

## CP English 12 Assignments

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

### UNIT 6

#### A TIME OF RAPID CHANGE: THE MODERN AND CONTEMPORARY AGES

##### Week 11

##### New Images of Reality

*The selections you are about to read reflect the breakdown of the Victorian social structure and the subsequent birth of a modern, alienated society forced to cope with new conceptions of reality. Modernists stressed innovation as they attempted to create a new kind of literature for a new age. This is evident in the writings of William Butler Yeats and D. H. Lawrence. Because of profound advances during the first half of the 20<sup>th</sup> century (such as the automobile, airplanes, World War I, and the rise of communism, to name just a few), these and other British writers began to experiment with new and highly personal forms that allowed them to express the sharpened anxiety and sense of irony that ushered in the Modern era. Yeats, for one, abandoned traditional patterns of stanzas and rhymes for the more natural flow of free verse.*

Objectives:

- Understand and appreciate modern poetry
  - Recognize author's use of symbols
  - Clarify meaning in poetry
  - Understand verbal irony, situational irony and dramatic irony
  - Trace the author's use of foreshadowing in fiction
  - Draw conclusions about a short story
  - Choose precise diction
  - Practice subject-verb agreement
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- pp. 982-86 Read "Historical Background: Emerging Modernism: 1901-1950"
  - p. 988 Read "Connect to Your Life." Write a one-page journal entry on the topic of your hopes and fears for the future.
  - p. 988 Read "Build Background" and "Focus Your Reading."
  - P. 989 Read "The Second Coming"
  - p. 989 Write answers to "Thinking through the Literature" Questions 1-3
  - pp. 990-91 Read "Sailing to Byzantium"
  - Do Re-read both poems and complete [Active Reading Skillbuilder: Clarifying Meaning in Poetry \(Answers\)](#)
  - p. 992 Write answers to "Thinking Through the Literature" Questions 1-5 & 7
  - Do [Literary Analysis Skillbuilder: Symbols \(Answers\)](#)
  - Do Grammar Worksheet "[Verbs: Diction](#)" ([Answers](#))
  - pp. 1004-5 Read "Learning the language of Literature: Irony in Modern Literature"
  - p. 1006 Read "Connect to Your Life." Write a one-page journal entry on the topic of luck, both good and bad.
  - p. 1006 Read "Build Background" and "Focus Your Reading." Preview "Words to Know." Then,
  - pp. 1007-18 Read "The Rocking-Horse Winner" AND

- Do While reading, do [Active Reading Skillbuilder: Drawing Conclusions \(Answers\)](#)
- p. 1019 Write answers to “Thinking through the Literature” Questions 1-7
- Do [Literary Analysis Skillbuilder: Foreshadowing in Fiction \(Answers\)](#)
- Do [Words to Know Skillbuilder \(Answers\)](#)
- Do Grammar Worksheet [Subject-Verb Agreement II \(Answers\)](#)

## Week 12

### New Images of Reality, cont’d

*A number of Modern British writers were more and more “outside the box.” For example, James Joyce, was an Irishman and Virginia Woolf a woman and strong feminist. They both drew heavily upon their own personal experiences and relationships to present a new image of reality—Joyce of the coming-of-age experience and Woolf of the vanity of social position.*

#### Objectives:

- Understand and appreciate a modern short story
  - Analyze author’s use of point of view.
  - Make inferences to understand and appreciate a short story
  - Appreciate author’s unique style
  - Use context clues to determine the meaning of unfamiliar words
  - Make related ideas parallel in structure
- p. 1022 Read “Connect to Your Life.” Write a one-page journal entry on the topic of a sudden realization that you have had in your life.
  - p. 1022 Read “Build Background” and “Focus Your Reading.” Preview “Words to Know.”
  - pp. 1022-8 Read “Araby” AND
  - Do [Active Reading Skillbuilder: Making Inferences \(Answers\)](#)
  - p. 1029 Write answers to “Thinking through the Literature” Questions 1-5 & 7
  - Do [Literary Analysis Skillbuilder: Point of View \(Answers\)](#)
  - Do [Words to Know Skillbuilder \(Answers\)](#)
  - p. 1046 Read “Connect to Your Life,” “Build Background” and “Focus Your Reading.” Preview “Words to Know.” Then
  - pp. 1048-53 Read “The Duchess and the Jeweller” AND
  - Do [Active Reading Skillbuilder: Making Inferences \(Answers\)](#)
  - p. 1054 Write answers to “Thinking through the Literature” Questions 1-6
  - Do [Literary Analysis Skillbuilder: Style \(Answers\)](#)
  - Do [Words to Know Skillbuilder \(Answers\)](#)
  - Do [Context Clues \(Answers\)](#)
  - Do [Parallelism \(Answers\)](#)
  - p. 1055 Writing Options: Choose #1 “Alternative Ending,” #2 “Profile of Oliver,” #3 “Imaginary Dialogue,” or #4 “Paragraph Analysis”

