



## **British Literature – Part 2**

### Michigan State High School ELA Content Expectations

#### **Course Description**

This course will provide its learners with a survey of British literature that includes texts from the Romantic era, Victorian era, the Modernist era, as well as the mid to late 20<sup>th</sup> century (1800 C.E.-Present). The course is based around McDougal Littell's *The Language of Literature* textbook with additional readings that include Tom Stoppard's *Rosencrantz and Guildenstern Are Dead*, and other smaller works found online. British Literature Part 2 offers students numerous chances to understand, analyze, synthesize, and evaluate the texts they read, through a wide range of writing and thinking exercises.

The readings for each unit will impart various themes present in those texts. Each unit will end with a critical essay; the course final will be a reflective, yet equally analytical essay that asks students to consider how these diverse readings share common themes.

Additionally, this course will make use of various technologies to access and impart knowledge. This includes using information and exercises found on numerous web sites providing background and enrichment related to the readings, and multimedia—specifically video clips and critical essays—concerning authors and their works.

All reading, writing, and thinking exercises adhere to a variety of Pennsylvania standards for learning and the completion of this course will assist learners to achieve certain goals associated with those standards for the nearest grade level.

#### **Text Books**

*The Language of Literature*. Evanston, IL: McDougal Littell, 2002.

Stoppard, Tom. *Rosencrantz and Guildenstern Are Dead*. New York: Grove Press, 1991

Additional readings online

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#### **Unit 1 Description**

This unit will introduce readers to texts written in the Romantic era. The selections use nature to explore the attitudes, interests, and social concerns of early 19<sup>th</sup> century England. In selections that have the theme of “seeking the truth,” readers will find texts that reflect the romantic love of nature, spontaneity, and individual expression. Selections that contain the theme of “embracing the imagination” will also use images drawn from nature, where the poets will convey feelings about such themes as death, love, and eternity.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Essential Content and Skills

The learner will:

- Be able to read, comprehend, analyze, and evaluate lyric poetry from Romantic era and connected multicultural texts of the same or earlier eras
- Be able to identify, analyze, and employ various literary devices, including plot, theme, tone, narrative, simile, allegory, metaphor, and conflict
- Be able to write critically and reflectively about the above literary genres, including connecting readings with one's own personal experiences.
- Be able to employ various technological means to enrich learning

### Unit 1 Michigan State Content Expectations

[Click here to view the Michigan DOE Curriculum Content Standards.](#)

#### Unit 1 Lesson 1: Introduction to Romanticism and the Poetry of William Blake

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique. Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning. Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
CE 2.1.7	
CE 3.2.2	
CE 3.3.1	

#### Unit 1 Lesson 2: Comparing Literature of the World: Nature Poetry of Japan

State Standard	Description
CE 1.3.3	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect). Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique. Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
CE 1.4.4	
CE 2.1.7	
CE 3.2.2	

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 1 Lesson 3: William Wordsworth: England's Greatest Nature Poet, Part 1

State Standard	Description
CE 1.3.3	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect). Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique. Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
CE 1.4.4	
CE 2.1.7	
CE 3.2.2	

### Unit 1 Lesson 4: William Wordsworth: England's Greatest Nature Poet, Part 2

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique. Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
CE 2.1.7	
CE 3.2.2	

### Unit 1 Lesson 5: Samuel Taylor Coleridge's "Kubla Khan"

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique. Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
CE 2.1.7	
CE 3.2.2	

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

### Unit 1 Lesson 6: Coleridge: "The Rime of the Ancient Mariner," Parts I-IV

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.

### Unit 1 Lesson 7: Coleridge: "The Rime of the Ancient Mariner," Parts V-VII

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.

### Unit 1 Lesson 8: Lord Byron: Selected Poems

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.

### Unit 1 Lesson 9: Percy Bysshe Shelley: Selected Poems

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.

### Unit 1 Lesson 10: Selected Poetry of John Keats

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Description

This unit will introduce readers to literature from the Victorian era. The selections from this unit explore the diversity and variety of this literary era, reflecting the period's optimism and conservatism as well as its social pretense and hypocrisy. Some selections incorporate the theme of "personal relationships," and explore the reaction of some famous Victorian writers to the tremendous progress and change of their era. Other selections have the theme of "new directions" and reveal the wide variety of Victorian literature, from somber poems that probe the human condition to joyful farces that mock its weaknesses.

### Essential Content and Skills

The learner will:

- Be able to read, comprehend, analyze, and evaluate poetry, specifically pastorals and sonnets, and dramatic tragedy from Victorian era of England
- Be able to identify, analyze, and employ various literary devices, including plot, theme, tone, narrative, simile, allegory, metaphor, conflict, alliteration, figurative language, blank verse, foreshadowing, and irony
- Be able to write critically and reflectively about the above literary genres, including connecting readings with one's own personal experiences.
- Be able to employ various technological means to enrich learning

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### Unit 2 Michigan State Content Expectations

#### Unit 2 Lesson 1: An Introduction to the Victorian Era

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.

#### Unit 2 Lesson 2: The Poetry of Alfred, Lord Tennyson

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
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### Unit 2 Lesson 3: Romance and Jealousy: The Poetry of Robert Browning and Elizabeth Barrett Browning and Nonfiction by Charlotte Brontë

State Standard	Description
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.

