme that is important to you.

#### Group Tale Presentation

In a small group or with a partner, select one tale the class has not read and create a presentation to teach the tale to the class. Your presentation should utilize Power Point or a similar digital tool and should cover the following: summary of tale, analysis of characters, discussion of moral, examination of Chaucer's view of the pilgrim and questions for class discussion. Be sure to include images and any other eye-appealing graphics.

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#### **ADDITIONAL RESOURCES AND TEXTS:**

- *The Canterbury Tales* – Penguin Classics as translated by Nevill Coghill
- Online text version as translated by Nevill Coghill: <http://www.questia.com/PM.qst?a=o&d=9443159>
- Audio files of various tales: <http://www.luminarium.org/medlit/canterbury.htm>
- Teacher Guide: <http://www.glencoe.com/sec/literature/litlibrary/pdf/canterbury.pdf>
- Chaucer at Web English Teacher: <http://www.webenglishteacher.com/chaucer.html>
- The Wife of Bath's Tale lesson plan: <http://164.109.104.189/lesson-plan/chaucers-wife-bath#sect-introduction>
- *The Onion* newspaper online for satire compare/contrast activity/assessment: <http://www.theonion.com/>

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#### **INSTRUCTIONAL METHOD**

- Lecture, partner work, whole class discussion, individual practice and preparation for presentations, group debates/discussions about characters.

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#### **TECH INFUSION**

- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

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#### **COMMON CORE STATE STANDARDS**

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#### **ETHICAL DECISION MAKING**

- Questions emanating from "The Pardoner's Tale," and or "The Wife of Bath's Tale" (for example) should generate discussion of goal setting, greed, rights and roles of women in society.
- Also the idea of hypocrisy as presented by Chaucer should create material for discussion and written analysis for the honor student.

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#### **21<sup>ST</sup> CENTURY SKILLS**

- Learning and Innovation Skills: students will work collaboratively to communicate and present ideas using multiple media technologies.
- Learning and Innovation Skills: students will "think creatively" and "work creatively with others" when they write draft, edit and write their own pilgrim prologues and tales.
- Learning and Innovation Skills: as the class engages in oral readings/audio listening sessions of the text and discussion, students will analyze and evaluate the text to understand Chaucer's techniques and views of the society in which he found fault. Students will then be able to "reflect critically on learning experiences" and make connections to our present-day society.

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## Unit III: *Macbeth* and the English Renaissance

**CORE TEXT:** *Macbeth* Folger Shakespeare Library by William Shakespeare

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### ESSENTIAL QUESTION(S):

- What can cause an essentially good man to turn to evil and how does the story of *Macbeth* relate to today's student?
- Is ambition a positive trait for someone to possess or can it lead to negative outcomes?

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### OBJECTIVES – STUDENTS WILL BE ABLE TO:

- Understand and examine historical connections to the Holinshed *Chronicles* and King James I;
- Listen to audio recording of the play and follow along to gain an understanding of Shakespeare's language;
- Identify the major parts of a Shakespearean tragedy (exposition, rising action, climax, falling action, dénouement, and resolution);
- Identify major characters in the story and explain how their interaction causes the plot to develop;
- Identify key Biblical and mythological allusions and explain why Shakespeare enriches the tale by using them;
- Describe the various settings of the story and explain why each setting allows for the action to continue and the theme to be developed;
- Explain how the mood and tone of the story are developed immediately in the play and both continue throughout the entire work;
- Describe the importance of the Weird Sisters, the nature of evil and explain how their words affect Macbeth and Banquo differently;
- Define *tragic hero*, discuss how Shakespeare presents Macbeth as a good and noble man and explain why this is important in the telling of the tale;
- Explain how the Great Chain of Being has significance both in the killing of Duncan and the results of Macbeth's usurpation of the throne;
- Explain "equivocation" and identify how equivocation allows Macbeth to feel he is invincible;
- Identify and explain the differences between an aside, monologue, and a soliloquy;
- Explain the importance of Lady Macbeth to the story and identify how she is able to move Macbeth down the path to murder Duncan;
- Explain why Shakespeare includes the comic relief "Porter scene" immediately after Duncan's murder, and identify the type of humor used in the scene;
- Define *dramatic irony* and explain how Shakespeare uses irony to heighten the drama throughout the play;
- Describe the rise of Macbeth and the fall of Lady Macbeth and explain how and why Shakespeare lets this occur;
- Identify dreams, illusions, ghosts, and apparitions and explain the significance of all of these in context of the story and human nature;
- Identify rhymed couplets and explain how they are used for cues for the actors or to signify a scene change;
- Identify internal stage direction and its importance in understanding action and moving the play from a text to the stage;
- Identify good and evil in the story and explain how the "seeds of evil" may be in all of us thus creating a dramatic response of fear in the reader or audience;
- Explain the causes of Macbeth's fall and the rise of Malcolm;
- Identify major differences between a movie version of *Macbeth* and the text as written by Shakespeare;
- Identify the change in language from the *Beowulf* Poet through Chaucer to Shakespeare (Old-, Middle-, and Modern English), and explain how both the Norman Conquest and the invention of the printing press had a major effect on both the changes and stability of the language;
- Analyze teacher-selected textual evidence in relationship to the play's major themes and conflicts;
- Recite a passage from *Macbeth* from memory and include a written "translation" in contemporary English and/or present a scene in a group;

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### TOPIC/CONTENT SKILLS

- Reading: Literature – RL.9-10.1 – 7, RL.9-10.9 – 10
- Reading Information – RI.9-10.7

- Writing – W.9-10.1, W.9-10.3 – 6, W.9-10.10
- Speaking & Listening – SL.9-10.1, SL.9-10.4 – 6
- Language – L.9-10.1 – 6

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## ASSESSMENTS

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- Graphic organizers to keep track of the parts of the play (rising action, climax, etc.) and Macbeth's tragic flaws/downfall, teacher-generated quizzes/tests with quotation identification, study guides, performances, essay and alternative project.

### Sample Assessments:

#### Shakespeare Story Poster

Create a story poster of major scenes in the play. For full information on this assignment, visit this Google Docs file:

[https://docs.google.com/document/d/1K6ZUxX9uGbY9\\_ortQAUzU-SoD-42-hV6wpFP0UxobAI/edit?hl=en\\_US](https://docs.google.com/document/d/1K6ZUxX9uGbY9_ortQAUzU-SoD-42-hV6wpFP0UxobAI/edit?hl=en_US)

Resource for this assignment: <http://www.glogster.com/> (W.9-10.6, SL.9-10.4 – 5)

#### Essay

In a well-developed, multiple paragraph essay, discuss how Macbeth fits the definition of a tragic hero. Is he a tragic hero who is defeated by his fatal flaw, ambition, and therefore responsible for his actions? Or, was he influenced and pressured into his actions by Lady Macbeth and the supernatural forces of the witches? Or both? Utilize textual evidence from throughout the play to support your thesis statement. Follow the MLA format. (L.9-10.1 – 3, W.9-10.1, W.9-10.4 – 5, RL.9-10.1, RL.9-10.3)

#### Character Diary

As we read the play, keep a diary from the point of view from either Macbeth, Lady Macbeth, Banquo or Macduff. Entries must be one page typed, double-spaced and must include textual evidence. Be sure to choose scenes in which perhaps your character is present but does not have a voice in the action. How did he/she feel at the moment? What was he/she thinking? Perhaps have your character write a letter to another character discussing a major event or decision. Have your character write a poem or song and explain its significance to the play. Minimum 1 entry per Act. **Alternatively: teacher could have students record these entries on a class blog utilizing the Laker blogs at:** <http://blogs.mtlakes.org/> OR students could use Google Docs to write and submit the entries to the teacher if sharing with classmates is difficult. <http://www.google.com/google-d-s/documents/> (RL.9-10.1, RL.9-10.3, W.9-10.3, W.9-10.6).

