

# Unit 5 – The Victorian Period (1833-1901) Progress and Decline

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## Table of Contents

Background/History of Victorian Period.....	5
1832-1901 – An Era Of Rapid Change.....	5
The Victorians: Historical Context.....	5
A Time of Growth and Change.....	5
Monarchy.....	5
Progress, Problems, and Reform.....	5
Middle-Class Prosperity.....	5
The Downside of Progress.....	6
Reform and Uncertainty.....	6
Cultural Influences.....	6
British Imperialism.....	6
Victorian Literature.....	7
The influence of Romanticism.....	7
Realism in Fiction.....	7
Victorian Viewpoints.....	8
Connecting Literature, History, and Culture.....	8
Background.....	5
Shoe Factory Lecture.....	5
Decline of State (1850-1900).....	5
Victorian Era.....	5
Jane Austen.....	10
Background.....	10
Literary Analysis: Social Commentary.....	10

On Making an Agreeable Marriage .....	10
Alfred, Lord Tennyson.....	11
Biography.....	11
Literary Analysis: Mood.....	11
Biography.....	11
In Memorium, A.H.H.....	12
1.....	12
7.....	12
82.....	12
130.....	13
In Memorium, A.H.H.....	12
27.....	12
54.....	12
130.....	12
The Lady of Shalott .....	14
Literary Analysis: Mood .....	14
Lady of Shalott.....	14
Tears, Idle Tears.....	14
Ulysses .....	16
Literary Analysis: Mood.....	16
Ulysses .....	16
Ulysses Video .....	18
Robert Browning.....	19
Biography.....	19
Poetic Form: Dramatic Monologue .....	19
Biography.....	19
My Last Duchess.....	19
Poetic Form: Dramatic Monologue .....	19
My Last Duchess.....	19
Life in a Love.....	21

Porphyria’s Lover .....	21
Dramatic Monologue .....	21
Porphyria’s Lover .....	21
Elizabeth Barrett Browning .....	23
Biography.....	23
Sonnet 43 .....	23
Figurative Language .....	23
Sonnet 43 .....	23
Charles Dickens .....	24
Biography.....	24
About the Author .....	24
About the Novels .....	24
About the Author .....	24
Hard Times.....	24
Charlotte Brontë.....	26
Biography.....	26
Jane Eyre.....	26
Jane Eyre.....	26
Matthew Arnold.....	28
Biography.....	28
Literary Analysis: Theme .....	28
2 Ways to Study Religion .....	28
Dover Beach.....	30
Reading Skill.....	30
Dover Beach.....	30
Emily Brontë.....	32
Biography.....	32
Literary Analysis: Figurative Language .....	32
Remembrance .....	32
Figurative Language .....	33

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Unit 5 - Victorian  
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Remembrance .....	32
Thomas Hardy.....	34
Biography.....	34
The Darkling Thrush.....	34
Literary Analysis: Tone .....	34
The Darkling Thrush.....	34
Ah, are you digging on my grave?.....	36
Literary Analysis: Tone .....	36
Ah, Are you Digging on my Grave.....	36
Gerard Manley Hopkins.....	37
Biography.....	37
Literary Analysis: Sprung Rhythm .....	37
Background.....	37
God’s Grandeur.....	37
God’s Grandeur.....	37
Spring and Fall: To a Young Child.....	37
Literary Analysis: Sprung Rhythm .....	38
Spring and Fall: To a Young Child.....	37
A.E. Housman.....	39
Biography.....	39
Biography.....	39
To an Athlete Dying Young.....	39
Reading Skill.....	39
To an Athlete Dying Young.....	39
When I was One-and-Twenty .....	40
Literary Analysis: Rhyme Scheme .....	40
When I was One-and-Twenty .....	40

## Background/History of Victorian Period

Pg. 940-56

### 1832-1901 - An Era Of Rapid Change

#### The Victorians: Historical Context

- Victorian Writers responded to the economic, social, and political changes sweeping England during Victoria's reign.

#### A Time of Growth and Change

- The British Empire expands
- Britain dominates world politics
- Industrial Revolution continues
- Wealth and prosperity grow, but so does suffering

#### Monarchy

- Queen Victoria was crowned at 18
- Reigned for 63 years
- Victoria yielded control of day to day government to talented prime ministers.
- Withdrew from politics after her husband Prince Albert died.

#### Progress, Problems, and Reform

- The Industrial Revolution had already transformed England into a modern industrial state by the time Victoria took the throne.

#### Middle-Class Prosperity

- Industrial revolution created vast new wealth for England's rapidly growing middle class.
- New invention represented both a means of making money and a dazzling array of goods to spend the new money on.

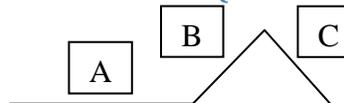
### Background

- The naming of the eras came after the fact.
- The naming of Epochs becomes a big deal in the 1600's
- Named after Queen Victoria of England
- Industrial Revolution

### Shoe Factory Lecture

- Men lose their jobs because machines and industrialization take over.
- What questions did these laid off workers ask themselves?
- The laid off workers had skill sets no education
- The laid off fathers encourage their sons to get educations
- 1800-1850: Industrial Revolution
- The factory owners had to industrialize or go out of business
  - Fundamental power shift

### Decline of State (1850-1900)



- If one is a part of the decline then there is a lot of fear and change

### Victorian Era

- Queen Victoria was Queen of England
- In the 1850s England is starting to have a decline of state/culture
- The up and coming power was the US
- The relationship between men and women is changing
- Women start working and the children start going to work too

- **Thomas Babington Macaulay** – expressed enthusiasm for the material advantages afforded by the industrial age.
- **Thomas Carlyle and William Morris** – were appalled by Victorian materialism, which they saw as tasteless, joyless, and destructive of community.

### **The Downside of Progress**

- Conditions for the poor grew more intolerable.
- Child labor
- Extra long work days
- Unemployment soared
- Potato blight and famine

### **Reform and Uncertainty**

- Change came slowly
- 1833 parliament abolished slavery in the British Empire.
- Public schools
- Restrictions on child labor
- Free trade
- Legalized unions
- Victorians were deeply religious and modern scientists threatened cherished beliefs.
- Darwin's "On Origin of the Species"

### **Cultural Influences**

- Writers clashed over Britain's expanding imperialism.

