

# Literature

Poetry Study  
General Lit.  
History of Lit  
Plays  
Poetry Reading

SAMPLE





## About the Course

This course includes the following topic(s): General Lit.: Grades 9-10, History of Lit: Grades 9-12, Plays: Grades 9-12, Poetry Study: Grade 9, Poetry Reading: Grades 9-12

### About Poetry Study: Grade 9

Continuing in their poetry studies, students review a wide variety of poetic forms, learn how they have evolved over the centuries, and practice writing their own poems.

### About General Lit.: Grades 9-10

Journey into the 19th century with novels, short stories, personal narratives, fairy tales, and more. Students engage with a variety of authors and texts from the time period and reflect on literary techniques and the characteristics of multiple genres along the way.

### About History of Lit: Grades 9-12

Using Marshall's and Long's spines along with a variety of primary sources and additional readings, the History of Literature course introduces students to literary movements and figures in the 19th century. The course prioritizes influential texts in the English-speaking world but also seeks to give students glimpses at literary developments across the globe.

### About Plays: Grades 9-12

Students read Shakespeare's plays with additional optional readings and extra helpings from the time period.

### About Poetry Reading: Grades 9-12

In addition to reading a variety of poems from 19th century authors, students read biographies of two famous 19th century poets and dive into Virgil's Aeneid.

### Plays: Grades 9-12

William Shakespeare (1564-1616) is perhaps the greatest writer in the English language. Reading and speaking his beautiful words will delight students as they learn his timeless stories, meet a variety of characters, enrich their minds, and instruct their consciences. Students will begin by simply enjoying the plays and later by writing short compositions, comparisons, and commonplace entries. Shakespeare covers the wide panorama of human experience through his nearly 40 plays; the comedies, tragedies, and histories that students read will spark their imaginations with stories that transcend time and culture.



## Placement & Combining Tips

### Poetry Study: Grade 9

Prerequisite: Grade 8 Poetry Study or a working knowledge of poetic forms and terminology.

### General Lit.: Grades 9-10

Suitable for hungry 8th graders. Can be combined easily with Grades 11-12.

### History of Lit: Grades 9-12

Lessons are shared across high school grades with grade-specific assignments in the lesson plans as appropriate.

### Plays: Grades 9-12

This year, this course is the same as Shakespeare for Grades 5-8 with the only difference coming in Extra Helpings and additional options for further study.

### Poetry Reading: Grades 9-12

Students new or struggling in their relationship with poetry should use Grade 8 lessons.



## Scheduling

GRADE	SCHEDULE INFO.	BOOKS
9	Poetry Study: Grade 9 2 times/week 15 min	The Making of a Poem
9-10	General Lit.: Grades 9-10 2 times/week 30 min	Frankenstein Silas Marner Narrative of the Life of Frederick Douglass The Souls of Black Folk Up from Slavery Short stories and other writings
9-12	History of Lit: Grades 9-12 1 time/week 30 min	American Literature English Literature for Boys and Girls History of Literature PDF
9-12	Plays: Grades 9-12 1 time/week 30 min	The Tempest The Tempest (Audio recording) Henry IV Part 2 Henry IV Part 2 (Audio recording) The Winter's Tale The Winter's Tale (Audio recording)
9-12	Poetry Reading: Grades 9-12 2 times/week 15 min	Poetry The Aeneid The Lightning Dreamer: Cuba's Greatest Abolitionist Jump Back, Paul: The Life and Poems of Paul Laurence Dunbar The Crescent Moon

### Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Literature: Grade 9</b>				
History of Lit: Grades 9-12 Poetry Study: Grade 9		General Lit.: Grades 9-10 Poetry Study: Grade 9	Poetry Reading: Grades 9-12	General Lit.: Grades 9-10 Plays: Grades 9-12 Poetry Reading: Grades 9-12



## Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

**LINKS:** Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

### History of Lit: Grades 9-12

Print off the History of Literature PDF, as students will need to annotate and mark up various sections throughout the year.

Although sources were condensed into one PDF when possible, there are still quite a few outside links due to the number of primary sources referenced, so make sure your student(s) has/have access to the internet for their course.

