

Learning Language Arts Through Literature



3rd
Edition

The Gold Book

British Literature

NOVELS

Emma
A Tale of Two Cities
The Time Machine
Frankenstein
Animal Farm

POETRY

Romantic Poets

Wordsworth
Coleridge
Shelley
Keats

Victorian Poets

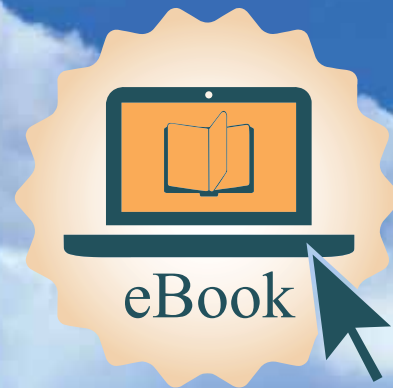
Tennyson
Browning
Arnold

Modern Poets

Eliot
Owen

ESSAYS

Compare and Contrast
Poetry Interpretation



The *Learning Language Arts Through Literature* series:

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Introduction



The Gold Book - British Literature is written in a style that provides instructions and directions for the student and teacher in an easy-to-use format. Thought provoking questions and answers guide the student and teacher into learning experiences filled with opportunities for critical thinking and analysis. We highly value the teacher's opportunity to help shape and develop the student's understanding and beliefs, so we encourage discussion on issues raised in literature. The poems and novels examined in this manual have been selected to demonstrate literary principles. The authors of these selections are considered among the best and most influential of British authors. Please note that these authors and their works are secular. While their works are not religious in nature the topics they cover raise questions that can and should be answered out of the context of faith.

We suggest that the teacher read over the literature and the questions to determine if any content or questions may be of concern. In order to enjoy each author to the fullest, you may consider having access to other works from the Internet or a poetry book.

This course is presented in 36 weekly lessons.. For your convenience, each lesson is organized into five days, numbered 1 to 5. You may, however, elect to move at your own pace.

Learning Language Arts Through Literature, The Gold Book - British Literature, is written as a college preparation course that may be used at any high school level. We are pleased to present this excellent manual for teacher and student.

How to Use This Book



The Gold Book - British Literature is designed to be used by the student and the teacher.

Each lesson consists of a five-day week complete with assignments and questions. Answers and other helps are located in the Teacher Section in the back of the book for easy reference. Many of the questions are designed to be interactive and may be answered orally or as a written assignment. We encourage you to vary requirements for oral or written answers depending on what will best assist the student in learning. Be sure to spend some time discussing the answers. We also suggest adjusting reading assignments to meet the student's needs. If the student requires more time to read a novel the lessons may be adjusted accordingly.

We suggest the student keep a notebook divided into four sections:

- 1) Section One: record any written answers to questions
- 2) Section Two: journal writing (Lessons 4-5)
- 3) Section Three: poetry writing
- 4) Section Four: writing assignments and book reviews (If the student uses the computer this section may be used for brainstorming, outlines, rough drafts, etc.)

When a literary term is introduced it will be highlighted in bold print followed by its definition. The list of literary terms is provided at the back of this manual.

In conclusion we hope this language arts course will encourage the high school student's ability to read and understand literature as well as develop the ability for verbal and written expression. It is also our desire that the student be able to interpret and assess literary meaning in terms of content and philosophy and be able to clearly state a position in response.

To complete the assignments in this manual the student will need the following books:

Austen, Jane. *Emma*. New York, New York: Bantam Books, 1981.

Common Sense Press, Inc. *A British Poetry Anthology*. 2012.

Dickens, Charles. *A Tale of Two Cities*. New York, New York: Penguin Group, 1985.

Orwell, George. *Animal Farm*. (any unabridged publication)

Shelley, Mary. *Frankenstein, or, The Modern Prometheus*. New York, New York: Bantam Books, 1991.

Wells, H.G. *The Time Machine*. (any unabridged publication)

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A Tale of Two Cities

Lessons 24-29 Novel Study - *A Tale of Two Cities* by Charles Dickens
Published by The Penguin Group

1. a. Link to the Author: Charles Dickens

Charles Dickens was born on February 7, 1812, in Portsmouth, England. His early years were full of happy times, but when his father was imprisoned for debt, Charles was sent to work. These were tremendously difficult years for young Charles, and it was from these experiences that he penned many of his novels. With the onset of the Industrial Revolution, Charles wrote about childhood poverty, the lower class, and social injustices.

Dickens is one of the most gifted writers of all time. Many of his novels have been made into movies, such as *Oliver Twist*, *Great Expectations*, and the perennial favorite *A Christmas Carol*. Characters from his novels, such as Scrooge, Oliver Twist, and Madame Defarge, have become household names.

A Tale of Two Cities was written toward the end of Dickens' career, and it shows many of his great skills in story telling. However, critics do not rate it among his masterpieces, perhaps because it is a little too brief to allow for Dickens' gifts for character and plot development. Nevertheless, *A Tale of Two Cities* is among the most popular novels ever written and serves as a good introduction to Dickens, as well as a good representative work of the Victorian period.

