INSTRUCTIONS

Welcome to your Continental Academy course. As you read through the text book you will see that it is made up of the individual lessons listed in the Course Outline. Each lesson is divided into various sub-topics. As you read through the material you will see certain important sentences and phrases that are highlighted in yellow (printing black & white appears as grey highlight.) Bold, blue print is used to emphasize topics such as names or historical events (it appears Bold when printed in black and white.) Important Information in tables and charts is highlighted for emphasis. At the end of each lesson are practice questions with answers. You will progress through this course one lesson at a time, at your own pace.

First, study the lesson thoroughly. (You can print the entire text book or one lesson at a time to assist you in the study process.) Then, complete the lesson reviews printed at the end of the lesson and carefully check your answers. When you are ready, complete the 10-question lesson assignment at the www.ContinentalAcademy.net web site. (Remember, when you begin a lesson assignment, you may skip a question, but you must complete the 10 question lesson assignment in its entirety.) You will find notes online entitled “Things to Remember”, in the Textbook/Supplement portal which can be printed for your convenience.

All lesson assignments are open-book. Continue working on the lessons at your own pace until you have finished all lesson assignments for this course.

When you have completed and passed all lesson assignments for this course, complete the End of Course Examination on-line. Once you pass this exam, the average of your grades for all your lesson assignments for this course will determine your final course grade.

If you need help understanding any part of the lesson, practice questions, or this procedure:

- Click on the “Send a Message to the Guidance Department” link at the top of the right side of the home page
- Type your question in the field provided
- Then, click on the “Send” button
- You will receive a response within ONE BUSINESS DAY
About the Author…

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English 4
by Patrick McCann

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For the Continental Academy Premiere Curriculum Series

Course: 1001400

Published by

Continental Academy
3241 Executive Way
Miramar, FL  33025
OUTLINE

Lesson 1 - Introduction to British Literature and Literary History
   ▪ Chronology of British History
   ▪ Beowulf and Epic Poetry
   ▪ The Norman Invasion
   ▪ The Globe Theatre
   ▪ Gothic Fiction

Lesson 2 - The Strange Case of Dr Jekyll and Mr. Hyde
   by Robert Louis Stevenson


Lesson 3 - Shakespeare’s Macbeth
   Shakespeare’s Macbeth, published in 1606, and set in Scotland

Lesson 4 – Epic Poetry (Beowulf) by an anonymous author
   Romantic Poetry by William Wordsworth
   Victorian Poetry by Elizabeth Barrett-Browning
   • Books I, II, XI, and XII of Beowulf
   Poems from William Wordsworth date from 1799 to 1804
   • Poems from Elizabeth Barrett-Browning
     a) “On a Portrait of Wordsworth” by B. R. Haydon
     b) “To George Sand: A Recognition”

Lesson 5– Interest Inventory
   Test Preparation, Research Essay

Course Objectives
Britain consists of four separate countries, England, Scotland, Wales, and Ireland. Each country has its own culture, and even its own language. No introductory course in British literature can do justice to a tradition spanning centuries and nations. We attempt, however, to introduce students to part of the vast collection that is British literature.

Many college courses divide British literature into two periods, pre-1800 and post-1800. Selections in our course come from each side of this divide. We begin with a timeline of British history, and highlight various events of importance. Our fiction selection follows, highlighting the most recent literary piece in the course. No British literature class can omit Shakespeare, and we highlight his tragedy of *Macbeth*. We end with poetry from three periods (Epic, Romantic, and Victorian), the latter two of which appear at this historical divide between the two traditional periods of British literature. We leave Britain as the 20th century opens.

A chronological representation of our literature is featured on the next page.
### CHRONOLOGY OF BRITISH HISTORY

View the following chronology. Note that some periods overlap.

Prehistoric Britain 5000 BC - 100 BC

- Prehistoric Britain begins 5000 years before Christ (BC), lasting almost 5000 years.

**Roman Britain 100 BC – 410 AD**

- The Roman invasion in 100 B.C. leads to 5 centuries of Roman domination.

**Early British Kingdoms 410 – 937/Anglo-Saxon England 597 – 1066**

- **499 – 1066** The Dark Ages
- **597** St Augustine begins converting English to Christianity
- **700** Beowulf (epic poetry)
- **1066** *Norman Conquest (France conquers Britain)*

**Medieval Britain 1066 – 1486**

- **1606** Shakespeare’s *Macbeth*
- **17th Century** Poetry of the English Renaissance

**The Age of Empire 1689 – 1901**

- **1660 – 1800** Neoclassical/Enlightenment
- **1784 – 1837** Romantic Period (Wordsworth/Browning are main poets)
- **turn of 19th century** Medieval Revival

**The Victorian Age 1837 – 1901**

- Queen Victoria (1819 – 1901) Dickens is major novelist

From time to time during the years listed above, gifted and creative people expressed themselves in words and word pictures. Some of those expressions have been appreciated by many people ever since. Such works of literature are called classics.
Beowulf and Epic Poetry

Beowulf is the hero of an epic poem bearing his name. Literary historians don’t know the author, but believe that Beowulf was written about 700 A.D. It survives based on a single manuscript copied around 1000 AD.

Other examples of epic poetry include The Odyssey and the Iliad, both written by the Greek poet Homer. Odysseus is the central figure in the Odyssey.

Beowulf sails over the seas to liberate Heorot, a mead hall* of Scandinavian warriors. Grendel, descendant of Cain, has been terrorizing Heorot prior to Beowulf’s arrival. Beowulf defeats the monster Grendel in a ferocious fight.

Epic poetry centers around an epic hero. Epic heroes embody the ideals of the culture that produced them. They are great warriors, men who are capable of great deeds of strength and courage. Read the following short excerpts from Beowulf. You can’t help but notice how the English language has changed over 13 centuries!

Get online help with reading/studying Beowulf, at the following websites:

http://www.humanities.mcmaster.ca/~beowulf/main.html
(Read hypertext for Books I, II, XI, and XII)

http://www.georgetown.edu/faculty/irvinem/english016/beowulf/beowulf.html
http://www.library.unr.edu/subjects/guides/beowulf.html
* Mead was the equivalent of today’s beer or ale

The Norman Conquest – 1066


September 28  William lands on the English coast with about 7000 men.
October 13  Harold II sets up his army in a blocking position outside of the town of Hastings.
October 14  William attacks and defeats Harold, who is mortally wounded.

- Brought England closer to Continental Europe and away from Scandinavian influence
- Created one of the most powerful monarchies in Europe
- Created the most sophisticated governmental system in Europe
- Changed English language and culture
- Set the stage for a long future of English-French conflict.
The Globe Theatre

Many of Shakespeare’s best-known plays (including the tragedies Romeo and Juliet, Julius Caesar, Hamlet, and Macbeth) were performed at the Globe Theatre, an open-air playhouse in the Southwark district of London. The Globe was designed and built in 1599. Prior to this time, most actors traveled from town to town, putting on shows wherever they could, primarily in inn-yards.

An inn is a wonderful place for a show because of the crowd it attracts. The landlord co-operates, there are plenty of snacks and refreshments, especially beer. Most inns were big open circles or squares, with the yard in the middle, and 2-3 stories. Shakespeare had this two to three-story structure in mind when he wrote his plays. Romeo and Juliet, for example, wouldn’t be the same without the balcony scene in Act II. Actors would present from a raised stage of 3 - 5 feet and use a backstage behind the curtains for props and changing. Devils might appear through trap-doors from under the stage; gods or angels might appear from above. Stagehands provided tools, fireworks, and sound. Different-coloured flags would herald whether the current play was a comedy, history or tragedy.
Gothic Fiction

Supernatural terror breaking into everyday reality defines Gothic fiction. The Strange Case of Dr. Jekyll and Mr. Hyde fits in this literary genre, which thrived in 19th century Europe, especially in Britain. Edgar Allan Poe is the most famous American Gothic writer. Other Gothic literature includes Frankenstein, Dracula, Jane Eyre, and The Turn of the Screw.

Certain recurring themes and motifs define the Gothic genre. Gothic fiction contains supernatural phenomena explicitly (e.g. Dracula) or implicitly (Dr. Jekyll and Mr. Hyde). They portray dark and eerie elements that disrupt the routine of everyday life. Gothic novels contain secrets (e.g. Jekyll’s connection to Hyde) or people who resemble other characters in strange, upsetting ways. Frankenstein’s monster and Hyde such characters, called doppelgängers. German for ‘double-goer’, doppelgangers is an alternate identity or a second self, and sometimes haunts the rational psyche of their counterpart.

Gothic novels are set in strange, eerie locales from which the characters have difficulty escaping (castles, dark and foggy streets, or decaying palaces and homes. Much of the action takes place at night.
Questions for Review*

Britain is comprised of which four countries? ______________________________________

____________________________________________________________________

Rome dominated Britain during what period? ______________________________________

When was Beowulf written, and by whom? ______________________________________

What is a ‘mead-hall’? _________________________________________________________

What was the last successful invasion of England? _____________________________

With how many men did William the Conqueror land in England? ________________

Identify the effects of this invasion. ____________________________________________

____________________________________________________________________

When was the Globe Theatre in London built? _________

Where did actors entertain prior to the existence of the Globe? _________________

How was the structure of the Globe Theatre conducive for Romeo and Juliet?

____________________________________________________________________

Identify aspects of Gothic fiction. _____________________________________________

____________________________________________________________________

Define the following vocabulary words.

explicit __________________________ implicit __________________________

‘doppelgångers’ _________________________________________________________

conducive _________________________________

Research Task – Preview

Research is a skill that high school seniors must develop. Choose one of the following
topics for a 500 – word essay at the end of this course.

a. Compare and contrast Romantic poetry and Victorian poetry.

b. Discuss Shakespeare’s life, works, and place in British literature

c. Describe life in early Anglo-Saxon Britain (the time of Beowulf and/or Macbeth).

d. Discuss France’s impact on Britain, specifically the Norman Invasion of 1066
    and/or the revolution of 1789 (storming of the Bastille to Reign of Terror).