#### Oral Presentation Group

Prepare a scene with a partner or small group to act out for the class. Either memorize Shakespeare's language and present the scene utilizing costumes and props in context with the original play OR re-write the scene using modern-day language and present it with unique props and costumes. Each actor must write a 1-page paper explaining his/her character's purpose and function in the scene as well as any special acting liberties taken by the actor. (RL.9-10.3, W.9-10.1 SL.9-10.4, SL.9-10.6)

#### Oral Presentation Individual

Prepare a monologue or soliloquy to present to the class. Recite it from memory and submit a 1-page paper explaining/translating the speech. Discuss its significance to the major themes and conflicts within the play. (RL.9-10.3, W.9-10.1 SL.9-10.4, SL.9-10.6)

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## RESOURCES AND ADDITIONAL TEXTS:

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- *Macbeth* Folger Shakespeare Library by William Shakespeare
- Online text of play: <http://shakespeare.mit.edu/macbeth/full.html>
- Audio of play: <http://www.wiredforbooks.org/shakespeare/>
- Folger Shakespeare Library: <http://www.folger.edu/eduLesPlanArch.cfm>
- Podcast discussing how to teach the play through performance: [http://www.folger.edu/documents/Macbeth\\_Teachers\\_Guide.mp3](http://www.folger.edu/documents/Macbeth_Teachers_Guide.mp3)
- Teacher Guide: <http://us.penguingroup.com/static/pdf/teachersguides/macbeth.pdf>



- *Macbeth* at Web English Teacher – contains a wide variety of lesson plans and resources: <http://www.webenglishteacher.com/macbeth.html>
- *Shakespeare Set Free: Teaching Romeo & Juliet, Macbeth & A Midsummer Night's Dream* (The Folger Library) – editor Peggy O'Brien
- History of King James I: <http://www.luminarium.org/sevenlit/james/>
- Life, works and times of Shakespeare: <http://shakespeare.palomar.edu/>
- BBC animated *Macbeth* Part I; [http://www.youtube.com/watch?v=LC9G\\_CZVAL8](http://www.youtube.com/watch?v=LC9G_CZVAL8)
- Part 2: <http://www.youtube.com/watch?v=1ZOOyiHDptU&feature=related>
- Part 3: <http://www.youtube.com/watch?v=Q8riYRDFp7A&feature=related>
- Act 1, scene 7 soliloquy video (“If it were done...” ) <http://www.youtube.com/watch?v=ZltamDxHjYs&feature=related>
- Words and phrases coined by Shakespeare: <http://www.pathguy.com/shakeswo.htm> and <http://www.phrases.org.uk/meanings/phrases-sayings-shakespeare.html>
- Online poster creator for storybook activity: <http://www.glogster.com/>
- Laker blogs: <http://blogs.mtlakes.org/>
- Google Docs: <http://www.google.com/google-d-s/documents/>

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### **INSTRUCTIONAL METHOD**

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- Lecture, partner work, whole class discussion, in-class performance acting, and group discussions.

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### **TECH INFUSION**

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- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

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### **COMMON CORE STATE STANDARDS**

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### **ETHICAL DECISION MAKING**

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- Questions related to the role of fate versus free will in the students' own lives. If one views the Weird Sisters as symbols of temptation, can drugs and alcohol have the same effect upon the students as the predictions had upon Macbeth? The idea of the frailty of people is an issue worthy of discussion in this unit.

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### **21<sup>ST</sup> CENTURY SKILLS**

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- Information, Media and Technology Skills: think creatively and/or work creatively with others using a “wide range of idea creation techniques,” “demonstrate originality and inventiveness,” and “view failure as an opportunity to learn” as they work on the performance assessment and within class discussions of play.
  - Information, Media and Technology Skills: students will use digital technologies to communicate and create information
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## Unit IV: *Frankenstein* and the Romantic novel

CORE TEXT(s): *Frankenstein* – Mary Shelley and *Rime of the Ancient Mariner* – Samuel Taylor Coleridge

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### ESSENTIAL QUESTION(S):

- What is acceptable in the realm of science, and does Mary Shelley's *Frankenstein* challenge the students' view of life and death?

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### OBJECTIVES – STUDENTS WILL BE ABLE TO:

- Understand biographical and historical background of Mary Shelley and how she came up with the story of *Frankenstein*;
- Read Coleridge's *Rime of the Ancient Mariner* and discuss why Shelley alludes to this poem throughout the novel;
- Understand Shelley's subtitle, "A Modern Prometheus" in relation to the legend of Prometheus;
- Identify the characteristics of a Romantic novel and explain how *Frankenstein* fits into the category;
- Define *frame story* and discuss the effects of the narrative from Shelley's use of this technique;
- Describe the significance and differences between the narratives of Victor, the Captain Walton, and the monster;
- Explain the significance of Walton's letters in the beginning of the novel and how those letters further the ideas of Romanticism;
- Explain the concept of the gothic tale and the idea of the supernatural and the macabre;
- Explain the goals and purpose of Victor's life and identify the actions which will cause his demise;
- Name essential characters from Victor's family and minor characters who help move the plot;
- Name the essential settings of the novel and explain how the settings correspond to the ideas of Romanticism;
- Describe how the idea of creating life from death first enters Victor's mind;
- Explain why Shelley tells the reader about Victor's youth and identify the reasons why Victor says he has a "happy childhood;"
- Identify the reasons for the monster's behavior throughout the novel;
- Explain why the monster kills Victor's brother and why he is willing to let Justine die for his crime;
- Identify the relationship between the monster and his creator and explain how Victor responds to the creature upon first seeing him;
- Explain the nature of the creator and the subject in terms that relate to his or her own views of God;
- Identify the Romantic view of the problems with man interfering with God's realm and Nature's laws;
- Describe how our society confronts the same issues of life and death including euthanasia, cloning, and embryonic cell research;
- Identify what it is the monster wants and needs from Victor; and explain how and why these wants and needs change throughout the novel;
- Explain why Victor agrees to create a mate for the monster and why he reneges on that promise;
- List all the characters that the monster kills and his motivation for each murder;
- Compose double-entry journals that incorporate and properly utilize *self*-chosen vocabulary and self-selected quotations (properly cited using MLA format);
- Explain why the monster engages in evil behavior even after it is evident that Shelley's first descriptions of it are benevolent;
- Explain how a tale of life from death has meaning to their lives.

