

Liceo “Jacopone da Todi” – Todi (PG)

A.S. 2020-2021

Programma svolto di Lingua e Cultura Inglese

Classe IV AS

Prof. Agatino Vecchio

- James I and the main events during his kingdom. Charles I and his absolutism (*Amazing Minds*, pp. 61, 126)
- The Puritan Commonwealth, The Restoration and the Glorious Revolution; The Great Fire of London (*Amazing Minds*, pp.126-129).
- Introduction to Thomas Hobbes’s views on monarchy (the *Leviathan* and “The State of Nature as a State of War” – material read, translated and commented in class): Rif. material uploaded on Didattica taken from *Insights*, pp. 99-101).
- John Smith and his role in the colonization of Virginia (1607); extract from *The Generall Historie of Virginia* (1624) – material uploaded on Didattica read, translated and commented in class; the figure of Pocahontas.
- The English wave of migration to the New World: New Plymouth (1620) and the colonization of Massachusetts; John Winthrop and the second wave of Puritans in other areas of Massachusetts): ref. material uploaded on Didattica, included "A Model of Christian Charity"; the Calvinist ethics and its connection with Capitalism – material read, translated and commented in class.
- The system of typology; comparisons between the story of the Old Testament and the Puritan experience; examples of presidential addresses which refer to "A Model of Christian Charity": ref. teacher's notes and material made available. Activities on *Amazing Minds*, pp. 150-151. – material uploaded on Didattica, read, translated and commented in class.
- Intro to some of the USA presidents' speeches (Kennedy and Reagan) which refer to “A Model of Christian Charity” by John Winthrop (material uploaded on Didattica, read, translated and commented in class).
- The birth of the middle class; intro to the novel (ref. *Amazing Minds*, 132-133); Aphra Behn and her novel *Oroonoko*; the characters in novels.
- The birth of journalism: Samuel Pepys and his *Diary* (material uploaded on Didattica taken from *Ways of the World*, pp. 47-49 – read, translated and commented in class).
- Introduction to Daniel Defoe and *Robinson Crusoe*: plot, main themes, characters and symbols (*Amazing Minds*, pp. 152-154).
- “I was born of a good family” (from *Robinson Crusoe*, chapter 1) – material uploaded on Didattica, read, translated and commented in class.
- “Friday”: extract taken from *Robinson Crusoe* read, translated and commented in class. Material taken from *Insights*, pp. 116-118 uploaded on Didattica.
- Introduction to Jonathan Swift and *Gulliver’s Travels*. Structure and meanings of the four voyages made by Gulliver. References to Relativism (ref. teacher's notes and *Amazing Minds*, p.159); material uploaded on Didattica, read, translated and commented in class.
- "The Most Pernicious Race on the Earth" (from *Gulliver’s Travels*, part II): material uploaded on Didattica taken from *Insights*, pp. 123-125 - read, translated and commented in class.
- Introduction to Samuel Richardson: *Pamela* and *Clarissa* and the birth of the epistolary novel. *Pamela* and *Clarissa* compared (plots, themes, and structure); the difference between a novel

of sentiment and a novel of sensibility. Material taken from *Insights*, pp. 136-137, uploaded on Didattica, read, translated and commented in class.

- The reasons that brought to the break of the American Revolution (ref. *Amazing Minds*, pp. 166, 177-178).
- "A new sensibility": pre-romantic trends; a new way to perceive nature and to describe feelings: ref. *Performer*, pp. 160-161(material uploaded on Didattica); "the first sparkle" according to Isaac Newton; the rejection of the idea that man is guided by his intellect and reason; consideration about Leibniz's theory called "theodicy". (teacher's notes and explanations).
- Introduction to the gothic novel; the Graveyard Poetry, the Ossianic writings and other forms of early romantic poetry (ref. *Amazing Minds*, pp. 171-175; – material read, translated and commented in class).
- "The Declaration of Independence" by Thomas Jefferson (1776): *Amazing Minds*, pp. 178-181 – read, translated and commented in class.
- The way to Romanticism: Pre-Romantic Trends as a reflection of social changes in England during the XVIII century; ref. *Amazing Minds*: pp. 168 (The Industrial Revolution).
- Introduction to Jane Austen: her biography and the main themes in her literary production (ref. *Amazing Minds*, pp. 230-233; Jane Austen's world: a system of social rules and convention and the difficulty for people to realise themselves and to make right sentimental choices; the disadvantages to be a woman in Jane Austen's time.
- "Darcy's proposal": introduction to *Pride and Prejudice* (Jane Austen), chapter xxxiv (*Amazing Minds*, pp. 234-236) – material read, translated and commented in class.
- Introduction to the Romantic Movement: The *Lyrical Ballads*; Wordsworth and
- William Wordsworth: life and career; closeness to the Revolutionary ideals; "The Preface" to the *Lyrical Ballads*: a Romantic Manifesto (*Amazing Minds*, pp. 191-192; – material read, translated and commented during class.
- The "Preface" to the *Lyrical Ballad*: the language of the poet; the impact on the Romantic poets of the Industrial Revolution and the effects on society; the Romantic movement and Lake District in Cumbria; the formation of a group of 'Lake Poets'; "Daffodils" (*Amazing Minds*, p. 193-197).
- Comparison between Wordsworth's and Coleridge's way to intend Romanticism in poetry. (ref. *Amazing Minds*, pp. 203, 205).
- "The Rime of the Ancient Mariner" (lines 1-88): text analysis and translation; identified the typical elements of Romantic Poetry; (extract uploaded on Didattica, vv. 1-82 taken from *Insights*, pp. 177-179) – material read, translated and commented in class.
- Intro to Percy Bysshe Shelley and Lord Byron; Mary Shelley. (ref. *Amazing Minds*, pp. 216-217; 240 Intro to the figures of Percy Bysshe Shelley and Mary Godwin (ref. *Performer*, pp. 183, 205).
- The figure of some of the main poets belonging to the second generation of Romantic Poets (revision); Mary Shelley: origins (Mary Wallstonecraft and William Godwin); intro to the novel *Frankenstein*: the context of the creation of the novel (ref. *Amazing Minds*, pp. 240, 248-249 + teacher's notes)
- Mary Shelley: the 1831 introduction to *Frankenstein* (material taken from the Penguin edition of the novel uploaded on Didattica) – material read, translated and commented in class.
- Sources and figures connected to *Frankenstein*: Prometheus and other 'over-reachers' (Dante's Ulysses, Milton's Lucifer, Marlowe's Dr Faustus) – ref. *Genesis*, from 2:15 on; the *Divine Comedy*, canto xxvii of the Inferno); *Paradise Lost* by John Milton; Dr Faustus, by Christopher Marlowe. Captain Walton and the subplot in *Frankenstein*.

- Letter I and II (extracts) from *Frankenstein*: characters and structure of the novel; Coleridge as a source of inspiration for Mary Shelley (revision and quotation in letter II) – material read, translated and commented in class.
- "A spark of being into the lifeless thing" (extract from *Frankenstein*, book I, chapter V (ref. *Amazing Minds*, pp. 243-244) – material read, translated and commented in class.
- The movie *Frankenstein* (1994).

Grammar

Smart Grammar: units 1-10; 22-24; 30-33; 56-58; 60-61 (plus activities included in the units)