* Answers to most questions in this course are at the end of the packet. This page,
however, is an exception, as all answers are clearly given in the preceding pages.
Vocabulary definitions and/or synonyms can be found in the dictionary or in Microsoft
LESSON 2
FICTION

The Strange Case of Dr. Jekyll and Mr. Hyde
By Robert Louis Stevenson

Preparing to Read this Novella

What do you know about this novella (short novel)? If nothing, what might you predict based on the title of the book, and the picture in ‘Gothic Fiction’ (p. 12)?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

A novella is a short novel. This novella contains 10 relatively short chapters, each of which is accompanied by questions beginning below. You are welcome to answer the questions when you finish each chapter, or just maintain your reading flow for maximum enjoyment. The first and last chapters begin with a vocabulary warm-up that you may do prior to reading the chapter. You can view the 1941 movie directed by Victor Fleming, starring Spencer Tracy and Ingrid Bergman, and Lana Turner.

STORY OF THE DOOR   p. 2

Place the following underlined vocabulary words next to the correct synonym.

“…cold, scantly and embarrassed in discourse…”

DIFFERENCES IN SPELLING

THE BRITISH ENGLISH AND STANDARD AMERICAN ENGLISH ARE DIFFERENT DIALECTS OF THE SAME LANGUAGE, ENGLISH. THEY DO HAVE DIFFERENCES. YOU WILL SEE DIFFERENT SPELLINGS OF MANY WORDS IN THIS NOVELLA.

FOR INSTANCE, THE BRITISH OFTEN ADD A ‘U’ TO WORDS THAT END WITH ‘OR’ (COLOUR, DEMEANOUR, MOULDING, DISCOLOURED, NEIGHBOURHOOD, RIGOUR, BOURING, VAPOUR).

SOMETIMES THE SOFT ‘C’/’S’ SOUND MAY BE SPELLED LIKE ONE OF THE FOLLOWING WORDS: PRACTISING, SEISED, GLASED, COSILY, DEFENCE

HOW MIGHT YOU EXPECT TO SEE THE FOLLOWING WORDS
“He was **austere** with himself…”
“…he never marked a shade of change in his **demeanour**.”
“even his friendship seemed to be founded in a similar **catholicity** of good-nature.”
“…Mr. Richard Enfield, his distant **kinsman**, the well-known man about town.”
“…a certain sinister block of building thrust forward its gable on the street…”

universality ______________________________ evil ______________________________
relative, good friend ______________________ strict __________________________
discussion __________________ meager, insufficient __________________________
manner, character ____________________________

Describe, in your own words:

**Utterson**
________________________________________________________________________

________________________________________________________________________

**the by-street**
________________________________________________________________________

________________________________________________________________________

**the building**
________________________________________________________________________

________________________________________________________________________

**Mr. Hyde**
________________________________________________________________________

________________________________________________________________________

**Enfield**
________________________________________________________________________

________________________________________________________________________

What is the name of the man who tramples the child? _________________________

Name 2 things about his appearance that have a negative influence on people.
_________________________ and __________________________________________

What **metaphor** does Stevenson use to compare the shining street to the dingy
neighbourhood ? _________________________________________________________

Express in modern day language Mr. Enfield’s comment that, “…the more it looks like
Queer Street, the less I ask.” ____________________________________________

**SEARCH FOR MR. HYDE**  p. 7

What does the will state? ________________________________________________

________________________________________________________________________

Why is Dr. Lanyon upset with Dr. Jekyll? _________________________________
Utterson’s dream prompts him to do what? ________________________________________
______________________________________________________________________________

What does Utterson think has given Mr. Hyde such power over Doctor Jekyll?
______________________________________________________________________________

DR. JEKYLL WAS QUITE AT EASE
How long is a fortnight? ________________________________________________________
What is Dr. Jekyll’s initial response when Utterson brings up the subject of Mr. Hyde?
______________________________________________________________________________

What does Hyde say to try to make Utterson less worried? ____________________________
______________________________________________________________________________

What does Hyde make Utterson promise? ____________________________________________
______________________________________________________________________________

What is a *troglodyte*? ___________________________________________________________

THE CAREW MURDER CASE
What crime does a maidservant witness from an upstairs window a year later?
______________________________________________________________________________

Describe Mr. Hyde’s maid. ________________________________________________________
______________________________________________________________________________

How do the rooms in which Mr. Hyde stays contrast to everything else about him?
______________________________________________________________________________

INCIDENT OF THE LETTER
In what conditions does Utterson find Dr. Jekyll when he visits? ________________
What does Dr. Hyde swear to Utterson? ____________________________________________
What does the letter from Dr. Hyde say? ___________________________________________
______________________________________________________________________________

Who does Poole say delivered the letter? __________________________________________
What does Mr. Guest say about Dr. Jekyll’s handwriting? ____________________________
______________________________________________________________________________

What is Utterson’s response? ____________________________________________________
MAKE A PREDICTION!
Utterson seems to be a very intelligent and rational fellow who is playing the role of detective. What do you think Utterson will eventually discover?*

___________________________________________________________

REMARKABLE INCIDENT OF DR. LANYON
What happens to Dr. Jekyll after Hyde’s disappearance? _______________________

___________________________________________________________
After the night of January 8th, what happens the next few times that Utterson goes to visit Dr. Jekyll? ___________________________________________________
How is Dr. Lanyon when Utterson goes to visit him? _________________________

___________________________________________________________
What happens to Dr. Lanyon soon after? _________________________________

INCIDENT AT THE WINDOW
What do you think caused the terrified look on Dr. Jekyll’s face?*

___________________________________________________________
What do you think was Stevenson’s purpose for placing this short episode in the story?*

___________________________________________________________

* These open-ended questions encourage readers to predict what is going to happen.

THE LAST NIGHT
What is Poole’s current state, and what does he suspect?

___________________________________________________________

Describe the weather and the street as they make their way to Dr. Jekyll’s.

___________________________________________________________
What is the state of mind of all the servants? 

Identify the speaker of the following short quotes in this chapter.

"What, what? Are you all here?" said the lawyer peevishly. "Very irregular, very unseemly; your master would be far from pleased."

“That won't hold water; it doesn't commend itself to reason."

What do these quotes say about this person’s character/personality?

What does Poole report as to the strange recent actions of Dr. Jekyll?

What action do Poole and Utterson then decide to take? 

They come to the common conclusion that the person inside must be _________.

What do Poole and Utterson notice about the footsteps of the person inside?

What do they find upon breaking down the door? 

What do they do now? 

What does Utterson notice about the holy book in the room? 

Identify the three envelopes they find that are addressed to Utterson.

a) 

b) 

c) 

DR. LANYON'S NARRATIVE

On what scientific questions do you think Dr. Jekyll and Dr. Landon may disagree?

Summarize the contents of the letter from Dr. Jekyll to Dr. Landon. 

How does Dr. Landon respond? 

What does Landon notice of the person who comes to pick up Dr. Jekyll’s medicine?
What does the messenger say to Dr. Landon? ________________________________
_____________________________________________________________________
What ultimately happens? ________________________________________________
_____________________________________________________________________
What is the effect on Dr. Landon? __________________________________________
Was this a complete surprise to you as a reader? ______________
Looking back over the story, what clues may have foreshadowed this eventuality?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Why do you think Utterson never expected such an ending? ________________
_____________________________________________________________________
HENRY JEKYLL'S FULL STATEMENT OF THE CASE
“…the worst of my faults was a certain impatient gaiety of disposition.”
“…I found it hard to reconcile with my imperious desire to carry my head high,…”
“…I stood already committed to a profound duplicity of life.”
“…I regarded and hid them with an almost morbid sense of shame.”
“…I was in no sense a hypocrite; both sides of me were in dead earnest…”
“…How, then, were they dissociated?”
resolve, bring together ________________________ dark, gloomy ____________________
deceit, dishonesty ________________________ temperament, outlook
superior, haughty ________________________ seriousness, solemnity
deep, thoughtful ________________________ separated, disconnected ______________

Summarize what Dr. Jekyll is saying about himself (and people in general).
What does Dr. Jekyll do to dissociate these two sides of himself? ________________
_______________________________________________________________________
What happens to him as a result? __________________________________________
_______________________________________________________________________
Why was Mr. Hyde less developed (‘smaller, slighter and younger’) than Dr. Jekyll?
_______________________________________________________________________
How did he feel when he looked upon himself as Mr. Hyde in the mirror?
_______________________________________________________________________
What was the second experiment that remained to be done?
_______________________________________________________________________
What 3 things does Dr. Jekyll do to prepare himself for when he becomes Mr. Hyde?
_______________________________________________________________________
_______________________________________________________________________
Give your opinion of Dr. Jekyll’s comment that, “It was Hyde, after all, and Hyde alone, that was guilty.”
_______________________________________________________________________
What happens to Dr. Jekyll one night two months before he kills Sir Danvers?
_______________________________________________________________________
With what danger was Dr. Jekyll now concerned? ____________________________
_______________________________________________________________________
What choice must he make now? _________________________________________
Explain the following comment by Dr. Jekyll. “Strange as my circumstances were, the terms of this debate are as old and commonplace as man.”
_______________________________________________________________________
What happens over the next period of time? _________________________________
_______________________________________________________________________
What happens two months later, when his Mr. Hyde self re-appears? __________
_______________________________________________________________________
When he kills Sir Danvers, what does he decide? ____________________________
_______________________________________________________________________
What does he do the next time that he involuntarily turns into Mr. Hyde?
What brings Dr. Jekyll’s sad life to a close? ______________________________
LESSON 3

DRAMA

Macbeth

By William Shakespeare

William Shakespeare
(1564 – 1616)

- Most influential writer, and most popular playwright, in English literature
- Formal education -- grammar school
- A favourite of both Elizabeth I (1558–1603) and James I (1603–1625), who conferred the title of King’s Men upon Shakespeare’s company members.
- Author of 37 plays and 154 sonnets
- Became part owner of the Globe Theater
- Hailed by literary contemporaries such as Ben Johnson, who said that his work was timeless.
- 1564 born to a middle-class glove-maker in Stratford-upon-Avon, England
- 1582 married an older woman, Anne Hathaway; they had three children
- 1590 traveled alone to London to work as an actor and playwright
- 1606 published Macbeth
- 1616 died in retirement, wealthy and famous, in Stratford at the age of 52
Reading Shakespeare’s Macbeth

Shakespeare wrote 37 plays in his short life. He wrote comedies, histories, and tragedies. Macbeth is his shortest, yet most bloody, tragedy. Reading Shakespeare for the first time can be confusing, but careful reading (and occasional re-reading) and taking notes should help. Answers to questions are included at the end of this packet, but please read and try to answer the questions yourself first.

