

West Brooke Curriculum

British Literature



A manual written for the teenagers of Jehovah's Witnesses

By Jennifer Westbrook

British Literature or English IV for High School.

2 Credits in British Literature for High School- watch most of the films, read most of the suggested titles and write about them (20 reports/literature guides, dictation exercises, etc.) from this manual to earn 2 credits in High School British Literature.

1 Credit in British Literature for High School- choose 10-12 titles to read and write about (10-12 reports/literature guides, dictation exercises, etc.) from this manual to earn 1 credit in High School British Literature.

1 Credit in English for High School- Choose 6-8 titles to read and write about (6-8 reports/lit guides, dictation exercises, etc.) plus *Wordly Wise 3000* at current grade level and *Easy Grammar Ultimate* at current grade level to earn 1 credit in English for High School.

1 Credit in English for High School- choose 6 titles to read and write about (6 reports/lit guides, dictation exercises, etc.) from this manual combined with preparation for all of the meetings: the Watchtower Lesson, The Bible Study lesson, The Theocratic Ministry School lessons (and TMS assignments), keeping up with reading the current magazines, the current yearbook, as well as Service meeting parts will earn 1 credit in High School English.

This class would generally be taken in 11th or 12th grade.

Grade all reports, discussions, TMS speeches, essays; average for your final GPA.

Painting on front cover by JMW Turner 1815

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This guide has 53 pages and 73 lessons. The student is introduced to over 30 authors/poets. Assignments include an essay, book reports or literature guides, reading of literature, reading of poetry, dictation exercises. This guide introduces literature in Chronological order in nine Eras of time from the Origin of the English Language to the Post Modern Era. Enjoy this vibrant array of literature that all students should have a basic knowledge about.

Chapter 1 Origin of Language

Lesson 1

To begin our study of British Literature we will find out where the English language came from in the first place. You remember the story of the Tower of Babel where Jehovah confused the languages and thus man spread out over the earth grouping together with those who spoke the same tongue. This would be the first instance of variations of tongue.

Is it a coincidence that many religions and cultures have similar beliefs about the origin of life, and the flood (told as legend in some religions)? The similarity comes from the fact that Ancient Babylon at one time was a world power and the center of false religion. As the human race dispersed from Babylon it makes sense that they carried with them legends and stories that were similar to others from the same region. Please see the chart of this on page 39 of *Mankind's Search for God*. You can draw a simple diagram of this in your notebook.

What about English? What are its roots?

“The English language begins with the Anglo-Saxons. The Romans, who had controlled England for centuries, had withdrawn their troops and most of their colonists by the early 400s. Attacks from the Irish, the Picts from Scotland, the native Britons, and Anglo-Saxons from across the North Sea, plus the deteriorating situation in the rest of the Empire, made the retreat a strategic necessity. As the Romans withdrew, the Britons re-established themselves in the western parts of England, and the Anglo-Saxons invaded and began to settle the eastern parts in the middle 400s. The Britons are the ancestors of the modern day Welsh, as well as the people of Brittany across the English Channel. The Anglo-Saxons apparently displaced or absorbed the original Romanized Britons, and created the five kingdoms of Northumbria, Mercia, Kent, East Anglia, Essex, Sussex, and Wessex. Notice that the last three are actually contractions of East Saxon, South Saxon, and West Saxon, and that the Welsh still refer to the English as Saxons (Saesneg).

The language we now call English is actually a blend of many languages. Even the original Anglo-Saxon was already a blend of the dialects of west Germanic tribes living along the North Sea coast: The Saxons in Germany and eastern Holland, the Jutes, possibly from northern Denmark (the area now called Jutland), and the Angles, probably living along the coast and on islands between Denmark and Holland. It is also likely that the invaders included Frisians from northern Holland and northern Franks from southern Holland (whose relatives gave their name to France). The dialects were close enough for each to understand the other.

