1. COURSE NAME and UNIT NAME

IB A1 ENGLISH HL / SL: links to TOK: Science Golden ratio and Euclidean fractures

DETAILED STUDY: FOUR LITERARY WORKS STUDY FOCUSING ON THE METAPHYSICAL ELEMENTS

FOUND IN ELIZABEATHAN ENGLISH CHRISTIAN CULTURE.

\*KING LEAR - SHAKESPEARE

\* MUCH ADO ABOUT NOTING - SHAKESPEARE

\*METAPHYSICAL POETRY: DONNE; FROST ATWOOD

\*EMMA – AUSTEN.

1. Teacher(s)

MCALLISTER

1. Specific Atlas unit category(ies) where BWI is clear (e.g., Understandings, Essential Questions, Knowledge & Skills, Assessments, Student Work attached, etc.)

ESSENTIAL QUESTIONS:

**Guiding Questions:**

* How does Shakespeare apply to my life?
* How does the Metaphysical element in Shakespeare's works affect our **Christian perspective?**

**Overarching Questions:**

* Shakespeare uses sibling rivalry to elucidate the theme of "In - gratitude" in King Lear, is this theme valid in our **Christian** school?

**Topical Questions:**

* What literary and dramatic devices does Shakespeare use to enhance his writing technique?
* What makes Shakespearian England, Shakespearian culture and Shakespearian plays so unique?
* What techniques are used to analyze Shakespearian plays effectively?

UNIT UNDERSTANDINGS:

**The focus of this unit is understanding and identifying the role of the Metaphysical and the supernatural world as depicted by celebrated Christian authors; poets and playwrights**

 1. The students will be introduced to Shakespearian language thereby developing an understanding of and learn to value Shakespearian language, cultural mores and elements specific to Shakespearian dramatic plays.

2. The elements of drama/plays will be explored by means of analysis, role play and script reading.

3. The literary devices employed by Shakespeare will be investigated by the students and assessed by means of an analytical essay.

4. The themes of "in - gratitude" and "appearance vs. reality" will be delved into by the students who will attribute meaning to Shakespearian language and literary devices found in the work.

4. Shakespeare uses themes of "love" to govern this comedy; enabling the students to relate ***Much ado about nothing*** to life.

5. Students will make connections to and identify with the applicability of Shakespeare's work in our Christian and modern society.

KNOWLEDGE SKILLS:

The students will know and be able to use:

* analysis: Use SIFTSEI; TPCASST.
* UNIT WORKS WORKSHEET: Summary sheet.
* Themes: King Lear
* Motif: King Lear
* background detailed study of the author.
* Oral commentary skills
* written analysis of detailed study.

The students will know and be able to use:

* analysis: Use SIFTSEI; TPCASST.
* UNIT WORKS WORKSHEET: Summary sheet.
* Themes: ***Much ado about nothing***
* Motif: ***Much ado about nothing***
* background detailed study of the author.
* Oral commentary skills
* written analysis of detailed study.
* Students will read through the play and watch the play on DVD. Students will make closed notes while we read the work.
* Literary devices that students will be concentrating on are: Theme and it's use; Motif and how to identify it; Character analysis; foils; protagonist's role; antagonist's role; significance of major and minor character roles; plot analysis; use of language; imagery of: sight, smell, taste, hearing, touch;  Hyperbole; Personification; Metaphor; Simile; Allusion; Analogy; Alliteration; Imagery; Rhythm; Rhyme; Rhyme scheme; Connotation; Denotation; Symbol; Onomatopoeia; Paradox; Oxymoron; Epithet; End rhyme; Internal rhyme; Consonance; Macrocosm VS Microcosm; Assonance; Apostrophe; Dramatic irony; Verbal irony; Cosmic and Situational irony.
* **Students will look at the Metaphysical aspects of Shakespeare and discuss the supernatural imagery in his work in relation to our Christian world view.**
1. If possible, your opinion about the impact on the students' thinking due to the fact that as a teacher you chose to integrate the Biblical perspective in your unit design

IMPACT:

Four oral commentaries recordings posted on the s drive – hs – eng dept – iba1eng – recordings 2009 2010

Brittney Miller

Rachel Hale

Danika Fonseca

Inhye Lee

1. COURSE NAME and UNIT NAME

IB A1 ENGLISH HL / SL: links to TOK: Science Golden ratio and Euclidean fractions and Bible

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FOUND IN ELIZABEATHAN ENGLISH CHRISTIAN CULTURE.