Shakespeare’s tragedies highlight a central character (protagonist) who meets misfortune due to a flaw in his personality. This tragic flaw manifests itself at the climax of the play’s action. (The climax in Macbeth comes early, in Scene i. of Act II). Macbeth’s tragic flaw is that he has “o’er-reaching” ambition. Ambition may be good, but Macbeth has too much. The witches, and Lady Macbeth, spur him on to his tragic fate.

We encourage the student to view this play in movie format, in addition to reading the play. There are at least two versions, which should be available at your local library or video rental outlet. Additionally, the web can be a rich source of information. Visit sparknotes.com or clicknotes.com, or do a web-search in Yahoo or another search engine. Here are a few tips for reading Shakespeare”.

- Maintain your reading flow; figure out unfamiliar words by their context (other words around them in the sentence). Don’t look up every unfamiliar reference. Stop at the end of each scene (and Act) to ensure that you understand what has taken place.
- Pay particular attention to the longer speeches. Understand the main idea of each (examples: Lady Macbeth in Act I, Scene v.; Macbeth in I, viii. or II, i.). You will need to be able to summarize these important passages on paper.
- Re-read and write down passages that are particularly troubling to you. Refer to the act and scene #’s when taking notes. Write down your general impressions after each act. We have done that for you for Act 1.
- Try reading it aloud to get some of the rhythm. Again, video and audio recordings of the play are helpful, as are online literary web-searches.

Research Task Reminder

Shakespeare is the most famous figure in British literary history. Consider choosing his life, works and place in British literature as the topic for your research project.

Think about the plays and poems (primarily sonnets) that he authored, who his benefactors were, and some of his central ideas. Review the bulleted points to warm you up for the task. Identify a few of your sources in your paper.
Questions about Macbeth

Act 1, Scene i.
What characters open up the play? ________________________________
When do they plan to meet Macbeth? ________________________________

Act 1, Scene ii.
What does the bloody soldier tell King Duncan, his lords, and attendants?
________________________________________________________________________
________________________________________________________________________
How does the soldier describe Macbeth? ________________________________
What does King Duncan say about the titles of the traitorous Thane of Cawdor?
________________________________________________________________________
________________________________________________________________________

Act 1, Scene iii.
With what three titles do the witches greet Macbeth? ________________________,
________________________________,  ____________________________________
With what three prophecies do they then greet Banquo? ________________________,
________________________________,  ____________________________________
What news does Ross bring Macbeth? ________________________________
_______________________________________________________________________
To what is Banquo referring when he says to Macbeth, “…oftentimes to win us to our
harm, the instruments of darkness tell us truths…?” ________________________

DRAMATIC VOCABULARY:
ASIDE
A COMMENT THAT THE ACTOR MAKES TO THE AUDIENCE,
RATHER THAN TO THE OTHER CHARACTERS IN THE PLAY.

SOLILOQUY
A DRAMATIC SPEECH IN WHICH A CHARACTER REVEALS HIS OR
HER THOUGHTS WHEN ALONE OR UNAWARE OF THE PRESENCE
OF OTHERS.
Explain the following soliloquy by Macbeth.

MACBETH [Aside] This supernatural soliciting cannot be ill; cannot be good:--if ill, why hath it given me earnest of success, commencing in a truth? I am Thane of Cawdor: If good, why do I yield to that suggestion whose horrid image doth unfix my hair, and make my seated heart knock at my ribs, against the use of nature? Present fears are less than horrible imaginings: My thought, whose murder yet is but fantastical, shakes so my single state of man, that function is smother'd in surmise; and nothing is but what is not.

Act 1, Scene iv.

What is Macbeth’s response when King Duncan thanks him for his support?

King Duncan says, “we will establish our estate upon our eldest, Malcolm; whom we name hereafter the Prince of Cumberland:” What does this mean?

What is Macbeth’s reaction?

Act I, Scene v.

Lady Macbeth says, “…yet do I fear thy nature; it is too full o' the milk of human kindness to catch the nearest way.” Explain.

Again, explain the quote by Lady Macbeth, especially the underlined words. “Come, you spirits, that tend on mortal thoughts, unsex me here; and fill me, from the crown to the toe, top-full of direst cruelty!”

Act 1, Scene vi.

What is the atmosphere in this scene?
Act 1, Scene vii.

Macbeth identifies his tragic flaw in the following statement: “I have no spur to prick the sides of my intent, but only vaulting ambition, which o'erleaps itself…”

What is Lady Macbeth’s response when Macbeth tells her that “We will proceed no further in this business:”? 

______________________________________________________________

Quotes: Who is talking?

“Fair is foul, and foul is fair: Hover through the fog and filthy air.” (I, i.)

________________________

“No more that Thane of Cawdor shall deceive our bosom interest:--go pronounce his present death, and with his former title greet Macbeth.” (I, iii.)

________________________

“So foul and fair a day I have not seen.” (I, iii)________________________

“…are ye fantastical, or that indeed which outwardly ye show? (I, iii.)

________________________

“we will establish our estate upon our eldest, Malcolm; whom we name hereafter the Prince of Cumberland:” (I, iv.) ________________________

The Prince of Cumberland!--That is a step, on which I must fall down, or else o'erleap, for in my way it lies. Stars, hide your fires!” ________________________ (I, iv.)

“…I fear thy nature; it is too full o' the milk of human kindness…” (I, v.)

________________________

“This castle hath a pleasant seat: the air nimbly and sweetly recommends itself unto our gentle senses.” (I, vi.) ________________________

“He's here in double trust…” (I, vii.) ________________________

“…screw your courage to the sticking-place (I, vii.) ________________________
Banquo speaks of, “the cursed thoughts that nature gives way to in repose.” What is he saying here? __________________________________________________________

Re-read Macbeth’s soliloquy. He wonders if the dagger in front of him is real, or an illusion; Banquo wondered the same about the witches. Macbeth says “I have done the deed.” What deed? ____________________________________________

What has Macbeth failed to do? ____________________________________________

What does Lady Macbeth say about the blood on her and Macbeth?

_______________________________________________________________
The Porter tells Macduff that liquor provokes which three things?

________________________________________________________________________

What is ‘lechery’?  ___________________________________________________________________________

How does liquor provoke, then unprovoke ‘lechery’, according to the Porter?

_______________________________________________________________________

What does Lennox say about the previous night? _____________________________
_______________________________________________________________________

Who finds King Duncan dead? _____________________

What does Macbeth, pretending to be in a rage, do now? _______________________

Why do Malcolm and Donalbain flee? ___________________________________________________________________________
Where do they flee? Malcolm __________________ Donalbain __________________

Act II, scene ii.

What things have the Old Man and Ross witnessed this past night?

________________________________________________________________________
________________________________________________________________________

What is MacDuff’s role in this scene?

________________________________________________________________________
Why are Malcolm and Donalbain suspected in the murder of their father?

Act III, Scene i.
Explain the following quote from Banquo. “Thou hast it now,--king, Cawdor, Glamis, all, as the weird women promis'd; and, I fear, thou play'dst most fouly for't…”

Macbeth speaks, in soliloquy, after Banquo leaves. He realizes that he has disturbed his own peace not for his own children, but for Banquo’s. Who does he talk to now, and why?

What does he tell these men to set them against Banquo?

In addition to killing Banquo, they must

Act III, Scene ii.
How does Macbeth compare his sleep with that of King Duncan?

Act III, Scene iii.
What do the two murders ask of the third murderer who joins them?

What happens in this scene?

Act IV, Scene i. Again, who is Hecate?

What is the prophecy of each of the following apparitions that arise from the cauldron?
   a) an armed Head
   b) a bloody child
   c) a child crowned with a tree in his hand
What images do the witches show Macbeth?

________________________________________________________________________

Lenox appears with news that

________________________________________________________________________.

What does Macbeth decide in response to this news?

________________________________________________________________________

Act IV, Scene ii. What discussion is occurring between Lady Macduff and her son?

________________________________________________________________________

What is Ross’ role in this scene?

________________________________________________________________________

How does the scene end?

________________________________________________________________________

List the people whom Macbeth has now murdered, directly or indirectly.

________________________, _____________________, ________________________, and________________________.

________________________________________________________________________

Act IV, Scene iii. What does Malcolm ask Macduff?

________________________________________________________________________

How does Malcolm speak of himself as a potential king?

________________________________________________________________________

What does Ross eventually tell Macduff?

________________________________________________________________________

Act V, Scene i. What’s going on with Lady Macbeth?

________________________________________________________________________

What is the significance of her following words, “Out, damned spot!” ____________

________________________________________________________________________

What earlier quote from her do these words contradict?

________________________________________________________________________

What does her doctor say about all this?

________________________________________________________________________
Act V, Scene ii. To what conclusion have all the lords come?

Act V, Scene iii. What is Macbeth’s mood and train of thought at this time?