### Plays: Grades 9-12

You may want to read "Shakespeare and a Christian Worldview," which is Ch.9 in the book Echoes of Eden – Reflections on Christianity, Literature, and the Arts by Jerram Barrs. This is an excellent overview of why Shakespeare is important for everyone to know, including Christians.

If your students are new to Shakespeare, read the tips for beginners (Found in Appendix link)

You may want to read a retelling beforehand so you are familiar with the play. (Suggestions found in Extra Helpings)

Read the discussion questions and skim the summaries of each scene each week before the reading to help guide emphasis and discussion with your students.

Consider purchasing puppets to use while reading to keep track of all the characters.

#### NOTE on VERSIONS

Students should have an unabridged copy that is not in a modern language edition, such as the ones linked in the program. The language complexity gets easier to understand with practice. (Note: Shakespeare's work does often contain bawdy jokes or off-color content that will go over the heads of students if left in its original form; a modern language version will lay it all right out there in plain, modern English.) We like the Folger editions because they are inexpensive, the lines are numbered (making it easy to find your place), and they contain good notes. These are available on the Folger website as free PDFs as well, though the notes are omitted.

#### NOTE on CONTENT

Teachers are sometimes wary of reading Shakespeare with their students because the plays do contain material that they would deem inappropriate. The Alveary generally follows Mason's programs for younger students. That does not mean, however, that your student will never encounter anything unsavory. Our best advice is to read in such a way that these things are moved over quickly, without added attention being drawn to them. Mason assures us that Shakespeare provides students with rich language and character lessons that are unparalleled.



## Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

### Literature: Grade 9

#### Poetry Study: Grade 9



The Making of a Poem

#### General Lit.: Grades 9-10



Frankenstein



Silas Marner



Narrative of the Life of Frederick Douglass



The Souls of Black Folk



Up from Slavery

Short stories and other writings

#### History of Lit: Grades 9-12



American Literature



English Literature for Boys and Girls



History of Literature PDF

#### Plays: Grades 9-12



The Tempest



The Tempest (Audio recording)



Henry IV Part 2



Henry IV Part 2 (Audio recording)



The Winter's Tale



The Winter's Tale (Audio recording)

### Poetry Reading: Grades 9-12

Poetry



The Aeneid



The Lightning Dreamer: Cuba's Greatest Abolitionist



Jump Back, Paul: The Life and Poems of Paul Laurence Dunbar



The Crescent Moon



## Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)  
(No Subject Supplies Assigned)



## Quick Links

### Literature: Grade 9

- ∞ [Extra Helpings](#)
- ∞ [Foundations \(See Section 9: Literature\)](#)

### General Lit.: Grades 9-10

- ∞ [Short Stories and Folk Tales PDF](#)

### History of Lit: Grades 9-12

- ∞ [History of Literature PDF](#)

### Plays: Grades 9-12

- ∞ [Appendix: Ideas for Students New to Shakespeare](#)

Click THIS text  
or scan the QR  
code for links.



# Literature: Grade 9

## How To Approach



### Read

The lesson plans will guide you through what to read over the terms. Take a moment before reading to remember where you left off last time.



### Narrate

The lesson plans will give you specific instructions or tell you to choose a way to narrate that helps you interact with the ideas.



### Discuss

The lesson plans will guide you with questions or instructions to share your ideas or what you are reading with others.



### Teacher Note

These lessons are written directly to students, but to assist them throughout the year, please read through this section and the lesson plans so you are familiar with the instructions and flow of the lessons. Accountability components are occasionally added to facilitate teacher/student discussion and growing independence.

It is also valuable for those in a classroom setting to have a mix of lessons that students complete themselves silently and others read aloud and narrate together. Literature lessons lend themselves well to a larger discussion time at the end of the lesson where student can share their ideas.



## Term 1

### WEEK 1 30m History of Lit: Grades 9-12 - Lesson 1

#### *Introduction - Romanticism*

Materials: History of Lit PDF

#### → INTRO

What authors and books come to mind when you think about literature in 19th century? You may be familiar with terms such as the "Romantic period" or "Victorian period." Tell or jot down anything that comes to mind.