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### TOPIC/CONTENT SKILLS

- Reading: Literature – RL.9-10.1 – 7, RL.9-10.9 – 10
- Reading Information – RI.9-10.2, RI.9-10.7
- Writing – W.9-10.1 – 2, W.9-10.4 – 10
- Speaking & Listening – SL.9-10.1 – 2, SL.9-10.4 – 6
- Language – L.9-10.1 – 6

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## ASSESSMENTS

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- Teacher-generated tests, quizzes, homework assignments, study guides and/or double-entry journals.

### **Sample Assessments:**

#### Double-Entry Journal

As we read *Frankenstein*, keep a double-entry journal (1-2 entries per chapter). Divide your paper vertically to create a column on the left and a column on the right. The right-hand column can be wider than the left one. On the left side, write down a quote/passage properly cited from your reading that interests you. On the right side, react to the quote. Provide a few comments, questions, analysis, etc. This is a “my thoughts” section, not a chapter summary, so engage and respond insightfully. Utilize a minimum of one *self-selected* vocabulary word in each entry. (RL.9-10.1, W.9-10.4, W.9-10.10, L.9-10.4, L.9-10.6)

#### Essay

Harold Bloom, in the “Afterword” in the Signet Edition of *Frankenstein*, states: “The monster is at once more intellectual and more emotional than his maker...The greatest paradox and most astonishing achievement of Mary Shelley’s novel is that the monster is more human than his creator. This nameless being ... is more lovable than his creator and more hateful, more to be pitied and more to be feared...” (292). Develop an essay that agrees or disagrees with Bloom’s critical commentary that the creature is more sympathetic than Frankenstein. Utilize an arguable thesis statement and multiple examples of textual evidence from throughout the novel to support your claim. Follow the MLA format. (W.9-10.2, W.9-10.4, W.9-10.5, L.9-10.1, L.9-10.3).

#### Essay

*Frankenstein* is considered a “Romantic/Gothic” novel. Examine Shelley’s use of nature as a literary tool in the novel. How does nature reveal ironic truths and/or how does nature implore the reader to examine his or her “mysterious fears of [man’s] nature” and how might it “awaken thrilling horror” in the reader’s imagination? Utilize an arguable thesis statement and multiple examples of textual evidence from throughout the novel to support your claim. Follow the MLA format. (W.9-10.2, W.9-10.4, W.9-10.5, L.9-10.1, L.9-10.3).

#### Research Project

In a small group of 3-4, research a present-day science topic such as cloning or genetic research and present your findings to the class utilizing a digital tool such as PowerPoint or Prezi (<http://prezi.com/>). Your presentation must touch on the facts of your topic, current issues related to your topic, connection to the novel, and then your groups position /stance on the topic. Potentially make connections to modern-day film dealing with issue and show clip (such as *Jurassic Park*). Leave room for debate with classmates. Be sure to cite multiple, reliable/credible sources and provide a Works Cited page. (RI.9-10.6, RI.9-10.8, W.9-10.7 – 8, SL.9-10.2, SL.9-10.4 – 6).

#### Alternative Quiz/Discussion Prompt

Utilizing images from Theodor Von Holst and/or Bernie Wrightson’s graphic novel (see in resources), teacher provides images on SmartBoard and prompts students with quiz questions related to last-night’s reading that must relate to image and/or prompts for classroom/group discussion. Students can then compare/contrast artists’ interpretation of scene vs. Shelley’s novel. (RL.9-10.7, SL.9-10.1).

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## RESOURCES AND ADDITIONAL TEXTS:

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- *Frankenstein* – Mary Shelley
- *Rime of the Ancient Mariner* – Samuel Taylor Coleridge
- Illustrated PowerPoint of *Rime of the Ancient Mariner*. Illustrations done by Gustave Dore in 1878. [https://docs.google.com/present/edit?id=0AfmheX0t6O91ZGRqa3NyOHJfOWhobWtzbmcz&hl=en\\_US](https://docs.google.com/present/edit?id=0AfmheX0t6O91ZGRqa3NyOHJfOWhobWtzbmcz&hl=en_US) Useful for interpretation of various sections of poem and/or for oral readings of poem.
- Online text of novel: <http://www.gutenberg.org/ebooks/84>
- Teacher Guide: <http://us.penguinroup.com/static/pdf/teachersguides/Frankenstein.pdf>
- Teacher Guide: <http://www.glencoe.com/sec/literature/litlibrary/pdf/frankenstein.pdf>

- Mary Shelley at Web English Teacher: <http://www.webenglishteacher.com/shelley.html>
- Teaching *Frankenstein* with *The New York Times* – variety of lessons and activities on *The New York Times Learning Blog*: <http://learning.blogs.nytimes.com/2010/08/04/teaching-frankenstein-with-the-new-york-times/>
- Film version that stays very close to the original novel’s story: *Frankenstein* Starring Luke Goss & Alec Newman (2004)
- Useful website on all-things related to Shelley and the novel: <http://www.maryshelley.nl/>
- Overview of Gothic literature: [http://www.wwnorton.com/college/english/nael/romantic/topic\\_2/welcome.htm](http://www.wwnorton.com/college/english/nael/romantic/topic_2/welcome.htm)
- Image and information on Theodor Von Holst illustration of *Frankenstein* – scene of Victor departing creature after creation: [http://www.wikigallery.org/wiki/painting\\_199066/Theodor-Von-Holst/Illustration-from-Frankenstein](http://www.wikigallery.org/wiki/painting_199066/Theodor-Von-Holst/Illustration-from-Frankenstein)
- Bernie Wrightson’s graphic novel, *Frankenstein*. Images are useful for interpretation of key events in novel.

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#### INSTRUCTIONAL METHOD

- Lecture with SmartBoard, partner work, whole class discussion, and group discussions.

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#### TECH INFUSION

- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

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#### COMMON CORE STATE STANDARDS

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#### ETHICAL DECISION MAKING

- With so much in the media about life or death issues, this unit lends itself to a variety of issues from euthanasia to embryonic cell research. How far is too far for science?
- Questions related to societal pre-judgment of people who look differently and who the real “monster” is in our society. Students should make connections back to Grendel from *Beowulf* with this discussion.

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#### 21<sup>ST</sup> CENTURY SKILLS

- Life and Career Goals: through the group research project/presentation, students will learn to utilize their time and manage workload efficiently, set and meet goals to fulfill the assignment’s requirements and collaborate and cooperate effectively with their group members.
- Learning and Innovation Skills: students will learn to effectively analyze and evaluate evidence, arguments, claims and beliefs in relationship to the novel’s main themes and present-day issues.

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### Unit V: *Lord of the Flies* and Modern Realism

**CORE TEXT:** *Lord of the Flies* by William Golding

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#### ESSENTIAL QUESTION:

- What is the true nature of human beings and does society corrupt the individuals in it? Or does society bring out the good nature of people?
- Is there a need for social order?