Later, in the 800s, the Northmen (Vikings) came to England, mostly from Denmark, and settled in with the Anglo-Saxons from Yorkshire to Norfolk, an area that became known as the Danelaw. Others from Norway ruled over the people in the northwest, from Strathclyde to the north of Wales. The Norse language they spoke resembled Anglo-Saxon in many ways, but was different enough for two things to happen: One, there were many Old Norse words that entered into English, including even such basic ones as they and them; And two, the complex conjugations and declensions began to wither away as people disagreed about which to use!

Last, William the Conqueror and his Norman supporters invaded England in 1066. Although, as their name suggests, they were the descendents of the same Northmen that had invaded England earlier, they had been settled long enough in Normandy in the north of France to adopt a dialect of French. They brought this Norman French with them to England and kept it as the language of their newly imposed aristocracy. In the day-to-day need to communicate, the common language became English, but with a large number of French words, and still more withering of grammatical complexities.

English since then has been absorbing vocabulary from a huge number of sources. French, the language of diplomacy for Europe for centuries, Latin, the language of the church, and Greek, the language of philosophy and science, contributed many words, especially the more "educated" ones. Other European languages have left culturally specific words. The American Indian languages, Australian Aborigine languages, and the languages of Africa and India gave us many hundreds of words, especially for the innumerable species of plants and animals of the world. On top of all this, there is the steady creation of new words and new uses for old words by the many subcultures of the English speaking world."

George Boeree

Study these two charts: (see full version for charts and further assignment)

SAMPLE

Chapter 7 Victorian Era 1832-1901

The Victorian era of British history was the period of Queen Victoria's reign from 1837 until her death in 1901. It was a long period of peace, prosperity, refined sensibilities and national self-confidence for Britain.

The middle of the 19th century saw The Great Exhibition of 1851, the first World's Fair, which showcased the greatest innovations of the century. At its centre was the Crystal Palace, a modular glass and iron structure – the first of its kind.

Industrialization brought about a middle class that focused on family life and privacy. For more information on this Era: <http://masterworksbritlit.wordpress.com/2010/04/11/the-victorian-era/>

Lesson 54 The Bronte Sisters 1800's Yorkshire, England

Charlotte Bronte wrote *Jane Eyre* (1846)

Emily Bronte wrote *Wuthering Heights* (1847)

Anne Bronte wrote *The Tenant of Wildfeld Hall* (1848) and *Agnes Gray* (1847)

They all wrote poetry as well.

You may enjoy watching a film depicting one of these novels. *Jane Eyre* is also a popular novel to read in High School, you may choose to read this book. For more information on this family:

<http://www.brontefamily.org/>

Literature guides: <http://www.webenglishteacher.com/cbronte.html>

<http://www.glencoe.com/sec/literature/litlibrary/wuthering.html>

<http://www.glencoe.com/sec/literature/litlibrary/janeeyre.html>

Have these quotes dictated to you:

Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education; they grow firm there, firm as weeds among stones.

-Charlotte Bronte

Life appears to me too short to be spent in nursing animosity, or registering wrongs.

-Charlotte Bronte

A ruffled mind makes a restless pillow.

-Charlotte Bronte

Lesson 55 Dictation from *Jane Eyre*

Parent: Dictate passage to student as they write. Read entire passage and then go back and read a sentence at a time. Grade for spelling, grammar, and punctuation.

(see full version for passage)

Lesson 56 A. E. Housman

When I was One-and-Twenty

When I was one-and-twenty
I heard a wise man say,
'Give crowns and pounds and guineas
But not your heart away;
Give pearls away and rubies
But keep your fancy free.'
But I was one-and-twenty,
No use to talk to me.

When I was one-and-twenty
I heard him say again,
'The heart out of the bosom
Was never given in vain;
'Tis paid with sighs a plenty
And sold for endless rue.'
And I am two-and-twenty,
And oh, 'tis true, 'tis true.

Crowns, pounds, and guineas are forms of money
Rue- sorrow regret

Copy the poem into your notebook and answer these questions: Why didn't the young man listen to the wise man? What did the wise man mean?