Over the year we'll learn about the lives and writings of people who wrote from about 1800-1900 AD. These individuals wrote in a wide array of genres: poetry, essays, short stories, plays, science fiction, mysteries, thrillers, children's stories, and more. When possible, the readings scheduled in History of Lit will align with what you are reading in your Poetry and General Literature courses.

We'll focus on authors who wrote in English but will also spend some time getting a taste for influential texts written in other languages as well. Every culture has significant texts and stories, so while we're limited in this course to English texts and texts translated into English, it's important to remember there is a world of books and literary traditions from cultures around the world which we don't have the time or often the language to read in this course!

English writings from the end of the 18th century into the first half of the 19th century are sometimes grouped together as part of the "Romantic Period." As with any generalization, this is a label scholars have put on the time frame as they look back, not something authors were so much thinking about consciously as they wrote, although as we will see, writers and poets from this period were often aware that their style of writing was something new.

#### → READ, NARRATE, & DISCUSS

∞ PDF Link: History of Lit PDF "The Romantic Period" p.1-7

- What are some of the themes to look out for when you read literature from the Romantic Period? How did Romantic writers break with the traditions of Classicism? Do you recognize any ideas about poets and poetry in this reading that are still current today? How would you say our time is different or similar? What "rules" define literature written in English today?

### WEEK 1 15m Poetry Reading: Grades 9-12 - Lesson 1

#### *Transition from Classicism to Romanticism*

#### → INTRO

Towards the end of the eighteenth century, writers were beginning to break from the rules of Classicism and experiment with poetic subject matter and form that, in retrospect, seem more aligned with the themes of Romanticism. Today, you will read a few works by three poets who bridge these two time periods: Thomas Gray, William Cowper, and Robert Burns.

#### → READ & DISCUSS

∞ Link: Elegy Written in a Country Churchyard

- What is the setting of the poem, and how does Gray use this setting to create a mood or tone for the poem? What do you think the poet is saying about death and memory?

∞ Link: The Shrubbery

- How does the speaker show that there is a disconnect between how he feels and where he is? What is his relationship to the nature he sees



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around him?

∞ Link: To a Mouse

- If the language seems hard, try reading it out loud.
- This poem ends with a turn. Why does the speaker see the mouse as "blest, compar'd wi' me!"?

### WEEK 1 30m General Lit.: Grades 9-10 - Lesson 1

*Frankenstein*

Materials: Frankenstein

#### → INTRO

Mary Shelley's *Frankenstein* has had a continuous influence on the wider culture since its publication over two centuries ago. Sir Walter Scott pronounced it "extraordinary" and declared that Shelley possessed "uncommon powers of poetic imagination." The story has been told and retold through many adaptations and artistic forms; however, there is a disconnect between the cartoonish, green-faced Frankenstein monster familiar to most of us and Shelley's tale of a nameless monster created by Dr. Frankenstein. Karen Swallow Prior writes that the novel "is full of surprises for the first-time reader." Rather than a straightforward monster story, it is "in the strain of the philosophical novel. Readers expecting merely an entertaining tale of horror can expect to be confronted with big ideas and big questions" (14).

#### → READ & NARRATE

p.1-7 "You will rejoice" - "my beloved sister!"

- Notice that the novel opens with a series of letters. There will be many narrative frames throughout the novel as characters tell stories within stories, so paying attention to the point of view is very important. What do you learn of Robert Walton from these opening pages?
- What tone is set by the opening line?

### WEEK 1 15m Poetry Reading: Grades 9-12 - Lesson 2

*William Wordsworth*

#### → INTRO

We will learn more about William Wordsworth (1770-1850) in the History of Literature lesson next week, but today's reading should give you a feel for his style and major themes. As you read, compare Wordsworth's poem to the selections you read last time. "Tintern Abbey" is written in blank verse (unrhymed iambic pentameter, or ten syllables per line). What other poets have you read who use blank verse? How is this different than Gray's "Elegy" you read last week, which had a very rigid structure?