### **British Imperialism**

- Throughout Victoria's rule the British Empire steadily expanded.
- **Gladstone** opposed further expansion
- **Disraeli** saw imperialism as key to Britain's prosperity and patriotic destiny.
- **Rudyard Kipling** wrote short stories and poems glorifying the expansion of

the empire.

- William Morris contradicted him.

### **Victorian Literature**

- Victorian literature shifted gradually from romanticism to realism, with the change led by novelists, who enjoyed a golden age
- Late Victorian writing moved into naturalism and escapist fiction.

### **The influence of Romanticism**

- Romanticism past its height by the 1830's.
- **Robert Browning** and **Alfred, Lord Tennyson** were raised as romantics.
- Romantic Movement had an enormous influence on early Victorian poets.
- They ignored the grim reality
- Focused more on “poetic subjects”
  - *Ancient legends*
  - *Exotic foreign lands*
  - *Romantic love*
  - *The awe-inspiring beauty of nature*
- **Mathew Arnold** – pure escapism
- Literary ideals inherited from the romantics kept the first Victorian poets from redefining poetry for their own time.

### **Realism in Fiction**

- Readers turned to novelists
- Fiction was considered light entertainment.
- Victorian Novelists
  - Charles Dickens
  - George Eliot
  - Emily Bronte
  - Charlotte Bronte
- Middle class readers wanted realism
  - Captured everyday life as it was really lived.
  - Exposed social problems and

pretensions.

- Serious straightforward realistic writers:
  - Anthony Trollope
  - William Makepeace Thackeray
- Pioneers of psychological realism – less on external realities than on the inner realities of the mind:
  - George Meredith
  - George Eliot (Mary Ann Evans)
- Novels were long and often published serially.

### **Victorian Viewpoints**

- Periodicals offered nonfiction articles on all manner of subjects.
- England's thinkers clashed over issues of the day.
  - **Thomas Babington Macaulay** – defended the status quo
  - **Thomas Carlyle** – predicted bloody revolution as inevitable.
- Uncertainty permeated literature of the late Victorian period.
  - **Tennyson**
- Naturalist writers saw the universe as an uncaring force, indifferent to human suffering.
  - **Mathew Arnold**
  - **Thomas Hardy**
- Readers turned to escapist fare.
  - **Rudyard Kipling** – *Jungle Book*
  - **Oscar Wilde**
  - **HG Wells** – *Time Machine*
  - **Arthur Conan Doyle** – *Sherlock Holmes*
  - **Lewis Carroll** – *Alice in Wonderland*
  - **Robert Louis Stevenson** – *Treasure Island*

### **Connecting Literature, History, and Culture**

<ul style="list-style-type: none"><li>● Inventions of the period include:<ul style="list-style-type: none"><li>○ Telegraph</li><li>○ Telephone</li><li>○ Light bulb</li><li>○ Radio</li><li>○ Automobile</li></ul></li><li>● Imperialism involved Britain in wars while creating trade connections around the world.</li><li>● Evidence of social progress and reform includes:<ul style="list-style-type: none"><li>○ Factory Act (1833)</li><li>○ Abolition of Slavery in the British Empire (1833)</li><li>○ Reform Bill (1867)</li><li>○ Establishment of local schools (1870)</li><li>○ Married Women's Act (1870)</li><li>○ Legalization of Collective Bargaining (1876)</li><li>○ Second Reform Bill (1884)</li></ul></li><li>● Contributions to British literature of the period by women included poems by:<ul style="list-style-type: none"><li>○ Elizabeth Barrett Browning</li><li>○ Bronte sisters</li><li>○ George Eliot (Mary Ann Evans)</li></ul></li></ul>	
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**Jane Austen**  
(1775-1817)

**Background**

Pg. 910-911

- Never married, but explored love and marriage in her six novels.
- Daughter of a clergyman
- Seventh of eight children
- Wrote with satirical wit
- Published anonymously like most women of her time
- Honored by the Prince Regent a few years before her death

**Literary Analysis: Social Commentary**

- **Social Commentary** – is a writing or speech that offers insights into society.
- What assumptions about responsibility in courtship does this passage reveal?
  - Austen suggests that her niece should not commit herself further unless she is prepared to marry her suitor; this advice reveals the assumption that the woman bears as much responsibility as the man in the development of a relationship

**On Making an Agreeable Marriage**

Pg. 912-915

- Responding in a letter to her niece Fanny Knight, who had recently expressed doubts about her suitor, Austen not only advises her niece but also comments neatly on what makes a desirable marriage in Austen's social class in the early 1800's.

## Alfred, Lord Tennyson

### Biography

(1809-1892)

Pg. 958-59

- Was the most famous poet of his age
- Counted Queen Victoria as a close friend
- Wrote a book, *Idylls of the King*, inspired by King Arthur's legendary court
- Participated in an unsuccessful scheme to overthrow the Spanish king.

### Literary Analysis: Mood

- Mood is the feeling or atmosphere that a writer creates for a reader.
- Elements that help create the mood of a poem include:
  - diction
  - imagery
  - sentence structure
  - Sound devices such as repetition and rhyme.

### Biography

- Poet Lauriat of England
  - Part of a culture that is declining, no one is excited about it.
  - Considered the greatest poet of England
  - Voice of the English people
- It is to Tennyson that the British people will turn.
- He tells them this is not the end
- Tennyson's poetry gets used and read as an answer to the decline of state.
- Collective "Uh-Oh"
- Tennyson goes backward in time to give his answer
  - *Knights of the Round Table first* – when England ran the world
    - The sword Excalibur
    - Knights of the Round table
    - Camelot
    - Early ideas of democracy – everyone is equal
  - *Greek culture* – Greeks ran the world until the Romans came along
    - *The Troy Tale*
    - Trojan Horse
    - Odysseus – 10 years fighting in the Trojan war, 10 years to get back
    - *The Odyssey/Ulysses*
- Why would Tennyson go back?
  - The "Glory Days"
- Need to get a sense of hopelessness
- He had a very good best friend who died unexpectedly and young.
  - Tennyson had a really hard time grieving and so he wrote poems.

