INTRODUCTION TO BRITISH LITERATURE

INSTRUCTIONS

Welcome to your Continental Academy course “Introduction to British Literature”. It is made up of 6 individual lessons, as listed in the Table of Contents. Each lesson includes practice questions with answers. You will progress through this course one lesson at a time, at your own pace.

First, study the lesson thoroughly. Then, complete the lesson reviews at the end of the lesson and carefully check your answers. Sometimes, those answers will contain information that you will need on the graded lesson assignments. When you are ready, complete the 10-question, multiple choice lesson assignment. At the end of each lesson, you will find notes to help you prepare for the online assignments.

All lesson assignments are open-book. Continue working on the lessons at your own pace until you have finished all lesson assignments for this course.

When you have completed and passed all lesson assignments for this course, complete the End of Course Examination.

If you need help understanding any part of the lesson, practice questions, or this procedure:

- Click on the “Send a Message” link on the left side of the homepage
- Select “Academic Guidance” in the “To” field
- Type your question in the field provided
- Then, click on the “Send” button
- You will receive a response within ONE BUSINESS DAY
About the Author…

Mr. Patrick McCann taught English (Language and Literature) 9 through 12 for the past 13 years in the Prince Georges County (MD) school system. He holds B.A.'s from the University of Maryland (College Park) in English (1980) and English Education (1991).

Mr. McCann was a Master Teacher in the Intel Teach to the Future Technology Program in 2002 and 2003. Previously, Mr. McCann lectured numerous sessions of “African-American Culture” to fellow teachers in Prince Georges County, MD. His Advanced Placement Certificate in teaching is current through June, 2009.
Analyzes the historical context and the great works of British literature by Shakespeare, Robert Louis Stevenson, and Elizabeth Barrett-Browning. The classic epic poem Beowulf also is analyzed in the context of British history. Comprehension and creative writing exercises are featured.

- Student will know how to read for perspective.
- Student will understand the human experience
- Student will know evaluation strategies
- Student will know the various communication skills
- Student will know the various communication strategies
- Student will know how to apply knowledge to print and non print texts
- Student will know how to evaluate data
- Student will develop research skills
- Student will develop multicultural understanding
- Student will participate in society
- Student will apply language skills
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THESE LESSONS FEATURE READINGS CAREFULLY SELECTED FROM VARIOUS CATEGORIES OF BRITISH LITERATURE. AFTER EACH PORTION OF READING ARE DOZENS OF QUESTIONS AND PLENTY OF SPACE FOR YOU TO WRITE YOUR ANSWERS.

SOME LESSONS INVOLVE STEPS/PRACTICE IN WRITING GOOD ESSAYS. THEY LEAD TO THE LAST LESSON WHICH REQUIRES YOU TO WRITE A 500-WORD ESSAY. LIKE ALL LESSONS, THIS WILL BE GRADED.

IN ORDER TO INCREASE YOUR LEVEL OF UNDERSTANDING THE READINGS AND YOUR ABILITY TO WRITE AN ACCEPTABLE ESSAY, IT IS IMPORTANT THAT YOU ACTUALLY DO THE WRITING. IF YOU ARE TAKING THIS COURSE ON A COMPUTER, DO THIS WRITING ON YOUR OWN PAPER. DO NOT TURN IN ANY OF THIS WORK. DOING THE WORK SHOULD INCREASE YOUR GRADE ON THE SEPARATE ASSIGNMENT AT THE END OF EACH LESSON.
Britain consists of five countries. They are England, Scotland, Wales, North Ireland and Ireland. Each country has its own culture and language. No introductory course in British literature can do justice to a tradition spanning centuries and nations. We attempt, however, to introduce students to part of the vast collection of British literature.

Many college courses divide British literature into two periods, pre-1800 and post-1800. Selections in our course come from each side of this divide. We begin with a timeline of British history, and highlight various events of importance.
Our fiction selection follows, highlighting the most recent literary piece in the course. No British literature class can omit Shakespeare. We highlight his tragedy of *Macbeth*. We end with poetry from three periods (Epic, Romantic, and Victorian) The latter two appear at the historical divide between the two traditional periods of British literature.

**A chronological representation of British literature is featured below.**

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### Chronology of British History

View the following chronology. Note that some periods overlap.

- **Prehistoric Britain 5000 BC - 100 BC**
  Prehistoric Britain begins 5000 years before Christ (BC), lasting almost 5000 years.

- **Roman Britain 100 BC – 410 AD**
  The Roman invasion in 100 B.C. leads to 5 centuries of Roman domination.

- **Early British Kingdoms 410 – 937**

- **Anglo-Saxon England 597 – 1066**
  499 – 1066 The Dark Ages
  597 St Augustine begins converting English to Christianity
INTRODUCTION TO BRITISH LITERATURE

700 Beowulf (epic poetry)
1066 Norman Conquest (France conquers Britain)

- Medieval Britain 1066 – 1486
- Reformation and Restoration 1486 – 1689

1606 Shakespeare’s Macbeth

17th Century Poetry of the English Renaissance

- The Age of Empire 1689 – 1901

1660 – 1800 Neoclassical/Enlightenment
1784 – 1837 Romantic Period

( Wordsworth/Browning are main poets)

Turn of 19th century Medieval Revival

- The Victorian Age 1837 – 1901

Queen Victoria (1819 – 1901)

Dickens is major novelist. From time to time during these years, gifted and creative people expressed themselves in words and word pictures. Some of those expressions have been appreciated by many people ever since. Such works of literature are called classics.
**Beowulf and Epic Poetry**

*Beowulf* is the hero of an epic poem bearing his name. Literary historians don’t know the author, but believe that *Beowulf* was written about 700 A.D. It survives based on a single manuscript copied around 1000 AD.

Other examples of epic poetry include *The Odyssey* and the *Iliad*. Both were written by the Greek poet Homer. Odysseus is the central figure in the *Odyssey*.

Beowulf sails over the seas to liberate Heorot, a mead hall*, of Scandinavian warriors. Grendel, descendant of Cain, has been terrorizing Heorot prior to Beowulf’s arrival. Beowulf defeats the monster Grendel in a ferocious fight.

Epic poetry centers around an epic hero. Epic heroes embody the ideals of the culture that produced them. They are great warriors. They are men capable of great deeds of strength and courage. Read the following short excerpts from *Beowulf*. You can’t help but notice how the English language has changed over 13 centuries!

* Mead was the equivalent of today’s beer or ale

Get online help with reading/studying *Beowulf*, at the following websites:

http://www.humanities.mcmaster.ca/~beowulf/main.html
(Read hypertext for Books I, II, XI, and XII)

http://www.georgetown.edu/faculty/irvinem/english016/beowulf/beowulf.html

http://www.library.unr.edu/subjects/guides/beowulf.html
Summary: Beowulf

*Beowulf* is a story of many books, or chapters. It contains a prologue, and 43 subsequent books. We selected Books I, II, XI, and XII for investigation. Books I and II revolve around the monster Grendel, descendant of Cain, who terrifies the mead-hall Heorot. Chapters XI and XII chronicle Beowulf’s defeat of Grendel. The Beowulf first mentioned is a different person than the epic hero of our story.

**Book I – Hrothgar, Heorot, and Grendel**

Now Beowulf bode in the burg of the Scyldings, leader beloved, and long he ruled in fame with all folk, since his father had gone away from the world, till awoke an heir, haughty Healfdene, who held through life, sage and sturdy, the Scyldings glad. Then, one after one, there woke to him, to the chieftain of clansmen, children four: Heorogar, then Hrothgar, then Halga brave; and I heard that was queen, the Heathoscylfing’s helpmate dear.

To Hrothgar was given such glory of war, such honor of combat, that all his kin obeyed him gladly till great grew his band of youthful comrades. It came in his mind to bid his henchmen a hall uprear, a master mead-house, mightier far than ever was seen by the sons of earth, and within it, then, to old and young he would all allot that the Lord had sent him, save only the land and the lives of his men. Wide, I heard, was the work commanded, for many a tribe this mid-earth round, to fashion the folkstead. It fell, as he ordered, in rapid achievement that ready it stood there, of halls the noblest.
Heorot he named it whose message had might in many a land. Not reckless of promise, the rings he dealt, treasure at banquet: there towered the hall, high, gabled wide, the hot surge waiting of furious flame. Nor far was that day when father and son-in-law stood in feud for warfare and hatred that woke again.

With envy and anger an evil spirit endured the dole in his dark abode, that he heard each day the din of revel high in the hall: there harps rang out, clear song of the singer. He sang who knew tales of the early time of man, how the Almighty made the earth, fairest fields enfolded by water, set, triumphant, sun and moon for a light to lighten the land-dwellers, and braided bright the breast of earth with limbs and leaves, made life for all of mortal beings that breathe and move. So lived the clansmen in cheer and revel a winsome life, till one began to fashion evils, that field of hell.

Grendel this monster grim was called, march-riever mighty, in moorland living, in fen and fastness; fief of the giants the hapless wight a while had kept since the Creator his exile doomed. On kin of Cain was the killing avenged by sovran God for slaughtered Abel. Ill fared his feud, and far was he driven, for the slaughter’s sake, from sight of men. Of Cain awoke all that woful breed, Etins and elves and evil-spirits, as well as the giants that warred with God weary while: but their wage was paid them!
Connotation and Denotation

Denotation is the dictionary definition of a word. Connotation is the emotions associated with a word. Take for example, ‘haughty Healfdene’. ‘Haughty’ means ‘proud’. Today’s connotation of haughty is rather negative; it means that one is arrogant, conceited, stuck-up, self-important, etc. In earlier times the word ‘haughty’ had a more positive connotation.

Pre-Reading Exercise (Book II):

Match the underlined words with their definitions.

“Went he (Grendel) forth to fins at fall of night that haughty house, and heed wherever the Ring-Danes, outrevelled, to rest has gone… Unhallowed wight, grim and greedy, he grasped betimes, wrathful, reckless… faring homeward, laden with slaughter, his lair to seek.”

angry, enraged

weighed down, burdened

proud

tired from merry-making

den, hole, nest

unholy, despoiled
INTRODUCTION TO BRITISH LITERATURE

Answers:

wrathful - angry
laden - weighed down, burdened
lair – den, hole, nest
haughty – proud
out-revelled – tired from merry-making
unhallowed – unholy despoiled

Book II – Grendel terrorizes Heorot

Went he (Grendel) forth to find at fall of night that haughty house, and heed wherever the Ring-Danes, out-revelled*, to rest had atheling band asleep of sorrow, of human wight, grim and greedy, wrathful, reckless, from thanes, and thence he rushed fain of his fell spoil, faring homeward, laden with slaughter, his lair to seek. Then at the dawning, as day was breaking, the might of Grendel to men was known; then after wassail was wail uplifted, loud moan in the morn.

The mighty chief, atheling excellent, unblithe sat, labored in woe for the loss of his thanes, when once had been traced the trail of the fiend, spirit accurst: too cruel that sorrow, too long, too loathsome. Not late the respite; with night returning, anew began ruthless murder; he recked no whit, firm in his guilt, of the feud and crime. They were easy to find who elsewhere sought in room...
remote their rest at night, bed in the bowers, when that bale was shown, was seen in sooth, with surest token, the hall-thane’s hate. Such held themselves far and fast who the fiend outran! Thus ruled unrighteous and raged his fill one against all; until empty stood that lordly building, and long it bode so.

Twelve years’ tide the trouble he bore, sovran of Scyldings, sorrows in plenty, boundless cares. There came unhidden tidings true to the tribes of men, in sorrowful songs, how ceaselessly Grendel harassed Hrothgar, what hate he bore him, what murder and massacre, many a year, feud unfading, refused consent to deal with any of Daneland’s earls, make pact of peace, or compound for gold: still less did the wise men ween to get great fee for the feud from his fiendish hands. But the evil one ambushed old and young death-shadow dark, dogged them still, lured or lurked in the livelong night of misty moorlands: men may say not where the haunts of these Hell-Runes be. Such heaping of horrors the hater of men, lonely roamer, wrought unceasing, harassings heavy. O’er Heorot he lorded, gold-bright hall, in gloomy nights; and ne’er could the prince approach his throne, ’twas judgment of God, or have joy in his hall. Sore was the sorrow to Scyldings’-friend, heart-rending misery.