When Dickens died in 1870, he had written fifteen novels and several short stories. His tombstone in Westminster Abbey reads, "He was a sympathizer to the poor, the suffering, and the oppressed; and by his death, one of England's greatest writers is lost to the world."

b. Major characters in *A Tale of Two Cities*:

Jarvis Lorry: an agent of Tellson's Bank who befriends the Manettes

Madame and Ernest Defarge: wine shop owners in Paris, active forces behind the French Revolution

Charles Darnay: a Frenchman whose real identity is the nephew of Marquis St. Evrémonde who is exiled to England,

Sydney Carton: a misspent lawyer who is in love with Lucie and saves Charles

Dr. Manette: a physician who has spent eighteen years imprisoned in the Bastille;
Lucie's father

Lucie Manette, later Darnay: a pretty young woman with a compassionate nature; the daughter of Dr. Manette

Marquis St. Evrémonde: a cold-hearted aristocrat; Charles Darnay's uncle

- c. Since *A Tale of Two Cities* weaves its story into the French Revolution, it is helpful to know something about the history behind the novel. To acquaint yourself with the background of the novel, as a first day's assignment, find a summary account of the French Revolution in a world history book, an encyclopedia, or on the Internet.
2. Read the introduction to *A Tale of Two Cities*.
3.
 - a. Read Chapters 1-3 of Book I.
 - b. In Chapter 1 what impact did the King and Queen of England and France have on the civil atrocities of the year 1775?
 - c. What is the divine right of kings?
 - d. What is the prevailing attitude of the people toward one another in Chapter 2?
 - e. Where is the coach headed?
 - f. Where does Mr. Lorry work?
 - g. What conflict has been introduced, if any?
4.
 - a. Read Chapter 4 of Book I.
 - b. What is Jarvis Lorry's occupation?
 - c. What is Lorry's connection with Paris?
 - d. There are several things that connect Lorry with Lucie Manette. What are they?
 - e. How does Lorry's dream in Chapter 3 foreshadow the news that Dr. Manette is alive?
 - f. Notice Dickens' description of the setting. What is the dominant mood he sets?
5.
 - a. Read Chapter 5 of Book I.
 - b. Besides the foreshadowing of the blood bath to come, what does the people's response to the spilled wine show us?
 - c. Mr. Defarge demonstrates some admirable traits, but what is his underlying response to Dr. Manette's long imprisonment and present condition?

- d. The implicit conflict in the story is alluded to in Chapter 5, Book I, and represented by Dr. Manette's imprisonment. What is the conflict that will become evident in Book II?
- e. What could be the significance of Defarge's little league of Jacques?

1. a. Read Chapters 1-2 of Book II of *A Tale of Two Cities*. Be sure to read the footnotes, which are very helpful.
 - b. How does Dickens compare Tellson's Bank to England?
 - c. How does Jerry Cruncher's attitude toward his wife represent Tellson's Bank?
 - d. How does the list of Tellson's condemned criminals reflect the condition of England?
 - e. What evidence do we have from Chapter 2 that the charges against Darnay might be false?
 - f. What is the general reaction of the people toward Darnay?
 - g. Is there a conflict of any real substance yet?
2. a. Read Chapter 3 of Book II.
 - b. Darnay's acquittal hinges on what important bit of evidence?
 - c. How are Darnay and Carton unlike each other?
 - d. What is the similarity between Darnay and Dr. Manette?
3. a. Read Chapters 4-5 of Book II.
 - b. What is Carton's attitude toward Lucie?
 - c. Does Carton like Darnay?
 - d. Does Carton like himself? His life?
 - e. We find that Stryver and Carton are old friends. Is their business relationship mutually beneficial?
 - f. Why is Stryver called the lion and Carton called the jackal?
 - g. Why does Carton insist that he doesn't think Lucie is much to look at?
4. a. Read Chapter 6 of Book II.
 - b. What is the conflict between Carton and Darnay?

- c. What is the conflict between Darnay and Miss Pross?
 - d. How do Mr. Lorry and Dr. Manette complement each other as a composite father for Lucie?
 - e. What are the constant references to the multitude of footsteps bearing down on the apartments meant to suggest?
5. a. Read Chapters 7-8 of Book II.
- b. Why are the excesses of the Monseigneur and the Farmer-General so abominable at this time in France's history?
 - c. Dickens goes to great length describing the attitudes of the people toward the Monseigneur. What does this show us about the Monseigneur?
 - d. Defarge summarizes one of the points of Dickens' episode in which a child is killed. What is the point?
 - e. What is another main point?
 - f. Chapter 8 continues the displays of cruel indifference by the Marquis. Dickens foreshadows that this man will pay for his crimes. How does he show this?