What discussion does Macbeth have with the doctor?

Act V, Scene iv. What happens in this short scene?

Act V, Scene v. What two pieces of bad news come to Macbeth?

Act V, Scene vi. (No questions from this tiny scene.)

Act V, Scene vii. What happens in the fight between Macbeth and young Siward?

Act V, Scene viii. Macduff enters and confronts Macbeth. What does he tell Macbeth?

What is Macbeth’s response?

Macbeth and Macbeth leave the stage. Macduff returns carrying _________________.

Macduff leads a cheer that all others repeat. What is it?

Writing Task

How much did the witches’ prophecies contribute to Macbeth’s downfall? How much of his downfall was due to the tragic flaw in his personality (excessive ambition)? Write a 2-3 paragraph response.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
LESSON 4

EPIC, ROMANTIC, AND VICTORIAN POETRY

Epic Poetry - Beowulf

Beowulf is a story of many books, or chapters. It contains a prologue, and 43 subsequent books. We selected Books I, II, XI, and XII for investigation. Books I and II revolve around the monster Grendel, descendant of Cain, who terrifies the mead-hall Heorot. Chapters XI and XII chronicle Beowulf’s defeat of Grendel. The Beowulf first mentioned is a different person than the epic hero of our story.

Book I – Hrothgar, Heorot, and Grendel

Now Beowulf bode in the burg of the Scyldings, leader beloved, and long he ruled in fame with all folk, since his father had gone away from the world, till awoke an heir, haughty Healfdene, who held through life, sage and sturdy, the Scyldings glad. Then, one after one, there woke to him, to the chieftain of clansmen, children four: Heorogar, then Hrothgar, then Halga brave; and I heard that was ’s queen, the Heathoscylfing’s helpmate dear.

To Hrothgar was given such glory of war, such honor of combat, that all his kin obeyed him gladly till great grew his band of youthful comrades. It came in his mind to bid his henchmen a hall uprear, a master mead-house, mightier far than ever was seen by the sons of earth, and within it, then, to old and young he would all allot that the Lord had sent him, save only the land and the lives of his men. Wide, I heard, was the work commanded, for many a tribe this mid-earth round, to fashion the folkstead. It fell, as he ordered, in rapid achievement that ready it stood there, of halls the noblest.

Heorot he named it whose message had might in many a land. Not reckless of promise, the rings he dealt, treasure at banquet: there towered the hall, high, gabled wide, the hot surge waiting of furious flame. Nor far was that day when father and son-in-law stood in feud for warfare and hatred that woke again.

Heorot, the mead hall
With envy and anger an evil spirit endured the dole in his dark abode, that he heard each day the din of revel high in the hall: there harps rang out, clear song of the singer. He sang who knew tales of the early time of man, how the Almighty made the earth, fairest fields enfolded by water, set, triumphant, sun and moon for a light to lighten the land-dwellers, and braided bright the breast of earth with limbs and leaves, made life for all of mortal beings that breathe and move. So lived the clansmen in cheer and revel a winsome life, till one began to fashion evils, that field of hell.

Grendel this monster grim was called, march-riever mighty, in moorland living, in fen and fastness; fief of the giants the hapless wight a while had kept since the Creator his exile doomed. On kin of Cain was the killing avenged by sovran God for slaughtered Abel. Ill fared his feud, and far was he driven, for the slaughter’s sake, from sight of men. Of Cain awoke all that woful breed, Etins and elves and evil-spirits, as well as the giants that warred with God weary while: but their wage was paid them!

---

**CONNOTATION AND DENOTATION**

Denotation is the dictionary definition of a word. Connotation is the emotions associated with a word. Take for example, ‘Haughty Healfdene’. ‘Haughty’ means ‘Proud’. Today’s connotation of Haughty is rather negative; it means that one is arrogant, conceited, stuck-up, self-important, etc. In earlier times the word ‘Haughty’ had a more positive connotation.

Pre-reading exercise (Book II) - Match the underlined words with their definitions.

“Went he (Grendel) forth to fins at fall of night that haughty house, and heed wherever the Ring-Danes, outrevelled, to rest has gone… Unhallowed wight, grim and greedy, he grasped betimes, wrathful, reckless… faring homeward, laden with slaughter, his lair to seek.”

angry, enraged _______________ weighed down, burdened _______________

proud ________________ tired from merry-making ________________

den, hole, nest ________________ unholy, despoiled ________________
Book II – Grendel terrorizes Heorot

Went he (Grendel) forth to find at fall of night that haughty house, and heed wherever the Ring-Danes, outrevelled*, to rest had gone. Found within it the atheling band asleep after feasting and fearless of sorrow, of human hardship. Unhallowed wight, grim and greedy, he grasped betimes, wrathful, reckless, from resting-places, thirty of the thanes, and thence he rushed fain of his fell spoil, faring homeward, laden with slaughter, his lair to seek. Then at the dawning, as day was breaking, the might of Grendel to men was known; then after wassail was wail uplifted, loud moan in the morn.

The mighty chief, atheling excellent, unblithe sat, labored in woe for the loss of his thanes, when once had been traced the trail of the fiend, spirit accurst: too cruel that sorrow, too long, too loathsome. Not late the respite; with night returning, anew began ruthless murder; he recked no whit, firm in his guilt, of the feud and crime. They were easy to find who elsewhere sought in room remote their rest at night, bed in the bowers, when that bale was shown, was seen in sooth, with surest token, the hall-thane’s hate. Such held themselves far and fast who the fiend outran! Thus ruled unrighteous and raged his fill one against all; until empty stood that lordly building, and long it bode so.

Twelve years’ tide the trouble he bore, sovran of Scyldings, sorrows in plenty, boundless cares. There came unhidden tidings true to the tribes of men, in sorrowful songs, how ceaselessly Grendel harassed Hrothgar, what hate he bore him, what murder and massacre, many a year, feud unfading, refused consent to deal with any of Daneland’s earls, make pact of peace, or compound for gold: still less did the wise men ween to get great fee for the feud from his fiendish hands. But the evil one ambushed old and young death-shadow dark, dogged them still, lured or lurked in the livelong night of misty moorlands: men may say not where the haunts of these Hell-Runes be. Such heaping of horrors the hater of men, lonely roamer, wrought unceasing, harassings heavy. O’er Heorot he lorded, gold-bright hall, in gloomy nights; and ne’er could the prince approach his throne, ’twas judgment of God, or have joy in his hall. Sore was the sorrow to Scyldings’-friend, heart-rending misery.
Many nobles sat assembled, and searched out counsel how it were best for bold-hearted men against harassing terror to try their hand. While they vowed in their heathen fanes altar-offerings, asked with words that the slayer-of-souls would succor give them for the pain of their people. Their practice this, their heathen hope; ’twas Hell they thought of in mood of their mind. Almighty they knew not, Doomsman of Deeds and dreadful Lord, nor Heaven’s-Helmet heeded they ever, Wielder-of-Wonder. Woe for that man who in harm and hatred hales his soul to fiery embraces; nor favor nor change awaits he ever. But well for him that after death-day may draw to his Lord, and friendship find in the Father’s arms!

Please answer the following short questions.

From whom does Grendel descend? ________________

Who is this ancestor, and for what is he known? ________________________________________

How many thane did Grendel kill that first night in the mead-hall? ___________

When does Grendel next return? _______________________

For how many years does he harass Hrothgar and the hall of Heorot? ____________

What words does the author use to describe Grendel? _________________________

Who is the ‘sovran of Scyldings’? ___________________

Can you translate the following words from Middle English to Modern English?

sovran _________________ spake _______________ atheling ________________

unblithe _______________ accurst ______________ thanes ________________

READING TIP:

RE-READ BOOKS I & II BEFORE PROCEEDING TO XI AND XII. VOCABULARY THAT YOU HAVE JUST LEARNED, AND A 2ND READING OF BOOKS I & II, WILL INCREASE YOUR UNDERSTANDING.
XI – XII -- Beowulf fights Grendel

THEN from the moorland, by misty crags, with God’s wrath laden, Grendel came. The monster was minded of mankind now sundry to seize in the stately house. Under welkin he walked, till the wine-palace there, gold-hall of men, he gladly discerned, flashing with fretwork. Not first time, this, that he the home of Hrothgar sought, yet ne’er in his life-day, late or early, such hardy heroes, such hall-thanes, found! To the house the warrior walked apace, parted from peace; the portal opened, though with forged bolts fast, when his fists had struck it, and baleful he burst in his blatant rage, the house’s mouth. All hastily, then, o’er fair-paved floor the fiend trod on, ireful he strode; there streamed from his eyes fearful flashes, like flame to see.

He spied in hall the hero-band, kin and clansmen clustered asleep, hardy liegemen. Then laughed his heart; for the monster was minded, ere morn should dawn, savage, to sever the soul of each, life from body, since lusty banquet waited his will! But Wyrd forbade him to seize any more of men on earth after that evening. Eagerly watched Hygelac’s kinsman his cursed foe, how he would fare in fell attack. Not that the monster was minded to pause! Straightway he seized a sleeping warrior for the first, and tore him fiercely asunder, the bone-frame bit, drank blood in streams, swallowed him piecemeal: swiftly thus the lifeless corse was clear devoured, e’en feet and hands. Then farther he hied; for the hardy hero with hand he grasped, felt for the foe with fiendish claw, for the hero reclining, - who clutched it boldly, prompt to answer, propped on his arm. Soon then saw that shepherd-of-evils that never he met in this middle-world, in the ways of earth, another wight with heavier hand-gripe; at heart he feared, sorrowed in soul, - none the sooner escaped! Fain would he flee, his fastness seek, the den of devils: no doings now such as oft he had done in days of old! Then bethought him the hardy Hygelac-thane of his boast at evening: up he bounded, grasped firm his foe, whose fingers cracked.

