

AP Brit Lit: Lesson Plans - 17th & 18th Century

Week Seven: 3/16 - 3/20/09

Day One: Milton's *Paradise Lost*

Duration

One, 35 minute class period (5-7 minutes pre-factored in for prayer, announcements, pack-up, dismissal, assignment collection, etc.)

Standards

This lesson is aligned with the Iowa Department of Education's Grade 12 Standards for Literacy (2008).

- Content Standard 1: Students can comprehend what they read in a variety of literary and informational texts.
 - Benchmark B: Students can determine the literal meaning of specific words.
 - Benchmark C: Students can draw conclusions, make inferences, and deduce meaning.
 - Benchmark D: Students can infer traits, feelings, and motives of characters or individuals.
 - Benchmark F: Students can interpret nonliteral language used in a text.
 - Benchmark G: Students can determine the main idea, topic, or theme and make generalizations.
 - Benchmark J: Students can recognize aspects of a passage's style and structure and can recognize literary techniques.

Objectives

- Students will understand and discuss the characters, themes, and literary qualities of pieces of Milton's *Paradise Lost*.

Materials

- Copies of student textbooks (school-provided)
- White board

Anticipatory Set

- The ST will write discussion points for the piece on the white board (i.e.: Lines 1-84 introduces the overarching theme of Milton's work, the Fall of Eden, and describes two subplots: Adam and Eve, and the casting out of Satan from Heaven).
- The ST will ask students to summarize information discussed previously in class about the author - themes of his work, his blindness, religious practices, etc.

Purpose

Students will discuss the themes, plots and characters of *Paradise Lost*, and understand the culture and context in/for which it was written.

Model

- The ST will describe Milton's work as a whole, briefly summarizing the 12 books contained therein. The ST will point out that the reading selection is only from Book I.
- The ST will use the points written on the white board to guide discussion:
 - Lines 1-84: Milton introduces the tale, taking cues from the works of previous authors of epic poems.
 - Lines 85-127: Satan's dialogue begins with Beelzebub, his "chief lieutenant". Discuss the idea of Satan as a "Byronic hero" (classification from the Romanticists succeeding Milton), and whether or not this was Milton's intention.
 - Lines 128-155: Beelzebub's reply to Satan.
 - Lines 156-190: Satan's rebuttal to Beelzebub.
 - Line 191: Milton describes Satan's girth, his dependence on God/Heaven to survive.
 - Satan says goodbye to "celestial light"; the mind can create one's own Heaven/Hell - discuss this concept with students, in relation to Milton's writing, Milton's blindness, and even the time period (England's Civil War).

Closure

- Reconciliation: Wednesday and Thursday (3/18 and 3/19)
- British novel term papers and 17th/18th century literature blog responses, due Friday (3/20)
- Reading assignments:
 - Pepys & Defoe (3/17)
 - Pope (3/19)
 - Over Spring Break: Swift (3/30) and Gray (4/2)

Day Two: Samuel Pepys

Duration

One, 35 minute class period (5-7 minutes pre-factored in for prayer, announcements, pack-up, dismissal, assignment collection, etc.)

Standards

This lesson is aligned with the Iowa Department of Education's Grade 12 Standards for Literacy (2008).

- Content Standard 1: Students can comprehend what they read in a variety of literary and informational texts.
 - Benchmark B: Students can determine the literal meaning of specific words.
 - Benchmark C: Students can draw conclusions, make inferences, and deduce meaning.
 - Benchmark D: Students can infer traits, feelings, and motives of characters or individuals.
 - Benchmark F: Students can interpret nonliteral language used in a text.
 - Benchmark G: Students can determine the main idea, topic, or theme and make generalizations.
 - Benchmark J: Students can recognize aspects of a passage's style and structure and can

recognize literary techniques.

Objectives

- Students will discuss selections from the writing of Samuel Pepys.

Materials

- Copies of student textbooks (school-provided)

Anticipatory Set

- The ST will ask students to compare and contrast Pepys with Defoe, and will provide background information on both authors (Pepys' journal accounts are real, whereas Defoe's are realistic fiction).

Purpose

Students will discuss selections of Samuel Pepys' journal, detailing the 'twin tragedies' of London during his lifetime: the Bubonic Plague (1664), and the Great Fire of London (1666).

Model

- The ST will engage students in a discussion of Pepys' journal selections:
 - Plague: Two entries, including story of the saddler who lost all his children to the plague but one; visit to the Angell Tavern.
 - London fire: Description of chaos; Pepys' preoccupation with his "treasures"; high regard from King/Duke of York; travel by boat through city.
- The ST will ask students how effective they feel Pepys' descriptions are - do the specific names add something to the literature?
- Students will discuss the fact that Pepys wrote in shorthand and never intended his work to be "translated" - why not?

Closure

- Reconciliation: Wednesday and Thursday (3/18 and 3/19)
- British novel term papers and 17th/18th century literature blog responses, due Friday (3/20)
- Reading assignments:
 - Defoe (3/18)
 - Pope (3/19)
 - Over Spring Break: Swift (3/30) and Gray (4/2)

Day Three: Defoe

Duration

One, 35 minute class period (5-7 minutes pre-factored in for prayer, announcements, pack-up, dismissal, assignment collection, etc.)