### Unit 2 Lesson 4: Victorian Fiction by Women: Gaskell and Coleridge

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

### Unit 2 Lesson 5: Rudyard Kipling's "The Miracle of Purun Bhagat"

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

### Unit 2 Lesson 6: Literature Across Cultures: Tolstoy

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.

### Unit 2 Lesson 7: New Voices, New Anxieties: Matthew Arnold and Gerard Manley Hopkins

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.

### Unit 2 Lesson 8: Victorian Irony and Satire: The Lyric Poetry of Thomas Hardy

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.

### Unit 2 Lesson 9: Looking at the Past, Looking to the Future: Poetry of A. E. Housman and Rabindranath Tagore

State Standard	Description
CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

### Unit 2 Lesson 10: Thomas Hardy and *Tess of the d'Urbervilles*

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Description

This unit will provide readers to Modernist British literature from early 20<sup>th</sup> century. The selections from this unit explore the social, political, and economic changes that helped to shape the literature of the modern era. Selections that encompass the theme of “new images of reality” reflect the breakdown of the Victorian social structure and the subsequent birth of a modern, alienated society forced to cope with the new conceptions of reality. Literature that portrays the theme of “shocking realities” explores the devastating effects of the two world wars on people and society.

### Essential Content and Skills

The learner will:

- Be able to read, comprehend, analyze, and evaluate poetry, essays, and fiction from the British Modernist era
- Be able to identify, analyze, and employ various literary devices, including plot, theme, tone, narrative, conflict, figurative language, blank verse, foreshadowing, irony, repetition, extended metaphor, and hyperbole
- Be able to write critically and reflectively about the above literary genres, including connecting readings with one’s own personal experiences.
- Be able to employ various technological means to enrich learning

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### Unit 3 Michigan State Content Expectations

#### Unit 3 Lesson 1: Introduction to Modernism and the Poetry of William Butler Yeats

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.

#### Unit 3 Lesson 2: Modernist Short Fiction: D. H. Lawrence's "The Rocking Horse Winner" and James Joyce's "Araby"

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 3.1.3	works. Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

### Unit 3 Lesson 3: Women's Voices in Modernist Literature

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

### Unit 3 Lesson 4: T.S. Eliot: Author Study and Poetry (Part 1)

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.

### Unit 3 Lesson 5: T.S. Eliot's Poetry (Part 2): "The Love Song of J. Alfred Prufrock"

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

State Standard	Description
CE 1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
CE 3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.

### Unit 3 Lesson 6: The Modern(ist) Condition: W. H. Auden's Poetry

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

### Unit 3 Lesson 7: Modernist Lyricism: The Poetry of Dylan Thomas

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

### Unit 3 Lesson 8: The Poetry of World War I

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.

### Unit 3 Lesson 9: Nonfiction: A Speech of Winston Churchill

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).

### Unit 3 Lesson 10: Modernist Nonfiction: Aldous Huxley's "Words and Behavior"

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Description

This unit will provide readers with British literature from the mid to late 20<sup>th</sup> century. The selections explore the growing diversity of British life and literature in the contemporary period. The writers focus on people's inner lives as well as the social problems evident throughout the British Commonwealth during the period. Selections that describe the theme of "appearance and reality" focus on characters who, mostly by chance, deal with disquieting realities that lead to powerful insights into life. Literature that encompasses the theme of "culture and conflict" reveal the conflicts that sometimes result when people from different cultures try to co-exist.

### Essential Content and Skills

The learner will:

- Be able to read, comprehend, analyze, and evaluate poetry, essays, fiction, and drama from the mid to late 20<sup>th</sup> century England
- Be able to identify, analyze, and employ various literary devices, including plot, theme, tone, narrative, conflict, figurative language, blank verse, foreshadowing, irony, description, and argumentation
- Be able to write critically and reflectively about the above literary genres, including connecting readings with one's own personal experiences.
- Be able to employ various technological means to enrich learning

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### Unit 4 Michigan State Content Expectations

**Unit 4 Lesson 1:** Introduction to Contemporary Voices in British Literature and Short Fiction by Penelope Lively

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Lesson 2: The Short Fiction of Doris Lessing

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique. Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 2.1.3	
CE 2.1.7	
CE 3.1.2	

### Unit 4 Lesson 3: "The First Year of My Life": Short Fiction by Muriel Spark

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique. Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
CE 2.2.1	

### Unit 4 Lesson 4: Contemporary British Poetry: Atwood, Heaney, and Hughes

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique. Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
CE 2.1.7	
CE 3.2.2	

### Unit 4 Lesson 5: Contemporary British Poetry: Stevie Smith

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique. Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain
CE 2.1.7	
CE 3.2.2	

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

	how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
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### Unit 4 Lesson 6: The Literature of Social Criticism: William Trevor

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts,

### Unit 4 Lesson 7: Literature as Social Criticism: Nadine Gordimer

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.

### Unit 4 Lesson 8: Contemporary British Drama: Tom Stoppard's *Rosencrantz and Guildenstern Are Dead* (Part 1)

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.

### Unit 4 Lesson 9: Contemporary British Drama: Tom Stoppard's *Rosencrantz and Guildenstern Are Dead* (Part 2)

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 2.1.1	perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.

### Unit 4 Lesson 10: Contemporary British Drama: Tom Stoppard's *Rosencrantz and Guildenstern Are Dead* (Part 3)

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.