

**Dawood Public School**  
**Course Outline 2020-21 – Virtual Term Adjustment**  
**English Literature**  
**Grade IX**

**Monthly Break Up For the Virtual Term (August 2020- December 2020):**

**Total Classes: 39 (3 classes per week)**

Month	Content	Textbook References
August	<ul style="list-style-type: none"> <li>➤ Introduction to English Literature (Syllabus, Assessment Objectives, and Paper Pattern)</li> <li>➤ Maya Angelou, ‘Caged Bird’</li> </ul>	<ul style="list-style-type: none"> <li>• Songs of Ourselves</li> </ul>
September	<ul style="list-style-type: none"> <li>➤ Nathaniel Hawthorne, ‘Dr Heidegger’s Experiment’</li> <li>➤ James K Baxter, ‘Farmhand’</li> <li>➤ Sujata Bhatt, ‘Muliebrity’</li> </ul>	<ul style="list-style-type: none"> <li>• Stories of Ourselves</li> <li>• Songs of Ourselves</li> </ul>
October	<ul style="list-style-type: none"> <li>➤ Introduction to Shakespearean Comedy</li> <li>➤ <i>Twelfth Night</i> by William Shakespeare, Act I Scene 1-5</li> </ul>	<ul style="list-style-type: none"> <li>• Twelfth Night by William Shakespeare</li> </ul>
November	<ul style="list-style-type: none"> <li>➤ Rosemary Dobson, ‘The Three Fates’</li> <li>➤ Robert Hayden, ‘Those Winter Sundays’</li> <li>➤ O Henry, ‘The Furnished Room’</li> </ul>	<ul style="list-style-type: none"> <li>• Songs of Ourselves</li> <li>• Stories of Ourselves</li> </ul>
	Revision for Mid-Year Examination	
December	Mid-Year Examination	

**Dawood Public School**  
**Course Outline 2020-21**  
**Cambridge O Level English Literature 2010**  
**Grade IX**

**Monthly Course Distribution - Original**

Month	Content	Textbook References
<b>August</b>	<ul style="list-style-type: none"> <li>• Introduction to Paper Pattern</li> <li>• <i>Muliebrity</i> Shujata Bhatt</li> <li>• <i>Caged Bird</i> Maya Angelou</li> <li>• <i>Mid Term Break</i> Seamus Heaney</li> <li>• <i>Not Waving But Drowning</i> Stevie Smith</li> </ul>	<ul style="list-style-type: none"> <li>• Songs of Ourselves</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• <i>Marrysong</i> Dennis Scott</li> <li>• <i>The Fall of the House of Usher</i> Edgar Allan Poe</li> <li>• <i>The Three Fates</i> Rosemary Dobson</li> </ul>	<ul style="list-style-type: none"> <li>• Songs of Ourselves</li> <li>• Stories of Ourselves</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• Introduction to Shakespearean Tragedy</li> <li>• <i>Romeo and Juliet</i> ➤ Act I and II</li> <li>• <i>Farmhand</i> James K Baxter</li> </ul>	<ul style="list-style-type: none"> <li>• Romeo and Juliet by William Shakespeare</li> <li>• Songs of Ourselves</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• <i>The Open Boat</i> John McGahern</li> <li>• <i>Those Winter Sundays</i> Robert Hayden</li> </ul>	<ul style="list-style-type: none"> <li>• Stories of Ourselves</li> <li>• Songs of Ourselves</li> </ul>
	<b>Revision for Mid-Year Examination</b>	
<b>December</b>	<b>Mid-Year Examination</b>	
<b>January</b>	<ul style="list-style-type: none"> <li>• <i>The Moving Finger</i> Edith Wharton</li> <li>• <i>Rising Five</i> Norman Nicholson</li> <li>• <i>Little Boy Crying</i> Mervyn Morris</li> <li>• Introduction to <i>1984</i> by George Orwell</li> </ul>	<ul style="list-style-type: none"> <li>• Songs of Ourselves</li> <li>• Stories of Ourselves</li> <li>• <i>1984</i> by George Orwell</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• George Orwell, <i>1984</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>1984</i> by George Orwell</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• <i>Romeo and Juliet</i> ➤ Act III, IV and V</li> </ul>	<ul style="list-style-type: none"> <li>• Romeo and Juliet by William Shakespeare</li> </ul>
<b>April</b>	<b>Revision for Final Examination</b>	
<b>May</b>	<b>Final Examination</b>	

### 3. Assessment at a glance

All candidates take **both** components.