The fiend made off, but the earl close followed. The monster meant, if he might at all, to fling himself free, and far away fly to the fens, knew his fingers’ power in the gripe of the grim one. Gruesome march to Heorot this monster of harm had made! Din filled the room; the Danes were bereft, castle-dwellers and clansmen all, earls, of their ale. Angry were both those savage hall-guards: the house resounded. Wonder it was the wine-hall firm in the strain of their struggle stood, to earth the fair house fell not; too fast it was within and without by its iron bands craftily clamped; though there crashed from sill many a mead-bench, men have told me. gay with gold, where the grim foes wrestled. So well had weened the wisest Scyldings that not ever at all might any man that bone-decked, brave house break asunder, crush by craft, unless clasp of fire in smoke engulfed it. Again uprose din redoubled. Danes of the North with fear and frenzy were filled, each one, who from the wall that wailing heard, God’s foe sounding his grisly song, cry of the conquered, clamorous pain from captive of hell. Too closely held him he who of men in might was strongest in that same day of this our life.
NOT in any wise would the earls’ defence suffer that slaughterous stranger to live, useless deeming his days and years to men on earth. Now many an earl of Beowulf brandished blade ancestral, fain the life of their lord to shield, their praised prince, if power were theirs; never they knew, as they neared the foe, hardy-hearted heroes of war, aiming their swords on every side the accursed to kill, no keenest blade, no fairest of falchions fashioned on earth, could harm or hurt that hideous fiend! He was safe, by his spells, from sword of battle, from edge of iron. Yet his end and parting on that same day of this our life woful should be, and his wandering soul far off flit to the fiends’ domain. Soon he found, who in former days, harmful in heart and hated of God, on many a man such murder wrought, that the frame of his body failed him now. For him the keen-souled kinsman of Hygelac held in hand; hateful alive was each to other. The outlaw dire took mortal hurt; a mighty wound showed on his shoulder, and sinews cracked, and the bone-frame burst. To Beowulf now the glory was given, and Grendel thence death-sick his den in the dark moor sought, noisome abode: he knew too well that here was the last of life, an end of his days on earth. - To all the Danes by that bloody battle the boon had come. From ravage had rescued the roving stranger Hrothgar’s hall; the hardy and wise one had purged it anew. His night-work pleased him, his deed and its honor. To Eastern Danes had the valiant Geat his vaunt made good, all their sorrow and ills assuaged, their bale of battle borne so long, and all the dole they erst endured pain a-plenty. ’Twas proof of this, when the hardy-in-fight a hand laid down, arm and shoulder, all, indeed, of Grendel’s gripe, ’neath the gabled roof.

What was the effect of the swords on Grendel?
______________________________________

Who is “the keen souled kinsman of Hygelac”?
______________________________________

What does Beowulf do to defeat Grendel?
______________________________________

Where does Grendel go?
______________________________________

What does Beowulf do with his prize won in battle?
______________________________________
Research Task Reminder

Consider writing about the following topic once you get to the end of this packet. Describe life in early British history (the Dark Ages, prior to the Norman invasion). Beowulf and Macbeth come from this period. Think about issues of violence and survival, heroes and anti-heroes, mysterious forces that people don’t understand. Refer to the literature in this course.

Writing Task

Choose one of the following topics for a 500-word essay:

a. Consider some heroes and anti-heroes from this course (Beowulf, Macbeth, Jekyll/Hyde, etc.) to those of today. How are they different, or the same?

b. Explain the transformation of Macbeth from war hero to villain/anti-hero.

c. Judge Dr. Jekyll in terms of hero/anti-hero.

d. Discuss the role of the supernatural in Macbeth, Beowulf, and Jekyll/Hyde.
The Romantic and Victorian Periods

The Romantic period of English literature existed from 1785 to 1830. The American (1776) and French (1789) * revolutions greatly influenced this period. Literature and art focused on nature, emotion, imagination, and rebellion against established social rules and conventions.

The Victorian Age, known for the reign of Queen Victoria, followed. Queen Victoria was the longest-reigning monarch in British history. She became Queen at the age of 18 in 1837, and ruled until her death in 1901. The British empire doubled in size during these 64 years, encompassing Canada, Australia, India, and areas in Africa and the South Pacific. The Victorian era presided over vast scientific, social and economic change.

There are general differences in these two periods. The Romantic period is much concerned with both quiet solitude and the natural beauty of country landscapes. Some critics argue, however, that the Romantic poets celebrate imagination and the memory of such earthly beauty than the landscape itself. Think about this argument as you read Wordsworth’s poetry. You will have to explicate (explain) one of Wordsworth’s poems at the end of the poetry section.

The length of the Victorian era (almost 7 decades) makes generalisations hard to make. Modern society, with trade and industrialisation, is changing how man sees himself. The world is becoming more complex, yet fragmentary. One sees this perhaps best in the poetry of Elizabeth Barrett-Browning’s husband, Robert Browning. These changes surely will have implications for later periods of British literary history.

*On July 14, 1789, French revolutionaries stormed the Bastille, the Parisian prison, to release political prisoners. Many Englanders, like Wordsworth, were initially supportive, but became disaffected by the Reign of Terror, and a series of bloody mass executions.
William Wordsworth (1770—1850)

- 1770 -- born in Cockermouth, Cumberland to John and Ann Wordsworth, who die during his boyhood
- 1790 -- goes to France during the time of the revolution against Louis XIV
- 1792 -- returns (1792) to England imbued with the spirit of the French Revolution* and principles of Rousseau and republicanism.
- 1795 -- receives a legacy that freed him from financial worry
- 1798 -- writes Lyrical Ballads with Samuel Taylor Coleridge in which they sought to use the language of ordinary people in poetry; it included Wordsworth's poem "Tintern Abbey." The work introduces romanticism into England and becomes a model for romantic poets.
- 1802 -- marries Mary Hutchinson, has four children.
- 1842 -- receives a civil list pension
- 1843 -- becomes poet laureate

Wordsworth's earlier work shows the poetic beauty of commonplace things and people. He earns acclaim in the 19th century, but his reputation declines by the early 20th century. He is criticized for the unevenness of his poetry, bathos (excessive emotionalism), and transformation from an open-minded liberal to a cramped conservative. He is, however, one of the greatest English poets. We present six of Wordsworth’s poems, in chronological order.

**Poet laureate**

Officially appointed by a government, this person composes poems for occasions of state and government. The poet laureate was the official poet of the British king. The current poet laureate of the U. S. is Ted Kooser, a professor of English at the University of Nebraska. He is considered a poet for rural and small-town America.
Strange fits of passion have I known:
And I will dare to tell,
But in the Lover's ear alone,
What once to me befell.

When she I loved looked every day
Fresh as a rose in June,
I to her cottage bent my way,
Beneath an evening-moon.

Upon the moon I fixed my eye,
All over the wide lea;
With quickening pace my horse drew nigh
Those paths so dear to me.

And now we reached the orchard-plot;
And, as we climbed the hill,
The sinking moon to Lucy's cot
Came near, and nearer still.

In one of those sweet dreams I slept,
Kind Nature's gentlest boon!
And all the while my eyes I kept
On the descending moon.

My horse moved on; hoof after hoof
He raised, and never stopped:
When down behind the cottage roof,
At once, the bright moon dropped.

What fond and wayward thoughts will slide
Into a Lover's head!
"O mercy!" to myself I cried,
"If Lucy should be dead!"

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
I could wish my days to be
Bound each to each by natural piety.
BEHOLD her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.

No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?--
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;--
I listened, motionless and still;
And, as I mounted up the hill
The music in my heart I bore,
Long after it was heard no more.
"I WANDERED LONELY AS A CLOUD" (1804)

I WANDERED lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed--and gazed--but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

METER - IAMBIC TETRAMETER

"THE SOLITARY REAPER" AND "I WANDERED LONELY AS A CLOUD" ARE WRITTEN IN IAMBIC TETRAMETER. AN IAM, A METRICAL FOOT, IS TWO SYLLABLES. THE FIRST SYLLABLE IS UNACCENTED, FOLLOWED BY AN ACCENTED SYLLABLE. THERE ARE FOUR IAMBS, OR 8 SYLLABLES, IN EACH LINE.

READ THE POEM ALOUD IN THIS MANNER, ACCENTING EVERY SECOND SYLLABLE. NOTICE THAT "O'ER" IN THE SECOND LINE IS PRONOUNCED AS ONE SYLLABLE TO KEEP THE METER (BEAT) REGULAR.
"THE WORLD IS TOO MUCH WITH US; LATE AND SOON"

THE world is too much with us; late and soon,
Getting and spending, we lay waste our powers:
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
The Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not.--Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathed horn.

1806

"IT IS A BEAUTEOUS EVENING, CALM AND FREE"

IT is a beauteous evening, calm and free,
The holy time is quiet as a Nun
Breathless with adoration; the broad sun
Is sinking down in its tranquility;
The gentleness of heaven broods o'er the Sea:
Listen! the mighty Being is awake,
And doth with his eternal motion make
A sound like thunder--everlastingly.

Dear Child! dear Girl! that walkest with me here,
If thou appear untouched by solemn thought,
Thy nature is not therefore less divine:
Thou liest in Abraham's bosom all the year;
And worship'st at the Temple's inner shrine,
God being with thee when we know it not.
“Strange fits of passion have I known”

Who will the narrator tell about his ‘strange fits of passion’? _____________________
Where is the narrator going? ________________________________________________
How does the moon seem to influence the poem? ________________________________
________________________________________________________________________
What is familiar to the narrator as he rides? _________________________________
What is strange to him?
________________________________________________________________________

“My heart leaps up when I behold”

Identify the rhyme scheme. ___  ___  ___  ___  ___  ___  ___  ___  ___
The poet would rather die than _____________________________________________.
What does it mean to say, “The Child is father of the Man…”?
_______________________________________________________________________
________________________________________________________________________
Define ‘piety’. __________________________________________ _________________
What does this last word of the poem contribute?
________________________________________________________________________

“The Solitary Reaper”

Briefly summarize each stanza of “The Solitary Reaper”.