### **In Memorium, A.H.H.**

Pg. 960-62

- Tennyson uses the death of a friend to celebrate human emotion
- To express trust in God
- To contemplate the idea that his friend lies on in nature and in memory
- This is an elegy, or poem that mourns death, was written as a tribute to Tennyson's closest friend, Arthur Henry Hallam, who died at twenty-two.

**1**

- People grow into better people by leaving their past selves behind.
- When you are in the moment you don't think things can get better.
- You grow from the hard stuff and become a better person.
- You can't see the future
- Is it better to revel in loss and mourning?
- Or to be worn out by having loved for a long time.

**7**

- He is standing outside a house where once lived someone that he loved.
- They are no longer together and he feels guilty
- Life goes on in the street as if everything is normal, but it isn't to the speaker.

**82**

- It's pointless to fight with death, everyone loses, even down to the most insignificant creature.
- Even though one experiences death, the spirit moves onto another form and plain
- Don't blame death, he simply moves the spirit from one form to another,

### **In Memorium, A.H.H.**

**27**

- Tennyson loses a friend and it affects him for years.
- Good reading for English people when things aren't going so well
- "*'tis better to have loved and lost than to never have loved at all*" passage 27
- He doesn't envy wild things that are born in a cage.
- He doesn't envy a mean animal like a lion or tiger without a sense of conscience.
- He doesn't envy the person who has never tried anything
- It is better to have tried and failed than to never have tried at all

**54**

- We would like to believe that out of really bad stuff something good comes
- We would like to believe that every human life has value
- Even worms have value
- The worst time you've ever been in you have to hope that it will get better
- In the end you absolutely know little

**130**

- You can remember lost loved ones in strange moments
- He realizes that every time he looks at nature he sees his friend
- In some weird ways he thinks about his lost friend after he is gone than when he was alive

<p>better one</p> <ul style="list-style-type: none"><li>• But, in moving the spirit from one form to another he separates loved ones, and they can never have contact again.</li></ul> <p><b>130</b></p> <ul style="list-style-type: none"><li>• Every time he sees nature (the air, water, the sun) he sees his friend.</li><li>• He loves his friend more now that they are gone</li><li>• Even though his friend is gone he still has him near whenever he looks at nature.</li></ul>	
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## **The Lady of Shalott**

Pg. 963-968

- In this narrative poem, the Lady of Shalott is cursed to view the world only in her mirror.
- When she sees Sir Lancelot in the mirror, however, she looks again with her own eyes.
- With the curse enacted, she lies down in a small boat and dies as it floats to Camelot.

### **Literary Analysis: Mood**

- The mood is one of cold and isolation.
- The words whiten, quiver, dusk, shiver, gray, and silent contribute to the mood.
- The word Camelot appears in the fifth line of each stanza; it rhymes with Shalott, which appears in the ninth line of each stanza.
- The repetition creates a refrain reminiscent of a ballad, giving the poem the mood of a bygone type.
- The mood becomes dark and ominous, as suggested by the tapestry's flying away, the cracking of the mirror, and the reference to the curse.
- The straining wind, the waning wood, the complaining stream, the rain, the night, and the falling leaves all reinforce the approaching death of the Lady of Shalott, creating a mood of tragic finality.
- The repetition of soft l and s sounds reinforces the image of her sailing slowly down the river.

## **Lady of Shalott**

- Victorians developed the ideas of the ideal woman
- Based on Arthurian legend
- A woman who sits in a castle room all alone
- She can't leave because she is cursed and she is not allowed to look out the window.
- Lancelot is a young handsome man.
- The minute she looks in the mirror and sees him it cracks.
- In the end she dies
- The only thing Lancelot says about her is how good looking she is.
- What point do you think Tennyson is making about men and women?
- Do you think it is possible that girls choose guys they know are going to break their hearts? Why?
- Do hot guys know they are hot and is that a function of power, can they get away with more? True/not true
- When did guys figure that out?
- Do we make our own pain, choose our own hell
- Men and women live in two different places that don't meet
- Can men and women have relationships without something being broken?
- Does the Lady of Shalott know what is going to happen to her?
- Is love about the experience of pain?
- Lancelot doesn't even know he is the reason she is dead.

## **Tears, Idle Tears**

Pg. 969

- This is an excerpt from *The Princess*.
- It shows a common theme in Tennyson's works: the transience, or

<p>fleeting quality, of life and the nearness of death.</p> <ul style="list-style-type: none"><li>• Tennyson said about his poem: “This song came to me on the yellowing autumn-tide at Tintern Abbey, full for me of its bygone memories. It is the sense of abiding in the transient.”</li><li>• The poem focuses on regret for that which passes and cannot be truly possessed – love and the happy times of the past.</li></ul>	
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## Ulysses

Pg. 971-73

- This is based on the story of the Greek king who fought at Troy for one decade and then wandered the seas for another.
- The poem takes place after Ulysses' return home to Ithaca, as he is facing old age.
- It raises a central question about the speaker, Ulysses himself: Did Tennyson intend him to be a heroic figure, eternally questing and fighting death, or is the poet's portrayal ironic, suggesting that Ulysses is a selfish, self-justifying character who longs to cast off boredom and indulge himself by fleeing a clinging wife and unpleasant kingship?
- Years after his epic journey, the aged Ulysses reflects bitterly upon the dullness of his current life and longs for one last sea adventure.

### Literary Analysis: Mood

- The mood is one of weariness and boredom.
- 

## Ulysses

- By 1880 England is no longer the strongest/most powerful nation in the world.
- Ulysses was written specifically to answer the concern of what happened to England, where did it go.
- The way Tennyson does it is by going back to epic literature.
- Homer is a famous Greek poet who wrote the *Iliad* and the *Odyssey*
- The story of the Odyssey is about Odysseus.
- Odyssey – to take a long journey
- Odysseus goes to Troy and fights on the side of Achilles against Hector.
- Odysseus's idea was the Trojan horse which tricked the city of Troy into thinking the Greeks had left.
- The city was destroyed
- The city had been completely destroyed and rebuilt 9 times as discovered in the 20<sup>th</sup> Century.
- Odysseus is cursed by the gods.
- He is gone from his wife Penelope and Telemachus for 20 years.
- He comes back and has to defeat his wife's suitors for his place.
- In disguise as an old man he strings a bow and shoots an arrow through 12 axe heads.
- He does it all sitting down, and he and Telemachus kill all the suitors
- He is reunited with Penelope
- He tells her that the castle was built around a tree that became his bedroom.
- The Odyssey ends with Odysseus back on his throne and reunited with his wife and son.
- There is no literature or information on the end of Odysseus (his death story)
- He is too sacred.

