

## British Literature

Mrs. Kelsey Buchholz

Garretson High School 2015-2016

Email: [Kelsey.buchholz@k12.sd.us](mailto:Kelsey.buchholz@k12.sd.us)

Website: ka080.k12.sd.us

### Welcome and Course Overview

Welcome to British Literature. Throughout your senior year, you will be reading a variety of works from authors such as William Shakespeare, Geoffrey Chaucer, Sir Arthur Conan Doyle, George Orwell, and Agatha Christie, experiencing both classic and contemporary work. The literature style will vary from short stories to poetry to novels. Do not be afraid to work, question, and challenge yourself and others. You will be thinking critically, defending your viewpoint, and synthesizing information learned throughout the year through writings, assessments, and class discussions.

### Course Objective

This course has a two-part objective.

**Objective One** is to increase analytical thinking. Students, regardless of their future plans, will need to think critically in order to succeed. The course asks students to identify patterns, reasonings, and nuances through a deep analysis of texts.

**Objective two** is to prepare students for college by acclimating them to the rigor and expectations. Students are given the opportunity to improve and revise writing which will be needed for college success.

### Course Planner

This course will engage students in a variety of texts from the Anglo-Saxon period (around 400 AD) to the Renaissance and through modern day while utilizing a variety of styles including short stories, novels, novellas, and poetry. This list and pacing may be changed at the teacher's discretion to best fit time, ability of students, as well as interest of the students.

#### Lists of Texts and Assigned Readings

*Beowulf* and *Seafarer*

Selections from *Canterbury Tales* by Geoffrey Chaucer

Poetry selections including the genres of ballads, sonnets, pastoral poems,

*Macbeth* by William Shakespeare

*Supplemental stories and texts may be used throughout the year as well.*

*Animal Farm* by George Orwell

*The Hound of Baskervilles* by Sir Arthur Conan Doyle

*Murder on the Orient Express* by Agatha Christie

*The Hobbit* by J.R.R. Tolkien

## Quarter One

- **Anglo-Saxon Period:** Students will read *Beowulf*. Throughout the reading students will participate in small and large group class discussions while analyzing the development of the main character and how he can be characterized as an epic hero rather than a tragic hero.
  - **Before Reading:** Students will read about the Anglo-Saxon culture and identify differences and similarities to today's life.
  - **Assessment/Analysis/Evaluation:** Students are asked to identify pieces of the culture that were discussed in the pre-reading and evaluate how true they were represented in the story through class discussions and quick writes.
  - **Assessment/Analysis/Evaluation:** Students will have to determine whether Beowulf is an epic hero or a tragic hero. This will be done by understanding the definitions of the two literary terms, establishing a belief, and then using the story to support their point. Students will have a Socratic circle discussion to debate and defend their belief.
  - **Extended Understanding:** Students will read "Seafarer" in the textbook as well. They will compare and contrast the two stories using a Venn Diagram to note the differences. Once again they will be expected to establish whether the main character was an epic hero or a tragic hero through support found in the story.
- **Research Paper:** Students will be writing an 8-10 page research paper to support their senior experience project. Students are expected to choose a project they work on throughout their final year that challenges and expands what they know about a certain area. The research paper is a supplement to this experience. In the research paper, the students will explore and examine the history of their topic and how it has evolved. The students are also expected to explain why this topic was chosen, what struggles they encountered/expect to encounter, how they tackled/will tackle them, what successes the students had/will have, and a reflection of how it would be approached differently if it were to happen again.
  - **Assessment/Analysis/Evaluation:** Students are evaluated on a standards based rubric at the rough draft and the final copy. Students will self-evaluate during the writing process as well as participate in multiple waves of peer review before submitting the final copy.
    - Before writing the essay, students will generate an outline of ideas and supports which will be approved by the teacher before continuing the drafting process. The teacher will note any lapses in organization and/or support.
    - Students will submit a rough draft to the teacher to note for support, transitions, and voice in the paper. Students are required to have a consistent objective voice using the rhetoric style of logos rather than ethos or pathos since this is an informative paper.
    - After the rough draft is completed, students will peer edit each other's papers before submitting the final.
    - The standards based rubric includes sentence structure and variety, which includes a variety of simple, compound, and complex sentences, as well as various phrases and clauses be integrated properly throughout the paper (students are taught these structures during previous readings and applying them during this research paper).