Standards

This lesson is aligned with the Iowa Department of Education's Grade 12 Standards for Literacy (2008).

- Content Standard 1: Students can comprehend what they read in a variety of literary and informational texts.
 - Benchmark B: Students can determine the literal meaning of specific words.
 - Benchmark C: Students can draw conclusions, make inferences, and deduce meaning.
 - Benchmark D: Students can infer traits, feelings, and motives of characters or individuals.
 - Benchmark F: Students can interpret nonliteral language used in a text.
 - Benchmark G: Students can determine the main idea, topic, or theme and make generalizations.
 - Benchmark J: Students can recognize aspects of a passage's style and structure and can recognize literary techniques.

Objectives

- Students will discuss selections from Defoe's fictional account of the Plague outbreak in London.

Materials

- Copies of student textbooks (school-provided)

Anticipatory Set

- The ST will ask students to summarize previous discussion of Pepys and Defoe's work.

Purpose

Students will read and discuss selections from Defoe.

Model

- Students will discuss Defoe's characterization as a "false, shuffling, prevaricating rascal", and how this makes him adept at modern, realistic fiction.
- Students will discuss the gruesome descriptions of the pit into which bodies ravaged by the plague were thrown; also, the significance of the narrator visiting the pit at night; the man standing near the edge who had lost his entire family.
- The ST will ask students to compare the work to Pepys' - which one is more captivating, etc.?

Closure

- Reconciliation: Thursday (3/19)
- British novel term papers and 17th/18th century literature blog responses, due Friday (3/20)
- Reading assignments:
 - Pope (3/19)
 - Over Spring Break: Swift (3/30) and Gray (4/2)

Duration

One, 35 minute class period (early release day – 5-7 minutes pre-factored in for prayer, announcements, pack-up, dismissal, assignment collection, etc.)

Standards

This lesson is aligned with the Iowa Department of Education's Grade 12 Standards for Literacy (2008).

- Content Standard 1: Students can comprehend what they read in a variety of literary and informational texts.
 - Benchmark B: Students can determine the literal meaning of specific words.
 - Benchmark C: Students can draw conclusions, make inferences, and deduce meaning.
 - Benchmark D: Students can infer traits, feelings, and motives of characters or individuals.
 - Benchmark F: Students can interpret nonliteral language used in a text.
 - Benchmark G: Students can determine the main idea, topic, or theme and make generalizations.
 - Benchmark J: Students can recognize aspects of a passage's style and structure and can recognize literary techniques.

Objectives

- Students will read and discuss portions of Pope's *Rape of the Lock*.
- Students will understand the culture of which Pope writes and his own role within it, and the nature of his satirical contributions to literature.

Materials

- Copies of student textbooks (school-provided)

Anticipatory Set

- Students will discuss Pope's life and times - his childhood sickness; persecution of English Catholics during his lifetime - and how these may have influenced his writing.

Purpose

Students will discuss the significance and literary qualities of Pope's work, via selections of *The Rape of the Lock*.

Model

- The ST will describe the culture that Pope satirizes, the real-life story from which *Rape of the Lock* stems; the ST will introduce the concept of the Scriblerus Club.
- Students will discuss the comparison of a high-society card game to an epic battle, and the reason behind Pope detailing such a trivial event in such exaggerated language and importance.
- Students will discuss the plot of Canto III.

Closure

- British novel term papers and 17th/18th century literature blog responses, due Friday (3/20)
- Reading assignments:
 - Pope, continued (3/20)
 - Over Spring Break: Swift (3/30) and Gray (4/2)

Day Five: Pope (continued)

Duration

One, 35 minute class period (early release day – 5-7 minutes pre-factored in for prayer, announcements, pack-up, dismissal, assignment collection, etc.)

Standards

This lesson is aligned with the Iowa Department of Education's Grade 12 Standards for Literacy (2008).

- Content Standard 1: Students can comprehend what they read in a variety of literary and informational texts.

- Benchmark B: Students can determine the literal meaning of specific words.
- Benchmark C: Students can draw conclusions, make inferences, and deduce meaning.
- Benchmark D: Students can infer traits, feelings, and motives of characters or individuals.
- Benchmark F: Students can interpret nonliteral language used in a text.
- Benchmark G: Students can determine the main idea, topic, or theme and make generalizations.
- Benchmark J: Students can recognize aspects of a passage's style and structure and can recognize literary techniques.

Objectives

- Students will continue discussing the work of Alexander Pope.

Materials

- Copies of student textbooks (school-provided)

Anticipatory Set

- The ST will ask students to turn in their British novel term papers, and will remind them that their 17th/18th century blog responses are also due today.
- The ST will ask students to summarize previous discussion of *The Rape of the Lock*.

Purpose

Students will understand and discuss the literary merit and relevance of Pope.

Model

- The ST will summarize Canto IV, which the textbook skips; the ST will set up Canto V.
- Significance of the lock being immortalized as a comet ("comet" is Greek for "long-haired"); also, idea that nobody truly "wins" because the lock was "obtained with guilt, and kept with pain". The ST will point out that Pope appears to be cautioning society against the meaninglessness of vanity.

- The ST will ask for a volunteer to read excerpt from *An Essay on Man*.
- Students will discuss the neutrality of man in his "middle state".

Closure

- Over Spring Break: Swift (3/30) and Gray (4/2)