#### → READ

∞ Link: Lines Composed a Few Miles above Tintern Abbey, On Revisiting the Banks of the Wye during a Tour. July 13, 1798

- What are some images that especially stand out to you? What is Wordsworth saying about nature?
- What do you think he means when he says in lines 64-67: "here I stand, not only with the sense / Of present pleasure, but with pleasing thoughts / That in this moment there is life and food / For future years."?

#### → VIEW

Look at this painting of Tintern Abbey, painted in 1804 by English landscape painter William Havell (1782-1857).

∞ Art Link: Tintern Abbey



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### WEEK 1 30m General Lit.: Grades 9-10 - Lesson 2

Materials: Narrative of the Life of Frederick Douglass OR Up From Slavery

#### → INTRO (OPTION 1: NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS)

Narrative of the Life of Frederick Douglass is a classic 19th-century autobiography that details the author's story from slavery to freedom. Douglass was born enslaved in Maryland in 1818 and escaped to freedom when he was around twenty years old. He went on to have a remarkable life as a national leader of the abolitionist movement, writer, orator, and statesman.

#### → READ, NARRATE, & DISCUSS

p.1-7 "I was born in Tuckahoe" - "a good overseer."

- What do we learn about Frederick Douglass's family in this opening reading?
- What initial impressions do you have of his narrative style? How might this be connected to his aims for this autobiography? Consider in particular how he describes the more difficult and violent episodes from his childhood.

#### → INTRO (OPTION 2: UP FROM SLAVERY)

Today, we begin reading the autobiography of Booker T. Washington. It was first written as a periodical, but was later put into book form. Washington was born a slave, but was still a child when emancipation occurred. He later founded Tuskegee Institute in Alabama and spent his life advancing the cause of equal rights. His writings give a window into the Reconstruction period that followed the American Civil War.

#### → READ, NARRATE, & DISCUSS

Ch.1 p.1-11 "I was born" - "owners as to the future."

- How does Washington describe his childhood? How does he describe the day of emancipation?

### ★ TEACHER NOTE

**Sensitive content:** Douglass's Narrative contains several graphic descriptions of beatings and racial slurs.

### WEEK 1 15m Poetry Study: Grade 9 - Lesson 1

*The Villanelle*

Materials: The Making of a Poem

#### → INTRO

This book introduces several poetic forms. Many of you will already know. However, some will be new, and there are still more that time won't allow us to cover. The anthology takes us further into the history of how those forms developed over the centuries, each new generation of poets dialoguing with those in the past. Along the way, you will read many different examples of each form, and you'll write your own poems as well.

#### → READ

- p.xiii "This book" - "single poetic form."
- p.3-7 "Overview", "The Villanelle At-a-Glance", and "The History of the Form"

#### → NARRATE

- Jot down a few ideas from your reading.
- Read "The House on the Hill" by Edwin Arlington Robinson on p.9-10. Then look at p.5, "The Villanelle At-a-Glance", and see if you can identify

### • COMPOSITION ACTIVITY

Over the year, you'll create your own reference book for the various poetic forms you study. The purpose is for you to have a quick guide that makes sense to you and is easy to pull up or keep on hand as you read individual poems. Start by creating your own "At-a-Glance" for the Villanelle. Here are a few of the possibilities:

- Copy the "Villanelle At-a-Glance" into a designated space in a notebook or a document on a device where you can easily find and reference it in the future. Add any additional notes for yourself that you'd like.
- Draw an illustration or create an infographic in Canva (or similar design software) showing the form more visually.



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each of the poetic features listed in Robinson's poem. You may want to highlight, underline, or color-code the different features you find to help you notice and remember.

- Create a PowerPoint and create your own Villanelle At-a-Glance for the first slide (using text and/or visuals).
- Something else! Get creative!

### WEEK 1 15m Poetry Study: Grade 9 - Lesson 2

*Reading Villanelles*

Materials: The Making of a Poem, poetry notebook (opt.)

#### → INTRO

Refresh your memory with the "Villanelle At-a-Glance" on p.5 and read the following villanelles aloud. Think about the following questions as you read. You may want to keep your poetry notebook nearby or write in the margins of your book to track your thinking.

- What words strike you?
- What lines sound particularly odd?
- What reactions do you have as you read?
- Do all these poets follow the "rules" for villanelles, or do they bend them a bit? Playing with rules is part of the poet's business.