• Stanza 1

________________________________________________________________________

• Stanza 2

________________________________________________________________________

• Stanza 3

________________________________________________________________________
Stanza 4

____________________________________________________________

Where does Wordsworth depart slightly from the regular rhyme scheme?

____________________________________________________________

Define plaintive. ____________________________

What does the narrator not know about the song that the ‘lass’ sings? ________________

How does it affect the poem?

____________________________________________________________

How do the last two lines affect the poem?

____________________________________________________________

“I Wandered Lonely as a Cloud”

What is the effect of the poet likening himself to a cloud?

____________________________________________________________

What metaphorical device does Wordsworth employ here?

____________________________________________________________

How does Wordsworth compare and contrast the daffodils to stars and the waves?

____________________________________________________________

What did the narrator not recognize as he watched “the show”?

____________________________________________________________

How does the last stanza resemble the last two lines of “The Solitary Reaper”?
“The World Is Too Much With Us: Late And Soon”

What is Wordsworth’s complaint in this poem?

________________________________________________________________________

Why would he ‘rather be A Pagan’?

________________________________________________________________________

Who is Proteus?

________________________________________________________________________

Who is Triton?

________________________________________________________________________

"It is a beauteous evening, calm and free”

How is the form of this poem similar to “The World is Too Much With Us; Late and Soon”?

________________________________________________________________________

Compare lines 1 – 5 with lines 6 – 8.

________________________________________________________________________

Research: Autobiographical information enables the reader to understand a poem more thoroughly. Find out who Wordsworth is talking to (line 7 – ‘Dear Child! Dear girl!). Elaborate (give more details) on the occasion of this ‘beauteous evening’.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Writing Task

Select one of the previous poems by Wordsworth and comment on the poem’s meaning, form (meter, rhyme scheme, etc.), and whatever figurative language (metaphors, personification, etc.) Wordsworth employs.
Elizabeth Barrett Browning  
(nee: Barrett) 1806 - 1861 Eli

- Most successful female poet of the Victorian period
- Born at Coxhoe Hall, near Durham, to Edward Moulton-Barrett and Mary Graham-Clarke.
- Father’s wealth derived from sugar plantations in Jamaica, then a British colony. She lived as an invalid for years, dominated by her father.
- Wrote the autobiographical Sonnets from the Portuguese, her most well-known work, after escaping her father's control. Wrote these love poems for the poet Robert Browning, whom she married in 1846.

- Moved to Italy, where her health improved, and she bore a son. While in Italy, she became active in the cause of Italian liberation from Austria.
- Became popular after Poems (1844). Major work was Aurora Leight (1857), a novel in blank verse about a woman writer, her childhood and pursuit of a literary career. It dealt with themes such as the poet's mission, social responsibilities, and the position of women.
- Was openly critical of slavery and child labor, as was her husband.
- Received serious consideration to succeed Wordsworth as poet laureate, eventually awarded to Tennyson in 1850.
- Died in husband's arms on June 29, 1861 in Florence.
ON A PORTRAIT OF WORDSWORTH BY B. R. HAYDON
From the two-volume 1844 work Poems, by Elizabeth Barrett-Browning,

WORDSWORTH upon Helvellyn!* Let the cloud
Ebb audibly along the mountain-wind,
Then break against the rock, and show behind
The lowland valleys floating up to crowd
The sense with beauty. He with forehead bowed
And humble-lidded eyes, as one inclined
Before the sovrain thought of his own mind,
And very meek with inspirations proud,
Takes here his rightful place as poet-priest
By the high altar, singing prayer and prayer
To the higher Heavens. A noble vision free
Our Haydon's hand has flung out from the mist:
No portrait this, with Academic air!
This is the poet and his poetry.

* A mountain peak of three thousand feet in the English Lake District.
To George Sand: A Recognition

True genius, but true woman! dost deny
The woman's nature with a manly scorn
And break away the gauds and armlets worn
By weaker women in captivity?
Ah, vain denial! that revolted cry
Is sobbed in by a woman's voice forlorn,
Thy woman's hair, my sister, all unshorn
Floats back dishevelled strength in agony
Disproving thy man's name: and while before
The world thou burnest in a poet-fire,
We see thy woman-heart beat evermore
Through the large flame. Beat purer, heart, and higher,
Till God unsex thee on the heavenly shore
Where unincarnate spirits purely aspire!

Which form does this poem take? ____________________________

George Sand is a pseudonym. What is the poet’s real name?
________________________________________________________________________

Why do you think that this person took the pen name of George Sand?
________________________________________________________________________

Write a short paragraph identifying George Sand. List information such as when and where this person lived. Wikipedia.org is a good place to go for information.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

“Till God unsex thee…” should remind the reader of a quote from Macbeth. Can you identify the speaker and the quote’s place in the play?
________________________________________________________________________
Writing Task

After Elizabeth Barret-Browning’s death, Edward Fitzgerald wrote, "Mrs. Browning’s Death is rather a relief to me, I must say: no more Aurora Leight, thank God! A woman of real genius, I know; but what is the upshot of it all? She and her Sex had better mind the Kitchen and their Children: and perhaps the Poor: except in such things as little Novels, they only devote themselves to what Men do much better, leaving that which Men do worse or not at all."

We see the discrimination of women throughout the literature in this course. Women could not be epic heroes (Beowulf) or kings (Lady Macbeth), and female writers often used pseudonyms to mask their gender (George Sand) as they wrote. Think of the female characters and writers in this course. Think also about the status of women today, both in terms of how society sees them. Now, write a 500-word essay that elaborates on the topic of inequality for women in British history.
LESSON 5

Interest Inventory, Test Preparation, and Research Project Essay

Interest Inventory and Final Exam preparation

1. Which reading did you most enjoy?________________________________________
   (Choose from Macbeth, Jekyll/ Hyde, poetry, British literary history)

2. Which poem did you most enjoy? _______________________________________

3. List 10 vocabulary words (with definitions) that you learned in this course.
   a. ______________________________________________________________
   b. ______________________________________________________________
   c. ______________________________________________________________
   d. ______________________________________________________________
   e. ______________________________________________________________
   f. ______________________________________________________________
   g. ______________________________________________________________
   h. ______________________________________________________________
   i. ______________________________________________________________
   j. ______________________________________________________________

4. List 5 things that you learned about British history.
   a. ______________________________________________________________
   b. ______________________________________________________________
   c. ______________________________________________________________
   d. ______________________________________________________________
   e. ______________________________________________________________

5. Who is the main poet of the Romantic period? ____________________________

6. What is the approximate time of the Victorian era? _______________________

7. List 3 things that you learned about Queen Victoria.
   a. ______________________________________________________________
   b. ______________________________________________________________
   c. ______________________________________________________________
8. How did the Norman Conquest of 1066 affect Britain? __________________
   ____________________________________________________________________
   ____________________________________________________________________

9. What is the setting (time and place) for Macbeth? ______________________

10. What is Macbeth’s tragic flaw? _________________________________

   a. _____________________________________________________________
   b. _____________________________________________________________
   c. “Macbeth shall never vanquish’d be, until Great Birnam Wood to high
      Dunsinane hill shall come against him.”

12. The Strange Case of Dr. Jekyll and Mr. Hyde takes place in ____________.

13. Identify some elements of Gothic fiction. _____________________________
   __________________________________________________________________

14. Contrast epic poetry (Beowulf) with the Romantic poetry of Wordsworth.
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________

15. What is an **iamb**? ___________________________________

16. How many lines are in a sonnet? ______________

17. What is a **soliloquy**? _______________________________________

18. Give an example of a soliloquy from Macbeth. _______________________
    __________________________________________________________________

19. What is an **aside**? ___________________________________________

20. What is a **poet laureate**? ________________________________
Research Project Essay

Choose one of the following topics for a 500 – word.

a. Compare and contrast Romantic poetry and Victorian poetry.
b. Discuss Shakespeare’s life, works, and place in British literature.
c. Describe life in early Anglo-Saxon Britain (the era of Beowulf and Macbeth).
d. Discuss France’s impact on Britain, specifically the Norman Invasion of 1066 and/or the revolution of 1789 (storming of the Bastille to Reign of Terror).
Answers to Questions
The Strange Case of Dr. Jekyll and Mr. Hyde

STORY OF THE DOOR
universality/catholicity  relative, good friend/kinsman  strict/austere  evil/sinister
discussion/discourse  meager, insufficient/scanty  manner, character/demeanour

Utterson, the protagonist, is a respectable, non-descriptive lawyer.
The by-street, small and quiet on Sundays, is busy during the week. Stevenson uses the
metaphor “like a fire in a forest” to describe the shining street in the dingy
neighbourhood.
The building is ‘sinister’ and thrusts itself out onto the street.
Mr. Hyde tramples the child. His evil looks and ambiguous deformity repel people.
Enfield is a distant cousin (kinsman) and friend of Utterson’s. They seem to have little
or nothing in common. Their regular Sunday walks are pleasant, quiet and seemingly
uneventful. Mr. Enfield says that he tries to mind his own business.

SEARCH FOR MR. HYDE
The will states that in the death or prolonged absence of Dr. Jekyll, Mr. Hyde will
inherit everything and will step into the same circumstances that Jekyll now enjoys.
Dr. Lanyon is upset with Dr. Jekyll over differences in scientific theory.
Utterson’s dream prompts him to seek out Mr. Hyde. Upon meeting him, Utterson asks
to see Mr. Hyde’s face. He suspects that Mr. Hyde is black-mailing Dr. Jekyll, perhaps
over some ‘indiscretions’ from the time of Dr. Jekyll’s youth.