- **Middle Ages:** Students will read about the middle ages and what that entailed, including the Crusades and the Feudal System.
  - **Ballads:** Ballads became popular during the middle ages as minstrels told stories through song.
    - Ballads have a unique structure that the students will have to emulate after reading a few examples.
    - Aside from reading some classic ballads and creating their own, using the same structure, students will have to identify contemporary ballads and note how this poetic structure has lasted through time.
  - **Canterbury Tales by Geoffrey Chaucer:** Students will experience a classic frame story that truly represents the time period in which it was set and written.
    - Students will characterize each of the different players in *Canterbury Tales* using the STEAL acronym to fully characterize.
      - **“The Pardoner’s Tale”:** What characteristics are evident in the story that connect with what we know about that time period? What are the themes of this tale? Justification and support is expected.
      - **“The Wife of Bath’s Tale”:** What characteristics are evident in the story that connect with what we know about that time period? What are the themes of this tale? Justification and support is expected.
      - **“The Nun’s Priests Tale”:** What characteristics are evident in the story that connect with what we know about that time period? What are the themes of this tale? Justification and support is expected.
    - **Extended Understanding:** Students will read “Federigo’s Falcon” in the textbook as well. They will compare and contrast that story with one of the Canterbury Tales they read in class or the whole frame story. Students will be write a one page paper noting the similarities, differences, and cultural influences in the stories.

#### Quarter Two

- **The Renaissance:** Students will read poems and short stories from authors during the Renaissance period. Before reading, students will complete a study on a famous Renaissance author of their choice. This presentation will be done in pairs if they would like. During this author study, students will have to use quality research skills while expanding on the author’s typical style, thematic elements, and choices. After the presentation, students will delve into poetry and their authors such as William Shakespeare, Christopher Marlowe, Sir Walter Raleigh, John Donne, and Sir Francis Bacon
  - **Assessment/Analysis/Evaluation:** Students will be expected to properly identify literary elements used and themes present in the writings studies. They will also periodically write in the style of the author that we are studying.
- **Macbeth by William Shakespeare:** Students will read the dramatic play *Macbeth* by William Shakespeare. Students will do a background research on Shakespeare, his era, and the cultural areas of interest/importance. Students will have to recall on this information to see how the

historical/cultural/social values of Shakespeare's era are represented in his writing. Also, before reading, students will be presented with informational texts on the history of Macbeth and what historical information Shakespeare may have used as a basis for his writing. Students will also respond to anticipatory statements exploring character motivation and possible themes. The play will be read and acted aloud as a class in order to guarantee understanding as well as staying true to the author's intent.

- **Assessment/Analysis/Evaluation:** Students will continually be evaluated based on class discussions, group teachings, and quizzes. Students will revisit their original answers to their anticipatory statements and consider on whether they still agree with their initial thoughts. Students will either complete a writing or engage a class discussion on why they think what they do and support their thoughts through specific examples from the text
- ***This section will roll over into quarter three.***

### Quarter Three

- ***Continue and finish Macbeth from quarter two.***
- ***Animal Farm by Mary George Orwell*** Students will read *Animal Farm* by George Orwell. Throughout the reading students will participate in small and large group class discussions while analyzing the development of the main character and how the government affects social actions.
  - **Assessment/Analysis/Evaluation:** Students are asked to write a persuasive essay in which they defend or refute the idea that a revolution like the one in *Animal Farm* would be possible with our government. They may also be asked to liken the government in the story to one that currently does or has previously existed globally.
    - As a class, students will generate ideas using a spider web graphic organizer and/or Venn diagram to analyze events of *Animal Farm* and how it led to the drastic change. Students are expected to pull specific examples from the text as well as specific examples from contemporary society as to how and why they are similar while noting differences in motivation if there are any.
    - Before writing the essay, students will generate an outline of ideas and supports which will be approved by the teacher before continuing the drafting process. The teacher will note any lapses in organization and/or support.
    - After the rough draft is completed, students will peer edit each other's papers before submitting the final.
    - After all have been read and evaluated by the instructor, the students will have a Socratic circle, class discussion, in which they defend or refute their stance based on the points brought up in their papers.
- ***The Hound of Baskervilles by Sir Arthur Conan Doyle:*** Students will experience a classic British author, novel, and character by reading one of the mysteries that features Sherlock Holmes.
  - **Assessment/Analysis/Evaluation:** Throughout this reading, students will have to pick up on context clues, foreshadowing, and intimations that lead to possible resolutions to the mystery of the novel. Students will continually be engaged in class discussions, both

large and small group, as well as quick writes and assessments. Students will be asked to come up with possible answers to the mystery using clues from the story. They will keep a detailed notebook that cites interesting occurrences and characters as well as an analysis of literary terms used that helped them bring meaning to the novel and characters. Students will continually re-evaluate their thoughts on the crime and culprit either changing their belief or strengthening their original thoughts.

