



## **British Literature – Part 1**

### 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 Anglo-Saxon and Medieval eras, the English Renaissance, and the Restoration and Enlightenment eras (495-1798 C.E.). The course is based around McDougal Littell's *The Language of Literature* textbook with additional readings that include Shakespeare's *Hamlet*, Swift's *Gulliver's Travels*, and other smaller works found online. British Literature Part 1 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.

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

All reading, writing, and thinking exercises adhere to a variety of Michigan 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.

Shakespeare, William. *Hamlet*. Evanston, IL: McDougal Littell, 1997.

Swift, Jonathan. *Gulliver's Travels and Other Writings*. New York: Bantam Books, 1981.

Additional readings online

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#### **Unit 1 Description**

This unit will introduce readers to texts written in the Anglo-Saxon and Medieval eras, including *Beowulf*, selections from Geoffrey Chaucer's *The Canterbury Tales*, excerpts from *Sir Gawain and the Green Knight*, and various other shorter readings representative of the times. The selections present a portrayal of courage, glory, and honor in the medieval world. The readings contain themes that include tests of courage, reflections of everyday life, and attempts at perfection.

## 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 epic poetry, moral tales, Arthurian romance, and autobiography from Anglo-Saxon and Medieval eras 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

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### Unit 1 Michigan State Content Expectations

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

#### Unit 1 Lesson 1: Introduction to The Anglo-Saxon and Medieval Periods

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 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

#### Unit 1 Lesson 2: Introduction to the Epic Genre/*Beowulf*

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 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 3: Continuing *Beowulf*

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 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain

## 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 1 Lesson 4: *The Iliad* and Its Relation to *Beowulf*

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 5: Poetry from the *Exeter Book*: “The Seafarer,” “The Wanderer,” and “The Wife’s Lament”

State Standard	Description
CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful 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 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 6: Chaucer’s *The Canterbury Tales*: “The Prologue” and Related Texts

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 3.2.2	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: Chaucer’s *The Canterbury Tales*: “The Pardoner’s Tale” and “The Wife of Bath’s Tale” and a Selection from Boccaccio’s *The Decameron*

State Standard	Description
CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

<p>CE 1.3.2</p> <p>CE 3.1.3</p> <p>CE 3.1.4</p>	<p>(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).</p> <p>Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p> <p>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.</p> <p>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.</p>
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### Unit 1 Lesson 8: *The Paston Letters* by the Paston Family

State Standard	Description
<p>CE 2.1.7</p> <p>CE 3.1.1</p>	<p>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.</p> <p>Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p>

### Unit 1 Lesson 9: *Sir Gawain and the Green Knight*

State Standard	Description
<p>CE 1.3.1</p> <p>CE 1.3.2</p> <p>CE 2.1.5</p> <p>CE 2.1.7</p> <p>CE 3.1.3</p> <p>CE 3.1.4</p>	<p>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).</p> <p>Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p> <p>Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p> <p>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.</p> <p>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.</p> <p>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.</p>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 1 Lesson 10: Mallory's *Le Morte d'Arthur* and Related Texts

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. 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 3.2.2	

## Unit 2 Description

This unit will introduce readers to literature from the English Renaissance including Shakespeare's sonnets and his tragedy, *Macbeth*, and the poetry of Queen Elizabeth I and Edmund Spenser, among others. The selections from this unit show the great flowering of literary, artistic, and intellectual development in England in the 16<sup>th</sup> and 17<sup>th</sup> centuries. The thematic elements for readings in this unit include aspects of love and a passion for power.

## Essential Content and Skills

The learner will:

- Be able to read, comprehend, analyze, and evaluate poetry, specifically pastorals and sonnets, and dramatic tragedy from English Renaissance
- 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: *The Paston Letters*

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. 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. 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 2.1.7	
CE 3.1.4	

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Lesson 2: *Sir Gawain and the Green Knight*

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 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. 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 3.1.3	
CE 3.1.4	

### Unit 2 Lesson 3: *Sir Gawain and the Green Knight*

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 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. 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 3.1.3	
CE 3.1.4	

### Unit 2 Lesson 4: *La Morte d'Arthur*

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. 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 3.1.2	

### Unit 2 Lesson 5: *Ramayana*

State Standard	Description
CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences. 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 2.1.7	