DR. JEKYLL WAS QUITE AT EASE
A fortnight is fourteen days. Dr. Jekyll initially refuses to discuss Mr. Hyde, then tells
him that he can rid himself of Mr. Hyde anytime he wants.
Dr. Jekyll makes Utterson promise that he will ensure Mr. Hyde’s rights.
A troglodyte is a pre-historic person who lived in caves and the like.

THE CAREW MURDER CASE
The maid sees a man beat Sir Danyers Carew to death with a walking cane in a public
street. Mr. Hyde’s maid looks evil and hypocritical, though her manners are excellent.
The rooms in which Mr. Hyde stays appear quite elegant, in contrast to seemingly
everything else about him.

INCIDENT OF THE LETTER
Dr. Jekyll looks deathly sick. He swears that he will never see Mr. Hyde again.
The letter from Dr. Hyde says that he’s sorry for being unworthy of Dr. Jekyll’s help,
and has a sure means of escape. Poole saw no one deliver the letter. Mr. Guest says Dr.
Jekyll’s handwriting is very similar to Mr. Hyde’s. Utterson now suspects Mr. Hyde of
forgery.
REMARKABLE INCIDENT OF DR. LANDON

Dr. Jekyll came out of his seclusion and renewed relations with friends. After January 8th, Utterson is unable to gain admittance when he visits Dr. Jekyll. He then visits Dr. Landon, who is deathly sick. Dr. Lanyon gives him a package with instructions not to open it until he dies. Landon soon dies.

THE LAST NIGHT
Poole is very agitated, just as Dr. Landon was earlier. They leave for Dr. Jekyll’s. The street is deserted, and the night is cold, dusty, dark and windy as they make their way to Dr. Jekyll’s. When they arrive, the servants are scared. Utterson, the source of these quotes, clings to both reason and proper behaviour. Poole reports that Dr. Jekyll has had him running all over town for weeks, trying to find some chemicals for him. He’s seen Dr. Jekyll once, and said that he looked and sounded very different. Poole and Utterson decide to break down the door. They notice the footprint of the person in the room to be rather light and odd, compared to the heavier treat of Dr. Jekyll. They find Hyde when they break down the door, and then go looking for Dr. Jekyll.

Utterson notices that there has been some blasphemous writing (cursing) in a holy book. The envelope includes a will, a letter from Dr. Lanyon, and a letter from Dr. Jekyll.

DR. LANYON'S NARRATIVE
The story has yet to provide hints on what scientific questions Dr. Jekyll and Dr. Landon disagree, but the end of this episode may provide a clue.

Dr. Jekyll pleads with Dr. Landon to run a mysterious errand at midnight to obtain some chemicals for him, then to give those chemicals to a messenger from Jekyll. Dr. Landon thinks that Dr. Jekyll must be insane, but in the absence of being sure takes on the responsibility. The messenger is dressed in over-sized clothes, and is quite agitated.

The messenger offers Dr. Landon the choice of observing or not observing events that are about to happen. The doctor then observes the messenger drink a potion from the chemicals provided, and turn into Dr. Jekyll! This terrifies Dr. Landon so that he never recovers, and soon dies.

Potential clues include the handwriting similarity, the over-sized clothes, the fact that Dr. Jekyll and Mr. Hyde are never both present.

Utterson’s belief in rationality keeps him from considering “the supernatural”.

HENRY JEKYLL'S FULL STATEMENT OF THE CASE
resolve, bring together reconcile dark, gloomy morbid
deceit, dishonesty duplicity temperament, outlook disposition
superior, haughty imperious seriousness, solemnity earnest
deep, thoughtful profound separated, disconnected dissociated

Dr. Jekyll says, “…man is not truly one, but truly two.” He believes that one of his natures is essentially good, the other essentially evil. He mixes a potion to dissociate these two sides of himself.
The potion turns him into a different person (Mr. Hyde) who is less developed (‘smaller, slighter and younger’) than Dr. Jekyll. Mr. Hyde is less developed because Dr. Jekyll’s life had been “…nine-tenths a life of effort, virtue, and control…”. When he looked upon himself as Mr. Hyde in the mirror, he saw the evilness, but still welcomed the sight. What remained to be seen was whether he could turn himself back into Dr. Jekyll.

Dr. Jekyll buys a house in Soho for Mr. Hyde, instructs his servants to obey him, and prepares his will leaving all assets to Mr. Hyde in the event of his death or long absence. Dr. Jekyll comments that, “It was Hyde, after all, and Hyde alone, that was guilty.” This is an excuse for Dr. Jekyll not to take any responsibility when he is Mr. Hyde. He does, however, try to repair Hyde’s damage every time that he reverts back to Dr. Jekyll.

2 months before Hyde kills Sir Danvers, Dr. Jekyll discovers that he has turned into Mr. Hyde without having taken the potion. He is concerned about losing his good side, and must choose between being Dr. Jekyll or Mr. Hyde. This debate is old; man has always had to choose between his good and bad sides. He chooses to be Dr. Jekyll for two months, but then again mixes the potion, and his Mr. Hyde self ‘came out roaring’. When he kills Sir Danvers, he knows that Mr. Hyde can never again be seen. The next time that he involuntarily turns into Mr. Hyde, he goes on a mission to gain ingredients for his potion, involving (and ultimately causing the death of) Dr. Landon. Dr. Jekyll’s sad life ends when he runs out of the last of his powders.

**Macbeth**

**Act I, Scene i.** The witches, of “Weird Sisters”, the first characters we see, plan to meet with Macbeth ‘when the battle’s lost and won.’

**Act I, Scene ii.** The bloody soldier tells Duncan of the battle against McDonwald, the Thane of Cawdor and other rebels, and how they were defeated. He says that Macbeth was quite brave. Duncan says to give the titles of the traitorous Thane of Cawdor to Macbeth.

**Act I, Scene iii.** The witches greet Macbeth with “Hail…Thane of Glamis,…Thane of Cawdor, … that shalt be king hereafter! The say about Banquo, Lesser than Macbeth, and greater…, Not so happy, yet much happier…, Thou shalt get kings, though thou be none:”

Ross tells Macbeth that King Duncan had give to him the title of Thane of Cawdor.

Banquo worries that the witches have told them ‘truths’ that will do them harm; we shall see that he is right. Macbeth, upon hearing the prophecies of the witches, begins to think about murdering King Duncan. At first, the idea “shakes so my single state of man.”

**Act I, scene iv.** Macbeth respond to King Duncan’s gratitude by saying that it is his duty to serve. However, when King Duncan says that his eldest son Malcolm was next in line to the throne, Macbeth says that he must “o’erleap this obstacle, meaning killing Malcolm.

**Act I, Scene v.** Lady Macbeth believes that her husband is too soft to kill Duncan. She asks the spirits to take away her womanly attributes, allowing her to kill him.

**Act I, Scene vi.** King Duncan is quite happy at Macbeth’s castle at Inverness.

**Act I, Scene vii.** Lady Macbeth does not accept Macbeth’s lack of desire to kill King Duncan, and pushes him to the crime.
Quotes: Who is talking?
“Fair is foul, and foul is fair: Hover through the fog and filthy air.” (I, i.) The witches
“No more that Thane of Cawdor shall deceive our bosom interest:--go pronounce his present death, and with his former title greet Macbeth.” (I, iii.) King Duncan
“So foul and fair a day I have not seen.” (I, iii.) Macbeth
“…are ye fantastical, or that indeed which outwardly ye show? (I, iii.) Banquo
“we will establish our estate upon our eldest, Malcolm; whom we name hereafter the Prince of Cumberland:” (I, iv.) King Duncan
“The Prince of Cumberland!--That is a step, on which I must fall down, or else o'erleap, for in my way it lies. Stars, hide your fires!” (I, iv.) Macbeth
“…I fear thy nature; it is too full o' the milk of human kindness…” (I, v.) Lady Macbeth
“This castle hath a pleasant seat: the air nimbly and sweetly recommends itself unto our gentle senses.” (I, vi.) King Duncan
“He's here in double trust…” (I, vii.) Macbeth
“…screw your courage to the sticking-place (I, vii.) Lady Macbeth

Act II, Scene i. Banquo is suspicious that Macbeth will kill King Duncan.
Macbeth returns with the bloody daggers, refusing to go back to Duncan’s chamber. Lady Macbeth places them on the drunken attendants when Macbeth refuses to do so. She says, “A little water clears us of this deed.”
The Porter tells Macduff that liquor makes one’s nose red, invites sleep, and makes one urinate. ‘Lechery’, or ‘lewdness’, is an excessive indulgence in sexual activity. Liquor “…provokes the desire, but takes away the performance;…”
Lennox has never seen a night so terrible with its ‘strange screams of death’, etc.
MacDuff finds King Duncan dead. Pretending to be in a rage, Macbeth kills Duncan’s bodyguards. Malcolm and Donalbain flee to England and Ireland, afraid that they will be killed next.

Act II, scene ii. Lennox and the Old Man note that it’s dark in the middle of the day. The Old Man saw an owl kill a falcon, and Lennox stated that King Duncan’s horses broke out of their stalls and began to eat each other. Macduff joins the conversation to bring in news (Malcolm and Donalbain having fled Scotland, Macbeth getting crowned at Scone). Malcolm and Donalbain are suspected in the murder because of their flight.
Act III, Scene i. Banquo believes that Macbeth killed Duncan to become king, fulfilling the last of the witches’ prophecies. Believing that his murderous deeds have ensured Banquo’s (not his) successors shall rule. He employs two murderers to kill Banquo and Fleance.
Act III, scene ii. Macbeth remarks that Duncan’s sleep is peaceful, while his is fitful.
Act III, scene iii. The two murders, when joined by a third, suspect that Macbeth does not trust them. They kill Banquo, but Fleance escapes.
Act IV, scene i. Hecate is the goddess of the underworld, and the witches’ superior. An image of an armed head arises from the cauldron, saying “Beware Macduff”, followed by the image of a bloody child who states, “…none borne of woman shall harm Macbeth.” Finally, a child crowned with a tree in his hand says, “Macbeth shall never vanquish’d be, until Great Birnam Wood to high Dunsinane hill shall come against him.” The witches show Macbeth eight generations of Banquo’s successors as kings. Lennox
says that Macduff has fled to England; Macbeth decides to kill Macduff’s wife, son and everyone in his house.