Components	Weighting
All candidates take:	
<b>Component 1 Poetry and Prose</b> <b>1 hour 30 minutes</b>  Candidates answer <b>two</b> questions, each on a different text.  There is a choice of two questions on each text.  All questions carry equal marks.  50 marks  Externally marked	50%
<b>Component 2 Drama</b> <b>1 hour 30 minutes</b>  Candidates answer <b>two</b> questions (these may both be on one play or they may be on two different plays).  There is a choice of two questions on each text.  All questions carry equal marks.  50 marks  Externally marked	50%

### 4.2 Assessment objectives

The assessment objectives in Cambridge O Level Literature in English are:

- AO1** Show detailed knowledge of the content of literary texts
- AO2** Understand the ways literary texts can be interpreted from surface level to deeper awareness of ideas and attitudes and their contexts
- AO3** Recognise and appreciate ways in which writers use language
- AO4** Recognise and appreciate ways in which writers achieve their effects (e.g. structure, plot, characterisation, dramatic tension, imagery, rhythm, setting and mood)
- AO5** Communicate a sensitive and informed personal response to what is read.

### 4.3 Relationship between assessment objectives and components

The approximate weightings allocated to each of the assessment objectives are summarised below.

Assessment objective	Component 1	Component 2	Weighting for qualification
AO1	20%	20%	20%
AO2	20%	20%	20%
AO3	20%	20%	20%
AO4	20%	20%	20%
AO5	20%	20%	20%

## SYLLABUS BREAKDOWN

Poetry	
Content	Learning Objectives
<ol style="list-style-type: none"> <li>1. Stevie Smith, 'Not Waving but Drowning'</li> <li>2. Dennis Scott, 'Marrysong'</li> <li>3. Robert Hayden, 'Those Winter Sundays'</li> <li>4. Norman Nicholson, 'Rising Five'</li> <li>5. Maya Angelou, 'Caged Bird'</li> <li>6. James K Baxter, 'Farmhand'</li> <li>7. Sujata Bhatt, 'Muliebrity'</li> <li>8. Rosemary Dobson, 'The Three Fates'</li> <li>9. Seamus Heaney, 'Mid-Term Break'</li> <li>10. Mervyn Morris, 'Little Boy Crying'</li> </ol>	<ul style="list-style-type: none"> <li>• Identify the literary devices used.</li> <li>• Describe the effect of the devices used.</li> <li>• Paraphrase the poem.</li> <li>• List attributes of the title implied in the poem.</li> <li>• Comment on how the main theme/different themes are portrayed in the poem.</li> <li>• Identify the tone and mood of the poem.</li> <li>• Apply the TPCASTT (<i>title, paraphrase, connotation, attitude, shift, title (again), and theme</i>) technique during analysis in class discussion.</li> <li>• Comment on the rhyme scheme.</li> <li>• Comment on form and structure of the poem.</li> </ul>
<p style="text-align: center;"><b><u>'Not Waving but Drowning' by Stevie Smith</u></b></p> <p><b>Vocabulary:</b> Academic Terms: repetition, enjambment, metaphor, irony, hyperbole, alliteration, imagery, consonance, refrain</p> <p>Enhanced Vocabulary: chap, larking, moaning</p> <p><b>Sample Questions:</b></p> <ol style="list-style-type: none"> <li>1. What do you think the dead man died of? Did he literally drown, or is drowning a metaphor for some other fate? Was it an accident or did he take his own life?</li> <li>2. Why did Stevie Smith write "Not Waving but Drowning?"</li> </ol> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=FKHWEWOrL9s">https://www.youtube.com/watch?v=FKHWEWOrL9s</a></li> <li>• <a href="https://www.shmoop.com/not-waving-but-drowning/themes.html">https://www.shmoop.com/not-waving-but-drowning/themes.html</a></li> <li>• <a href="https://poemanalysis.com/not-waving-but-drowning-by-stevie-smith-poem-analysis/">https://poemanalysis.com/not-waving-but-drowning-by-stevie-smith-poem-analysis/</a></li> <li>• <a href="https://poemanalysis.com/biography-of-stevie-smith/">https://poemanalysis.com/biography-of-stevie-smith/</a></li> <li>• <a href="https://literarydevices.net/not-waving-but-drowning/">https://literarydevices.net/not-waving-but-drowning/</a></li> <li>• <a href="https://www.poetryfoundation.org/articles/68510/stevie-smith-not-waving-but-drowning">https://www.poetryfoundation.org/articles/68510/stevie-smith-not-waving-but-drowning</a></li> <li>• <a href="https://www.jstor.org/">https://www.jstor.org/</a></li> </ul>	
<p style="text-align: center;"><b><u>'Marrysong' by Dennis Scott</u></b></p> <p><b>Vocabulary:</b> Academic Terms: metaphor, mood, rhythm, theme, alliteration</p> <p>Enhanced Vocabulary: learned her, shifted, quarried, wilderness, shape of shores</p> <p><b>Sample Questions:</b></p> <ol style="list-style-type: none"> <li>1. Explore how the poet of Marrysong expresses the varying shades of marriage and love.</li> <li>2. Explore the ways in which the poet vividly conveys the relationship between husband and wife in "Marrysong" by Dennis Scott.</li> </ol> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://nijheer.wordpress.com/2011/11/10/analysis-marrysong-by-dennis-scott/">https://nijheer.wordpress.com/2011/11/10/analysis-marrysong-by-dennis-scott/</a></li> </ul>	