Many nobles sat assembled, and searched out counsel how it were best for bold-hearted men against harassing terror to try their hand. Whiles they vowed in their heathen fanes altar-offerings, asked with words that the slayer-of-souls would succor give them for the pain of their people. Their practice this, their heathen hope; ’twas Hell they thought of in mood of their mind. Almighty they knew not, Doomsman of Deeds and dreadful Lord, nor Heaven’s-Helmet heeded they ever, Wielder-of-Wonder. Woe for that man who in harm and hatred hales his soul to fiery embraces; nor favor nor
change awaits he ever. But well for him that after death-day may draw to his Lord, and friendship find in the Father's arms!

**Please ANSWER the following short questions.**

From whom does Grendel descend? ________________________________

Who is this ancestor, and for what is he known?
__________________________________________________________

How many thane did Grendel kill that first night in the mead-hall? ______

When does Grendel next return? ________________________________

For how many years does he harass Hrothgar and the hall of Heorot? ___

What words does the author use to describe Grendel?
__________________________________________________________

Who is the ‘sovran of Scyldings’? _______________________________

Translate the following words from Middle English to Modern English?

sovran ___________________ spake ___________________

atheling _________________ unblithe _________________

accurst _________________ thane ___________________
**Answers:**

Grendel descends from Cain (son of Adam and Eve), who slew his brother Abel.

Grendel killed thirty men that first night, then returned the next night. He terrorized Heorot and harassed Hrothgar (‘the Sovran of Scyldings’) for 12 years.


- **sovran** – sovereign, as in king
- **spake** – spoke
- **atheling** – warrior, knight
- **unblithe** – anxious, bothered, tense, not blithe
- **accurst** – saursed
- **thane** – warrior, knight

**XI – XII -- Beowulf fights Grendel**

THEN from the moorland, by misty crags, with God’s wrath laden, Grendel came. The monster was minded of mankind now sundry to seize in the stately house. Under welkin he walked, till the wine-palace there, gold-hall of men, he gladly discerned, flashing with fretwork. Not first time, this, that he the home of Hrothgar sought, yet ne’er in his life-day, late or early, such hardy heroes, such hall-thanes, found! To the house the warrior walked apace, parted from peace; the portal opended, though with forged bolts fast, when his fists had struck it, and baleful he burst in his blatant rage, the house’s mouth. All hastily, then, o’er fair-paved floor the fiend trod on, ireful he strode; there streamed from his eyes fearful flashes, like flame to see.

He spied in hall the hero-band, kin and clansmen clustered asleep, hardy liegemen. Then laughed his heart; for the monster was minded, ere morn should dawn, savage, to sever the soul of each, life from body, since lusty
banquet waited his will! But Wyrd forbade him to seize any more of men on earth after that evening. Eagerly watched Hygelac’s kinsman his cursed foe, how he would fare in fell attack. Not that the monster was minded to pause! Straightway he seized a sleeping warrior for the first, and tore him fiercely asunder, the bone-frame bit, drank blood in streams, swallowed him piecemeal: swiftly thus the lifeless corse was clear devoured, e’en feet and hands. Then farther he hied; for the hardy hero with hand he grasped, felt for the foe with fiendish claw, for the hero reclining, - who clutched it boldly, prompt to answer, propped on his arm. Soon then saw that shepherd-of-evils that never he met in this middle-world, in the ways of earth, another wight with heavier hand-gripe; at heart he feared, sorrowed in soul, - none the sooner escaped! Fain would he flee, his fastness seek, the den of devils: no doings now such as oft he had done in days of old! Then bethought him the hardy Hygelac-thane of his boast at evening: up he bounded, grasped firm his foe, whose fingers cracked.

The fiend made off, but the earl close followed. The monster meant, if he might at all, to fling himself free, and far away fly to the fens, knew his fingers’ power in the gripe of the grim one. Gruesome march to Heorot this monster of harm had made! Din filled the room; the Danes were bereft, castle-dwellers and clansmen all, earls, of their ale. Angry were both those savage hall-guards: the house resounded. Wonder it was the wine-hall firm in the strain of their struggle stood, to earth the fair house fell not; too fast it was within and without by its iron bands craftily clamped; though there crashed from sill many a mead-bench, men have told me. gay with gold, where the grim foes wrestled. So well had weened the wisest Scyldings that not ever at all might any man that bone-decked, brave house break asunder, crush by craft,
unless clasp of fire in smoke engulfed it. Again uprose din redoubled. Danes of the North with fear and frenzy were filled, each one, who from the wall that wailing heard, God’s foe sounding his grisly song, cry of the conquered, clamorous pain from captive of hell. Too closely held him he who of men in might was strongest in that same day of this our life.

**XII – Beowulf defeats Grendel**

NOT in any wise would the earls’ defence suffer that slaughterous stranger to live, useless deeming his days and years to men on earth. Now many an earl of Beowulf brandished blade ancestral, fain the life of their lord to shield, their praised prince, if power were theirs; never they knew, as they neared the foe, hardy-hearted heroes of war, aiming their swords on every side the accursed to kill, no keenest blade, no fairest of falchions fashioned on earth, could harm or hurt that hideous fiend! He was safe, by his spells, from sword of battle, from edge of iron. Yet his end and parting on that same day of this our life woful should be, and his wandering soul far off flit to the fiends’ domain.

Soon he found, who in former days, harmful in heart and hated of God, on many a man such murder wrought, that the frame of his body failed him now. For him the keen-souled kinsman of Hygelac held in hand; hateful alive was each to other. The outlaw dire took mortal hurt; a mighty wound showed on his shoulder, and sinews cracked, and the bone-frame burst. To Beowulf now the glory was given, and Grendel thence death-sick his den in the dark moor sought, noisome abode: he knew too well that here was the last of life, an end of his days on earth. - To all the Danes by that bloody battle the boon had come. From ravage had rescued the roving stranger Hrothgar’s hall; the hardy and wise one had purged it anew. His night-work pleased him, his deed
and its honor. To Eastern Danes had the valiant Geat his vaunt made good, all their sorrow and ills assuaged, their bale of battle borne so long, and all the dole they erst endured pain a-plenty. 'Twas proof of this, when the hardy-in-fight a hand laid down, arm and shoulder, all, indeed, of Grendel’s gripe, 'neath the gabled roof.

What was the effect of the swords on Grendel?

Who is “the keen souled kinsman of Hygelac”?

What does Beowulf do to defeat Grendel?

Where does Grendel go?

What does Beowulf do with his prize won in battle?

**Answers**: The warriors’ swords have no effect on Grendel, who was protected by spells. Beowulf, “the keen-souled kinsman of Hygelac”, had vowed earlier that he would defeat Grendel bare-handed.
He grabs hold of Grendel's arm with a vise-like grip. Grendel tries to escape, but Beowulf rips his arm right out of the shoulder socket. Grendel then goes home to this den to die Beowulf hangs his arm up as a trophy.

**The Norman Invasion**

A turning point in English history: The conquest of the Kingdom of England by William the Conqueror (Duke of Normandy, 1027 – 1087)) at the Battle of Hastings and subsequent Norman control of England starting in 1066.

- **September 28**  William of Normandy [France] lands on the English coast with about 7000 men.
- **October 13**  Harold II sets up his army in a blocking position outside of the town of Hastings.
- **October 14**  William attacks and defeats Harold, who is mortally wounded (Harold died).
- **December 25**  William was crowned King of England in Westminster Abbey (church headquarters in London).
• Brought England closer to Continental Europe and away from influence of Scandinavian (Norway, Sweden, Denmark) influence.
• Created one of the most powerful monarchies in Europe
• Created the most sophisticated governmental system in Europe
• Changed English language and culture
• Set the stage for a long future of English-French conflict.
• This was the last successful military invasion of England.

The Globe Theatre

Many of Shakespeare’s best-known plays (including the tragedies Romeo and Juliet, Julius Caesar, Hamlet, and Macbeth) were performed at the Globe Theatre, an open-air playhouse in the Southwark district of London. The Globe was designed and built in 1599. Prior to this time, most actors traveled from town to town, putting on shows wherever they could, primarily in inn-yards.

An inn is a wonderful place for a show because of the crowd it attracts. The landlord co-operates. There are plenty of snacks and refreshments, especially beer. Most inns were 2-3 stories high with big open circles or squares in the middle. Shakespeare had this two to three-story structure in
mind when he wrote his plays. *Romeo and Juliet*, for example, wouldn’t be the same without the balcony scene in Act II. Actors would present from a raised stage of 3 - 5 feet and use a backstage behind the curtains for props and changing. Devils might appear through trap-doors from under the stage; gods or angels might appear from above. Stagehands provided tools, fireworks, and sound. Different-colored flags would herald whether the current play was a comedy, history or tragedy.

**Gothic Fiction**

Supernatural terror breaking into everyday reality defines Gothic fiction. *The Strange Case of Dr. Jekyll and Mr. Hyde* fits in this literary category, which thrived in 19th century Europe, especially in Britain. Edgar Allan Poe is the most famous American Gothic writer. Other Gothic literature includes *Frankenstein, Dracula, Jane Eyre,* and *The Turn of the Screw.*

Certain recurring themes and motifs define the Gothic genre. Gothic fiction contains supernatural phenomena explicitly (e.g. Dracula) or implicitly (Dr. Jekyll and Mr. Hyde). They portray dark and eerie elements that disrupt the routine of everyday life. Gothic novels contain secrets (e.g. Jekyll’s connection to Hyde) or people who resemble other characters in strange, upsetting ways. Frankenstein’s monster and Hyde are such characters called *doppelgängers.* German for ‘double-goer’, *doppelgängers* stand as an
alternate identity or a second self, and sometimes haunt the rational psyche of their counterpart."

Gothic novels are set in strange, eerie locales from which the characters have difficulty escaping (castles, dark and foggy streets, or decaying palaces and homes). Much of the action takes place at night.

**Questions for Review***

Britain is comprised of which five countries?
_____________________________________________________________

Rome dominated Britain during what period? _________________________

When was *Beowulf* written, and by whom? _________________________

What is a ‘mead-hall’? __________________________________________

What was the last successful invasion of England? __________________

With how many men did William the Conqueror land in England? _______

Identify the effects of this invasion. __________________________________

_____________________________________________________________

When was the Globe Theatre in London built? ________________________

Where did actors entertain prior to the existence of the Globe? ___________

How was the structure of the Globe Theatre conducive for *Romeo and Juliet*? ____________________________________________________________

Identify aspects of Gothic fiction. __________________________________

_____________________________________________________________

_____________________________________________________________

Define the following vocabulary words.

explicit ________________________________________________________
Final Research Task: Preview

Research is a skill that high school graduates must have. Choose one of the following topics for a 500 word essay at the end of this course.

a. Compare and contrast Romantic poetry and Victorian poetry.
b. Discuss Shakespeare’s life, works, and place in British literature
c. Describe life in early Anglo-Saxon Britain (the time of Beowulf and/or Macbeth).
d. Discuss France’s impact on Britain, specifically the Norman Invasion of 1066 and/or the revolution of 1789 (storming of the Bastille to Reign of Terror).

*All answers are clearly given in the preceding pages.

Vocabulary definitions and/or synonyms can be found in the dictionary or in Microsoft Word by going to ‘Tools’, ‘Language’, ‘Thesaurus’.

Lesson 1 Practice Exercise

Directions: Select the letter of the best answer.

1. Britain includes:
   a. England and Wales       c. Both of these
   b. Scotland and Ireland    d. None of these

2. Beowwulf is ____________.
   a. Romantic poetry         c. Dramatic play
   b. Victorian poetry        d. Epic poetry
3. 5000 B.C. to 100 B.C. was the ____________ period in Britain.
   a. Prehistoric                 c. Norman
   b. Roman                      d. Medieval

4. 597 to 1066 A.D. was the ____________ period in British literary history.
   a. Anglo Saxon              c. English Renaissance
   b. Medieval Britain      d. Romantic

5. Macbeth was a product of the English ____________ period.
   a. Early Kingdoms         c. Romantic
   b. Renaissance           d. Victorian

6. Beowulf is a heroic journey to ____________.
   a. France                 c. Scandinavia
   b. Spain                  d. Israel

   a. French               b. Scandinavian      c. German        d. Italian

8. Where were English plays held first?
   a. inn yards             c. Royal Academy
   b. Globe Theatre        d. The Tower of London
9. The *Strange Case of Dr. Jekyll and Mr. Hyde* is an example of _______________ literature.