## Week 13

### Author Study: T.S. Eliot, A Modern Voice

*T.S. Eliot is a unique author in that he is claimed by two countries: Britain, his adopted homeland, and the United States, the country of his birth. It would make sense that both countries want to be associated with one of the most influential poets of the 20<sup>th</sup> century. Eliot led the way as an artist seeking new forms of expression in the modern era. His poems tend to articulate the disillusionment of a younger post-World-War-I generation with the values and conventions—both literary and social—of the preceding Victorian era. His poetry isn't pretty, but it is very real and often very strange, reflecting the gritty, urban, war-torn world that he observed and reflected upon. If anyone has ever heard of the musical "CATS," then they know something of T.S. Eliot, as the musical is based on his book of poems about a colony of alley cats.*

#### Objectives:

- Appreciate the craft of one of the most influential poets of the 20<sup>th</sup> century
- Interpret the interaction between modern poetry and the society in which it is produced
- Understand modern poetry
- Use strategies for reading modern verse
- Correct pronoun antecedent problems

- pp. 1060-3 Read "Author Study: T.S. Eliot: A Modern Voice"
- p. 1064 Read "Connect to Your Life," "Build Background," and "Focus Your Reading."
- pp. 1065-6 Read "Preludes"
- Do [Active Reading Skillbuilder: Strategies for Reading Modern Verse \(Answers\)](#)
- p. 1066 Write answers to "Thinking through the Literature" Questions 1-3
- p. 1067-9 Read "The Hollow Men"
- Do Finish Active Skillbuilder: Strategies for Reading Modern Verse"
- p. 1070 Read "The Naming of Cats"
- p. 1071 Read "Build Background" and "Focus Your Reading." Then
- p. 1071 Read *from* "Prufrock and Other Observations": A Criticism
- p. 1072 Read "Build Background." Then
- p. 1072 Read "Encounter with T.S. Eliot"
- p. 1073 Write answers to "Thinking through the Literature" Questions 1-5 & 8 (those up for the challenge can try question #6 "Critic's Corner")
- p. 1074 Read "The Author's Style: Eliot's Modernist Style" Do the three activities listed under "Analysis of Style."
- Do [Agreement of Subject and Verb \(Answers\)](#)
- p. 1075 Do Inquiry & Research #2: "Contemporary Issues." Find a minimum of two songs or poems and a maximum of five. Print out or type up the lyrics/words. Present your comparisons in 1-2 well-developed paragraphs.

## Week 14

### Literature of the Wars

*The first half of the twentieth century was one of the most violent times human history has ever known, and England had front row seating for both world wars. The bloodshed and atrocities of World War I shocked people everywhere, altering lives and ending many much too early. The cost of all this in human terms was 2.3 million British soldiers dead or wounded. The global casualties were 8.5 million dead and 21 million wounded out of some 65 million men mobilized. The losses among particular groups, especially young, educated middle-class males, were often severe, but even still the population of Europe was not fundamentally changed. The real impact was moral. The losses struck a blow at self-confidence and faith in human civilization. Then, a little over 20 years later, England, along with the rest of Europe, was sucked back into the fear, hardship, and destruction of World War II. This week and next you will read literature from British writers who were directly impacted by these and other smaller wars.*

#### Objectives:

- Understand and appreciate poems about World War I
- Analyze author's use of speakers
- Make inferences to understand poems
- Understand and appreciate a memoir that explores the realities of battle and the homefront
- Distinguish fact from opinion in a memoir
- Place the adverb "only" correctly
- Recognize and use the passive voice when appropriate

