

## CP English 12 Assignments

(Page numbers refer to *The Language of Literature* textbook unless otherwise noted.)

### UNIT 2

### CELEBRATING HUMANITY: THE ENGLISH RENAISSANCE

#### Week 5

#### Love Poetry and Elizabethan Sonnets

*The English Renaissance, from 1485-1660, was a period of great flowering of literary, artistic, and intellectual development in England. During this period, many historical, social and political factors converged to cause dramatic shifts in human values and perspectives, leading to one of the greatest explosions of cultural energy in history. The Renaissance, which means “rebirth,” is also referred to as the Elizabethan Era, making it the first period in English and British history to be named after a reigning monarch, Queen Elizabeth I. Many poets of the era, such as Edmund Spenser and John Milton, produced works that demonstrated an increased interest in understanding English Christian beliefs. There was also a growing importance of the individual during the Renaissance, which many lyric poems and sonnets reveal to us. Old ideas, such as the concept of love, were examined from different perspectives. The sonnet, a 14-line lyric poem with a complicated rhyme scheme and a defined structure, became the most popular form of poetry.*

#### Objectives:

- Understand and appreciate pastoral poems
- Use strategies for comparing speakers in poetry
- Identify and examine the pastoral and sonnet forms
- Understand and recognize the many literary terms associated with sonnets
- Use strategies for summarizing major ideas in poetry
- Identify and examine similes and metaphors as examples of figurative language
- Use strategies for analyzing sensory language
- Use correct form of irregular verbs
- Know correct placement of prepositional phrases
- Write a short opinion essay

- pp. 276-81 Read the fascinating Historical Background of “The English Renaissance (1485-1660)”
- p. 289 Read “Build Background” and preview “Words to Know,” then
- pp. 290-1 Read “The Passionate Shepherd to His Love”
- p. 291 Write answers to “Thinking through the Literature” Questions 1-3
- p. 292 Read “The Nymph’s Reply to the Shepherd”
- p. 293 Write answers to “Thinking through the Literature” Questions 2-5
- Do [Literary Analysis Skillbuilder](#) “Pastoral” ([Answers](#))
- pp. 295-6 “Learning the Language of Literature: Sonnet Form”
- p. 297 Read “Build Background” and preview “Words to Know,” then
- p. 298 Read “Sonnet 30”
- Do While reading, complete first half of [Active Reading Skillbuilder](#) “Summarizing Major Ideas in Poetry” ([Answers](#))
- p. 298 Write answers to “Thinking through the Literature” Questions 1-3
- p. 299 Read “Sonnet 75”

- Do While reading, complete second half of [Active Reading Skillbuilder](#) “Summarizing Major Ideas in Poetry” ([Answers](#))
- p. 300 Write answers to “Thinking through the Literature” Questions 2-4
- Do [Correct Forms of Irregular Verbs](#) ([Answers](#))
- p. 302 Read “Build Background” and preview “Words to Know,” then
- p. 303 Read “Sonnet 29”
- p. 303 Write answers to “Thinking through the Literature” Questions 1-3
- p. 304 Read “Sonnet 116”
- p. 304 Write answers to “Thinking through the Literature” Questions 1-3
- p. 305 Read “Sonnet 130”
- Do [Active Reading Skillbuilder](#) “Analyzing Sensory Language” ([Answers](#))
- p. 306 Write answers to “Thinking through the Literature” Questions 1-5 & 8
- Do [Placement of Prepositional Phrases](#) ([Answers](#))
- p. 307 Writing Option #4: Opinion Essay

## Week 6

### Shakespeare: The Tragedy of Macbeth

*No other artist embodies the creative use of language and the deep psychological insights associated with the English Renaissance better than William Shakespeare, a prolific playwright and poet who is regarded as the world’s greatest writer in the English language. It is difficult to think of a dramatic situation, a human dilemma, or a major theme that his works do not touch upon. That being so, Shakespeare’s plays sometimes reflect the frequent political conflicts and struggles to achieve power and authority during the reign of Queen Elizabeth I. You are about to read Macbeth, one of Shakespeare’s most famous tragedies and one of the definitive studies of the effect of power and ambition on the mind and soul.*

#### Objectives:

- Appreciate the craft of England’s most famous playwright
- Interpret the possible influences of the historical context on Macbeth
- Understand the following literary terms: comedy, tragedy, comic relief, tragic hero, tragic flaw, antagonist, catastrophe
- Identify and examine soliloquies and asides
- Identify and examine theme, foreshadowing and dramatic irony in a classic tragedy
- Identify and appreciate blank verse
- Expand vocabulary using context
- Use correct indefinite pronouns as antecedents

- pp. 314-20 Read “Author Study: William Shakespeare”
- pp. 321-2 Read “Learning the Language of Literature: Shakespearean Tragedy”
- Do [Indefinite Pronouns as Antecedents](#) ([Answers](#))
- p. 323 Write a one-page journal entry (see “Connect to Your Life”). Read the paragraph and then explore your own ideas about ambition.
- p. 323 Read “Build Background”
- p. 324 Read “Focus Your Reading: Literary Analysis”
- p. 325 Read “Focus Your Reading: Active Reading Skills”
- videos Before reading, try to watch these funny and accurate videos online. They

will help to orient you to the play and to make sense of what you. Plus, you'll laugh! Type the url's EXACTLY as they appear into your browser and hit return. Or have your teachers pull them up from the links. Then, "Click to Play."