10. Nineteenth century Gothic fiction includes:
    a. Supernatural terror   c. All of the above
    b. Dark and eerie characters and elements   d. None of these

11. Grendel harasses Hrothgar and the hall of Heorot for ________ years.
    a. 10   b. 12   c. ________   d. 30

12. ________ is the “sovran of Scyldings” in Beowulf.

13. ________ is the “keen souled kinsman of Hygelac” in “Beowulf”?

**Practice Exercise 1 Answers**
LESSON 1 THINGS TO REMEMBER

- “Beowulf” was written about 700 A.D.
- Grendel harassed Hrothgar and the hall of Herot for 12 years
- Hrothgar is the ‘sovran’ of Scyldings in “Beowulf”
- Beowulf is the keen souled kinsman of Hygelac
- Rustic landscapes are not part of Gothic fiction
- “Beowulf” is an example of epic poetry
- Epic heroes represent their society, perform great feats, and they are men
- The author of “Beowulf” is unknown
- Grendel’s ancestry is traced to Cain
- Beowulf did not slay Grendel with his sword
LESSON 2: FICTION

The Strange Case of Dr. Jekyll and Mr. Hyde
by Robert Louis Stevenson

Preparing to Read this Novella

What do you know about this novella (short novel)? If nothing, what might you predict based on the title of the book, and the picture in ‘Gothic Fiction’ (Lesson 1)?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Differences in Spelling

The British English and Standard American English are different dialects of the same language, English. They do have differences. You will see different spellings of many words in this novella. For instance, the British often add a ‘u’ to words that end with ‘or’ (colour, demeanour, moulding, discoloured, and neighbourhood).

A novella is a short novel. This novella contains 10 relatively short chapters, each of which is accompanied by questions beginning below. You are welcome to answer the questions when you finish each chapter, or just maintain your reading flow for maximum enjoyment. The first and last
chapters begin with a vocabulary warm-up that you may do prior to reading the chapter. You can view the 1941 movie directed by Victor Fleming, starring Spencer Tracy and Ingrid Bergman, and Lana Turner.

**PLEASE READ THIS NOVELLA NOW. IT IS IN THE SEPARATE “READING SUPPLEMENT” FOR THIS COURSE.**

**STORY OF THE DOOR**  p. 2

Place the following underlined vocabulary words next to the correct synonym.

“…cold, scanty and embarrassed in discourse…”
“...he never marked a shade of change in his demeanour.”
“even his friendship seemed to be founded in a similar catholicity of good-nature.”
“...Mr. Richard Enfield, his distant kinsman, the well-known man about town.”
“...a certain sinister block of building thrust forward its gable on the street…”

universality __________________________________________________________

evil ________________________________________________________________

relative, good friend ________________________________________________

strict ______________________________________________________________

discussion __________________________________________________________

meager, insufficient __________________________________________________

manner, character ____________________________________________________

**Describe, in your own words:**

Utterson

______________________________________________________________

the by-street

______________________________________________________________
the building
___________________________________________________________

Mr. Hyde
___________________________________________________________

Enfield
___________________________________________________________

What is the name of the man who tramples the child?

___________________________________________________________

Name 2 things about his appearance that have a negative influence on people.

___________________________ and __________________________

What metaphor does Stevenson use to compare the shining street to the dingy neighborhood?

_____________________________________________________________

Express in modern day language Mr. Enfield’s comment that, “…the more it looks like Queer Street, the less I ask.”

_____________________________________________________________

Answers:

universality/catholicity relative, good friend/kinsman strict/austere evil/sinister discussion/discourse meager, insufficient/scanty manner, character/demeanour

Utterston, the protagonist, is a respectable, non-descriptive lawyer.
The by-street, small and quiet on Sundays, is busy during the week. Stevenson uses the metaphor “like a fire in a forest” to describe the shining street in the dingy neighborhood. The building is ‘sinister’ and thrusts itself out onto the street. Mr. Hyde tramples the child. His evil looks and ambiguous deformity repel people. Enfield is a distant cousin (kinsman) and friend of Utterson’s. They seem to have little or nothing in common. Their regular Sunday walks are pleasant, quiet and seemingly uneventful. Mr. Enfield says that he tries to mind his own business.

**SEARCH FOR MR. HYDE**

What does the will state? ____________________________________________

Why is Dr. Lanyon upset with Dr. Jekyll?

__________________________________________________________

Utterson’s dream prompts him to do what?

__________________________________________________________

What does Utterson think has given Mr. Hyde such power over Doctor Jekyll?

__________________________________________________________

**Answers:**
The will states that, in the death or prolonged absence of Dr. Jekyll, Mr. Hyde will inherit everything and will step into the same circumstances that Jekyll now enjoys.

Dr. Lanyon is upset with Dr. Jekyll over differences in scientific theory.
Utterson’s dream prompts him to seek out Mr. Hyde. Upon meeting him, Utterson asks to see Mr. Hyde’s face.

He suspects that Mr. Hyde is black-mailing Dr. Jekyll, perhaps over some ‘indiscretions’ from the time of Dr. Jekyll’s youth.

**DR. JEKYLL WAS QUITE AT EASE**

How long is a fortnight? ____________________________

What is Dr. Jekyll’s initial response when Utterson brings up the subject of Mr. Hyde?

_____________________________________________________________

What does Hyde say to try to make Utterson less worried?

_____________________________________________________________

What does Hyde make Utterson promise?

_____________________________________________________________

What is a troglodyte? ________________________________________

**Answers:**

A fortnight is fourteen days.

Dr. Jekyll initially refuses to discuss Mr. Hyde, then tells him that he can rid himself of Mr. Hyde anytime he wants.

Dr. Jekyll makes Utterson promise that he will ensure Mr. Hyde’s rights.

A troglodyte is a pre-historic person who lived in caves and the like.
THE CAREW MURDER CASE

What crime does a maidservant witness from an upstairs window a year later?

Describe Mr. Hyde’s maid.

How do the rooms in which Mr. Hyde stays contrast to everything else about him?

Answers:
The maid sees a man beat Sir Danyers Carew to death with a walking cane in a public street.
Mr. Hyde’s maid looks evil and hypocritical though her manners are excellent.
The rooms in which Mr. Hyde stays appear quite elegant, in contrast to seemingly everything else about him.

INCIDENT OF THE LETTER

In what conditions does Utterson find Dr. Jekyll when he visits?

What does Mr. Hyde swear to Utterson?

What does the letter from Mr. Hyde say?

Who does Poole say delivered the letter?
What does Mr. Guest say about Dr. Jekyll's handwriting?

What is Utterson’s response?

**MAKE A PREDICTION!**

Utterson seems to be a very intelligent and rational fellow who is playing the role of detective. What do you think Utterson will eventually discover?*

---

**Answers:**

Dr. Jekyll looks deathly sick. He swears that he will never see Mr. Hyde again.

The letter from Mr. Hyde says that he’s sorry for being unworthy of Dr. Jekyll’s help, and has a sure means of escape.

Poole saw no one deliver the letter.

Mr. Guest says Dr. Jekyll’s handwriting is very similar to Mr. Hyde’s.

Utterson now suspects Mr. Hyde of forgery.

**REMARKABLE INCIDENT OF DR. LANYON**

What happens to Dr. Jekyll after Hyde’s disappearance?
After the night of January 8th, what happens the next few times that Utterson goes to visit Dr. Jekyll?

How is Dr. Lanyon when Utterson goes to visit him?

What happens to Dr. Lanyon soon after?

**Answers:**

Dr. Jekyll came out of his seclusion and renewed relations with friends.
After January 8th, Utterson is unable to gain admittance when he visits Dr. Jekyll.
He then visits Dr. Lanyon, who is deathly sick. Dr. Lanyon gives him a package with instructions not to open it until he dies.
Lanyon soon dies.

**INCIDENT AT THE WINDOW**

What do you think caused the terrified look on Dr. Jekyll’s face?*

What do you think was Stevenson’s purpose for placing this short episode in the story?*

* These open-ended questions encourage readers to predict what is going to happen.
**THE LAST NIGHT**

What is Poole’s current state, and what does he suspect?

Describe the weather and the street as they make their way to Dr. Jekyll’s.

What is the state of mind of all the servants?

Identify the speaker of the following short quotes in this chapter.

"What, what? Are you all here?" said the lawyer peevishly. "Very irregular, very unseemly; your master would be far from pleased."

“That won’t hold water; it doesn’t commend itself to reason."

What do these quotes say about this person’s character/personality?

What does Poole report as to the strange recent actions of Dr. Jekyll?

What action do Poole and Utterson then decide to take?

They come to the common conclusion that the person inside must be

What do Poole and Utterson notice about the footsteps of the person inside?

What do they find upon breaking down the door?
What do they do now?

________________________________________________________________________

What does Utterson notice about the holy book in the room?

________________________________________________________________________

Identify the three envelopes they find that addressed to Utterson.

a) ________________________________________________________________

b) ________________________________________________________________

c) ________________________________________________________________

Answers:

• Poole is very agitated, just as Dr. Lanyon was earlier. They leave for Dr. Jekyll’s.

• The street is deserted, and the night is cold, dusty, dark and windy as they make their way to Dr. Jekyll’s.

• When they arrive, the servants are scared.

• Utterson, the source of these quotes, clings to both reason and proper behavior.

• Poole reports that Dr. Jekyll has had him running all over town for weeks, trying to find some chemicals for him. He’s seen Dr. Jekyll once, and said that he looked and sounded very different.

• Poole and Utterson decide to break down the door.

• They notice the footstep of the person in the room to be rather light and odd, compared to the heavier treat of Dr. Jekyll.
• They find Hyde when they break down the door, and then go looking for Dr. Jekyll.
• Utterson notices that there has been some blasphemous writing (cursing) in a holy book.
• The envelope includes a will, a letter from Dr. Lanyon, and a letter from Dr. Jekyll.

**DR. LANYON'S NARRATIVE**

On what scientific questions do you think Dr. Jekyll and Dr. Lanyon may disagree?

____________________________________________________________

Summarize the contents of the letter from Dr. Jekyll to Dr. Lanyon.

____________________________________________________________

____________________________________________________________

How does Dr. Lanyon respond?

____________________________________________________________

What does Lanyon notice of the person who comes to pick up Dr. Jekyll’s medicine?

____________________________________________________________

What does the messenger say to Dr. Lanyon?

____________________________________________________________

What ultimately happens?

____________________________________________________________

What is the effect on Dr. Lanyon?

____________________________________________________________
Was this a complete surprise to you as a reader? ______________________
Looking back over the story, what clues may have foreshadowed this eventuality?

________________________________________________________________________

Why do you think Utterson never expected such an ending?

________________________________________________________________________

**Answers:**

- The story has yet to provide hints on what scientific questions Dr. Jekyll and Dr. Lanyon disagree, but the end of this episode may provide a clue.
- Dr. Jekyll pleads with Dr. Lanyon to run a mysterious errand at midnight to obtain some chemicals for him, then to give those chemicals to a messenger from Jekyll.
- Dr. Lanyon thinks that Dr. Jekyll must be insane, but, in the absence of being sure, takes on the responsibility.
- The messenger is dressed in over-sized clothes, and is quite agitated.
- The messenger offers Dr. Lanyon the choice of observing or not observing events that are about to happen.
- The doctor then observes the messenger drink a potion from the chemicals provided, and turn into Dr. Jekyll!
- This terrifies Dr. Lanyon so that he never recovers, and soon dies.
- Potential clues include the handwriting similarity, the over-sized clothes, the fact that Dr. Jekyll and Mr. Hyde are never both present.
- Utterson’s belief in rationality keeps him from considering “the supernatural”.


HENRY JEKYLL'S FULL STATEMENT OF THE CASE
“…the worst of my faults was a certain impatient gaiety of disposition.”
“…I found it hard to reconcile with my imperious desire to carry my head high,…”
“…I stood already committed to a profound duplicity of life.”
“…I regarded and hid them with an almost morbid sense of shame.”
“…I was in no sense a hypocrite; both sides of me were in dead earnest…”
“…How, then, were they dissociated?”
resolve, bring together __________________________________________________________________________
dark, gloomy _________________________________________________________________________________
deceit, dishonesty ______________________________________________________________________________
temperament, outlook ___________________________________________________________________________
superior, haughty ______________________________________________________________________________
seriousness, solemnity __________________________________________________________________________
deep, thoughtful _______________________________________________________________________________
separated, disconnected __________________________________________________________________________

❖ Summarize what Dr. Jekyll is saying about himself (and people in general).