- [https://prezi.com/1t4p8hy\\_j65r/marrysong-analysis/](https://prezi.com/1t4p8hy_j65r/marrysong-analysis/)

**‘Those Winter Sundays’ by Robert Hayden**

**Vocabulary:**

Academic Terms:

harsh consonants, shift in time

Enhanced Vocabulary:

blueblack, splintering, chronic, indifferently, austere

**Sample Question:**

1. Explore the ways in which the poet brings out the childhood memories of the speaker in the poem.

**Internet Resources:**

- <https://www.megaessays.com/viewpaper/28051.html>
- <https://www.shmoop.com/those-winter-sundays/love-theme.html>
- <https://www.cummingsstudyguides.net/Guides8/Winter.html>
- <https://sites.google.com/site/thosewintersundayshted/theme>
- <http://www.modernamericanpoetry.org/poem/those-winter-sundays>

**‘Rising Five’ by Norman Nicholson**

**Vocabulary:**

Academic Terms:

repetition, alliteration, metaphor, onomatopoeia

Enhanced Vocabulary:

rising, cones of light, season after blossoming, dust dissected, drop our youth, not living

**Sample Questions:**

1. Explore the ways in which the poet emphasizes the importance of living the life in the poem ‘The Rising Five’.
2. Comment closely on the poem Rising Five, looking in particular at how Nicholson uses imagery.

**Internet Resources:**

- <https://essaylead.com/analysis-rising-five-norman-nicholson-11099/>
- <http://sisliteraryclub.blogspot.com/2011/04/rising-five-by-norman-nicholson.html>
- <https://artscolumbia.org/literary-arts/prose/poem-rising-five-27255/>

**‘Caged Bird’ by Maya Angelou**

**Vocabulary:**

Academic Terms:

paraphrase, connotation, alliteration, meter, rhyme scheme, tone, repetition, point of view, type, theme, symbolism, personification, metaphor

Enhanced Vocabulary:

free bird, caged bird, bars of a cage, sighing trees, shadow shouts

**Sample Questions:**

1. Which lines from the poem show that the caged bird has never been free?
2. What is the main conflict in this poem?
3. What are the poetic devices used in Maya Angelou's poem "Caged Bird"?

**Internet Resources:**

- <https://poemanalysis.com/i-know-why-the-caged-bird-sings-maya-angelou-analysis/>
- <https://www.enotes.com/topics/caged-bird>
- <https://www.bartleby.com/essay/Poetry-Analysis-of-Maya-Angelous-Caged-Bird-PKCDSYZYVJ>

- <https://www.slideshare.net/onkarswnt/caged-bird-maya-angelou>

### **'Farmhand' by James K Baxter**

#### **Vocabulary:**

Academic Terms:

half rhyme, formal rhyme scheme, connotations, stereotype, ambivalent, enjambment

Enhanced Vocabulary:

yarn, stooks, old wound, secret night, envious, yarn to

#### **Sample Questions:**

1. Explore the ways in which the words memorably portray those people who make a living through physical labour in Farmhand.