#### Quarter Four

- ***Murder on the Orient Express* by Agatha Christie:** Students will continue down the mystery genre with a popular contemporary British author, Agatha Christie. Taking the ideas, clues, and reasonings learned from the previous mystery novel, students will apply those analytical skills while reading this newer novel.
  - **Assessment/Analysis/Evaluation:** Throughout this reading, students will have to pick up on context clues, foreshadowing, and intimations that lead to possible resolutions to the mystery of the novel. Students will continually be engaged in class discussions, both large and small group, as well as quick writes and assessments. Students will be asked to come up with possible answers to the mystery using clues from the story. They will keep a detailed notebook that cites interesting occurrences and characters as well as an analysis of literary terms used that helped them bring meaning to the novel and characters. Students will continually re-evaluate their thoughts on the crime and culprit either changing their belief or strengthening their original thoughts.
  - **Extended Understanding:** Students will write a 2-3 page persuasive paper detailing which novel, *Murder on the Orient Express* or *The Hound of Baskervilles* was more compelling and more of a mystery novel. They will have to critically evaluate the components of the stories, how they were constructed, and the details of the story to support their point.
- ***The Hobbit* by J.R.R. Tolkien:** Students will tap into the fantasy-adventure genre for the first time. Students will read about the quest of Bilbo Baggins, the prequel to *The Lord of the Rings* Trilogy.
  - **Assessment/Analysis/Evaluation:** Students will be able to apply topics, themes, and analyses used throughout the year to the current novel. They will draw comparisons between this adventure and the adventures read during *Beowulf* and *Canterbury Tales*. Students will participate in class discussions and short quizzes throughout and synthesize their knowledge through their writing referenced above.

#### Throughout the Year:

- Students will continually work on literary elements, through all stories. Students will also be expected to and challenged to think critically on all texts used as well as student discussions.
- Students will be able to connect the literature being read to their contemporary life and defend their viewpoints. How are situations similar between the characters in the novel and one's personal life? Where have we, as a society, improved and where have we not?
- Students will have semi-regular vocabulary using the Sadlier-Oxford *Vocabulary Workshop: Level G*. This comprises of 15 units of 20 words per unit.

- Students will also look at supplemental literature including informational texts, non-fiction texts, and a traditional text book, *Elements of Literature: Sixth Course* by Holt, Rinehart, and Winston.

## Teaching Strategies

Students will be exposed to a variety of teaching strategies throughout the school year. Students will complete persuasive and informative research, formal and informal writings, class and small group discussions, formative and summative assessments, argumentative debates, guided practice, scaffolding, and movement.

### Writing Instruction:

- **Process and Format:** Students will go through the writing process, including pre-writing/brainstorming, outlining, rough drafting, editing/revising, final draft. Students will be expected to write in their formal research paper in the MLA writing style. APA style may be introduced for the smaller persuasive papers. Regardless of what citation style is used, students will be expected to include proper use of direct quotations, paraphrasing, and summarizing, parenthetical citations and works cited pages.
- **Understanding:** Various writing strategies will be used throughout the school year to show understanding of the topic. Options may include but not limited to free writes, journals, exit slips, class discussion notes and questions.
- **Formal Analysis:** Students will engage in multiple writings throughout the year. There will be a couple persuasive writings (roughly 2-3 pages) and one formal research paper (8-10 pages). Students are expected to research using credible sources to support their beliefs. Proper citations and works cited pages are required. Students will also have a handout of the rubric for the writing with the standards it covers included. These essays also include a multi-step process using pre-writing, drafting, editing/revising, and final drafting.

### Supplementary Sources:

- **Informational Text:** Students will be given different snippets of informational text that apply to the concepts and/or stories being used. These will be taken from a variety of sources including databases, magazines, newspapers, and the textbook
- **Audio/Visual Aids:** For a few of the readings, there are audio and/or videos that match with the theme, central idea, and/or genre. These will be used to supplement the learning and continue analysis and how it can expand on the concepts being discussed.

## Student Evaluation

Students will write and revise multiple essays of varying lengths. Students may also complete a few traditional assessments. Students will be expected to debate their side of an argument and defend their point through their grasp of the literature through writings and in-class discussions. This will be evident through their use of support from the texts.

<b>Grading Scale</b>		87-80	C
94-100	A	79-70	D
93-88	B	Below 70	F