\*METAPHYSICAL POETRY: DONNE; FROST ATWOOD

\*EMMA – AUSTEN.

2. Teacher(s)

MCALLISTER

3. Specific Atlas unit category(ies) where BWI is clear (e.g., Understandings, Essential Questions, Knowledge & Skills, Assessments, Student Work attached, etc.)

ESSENTIAL QUESTIONS:

**Guiding Questions:**

* How do the poets and poetess we study, desire to communicate with God and man?

**Overarching Questions:**

* How do we analyze poetry?
* What strategies can I employ to really understand a poem?

**Topical Questions:**

* What is Meta - physical poetry?
* How do I identify Meta - physical poetry?
* What universal themes can I identify in these poems?
* How does the poets /tess' personal life influence their work?
* How do poetic devices enhance a poem?

  UNIT UNDERSTANDINGS:

**The focus of this unit is understanding and identifying the role of the Metaphysical and the supernatural world as depicted by celebrated Christian authors; poets and playwrights**

The students will understand that

* in order to successfully analyze a poem; a method of anaylsis must be employed.
* the life of the poet/ess impacts their poetry.
* poetry is a form of expression and communication with God and humanity.
* Themes in poetry are universal.
* poetic devices enhance the literary value of the poem and it's message.

KNOWLEDGE / SKILLS:

The students will be able to analyze all 18 HL / 12 SL poems from the prescribed teacher's anthology, using a combination of the SIFTSEI and TPCASSTT Method of poetry analysis.

The students will be able to identify the necessary poetic devices found in the power point and worksheet with 100 % accuracy.

The students will research the lives of Donne (HL only); Frost and Atwood in order to understand the impact personal lives have on a poem as well as the impact a Biblical World View has on a poet.

4. If possible, your opinion about the impact on the students' thinking due to the fact that as a teacher you chose to integrate the Biblical perspective in your unit design

IMPACT: Example

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 **The Silken Tent**  |

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|   | She is as in a field a silken tentAt midday when the sunny summer breezeHas dried the dew and all its ropes relent,So that in guys it gently sways at ease,And its supporting central cedar pole,That is its pinnacle to heavenwardAnd signifies the sureness of the soul,Seems to owe naught to any single cord,But strictly held by none, is loosely boundBy countless silken ties of love and thoughtTo every thing on earth the compass round,And only by one's going slightly tautIn the capriciousness of summer airIs of the slightlest bondage made aware. Robert Frost |

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**STUDENT SUMMATIVE COMMENTARY: EUGENE BOCK**

“The Silken Tent” Written by Robert Frost in 1942 is a poem that portrays an image of a tent in a field. Interpreting this poem beyond its literal meaning allows the reader to comprehend Frost’s indication of his wife’s relationship with God. Frost does so by accomplishing three tasks: vividly building up the setting by using literary devices such as simile, alliteration, and rhyme scheme; making use of temporal imagery and the structure of a tent to further describe the setting; lastly, using the tent as an effective symbol to allude to microcosm.

Frost begins the poem with a simile in line 1; “she is as in a field a silken tent. “ Here Frost compares the persona to a tent in a field. Frost explicitly indicates the comparison in the first line because the tent in a field eventually embodies his wife’s relationship with God in microcosm, which I will discuss further later.

Another literary device Frost uses is alliteration. Examples abound throughout the poem, including lines 3, 4, 5, and 7. In line 3, Frost writes, “has dried the dew and its ropes relent”; in line 4, “So that in guys it gently sways at ease”; in line 5, “And its supporting central cedar pole”; and in line 7” And signifies the sureness of the soul.” Besides making it more interesting to read, alliteration has the power of making the words connect better. By writing Ropes Relent, Central Cedar pole, Signifies Sureness of the Soul, Frost succeeded in emphasizing the meaning of each word connect this to the next paragraph…Besides simile and alliteration, Frost writes the poem in rhyme couplet where the last words of every other line rhyme. abab/cdcd/efef/gg. This definitely adds to the harmony, connectedness, and completeness of the poem.