Naturalist Jack Laws encourages us to view nature by asking ourselves, "What do I notice?", "What do I wonder?", and "What does this remind me of?" We can ask these same questions of stories and poems as well. Read these poems actively! Again, you may want to keep your poetry notebook nearby or write in the margins of your book to track your thinking as you read the next poems in this lesson.

#### → READ, NARRATE, & DISCUSS

p.11-12 "The Waking," "One Art," and "Do Not Go Gentle into That Good Night"

p.14 "By the Sound"

### WEEK 1 30m Plays: Grades 9-12 - Lesson 1

Materials: The Tempest

PREP: Read an overview of the play (one synopsis is located at the beginning of the Folger edition of the play). If you are not familiar with the play, you will want to read other retellings. We highly suggest *Stories from Shakespeare* by Marchette Chute. Resources are listed on the Extra Helpings Page. Also, be sure to read the note about mature content and language in Shakespeare in the Planning and Prep section.

#### → INTRO

- What makes a tragedy a tragedy or a comedy a comedy?
- Our play this term is sometimes called a tragicomedy because it has both comedic and tragic elements. Overall, the play has a happy ending, which places it in the comedic category. The name of the play 'Tempest' means "a violent storm," and it will give us lots of things to ponder about power, betrayal, magic, slavery, and the restoration of relationships.
- Take time to review the elements of tragedy and comedy before beginning.  
∞ Link: Genres of Shakespeare

#### → READ, NARRATE, & DISCUSS

Act 1: Scene 1-2 p.7-25 "Boatswain!" - "Approach, my Ariel. Come."

- How does each character respond to the storm? What is the tone of this scene?

#### ★ TEACHER TIP

Take turns reading the play aloud if using these lessons in a group. We recommend reading the summaries of each scene to briefly preview content and help orient students.



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- Re-read lines 84-95. Discuss the context this gives for the story.
- Put the following quote from Miranda into your own words. What does it tell us about what Miranda is like?

"A brave vessel,  
Who had, no doubt, some noble creature in her,  
Dashed all to pieces. O, the cry did knock  
Against my very heart! Poor souls, they perished.  
Had I been any god of power, I would  
Have sunk the sea within the earth or ere  
It should the good ship so have swallowed, and  
The fraughting souls within her."

**WEEK 2** 📅 **30m History of Lit: Grades 9-12 - Lesson 2**  
*William Wordsworth and Samuel Taylor Coleridge*

📁 Materials: English Literature for Boys & Girls

→ **RECAP**

What do you recall about the major themes of the Romantic Period from last week's reading?

→ **INTRO**

Today, we will learn more about the life and work of two poets - William Wordsworth and Samuel Taylor Coleridge, who are most closely associated with English Romantic poetry.

→ **READ, NARRATE, & DISCUSS**

1. Marshall, Ch.LXXIV "Wordsworth - the Poet of Nature."
  - How did Wordsworth's experiences as a child seem to influence his later poetry?
2. Marshall, Ch.LXXV "Wordsworth and Coleridge - the Lake Poets."
  - What are some similarities and differences between the two poets?

• **IMPORTANT DATES**  
William Wordsworth (1770-1850)

Samuel Taylor Coleridge (1772-1834)

First publication of the Lyrical Ballads (1798)

**WEEK 2** 📅 **15m Poetry Reading: Grades 9-12 - Lesson 3**  
*William Wordsworth and Samuel Taylor Coleridge*

→ **INTRO**

With the anonymous publication in 1798 of their Lyrical Ballads, Wordsworth and Coleridge introduced a new style of poetry to the public. The initial publication received mixed reviews, however, and with each subsequent publication, the two poets included a Preface by way of an introduction to their style, themes, and purpose. In today's lesson, you will read excerpts from the 1802 edition of this preface, as well as a representative poem by each of them. Think about how the poetry you read illustrates some of the points made in the Preface.