#### **Internet Resources:**

- <http://www.studyit.org.nz/Communicate/viewtopic.php?t=7134&sid=debce93489c26b77c9c5a9f23db6974d>
- <https://prezi.com/j-pxvzha1hyn/farmhand/>
- <https://studymoose.com/farmhand-by-james-baxter-essay>
- <https://poetryprof.com/farmhand/>
- <https://www.scribd.com/document/403021238/Farmhand-notes-doc>

### **'Muliebrity' by Sujata Bhatt**

#### **Vocabulary:**

Academic Terms:

free verse, repetition, symbolism

Enhanced Vocabulary:

Muliebrity, cow dung

#### **Sample Question:**

1. How is femininity depicted in the poem 'Muliebrity'?

#### **Internet Resources:**

- <https://thepoetrytrust.org/analysis-of-poem-muliebrity-sujata-bhatt-essay>
- <https://www.bionity.com/en/encyclopedia/Muliebrity.html>
- <https://studymoose.com/analysis-of-poem-muliebrity-by-sujata-bhatt-essay>
- [https://prezi.com/aufekvh3\\_izs/muliebrity/](https://prezi.com/aufekvh3_izs/muliebrity/)
- <https://prezi.com/uzxkxe1zfy7h/muliebrity/>

### **'The Three Fates' by Rosemary Dobson**

#### **Vocabulary:**

Academic Terms:

Greek mythology- allusions: Clotho, Lachesis, and Atropos

Enhanced Vocabulary:

invoked, aberration, agonies, regressed, reel

#### **Sample Questions:**

1. Some poets achieve a powerful effect by using simple direct language and very little imagery. Comment.
2. Explore how the poet creates a memorable poem.

#### **Internet Resources:**

- <http://www.australianpoetryreview.com.au/2012/06/rosemary-dobson-collected/>
- <https://prezi.com/0yivrs4ahbcs/rosemary-dobson/>

<p style="text-align: center;"><b><u>‘Mid-Term Break’ by Seamus Heaney</u></b></p> <p><b>Vocabulary:</b></p> <p>Academic Terms: paraphrase, connotation, alliteration, meter, rhyme scheme, tone, repetition, point of view, type, theme, symbolism, personification, metaphor</p> <p>Enhanced Vocabulary: knelling, stanced, snowdrops, sickbay, porch, cooed</p> <p><b>Sample Questions:</b></p> <ol style="list-style-type: none"><li>1. Mid-Term Break is a poem about death but this theme is treated indirectly and we only learn the full story at the end of the poem. Are there any clues in the first four stanzas about the main theme? Does this indirect approach make the tragedy more shocking and sad when we realise what happened?</li><li>2. Is the boy expected to respond differently to the tragedy given that he is the eldest? He seems uncomfortable to be in this role and is embarrassed by people shaking his hand and offering condolences, has he grown up in some way as a result of the tragedy?</li></ol> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"><li>• <a href="https://owlcation.com/humanities/Analysis-of-Poem-Mid-Term-Break-by-Seamus-Heaney">https://owlcation.com/humanities/Analysis-of-Poem-Mid-Term-Break-by-Seamus-Heaney</a></li><li>• <a href="http://www.sheerpoetry.co.uk/gcse/seamus-heaney/notes-on-selected-poems/mid-term-break">http://www.sheerpoetry.co.uk/gcse/seamus-heaney/notes-on-selected-poems/mid-term-break</a></li></ul>
<p style="text-align: center;"><b><u>‘Little Boy Crying’ by Mervyn Morris</u></b></p> <p><b>Vocabulary:</b></p> <p>Academic Terms: sound play, sibilance, alliteration</p> <p>Enhanced Vocabulary: contorting, metamorphosed, angling, colossal, scald</p> <p><b>Sample Questions:</b></p> <ol style="list-style-type: none"><li>1. Explore the ways in which the poet vividly brings out the memories of childhood in this poem.</li><li>2. How does the poet portray the father in the poem?</li></ol> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"><li>• <a href="https://prezi.com/rp_we96eooaq/little-boy-crying-mervyn-morris/">https://prezi.com/rp_we96eooaq/little-boy-crying-mervyn-morris/</a></li><li>• <a href="https://forum.thefreedictionary.com/postst72003_Little-Boy-Crying.aspx">https://forum.thefreedictionary.com/postst72003_Little-Boy-Crying.aspx</a></li></ul>

Short Stories	
Content	Learning Objectives
<ol style="list-style-type: none"><li>1. <i>The Moving Finger</i> by Edith Wharton</li><li>2. <i>The Fall of the House of Usher</i> by Edgar Allan Poe</li><li>3. <i>The Open Boat</i> by Stephen Crane</li></ol>	<ul style="list-style-type: none"><li>• Identify ‘theme’ with evidences in the selected text.</li><li>• Identify short story characteristics in selected text.</li><li>• Revise key phrases and words in the text.</li><li>• Identify the literary device used for the key word and phrases.</li><li>• Highlight the effect of each of the identified key word and phrase.</li></ul>