❖ What does Dr. Jekyll do to dissociate these two sides of himself?

______________________________________________________________________________________________

❖ What happens to him as a result?

______________________________________________________________________________________________

❖ Why was Mr. Hyde less developed (‘smaller, slighter and younger’) than Dr. Jekyll?

______________________________________________________________________________________________

❖ How did he feel when he looked upon himself as Mr. Hyde in the mirror?

______________________________________________________________________________________________
What was the second experiment that remained to be done?

What 3 things does Dr. Jekyll do to prepare himself for when he becomes Mr. Hyde?

Give your opinion of Dr. Jekyll’s comment that, “It was Hyde, after all, and Hyde alone, that was guilty.”

What happens to Dr. Jekyll one night two months before he kills Sir Danvers?

With what danger was Dr. Jekyll now concerned?

What choice must he make now?

Explain the following comment by Dr. Jekyll. “Strange as my circumstances were, the terms of this debate are as old and commonplace as man.”

What happens over the next period of time?

What happens two months later, when his Mr. Hyde self re-appears?

When he kills Sir Danvers, what does he decide?

What does he do the next time that he involuntarily turns into Mr. Hyde?
What brings Dr. Jekyll’s sad life to a close?

Answers:

- resolve, bring together reconcile
- dark, gloomy morbid
- deceit, dishonesty duplicity
- temperament, outlook disposition
- superior, haughty imperious
- seriousness, solemnity earnest
- deep, thoughtful profound
- separated, disconnected dissociated

Dr. Jekyll says, “…man is not truly one, but truly two.” He believes that one of his natures is essentially good, the other essentially evil.

He mixes a potion to dissociate these two sides of himself.

The potion turns him into a different person (Mr. Hyde) who is less developed (‘smaller, slighter and younger’) than Dr. Jekyll.

Mr. Hyde is less developed because Dr. Jekyll’s life had been “…nine-tenths a life of effort, virtue, and control…”.

When he looked upon himself as Mr. Hyde in the mirror, he saw the evilness, but still welcomed the sight.

What remained to be seen was whether he could turn himself back into Dr. Jekyll.

Dr. Jekyll 1) buys a house in Soho for Mr. Hyde, 2) instructs his servants to obey him, and 3) prepares his will leaving all assets to Mr. Hyde in the event of his death or long absence.

Dr. Jekyll comments that, “It was Hyde, after all, and Hyde alone, that was guilty.” This is an excuse for Dr. Jekyll not to take any responsibility when he is Mr. Hyde. He does, however, try to repair Hyde’s damage every time that he reverts back to Dr. Jekyll.
2 months before Hyde kills Sir Danvers, Dr. Jekyll discovers that he has turned into Mr. Hyde without having taken the potion.

He is concerned about losing his good side, and must choose between being Dr. Jekyll or Mr. Hyde. This debate is old; man has always had to choose between his good and bad sides.

He chooses to be Dr. Jekyll for two months, but then again mixes the potion, and his Mr. Hyde self ‘came out roaring’.

When he kills Sir Danvers, he knows that Mr. Hyde can never again be seen. The next time that he involuntarily turns into Mr. Hyde, he goes on a mission to gain ingredients for his potion, involving (and ultimately causing the death of) Dr. Lanyon.

Dr. Jekyll’s sad life ends when he runs out of the last of his powders.

Lesson 2 Practice Exercise

1. Utterson is ______________.
   a. analytical       b. passionate       c. kind       d. pious

2. Dr. Lanyon and Dr. Jekyll do not agree on:
   a. politics          b. economics       c. scientific theory d. sports

3. Which part of Dr. Jekyll and Mr. Hyde is a “troglodyte.”
   a. Mr. Hyde        b. Dr. Jekyll     c. Both          d. None of the above

4. Who is more primitive?
5. Why did Mr. Hyde hide?
   a. He stomped a child   c. Killing Sir Danyers Carew
   b. Dr. Lanyon tried to kill him   d. Killing Dr. Jekyll

6. A fortnight is:
   a. 1 week   b. 2 weeks   c. 3 weeks   d. 4 weeks

7. After Hyde disappears, Dr. Jekyll:
   a. He renews friendships   c. He is attacked
   b. He disappears also   d. He solves the mystery

8. How do the servants feel?
   a. Happy   b. Elated   c. Scared   d. Empty

9. Dr. Jekyll has a[n] __________ experience.
   a. associative   c. near death
   b. transformation without the potion   d. none of these

10. Why does Dr. Jekyll initially become Mr. Hyde?
    a. To escape his wife   c. It was an accident
    b. So he can act evil   d. To test his scientific beliefs

Lesson 2  Answers to Practice Exercise 2


LESSON 2 THINGS TO REMEMBER

- “The Strange Case of Dr. Jekyll and Mr. Hyde” takes place in London.
- All the servants in “The Strange Case of Dr. Jekyll and Mr. Hyde are scared.
- Mr. Hyde is the ‘troglodyte’ in the novella.
- Mr. Hyde tramples the child in the novella.
- Utterson’s dream prompts him to seek out Mr. Hyde.
- A fortnight is 2 weeks in length of time.
- A maidservant witnesses the crime of the death of Sir Danyers Carew.
- The letter from Mr. Hyde says that he is sorry for being unworthy of Dr. Jekyll’s help and that he has a sure means of escape.
- Poole does not say who delivered the letter.
- After Mr. Hyde disappeared, Dr. Jekyll renewed relations with his friends.
LESSON 3: DRAMA

Macbeth
by William Shakespeare

William Shakespeare
(1564 – 1616)

- Most influential writer, and most popular playwright, in English literature
- Formal education -- grammar school
- A favorite of both Elizabeth I (1558–1603) and James I (1603–1625), who conferred the title of King’s Men upon Shakespeare’s company members.
- Author of 37 plays and 154 sonnets
- Became part owner of the Globe Theater
- Hailed by literary contemporaries such as Ben Johnson, who said that his work was timeless.
- 1564 born to a middle-class glove-maker in Stratford-upon-Avon, England
- 1582 married an older woman, Anne Hathaway; they had three children
1590 traveled alone to London to work as an actor and playwright
1606 published Macbeth
1616 died in retirement, wealthy and famous, in Stratford at the age of 52

Reading Shakespeare’s Macbeth

Shakespeare wrote 37 plays in his short life. He wrote comedies, histories, and tragedies. Macbeth is his shortest, yet most bloody, tragedy. Reading Shakespeare for the first time can be confusing, but careful reading (and occasional re-reading) and taking notes should help. Answers to questions are included in this lesson, but please read and try to answer the questions yourself first.

Shakespeare’s tragedies highlight a central character (protagonist) who meets misfortune due to a flaw in his personality. This tragic flaw manifests itself at the climax of the play’s action. (The climax in Macbeth comes early, in Scene i. of Act II). Macbeth’s tragic flaw is that he has “o’er-reaching” ambition. Ambition may be good, but Macbeth has too much. The witches, and Lady Macbeth, spur him on to his tragic fate.

We encourage the student to view this play in movie format, in addition to reading the play. There are at least two versions, which should be available at your local library or video rental outlet. Additionally, the web can be a rich source of information. Visit sparknotes.com or clicknotes.com, or do a web-search in Yahoo or another search engine. Here are a few tips for reading Shakespeare:
• Maintain your reading flow; figure out unfamiliar words by their context (other words around them in the sentence). Don’t look up every unfamiliar reference. Stop at the end of each scene (and Act) to ensure that you understand what has taken place.

• Pay particular attention to the longer speeches. Understand the main idea of each (examples: Lady Macbeth in Act I, Scene v.; Macbeth in I, viii. or II, i.). You will need to be able to summarize these important passages on paper.

• Re-read and write down passages that are particularly troubling to you. Refer to the act and scene numbers when taking notes. Write down your general impressions after each act. We have done that for you for Act 1.

• Try reading aloud to get some of the rhythm. Again, video and audio recordings of the play are helpful, as are online literary web-searches.

---

**Research Task Reminder**

Shakespeare is the most famous figure in British literary history. Consider choosing his life, works and place in British literature as the topic for your research project.

Think about the plays and poems (primarily sonnets) that he authored, who his **benefactors** were, and some of his **central ideas**. Review the bulleted points to warm you up for the task. Identify a few of your sources in your paper.

---

**READ Shakespeare’s *Macbeth*** NOW.

**IT IS IN THE SEPARATE “READING SUPPLEMENT” FOR THIS COURSE.***
Questions about Macbeth

**Act 1, Scene i**
What characters open up the play?
__________________________________

When do they plan to meet Macbeth?
_________________________________

**Answers:** The witches, of “Weird Sisters”, the first characters we see, plan to meet with Macbeth ‘when the battle’s lost and won.’

**Act 1, Scene ii**
What does the bloody soldier tell King Duncan, his lords, and attendants?
_____________________________________________________________
_____________________________________________________________

How does the soldier describe Macbeth?
_____________________________________________________________

What does King Duncan say about the titles of the traitorous Thane of Cawdor?
_____________________________________________________________

**Answers:**
The bloody soldier tells Duncan of the battle against McDonwald, the Thane of Cawdor and other rebels, and how they were defeated.
He says that Macbeth was quite brave.
Duncan says to give the titles of the traitorous Thane of Cawdor to Macbeth.
**Act 1, Scene iii**

With what three titles do the witches greet Macbeth?

______________________________________________________________

With what three prophecies do they then greet Banquo?

______________________________________________________________

What news does Ross bring Macbeth?

______________________________________________________________

To what is Banquo referring when he says to Macbeth, “…oftentimes to win us to our harm, the instruments of darkness tell us truths…?”

______________________________________________________________

**Dramatic Vocabulary:**

**ASIDE:** Comment that the actor makes to the audience, rather than to the other characters in the play.

**SOLILOQUY:** A dramatic speech in which a character reveals his or her thoughts when alone or unaware of the presence of others.
Explain the following soliloquy by Macbeth.

MACBETH  [Aside] This supernatural soliciting cannot be ill; cannot be
good:--if ill, why hath it given me earnest of success, commencing in a truth? I
am Thane of Cawdor: If good, why do I yield to that suggestion whose horrid
image doth unfix my hair, and make my seated heart knock at my ribs,
against the use of nature? Present fears are less than horrible imaginings: My
thought, whose murder yet is but fantastical, shakes so my single state of
man, that function is smother'd in surmise; and nothing is but what is not.

Answers:
The witches greet Macbeth with “Hail…Thane of Glamis,…Thane of Cawdor,
… that shalt be king hereafter!
They say about Banquo, Lesser than Macbeth, and greater…, Not so happy,
yet much happier…, Thou shalt get kings, though thou be none:”
Ross tells Macbeth that King Duncan had given to him the title of Thane of
Cawdor.
Banquo worries that the witches have told them ‘truths’ that will do them
harm; we shall see that he is right.
Macbeth, upon hearing the prophecies of the witches, begins to think about
murdering King Duncan. At first, the idea “shakes so my single state of man.”
**Act 1, Scene iv**

What is Macbeth’s response when King Duncan thanks him for his support?

King Duncan says, “we will establish our estate upon our eldest, Malcolm; whom we name hereafter the Prince of Cumberland.” What does this mean?

What is Macbeth’s reaction?

**Answers:**

Macbeth responds to King Duncan’s gratitude by saying that it is his duty to serve. However, when King Duncan says that his eldest son Malcolm was next in line to the throne, Macbeth says that he must “o’erleap this obstacle, meaning killing Malcolm.

**Act I, Scene v**

Lady Macbeth says, “…yet do I fear thy nature; it is too full o’ the milk of human kindness to catch the nearest way.” Explain.

Again, explain the quote by Lady Macbeth, especially the underlined words. “Come, you spirits, that tend on mortal thoughts, unsex me here; and fill me, from the crown to the toe, top-full of direst cruelty!”

**Answers:**

Lady Macbeth believes that her husband is too soft to kill Duncan. She asks the spirits to take away her womanly attributes, allowing her to kill him.
INTRODUCTION TO BRITISH LITERATURE

**Act 1, Scene vi**

What is the atmosphere in this scene?

**Answer:**

King Duncan is quite happy at Macbeth’s castle at Inverness.

**Act 1, Scene vii**

Macbeth identifies his **tragic flaw** in the following statement: “I have no spur to prick the sides of my intent, but only **vaulting ambition**, which o'erleaps itself…”

What is Lady Macbeth’s response when Macbeth tells her that “We will proceed no further in this business:”?  