Following the comparison, the poet further builds up the setting by making use of temporal imagery and the structure of a tent. Examples of Temporal Imagery are in line 2 and 13, as Frost writes, “At midday when the sunny summer breeze” and “In the capriciousness of summer air.” The poet deliberately chose summer, not winter, in order to suggest bright, sunny, windy, and hopeful atmosphere. If the poet had used winter, the image of the tent gently swaying at ease would not be as peaceful as it is. It would feel more like the persona is going through adversities in her life, trying to sustain what..despite harsh environments around her. Therefore, by using summer, Frost is able to develop a warm and serene mood.

Like the temporal imagery, the structure of a tent depicted in lines 4 and 5 serves a purpose of portraying the scene. In line 4, Frost writes “so that in guys it gently sways at ease.” Along with the temporal imagery, this line shows the tent’s vulnerability and flexibility as it “gently sways at ease.” What is intriguing and significant about the structure of this particular tent is, though, that it has a supporting central cedar pole despite its vulnerability. In line 5 and 6, Frost writes, “And its supporting **c**entral **c**edar pole, That is its pinnacle to heavenward.” This is when Frost first introduces the concept of God in the poem. The image of the central cedar pole pointing heavenward alludes to the fact that her relationship with God is upright.

In fact, studying the structure and role of a tent in this particular poem makes the reader realize that the tent is used as a symbol to suggest the idea of the relationship with God. Symbols are used throughout the poem, especially in lines 6, 7, 8, 11, and 12. Line six reads “Its pinnacle to heavenward 6,” and by the fact that the central support of a tent is directed heavenward, the reader feels that the persona’s life must as well be directed towards God. Then, in the following line, which says “Furthermore, Signifies the sureness of the soul,” Frost uses words like sureness, and the soul explicitly reiterate the persona’s belief and reliance on God.

Expanding on the structure of the tent, by mentioning the cord, the poet touches on the significance of a harmonious community. In line 8 Frost writes that the soul “seems to owe naught to any single cord,” and this line symbolizes the fact Individuals aren’t important because any single cord can be broken; It’s about community; it’s about the “silken ties of love and thought” as written in line 10 that allows harmony and success. Frost accentuates this point by using the compass as the symbol to indicate the importance of having a sense of direction in life. Here compass is a symbol that indicates the reliable source that tells the right direction of life just as the compass would clarify the direction on a voyage. In line 11, Frost writes that the soul is bound to “every thing on earth the compass round” and this is the line that explains the fact that God’s love and grace spreads within oneself and out to everybody.

 This love, though, requires an initiative action, just as God requires that we put faith in Him before we may be accepted. This concept is well demonstrated in the last three lines of the poem. “By one’s going slightly taut” in line 12 indicates to the reader, knowing that the “ropes relent” and that it “gently sways at ease” from the first part of the poem, that pulling one tightly accentuates the sense of direction in one’s life. Then, “Slightest bondage made aware” in the following line tells that the poet finishes off the poem by clearly mentioning the bondage, the link, the relationship with God. Even though the bondage might be the “slightest,” the reader is aware that that is the most fundamental and significant bondage, because John 4: 16 says “No one comes to the father except through me.”

Indeed, the poem was written in order to stress the importance of having the relationship with God, and a book called Mere Christianity has a compelling connection with this concept. Mere Christianity written by C.S. Lewis is a book that attempts to logically prove the existence of the Christian God with the minimum use of Biblical quotes and emotional explanations, The last paragraph of Chapter 5, The Practical Conclusion, states this:

… He is going to land in force; we do not know when. … He wants to give us the chance of joining His side freely. … When that happens, it is the end of the world. … For this time it will be God without disguise; something so overwhelming that it will strike either irresistible love or irresistible horror into every creature. It will be too late then to choose your side. … it will be the time when we discover which side we really have chosen, whether we realized it before or not. Now, to-day, this moment, is our chance to choose the right side. God is holding back to give us that chance. It will not last forever. We must take it or leave it.

This clearly explains what Frost must have meant when he wrote “but strictly held by none, is loosely bound by countless silken ties of love and thought” in lines 9 and 10. We have the freedom to choose the right side, and that is why the tent is not strictly held by anybody, but the central cedar pole that indicates the direction is firmly established. Frost motivates us to find a tent. Frost stimulates us to find a shelter. Frost encourages us a silken tent. Only if the tent is silken and with a secure support will it be a truly dependable shelter.