### The Moving Finger by Edith Wharton

**Vocabulary:****Academic Terms:**

point of view, setting, tone, symbolism, dialogue, repetition, imagery, personification, aristocratic society, satire, dramatic irony, imperialism, industrialization

**Enhanced Vocabulary:**

irretrievable, niche, sedulous, insidious, omniscience, prodigality, sanguine, concede, complementary, husbandry, privation, indefatigable, arrears, illimitable, obtuse, derisive, retrospective, acquit, discretion, encroach, inextricably, desecrate, latent, jargon, abound, tentatively, efface, irrevocably, mausoleum, belie, superfluity, convalescence, prognostication, supersede, adjure, executor, bequeath, tenacity, tributary, ottoman

**Sample Question:**

1. Explain how Edith Wharton portrays the story 'Moving Finger' in light of its theme(s).

**Internet Resources:**

- <http://sittingbee.com/the-moving-finger-edith-wharton/>
- <https://prezi.com/rhmnrcdvfylr/the-moving-finger-analysis/>
- <http://www.academicde-stressor.com/the-moving-finger-by-edith-wharton/>

### The Fall of the house of Usher by Edgar Allan Poe

**Vocabulary:****Academic Terms:**

archaic, symbol, medievalism, psychological disturbance, atmosphere, sublime, supernatural, quintessential, claustrophobia, unreliable narrator

**Enhanced Vocabulary:**

cataleptical, tract, insufferable, goad, sublime, grapple, annihilate, precipitous, sojourn, malady, munificent, paradoxical, phantasmagoric, trepidation, irredeemable, pallid, gossamer, dirge

**Sample Questions:**

1. What mood does Poe create at the beginning of the story, and how is that mood established?
2. How would you characterise Roderick Usher and his life? What does he consider to be the cause of his problems?

**Internet Resources:**

- <https://www.vocabulary.com/lists/244132>
- <https://www.gradesaver.com/the-fall-of-the-house-of-usher/study-guide/summary-the-theses>

### The Open Boat by Stephen Crane

**Vocabulary:****Academic Terms:**

literary realism, naturalism, polysyndetic listing, cosmic irony

**Enhanced Words:**

willy-nilly, invariably, tumultuous, barbarous, oratory, crest, impudent, scrutiny

**Sample Questions:**

1. Do you think Crane is trying to teach or show us something?
2. In what ways does Crane vividly portray the power of the sea?

**Internet Resources:**

- <https://www.vocabulary.com/lists/162872>
- <https://schoolworkhelper.net/stephen-cranes-the-open-boat-summary-analysis/>
- <https://mixedupsaydee.com/2015/12/01/the-open-boat-by-stephen-crane-short-story-analysis/>



Drama - <i>Romeo and Juliet</i> by William Shakespeare	
Play Progression	Learning Objectives
Act I Scene I-V	<ul style="list-style-type: none"><li>Describe what the Shakespearean stage looked like and how it differed from a modern stage.</li><li>Describe the historical background of Elizabethan England (Shakespeare’s England).</li><li>Explain the significance of the prologue.</li><li>Comment on the structure of the prologue; a sonnet.</li><li>Identify ‘vital’ words or phrases from the whole act.</li><li>Summarize the events of Act I.</li><li>Comment on the language and tone of the characters and the significance of the way they speak.</li><li>Explain how the speeches of the play's principal characters develop the audience's understanding of the characters and the central ideas of the play.</li><li>Describe the POV of the principal characters on marriage (like Capulet, Lady Capulet, Juliet and others).</li><li>Define the term foreshadowing.</li><li>Discuss the major and underlying themes.</li></ul>
Act II Scene I-VI	<ul style="list-style-type: none"><li>Define the term soliloquy.</li><li>Describe how a soliloquy is different from speech.</li><li>Define the term aside and discuss its significance.</li><li>Describe how a playwright uses a soliloquy as a powerful dramatic device to get information across to the audience.</li><li>Critically analyze principal characters of the play and the progress they have made so far in the play (character development).</li><li>Sequence events in order.</li><li>Identify plot events that build tension or suspense in Act II.</li></ul>
Act III Scene I-V	<ul style="list-style-type: none"><li>List the literary devices used and describe their effect.</li><li>Identify the major characters and plot points of Act III.</li><li>Analyze how Shakespeare continues to develop timeless themes in the setting of Renaissance Verona.</li><li>Categorize the love interests of the principal characters of the play, which one of them has acted ‘by the book’.</li><li>Describe new characters introduced in Act III.</li><li>Describe the nature of Juliet and Romeo’s interaction in Act III.</li></ul>
Act IV Scene I-V	<ul style="list-style-type: none"><li>Analyze character motives and actions.</li><li>Describe the events of Act IV.</li></ul>