**Answer:**

Lady Macbeth does not accept Macbeth’s lack of desire to kill King Duncan, and pushes him to the crime.

**Quotes: Who is Talking?**

“Fair is foul, and foul is fair: Hover through the fog and filthy air.” (I, i)

“No more that Thane of Cawdor shall deceive our bosom interest:--go pronounce his present death, and with his former title greet Macbeth.” (I, iii.)

“So foul and fair a day I have not seen.” (I, iii)

“…are ye fantastical, or that indeed which outwardly ye show?” (I, iii.)
“we will establish our estate upon our eldest, Malcolm; whom we name hereafter the Prince of Cumberland:” (I, iv.)

The Prince of Cumberland!--That is a step, on which I must fall down, or else o'erleap, for in my way it lies. Stars, hide your fires!”

(I, iv.)

“...I fear thy nature; it is too full o' the milk of human kindness…
” (I, v.)

“This castle hath a pleasant seat: the air nimbly and sweetly recommends itself unto our gentle senses.” (I, vi.)

“He's here in double trust…” (I, vii.)

“...screw your courage to the sticking-place” (I, vii.)

Answers:

Fair is foul, and foul is fair: .... The witches
“No more that Thane of Cawdor shall deceive .... King Duncan
“So foul and fair a day I have not seen.” Macbeth
“...are ye fantastical, or that indeed which outwardly ye show? (I, iii.) Banquo
“we will establish our estate upon our eldest, Malcolm.... King Duncan
“The Prince of Cumberland!--That is a step, .... Macbeth
“I fear thy nature; it is too full o' the milk of ..” Lady Macbeth
“This castle hath a pleasant seat: the … King Duncan
“He's here in double trust…” (I, vii.) Macbeth
“screw your courage to the sticking-place (I, vii.) Lady Macbeth

Macbeth
**Act I Summary**

**Scene i.** The witches talk of meeting Macbeth “when the battle’s lost and won”.

**Scene ii.** A wounded soldier tells of Macbeth’s great courage in battle. Duncan, in gratitude, bestows upon Macbeth the title of Thane of Cawdor.

**Scene iii.** Macbeth (and Banquo) meet the witches; they give prophecy to both men. When Macbeth finds the first two prophecies to be true, he fixates on the third (becoming king).

These prophecies give rise to the events that bring about Macbeth’s downfall.

**Scene iv.** King Duncan designates his son Malcolm heir to the throne in Macbeth sees this as an obstacle. Duncan plans to visit Macbeth at his castle (Inverness) that evening.

**Scene v.** Lady Macbeth reads Macbeth’s letter in which he speaks of becoming king.

She fears that he is not ruthless enough to do what is necessary to become king (i.e. kill Duncan).

**Scene vi.** reveals King Duncan in a contented mood at Macbeth’s castle.

**Scene vii.** exhibits Macbeth’s hesitancy to kill Duncan.
Act II, Scene i:
Banquo speaks of, “the cursed thoughts that nature gives way to in repose.” What is he saying here?

Re-read Macbeth’s soliloquy. He wonders if the dagger in front of him is real, or an illusion; Banquo wondered the same about the witches. Macbeth says “I have done the deed.” What deed?

What has Macbeth failed to do?

What does Lady Macbeth say about the blood on her and Macbeth?

The Porter tells Macduff that liquor provokes which three things?

What is ‘lechery’?

How does liquor provoke, then unprovoke ‘lechery’, according to the Porter?
What does Lennox say about the previous night?

_____________________________________________________________

Who finds King Duncan dead?

_____________________________________________________________

What does Macbeth, pretending to be in a rage, do now?

_____________________________________________________________

Why do Malcolm and Donalbain flee?

_____________________________________________________________

Where do they flee? Malcolm _____________ Donalbain

_____________________________________________________________

**Answers:** Banquo is suspicious that Macbeth will kill King Duncan. Macbeth returns with the bloody daggers, refusing to go back to Duncan's chamber. Lady Macbeth places them on the drunken attendants when Macbeth refuses to do so. She says, “A little water clears us of this deed.”
The Porter tells Macduff that liquor makes one’s nose red, invites sleep, and makes one urinate. ‘Lechery’, or ‘lewdness’, is an excessive indulgence in sexual activity. Liquor “…provokes the desire, but takes away the performance;…”

Lennox has never seen a night so terrible with its ‘strange screams of death’, etc.

MacDuff finds King Duncan dead.

Pretending to be in a rage, Macbeth kills Duncan’s bodyguards.

Malcolm and Donalbain flee to England and Ireland, afraid that they will be killed next.

**Act II, scene ii**

What things have the Old Man and Ross witnessed this past night?

_____________________________________________________________

What is MacDuff’s role in this scene?

_____________________________________________________________

Why are Malcolm and Donalbain suspected in the murder of their father?

_____________________________________________________________

**Answers:**

Lennox and the Old Man note that it’s dark in the middle of the day.

The Old Man saw an owl kill a falcon, and Lennox stated that King Duncan’s horses broke out of their stalls and began to eat each other.

Macduff joins the conversation to bring in news (Malcolm and Donalbain having fled Scotland, Macbeth getting crowned at Scone).

Malcolm and Donalbain are suspected in the murder because of their flight.
Act III, Scene i

Explain the following quote from Banquo. “Thou hast it now,—king, Cawdor, Glamis, all, as the weird women promis'd; and, I fear, thou play'dst most foully for't…”

Macbeth speaks, in soliloquy, after Banquo leaves. He realizes that he has disturbed his own peace, not for his own children, but for Banquo’s. Who does he talk to now, and why?

What does he tell these men to set them against Banquo?

In addition to killing Banquo, they must

Answers:
Banquo believes that Macbeth killed Duncan to become king, fulfilling the last of the witches’ prophecies. Believing that his murderous deeds have ensured Banquo’s (not his) successors shall rule.

Macbeth next talks to the two murderers to motivate them and give them instructions.

Macbeth tells the murderers that Banquo is their enemy, the cause of all of their troubles.

The two murderers must also kill Fleance.

Act III, Scene ii

How does Macbeth compare his sleep with that of King Duncan?
**Answer:** Macbeth remarks that Duncan’s sleep is peaceful, while his is fitful.

**Act III, Scene iii**

What do the two murderers ask of the third murderer who joins them?

What happens in this scene?

**Answers:**

The two murderers, when joined by a third, suspect that Macbeth does not trust them.

They kill Banquo, but Fleance escapes.

**Act IV, Scene i**

Again, who is Hecate?

What is the prophecy of each of the following apparitions that arise from the cauldron?

a) an armed Head

b) a bloody child

c) a child crowned with a tree in his hand

What images do the witches show Macbeth?
Lenox appears with news that ____________________________________________________________.

What does Macbeth decide in response to this news?
_____________________________________________________________

**Answers:**
Hecate is the goddess of the underworld, and the witches’ superior.
An image of an armed head arises from the cauldron, saying “Beware Macduff’, followed by the image of a bloody child who states, “…none borne of woman shall harm Macbeth.”
Finally, a child crowned with a tree in his hand says, “Macbeth shall never vanquish’d be, until Great Birnam Wood to high Dunsinane hill shall come against him.”
The witches show Macbeth eight generations of Banquo’s successors as kings. Lennox says that Macduff has fled to England;
Macbeth decides to kill Macduff’s wife, son and everyone in his house.

**Act IV, Scene ii**
What discussion is occurring between Lady Macduff and her son?
_____________________________________________________________

What is Ross’ role in this scene?
_____________________________________________________________

How does the scene end?
_____________________________________________________________

List the people whom Macbeth has now murdered, directly or indirectly.
_____________________________________________________________,
______________________, ________________________, and _____________
Answers:
Lady Macduff and her son discuss whether Macduff is a traitor or not. Lady Macduff says that he is.
Ross is there to warn Lady Macduff to escape while there is still time. Soon, however, the murderers come and kill Macduff’s son and Lady Macduff.
Macbeth’s murders now include Duncan, Banquo, Lady Macduff and Macduff’s son.

Act IV, Scene iii
What does Malcolm ask Macduff?
________________________________________________________________________

How does Malcolm speak of himself as a potential king?
________________________________________________________________________

What does Ross eventually tell Macduff?
________________________________________________________________________

Answers:
Malcolm asks Macduff how he can tell if Macduff is loyal, because everyone used to think the same of Macbeth.
He then says that he would probably make a worse king than Macbeth, that he might be greedy, lustful, and lack kingly qualities.
Ross eventually tells Macduff that his family has been slaughtered.

Act V, Scene i
What’s going on with Lady Macbeth?
________________________________________________________________________
What is the significance of her following words, “Out, damned spot!”

_____________________________________________________________

What earlier quote from her do these words contradict?

_____________________________________________________________

What does her doctor say about all this?

_____________________________________________________________

Answers:
Lady Macbeth is sleepwalking, seems very agitated, and obsessed with cleaning her hands. “Out, damned spot!” refers to her inability to get her hands clean, quite contrary to her saying in Act II, “A little water clears us of this deed.”
The doctor understands that her condition is mental, and beyond his ability to mend.

Act V, Scene ii
To what conclusion have all the lords come?

_____________________________________________________________

Answer All the lords have determined that Macbeth came to the throne through evil deeds, and that Malcolm should be supported as King of Scotland

Act V, Scene iii
What is Macbeth’s mood and train of thought at this time?

_____________________________________________________________
What discussion does Macbeth have with the doctor?

________________________________________________________________________

**Answers:**

Macbeth sees that many forces have combined against him, but he still believes that “…none borne of woman shall harm Macbeth.” and that he can be vanquished “…until Great Birnam Wood to high Dunsinane hill shall come against him.” His belief in these prophecies make him determined to fight on. He urges the doctor to cure his wife.

**Act V, Scene iv**

What happens in this short scene?

________________________________________________________________________

**Answer** Malcolm comes up with the idea that the soldiers should all hide themselves behind branches as they approach Dunsinane castle.

**Act V, Scene v**

What two pieces of bad news come to Macbeth?

________________________________________________________________________

**Answer**

Macbeth learns that Lady Macbeth has committed suicide, and that ‘Birnam Wood’ is coming to Dunsinane. He realizes that he was fooled by a false prophecy.

**Act V, Scene vi.** (No questions from this tiny scene.)
**Act V, Scene vii.**

What happens in the fight between Macbeth and young Siward?

_____________________________________________________________

**Answer**

Macbeth kills young Siward

**Act V, Scene viii.**

Macduff enters and confronts Macbeth. What does he tell Macbeth?

_____________________________________________________________

What is Macbeth’s response?

_____________________________________________________________

Macbeth and Macbeth leave the stage. Macduff returns carrying

_____________________________________________________________

Macduff leads a cheer that all others repeat. What is it?

_____________________________________________________________

**Answers:**

Macduff tells Macbeth that he was ‘from his mother’s womb untimely ripped, meaning that he was a Caesarian birth, and ‘not borne of woman’.

Macbeth’s initial response is that he won’t fight Macduff, but refuses Macduff’s demand to yield. They fight.

Macduff soon returns carrying Macbeth’s head.

Macduff leads a cheer to Malcolm, saying, “Hail, King of Scotland.”
Writing Task

How much did the witches' prophecies contribute to Macbeth’s downfall? How much of his downfall was due to the *tragic flaw* in his personality (excessive ambition)? Write a 2-3 paragraph analytical response.
Lesson 3 Practice Exercise

1. *Macbeth* takes place mostly in:

2. A speech made by a character revealing his thoughts when alone or unaware of the presence of other actors is a:
   a. monologue       b. dialogue    c. soliloquy    d. irony

3. Macbeth’s tragic flaw is:
   a. killing Duncan  b. Fear  c. over-reaching ambition  d. killing Lady Macbeth

4. Macbeth does not kill:
   a. Lady Macduff  b. King Duncan  c. Fleance  d. Banquo

5. Which characters open “Macbeth”?
   a. Macbeth  b. Soldiers in war  c. Witches  d. King Duncan

6. What do the witches predict?
   a. Macbeth will be king  b. Macbeth will be assassinated  
      c. That they will rule  d. That the Devil will rule

7. __________ found King Duncan dead.
   a. MacDuff   b. Macbeth   c. The guards   d. Donalbain
8. Macbeth murders __________ people.
   a. 1   b. 2   c. 3   d. 4

9. ____________ said “Fair is foul, and foul is fair. Hover through the fog
   and filthy air [Act I, Scene i].
   a. Macbeth   b. Lady Macbeth   c. Duncan   d. The witches

10. Hecate is:
    a. Old witch   c. Future king
    b. King Duncan’s murderer   d. Goddess of the Underworld

Answers to Lesson 3 Practice Exercise

1. B
2. C
3. C
4. C
5. C
6. A
7. A
8. D
9. D
10. D
Witches open the play “Macbeth.”

King Duncan says that the titles of the traitorous Thane of Cawdor should be given to Macbeth.