- ***How do old heroes grow old and die?***
- The Greeks leave him alone but many poets afterward try.
- Ulysses is the Latin/Roman name of Odysseus
- Old heroes have two options
  - Sit in a room and wait to die
  - The option of this poem
- This poem is a **dramatic monologue**.
- Dramatic monologue – one person talking
- 2 ways the poem gets read
  - **Personal level** – imagine Odysseus speaking as an old man and think “what will I be like at that age”
  - **Collectively** – English people love. England as a people loves this poem, all children are required to memorize and recite
- ***What does Ulysses say about his life?***
  - My life sucks
  - Old man idle king (he doesn't do anything)
  - His wife is old like him
  - The people of Ithaca have become a savage race
  - His own subjects no longer know him anymore (***he has been forgotten***)
- ***What does it mean he will drink life to the lees?***
  - He will get drunk on life
  - He is not ready to give up on life
  - He had a great life when he was younger
  - His life was full of lots of storms.
  - He was more a hero more by name than anything
  - Everything that you are is a product of everything that has happened to you.

	<ul style="list-style-type: none"><li>○ Looking at experiences is like looking at the ocean.</li><li>○ He's not done, he wants more.</li><li>○ As an old man if he is going to be a piece of farm machinery he doesn't want to be one that is rusted he wants to be one that is used.</li><li>○ Breathing isn't living</li><li>● Getting old does not mean there are no more experiences.</li><li>● In this poem sailing = living</li><li>● He turns everything to Telemachus his son</li><li>● He embraces the geriatric reality</li><li>● Even though he soon must die he is not done yet, he still has a project</li><li>● The sword metaphor is huge because of the idea King Arthur.</li><li>● Yield means give up</li></ul> <p><b>Ulysses Video</b></p> <ul style="list-style-type: none"><li>● <b>Hearth</b> the floor of a fireplace; the joys of family and home</li><li>● Story speaks of a journey ending rather than beginning.</li><li>● Definition of an immortal hero.</li><li>● Haiku is a form of Japanese poetry, used to display intense emotion</li><li>● Heroes were the personification of a culture's mythology</li></ul>
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<b>Robert Browning</b> (1812-1889)	
<p><b>Biography</b> Pg. 976-77</p> <ul style="list-style-type: none"> <li>Became an ardent admirer of Percy Bysshe Shelley at age 12</li> <li>Achieved fluency in Latin, Greek, Italian, and French by age 14</li> <li>Wrote the children’s poem “The Pied Piper of Hamelin”</li> </ul> <p><b>Poetic Form: Dramatic Monologue</b></p> <ul style="list-style-type: none"> <li>Dramatic Monologue: a poetic form in which a speaker addresses a silent or absent listener during a moment of high intensity or deep emotion.</li> </ul>	<p><b>Biography</b></p> <ul style="list-style-type: none"> <li>There is a new understanding of gender roles</li> <li>Gender war</li> <li>For both poems they are dramatic monologues</li> <li>There is a speaker and a listener who never speaks</li> <li>Like a puzzle, trying to figure out what really is being said in the poem</li> <li>Scholars have said Prophyria’s lover should never be read at the high school level</li> </ul>
<p><b>My Last Duchess</b> Pg. 979-980</p> <ul style="list-style-type: none"> <li>In this poetic monologue, the speaker, a duke, addresses the agent of a count about possible marriage to the count’s daughter.</li> <li>He displays a portrait of his late wife, a lovely, life-loving woman.</li> <li>The duke’s words imply that he killed her out of unfounded jealousy.</li> </ul> <p><b>Poetic Form: Dramatic Monologue</b></p> <ul style="list-style-type: none"> <li>The duke and the count’s agent are standing in front of the portrait of the late duchess, which the duke has shown by drawing aside a curtain.</li> <li>The tone seems to be one of unctuous courtesy.</li> <li>The duke is inviting the count agent to accompany him down stairs to join other guests;               <ul style="list-style-type: none"> <li>to look at (and be impressed by) other works of art in his home</li> <li>and to look with favor upon his</li> </ul> </li> </ul>	<p><b>My Last Duchess</b></p> <ul style="list-style-type: none"> <li>Who is the speaker and who is he talking to?</li> <li>Who would be married to a duchess – a duke</li> <li>What does it mean that he is a duke – he has serious money – don’t and never did work for money</li> <li>Power with a capitol P</li> <li>They do not marry for love but for mutual wealth, arranged marriages</li> <li>Duchess is a trophy wife</li> <li>The duke is talking about his previous wife who had died</li> <li>The portrait is so good she almost looks alive</li> <li>He thought his wife was too easily happy</li> <li>The duke is a jealous man</li> <li>What was “wrong” with her               <ul style="list-style-type: none"> <li>She was as happy about anything else as when she was with the Duke</li> </ul> </li> </ul>