	<ul style="list-style-type: none"><li>• Analyze the importance of the language in Scene II: Juliet, Capulet, and Lady Capulet’s conversation.</li><li>• Analyze the result of Juliet’s lie; should we deceive others for our own good?</li><li>• Identify plot events that build tension or suspense in Act IV.</li></ul>
<b>Act V Scene I-III</b>	<ul style="list-style-type: none"><li>• Summarize the plot of Act V.</li><li>• Describe the miscommunication that leads to the deaths of Romeo and Juliet in the play.</li><li>• Comment on the significance of Romeo’s language in Act V.</li><li>• Compare and contrast the actions and reactions of Romeo and Paris.</li><li>• Comment on the ending of the play.</li><li>• Write an alternative ending of the play.</li><li>• Identify the literary devices/figures of speech and their significance throughout the play.</li><li>• Sequence the timeline of the play.</li><li>• Identify plot events that build tension or suspense throughout the play.</li></ul>
<p><b>Vocabulary for Act I:</b> Academic Terms: prologue, tragic hero, tragedy, antagonist, protagonist, dramatic irony, sonnet, blank verse, iambic pentameter, meter, couplet, pun, paradox</p> <p>Enhanced Vocabulary: adversaries, augment, belligerence, chaste, disposition, grievance, portentous, purge, rapier, transgression, augment, chaste, rapier, transgression</p> <p><b>Sample Questions:</b></p> <ol style="list-style-type: none"><li>1. What is the setting for the play?</li><li>2. What scene of conflict opens the action of the play?</li><li>3. Which character tries to stop the fighting among the servants?</li><li>4. Which character is aggressive and eager to fight?</li><li>5. What warning does the Prince give to anyone who breaks the peace again?</li><li>6. In what state of mind is Romeo when we first see him in the play?</li><li>7. Explain how Romeo finds out about the Capulet ball.</li><li>8. How does Benvolio try to remedy Romeo’s love sickness?</li><li>9. Why does Lady Capulet visit with Juliet? What questions does she ask her?</li><li>10. How do the Nurse and Lady Capulet feel about Paris?</li><li>11. Which character loves to talk?</li><li>12. Who is Queen Mab?</li><li>13. What premonition does Romeo have?</li></ol> <p><b>Vocabulary for Act II:</b> Academic Terms: dialogue, soliloquies, asides, dramatic foil, stage directions, archaic words</p> <p>Enhanced Vocabulary: conjure, cunning, entreat, feign, intercession, invocation, loathsome, predominant, procure, vile</p> <p><b>Sample Questions:</b></p> <ol style="list-style-type: none"><li>1. How did Lord Capulet force the young ladies to dance with him?</li><li>2. Who recognizes Romeo’s voice at the feast and becomes furious because he is allowed to stay?</li><li>3. Instead of returning home, where does Romeo go after the ball?</li></ol>	

4. What is a soliloquy and how is it used in Act II, Scene II?
5. By whose name does Mercutio call for Romeo?
6. How does Romeo learn of Juliet's love for him?
7. What does Romeo say helped him climb over the high walls of the Capulet orchard and find Juliet's window?
8. What do Romeo and Juliet exchange?
9. What do Romeo and Juliet plan to do the next day?
10. To what does Romeo compare Juliet's beauty?
11. Who keeps interrupting the balcony scene?
12. Why does Juliet ask Romeo not to swear by the moon?
13. About what does the Friar caution Romeo?
14. Why does the Friar agree to marry Romeo and Juliet?
15. Who has sent Romeo a challenge for a duel?
16. What excuse is Juliet going to give for going to Friar Laurence's cell?
17. How does the Nurse react when she finally returns and how does she feel about the marriage?
18. The Friar warns Romeo again about something. What is it?
19. How many people know of the marriage?

