

CP English 12 Assignments

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

UNIT 3

A TURBULENT TIME: RESTORATION AND ENLIGHTENMENT

Week 13

A Tale of Two Cities

For the next three weeks, you will be reading a novel by one of England's most popular writers: Charles Dickens. Set mostly in London and Paris, A Tale of Two Cities takes place against the raging upheaval of the French Revolution. Like the American Revolution, the French Revolution was born of the spirit of rational thought and political liberty. But these ideals of the 18th-century Enlightenment period were soon compromised when the French Revolution devolved into the "Terror"—a violent period of beheadings by the very citizens who overthrew the controlling French monarchy. The French Revolution cast a long shadow into 19th-century Britain, as the factories of industrialization seemed to divide the English population into rich and poor. Many people feared the oppressed working class would start an English Revolution, but a series of political compromises and wake-up calls like Dickens's A Tale of Two Cities helped to avert a crisis. Due to a difficult childhood, Dickens never lost his sympathy for the poor and wrote as a voice for the underprivileged masses throughout his career. A Tale of Two Cities remains popular because it explores questions about revolutions, the abuse of power, the nature of justice and loyalty, and the ability of love to triumph over hatred. Students who object to A Tale of Two Cities are urged to choose another novel from the Restoration and Enlightenment or Victorian periods. Assignments, etc. for alternate choices will be at the discretion of the teacher. Recommended titles:

Middlemarch by George Elliot

The Mill on the Floss by George Elliot

Moll Flanders by Daniel Defoe

Robinson Crusoe by Daniel Defoe

Pride and Prejudice by Jane Austen

P.S. None of these are any easier!! ☺

P.P.S. Don't worry if you can't understand every word on the page. Most adult readers today cannot! If, at the end of a few pages, you have a general idea of what has happened or you get the gist of a dialogue between characters, keep going. You are doing just fine!

- Read "Meet Charles Dickens"
- Read "Introducing the Novel"
- Read Book the First
- Do All corresponding assignments in the packet (skip "Extending Your Response/Literature Groups")
- Read Book the Second, Chapters 1-13
- Do All corresponding assignments in the packet (skip "Extending Your Response/Music Connection")

Week 14

A Tale of Two Cities, continued

- Read Book the Second, Chapters 14-24
- Do All corresponding assignments in the packet (skip “Extending Your Response/Speaking and Listening”)
- Read Book the Third, Chapters 1-6
- Do All corresponding assignments in the packet.

Week 15

A Tale of Two Cities, continued

- Read Book the Third, Chapters 7-15
- Do All corresponding assignments in the packet (“Extending Your Response: Literature Groups (in writing)” for extra credit; skip History Connection.)
- Write A well-developed analytical essay! See “Writing About the Novel” on p. 32

Week 16

View of Society

In the late 17th and early 18th centuries, many English writers concerned themselves with making sense of their world. They attempted to do so by observing human society and reflecting on both its positive and negative attributes. Writers of that time offered their views on the restored monarchy (after a grim era of Puritan rule during which the king was executed and his son exiled to France, the monarchy was restored in 1660). They also had much to say about human nature, the proper behavior of children, and the role of women in society. You know those adults who have an opinion about everything and want to tell you how it is? Well, these people were well-received writers and respected voices during this lively period in England’s history!

Objectives:

- Understand and appreciate excerpts from diary that explores life in 17th-century London
 - Identify and understand the purposes and characteristics of a diary
 - Make inferences about character traits based upon details from a text
 - Recognize and use appositives effectively
 - Understand and appreciate personal letters that provide insight into 18th-century English society
 - Appreciate author’s use of parallelism
 - Make generalizations
 - Understand and appreciate an essay exploring the argument for women’s rights
 - Follow author’s use of argumentation
 - Recognize and understand logical persuasion
 - Construct If/Then complex sentences correctly
- pp. 518-23 Read “Historical Background: The Restoration and Enlightenment: 1660-1798”