**Act IV, Scene ii.** Lady Macduff and her son discuss whether Macduff is a traitor or not. Lady Macduff says that he is. Ross is there to warn Lady Macduff to escape while there is still time. Soon, however, the murderers come and kill Macduff’s son and Lady Macduff.

Macbeth’s murders now include Duncan, Banquo, Lady Macduff and Macduff’s son.

**Act IV, Scene iii.** Malcolm asks Macduff how he can tell if Macduff is loyal, because everyone used to think the same of Macbeth. He then says that he would probably make a worse king than Macbeth, that he might be greedy, lustful, and lack kingly qualities. Ross eventually tells Macduff that his family has been slaughtered.

**Act V, Scene i.** Lady Macbeth is sleepwalking, seems very agitated, and obsessed with cleaning her hands. “Out, damned spot!” refers to her inability to get her hands clean, quite contrary to her saying in Act II, “A little water clears us of this deed.” The doctor understands that her condition is mental, and beyond his ability to mend.

**Act V, Scene ii.** All the lords have determined that Macbeth came to the throne through evil deeds, and that Malcolm should be supported as King of Scotland.

**Act V, Scene iii.** Macbeth sees that many forces have combined against him, but he still believes that “…none borne of woman shall harm Macbeth.” and that he can be vanquished “…until Great Birnam Wood to high Dunsinane hill shall come against him.” His belief in these prophecies make him determined to fight on. He urges the doctor to cure his wife.

**Act V, Scene iv.** Malcolm comes up with the idea that the soldiers should all hide themselves behind branches as the approach Dunsinane castle.

**Act V, Scene v.** Macbeth learns that Lady Macbeth has committed suicide, and that ‘Birnam Wood’ is coming to Dunsinane. He realizes that he was fooled by a false prophecy.

**Act V, Scene vii.** Macbeth kills young Siward,

**Act V, Scene viii.** Macduff tells Macbeth that he was ‘from his mother’s womb untimely ripped, meaning that he was a Caesarian birth, and ‘not borne of woman’. Macbeth’s initial response is that he won’t fight Macduff, but refuses Macduff’s demand to yield. They fight. Macduff soon returns carrying Macbeth’s head. Macduff leads a cheer to Malcolm, saying, “Hail, King of Scotland.”
Beowulf
Books I and II

wrathful - angry  laden - weighed down, burdened  lair – den, hole, nest
haughty – proud  out-revelled – tired from merry-making  unhallowed – unholy
despoiled


sovran – sovereign, as in king  spake – spoke  atheling – warrior, knight
unblithe – anxious, bothered, tense, not blithe  accurst – saursed  thane – warrior, knight

Books XI and XII
The warriors’ swords have no effect on Grendel, who was protected by spells. Beowulf, “the keen-souled kinsman of Hygelac”, had vowed earlier that he would defeat Grendel bare-handed. He grabs hold of Grendel’s arm with a vise-like grip. Grendel tries to escape, but Beowulf rips his arm right out of the shoulder socket. Grendel then goes home to this den to die, and Beowulf hangs his arm up as a trophy.

Wordsworth’s Poetry
“Strange fits of passion have I known”
The narrator will speal “in the Lover’s ear alone” about his ‘strange fits of passion’. He’s going to his lover’s cottage. The moon lights his path as it sinks behind her cottage. As the poem concludes the ever-sinking moon suggests a strange thought of his lover’s death.
The paths are familiar to the narrator, but some of his thoughts are quite strange.

“My heart leaps up when I behold”
The rhyme scheme of the poem is abccabdd. The poet would rather die than be unable to enjoy natural sights like a rainbow in the sky. The experiences of the child determine the final product, the man. The child is the creator, the predecessor, “the father” of the man.
Piety means goodness. Wordsworth not only wants to enjoy the natural wonders of the world, but to live his life in a morally sound way.

“The Solitary Reaper”
Stanza 1 provides the setting, a woman cutting grain in a field. Stanza 2 explains that her singing is more welcome than a nightingale, more thrilling than a Cuckoo-bird. Stanza 3 informs us that the narrator doesn’t know what the reaper sings about. Stanza 4 tells us that the narrator enjoyed the memories of her singing long after “it was heard no more”
Wordsworth departs from the regular rhyme scheme in the first and third lines of the first and last stanzas (field/herself, sang/work).
Synonyms for ‘plaintive’ include mournful, lamenting, melancholy, etc. Notice that the root of the word is also in the word ‘complaint’ or ‘complaining’.

The narrator doesn’t know whether the lass sings of “old, unhappy, far-off things, And battles long ago:” or of some “Familiar matter of to-day?” This allows his imagination to wander as he listens to her song.

The last two lines take the poem out of the material world of nature and into the idealized world of memory.

“I Wandered Lonely as a Cloud”
A cloud drifting over the landscape takes the poet out of the material world, making him more of an observer of the world than participant.

Identifying a person as a cloud is the metaphorical device of ‘reverse personification’.

Wordsworth likens the daffodils to stars (continuous) and says that they outdo the sparkling waves in the way that they provide ‘glee’.

At the time the poet didn’t know how much happiness he would get from the memories of that sight. Like in “The Solitary Reaper”, there is a transition from the earthly world to the world of ideas (memories).

The World Is Too Much With Us: Late And Soon”
Wordsworth complains that trying to make it in life makes us forget about the natural beauty of the world. He’d ‘rather be A Pagan’ so he would be more in touch with nature.

Proteus was the son of Poseidon, the Greek god of the sea. Proteus was a ‘shape-shifter’, with the ability to assume different forms.

Triton, too, was Poseidon’s son. He rode the waves on horses and sea monsters, and blew his conch shell horn as a way to stir up or calm the waves.

”It is a beauteous evening, calm and free”
This poem and “The World Is Too Much With Us; Late and Soon” are sonnets.
The poem begins quite calmly in lines 1-5, then introduces the ‘sound of thunder’ in line 8.

Wordsworth is talking to his daughter in the last 6 lines (sestet) of the poem. Find out more!

Elizabeth Barret-Browning’s Poetry
“On a Portrait of Wordsworth” by B. R. Haydon is a sonnet. George Sand is a pen name for French novelist Amandine Aurore Lucie Dupin, Baronne Dudevant (1804-76). She took the name of George Sand due because women were not given equal due. Her father was an aristocrat, but her mother was poor. She was raised by her father’s mother. She went into the convent when she was young, later marrying a baron (Dudevant) and bearing two children in their eight years of marriage. She wrote 80 novels.

Lady Macbeth says, in Act I, Scene V of Macbeth, “Come, you spirits, that tend on mortal thoughts, unsex me here; and fill me, from the crown to the toe, top-full of direst cruelty!” She says this after she learns that King Duncan and Macbeth are on their way to her castle.
Test Preparation
William Wordsworth is the main poet of the Romantic period. The Victorian era (1837 – 1901) is named after Queen Victoria, Britain’s longest reigning monarch. During her 64 years in power, she presided over the expansion of the British Empire. The Norman Conquest (1066) brought England closer to Europe, helped create a stable monarchy and system of government, and set the stage for English –French conflict for centuries. Macbeth takes place in Scotland. Macbeth’s tragic flaw is excessive ambition. “The Weird Sisters” tell Macbeth in Act IV to “Beware Macduff”, that “None of woman born shall harm Macbeth”, and that “Macbeth shall never vanquish’d be, until Great Birnam Wood to high Dunsinane hill shall come against him.” The Strange Case of Dr. Jekyll and Mr. Hyde takes place in London. Gothic fiction includes the supernatural, dark landscapes, mystery, secrets, and double identities (doppelgangers).

An iamb is a metrical foot (two syllables). A sonnet contains 14 lines. A soliloquy is a dramatic speech in which a character reveals his or her thoughts when alone or unaware of the presence of others. Examples include Lady Macbeth’s “unsex me” while awaiting Duncan and Macbeth’s arrival at their castle, and Macbeth’s comments as the image of a dagger directs him to King Duncan’s bed. An aside is a comment that the actor makes to the audience, rather than to other characters in the play. A poet laureate is the official poet for a government.
COURSE OBJECTIVES

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The student will:

- apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
- Describe and evaluate personal preferences regarding fiction and nonfiction.
- Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
- Draft and revise writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with precision of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- Produce final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.
- Organize information using appropriate systems.
- Write fluently for a variety of occasions, audiences, and purposes, making appropriate
choices regarding style, tone, level of detail, and organization.

- Use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
- Use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
- Select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
- Use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
- Apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
- Develop and sustain a line of argument and provide appropriate support.
- Make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
- Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- Recognize production elements that contribute to the effectiveness of a specific medium.
- Apply an understanding that language and literature are primary means by which culture is transmitted.
- Understand that there are differences among various dialects of English.
- Understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- Understand why certain literary works are considered classics.
- Understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
- Analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
• Understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

• Analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

• Understand the use of images and sounds to elicit the reader’s emotions in both fiction and nonfiction.

• Analyze the relationships among author’s style, literary form, and intended impact on the reader.

• Recognize and explain those elements in texts that prompt a personal response, such as connections between one’s own life and the characters, events, motives, and causes of conflict in texts.

• Examine a literary selection from several critical perspectives.

• Know that people respond differently to texts based on their background knowledge, purpose, and point of view.

• Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

• Analyze the validity and reliability of primary source information and use the information appropriately.

• Synthesize information from multiple sources to draw conclusions.

• Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

• Effectively integrate multimedia and technology into presentations.

• Describe and evaluate personal preferences regarding fiction and nonfiction.