- Why did Golding choose children for his lesson? Why boys?
- What are the good qualities of a leader?
- What effect does switching narrative point of view have on the reader?

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#### **OBJECTIVES – STUDENTS WILL BE ABLE TO:**

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- Understand brief historical and biographical background of William Golding and his connections to WWI and WWII;
- Identify major characters and how their names reflect their personalities (example: “Roger” comes from the Germanic word meaning “spear.”);
- Identify leadership and explain how Jack and Ralph see leadership differently;
- Explain the importance of Piggy and identify how he guides Ralph into “effective” leadership;
- Identify some of the characteristics of realism including the vague use of names and places such as “samneric,” “the fair-haired boy,” or the “dark boy”;
- Identify the way Jack uses fear to control the boys, and explain how this type of leadership is used in today’s real world;
- Identify the conch and explain its importance in the novel;
- Identify other symbols used by Golding and explain the significance of each (example: the pig’s head, Castle Rock, the signal fire, Piggy’s glasses, etc.);
- Identify aberrant behavior as seen in the actions of Jack, Roger, and to a lesser extent, even by Ralph and describe how that behavior leads to chaos;
- Define *allegory* and examine the political, religious, and/or psychological allegorical components within the novel such as Jack for modern-day dictators, Ralph for democracy, Simon as a “Christ Figure,” the island itself as a Biblical allegory for the Garden of Eden, Jack, Ralph and Piggy representing the Id, Ego, and Superego, etc.;
- Analyze Golding’s narrative style including his use of flashbacks and point of view making note of his switch to 2<sup>nd</sup> person a handful of times within the novel at key events/moments as well as a switch to first person near the end of the novel;
- Discuss Golding’s tone and figurative description of the island itself and the weather;
- Describe hope as it is viewed by Ralph and explain how it is lost during his stay on the island;
- Describe Simon and his behavior and identify real “Simons” seen throughout history;
- Understand what the term *Beelzebub* means in relationship to the true meaning of the Lord of the Flies;
- Define irony and identify examples seen in the novel;
- Examine all themes and support discussion of themes with textual evidence. Themes include but are not limited to: man’s need for civilization (decent into savagery), the innate evil within humanity, the loss of innocence, blindness and sight, loss of identity;
- Describe the irony of the final scene and explain what Golding is saying about contemporary society;
- Compare or contrast differences between the English film version of *Lord of the Flies* and Golding’s text.

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#### **TOPIC/CONTENT SKILLS:**

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- Reading: Literature – RL.9-10.1 – 5, RL.9-10.9 – 10
- Writing – W.9-10.1 – 2, W.9-10.4 – 5, W.9-10.10
- Speaking & Listening – SL.9-10.1, SL.9-10.4
- Language – L.9-10.1 – 6

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#### **ASSESSMENT:**

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- Teacher generated tests and Quizzes. Homework. In class and take home essay writing. Chapter study guides and graphic organizers for symbols. Literary journals written work and in-class presentation of material.

#### **Sample Assessments:**

Literary Journal:

Assign students 2-3 chapters to prepare a literary journal for a fish-bowl style class discussion. Students with the same chapter will lead class discussion surrounding all major literary elements within chapter (plot, setting, characters, conflicts, etc.). See Google Docs assignment here:

[https://docs.google.com/document/d/1L\\_pVfzStsWEeXGTuKte9B4CCcHDjVs51TUmvPsGI3yE/edit?hl=en\\_US](https://docs.google.com/document/d/1L_pVfzStsWEeXGTuKte9B4CCcHDjVs51TUmvPsGI3yE/edit?hl=en_US)

(RL.9-10.1 – 3, W.9-10.2, SL.9-10.1, SL.9-10.4, L.9-10.5).

Essay:

The SETTING of Golding’s novel – the time and place as well as the situation, mood and atmosphere – is perhaps the novel’s most inventive and important element supporting various themes of the novel. In a well-developed essay, examine how Golding’s use of imagery to describe the setting illustrates any one of the major themes or conflicts of the novel. Consider images of nature, color, death, animals, life and destruction. Use your literary terms to support your discussion. Develop an arguable thesis statement and utilize multiple examples of textual evidence to support your claim. Follow the MLA format. Utilize 10 vocabulary words within essay. (RL.9-10.1, W.9-10.1, W.9-10.4 – 5, L.9-10.1 – 4).

Essay:

Many critics see Golding’s *Lord of the Flies* as an ALLEGORY that expresses his ideas about how the breakdown of civilization occurs. In their view, the novel can be seen as an allegory for the break down of society, the politics of fear, or the disintegration of the individual in a state of fear. Explain one allegorical interpretation of the novel. What does Golding’s allegory teach us about leaders, power, fear, etc? Develop an arguable thesis statement and utilize multiple examples of textual evidence to support your claim. Follow the MLA format. *Alternatively:* write a well-developed essay that discusses Golding’s religious allegory. Utilize 10 vocabulary words within essay. (RL.9-10.1, W.9-10.1, W.9-10.4 – 5, L.9-10.1 – 4).

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**ADDITIONAL RESOURCES AND TEXTS:**

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- *Lord of the Flies* – William Golding
- Author’s website: <http://www.william-golding.co.uk/>
- Online text of novel: [http://zbths.org/165310818145034323/lib/165310818145034323/\\_files/LOTF.pdf](http://zbths.org/165310818145034323/lib/165310818145034323/_files/LOTF.pdf)
- William Golding on Web English Teacher: <http://www.webenglishteacher.com/golding.html>
- Teaching *Lord of the Flies* with the *New York Times* Learning Network Blog – variety of lesson plans, articles and activities: <http://learning.blogs.nytimes.com/2010/08/05/teaching-the-lord-of-the-flies-with-the-new-york-times/>
- Poem entitled “Aesthetics” warrants analysis and comparison to novel: <http://www.poetryfoundation.org/poem/237666>
- Interactive online game for review: <http://www.nobelprize.org/educational/literature/golding/>
- WWII Headlines from BBC: [http://news.bbc.co.uk/2/hi/special\\_report/1999/08/99/world\\_war\\_ii/430178.stm](http://news.bbc.co.uk/2/hi/special_report/1999/08/99/world_war_ii/430178.stm)
- Online text of Ballantyne’s *Coral Island*: <http://www.dukeofdefinition.com/coral%20island.pdf>
- Pre-Reading “Experience the Island” activity. Download this PPT at: [https://docs.google.com/presentation/view?id=0AfmheX0t6O91ZGRqa3NyOHJfNTJ4ZHJodjVjbQ&hl=en\\_US](https://docs.google.com/presentation/view?id=0AfmheX0t6O91ZGRqa3NyOHJfNTJ4ZHJodjVjbQ&hl=en_US) and utilize as a tool for students to simulate the same plane crashing scenario the boys in the novel experience. Insert student names in the blank spaces provided before or during presentation and allow students to “run” the situation. Take notes and then share/debrief at end of lesson. Alternatively use the half sheet of info found on this document: [https://docs.google.com/document/d/1JwZrkQcPq2q-HuU1SEbEjZxq2lVjv9EeRaGMEYm2lZg/edit?hl=en\\_US](https://docs.google.com/document/d/1JwZrkQcPq2q-HuU1SEbEjZxq2lVjv9EeRaGMEYm2lZg/edit?hl=en_US) and again, allow students to “run” the scenario.
- Pre-Reading/discussion with book cover art – select 5-10 book covers and have students discuss and/or predict the major themes/conflicts in the novel. Images found here: [http://www.google.com/search?hl=en&q=lord+of+the+flies+book+cover+art&gs\\_sm=e&gs\\_upl=46713155113397115112101515101204198312.4.11710&bav=on.2.or.r\\_gc.r\\_pw.&biw=1275&bih=638&um=1&ie=UTF-8&tbm=isch&source=og&sa=N&tab=wj](http://www.google.com/search?hl=en&q=lord+of+the+flies+book+cover+art&gs_sm=e&gs_upl=46713155113397115112101515101204198312.4.11710&bav=on.2.or.r_gc.r_pw.&biw=1275&bih=638&um=1&ie=UTF-8&tbm=isch&source=og&sa=N&tab=wj)