1<sup>st</sup>: PLOT

[http://www.bbc.co.uk/schools/gcsebitesize/english\\_literature/dramamacbeth/macbethplotact.shtml](http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramamacbeth/macbethplotact.shtml)

2<sup>nd</sup>: CHARACTER

[http://www.bbc.co.uk/schools/gcsebitesize/english\\_literature/dramamacbeth/macbethcharact.shtml](http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramamacbeth/macbethcharact.shtml)

3<sup>rd</sup>: THEMES

[http://www.bbc.co.uk/schools/gcsebitesize/english\\_literature/dramamacbeth/macbeththemesact.shtml](http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramamacbeth/macbeththemesact.shtml)

- pp. 326-45 Read Macbeth, Act I
- Do [Active Reading Skillbuilder](#) "Shakespeare's Language" ([Answers](#))
- Do [Literary Analysis Skillbuilder](#) "Soliloquy/Aside" ([Answers](#))
- p. 346 Write answers to "Thinking through the Literature" Questions 1-5
- Do [Indefinite Pronouns as Antecedents](#) ([Answers](#))
- Do [Selection Quiz](#) Act One ([Answers](#))

## Week 7

### **Macbeth, Acts Two and Three**

*Act Two is the murder act! As it opens, Macbeth readies to carry out Lady Macbeth's plot to murder the king. Are there any early signs that Macbeth is starting to lose his mind? In Act Three, with Duncan dead and Macbeth now king, Banquo begins to be suspicious of Macbeth. Macbeth starts to fear Banquo because of the witches' prophesy, so he orders Banquo and his sons murdered. As Act Three ends, Lennox, Macduff and other nobles are all starting to suspect Macbeth of murder. Scene by scene, the reader will witness that the tragic hero's downfall is in motion.*

Objectives:

- Appreciate the craft of England's most famous playwright
  - Interpret the possible influences of the historical context on Macbeth
  - Understand the following literary terms: comedy, tragedy, comic relief, tragic hero, tragic flaw, antagonist, catastrophe
  - Identify and examine soliloquies and asides
  - Identify and examine theme, foreshadowing and dramatic irony in a classic tragedy
  - Identify and appreciate blank verse
  - Expand vocabulary using context
  - Recognize and use correct pronouns
- 
- pp. 348-62 Read Act Two  
Note the questions in blue to the right. They can help guide your thinking in the right direction.
  - Do [Active Reading Skillbuilder](#) "Reading Drama" ([Answers](#))

- Do [Literary Analysis Skillbuilder](#) “Blank Verse” ([Answers](#))
- p. 362 Write answers to “Thinking Through the Literature” Questions 1, 2, 3, 5, 6 & 8
- Do [Selection Quiz](#) Act Two [Answers](#)
- pp. 363-79 Read Act Three  
Note again the blue questions.
- Do [Active Reading Skillbuilder](#) “Shakespeare’s Language” ([Answers](#))
- Do [Literary Analysis Skillbuilder](#) “Dramatic Irony” ([Answers](#))
- p. 381 Write answers to “Thinking Through the Literature” Questions 1,3,4,5,7 & 8
- Do [Selection Quiz](#) Act Three ([Answers](#))
- Do [Types of Pronouns I](#) ([Answers](#))
- Do [Types of Pronouns II](#) ([Answers](#))

## Week 8

### **Macbeth Acts Four and Five**

*Act Four is a major turning point in the play. Just as the three witches prophesied Macbeth's ascendancy to become King in Act One, Scene 3, here they prophesy his downfall with the three visions. From there Macbeth's evil acts begin to spiral out of control. In Act V, Lady Macbeth makes her famous speech, exclaiming how she cannot wipe away the blood on her hands (or her guilt) and indicating that her battle to suppress her guilty conscience has failed completely. The play unravels to its tragic conclusion.*

#### Objectives:

- Understand and appreciate a moral tale that provides insights into life during the Middle Ages
- Make predictions to enrich understanding and appreciation of a narrative poem
- Recognize foreshadowing
- Analyze author’s use of a narrator to tell a story
- Analyze the structure of a story and understand how the use of a frame story affects plot
- Practice using synonyms and antonyms
- Learn the correct construction and usage of progressive verb forms
- Recognize and avoid dangling participles