<p>offer to marry the count's daughter.</p>	<ul style="list-style-type: none"><li>• The Duke has a 900 year old name that she treated the same as anything else</li><li>• The Victorian understanding of relationships between men and women is based on the idea of possession.</li><li>• Marriage is about possession</li><li>• The Duke felt that if she was too stupid to smile at other men then she is too stupid to be married to him.</li></ul>
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<p><b>Life in a Love</b> Pg. 981</p> <ul style="list-style-type: none"><li>• In this dramatic monologue, the male speaker describes his persistence in pursuing a reluctant woman.</li><li>• Attitudes toward this speaker may vary widely.</li><li>• Some may be charmed and amused by his persistence, while others may find it sad or scary.</li></ul>	
<p><b>Porphyria's Lover</b> P. 982-84</p> <ul style="list-style-type: none"><li>• In this poetic monologue, the speaker relates that Porphyria has come on a rainy night to say that she loves him but cannot free herself from “pride” and “vainer ties” (his words) to be true to him.</li><li>• He describes strangling her so that she always will be his, and he reveals that he now sits beside her corpse.</li></ul> <p><b>Dramatic Monologue</b></p> <ul style="list-style-type: none"><li>• Porphyria is unable to be true to the speaker.</li><li>• The “vainer ties” might be relationships with other men or simply priorities other than loving them.</li><li>• Browning may have wanted to draw attention to the speaker’s frightful state of mind.</li><li>• Also, he may have wanted to add an element of mystery to the poem</li></ul>	<p><b>Porphyria's Lover</b></p> <ul style="list-style-type: none"><li>• Dramatic Monologue<ul style="list-style-type: none"><li>○ Who is the speaker of the poem</li><li>○ What is the context</li></ul></li><li>• The challenge for this poem is “who” is being spoken too.</li><li>• He loved her so much that he had to kill her</li><li>• <i>Should I have seen it coming?</i></li><li>• In this poem is there a sense that this guy knows what he is going to do/premeditated?</li><li>• Does she know what is about to happen to her/should she know?</li><li>• The weather is really bad outside</li><li>• His heart is ready to break/he is really upset.</li><li>• First thing she does is make the fire (he is sitting there all alone, cold, with the fire out)</li><li>• Then she takes off her coat and hat, but her hair is damp meaning she walked a long distance</li><li>• Last thing she does is sit next to him and talk to him.</li><li>• He doesn't say anything back because he clearly isn't happy.</li><li>• She puts his arm around her waist because he is sitting there brooding.</li></ul>

	<ul style="list-style-type: none"><li>• She bares her shoulder and puts his cheek on it which makes her head higher.</li><li>• She tells him she loves him and he thinks she is weak.</li><li>• She is too proud, and he doesn't believe that she loves just him.</li><li>• She has been out that night at a party while he sat at home.</li><li>• The speaker is talking to the reader</li><li>• The speaker realizes that Porphyria really does love him</li><li>• He kills her by strangling her with her own hair</li><li>• He doesn't think it hurt her, he thinks she liked it</li><li>• He opens her eyes up and then untightens her hair</li><li>• Her faces flushes with blood</li><li>• He props her head on his shoulder</li><li>• He didn't plan on killing her</li><li>• Now he thinks that she is finally happy</li><li>• She wanted to be with him forever and now she will.</li><li>• Since God hadn't punished him he felt that he wasn't wrong.</li></ul>
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<b>Elizabeth Barrett Browning</b> (1806-1861)	
<p><b>Biography</b> Pg. 984-85</p> <ul style="list-style-type: none"><li>• Elizabeth Barrett Browning was the wife of the author of “My Last Duchess” and “Porphyria’s Lover”</li><li>• “Sonnet 43” is one of the most famous love poems in the English language</li></ul>	
<p><b>Sonnet 43</b> P. 934</p> <ul style="list-style-type: none"><li>• In this sonnet, the speaker asks her beloved, “How do I love thee?” and then offers him replies that express the limitlessness, freedom, purity, and intensity of her love.</li><li>• She concludes with the hope that her love for him will be even greater in the afterlife.</li></ul> <p><b>Figurative Language</b></p> <ul style="list-style-type: none"><li>• <i>Hyperbole</i> is the type of figurative language used.</li><li>• It communicates the idea that love has no limits.</li></ul>	<p><b>Sonnet 43</b></p> <ul style="list-style-type: none"><li>• A poem written from a wife to a husband</li><li>• What do you find most compelling about what she says?</li><li>• Is this love or obsession?</li></ul>

**Charles Dickens**  
 (1812-1870)

**Biography**  
 Pg. 994-996

**About the Author**

- In his later years, Dickens gave wildly popular public reading tours, including a tour of the United States in 1867-1868.
- He could earn more money from readings than from writing, and he was a highly energetic public speaker who threw himself into his work physically and emotionally.
- In fact, some critics say that exhaustion from his tours damaged his health and hastened his death.
- His farewell tour, in 1869, was cut short by his collapse.

**About the Novels**

- Dicken’s novels have been crowd pleasers since the beginning of his career, and the earlier, more comic ones such as *Oliver Twist* and *David Copperfield* have on the whole been the more popular.
- His later, gloomier novels were a puzzle to early critics, who saw Dickens as a comic entertainer rather than a serious artist.
- Today, critics tend to see his later, more ambitious novels, such as *Bleak House*, *Little Dorrit*, and *Great Expectations*, as his finest achievements.

**About the Author**

- Famous for “Oliver Twist” and “A Christmas Carol”
- “Oliver Twist” is about an orphan trying to find his way.
- Dickens wrote a lot of stories about children having a hard time.
- “A Tale of Two Cities”
- “The Pickwick Papers” – an old man who likes to go on journeys with his sidekick Weller.
- “David Copperfield” – Charles Dickens autobiography
- Dickens went to a public school where children were beaten for punishment and taught strict discipline
- Schools were a very unhappy place to be.
- Everything about Dickens is about developing characters.
- Square refers to people who were hard, boring, predictable.
- This novel was famous because it critiqued education.