→ **READ & DISCUSS**

1. ∞ PDF Link: Excerpts from the Preface to the Lyrical Ballads (1802)
2. Wordsworth, "My Heart Leaps Up"  
My heart leaps up when I behold  
A rainbow in the sky:  
So was it when my life began;  
So is it now I am a man;  
So be it when I shall grow old,  
Or let me die!  
The Child is father of the Man;  
And I could wish my days to be  
Bound each to each by natural piety.
3. ∞ Link: Wordsworth, "I Wandered Lonely As A Cloud"



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4. ∞ Link: Coleridge, "The Rime of the Ancient Mariner"  
• NOTE: This poem is too long to read completely today, but reading it for a few minutes will give you a feel for the style. If you enjoy it, please finish reading it during the next poetry class or during your free reading time!

### WEEK 2 30m General Lit.: Grades 9-10 - Lesson 3

*Frankenstein*

Materials: Frankenstein

#### → RECAP

What do you recall from your reading last week?

#### → READ & NARRATE

p.8-14 "So strange an accident" - "and wrecked it - thus!"

- How are the gigantic creature and the stranger introduced? What questions do you have at this point in the novel?
- What are Walton's impressions of his guest? Why would Shelley introduce the title character to her readers through another character?

### WEEK 2 15m Poetry Reading: Grades 9-12 - Lesson 4

*Samuel Taylor Coleridge*

#### → INTRO

Today, we are going to read a poem that is very different in style from The Rime of the Ancient Mariner. As you read, think about other poems you have read about children, or by poets remembering their own childhood.

#### → READ

∞ Link: Frost at Midnight

With any time remaining, you can read more of The Rime of the Ancient Mariner.

#### ★ TEACHER TIP

There is a Poem Guide for Frost at Midnight at the Poetry Foundation link, if your student would like extra information about the poem or help with understanding it.

### WEEK 2 30m General Lit.: Grades 9-10 - Lesson 4

Materials: Narrative of the Life of Frederick Douglass OR Up From Slavery

#### → RECAP (OPTION 1: NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS)

What do you remember from last week's reading?

#### → READ, NARRATE, & DISCUSS

p.7-13 "The home plantation" - "stone-like coolness."

- Reflect on Douglass's descriptions of the slave's songs. What purposes does singing serve? How has it been misunderstood?  
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#### → RECAP (OPTION 2: UP FROM SLAVERY)

What do you remember from last week's reading?

#### → READ, NARRATE, & DISCUSS

Ch.2-3 p.11-22 "After the coming of freedom" - "or a handkerchief."

- Why were names so important to Washington and the other newly freed people?
- How does Washington describe the conditions of formerly enslaved



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people immediately after emancipation?

- How is education described in this chapter? Why did Washington see it as so important?

### WEEK 2 15m Poetry Study: Grade 9 - Lesson 3

*More Villanelles*

Materials: The Making of a Poem

#### → READ

p.18 "Villanelle for the Middle of the Night"

p.19-20 "Close-up of a Villanelle"

∞ Article Link: Villanelle by Andrew Lang

∞ Article Link: A Dainty Thing's the Villanelle by W.E. Henley

#### → DISCUSS

- Which of the villanelles that you've read is your favorite? Why?
- The villanelle has been called the "poetry of loss" because of the way the repeated lines can build an echo of sadness. However, as you previously read, the villanelle originated from lighter ballads and songs and has also been used for lighter and happier topics (several of the ones you read today). What topics do you think the villanelle fits best?

#### • COMPOSITION

Start writing your own villanelle. Refer to your At-a-Glance guide and the villanelles you have read as needed.

**Reference:** Making of a Poem

### WEEK 2 15m Poetry Study: Grade 9 - Lesson 4

*The Sestina*

Materials: The Making of a Poem, copies of poems (opt.)

#### → INTRO

You'll read a variety of sestinas over the next few lessons. Sestinas are a pretty complicated poetic form (they show the poet/singer's mastery!), so it's ok if it takes a bit of time to make sense of the patterns. You may want to print off some of the poems or mark them up in your book to help you notice the various features of the genre (along with your other thoughts).