- p. 1107 Read "Connect to Your Life." Write a one-page journal entry on the topic of your feelings about military service.
- p. 1107 Read "Build Background," and "Focus Your Reading."
- P. 1108 Read "An Irish Airman Foresees His Death"
- Do [Active Reading Skillbuilder: Making Inferences \(Answers\)](#)
- p. 1108 Write answers to "Thinking through the Literature" Questions 1-3
- p. 1109 Read "The Soldier"
- Do Continue Active Skillbuilder: Making Inferences
- p. 1109 Write answers to "Thinking through the Literature" Questions 1-3
- p. 1110 Read "Dreamers"
- Do Finish Active Skillbuilder: Making Inferences
- p. 1111 Write answers to "Thinking through the Literature" Questions 1-6 & 8
- Do [Literary Analysis Skillbuilder: Speaker \(Answers\)](#)
- Do Adverbs: [Only](#) Grammar Worksheet ([Answers](#))
- p. 1114 Read "Connect Your Life," "Build Background," and "Focus Your Reading." Preview "Words to Know."
- pp. 1115-23 Read "*from* Testament of Youth" and
- Do As you read, complete [Active Reading Skillbuilder: Distinguishing Fact from Opinion \(Answers\)](#)
- p. 1124 Write answers to "Thinking through the Literature" Questions 1-8
- Do [Words to Know Skillbuilder \(Answers\)](#)
- Do [Passive Voice](#) Grammar Worksheet ([Answers](#))

***NOTE: For the final weeks of the semester, the literature units will be very “lite” in order to allow students to focus on their research projects.***

## **Week 15**

### Literature of the Wars, cont'd.

*This week our exploration of British war literature continue with a selection from World War II and an essay by famous writer George Orwell written while in British-occupied Burma.*

#### Objectives:

- Understand and appreciate a persuasive piece
- Evaluate persuasive language
- Understand and appreciate a personal essay containing social and political commentary
- Infer the author’s perspective in order to boost understanding

- p. 1127 Read “Connect to Your Life,” “Build Background,” and “Focus Your Reading.” Preview “Words to Know.”
- pp. 1128-31 Read “The Speeches, May 19, 1940
- p. 1133 Write answers to “Thinking through the Literature” Questions 1, 2, 4 & 6
- p. 1134 Do “Vocabulary in Action” Exercise
- p. 1167 Read “Connect to Your Life,” “Build Background,” and “Focus Your Reading.” Preview “Words to Know.”
- pp. 1168-73 Read “A Hanging”
- p. 1174 Write answers to “Thinking through the Literature” Questions 1-4 & 6
- p. 1175 Do “Vocabulary in Action” Exercise

## **Week 16**

### Appearance and Reality

*After WWII, the dismantling of Britain’s global empire meant that she was relinquishing control of not only the physical colonies themselves but of the voices of the colonized nations that had long been suppressed. Together with a large wave of immigration from the former colonies to England, a drastically different British population emerged, both in appearance and reality. Writers were now interested in exploring the hidden realities and startling insights beneath the surface of seemingly ordinary lives. While literature in the United Kingdom after WWII is difficult to generalize, there was one clear or ‘famous’ group known as the “Angry Young Men.” This group of dramatists and novelists (among them Harold Pinter, John Osborne, Kingsley Amis, and Tom Stoppard) expressed their discontent with traditional English society in anti-establishment in the 1950s in works that have also been described as “Kitchen Sink Realism.”*

#### Objectives:

- Appreciate poet’s use of diction
- Summarize a poem’s major ideas
- Understand and appreciate a drama
- Analyze author’s use of dialogue
- Develop techniques for reading unconventional works

- p. 1248 Read “Connect to Your Life,” “Build Background,” and “Focus Your Reading.”
- pp. 1249-50 Read “The Frog Prince”
- p. 1250 Write answers to “Thinking through the Literature” Questions 1-4
- p. 1251 Read “Not Waving but Drowning”
- p. 1252 Write answers to “Thinking through the Literature” Questions 1-4 & 6
- p. 1254 Read “Connect to Your Life,” “Build Background,” and “Focus Your Reading.”
- pp. 1255-7 Read “That’s All” and
- Do [Active Reading Skillbuilder: Reading Unconventional Works \(Answers\)](#)
- p. 1258 Write answers to “Thinking through the Literature” Questions 1-5

## **Week 17**

### **Social Criticism**

*In the second half of the twentieth century, England had complex relationships with those countries who were once British Colonies and continued to belong to the British Commonwealth. There were many political conflicts that arose during the transitions. Not surprisingly, a new cadre of writers emerged who had a lot to say about the struggles for peace and justice in their homelands.*

#### Objectives:

- Understand and appreciate author’s use of point of view in a short story
- Appreciate author’s use of imagery

- p. 1289 Read “Connect to Your Life.” Write a one-page journal entry on the topic of understanding or respect for other races.
- p. 1289 “Build Background,” and “Focus Your Reading.” Preview “Words to Know.”
- pp. 1290-8 Read “Six Feet of the Country”
- p. 1299 Write answers to “Thinking through the Literature” Questions 1 & 3-6
- p. 1301 Do “Vocabulary in Action” Exercise A: Synonymous Phrases