**Hard Times**  
 Pg. 998-1004

- In this episode, from the beginning of *Hard Times*, Thomas Gradgrind

<p>questions children in his model school.</p> <ul style="list-style-type: none"><li>• Then, he turns the proceedings over to the schoolmaster, M'Choakumchild.</li><li>• Dickens uses the occasion to satirize the deadening utilitarian philosophy of these "educators," with its devotion to facts at the expense of living knowledge.</li><li>• A student named Sissy Jupe, for example, is the daughter of a man who makes his living from horses.</li><li>• However, her inability to define a horse according to the dictionary is regarded as a deficiency.</li><li>• Dickens uses names – Gradgrind speaks volumes, - as well as descriptions and dialogue to score more satiric points.</li></ul>	
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<b>Charlotte Brontë</b> (1816-1855)	
<p><b>Biography</b> Pg. 1028-29</p> <ul style="list-style-type: none"><li>• Of the three literary Bronte sisters, Charlotte not only lived the longest, but had the most worldly experience.</li><li>• She studied and taught for a year in Brussels, Belgium, and secretly fell in love with a teacher there, a married man who ignored her.</li><li>• She returned to England and used her experience of unrequited love as the basis for her first novel, <i>The Professor</i>, which was rejected by publishers in her life time and published posthumously in 1857.</li></ul>	
<p><b>Jane Eyre</b> Pg. 1030-35</p> <ul style="list-style-type: none"><li>• In <i>Jane Eyre</i>, Charlotte Bronte blended two strands of Victorian literature:<ul style="list-style-type: none"><li>○ The brooding, menacing, romantic quality of the Gothic novel</li><li>○ The believable psychological and social details of the realistic novel.</li></ul></li><li>• As many Gothic novels, the plot concerns a lonely, observant, resourceful young woman who is thrust into the unfamiliar, possibly dangerous, atmosphere of a remote estate that conceals a mysterious secret.</li><li>• In this excerpt, Jane is at a boarding school named Lowood.</li><li>• Jane describes the harsh conditions, the lack of sufficient food for the girls, and the cruel way one of the teachers treats a girl named Helen Burns.</li><li>• Later, Jane speaks with Helen in private</li></ul>	<p><b>Jane Eyre</b></p>

<p>and is surprised by Helen's meek acceptance of the wrongs done to her.</p> <ul style="list-style-type: none"><li>• Bronte may not editorialize quite the way Dickens does, but many of her descriptions and dialogues represent criticisms of the conditions suffered by disadvantaged girls like Jane and Helen.</li></ul>	
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## Matthew Arnold (1822-1888)

### Biography

Pg. 1040-41

- One of the most important literary critics of his day.
- The poetic qualities he admired most were stylistic restraint and what he called “high seriousness”: the ability of the poet to offer ethical or philosophical insight, to express the truth about life.
- Ask students to keep these two literary criteria in mind as they read Arnold’s poetry.

### Literary Analysis: Theme

- The **theme** of a poem is the central message the poet wishes to convey.
  - **Mood** – identify the atmosphere Arnold creates for the reader; determine whether the mood changes or remains consistent.
  - **Imagery and Figurative Language** – Note the details that create a vivid mental picture of the scene described
  - **Allusions** – Note any indirect references to people, places, or literary works.

### 2 Ways to Study Religion

- By 1850 England was on the decline.
- Mathew Arnold is going to try to explain what went wrong.
- Apologetic – raised in a church or religion
- Non-apologetic – if you are interested in learning about a religion
- Houston Smith *Religions of the World* – non-apologetic.
  - *Which is more important in decision making? The head or the heart*
  - *Are human beings at their core independent or interdependent?*
    - Independent – completely alone. “We live as we dream, alone”
    - Interdependent – everything about your life is social. Everything about your life is a mesh of interactions.
  - *In the end is the universe indifferent to what happens, or is there some way the universe cares or interferes?*
- 3 important writers of the 20<sup>th</sup> century
  - Darwin, Marx, Freud
- **Darwin** looks at the world of nature and says survival of species defines if you make it or not.
  - The human species is just another species struggling for survival.
  - Materialistic biological view
- **Marx** writes famous books agreeing with Darwin.
  - In the world of biology everything is about survival as

	<p>half of it.</p> <ul style="list-style-type: none"><li>○ The other half is economics and struggle (history)</li><li>○ Civilizations rise and fall depending on economics</li><li>○ This is a very worldly, materialistic view</li></ul> <ul style="list-style-type: none"><li>● Freud agrees with Darwin and Marx. But both of them missed the major point which is the human mind.<ul style="list-style-type: none"><li>○ Constant struggle within the human mind</li><li>○ Food and sex – fear</li><li>○ Humans like any species are afraid of their own extinction.</li><li>○ Manifests in violence because it gives a sense of power</li></ul></li><li>● All three thinkers effect 20<sup>th</sup> century thinking.</li><li>● All scientists.</li><li>● Mathew Arnold recognizes this.</li><li>● Mathew Arnold is not comfortable that the sea of faith is gone</li></ul>
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## Dover Beach

Pg. 1042-43

- Looking out at the moonlit sea, the speaker in this poem calls his beloved to the window to breathe the sweet night air.
- Yet from him, the waves sound an “eternal note of sadness,” reminding him of the ebb and flow of human misery
- Lamenting society’s lack of faith as well as his own, the speaker beseeches his beloved to “be true”

## Reading Skill

- The speaker is addressing his beloved because he needs to believe in true, faithful love when he has lost faith in everything else in the world.

## Dover Beach

- England is an island
- English Channel – body of water between England and the coast of France
- Dover Beach is on the eastern side of England
- Dover has white cliffs
- At the top of the cliff is grass
- Famous place for vacationing (honeymoons) and suicide
- Rocky beach/no sand
- Sandy beaches make a soft muffled sound
- When water hits rock it’s a hard grating sound
- This poem is a **dramatic monologue** – has one speaker
- Divided into 5 Stanzas:
- **Stanza 1** – the sea is calm tonight, the waterline is up higher, the moon is rising, you can see the lights on the French coast the evening is so nice, He calls to his girlfriend and tells her to come to the window and see. (If a guy stands at a window and calls to his girlfriend they are separated)
  - What is the dramatic context:
  - *Tranquil* – quiet
  - Possible tension between the couple.
- **Stanza 2** – he tells her that if she listens close she can hear the grating sound of the rocks,
  - *Grating* – awful, roar
  - Everything is calm and peaceful to but the sound makes him feel sad
- **Stanza 3** -
  - *Sophocles* – ancient Greek writer of tragic plays (*Oedipus Rex, Antigone*)