#### → READ, NARRATE, & DISCUSS

p.21-24 "The Sestina At-a-Glance," "The History of the Form," "The Contemporary Context"

#### → READ

Read the poem aloud to better hear the words since it is from the 1500s and the spelling is not the same as today (Edmund Spenser is a famous English poet from that time).

p.25-26 "Ye wastefull woodes, bear witness of my woe"

### WEEK 2 30m Plays: Grades 9-12 - Lesson 2

Materials: The Tempest

#### → RECAP

How did Prospero and Miranda come to be on the island?

#### → INTRO

The Tempest explores the theme of power, and we see this in Prospero's relationships. Watch a portion of Act 1, Scene 2, to learn more about Prospero's relationship to Ariel.

∞ Video Link: Act 1, Scene 2

#### → READ, NARRATE, & DISCUSS

Act 1 Scene 2 p.25-39 "All hail, great master!" - "So, slave, hence."



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- How would you describe Prospero's relationship with Caliban and Ariel?
- Put this quote by Caliban into your own words: "This island's mine by Sycorax, my mother, Which thou tak'st from me."

### WEEK 3 30m History of Lit: Grades 9-12 - Lesson 3

*Rabindranath Tagore*

#### → INTRO

If you are taking the Poetry Reading course this year, you will spend much of Term 1 reading poems by the Bengali writer, philosopher, and artist Rabindranath Tagore. He wrote in Bengali, but translated his own works into English. He is a significant figure for Indian nationalism, and, though not himself a politician, was a vocal proponent of India's independence at the turn of the twentieth century.

#### → VIEW, NARRATE & DISCUSS

This video provides an excellent overview of Tagore's life and work. It will take nearly the entire lesson time to watch, although you can watch at 1.25x speed.

∞ Video Link: Rabindranath Tagore – Mystic Poet, Literary Genius & Nobel Laureate

- What were some of Tagore's major contributions to arts and history?

#### → READ

∞ Link: The Gardener 85

This short poem is a timely piece to read, since Tagore was still alive and writing a century ago.

#### • IMPORTANT DATES

Rabindranath Tagore (1861-1941)

### WEEK 3 15m Poetry Reading: Grades 9-12 - Lesson 5

*Rabindranath Tagore*

☐ Materials: The Crescent Moon

#### → INTRO

We will spend much of Term 1 reading poems by the Bengali writer, philosopher, and artist Rabindranath Tagore, who was born in 1861 in Calcutta, India, and grew up in a family that loved art, music, and ideas. He wrote in Bengali, but translated his own works into English. He is a significant figure for Indian nationalism, and, though not himself a politician, was a vocal proponent of India's independence at the turn of the twentieth century. In 1913, he became the first non-European writer to be awarded the Nobel Prize for Literature. He also composed the national anthems for both India and Bangladesh, making his words a lasting part of two nations.

The Crescent Moon is a collection of forty poems exploring themes such as childhood wonder, the natural world, and imagination. As you read through these poems, think about other poems you have read that present the world through the eyes of children, such as Robert Louis Stevenson's *A Child's Garden of Verses*.

#### → READ & DISCUSS

Read one time, discuss, and then reread the poems.

p.6-7 "The Home"

- How would you describe the speaker of this poem?
- The poem opens with two examples of personification (a figure of speech which gives human characteristics to non-human things). Why do you think Tagore uses these images of a miser and a widow?

p.8 "On the Seashore"

- What images stand out most to you in this poem? How might they be symbols of a deeper meaning that lies beneath a simple description of children playing?

#### ★ TEACHER NOTE

If you are not taking the History of Lit 9-12 course, you may wish to watch this introduction to the life and work of Rabindranath Tagore during some free time.

∞ Video Link: Rabindranath Tagore – Mystic Poet, Literary Genius & Nobel Laureate



## Term 1

p.9-10 "The Source" and "Baby's Way"

- What do these two poems together seem to say about the nature of infants and children?

### WEEK 3 30m General Lit.: Grades 9-10 - Lesson 5

*Frankenstein*

Materials: Frankenstein

#### → RECAP

What do you recall from your reading last week?

#### → READ & NARRATE

p.14-21 "I am by birth" - "the greatest avidity."

- Describe the circumstances of Victor's parentage, his childhood, and his education.
- How does Victor recall his first reading of Agrippa? Does this foreshadow any of what is to come? Look for other instances of foreshadowing as you read.