**Vocabulary for Act III:**

Academic Terms:

dialogue, soliloquies, asides, dramatic foil, stage directions, tragic hero, tragedy, antagonist, protagonist, dramatic irony

Enhanced Vocabulary:

abhor, banishment, calamity, commend, dexterity, discord, eloquence, prevail, reconcile, vengeance

**Sample Questions:**

1. How does Tybalt insult Romeo and try to get him to fight him?
2. Why won't Romeo fight Tybalt?
3. How does Romeo react to the news that he is banished from Verona?
4. Who tells Romeo that the Prince has banished him?
5. What upsets Romeo the most about being banished?
6. What is significant about the lark and the nightingale?
7. What vision does Juliet have as Romeo is leaving?
8. Who comes to visit with Juliet early that morning?
9. What news does Lady Capulet give to Juliet?

**Vocabulary for Act IV:**

Academic Terms:

dialogue, soliloquies, asides, dramatic foil, stage directions, archaic words, sonnet, blank verse, iambic pentameter, meter, couplet, pun, paradox, prologue, tragic hero, tragedy, antagonist, protagonist, dramatic irony

Enhanced Vocabulary:

abate, array, beguile, bier, dirge, distraught, fester, prostrate, shroud

**Sample Questions:**

1. What reason does Paris give the Friar for the hasty marriage?
2. How long will it take for the sleeping potion to take effect?
3. Where will Juliet be put after her family believes that she is dead?
4. Who will be waiting in the tomb when Juliet awakens from the sleeping potion?
5. What change does Lord Capulet make in the wedding plans?
6. If the potion does not work, what does Juliet plan to do?
7. What vision makes Juliet find the strength to go ahead and drink the potion?
8. How will Romeo know about the plans?
9. How do the Capulets know that Paris is approaching?

10. How do the wedding preparations change after they find Juliet?
11. How does the County Paris react to the death of Juliet?
12. How does Act IV come to an end?

**Vocabulary for Act V:**

Academic Terms:  
dialogue, soliloquy, aside, dramatic foil, stage directions, archaic words, sonnet, blank verse, iambic pentameter, meter, couplet, pun, paradox, prologue, tragic hero, tragedy, antagonist, protagonist, dramatic irony

Enhanced Vocabulary:  
apothecary, amorous, conspire, devise, dispose, paramour, sepulcher, tedious, unsavory, woe

**Sample Questions:**

1. What is the purpose of including details about Romeo’s dream?
2. Why does Paris go to Juliet’s grave? What does this say about him?
3. How are Juliet and Romeo’s deaths symmetrical?
4. What theme/idea does this symmetry reinforce?
5. How do the families resolve their feud?
6. Who, in your opinion, is the biggest victim in the tragedy of Romeo and Juliet?

**Internet Resources:**

- <https://ed.ted.com/on/x6x1uQVv>
- <http://www.sparknotes.com/shakespeare/romeoandjuliet/>
- <https://www.shmoop.com/romeoandjulier/>
- <http://study.com/academy/lesson/romeo-juliet-setting.html>

Novel – 1984, by George Orwell	
Story Progression	Learning Objectives
Part One: Chapters (1-8) Part Two: Chapters (9-17) Part Three: Chapters (18-23)	<ul style="list-style-type: none"><li>• Describe what the novel 1984 entails.</li><li>• Distinguish between a dystopia and a utopia.</li><li>• Explain what the term ‘dystopia’ means.</li><li>• Explain some of the commonalities of a dystopian society.</li><li>• Comment on the structure, form, and themes of the novel.</li><li>• Identify the general plot of the novel.</li><li>• Analyse the key events in the chapters.</li><li>• Comment on the development of the traits of different characters.</li><li>• Discuss the historical context in which George Orwell wrote 1984.</li><li>• Evaluate which aspects of Orwell’s vision of the future appear to have been accurate and which have been wrong.</li><li>• Examine how a repressive society controls its citizens and their thoughts through:<ul style="list-style-type: none"><li>➤ isolation</li><li>➤ suppression of emotions</li><li>➤ control of information</li><li>➤ alienation</li></ul></li><li>• Compare Orwell’s view of the class structure in 1984's society and the relationship of that society to events in 1949.</li></ul>