The witches greet Macbeth with the titles “Hail...Thane of Giamis, Thane of Cawdor that shalt be king hereafter!

The witches said, “Fair is foul, and foul is fair: Hover through the fog and filthy air.

MacDuff finds King Duncan dead.

Malcolm and Donalbain flee because they are afraid they will be caught and killed next.

Hecate is the goddess of the underworld.

Macbeth murders 4 people.

Macbeth killed young Siward in a fight.

An aside is a comment that the actor makes to the audience.
LESSON 4: POETRY

The Romantic and Victorian Periods

The Romantic period of English literature existed from 1785 to 1830. The American (1776) and French (1789)* Revolutions greatly influenced this period. Literature and art focused on nature, emotion, imagination, and rebellion against established social rules and conventions.

The Victorian Age, known for the reign of Britain’s Queen Victoria, followed. She was the longest-reigning monarch in British history. She became Queen at the age of 18 in 1837 and ruled until her death in 1901. The British Empire doubled in size during these 64 years, encompassing Canada, Australia, India, and areas in Africa and the South Pacific. The Victorian era presided over vast scientific, social and economic change.

There are general differences between these two periods. The Romantic period is much concerned with both quiet solitude and the natural beauty of country landscapes. Some critics argue, however, that the Romantic poets celebrate imagination and the memory of earthly beauty and the landscape itself. Think about this argument as you read Wordsworth’s poetry. You will have to explicate (explain) one of Wordsworth’s poems at the end of the poetry section.

*On July 14, 1789, French revolutionaries stormed the Bastille, the Parisian prison, to release political prisoners. Many Englanders, like Wordsworth, were initially supportive, but became disaffected by the Reign of Terror, and a series of bloody mass executions.
The length of the Victorian era (almost 7 decades) makes generalizations hard to make. Modern society, with trade and industrialization, is changing how man sees himself. The world is becoming more complex, yet fragmentary. One sees this perhaps best in the poetry of Elizabeth Barrett-Browning’s husband, Robert Browning. These changes surely will have implications for later periods of British literary history.

**Romantic Poetry by William Wordsworth (1770—1850)**

- 1770 -- Born in Cockermouth, Cumberland to John and Ann Wordsworth, who die during his boyhood
- 1790 – Goes to France during the time of the Revolution against Louis XIV
- 1792 -- Returns (1792) to England imbued with the spirit of the French Revolution* and principles of Rousseau and republicanism.
- 1795 -- Receives a legacy that freed him from financial worry
- 1798 -- Writes *Lyrical Ballads* with Samuel Taylor Coleridge in which they sought to use the language of ordinary people in poetry; it included
Wordsworth's poem "Tintern Abbey." The work introduces Romanticism into England and becomes a model for Romantic poets.

- 1802 -- Marries Mary Hutchinson, has four children.
- 1842 -- Receives a civil list pension
- 1843 -- Becomes poet laureate

Wordsworth's earlier work shows the poetic beauty of commonplace things and people. He earns acclaim in the 19th century, but his reputation declines by the early 20th century. He is criticized for the unevenness of his poetry, pathos (excessive emotionalism), and transformation from an open-minded liberal to a cramped conservative. He is, however, one of the greatest English poets. We present six of Wordsworth’s poems, in chronological order.

<table>
<thead>
<tr>
<th>Poet Laureate</th>
</tr>
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<tbody>
<tr>
<td>Officially appointed by a government, this person composes poems for occasions of state and government. The poet laureate was the official poet of the British king. The current poet laureate of the United States of America is Ted Kooser, a professor of English at the University of Nebraska. He is considered a poet for rural and small-town America.</td>
</tr>
</tbody>
</table>
Strange fits of passion have I known:
And I will dare to tell,
But in the Lover's ear alone,
What once to me befell.

When she I loved looked every day
Fresh as a rose in June,
I to her cottage bent my way,
Beneath an evening-moon.

Upon the moon I fixed my eye,
All over the wide lea; 10
With quickening pace my horse drew nigh
Those paths so dear to me.
And now we reached the orchard-plot;
And, as we climbed the hill,
The sinking moon to Lucy's cot
Came near, and nearer still.

In one of those sweet dreams I slept,
Kind Nature's gentlest boon!
And all the while my eyes I kept
On the descending moon.
My horse moved on; hoof after hoof
He raised, and never stopped:
When down behind the cottage roof,
At once, the bright moon dropped.

What fond and wayward thoughts will slide
Into a Lover's head!
"O mercy!" to myself I cried,
"If Lucy should be dead!"

Wordsworth’s “My Heart Leaps Up When I Behold”  (1802)

My heart leaps up when I behold
   A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
   Or let me die!
The Child is father of the Man;
   I could wish my days to be
Bound each to each by natural piety.
Wordsworth from *MEMORIALS OF A TOUR IN SCOTLAND* [1803]

“THE SOLITARY REAPER”

BEHOLD her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.

No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?--
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;--
I listened, motionless and still;
And, as I mounted up the hill
The music in my heart I bore,
Long after it was heard no more.
“I Wandered Lonely As a Cloud” (1804)

I WANDERED lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed--and gazed--but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

**Meter - Iambic Tetrameter**

“The Solitary Reaper” and “I Wandered Lonely as a Cloud” are written in iambic Tetrameter. An iamb, a metrical foot, is two syllables. The first syllable is unaccented, followed by an accented syllable. There are four iambs, or 8 syllables, in each line.

Read the poem aloud in this manner, accenting every second syllable. Notice that “o’er” in the second line is pronounced as one syllable to keep the meter (beat) regular.
"THE WORLD IS TOO MUCH WITH US; LATE AND SOON"

THE world is too much with us; late and soon,
Getting and spending, we lay waste our powers:
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
The Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;
For this, for everything, we are out of tune;
It moves us not.--Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathed horn.
"IT IS A BEAUTEOUS EVENING, CALM AND FREE"

IT is a beauteous evening, calm and free,
The holy time is quiet as a Nun
Breathless with adoration; the broad sun
Is sinking down in its tranquillity;
The gentleness of heaven broods o'er the Sea:
Listen! the mighty Being is awake,
And doth with his eternal motion make
A sound like thunder--everlastingly.

Dear Child! dear Girl! that walkest with me here,
If thou appear untouched by solemn thought,
Thy nature is not therefore less divine:
Thou liest in Abraham's bosom all the year;
And worship'st at the Temple's inner shrine,
God being with thee when we know it not.
“Strange Fits of Passion Have I Known” (the first poem)

Who will the narrator tell about his ‘strange fits of passion’?

____________________________________________________________

Where is the narrator going?

____________________________________________________________

How does the moon seem to influence the poem?

____________________________________________________________

What is familiar to the narrator as he rides?

____________________________________________________________

What is strange to him?

____________________________________________________________

Answers:
The narrator will speak “in the Lover’s ear alone” about his ‘strange fits of passion’.
He’s going to his lover’s cottage.
The moon lights his path as it sinks behind her cottage.
As the poem concludes the ever-sinking moon suggests a strange thought of his lover’s death.
The paths are familiar to the narrator, but some of his thoughts are quite strange.
“My Heart Leaps Up When I Behold”

Identify the rhyme scheme.  ___  ___  ___  ___  ___  ___  ___  ___  ___

The poet would rather die than _____________________________________________.

What does it mean to say, “The Child is father of the Man…”?
_____________________________________________________________________

Define ‘piety’.
_____________________________________________________________________

What does this last word of the poem contribute?
_____________________________________________________________________

Answers:
The rhyme scheme of the poem is abccabcdd.
The poet would rather die than be unable to enjoy natural sights like a rainbow in the sky.
The experiences of the child determine the final product, the man. The child is the creator, the predecessor, “the father” of the man.
Piety means goodness. Wordsworth not only wants to enjoy the natural wonders of the world, but to live his life in a morally sound way
“The Solitary Reaper”

Briefly summarize each stanza of “The Solitary Reaper”.

- Stanza 1

- Stanza 2

- Stanza 3

- Stanza 4

Where does Wordsworth depart slightly from the regular rhyme scheme?

Define plaintive.

What does the narrator not know about the song that the ‘lass’ sings?

How does it affect the poem?

How do the last two lines affect the poem?

Answers:

Stanza 1 provides the setting, a woman cutting grain in a field.
Stanza 2 explains that her singing is more welcome than a nightingale, more thrilling than a Cuckoo-bird.
Stanza 3 informs us that the narrator doesn’t know what the reaper sings about. Stanza 4 tells us that the narrator enjoyed the memories of her singing long after “it was heard no more”.

Wordsworth departs from the regular rhyme scheme in the first and third lines of the first and last stanzas (field/herself, sang/work).

Synonyms for ‘plaintive’ include mournful, lamenting, melancholy, etc. Notice that the root of the word is also in the word ‘complaint’ or ‘complaining’.

The narrator doesn’t know whether the lass sings of “old, unhappy, far-off things, And battles long ago:” or of some “Familiar matter of to-day?” This allows his imagination to wander as he listens to her song.

The last two lines take the poem out of the material world of nature and into the idealized world of memory.

“*I Wandered Lonely as a Cloud*”

What is the effect of the poet likening himself to a cloud?

__________________________________________________________________________

What metaphorical device does Wordsworth employ here?

__________________________________________________________________________

How does Wordsworth compare and contrast the daffodils to stars and the waves?

__________________________________________________________________________

What did the narrator not recognize as he watched “the show”?

__________________________________________________________________________

How does the last stanza resemble the last two lines of “*The Solitary Reaper*”?

__________________________________________________________________________
Answers:
A cloud drifting over the landscape takes the poet out of the material world, making him more of an observer of the world than participant. Identifying a person as a cloud is the metaphorical device of ‘reverse personification’.
Wordsworth likens the daffodils to stars (continuous) and says that they outdo the sparkling waves in the way that they provide ‘glee’. At the time the poet didn’t know how much happiness he would get from the memories of that sight. Like in “The Solitary Reaper”, there is a transition from the earthly world to the world of ideas (memories).

“The World Is Too Much With Us: Late And Soon”
What is Wordsworth’s complaint in this poem?
_____________________________________________________________________________
Why would he ‘rather be A Pagan’?
_____________________________________________________________________________
Who is Proteus?
_____________________________________________________________________________
Who is Triton?
_____________________________________________________________________________

Answers:
Wordsworth complains that trying to make it in life makes us forget about the natural beauty of the world.
He’d ‘rather be A Pagan’ so he would be more in touch with nature.
Proteus was the son of Poseidon, the Greek god of the sea. Proteus was a ‘shape-shifter’, with the ability to assume different forms. Triton, too, was Poseidon’s son. He rode the waves on horses and sea monsters, and blew his conch shell horn as a way to stir up or calm the waves.

"It is a beauteous evening, calm and free"

How is the form of this poem similar to “The World is Too Much With Us; Late and Soon”? ________________________________________________________________

Compare lines 1 – 5 with lines 6 – 8.

____________________________________________________________________

Research: Autobiographical information enables the reader to understand a poem more thoroughly. Find out who Wordsworth is talking to (line 7 – ‘Dear Child! Dear girl!’). Elaborate (give more details) on the occasion of this ‘beauteous evening’.

____________________________________________________________________

Answers:
This poem and “The World is Too Much With Us; Late and Soon” are sonnets.
The poem begins quite calmly in lines 1-5, then introduces the ‘sound of thunder’ in line 8.
Wordsworth is talking to his daughter in the last 6 lines (sestet) of the poem. Find out more!
INTRODUCTION TO BRITISH LITERATURE

**Writing Task**
Select one of the previous poems by Wordsworth and comment on the poem’s **meaning**, **form** (meter, rhyme scheme, etc.), and whatever **figurative language** (metaphors, personification, etc.) Wordsworth employs.