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**INSTRUCTIONAL METHOD:**

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- Lecture with Smartboard, interactive/role play simulation, whole class discussions, fish-bowl style discussions run by students, partner work.

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**TECH INFUSION**

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- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

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**COMMON CORE STATE STANDARDS**

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**ETHICAL DECISION MAKING:**

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- Students can evaluate the “Simons” in their lives, those students who are a little different. How are they treated?
- Questions relating to war and the good and evil in our modern-day world should be discussed with current events.

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**21<sup>ST</sup> CENTURY SKILLS:**

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- Core Subjects and 21<sup>st</sup> Century Themes: through discussions of “man’s innate evil” and the pros/cons of society, students will gain a broader, global awareness of this basic human trait that exists in all civilizations.
  - Learning and Innovation Skills: students will effectively analyze, synthesize, evaluate and reflect on classroom discussions surrounding text and relevant current event issues.
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## Unit VI: Unit: George Orwell’s *1984* and Dystopian Literature

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**CORE TEXTS:** *1984* – George Orwell and/or *Brave New World* – Aldous Huxley

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**ESSENTIAL QUESTION:**

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- How powerful is language in the corruption of ideas?
- Considering the following quotations, what does it mean to be “free”? What is free thought?  
*1984* – “Freedom is the freedom to say two plus two make four. If that is granted, all else follows.” *Brave New World* – “I am free. Free to have the most wonderful time. Everybody’s happy nowadays.”
- Is it ever appropriate to compromise individuality in favor of a more uniform system?
- In what ways do people allow themselves to be manipulated? What is the effect?
- How much is a country’s government responsible for creating an environment conducive to “life, liberty, and the pursuit of happiness”?
- How is propaganda used in society throughout history? In current events?

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**OBJECTIVES – STUDENTS WILL BE ABLE TO:**

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- Understand a broad historical perspective behind Orwell’s influence in writing *1984*;
- Define freedom and discuss the freedoms and rights we have as U.S. citizens through an examination of the Bill of Rights and the Constitution;
- Define Utopia, dystopia, and totalitarianism;
- Compare a totalitarian society with a utopian one and/or democratic one;
- Evaluate literature with political intent and examine its validity and connection to today’s politics;
- Define *propaganda* and evaluate the different techniques used within the novel as well as within our present-day society. In the novel: posters, telescreens, government issued books/newspapers, education of youth, etc.);
- Explore the mood and atmosphere conveyed by a setting and examine how setting affects characters and plot;
- Analyze a character on multiple levels and determine the method of characterization used to describe characters;
- Compare and contrast Winston with Julia and discuss their individual needs, challenges, and the similar/different ways in which they rebel against the party;
- Analyze the love relationship between Winston and Julia;
- Identify all of the Party’s ministries and purposes within the Oceania society – Ministry of Love (Miniluv- law and order), Ministry of Truth (Minitrue – propaganda), Ministry of Peace (Minipax – war);
- Identify the use of irony and paradox within the Party’s mottos, WAR IS PEACE, FREEDOM IS SLAVERY, IGNORANCE IS STRENGTH, and lifestyle;
- Define *doublethink*, provide examples from the novel and research modern-day examples used all the time by politicians and advertisers;
- Define and understand Orwell’s *newspeak* and examine how language is manipulated to confuse and control thought, understanding, and beliefs;
- Define *proles* and discuss their purpose within the novel;
- Define *unpersons* and examine how one becomes an unperson;
- Define and understand *solipsism* and analyze “The Solipsist” poem or similar poem to comprehend the concept and how it is an effective tool that the Party utilizes;
- Examine other ways in which the Party controls the citizens of Oceania including sexual repression, clothing, Thought Police, Two-Minutes Hate, Hate Week, Memory Holes, Facecrime, telescreens, myth of The Brotherhood, etc.;
- Analyze the purpose and methods of the Party on the literal, analytical and applied levels and identify such methods within societies in the 21<sup>st</sup> century;
- Examine the use of symbols and their significance in developing the novel’s themes such as the glass paperweight and dreams;
- Define teacher-selected vocabulary from novel and integrate into writing;
- Understand the purpose of *Room 101* and explain Winston’s experience in the room;
- Understand who Big Brother really is in the novel and research real “big brothers” in our society past and present;
- Understand who Emanuel Goldstein is and why Orwell incorporates this character to enhance the plot, conflicts and themes;
- Determine the structure of the society of Oceania and to compare it to the social and political structure of today’s society;
- Make meaningful connections to themes related to freedom, privacy, mass manipulation, use of fear, identity, individualism, isolation, family, love, government;
- Research privacy issues in today’s society, present-day totalitarian governments, pros/cons in advancements of technology, propaganda techniques and tools used by media and politicians today, and relate the issues to the world of *1984*;
- Write in response to the text through daily/weekly journal discussion topics and/or an analytical essay;
- Read Aldous Huxley’s *Brave New World* and/or other dystopian literature to compare/contrast Orwell’s world with that of the other text and to analyze how similar or different our present real world is to these fictitious ones;
- Analyze Huxley and Orwell’s allusions to Shakespeare (and Ford for Huxley) and discuss the author purpose in utilizing these references.

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**TOPIC/CONTENT SKILLS:**

- Reading: Literature – RL.9-10.1 – 7, RL.9-10.10
- Reading Information – RI.9-10.4, RI.9-10.9
- Writing – W.9-10.1 – 2, W.9-10.4 – 5, W.9-10.7 – 8
- Speaking & Listening – SL.9-10.1 – 2, SL.9-10.4 – 6
- Language – L.9-10.1 – 6

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**ASSESSMENT:**

Teacher generated tests and quizzes. Homework. Study guides. In-class and take home essay writing. Research project.