1. a. Read Chapter 9 of Book II of *A Tale of Two Cities*.
 - b. We find that the nephew of the Marquis is Charles Darnay. What is the major difference of opinion between Darnay and his uncle?
 - c. Who killed the Marquis?
 - d. How does this chapter show us Dickens' opinion as to how the French Revolution came about?
2. a. Read Chapters 10-13 of Book II.
 - b. Dr. Manette has a relapse of his prison mentality after Darnay asks for his daughter's hand. A clue to this is given in Chapter 10 when the Marquis asks about a doctor and his daughter. What could the connection be?
 - c. What is Stryver's motivation for being married?
 - d. Does Carton have anything to offer Lucie that would be desirable in a marriage?
 - e. Besides saying that he would give his life for her—a statement we really don't believe at this point—Carton displays a noble self-sacrifice in his dialogue with Lucie. What is it?
 - f. Do the chapters involving Lucie's suitors heighten or decrease the conflicts involving the people who love her?
3. a. Read Chapter 14 of Book II.
 - b. Based on this chapter and previous chapters, what is Dickens' representation of mob behavior?
 - c. Where does Jerry Cruncher fit in with the mob in Chapter 14?
 - d. How is the resurrection theme treated in this chapter?
4. a. Read Chapters 15-16 of Book II.
 - b. What is Defarge's main purpose for questioning the road mender with the three Jacques present?
 - c. Who keeps the list of people to be executed?

- d. Who is added to the list after the road mender is questioned?
 - e. Why does Barsad reveal Charles Darnay's identity?
 - f. What is Madame Defarge's reaction regarding the information about Darnay?
5. a. Read Chapters 17-19 of Book II.
- b. Lucie, Miss Pross, and Mr. Lorry all demonstrate a major theme in our story. What common characteristic do they show in these chapters?
 - c. Does Darnay's marriage to Lucie create any new conflicts?
 - d. Why does Dickens refer to the burning shoemaker's bench as the "burning of the body," and why are the tools, etc., buried as if "in a horrible crime"?

1. a. Read Chapters 20-21 of Book II of *A Tale of Two Cities*.
 - b. Do we believe that Carton is serious about wanting to be friends with Darnay? Why or why not?
 - c. In addition to the sense of triumph for the oppressed as they storm the Bastille, how does Dickens regard this event?
 - d. How does the overwhelming of the Bastille increase the threat to Darnay?
2. a. Read Chapters 22-24 of Book II.
 - b. What do you think the revolutionaries should have done differently to the Marquis' chateau?
 - c. Among Darnay's reasons for going to Paris is his belief that he can help soften the fury of the revolution. Why do we know for certain this can't possibly happen?
 - d. Would Gabelle have been pardoned if Darnay had stayed in France to manage the estate?
 - e. The theme of death and resurrection now involves some members of the aristocracy escaping from death rather than the reverse. What other theme has taken a similar reversal?
3. a. Read Chapters 1-2 of Book III.
 - b. In reference to Darnay's question about the decree, the postmaster replies, "There may be, or there will be. It is all the same." What does he mean by this?
 - c. In chapter one, Dickens describes the prisoners as ghosts of elegance, wit, etc. What does this signify?
 - d. Dr. Manette has had some influence on the revolutionaries. Does he have enough influence to save his son-in-law?
 - e. Are Lucie and her daughter in any danger?
4. a. Read Chapters 3-6 of Book III.
 - b. Dr. Manette has become a folk hero, promoted to prison doctor. The circumstances have made him more active than ever. What ironies are apparent here?

- c. What impressions do the wood-sawyer, the Carmagnole, and Madame Defarge make on our opinion of Lucie and her daughter's well-being?
5. a. Read Chapters 7-8 of Book III.
- b. Are Dr. Manette's efforts to save Charles in vain?
 - c. Why are Darnay's circumstances more hopeless than during his first imprisonment?
 - d. Sydney Carton is capable of stepping out of his lowly character to show very high character traits. How do we know this?
 - e. Do you find yourself growing in your affection for Sydney and wishing the best for him?

1. a. Read Chapter 9 of Book III of *A Tale of Two Cities*.
 - b. Mr. Carton's conversation with Mr. Lorry, his observations while walking, and his repetition of John 11:25 show him in what process?
2. a. Read Chapters 10-11 of Book III.
 - b. Dr. Manette's letter recalls the reason for his imprisonment, stating Charles' age to be only two or three at the time, making him completely innocent. Why is he still being executed?
 - c. Do you think, as Charles' mother said, that Charles must make atonement for the families' sins?
3. a. Read Chapters 12-13 of Book III.
 - b. At what point does Sydney Carton recognize that all hope for any alternative to his own plan is lost?
 - c. How is Carton able to manipulate Lucie into leaving without seeing her husband to the last?
 - d. Besides Barsad's help, how does Carton manage to switch places with Darnay?
 - e. Is Carton a Christ figure?
4. a. Read Chapters 14-15 of Book III.
 - b. The theme of death and resurrection asserts itself in several ways in the last two chapters. Can you identify the ones who are resurrected?
 - c. What theme reappears when Madame Defarge dies?
 - d. Do we see this theme return in Carton's vision at the last?
 - e. Of all the characters in the book, who is the character that most illustrates a round character?
5. Today you will begin preparing to write a book review on *A Tale of Two Cities*. You will use next week to complete the assignment. Begin by making a list of events from the book. Look for major themes or meanings. List the major characters in the story and write a brief description of each. Continue to brainstorm about the story and keep your notes for next week's assignment.