---

**Victorian Poetry by Elizabeth Barrett Browning**

**(née: Barrett) 1806 - 1861**

- Most successful female poet of the Victorian period
- Born at Coxhoe Hall, near Durham, to Edward Moulton-Barrett and Mary Graham-Clarke.
- Father’s wealth derived from sugar plantations in Jamaica, then a British colony. She lived as an invalid for years, dominated by her father.
- Wrote the autobiographical *Sonnets from the Portuguese*, her most well-known work, after escaping her father’s control. Wrote these love poems for the poet Robert Browning, whom she married in 1846.
- Moved to Italy, where her health improved, and she bore a son. While in Italy, she became active in the cause of Italian liberation from Austria.
- Became popular after *Poems* (1844). Major work was *Aurora Leight* (1857), a novel in blank verse about a woman writer, her childhood and pursuit of a literary career. It dealt with themes such as the poet's mission, social responsibilities, and the position of women.
- Was openly critical of slavery and child labor, as was her husband.
• Received serious consideration to succeed Wordsworth as poet laureate, eventually awarded to Tennyson in 1850.
• Died in husband's arms on June 29, 1861 in Florence.

**ON A PORTRAIT OF WORDSWORTH BY B. R. HAYDON**

From the two-volume 1844 work *Poems*, by Elizabeth Barrett Browning

![Portrait of Wordsworth](image)

**WORDSWORDTH upon Helvellyn***!

Let the cloud
Ebb audibly along the mountain-wind,
Then break against the rock, and show behind
The lowland valleys floating up to crowd
The sense with beauty. He with forehead bowed
And humble-lidded eyes, as one inclined
Before the sovran thought of his own mind,
And very meek with inspirations proud,
Takes here his rightful place as poet-priest
By the high altar, singing prayer and prayer
To the higher Heavens. A noble vision free
Our Haydon's hand has flung out from the mist:
No portrait this, with Academic air!
This is the poet and his poetry.

* A mountain peak of three thousand feet in the English Lake District.
To George Sand: A Recognition

True genius, but true woman! dost deny
The woman's nature with a manly scorn
And break away the gauds and armlets worn
   By weaker women in captivity?
Ah, vain denial! that revolted cry
Is sobbed in by a woman's voice forlorn,
Thy woman's hair, my sister, all unshorn
Floats back dishevelled strength in agony
Disproving thy man's name: and while before
The world thou burnest in a poet-fire,
We see thy woman-heart beat evermore
Through the large flame. Beat purer, heart, and higher,
Till God unsex thee on the heavenly shore
Where unincarnate spirits purely aspire!

Which form does this poem take?

George Sand is a pseudonym. What is the poet's real name? Wikipedia.org

Why do you think that this person took the pen name of George Sand?
Write a short paragraph identifying George Sand. List information such as when and where this person lived. is a good place to go for information.

_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

“Till God unsex thee…” should remind the reader of a quote from *Macbeth*. Can you identify the speaker and the quote’s place in the play?

_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

**Answers:**

“On a Portrait of Wordsworth” by B. R. Haydon is a sonnet.

George Sand is a pen name for French novelist Amandine Aurore Lucie Dupin, Baronne Dudevant (1804-76).

She took the name of George Sand because women were not given equal due. Her father was an aristocrat, but her mother was poor.

She was raised by her father’s mother. She went into the convent when she was young, later marrying a baron (Dudevant) and bearing two children in their eight years of marriage. She wrote 80 novels.

Lady Macbeth says, in Act I, Scene V of *Macbeth*, “Come, you spirits, that
tend on mortal thoughts, unsex me here; and fill me, from the crown to the toe, top-full of direst cruelty!” She says this after she learns that King Duncan and Macbeth are on their way to her castle.

**Writing Task**

After Elizabeth Barret-Browning’s death, Edward Fitzgerald wrote,

"Mrs. Browning's Death is rather a relief to me, I must say: no more Aurora Leight, thank God! A woman of real genius, I know; but what is the upshot of it all? She and her Sex had better mind the Kitchen and their Children: and perhaps the Poor: except in such things as little Novels, they only devote themselves to what Men do much better, leaving that which Men do worse or not at all."

We see the discrimination of women throughout the literature in this course. Women could not be epic heroes (*Beowulf*) or kings (Lady Macbeth), and female writers often used pseudonyms to mask their gender (George Sand) as they wrote.

Think of the female characters and writers in this course. Think also about the status of women today, both in terms of how society sees them. Now, write a 500-word essay that elaborates on the topic of inequality for women in British history.
Lesson 4  Practice Exercise

1. 1785 to 1830 was the ____________ period in English literary history.

2. 1837 to 1901 was the ______________ period in English literary history.

3. _______________ influenced British and European Romantic literature.
   a. The American Revolution  b. The French Revolution
   c. Both a and b  d. None of the above

4. In “Strange Fits of Passion I have Known,” the narrator is going to:
   a. Work  b. His wife’s cottage  
   c. His lover’s cottage  d. His mother’s house

5. In “The World Is Too Much with Us; Late and Soon,” Wordsworth shows a love of:
   a. Nature  b. paganism  c. a and b  d. none of these

6. Poseidon’s son in “The World Is Too Much With Us: Late and Soon” is

7. The main poet of the Romantic period (according to this author) is:
   a. Elizabeth Barret-Browning  c. George Sand
   b. William Wordsworth  d. Robert Browning
8. Elizabeth Barrett-Browning supported all of the following EXCEPT:
   a. Equality for women   c. Italian independence
   b. Abolition of slavery   d. Slavery

9. Who was a Victorian period poet laureate?

10. “Beowulf” is __________ poetry.
    a. Shakespearian   b. epic   c. Latin   d. None of these

Practice Exercise 4 Answers
1. B
2. C
3. C
4. C
5. C
6. D
7. B
8. D
9. A
10. B
LESSON 4 THINGS TO REMEMBER

- The narrator in “Strange fits of passion have I known,” is going to his lover’s cottage.
- Wordsworth states that he would rather be a “Pagan” to be more in touch with nature.
- Triton is Poseidon’s son.
- Wordsworth is the main poet of the Romantic period.
- Wordsworth inspired the Romanticism movement.
- “I wandered Lonely as a Cloud” is an example of ‘reverse personification.’
- The poem’s tile in “The Solitary Reaper” is not the first line of the poem.
- George Sand was a French, female poet.
- The most famous Victorian poet was Elizabeth Barrett-Browning.
- The Victorian Era coincides with the growth of the Empire and industry.
LESSON 5: WRITING

Writing Process and Types of Essays

Writing (like reading) is not a step, but a process. Immature writers confuse a rough draft for a finished essay. Don’t make this mistake! Read through the following steps in the writing process. More importantly, employ each and every step each and every time you write. Make it part of your writing process!

- **Pre-Writing**, or getting ready to write -- Pre-writing exercises include graphic organizers, brainstorming, webbing/clustering, and outlining. Don’t take pre-writing for granted! Get as many ideas down on paper as you can; it’s preferable to have extra details than not enough.

- **Rough Draft** – Immature writers confuse this step for the entire writing process. The rough draft is merely a first copy of the finished product.

- **Proof-Reading** -- Look over what you have written; share it with a friend. Come back to it the next day to get a fresh look at it. (This, of course, does not happen when you are trying to do everything at the last minute!)

- **Revising** -- Re-visit the major themes in your essay. What is your message? Content is the most important part of what you say. Wouldn’t you prefer a diamond in a paper bag to trash in department store wrapping?
INTRODUCTION TO BRITISH LITERATURE

- **Editing** -- Correct mistakes in spelling and punctuation. Improve sentence structure and vary word usage. Eliminate excess (repetition, unnecessary details, etc.) Additional revision of main ideas may be the next step now, rather than proceeding to publication of the final copy.

- **Final Draft** -- Submit a spell-checked, grammar-checked final copy.

### Types of Essays

In this and your other Language Arts courses, you read and write different types of essays. Essays report, describe, or analyze information. Here are some essay types and examples.

1. The **descriptive essay** provides details about how something looks, feels, tastes, smells, makes one feel, or sounds. It can also describe what something is or how something happened. These essays generally use a lot of sensory details. The essay could be a list-like description providing point by point details. It could function as a story. Examples include: Describing a tree or the layout of a house.

2. A **definition essay** attempts to define a specific term. It could try to pin down the meaning of a specific word or define an abstract concept. The analysis goes deeper than a simple dictionary definition; it should attempt to explain *why* the term is defined as such. It could define the term directly, giving no information other than the explanation of the term. It
could imply the definition of the term, telling a story that requires the reader to infer the meaning., keeping the reader interested in the plot and theme of the event described. Example: Defining freedom of speech

3. The **compare/contrast** essay discusses the similarities and differences between two things, people, concepts, places, etc. The essay could be an unbiased discussion or an attempt to convince the reader of the benefits of one thing, person, or concept. It could also be written simply to entertain the reader or to arrive at an insight into human nature. The essay could discuss both similarities and differences. It could just focus on one or the other. A **comparison essay** usually discusses the similarities between two things while the **contrast essay** discusses the differences. Some essays compare and contrast. Example: Compare and contrast the 1967 Ford Shelby Mustang with the 1967 Chevy Corvette Stingray.

4. The **cause/effect essay** explains why or how some event happened and what resulted from the event. This essay is a study of the relationship between two or more events or experiences. The essay could discuss both **causes and effects** or it could simply address one or the other. A **cause essay** usually discusses the reasons why something happened. An **effect essay** discusses what happens after a specific event or circumstance. Example: How taxation caused the American Revolution

5. The **narrative essay** tells a story. It can also be called a "short story." Generally the narrative essay is conversational in style and tells of a personal experience. It is most commonly written in the first person (uses
1. This essay could tell of a single, life-shaping event, or simply a mundane daily experience. Example: A General’s Personal Experiences in Iraq

6. A **process essay** describes how something is done. It generally explains actions that should be performed in a series. It can explain in detail how to accomplish a specific task or it can show how an individual came to a certain personal awareness. The essay could be in the form of step-by-step instructions or in story form with the instructions/explanations given along the way. Example: How to run the mile.

7. An **argumentative essay** is one that attempts to persuade the reader to the writer's point of view. The writer can either be serious or funny, but always tries to convince the reader of the validity of his or her opinion. The essay may argue openly or it may attempt to subtly persuade the reader by using irony or sarcasm. Example: Reasons school should be held in America eleven [11] months a year for ten [10] hours a day.

8. A **critical essay** analyzes the strengths, weaknesses and methods of someone else's work. Generally these essays begin with a brief overview of the main points of the text, movie, or piece of art, followed by an analysis of the work's meaning. It should then discuss how well the author/creator accomplishes his/her goals and makes his/her points. A critical essay can be written about another essay, story, book, poem, movie, or work of art. Example: The skill Shakespeare uses to present the character Othello.
You may use components of the above essays in writing one of your own. Writers can combine the types, but usually an essay is predominantly one of the above types. Knowledge of all of them will help you figure out which approach[es] to take when following the writing process you see outlined below.

**Review of English Essentials**

**Sentence Structure**

1. If a sentence can’t stand alone, it is a *fragment* or dependent clause.
   
   *When Tom broke the vase* [when, if, because, although, etc. need a comma and independent clause after it to be a complete sentence.]
   
   *When Tom broke the vase, he ran.*

2. Two independent clauses jammed together with a comma or without are *run-ons*. Make two sentences with a period.
   
   Polly ran into the room, Tom was already gone.
   
   Becomes Polly ran into the room. Tom was already gone.

3. *So means therefore, but means however, since means because, although indicates contrast.*
   
   I laughed *because* the joke was funny.

4. Keep reference words close to the source.
   
   Sweeping up the glass, *Polly* found the key
   
   [not: the key was found by Polly.]
5. Keep verb tenses the same in a list.
   [I laughed, sang, and waved].

Usage

1. Make subject and verb agree [never mind the object receiving the action]
   The boy plays with guitars    The boys play with a guitar

2. The subject is not in a prepositional phrase
   [start with of, for, by, around, throughout, behind, etc.]
   One (of the boys) is nice.

3. Compound subjects need a plural verb.
   My sister and brother [they] beat me at chess.

4. Be clear and specific with pronouns, make sure what they refer to is not
   confused, and make references clear and consistent.
   Phil and Jon played chess and Jon [not he] won.
   A germ can infect a cut, but infection [not it] can be avoided.
   When one reads, one [not you] can see what one is looking for.

5. Keep verb tenses the same, even in long sentences.
   When Jon was young, he played chess, studied hard, and played
   sports.