## Sample Assessments:

### Double Think Poster

It appears that doublethink is no longer confined to the pages of Orwell's prophetic novel but is becoming a prevalent part of our language. Find examples of Doublethink in our society today. Find examples of paradoxes that we are asked to accept by our presidents, our televisions, our principals, our teachers, our parents, or anyone else. Prepare a small poster on 8.5x11 size paper or bigger that illustrates your example of Doublethink in our society. Then divide the poster in half, where you show the two contrasting ideas of your example of Doublethink. Consider using a digital tool such as <http://www.glogster.com> (RI.9-10.4, W.9-10.6, SL.9-10.4, L.9-10.5).

### Essay

Will the "intoxication of power" eliminate humanity in the future? In a well-developed essay, discuss at length one or multiple methods that the Party uses to create a nightmarish future in which there will forever be a "boot stamping on a human face." Will this method(s) completely eliminate Man or is there still hope? Is there a flaw in Big Brother's reign or is it all-powerful? Develop an arguable thesis statement and utilize multiple examples of textual evidence from throughout the novel to support your claim. Incorporate a universal implication within the conclusion of your essay. Follow the MLA format. Utilize 10 unit-specific vocabulary words within your essay. (RL.9-10.1, W.9-10.2, L.9-10.1 – 3).

### Essay

In a well-developed essay, choose one similar component of culture that Huxley discusses in *Brave New World* and that Orwell discusses in *1984*. Analyze what causes humans to need that cultural component and what the effects are on a society when that cultural component is either present or missing. Your thesis statement should tie together the two texts by making a general statement about the lesson about life (a theme) that Huxley and Orwell are teaching through their novels. Develop an arguable thesis statement and utilize multiple examples of textual evidence from throughout the novel to support your claim. Incorporate a universal implication within the conclusion of your essay. Follow the MLA format. Utilize 10 unit-specific vocabulary words within your essay. (RL.9-10.1, W.9-10.2, L.9-10.1 – 3).

### Research Project/Presentation

How similar or different is our world to Orwell's *1984*? Utilizing the high school media center's extensive databases, print texts, and credible websites, choose a topic relevant to *1984* and today's society to present to the class. Consider researching the following: privacy issues in today's society, present-day totalitarian governments, pros/cons in advancements of technology, propaganda techniques and tools used by media and politicians today. Create a digital presentation for the class utilizing PowerPoint, <http://prezi.com>, iMovie or similar programs. (W.9-10.7 – 8, SL.9-10.2, SL.9-10.4 – 5).

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## ADDITIONAL RESOURCES AND TEXTS:

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- *1984* by George Orwell
- Online text of novel: <http://www.george-orwell.org/1984/0.html>
- Teacher's Guide: <http://us.penguinroup.com/static/pdf/teachersguides/1984.pdf>
- Unique lesson involving the 1984 *Apple* commercial: <http://www.readwritethink.org/classroom-resources/lesson-plans/decoding-dystopian-characteristics-macintosh-933.html>
- Orwell at Web English Teacher – variety of lesson ideas, pre-reading activities, study guides, etc.: <http://www.webenglishteacher.com/orwell.html>
- Huxley at Web English Teacher – variety of lesson ideas, activities, online text, etc.;
- <http://www.webenglishteacher.com/huxley.html>
- *New York Times Learning Network* Lesson – "Big Brother vs. Little Brother – Updating Orwell's *1984*" <http://learning.blogs.nytimes.com/2010/10/21/big-brother-vs-little-brother-updating-orwells-1984/>
- Video: Assistant principal discusses the pros and cons of using web cams to "spy" on students: [http://www.youtube.com/watch?v=Vza\\_bMuy42M](http://www.youtube.com/watch?v=Vza_bMuy42M)
- New Speak dictionary and resources: [http://wiki.newspeakdictionary.com/wiki/Main\\_Page](http://wiki.newspeakdictionary.com/wiki/Main_Page)
- Compare and contrast presentation of Orwell's world vs. Huxley's dystopian world: <http://www.recombinantrecords.net/docs/2009-05-Amusing-Ourselves-to-Death.html>

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**INSTRUCTIONAL METHOD:**

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- Lecture with SmartBoard, whole class discussion, student-lead group work, and partner projects.

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**TECH INFUSION**

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- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

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**COMMON CORE STATE STANDARDS**

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**ETHICAL DECISION MAKING:**

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- The frightful idea of a Big Brother manipulating, controlling, what we say and do in 21<sup>st</sup> America allows for ample analysis and discussion. Are there overpowering controlling forces in the world? In our country? If so, can they be identified? A political party? The media? An individual? The hope in this unit is that each student will be able to recognize language manipulation whether from a political source or one from the media or mass advertising.

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**21<sup>ST</sup> CENTURY SKILLS:**

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- Core Subjects and 21<sup>st</sup> Century Themes: through analysis of totalitarian governments and issues of freedom, privacy and individuality, students will address Global Issues and understand the local and global implications of civic decisions.
- Learning and Innovation Skills: students will think creatively and demonstrate originality and inventiveness in their work whether through a creative assessment such as the Double Think Poster or the group research project.
- Information, Media and Technology Skills: through discussion of propaganda, students will evaluate information critically and competently and apply a fundamental understanding of both how and why media messages are constructed, and for what purposes.

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**Unit VII: *A Tale of Two Cities* / *Great Expectations* and the Victorians**

**CORE TEXT:** *A Tale of Two Cities*/*Great Expectations* / *Victorian Novel* – Charles Dickens

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**ESSENTIAL QUESTION:**

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- How much are humans affected by their personal history and by their social circumstances?
- How does class struggle and civil conflict cause universal problems in a society?
- What role does destiny play in their lives?

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**OBJECTIVES – STUDENTS WILL BE ABLE TO:**

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- Understand biographical and historical background connected to novel (Dickens' life, French Revolution, etc.);
- Identify major characters and analyze their roles in the revolution and understand how they affect each other;

- Identify recurring symbols and explain their significance to the characters and the revolution (example: the wine, the golden thread);
- Analyze the importance of Lucy and explain her connection to all other characters;
- Define and examine Dickens' use of *personification* throughout the novel as a literary tool to enhance the plot;
- Understand the use of fear as a motivating factor;
- Explain the motivating factors of the peasants' need for revolution;
- Compare and contrast the use of violence between the peasants and the aristocracy;
- Understand the historical context of the novel and its depiction of the French Revolution;
- Understand Dickens' view of both the peasants and the aristocracy of the time period;
- Analyze Dickens' use of nature as a tool to mirror the characters' emotions;
- Track and keep notes on Dickens' use of foreshadowing utilizing textual evidence for support;
- Understand and explain Sydney Carton's self-sacrifice and his heroism;
- Explain the effects of power and how it can lead to corruption;
- Understand how love has the power to comfort, heal and redeem;
- Analyze how Dickens contrasts the mood of France and England and examine how he uses characters to show the contrast.