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Lesson 6: Introduction to the English Renaissance

State Standard	Description
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. 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 an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
CE 2.1.3	
CE 3.1.8	

### Unit 2 Lesson 7: "On Monsieur's Departure" and "My Lute, Awake!"

State Standard	Description
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives. 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 3.2.2	

### Unit 2 Lesson 8: "The Passionate Shepherd to His Love" and "The Nymph's Reply to the Shepherd"

State Standard	Description
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives. 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 3.2.2	

### Unit 2 Lesson 9: Sonnets

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. Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives. 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 3,1,5	
CE 3.2.2	

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Lesson 10: An Introduction to Shakespeare and *Macbeth*

State Standard	Description
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 3.1.8	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 additional literature from the English Renaissance including selections from the King James Bible, metaphysical and epic poetry, and another example of Shakespearean dramatic tragedy, *Hamlet*. As in the previous unit, selections from this unit show the great flowering of literary, artistic, and intellectual development in England in the 16<sup>th</sup> and 17<sup>th</sup> centuries. The thematic elements for readings in this unit include facing life's limitations, as well as a combination of themes portrayed this and the previous unit (as identified in *Hamlet*).

### Essential Content and Skills

The learner will:

- Be able to read, comprehend, analyze, and evaluate poetry, essays, parables, and dramatic tragedy from the English Renaissance
- 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: Parables Spiritual Lessons and Strong Opinions: King James Bible and Francis Bacon

State Standard	Description
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 3.1.2	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 3 Lesson 2: Metaphysical Poetry

State Standard	Description
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 3: Milton: Poetry and Prose

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;

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 2.3.4	distinguish between a summary and a critique. Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.

### Unit 3 Lesson 4: Women's Voices in the Late Renaissance

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 2.2.1	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 5: *Hamlet*: Introduction and Background

State Standard	Description
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.

### Unit 3 Lesson 6: *Hamlet* Act 1

State Standard	Description
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 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.

### Unit 3 Lesson 7: *Hamlet* Act II

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, resolutions) and describe their impact on the reader in specific literary works.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Lesson 8: *Hamlet* Act III

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.

### Unit 3 Lesson 9: *Hamlet* Act 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 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.

### Unit 3 Lesson 10: *Hamlet* Act V

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, resolutions) and describe their impact on the reader in specific literary works.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Description

This unit will provide readers with literature that reflects Britain's efforts in the 18<sup>th</sup> century to reestablish a sense of order and security after the great political, religious, and social upheavals of the previous era. The literature of the Restoration and Enlightenment includes autobiography and biography, personal letters, the political and social satire of Jonathan Swift, and writings that reflect initial steps toward a women's rights movement. The unit contains texts that discuss the themes on views of society, arguments for change, and revelations about human nature.

### Essential Content and Skills

The learner will:

- Be able to read, comprehend, analyze, and evaluate elegiac poetry, essays, fables, political and social satire, fantasy, biography, and autobiography from the Restoration and Enlightenment eras in 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 the Restoration and Enlightenment; Samuel Pepys and Alexander Pope

State Standard	Description
CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment). 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. Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books). Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
CE 1.4.4	
CE 2.3.4	
CE 3.2.5	

#### Unit 4 Lesson 2: Nonfiction in the 18<sup>th</sup> Century: Addison, Stanhope, Monagu, and Astell

State Standard	Description
CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
CE 2.2.1	

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

CE 2.3.2	ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view). Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
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### Unit 4 Lesson 3: Satire: An Introduction to Jonathan Swift and "A Modest Proposal"

State Standard	Description
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 4 Lesson 4: Satire: Introduction and Part I of *Gulliver's Travels*

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 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.

### Unit 4 Lesson 5: Satire: Continuing *Gulliver's Travels*

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).

### Unit 4 Lesson 6: *On Spring* and *On Idleness*

State Standard	Description
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
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.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Lesson 7: *The Life of Samuel Johnson*

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).

### Unit 4 Lesson 8: Women's Rights in the Restoration and Enlightenment

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).

### Unit 4 Lesson 9: *Elegy Written in a Country Courtyard*

State Standard	Description
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 3.2.2	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 4 Lesson 10: Life, Death, and Manners: Gray and Burney

State Standard	Description
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.