

## CP English 12 Assignments

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

### UNIT 5

#### PROGRESS AND DECLINE: THE VICTORIAN AGE

##### Week 7

##### The Victorian Age: Romance and Love

*The Victorian Age was characterized by rapid change and developments in nearly every sphere--from advances in medical, scientific, and technological knowledge to changes in population growth and location. Over time, this rapid transformation deeply affected the country's mood: an age that began with a confidence and optimism leading to economic eventually gave way to uncertainty and doubt. For much of this century, the term Victorian, which literally describes trends and events during the reign of Queen Victoria from 1837 to 1901, conveyed connotations of "prudish," "repressed," and "old fashioned." Although such associations have some basis in fact, they do not adequately indicate the nature of this complex, contradictory age that saw great expansion of wealth, power, and culture. Britain managed to build a huge empire during the Victorian period. It was also a time of tremendous change in the lives of British people. In 1837 most people lived in villages and worked on the land; by 1901, most lived in towns and worked in offices, shops and factories. In literature and the other arts, the Victorians attempted to combine Romantic emphases upon self, emotion, and imagination with Neoclassical ones upon the public role of art and the moral responsibility of the artist. Mix in a little anxiety and skepticism and you have Victorian writers.*

*This week we will take a look at where Victorian writers stood on the topics of romance and love. As the poverty, overcrowding, and appalling working conditions that accompanied the Industrial Revolution spread across England, the world became a confusing and often brutal place. Thus, personal relationships—love, marriage, friendship—became especially important. Of course, not all such relationships provide comfort, as Victorian writers remind us.*

##### Objectives:

- Understand the historical and literary context of the Victorian writings
  - Understand and appreciate dramatic monologues
  - Use strategies for making inferences
  - Compare and contrast two texts that explore two different attitudes toward the same topic (romantic relationships)
  - Identify and examine each author's purpose
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- pp. 832-37 Read “Historical Background: The Victorians: 1832-1901”
  - p. 854 Read “Connect to Your Life.” Write a one-page journal entry on the topic of jealousy in relationships.
  - p. 854 “Build Background” and “Focus Your Reading.”
  - pp. 855-56 Read “My Last Duchess” AND
  - Do [Active Reading Skillbuilder: Making Inferences \(Answers\)](#)
  - p. 856 Write answers to “Thinking through the Literature” Questions 1-3
  - pp. 857-58 Read “Porphyria’s Lover”
  - Do Finish Active Reading Skillbuilder: Making Inferences
  - p. 859 Write answers to “Thinking Through the Literature” Questions 1-5 & 7
  - Do [Literary Analysis Skillbuilder: Dramatic Monologue \(Answers\)](#)

- p. 861 Read “Connect to Your Life.” Write a one-page journal entry on the topic of your approach to romance. Judge yourself on each pair of opposite qualities. Explain where you fall and why.
- p. 861 Read “Build Background” and “Focus Your Reading.” Preview “Words to Know.” Then,
- p. 862 Read “Sonnet 43”
- p. 862 Write answers to “Thinking through the Literature” Questions 1-4
- pp. 863-65 Read “A Warning Against Passion”
- Do [Literary Analysis Skillbuilder: Author's Purpose \(Answers\)](#)
- p. 866 Write answers to “Thinking through the Literature” Questions 1-4 & 6
- Do [Words to Know Skillbuilder \(Answers\)](#)

## Week 8

### The Victorian Age: Reform

*The Victorian Age was also a time of reform. Many long-sought reforms were passed, such as the abolition of slavery, safety laws in mines and factories, and the first restrictions on child labor. However, voting was still uniquely the right of men and children as young as five still worked dangerous 16-hour days in dark factories. England was advancing but still had a long way to go. This week’s readings reflect some of the important reforms, or changes, of the time.*

#### Objectives:

- Understand and appreciate a Victorian short story
- Recognize and understand the third-person omniscient point of view.
- Analyze causes and effects
- Identify and examine situational irony
- Use context clues to determine the meaning of unfamiliar words