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#### TOPIC/CONTENT SKILLS:

- Reading: Literature – RL.9-10.1 – 7, RL.9-10.9 – 10
- Reading Information – RI.9-10.2, RI.9-10.7
- Writing – W.9-10.1 – 2, W.9-10.4 – 6
- Speaking & Listening – SL.9-10.1 – 2
- Language – L.9-10.1 – 6

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#### ASSESSMENT:

Teacher generated tests and quizzes. Homework. Study guides. In-class and take home essay writing.

#### SAMPLE ASSESSMENTS:

##### Essay

Although the idea of revenge is very appealing, the act of revenge can turn the avenger into a worse monster than the original wrongdoer. Compose a well-organized essay that examines which character(s) tries to exact revenge and what it accomplishes. From your reading, does Dickens agree with this statement? Develop an arguable thesis statement and utilize multiple examples of textual evidence from throughout the novel to support your claim. Incorporate a universal implication within the conclusion of your essay. Follow the MLA format. Utilize 10 unit-specific vocabulary words within your essay. (RL.9-10.1, W.9-10.2, L.9-10.1 – 3).

##### Essay

In a well-organized essay, discuss how Sydney Carton's character undergoes a transformation in the development and conclusion of *A Tale of Two Cities*. Develop an arguable thesis statement and utilize multiple examples of textual evidence from throughout the novel to support your claim. Incorporate a universal implication within the conclusion of your essay. Follow the MLA format. Utilize 10 unit-specific vocabulary words within your essay. (RL.9-10.1, W.9-10.1, L.9-10.1 – 3).

##### Essay

One theme of *A Tale of Two Cities* is love's power of resurrection. Consider the characters Sydney Carton and Lucie Manette and discuss in a well-developed essay how each contributes to this theme. Develop an arguable thesis statement and utilize multiple examples of textual evidence from throughout the novel to support your claim. Incorporate a universal implication within the conclusion of your essay. Follow the MLA format. Utilize 10 unit-specific vocabulary words within your essay. (RL.9-10.1, W.9-10.2, L.9-10.1 – 3).

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**ADDITIONAL RESOURCES AND TEXTS:**

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- Teacher’s guide: <http://us.penguin.com/static/pdf/teachersguides/taletwocities.pdf>
- Teacher’s guide: [http://www.glencoe.com/sec/literature/litlibrary/pdf/tale\\_of\\_two\\_cities.pdf](http://www.glencoe.com/sec/literature/litlibrary/pdf/tale_of_two_cities.pdf)
- Dickens at Web English Teacher: <http://www.webenglishteacher.com/dickens.html>
- BBC animated biography of Charles Dickens: <http://www.bbc.co.uk/drama/bleakhouse/animation.shtml>
- Online text of novel: <http://www.literature.org/authors/dickens-charles/two-cities/>

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**INSTRUCTIONAL METHOD:**

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- Lecture with SmartBoard, whole class discussion, student-lead group work, and partner projects.

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**TECH INFUSION**

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- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

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**COMMON CORE STATE STANDARDS**

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**ETHICAL DECISION MAKING:**

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- When is revolution necessary and / or justifiable? Does the chasm between rich and poor in a society ultimately lead to violence and oppression?

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**21<sup>ST</sup> CENTURY SKILLS:**

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- Core Subjects and 21<sup>st</sup> Century Themes: through analysis of the Revolution students will address Global Issues and understand the local and global implications of civic decisions.
  - Learning and Innovation Skills: students will use various types of reasoning as appropriate for lessons, analyze and evaluate major points of view, and identify and ask significant questions.
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## Unit VIII: Poetry

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**ESSENTIAL QUESTION:**

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- What is poetry; and why is it written and read; and how has it changed throughout different periods in British history?

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**OBJECTIVES – STUDENTS WILL BE ABLE TO:**

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- List major poets and poems from various periods in British history;
- List the literary eras from Anglo-Saxon, Middle Ages, Renaissance, Enlightenment, Romantic, Victorian, to post-World War I (modern);
- Understand the structure of Old English poetry and its use of alliteration, kennings and caesuras;
- Identify “Caedmon’s Hymn” and other Old English poetry;
- Identify examples of traditional ballads and literary ballads and explain their differences;
- List and define such terms as: alliteration, metaphor, hyperbole, apostrophe, conceit metonymy, onomatopoeia, oxymoron; symbols and other figurative language
- Define and identify blank verse, couplet, the Italian and Shakespearean sonnet, ballad form, iamb, and trochee;

- Explain the meaning of a variety of poetry from all the major literary periods;
- Identify the Cavalier poets of the 17<sup>th</sup> century including Donne, Milton, Suckling, Herrick, and Richard Lovelace;
- Explain the differences between the Cavalier poets and their Puritan contemporaries;
- Identify major writers and their works from the Enlightenment including such poets as Pope and Dryden, and writers including Swift, Johnson, and Samuel Pepys;
- Define and identify satire;
- List important poets and their poems of the Romantic Age including Blake, Wordsworth, Shelly, Byron, and Keats;
- Define the Romantic movement in terms of its love of nature, mysticism, belief in the common man, and the political consequences;
- Identify differences in themes, structure, and tone between the Enlightenment poets and the Romantic;
- Explain the change in themes and structure of post- Romantic Movement of poetry including the poetry of Tennyson, Robert and Elizabeth Browning, Mathew Arnold, A.E. Housman, Rudyard Kipling, through assorted writers such as Rupert Brooke, T.S. Eliot, Auden, and Dylan Thomas;
- Choose and share their favorite poetry and/or original poetry with the class through oral presentations both through reading and presentations of a memorized piece;
- Research a famous poet and create an oral presentation;
- Read and explicate a variety of pieces of poetry through in class quizzes and paragraphs or essays.

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#### TOPIC/CONTENT SKILLS:

- Reading: Literature – RL.9-10.1 – 7, RL.9-10.9 – 10
- Reading Information – RI.9-10.7
- Writing – W.9-10.1 – 2, W.9-10.4 – 10
- Speaking & Listening – SL.9-10.1 – 6
- Language – L.9-10.1 – 6

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#### ASSESSMENT:

Teacher generated tests and Quizzes. Homework. Poem explication. Oral presentation.

##### Sample Assessments:

##### Oral Presentation

Choose a favorite poem or an original poem, memorize the poem and present it to the class. Utilize visual aids with a digital tool such as PowerPoint, <http://www.slideshare.net/>, or <http://www.glogster.com> to showcase the major themes of the poem and to explain why the poem is significant to you. (RL.9-10.4, W.9-10.6, SL.9-10.2, SL.9-10.4 – 6).

##### Poem Explication

Explicate a teacher-selected poem following the steps outlined on this handout at Google docs: [https://docs.google.com/document/d/1qwG3y2IUise4Eu-Bs6JOUeSXRWZzbd5kDj1XrEIFYUw/edit?hl=en\\_US](https://docs.google.com/document/d/1qwG3y2IUise4Eu-Bs6JOUeSXRWZzbd5kDj1XrEIFYUw/edit?hl=en_US) (RL.9-10.1 – 6, L.9-10.4 – 5).