	<ul style="list-style-type: none"><li>○ The Mediterranean beaches sound the same as the English one</li><li>○ Sophocles was familiar with the same sound of the ocean.</li><li>○ <i>Misery</i> – sad, really wretched</li><li>○ The sound of the ocean is depressing</li><li>● <b>Stanza 4</b> - *<ul style="list-style-type: none"><li>○ The Sea and Faith are both capitalized</li><li>○ Girdle – belt</li><li>○ What went wrong with English beliefs and values?</li><li>○ Arnold having a conversation with the English people.</li><li>○ <i>Sea of Faith</i>: traditional religious beliefs and about God and the world, long viewed as true and unshakable.</li><li>○ Arnold thinks that England declined because they lost faith.</li><li>○ What is it that the world now lacks<ul style="list-style-type: none"><li>▪ Faith</li></ul></li></ul></li><li>● <b>Stanza 5</b> -<ul style="list-style-type: none"><li>○ In the final stanza he turns to his girlfriend and says “let us be true to on another”</li><li>○ The world seems really nice but it doesn’t have joy, love, future/hope, peace</li><li>○ No one knows anything for sure any more</li><li>○ This poem is published the same time as Ulysses</li><li>○ The only thing humanity has is each other</li><li>○ Have things gotten better in the way people look at the world?<ul style="list-style-type: none"><li>▪ Is it true the smarter/more you know the sadder you get.</li></ul></li></ul></li><li>● This is a hopeless poem. The outlook for the English people is not good.</li></ul>
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**Emily Brontë**  
(1818-1848)

**Biography**

Pg. 1072-73

- Although Emily Bronte is better known as a novelist than as a poet, her poetry and her fiction share elements of the “wild, melancholy, and elevating.”

**Literary Analysis: Figurative Language**

- Figurative Language: language that communicates ideas beyond the literal meaning of the words.
  - **Metaphors** – direct comparisons that do not use like or as, such as the flame of love
  - **Personification** – the giving of human qualities to an object, animal, or idea (*Love’s not Time’s fool*)
  - **Hyperbole** – exaggeration for emphasis or comic effects. (*I prize thy love more than whole mines of gold*)

**Remembrance**

Pg. 1075-76

- The female speaker in this poem addresses a lover who died 15 years earlier and whose grave now lies deep beneath the snow.
- She wonders whether she has forgotten to love him, and she asks his forgiveness.
- As she continues, however, she makes it clear that her happiness has died with him and that she tries not to dwell on his memory in order to be able to endure life without him.

**Remembrance**

- Her happiness has died with her lover
- She wants forgiveness for forgetting because remembering causes so much pain.

**Figurative Language**

- Time is compared to a sea whose waves wear away the connections between people.

<b>Thomas Hardy</b> (1840-1928)	
<p><b>Biography</b> Pg. 1076-77</p> <ul style="list-style-type: none"> <li>• Born in Dorset, this was the basis of his imaginary county Wessex</li> <li>• Father was a stonemason</li> <li>• Educated at the local school, never studied at university</li> <li>• Worked for local architect</li> <li>• On a business trip to Cornwall he met his wife.</li> <li>• Poetry did not gain notice so he wrote novels</li> <li>• He was a pessimist and used his writing to show it</li> <li>• His novels disturbed people</li> <li>• He went back to writing poetry</li> <li>• Poetry marks transition from Romanticism to Modernism</li> <li>• He was Victorian but his language and how he wrote inspired 20<sup>th</sup> century writers.</li> </ul>	
<p><b>The Darkling Thrush</b> Thomas Hardy Pg. 1078-80</p> <ul style="list-style-type: none"> <li>• Feeling dispirited on a cold, gloomy winter day – the last day of the 19<sup>th</sup> century – the speaker in this poem hears the joyful singing of an old, frail thrush and wonders why the bird feels hopeful enough to sing so ecstatically when he himself feels so despairing.</li> </ul> <p><b>Literary Analysis: Tone</b></p> <ul style="list-style-type: none"> <li>• The cold winter setting and the personification of the century as a corpse create a somber, pessimistic tone that is reinforced by these words and</li> </ul>	<p><b>The Darkling Thrush</b></p> <ul style="list-style-type: none"> <li>• Dec. 31, 1899 (one more day til the turn of the century)</li> <li>• 14 years later WWI happens. The technology of the 20<sup>th</sup> century made it the worst war.</li> <li>• Tremendous hope/optimism technology-wise</li> <li>• Uncertainty/despair that the old ways are finally gone</li> <li>• By 1950 the hope that had started the century was gone</li> <li>• WWI had no rules</li> <li>• Looking on the past, thinking about the future, losing hope</li> </ul>

<p>phrases: specter-gray, dregs, desolate, broken, haunted, crypt, death-lament, and shrunken hard and dry.</p>	<ul style="list-style-type: none"><li>• Poem about taking a walk in the evening.</li><li>• He is all alone, it is cold outside and everyone is inside away from the cold.</li><li>• The past is dead.</li><li>• He hears an old skinny bird singing a joyful song.</li><li>• Writes a poem about a bird singing – he knows the old Romantic poems about birds</li><li>• He finishes by saying he “hopes” the future is better than the past.</li><li>• He thinks the bird is hopeful because the bird is stupid.</li></ul>
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### **Ah, are you digging on my grave?**

Thomas Hardy

Pg. 1081-82

- The first speaker in the poem is a dead woman who keeps asking who is digging on her grave.
- First she asks if it is her beloved, then her kin, and then her enemy, but each time an answering voice says no and explains why those people do not care enough to dig on her grave.
- The second speaker turns out to be her dog, who says that he was simply burying his bone, not realizing that the spot was his mistress's grave.

#### **Literary Analysis: Tone**

- So far, Hardy's tone is less somber and despairing than it is in "The Darkling Thrush." Though Hardy is still addressing a grim topic (the speaker after all, is a dead woman), his tone seems lighter or at least more irreverent.
- Specific lines that convey this tone include the last two lines of each stanza, which deflate the dead woman's expectations of love, grief, and respect.