- p. 872 Read “Connect to Your Life.” Write a one-page journal entry on the topic of giving someone the “cold shoulder.”
- p. 872 Read “Build Background” and “Focus Your Reading.” Preview “Words to Know.”
- pp. 873-82 Read “Christmas Storms and Sunshine” AND
- Do [Active Reading Skillbuilder: Analyzing Causes and Effects \(Answers\)](#)
- p. 883 Write answers to “Thinking through the Literature” Questions 1-6 (skip 7)
- Do [Literary Analysis Skillbuilder: Third-person Omniscient Point of View \(Answers\)](#)
- Do [Words to Know Skillbuilder \(Answers\)](#)
- Do [Context Clues \(Answers\)](#)
- p. 888 Read “Connect to Your Life,” “Build Background” and “Focus Your Reading.” Preview “Words to Know.” Then
- pp. 889-95 Read The King is Dead, Long Live the King
- p. 896 Write answers to “Thinking through the Literature” Questions 1, 3,4, 5, 7
- Do [Literary Analysis Skillbuilder: Situational Irony \(Answers\)](#)
- p. 897 Writing Options: Choose #1 “Letter from Amyas” or #2 “Obituaries for the King”

## Week 9

### The Victorian Age: Expansion

*The Victorian Period has been described as one of 'high empire.' During this time, Britain took over a huge amount of territory and colonized a massive proportion of the world's inhabitants. The writings that emerged from both the colonizers and colonized peoples throughout the period express a self-conscious approach to the notions of empire and expansionism. Britain had its first settlements in India back in the 1600's but clamped down her rule and influence mightily under Queen Victoria. She also scrambled to catch up with other European nations to gain a foothold in Africa, which, the superpowers discovered, had much greater resources than previously thought: gold and diamonds. The story you will read is by famed writer Rudyard Kipling, a British writer who spent his early youth and young adult years in India.*

Objectives:

- Understand and appreciate a short story set in India
- Recognize the importance of setting
- Analyze details in a short story

- p. 900 Read "Connect to Your Life." Write a one-page journal entry on the topic of a major change in someone's life (someone that you personally know).
- p. 900 Read "Build Background" and "Focus Your Reading." Then
- pp. 901-11 Read "The Miracle of Purun Bhagat" AND
- Do [Active Reading Skillbuilder: Analyzing Details \(Answers\)](#)
- p. 912 Write answers to "Thinking through the Literature" Questions 1-6 & 8
- Do [Literary Analysis Skillbuilder: Setting \(Answers\)](#)

## Week 10

### Writing Workshop: Subject Analysis

*Subject analyses are commonly found in textbooks and news articles. Their purpose is to present an overview of the subject and then go into a detailed presentation of the parts to show how the parts contribute to the whole. In other words, you sound like the authoritative expert on your subject! Any subject from science to history to literature to social issues is up for analysis.*

Objectives:

- Write a Subject Analysis
- Use a written text as a model for writing
- Revise a draft to keep similar ideas parallel
- Make correct comparisons

- pp. 932-36 Read "Writing Workshop: Subject Analysis" one time through in its entirety.

WRITING WARM-UPS

- p. 939 Read "Sentence Crafting: Using Adverb Clauses"
- p. 939 Do "Writing Exercise" (1-5) and Grammar Exercise (1-5) at the bottom.

TRY TO USE WELL-CONSTRUCTED ADVERB CLAUSES IN YOUR WRITING!

- p. 932 Re-read the Writing Prompt carefully. Choose a subject that you have genuine interest in and knowledge of. Keep the model in “Basics in a Box” in mind as you plan and draft your essay.
- pp. 933-34 Re-read Student Model slowly and carefully. Pay attention to the “Rubric in Action” on the right.
- pp. 935-36 Use the handouts provided to guide you for the [Subject Analysis: Prewriting](#), Drafting and Elaboration, Peer Response, and Revising, Editing & Proofreading, and to examine student models that are strong, average, and weak. Don’t forget to read and follow the steps in the textbook, too! Very important guidance is presented there!
- p. 937 Before printing your final draft, do the “Assessment Practice: Revising & Editing.” See if you can learn anything from this exercise that you can apply to your last revision and/or edit of your essay.
- Check:
  - 3-4 word-processed pages
  - Size 12 common font (such as Times New Roman, Arial or Helvetica)
  - 1 inch margins top and bottom
  - Name, class and date in the upper right hand corner
  - Title at the top, with one space between title and body of essay