### WEEK 3 15m Poetry Reading: Grades 9-12 - Lesson 6

*Rabindranath Tagore, cont.*

Materials: The Crescent Moon

#### → RECAP

What was your favorite poem by Tagore that you read last time? What did you like most about it?

#### → READ & DISCUSS

p.11-16

p.12-13 "Sleep-Stealer"

- Do you think someone really stole the baby's sleep?
- What phrase is repeated throughout the poem? Why do you think this is?
- How does the poem blur the line between the real world and the imaginative world?

Read the other poems one time, discuss, and then reread the poems.

- What images stand out to you the most in today's poems?

### WEEK 3 30m General Lit.: Grades 9-10 - Lesson 6

Materials: Narrative of the Life of Frederick Douglass OR Up From Slavery

#### → RECAP (OPTION 1: NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS)

What do you recall from last week's reading?

#### → READ, NARRATE, & DISCUSS

p.13-19 "His savage barbarity" - "voice of tranquil music."

- Why do you think it is important for his narrative that Douglass describes violence in such detail? How does it strengthen his anti-slavery argument?
- Why was leaving Colonel Lloyd's plantation such a turning point for Douglass?

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#### → RECAP (OPTION 2: UP FROM SLAVERY)



## Term 1

What do you remember from last week's reading?

→ **READ, NARRATE, & DISCUSS**

Ch.3-4 p.22-34 "Finally, the great day came" - "get through the school year."

- What hardships does he encounter while traveling, and how does he respond to them? Where does he find the strength to persevere?
- Describe Mrs. Ruffner and how she impacted his life. Who else had an impact on Washington?

**WEEK 3** **15m Poetry Study: Grade 9 - Lesson 5**

*Reading Sestinas*

**Materials:** The Making of a Poem, digital or physical notebook

→ **INTRO**

Read the following poems aloud once to simply enjoy the sound of the words and get the sense of the poem. Then read the poems again, looking more closely at the formal features of the poetry (pay special attention to the last words of each line, and watch the pattern). Finally, write questions or thoughts in your book or notebook.

→ **READ & NARRATE**

p.29 "Sestina: Of the Lady Pietra degli Scrovigni (translation; the original is written in Italian by Dante Alighieri, who wrote the Divine Comedy)  
p.30-31 "Sestina"

→ **CREATE**

Start creating your own "Sestina At-a-Glance" page for your reference guide in your digital or physical medium of choice.

**WEEK 3** **15m Poetry Study: Grade 9 - Lesson 6**

*More Sestinas*

**Materials:** The Making of a Poem, digital or physical notebook used in the previous lesson

→ **CREATE**

Take a few minutes to finish creating your "Sestina At-a-Glance" page in your reference guide.

→ **READ**

p.32-35 "Sestina," "Sestina of the Tramp-Royal," and "Sestina: Altaforte"

(Note that part of the context for "Altaforte" is the poet imagining what a man known for stirring up strife might say. The man is based on a character in Dante's longer epic poem, the Divine Comedy, who was put in hell for stirring up strife).

→ **NARRATE & DISCUSS**

How would you describe the energy and emotion in each of the poems from today?

**WEEK 3** **30m Plays: Grades 9-12 - Lesson 3**

**Materials:** The Tempest

→ **RECAP**

Think back on what you learned about Ariel and Caliban through Prospero's conversations with and about them. What is your opinion of Prospero at this point?

★ **TEACHER NOTE**

The activity at the end of the lesson requires you to be present. Also, there are more layers to the activity than will likely fit in the remaining time after the reading is done. The point is to practice seeing the play from a different perspective, so feel free to stop



## Term 1

→ **READ, NARRATE, & DISCUSS**

Act 1 Scene 2 p.41-49 "Come unto these" - "Speak not for him."

- What does Ferdinand think of Miranda? How do you think this relationship will develop or change?

→ **ACTIVITY**

With the remaining time, let's dig into Caliban's speech from earlier in this scene to work to stretch our imaginations and seek to understand his world from his perspective as well as Prospero's.

∞ Link: Caliban Visual

at the end of the lesson time and move on or continue the activity if desired and time allows.

SAMPLE