1. COURSE NAME and UNIT NAME

IB A1 ENGLISH HL / SL: links to TOK: social sciences class conscientiousness

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FOUND IN ELIZABEATHAN ENGLISH CHRISTIAN CULTURE.

\*EMMA – AUSTEN.

2. Teacher(s)

MCALLISTER

3. Specific Atlas unit category(ies) where BWI is clear (e.g., Understandings, Essential Questions, Knowledge & Skills, Assessments, Student Work attached, etc.)

ESSENTIAL QUESTIONS:

**Guiding Questions:**

* How does Pre-Victorian Romanticism apply to my life?
* What universal Biblical truths govern the societal norms of the day?

**Overarching Questions:**

**How does Austen portray her heroine as an Antagonist and a Protagonist?**

* **Topical Questions:**
* What literary devices does Austen use to enhance her writing technique?
* What makes pre-victorian (the Georgian era) England, culture and authors so unique?
* What techniques are used to analyze Austen's works effectively?

  UNIT UNDERSTANDINGS:

**The focus of this unit is understanding and identifying the role of the Metaphysical and the supernatural world as depicted by celebrated Christian authors; poets and playwrights**

1. The students will be introduced to Pre-Victorian language thereby developing an understanding of and learn to value the English language, cultural mores and elements specific to this romantic era.

2. The elements of novel will be explored by means of analysis, Graphic organizers and discussions.

3. The literary devices employed by AUSTEN will be investigated by the students and assessed by means of an Oral Commentary.

4. The themes of "Marriage" and "Societal Mores" will be delved into by the students who will attribute meaning to the Pre-Victorian Romantic language and literary devices found in the work.

5. Students will make connections to and identify with the applicability of Austen's work in our modern and Christian society.

KNOWLEDGE / SKILLS:

The students will know and be able to use:

* analysis: Use SIFTSEI.
* UNIT WORKS WORKSHEET: Summary sheet.
* Themes: EMMA
* Motif: EMMA
* background detailed study of the authoress.
* Oral commentary skills
* Oral analysis of detailed study.

4. If possible, your opinion about the impact on the students' thinking due to the fact that as a teacher you chose to integrate the Biblical perspective in your unit design

IMPACT:

Rich Biblical World View discussion in class about Marriage and Class Distinction.

1. COURSE NAME and UNIT NAME

IB A1 ENGLISH HL / SL: links to TOK: social sciences :class conscientiousness

DRAMA UNIT: FOUR LITERARY WORKS STUDY FOCUSING ON THE VALUE OF WOMEN AND SOCIETAL SUPERFICIALITY VS OUR BIBLICAL WORLD VIEW.

\*PYGMALION – SHAW

\*DOLL’S HOUSE – IBSEN

\*DEATH OF A SALESMAN – MILLER

\*A WOMAN IN MIND - AYCKBOURN.

2. Teacher(s)

MCALLISTER

3. Specific Atlas unit category(ies) where BWI is clear (e.g., Understandings, Essential Questions, Knowledge & Skills, Assessments, Student Work attached, etc.)

ESSENTIAL QUESTIONS:

**Guiding Questions:**

* How do God's values and earthly values differ?
* How does Society portray the role and value of women? Is the Christian perspective of women different from society?

**Overarching Questions:**

* In what way do you/ we contribute to Society's superficial values?

**Topical Questions:**

* What is symbolism and how does it impact a drama?
* How does setting enhance a play?
* How and why does character development affect a play's effectiveness?

  UNIT UNDERSTANDINGS:

Students will understand the value of Ibsen's / Shaw / Ayckbourn / Miller work.

Students will understand the superficial value society places on women and the roles women have to play in order to be valued

Students will compare the changes in women's status over the last century.

Students will understand literature's role in aiding these changes.

Students will discuss the value of women and men from a Godly Biblical world view and societal double standards.

KNOWLEDGE / SKILLS:

Students will learn to see the flaws in society through the use of multiple perspective lenses - explored in various societies through analysis**. The value of the individual through a Godly perspective will be explored.** Students will write essays on the significance of this play's themes in their own lives and environment.  Written commentaries and comparative approach to analysis will be explored.

4. If possible, your opinion about the impact on the students' thinking due to the fact that as a teacher you chose to integrate the Biblical perspective in your unit design

IMPACT:

Examples to be included at the end of this unit.