	<ul style="list-style-type: none"><li>• Identify Newspeak words and analyze their significance.</li><li>• Identify and analyze the literary elements in the story.</li></ul>
<p><b>Vocabulary</b></p> <p>Academic Terms: dystopia, double think, The Book, Airstrip One, Hate Week, Ingsoc, Jus Primae Noctis, Miniluv, Minipax, Minitrue, thought crime, thought Police, Two Minutes Hate, vaporized, The Revolution, nationalism, censorship, Orwellian, Panopticism, propaganda, surveillance, Utopia</p> <p>Enhanced Vocabulary: Inscrutable, discountenanced, gamboling, multifarious, venerate, aquiline, stratum, palimpsest, fulminate, anodyne, sinecure, niggling, proletarian, wainscoting, fecundity, spurious, oligarchy, truncheon, forlorn</p> <p>Elements of Literature: antithesis, dystopia, irony, metaphor, oxymoron, parable, paradox, satire, symbolism, verisimilitude</p> <p><b>Sample Questions:</b></p> <ol style="list-style-type: none"><li>1. Compare and contrast Julia and Winston. How does each rebel against the Party, and are these rebellions at all effective?</li><li>2. Trace Winston's path towards destruction. Where do we first see his fatalistic outlook? Is his defeat inevitable?</li><li>3. Discuss the role of technology in Oceania. In what areas is technology highly advanced, and in what areas has its progress stalled? Why?</li><li>4. Discuss the role of Big Brother in Oceania and in Winston's life. What role does Big Brother play in each?</li><li>5. Discuss contradiction in Oceania and the Party's governance, i.e. Ministry of Love, Ministry of Truth, Ministry of Plenty, Ministry of Peace. Why is such contradiction accepted so widely?</li><li>6. Discuss and analyze the role O'Brien plays in Winston's life. Why is he such a revered and respected character, even during Winston's time in the Ministry of Love?</li><li>7. Discuss the symbolic importance of the prole woman singing in the yard behind Mr. Charrington's apartment. What does she represent for Winston, and what does she represent for Julia?</li><li>8. 1984 is a presentation of Orwell's definition of dystopia and was meant as a warning to those of the modern era. What specifically is Orwell warning us against, and how does he achieve this?</li><li>9. Analyze the interactions between Winston and the old man in the pub, Syme, and Mr. Charrington. How do Winston's interactions with these individuals guide him towards his ultimate arrest?</li><li>10. Analyze the Party's level of power over its citizens, specifically through the lens of psychological manipulation. Name the tools the Party uses to maintain this control and discuss their effectiveness.</li><li>11. Outline the social hierarchy of Oceania. How does this hierarchy support the Party and its goals?</li></ol> <p><b>Internet Resources:</b></p> <ul style="list-style-type: none"><li>• <a href="https://quizlet.com/23243066/1984-george-orwell-vocabulary-list-flash-cards/">https://quizlet.com/23243066/1984-george-orwell-vocabulary-list-flash-cards/</a></li><li>• <a href="https://www.vocabulary.com/lists/236361">https://www.vocabulary.com/lists/236361</a></li><li>• <a href="https://www.thoughtco.com/1984-vocabulary-4685440">https://www.thoughtco.com/1984-vocabulary-4685440</a></li><li>• <a href="https://study.flashcardmachine.com/study.php?k=4YC5E3Q3S2U85SM3J66A9HZ3U9R62VR4F27V7W4D9GD7L3Z53N3JU2J74FZ86U4X&amp;current_card=9&amp;side=back&amp;source=pub.pub_details&amp;save_d_id=">https://study.flashcardmachine.com/study.php?k=4YC5E3Q3S2U85SM3J66A9HZ3U9R62VR4F27V7W4D9GD7L3Z53N3JU2J74FZ86U4X&amp;current_card=9&amp;side=back&amp;source=pub.pub_details&amp;save_d_id=</a></li><li>• <a href="https://www.gradesaver.com/1984/study-guide/glossary-of-terms">https://www.gradesaver.com/1984/study-guide/glossary-of-terms</a></li><li>• <a href="http://mentalfloss.com/article/64492/we-novel-inspired-george-orwells-1984">http://mentalfloss.com/article/64492/we-novel-inspired-george-orwells-1984</a></li><li>• <a href="https://literarydevices.net/1984-themes/">https://literarydevices.net/1984-themes/</a></li><li>• <a href="https://www.theguardian.com/books/2009/may/10/1984-george-orwell">https://www.theguardian.com/books/2009/may/10/1984-george-orwell</a></li><li>• <a href="https://literarydevices.net/10-imaginative-similes-in-1984/">https://literarydevices.net/10-imaginative-similes-in-1984/</a></li></ul>	