6. Adverbs describing how an action takes places usually end in –ly.
   I ran quickly.
MECHANICS

Punctuation

1. Insert a COMMA after a dependent clause, introductory clause, parenthetical clause, a list of three [3] or more items.
   - When walking, take your time.
   - According to Rita, he left early.
   - Joe, who was there, said it is true.
   - He ran, walked, and talked

2. CAPITALIZE specific names and their adjectives and titles with names
   - President of the United States and the Chrysler Company
   - French cakes
   - Dr. King
   - Christmas Day, Wednesday, December 25, 1967

3. POSSESSIVE PRONOUNS do not need apostrophes
   - Your lunch, its food, their trays [It’s means it is, you’re means you are].

4. Be careful of SOUND ALIKES. Use dictionary if not sure of spelling.
   - [Ex: Accept and except, board and bored, principal and principle, peace and piece, roll and role, there/their/they’re, to/too/two, weather and whether.]
Organization

1. Every essay has a thesis. The thesis and summary of main ideas should be in the first paragraph.
2. Every subsequent paragraph in the essay’s body should have a topic sentence with evidence or examples.
3. First, second, moreover, however, although, despite, therefore, thus, etc. are good organizational words.
4. Good essays have a concluding paragraph summing up thesis and main ideas.
5. “Cut” and “paste,” moving things around by line or paragraph is essential to working up your rough drafts.
6. Revise thesis, main ideas, body, and conclusion as you go.

Form, Audience, Topic, and Purpose

All writers must answer the following questions to organize their writing:
1. “What am I writing about?” (Topic)
2. “Why am I writing?” (Purpose)
3. “To whom am I writing?” (Audience)
4. “What will be the form [type] of writing?” (Format)
Interest Inventory and Exam Preparation

1. Which reading did you most enjoy?

________________________________________________________________________

(Choose from Macbeth, Jekyll/Hyde, poetry, British literary history)

2. Which poem did you most enjoy?

________________________________________________________________________

3. List 10 vocabulary words (with definitions) that you learned in this course.

1. __________________________ __________________________
2. __________________________ __________________________
3. __________________________ __________________________
4. __________________________ __________________________
5. __________________________ __________________________
6. __________________________ __________________________
7. __________________________ __________________________
8. __________________________ __________________________
9. __________________________ __________________________
10. __________________________ __________________________

4. List 5 things that you learned about British history.

1. __________________________ __________________________
2. __________________________ __________________________
3. __________________________ __________________________
4. __________________________ __________________________
5. __________________________ __________________________
5. Who is the main poet of the Romantic period?
____________________________________________________________________

6. What is the approximate time of the Victorian era?
____________________________________________________________________

7. List 3 things that you learned about Queen Victoria.
   1. ________________________________________________________________
   2. ________________________________________________________________
   3. ________________________________________________________________

8. How did the Norman Conquest of 1066 affect Britain?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

9. What is the setting (time and place) for Macbeth?
____________________________________________________________________

10. What is Macbeth’s tragic flaw?
____________________________________________________________________

   1. ________________________________________________________________
   2. ________________________________________________________________
   3. ________________________________________________________________
12. *The Strange Case of Dr. Jekyll and Mr. Hyde* takes place in

13. Identify some elements of Gothic fiction.

14. Contrast epic poetry (Beowulf) with the Romantic poetry of Wordsworth.

15. What is an iamb?

16. How many lines are in a sonnet?

17. What is a *soliloquy*?

18. Give an example of a soliloquy from Macbeth.

19. What is an *aside*?

20. What is a *poet laureate*?
Answers:

5. William Wordsworth is the main poet of the Romantic period.
6. The Victorian era (1837 – 1901) is named after Queen Victoria,
7. Britain’s longest reigning monarch. During her 64 years in power, she presided over the expansion of the British Empire.
8. The Norman Conquest (1066) brought England closer to Europe, helped create a stable monarchy and system of government, and set the stage for English–French conflict for centuries.
10. Macbeth’s tragic flaw is excessive ambition.
   a. “Beware Macduff”,
   b. “None of woman born shall harm Macbeth”,
   c. “Macbeth shall never vanquish’d be, until Great Birnam Wood to high Dunsinane hill shall come against him.”
12. The Strange Case of Dr. Jekyll and Mr. Hyde takes place in London.
13. Gothic fiction includes the supernatural, dark landscapes, mystery, secrets, and double identities (doppelgangers).
15. An iamb is a metrical foot (two syllables).
16. A sonnet contains 14 lines.
17. A soliloquy is a dramatic speech in which a character reveals his or her thoughts when alone or unaware of the presence of others.
18. Examples include Lady Macbeth’s “unsex me” while awaiting Duncan and Macbeth’s arrival at their castle, and Macbeth’s comments as the image of a dagger directs him to King Duncan’s bed.
19. An aside is a comment that the actor makes to the audience, rather than to other characters in the play.

20. A poet laureate is the official poet for a government.

**Research Project Essay**

This is your last chance to practice and improve your writing skills. In the next lesson you will need to write a 500-word essay which will be graded (10% of the grade for this course).

Choose one of the following topics for a 500-word essay. Utilize what you have learned about the writing process, types of essays, and English essentials.

a. Compare and contrast Romantic poetry and Victorian poetry.

b. Discuss Shakespeare’s life, works, and place in British literature.

c. Describe life in early Anglo-Saxon Britain (the era of Beowulf and Macbeth).

d. Discuss France’s impact on Britain, specifically the Norman Invasion of 1066 and/or the revolution of 1789 (storming of the Bastille to Reign of Terror).
Lesson 5 Practice Exercise

1. The first step in the writing process is
   a. pre-writing      b. rough draft      c. final draft      d. editing

   a. definition     b. descriptive     c. compare-contrast     d. process

3. Which is the correct sequence of steps in the writing process?
   a. pre-write, rough draft, proofread, edit, revise, final copy
   b. pre-write, rough draft, edit, revise, proofread, final copy
   c. pre-write, rough draft, proofread, revise, edit, final copy
   d. none of these is the correct sequence

4. congresswoman hillary clinton is an outspoken leader.
   a. Capitalize “Congresswoman”
   b. Capitalize “Hillary”
   c. Capitalize “Clinton”
   d. All of the above

5. After writing a first rough draft, one should first…
   a. publish                c. edit
   b. proofread              d. spell-check and grammar-check
6. I don’t know __________ you wanted to go eat.
   a. weather  b. whethere  c. whether  d. wheather

7. __________ lunch is ready.
   a. Youre  b. You’re  c. Your  d. You are

8. I don’t know what the __________ is like outside today.
   a. weather  b. whethere  c. whether  d. wheather

9. When one reads, __________ can explore what one is seeking.
   a. you  b. they  c. one  d. she

10. To format your writing, means to think about what __________ you are doing.
    a. audience  b. purpose  c. type of writing  d. main ideas

Lesson 5 Practice Exercise Answers

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LESSON 5 THINGS TO REMEMBER

- The last step in the writing process is final draft.
- A process essay would explain how to complete an activity.
- The correct steps in the writing process are pre-write, rough draft, proofread, revise, edit, final copy.
- Capitalize specific names, their adjectives and titles with names.
  - Capitalize the first letter of a sentence.
- Be careful of sound a-likes such as accept/except, to/too/two, board/bored/, whether/weather, peace/piece, your/you’re, roll/role, there/their.
- Possessive pronouns do not need apostrophes. You’re means you are.
  - It’s means it is. Yours means this belongs to you.
- Think about the goal or purpose for writing your essay.
LESSON 6: ESSAY WRITING ASSIGNMENT

Choose one of the following topics and write an extended (500-word, multi-paragraph essay that expands on the chosen topic. Please use all of the steps in the writing process (pre-writing, proof-reading, revising and editing, etc.). In the conclusion of your essay, describe your personal preferences in listening to or watching fiction and drama and explain why it is a classic.

Be sure to type the final version of your essay as your answer to this lesson’s assignment.

Suggested topics from the reading selections in this textbook AND in the separate READING SUPPLEMENTS for this course.

A. Macbeth -- Macbeth is the tragic hero of this play by Shakespeare. His tragic flaw is ‘over-reaching ambition’, or being too ambitious. This flaw, combined with the role of both Lady Macbeth and the witches, is what causes his downfall. Discuss how this brave hero and warrior becomes a villain.

B. Beowulf and modern day heroes – Epic heroes are always at the center of epic poetry. They come from upper-class backgrounds, do great deeds, and reflect the values of the society in which they live. They are usually men. Select one or more modern-day heroes, then compare and contrast them with Beowulf.
C. Wordsworth – What kind of poet was Wordsworth? Write about his life and his place in Romantic poetry. Explicate (explain) one of his poems, or compare and contrast a few of his poems.

D. Compare Dr. Jekyll to Mr. Hyde. What happens to Dr. Jekyll when he becomes Mr. Hyde? What scares him, and what attracts him about Mr. Hyde (the darker side of his identity?)
The action in *Macbeth* primarily takes place in Scotland.

A soliloquy is a dramatic speech in which a character reveals his or her thoughts when alone or unaware of the presence of others.

Lady Macbeth’s comment of, “Come, you spirits, that tend on mortal thoughts, *unsex me here*…means she wants to be cruel like a man.

As an example of foreshadowing, Lady Macbeth says, “These deeds must not be thought after these ways, so, it will make us mad.”

The porter provides comic relief in *Macbeth*.

Macbeth’s tragic flaw is vaulting ambition.

Macbeth progresses and becomes more ruthless throughout the play.

Macbeth kills all except Fleance.

“Out damned spot,” is a reference to Lady Macbeth’s inability to cleanse herself of guilt for the murder of her husband.

The correct lineage of kings in *Macbeth* is King Duncan, Macbeth, Malcolm, and Banquo’s heirs.

Lady Macbeth says, “…I fear thy nature; it is too full o’ the milk of human kindness…”

Mr. Hyde’s first crime is the stomping of a child.

Utterson believes that Dr. Jekyll’s relationship with Mr. Hyde is that Mr. Hyde is black-mailing Dr. Jekyll.

Utterson is not passionate.

Mr. Hyde is the ‘troglodyte’ in the novella.

Dr. Lanyon and Dr. Jekyll argue over scientific theory.

The crime that sends Mr. Hyde into hiding is killing Sir Danyers Carew.
Dr. Lanyon’s death is caused by him seeking Mr. Hyde become Dr. Jekyll.

Utterson’s disbelief in the supernatural keeps him from learning Dr. Jekyll’s secret.

Mr. Hyde is not larger than Dr. Jekyll.

In order to test his unscientific beliefs, Dr. Jekyll initially transforms himself into Mr. Hyde.

The novella ends when Dr. Jekyll turns into Mr. Hyde and then dies.

Dr. Jekyll believes that man has two sides that can be disassociated.

There are 8 syllables in a line of iambic tetrameter.

A sonnet does not have 12 lines.

An iamb is a metrical foot of two syllables.

The Norman invasion of 1066 was the last successful conquest of England.

Victoria was the longest reigning monarch in British history.

France is not a part of Britain, but Ireland, England, and Scotland are.

Barrett-Browning was not a poet laureate.

*Macbeth, Beowulf, and “The Solitary Reaper,” are not novellas.*

Connotation is emotion associated with a word rather than a dictionary’s association.

Elizabeth Barrett-Browning supports equality for women, the abolition of slavery, and Italian independence.

Rustic landscapes are not a characteristic of Gothic fiction.

London is the locale for The Globe Theatre and “The Strange Case of Dr. Jekyll and Mr. Hyde.

The “Storming of the Bastille” took place in France in 1789.

“Neighborhood” is not the British spelling of the word.
Definitions and synonyms for words can be found in a dictionary, Microsoft Word, and Roget’s *Thesaurus*.

An iamb is a metrical foot.

The correct chronological order of the following British literary pieces is: *Beowulf, Macbeth*, Romantic poetry, and Victorian poetry.

Beowulf defeats Grendel by ripping his arm out of the shoulder socket.

The first step in the writing process is pre-writing.

A compare-contrast essay would compare two politicians.

The correct steps in the writing process are: pre-write, rough draft, proofread, revise, edit, final copy.

Capitalize specific names, their adjectives and titles with names.

Capitalize the first letter of a sentence.

Be careful of sound alikes such as accept/except, to/too/two, board/bored/, whether/weather, peace/piece, your/you’re, roll/role, there/their.

Possessive pronouns do not need apostrophes. You’re means you are.

It’s means it is. Yours means it belongs to you.

Think about the goal or purpose for writing your essay.