- pp. 382-7 Read Act 4, Scene 1
- Do [Active Reading Skillbuilder](#) “Reading Drama” ([Answers](#))
- pp. 388-98 Read Act Four, Scenes 2-3
- Do [Literary Analysis Skillbuilder](#) “Foreshadowing” ([Answers](#))
- p. 399 Write answers to “Thinking through the Literature” Questions 1 & 3-8
- Do [Selection Quiz](#) Act Four ([Answers](#))
- pp. 401-4 Read Act V, Scene 1
- Do [Active Reading Skillbuilder](#) “Reading Drama” [Answers](#)
- pp. 404-16 Read Act V, Scenes 2-8
- Do [Literary Analysis Skillbuilder](#) “Theme” ([Answers](#))
- p. 420 Write answers to “Thinking through the Literature” Questions 1, 2, 4, 5, 6 & 9
- Do [Selection Quiz](#) Act Five ([Answers](#))

- Do [Dangling Participles \(Answers\)](#)
- p. 422 Choose Writing Option #1 (News Coverage) or #3 (Obituary). Before doing either writing task, spend some time reading through the newspaper to refresh your knowledge of the components of a news article (answers the W-H questions) OR the content/format of an obituary.

## **Weeks 9-11**

### **Expository Reading and Writing Module: “The Value of Life”**

*We will break from our study of British literature for the next three weeks to complete a module from the Expository Reading and Writing Course. The module is based mainly on non-fiction texts and emphasizes an in-depth study of expository, analytical, and argumentative reading and writing.*

*In this module, you will be asked to read four texts written in very different contexts and genres, all of which provide various points of view on the ways in which we as a society value human life. One of the readings in this module is perhaps the most famous Shakespearian soliloquy from another of his plays, *Hamlet*, in which the main character contemplates suicide. In addition, your own ideas on the value of life may have been enhanced by your study of *Macbeth*, in which Macbeth and Lady Macbeth become so ambition-driven that they essentially trivialize (or make unimportant) the value of individual lives—even their own. It’s something to think about, as are many other influential books, movies, and situations in the news. How do we say what matters in terms of a human life? Should it be determined by one’s social class, as it was back in Chaucer’s time? Is it about money and, more importantly, power, as Macbeth and his wife believed? Get set to explore the value of life.*

*For this module, you will use the activities and readings in a supplemental packet which your teacher will provide.*

## **Week 12**

### **Other Renaissance Writers**

*Though Shakespeare is the best-known and best-loved, there are many other influential English Renaissance writers. Many people during the Renaissance sought to answer questions about life’s limitations. Elizabethan Englishmen and women liked to read works in which writers reflected on love, death and the role of men and women--questions which intrigue and concern us to this day.*

Objectives:

- Understand and appreciate classic essays
- Use the strategy of evaluating opinion
- Understand the following literary terms: metaphysical poetry and prose, metaphysical conceit, paradox
- Identify and examine extended metaphors
- Understand and examine allusion in poetry
- Recognize and construct noun clauses correctly

- p. 442 Read “Build Background” and “Focus Your Reading”
- pp. 443-4 Read “Of Studies”
- Do As you read, do top half of [Active Reading Skillbuilder](#) “Evaluating Opinion” ([Answers](#))
- p. 444 Write answers to “Thinking through the Literature” Questions 1-4
- pp. 445-6 Read “Of Marriage and Single Life”

- Do Complete bottom half of “Evaluating Opinion”
- p. 447 Write answers to “Thinking through the Literature” Questions 1-4 & 6 or 7 or 8 (choose one)
- pp. 449-50 Read “Learning the Language of Literature: Metaphysical Poetry”
- p. 451 Read “Build Background” and “Focus Your Reading”
- pp. 452-3 Read “A Valediction Forbidding Mourning”
- p. 453 Write answers to “Thinking through the Literature” Questions 1-4
- Do Begin [Active Reading Skillbuilder](#) “Interpreting Language Structures” ([Answers](#))
- p. 454 Read “Holy Sonnet 10”
- Do Continue “Interpreting Language Structures”
- p. 454 Write answers to “Thinking through the Literature” Questions 1-3
- p. 455 Read “from Meditation 17”
- Do Finish “Interpreting Language Structures”
- p. 456 Write answers to “Thinking through the Literature” Questions 1-4
- Do [Literary Analysis Skillbuilder](#) “Extended Metaphor” ([Answers](#))
- Do [Noun Clauses: Common Introductory Words](#) ([Answers](#))
- p. 463 Read “Connect to Your Life” Write a one-page journal entry. What is your opinion of the “*carpe diem*” approach to life? Explain.
- p. 463 Read “Build Background” and “Focus Your Reading”
- p. 464 Read “To the Virgins, to Make Much of Time”
- p. 464 Write answers to “Thinking through the Literature” Questions 1-3
- pp. 465-6 Read “To His Coy Mistress”
- p. 466 Write answers to “Thinking through the Literature” Questions 1-3
- p. 467 Read “To Lucasta, Going to the Wars”
- p. 468 Write answers to “Thinking through the Literature” Questions 2,3,4 & 6
- Do [Active Reading Skillbuilder](#) “Comparing Speakers in Poetry” ([Answers](#))
- Do [Literary Analysis Skillbuilder](#) “Hyperbole” ([Answers](#))