- p. 525 Read “Connect to Your Life,” “Build Background” and “Focus Your Reading;” preview “Words to Know,” then
- Read “*from* the Diary of Samuel Pepys”
- Do As you read, complete [Active Reading Skillbuilder](#) “Making Inferences About Character Traits ([Answers](#))”
- p. 532 Write answers to “Thinking through the Literature” Questions 1-6
- Do [Appositives](#) ([Answers](#))
- p. 533 EXTRA CREDIT: Inquiry & Research: Commonwealth and Restoration
- p. 554 Read “Connect to Your Life.” Write a one-page journal entry on the topic of parental advice to children.
- p. 554 Read “Build Background” and “Focus Your Reading;” preview “Words to Know,” then
- Do As you read the next two selections, complete [Active Reading Skillbuilder](#) “Making Generalizations” ([Answers](#))
- Read “*from* Letters to His Son”
- p. 558 Write answers to “Thinking through the Literature” Questions 1-3
- p. 559 Read “Letter to Her Daughter”
- Do [Literary Analysis Skillbuilder](#) “Parallelism” ([Answers](#))
- Do [Words to Know Skillbuilder](#) ([Answers](#))
- p. 565 Writing Option: “Essay on Awkwardness” (Review Building Blocks of Good Writing, pp. 1358-1362)
- p. 631 Read “Connect to Your Life,” “Build Background” and “Focus Your Reading;” preview “Words to Know,” then
- Read “*from* A Vindication of the Rights of Woman”
- Do [Active Reading Skillbuilder](#) “Recognizing Logical Persuasion” ([Answers](#))
- p. 637 Write answers to “Thinking through the Literature” Questions 2-5
- Do [If/Then Complex Sentences](#) ([Answers](#))

Week 17

Enlightened Calls for Change: Jonathan Swift

The technique of satire has been around since ancient times and continues today. Satirists encourage people to laugh at a custom, law or person that is an undesirable part of society. Jonathan Swift has been called the greatest satirist of the English language. A deeply religious man with a gift for language, Swift vented his fury over political corruption, social injustice, arrogance, phoniness—pretty much all human faults or vices. Though readers laughed and continue to laugh when they read Swift, behind the pen was a very angry, disenchanted man. When they laughed, he had succeeded at getting them to laugh at themselves and their society.

Objectives:

- Appreciate the craft of one of England’s greatest satirists
- Interpret the interaction between satire and the society in which it is produced
- Gain information by reading nonfiction
- Use visualizing to appreciate the author’s use of fantasy
- Make comparisons using clauses

- Understand and appreciate a classic satiric essay that explores the need for reform in 18th-century Ireland
- Recognize the author’s use of irony
- Draw conclusions in order to understand satire

- pp. 584-5 Read “Learning the Language of Literature: Satire”
- pp. 586-9 Read “Author Study: Jonathan Swift”
- p. 590 Read “Connect to Your Life,” “Build Background” and “Focus Your Reading;” preview “Words to Know,” then
- Read “*from* Gulliver’s Travels, Part 1”
- p. 599 Write answers to “Thinking through the Literature” Questions 1-5
- Begin [Active Reading Skillbuilder](#) “Visualizing” ([Answers](#))
- Read “*from* Gulliver’s Travels, Part 2”
- Finish Active Reading Skillbuilder “Visualizing”
- p. 607 Write answers to “Thinking through the Literature” Questions 1-4, 6 & 7
- Do [Literary Analysis Skillbuilder](#) “Fantasy” ([Answers](#))
- Do [Clauses and Comparisons](#) ([Answers](#))
- p. 611 Read “Connect to Your Life.” Write a one-page journal entry in response to the questions.
- p. 611 Read “Build Background” and “Focus Your Reading;” preview “Words to Know,” then
- Read “A Modest Proposal”
- p. 620 Write answers to “Thinking through the Literature” Questions 1-8
- Do [Literary Analysis Skillbuilder](#) “Irony” ([Answers](#))
- Do [Words to Know Skillbuilder](#) ([Answers](#))
- p. 622 Writing Option #3: “Another Proposal”