##### Poet Research Presentation:

In a small group or with a partner research the life, times and works of a poet from one of the major British periods (Cavalier, Renaissance, Enlightenment, Romantic, Victorian, Modern, etc.) and create a 5-10 minute presentation for the class. Utilize digital technology for the presentation such as PowerPoint, <http://www.prezi.com>, or <http://www.slideshare.net> In addition recite one of the poet's more notable poems and lead the class in a discussion and/or explication of the poem. (RL.9-10.4, RI.9-10.7, W.9-10.7 – 9, SL.9-10.2, SL.9-10.4 – 6).

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#### RESOURCES AND TEXTS:

- Classroom Textbook *The British Tradition*. (Prentice Hall)
- Traditional sonnets for analysis: [http://www.readwritethink.org/files/resources/lesson\\_images/lesson830/sonnet-links.html](http://www.readwritethink.org/files/resources/lesson_images/lesson830/sonnet-links.html)

- Luminarium: Anthology of English Literature - <http://www.luminarium.org/>
- Petrarch and Shakespearean sonnets for comparison: <http://www.folger.edu/documents/Sonnets1.pdf>
- The Victorian Web – info on poets: <http://www.victorianweb.org/authors/index.html>
- American Academy of poets (site is not just dedicated to American poets) <http://www.poets.org/>
- Shakespearean sonnets at Web English Teacher: <http://www.webenglishteacher.com/shakesonnets.html>
- The Romantic Poets: [http://www.poetseers.org/the\\_romantics/](http://www.poetseers.org/the_romantics/)
- Dodge Poetry Foundation: <http://www.dodgepoetry.org/>
- Poetry 180: <http://www.loc.gov/poetry/180/>

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**INSTRUCTIONAL METHOD:**

- Lecture with Smartboard, partner/group work and whole class discussions.

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**TECH INFUSION**

- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

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**COMMON CORE STATE STANDARDS**

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**ETHICAL DECISION MAKING:**

- The personal nature of poetry lends itself to many of the goals of character building. Whether one reads “Invictus,” “If,” or “The Tiger” ideas from strength and courage to respect for our planet can become serious issues for debate and discussion.

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**21<sup>ST</sup> CENTURY SKILLS:**

- Information, Media and Technology Skills: students will understand and utilize the most appropriate media creation tools, characteristics and conventions, and use technology as a tool to present and communicate information.

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## Unit IX: Writing Skills, Grammar and Vocabulary

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**ESSENTIAL QUESTION:**

- What are the types of writing and how does the writing process facilitate coherent final products?

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**OBJECTIVES – STUDENTS WILL BE ABLE TO:**

- Write for real audiences and purposes, such as job applications, business letters, and college application;
- Write a literary research paper which includes synthesizing and citing data;

- Have a personal commitment to their writing through journal writing and composing essays related to their own lives;
- Write poems, short stories, and a variety of essays;
- Develop a variety of essays including persuasive, expository, creative, and informative,
- Develop a clear topic sentence which is supported by a series of facts presented in paragraph form;
- Aim for clarity, and correctness in their writing;
- Develop a topic sentence which will lead to one idea developed in one paragraph;
- Define transitional words and phrases and be able to use them effectively to bring unity to an essay;
- Use basic grammar skills appropriate for 10<sup>th</sup> Grade throughout every writing assignment;
- Identify parts of speech, phrases, clauses, and simple and compound sentences;
- Understand the writing process from initial prewriting skills, drafts, evaluating the draft, proofing and rewriting, and writing the final paper;
- Use the format of the Modern Language Association for all written assignments;
- Meet at least once a marking period with the teacher for a scheduled, writing conference;
- Identify and define new vocabulary words throughout the year keeping a journal of words and definitions generated from reading or a specific vocabulary book;

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**TOPIC/CONTENT SKILLS:**

- RL.9-10.1
- RI.9-10.1
- W.9-10.1 – 10
- SL.9-10.1, SL.9-10.3
- L.9-10.1 – 6

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**ASSESSMENT:**

See units for sample writing assessments.

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**RESOURCES AND TEXTS:**

- The 2009 *MLA Handbook*
- Modern Language Association online: <http://www.mla.org/>
- The Purdue Online Writing Lab MLA guidelines: <http://owl.english.purdue.edu/owl/resource/747/01/>
- NoodleTools for Works Cited and research: <http://www.noodletools.com/login.php>
- Teacher-created screencast video showing students how to properly format a Microsoft Word Document to the MLA guidelines: <http://www.screencast.com/users/keklund/folders/Jing/media/ae099670-2f70-42d9-9392-ab11cc9bfd97>
- MLA formatted research paper sample in PDF form: <http://www.dianahacker.com/pdfs/hacker-daly-mla.pdf>

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**INSTRUCTIONAL METHOD:**

- Whole-class lecture with SmartBoard, peer writing workshops, individual writing conferences.

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**TECH INFUSION**

- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

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**COMMON CORE STATE STANDARDS**

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**ETHICAL DECISION MAKING:**

- Students should consider why effective writing matters to them in and out of the classroom. Why is it important to be an effective communicator through writing in all forms from formal to informal pieces?

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**21<sup>ST</sup> CENTURY SKILLS:**

- Learning and Innovation Skills: through their writing, students will learn to articulate thoughts and ideas effectively.
  - Information, Media and Technology Skills: students will apply technology effectively to research, organize, evaluate and communicate ideas.
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## Unit X: Listening and Speaking

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**ESSENTIAL QUESTION(S):**

- What are the elements of successful oral communication?

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**OBJECTIVES – STUDENTS WILL BE ABLE TO:**

- Identify the elements of debate;
- Prepare for and participate in structured debates, panel discussions, and/or an extemporaneous speech;
- Demonstrate interview skills in real-life situations such as a college interview;
- Evaluate the credibility of the speaker;
- Participate in discussions;
- Listen to and respond to each other; Role play; Formulate and ask questions;
- Present research.

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**TOPIC/CONTENT SKILLS:**

- SL.9-10.1 – 10
- L.9-10.6

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**ASSESSMENT:**

See units for sample assessments.

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**RESOURCES AND TEXTS:**

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**INSTRUCTIONAL METHOD:**

- Informal group work, formal oral presentations, individual conferences with teachers.

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**TECH INFUSION**

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- Technology has been infused throughout the curriculum unit. This unit includes a variety of Web resources to be used by students and instructors throughout the study. Smartboard technology will be used for display and active demonstration of content and student learning. Workspaces are actively used as discussion areas, avenues of communication, and resource repositories. Student outcomes and demonstrations of learning will often require sophisticated use of media technologies.

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## COMMON CORE STATE STANDARDS

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### ETHICAL DECISION MAKING:

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- Students should consider why effective speaking tools and communication skills matters to them in and out of the classroom. Why is it important to be an effective communicator and speaker?

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### 21<sup>ST</sup> CENTURY SKILLS:

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- Collaboration and Communication
- Learning and Innovation Skills: through formal and informal presentations, students will articulate thoughts and ideas effectively, listen effectively to decipher meaning, use communication for a range of purposes and communicate effectively in diverse environments.

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