### **Ah, Are you Digging on my Grave**

- The speaker of the poem is dead and buried under the ground.
- Corpse realizes someone is digging on their grave
- Is it a loved one? No he went and got remarried
- Is it family? No they think it's pointless
- Is it an enemy? No she doesn't think it's worth her time, totally forgot about her
- It is her dog who dug there to bury a bone. He tells her that he forgot it was her resting place.
- What point does Hardy make in the poem?
- Humans quickly forget other people
- Has technology hardened humanity to make them less emotional
- Darkly ironic
- People have a lack of compassion

<b>Gerard Manley Hopkins</b> (1844-1889)	
<p><b>Biography</b> Pg. 1086-87</p> <ul style="list-style-type: none"> <li>• Oldest of nine children, middle class family</li> <li>• Wrote poetry in grammar school, went on to Oxford</li> <li>• Wanted to become a Jesuit priest</li> <li>• His religion contrasted with his beliefs</li> <li>• Hopkins was a devout, sincere, emotional person and an experimental poet.</li> </ul> <p><b>Literary Analysis: Sprung Rhythm</b></p> <ul style="list-style-type: none"> <li>• <b>Sprung Rhythm:</b> the lines of a poem written with this rhythm have fixed numbers of stressed syllables but varying numbers of unstressed syllables.</li> </ul>	<p><b>Background</b></p> <ul style="list-style-type: none"> <li>• Sprung Rhythm</li> <li>• Deeply religious man</li> <li>• Christian writer</li> <li>• When he looks at the world he is “blown away” by how beautiful it is.</li> <li>• Very impressed with the beauty and majesty of nature.</li> <li>• He likes to illicit the 5 senses.</li> </ul>
<p><b>God’s Grandeur</b> Pg. 1088-89</p> <ul style="list-style-type: none"> <li>• In “God’s Grandeur,” Hopkins marvels at how the glory of God shines out through all of nature.</li> </ul>	<p><b>God’s Grandeur</b></p> <ul style="list-style-type: none"> <li>• He points out that people can be depressed about the world.</li> <li>• They are looking at the wrong stuff.</li> <li>• If they focused on the beauty and see a different world.</li> </ul>
<p><b>Spring and Fall: To a Young Child</b> Pg. 1090</p> <ul style="list-style-type: none"> <li>• In “Spring and Fall,” Hopkins reflects on how a young girl is intuitively responding to a sense of her own mortality as she mourns the falling leaves in autumn.</li> <li>• The speaker of this poem tries to explain to young Margaret why she feels grief over the falling of autumn</li> </ul>	<p><b>Spring and Fall: To a Young Child</b></p> <ul style="list-style-type: none"> <li>• Goldengrove is the name of a forest</li> <li>• Margaret is sad that all of the aspens are turning yellow because that means winter is coming</li> <li>• The one thing children don’t seem to care too much about adult things</li> <li>• Is it true that you care for different things than you did as a child?</li> <li>• As you get older you won’t care as</li> </ul>

<p>leaves.</p> <ul style="list-style-type: none"><li>• He notes that in the future, she will have greater reasons to grieve.</li><li>• He concludes that her grief now reflects her unacknowledged understanding that, like all human beings, she herself will die one day.</li></ul> <p><b>Literary Analysis: Sprung Rhythm</b></p> <ul style="list-style-type: none"><li>• The stressed syllables emphasize the poem's subject: Margaret and her grief.</li><li>• They may also emphasize the fact that the speaker is addressing a child.</li></ul>	<p>much</p> <ul style="list-style-type: none"><li>• When you get older you will weep and know why</li><li>• The one thing you can't stop is growing and the process of dying</li><li>• You don't really but you are really crying for yourself</li><li>• Is this a depressing concept?</li><li>• Its real, true, nature</li><li>• At what point do you qualify yourself as old</li><li>• What constitutes old – the body breaking down</li><li>• At what point do you look in the mirror and see that you aren't what you used to be</li><li>• You are a leaf</li></ul>
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<b>A.E. Housman</b> (1859-1936)	
<p><b>Biography</b> Pg. 1091</p> <ul style="list-style-type: none"> <li>• Grew up in Worcestershire</li> <li>• Mother died when he was 12</li> <li>• Went to Oxford</li> <li>• Suffered from unrequited love</li> <li>• His poetry was bitter</li> <li>• Studied classical literature and poetry</li> <li>• Worked at the Patent office</li> <li>• Studied Greek and Latin</li> <li>• Became professor of Latin at University College</li> <li>• Had an image of emotionless intellectual, but his writing had great deep feeling.</li> </ul>	<p><b>Biography</b></p>
<p><b>To an Athlete Dying Young</b> Pg. 1092</p> <ul style="list-style-type: none"> <li>• The speaker in this poem addresses a young athlete, reminding him that the people in his town once carried him home in a chair after he won a race.</li> <li>• Now the young man is dead and they are carrying his coffin to the cemetery.</li> <li>• The speaker asserts that it is better to die young than to outlive the glory of youth.</li> </ul> <p><b>Reading Skill</b></p> <ul style="list-style-type: none"> <li>• The speaker calls the lad “smart” because he died young, while still in his prime.</li> <li>• He will “slip...away” before age robs him of his youthful glory</li> </ul>	<p><b>To an Athlete Dying Young</b></p> <ul style="list-style-type: none"> <li>• When young athletes win they are carried on shoulders</li> <li>• When you die you are carried in a coffin on shoulders</li> <li>• What are ways that we celebrate athletes today</li> <li>• There is a constant rhyme within the stanzas (AABB)</li> <li>• What is he saying about the kid that died? There are no more races for him to run.</li> <li>• He’s lucky to be gone because he won’t live to see his record broken.</li> <li>• There are some athletes who live so old that no one remembers them being great</li> <li>• Metaphorically talking about how death is like going through a door</li> <li>• Being carried through to be buried and on the other side you are being carried</li> </ul>

	to be put on display
<p><b>When I was One-and-Twenty</b> Pg. 1093</p> <ul style="list-style-type: none"><li>• When he was 21, the speaker in this poem received advice from a wise man, who warned him not to give his heart away.</li><li>• The speaker ignored the advice.</li><li>• Now he is 22 – older and with experience – and he has learned the hard way that the man was right.</li></ul> <p><b>Literary Analysis: Rhyme Scheme</b></p> <ul style="list-style-type: none"><li>• The rhyme scheme in the first stanza is abcbadad.</li><li>• The rhyme scheme reinforces the bouncy, singsong rhythm of the meter, making the poem sound a bit like a nursery rhyme.</li></ul>	<p><b>When I was One-and-Twenty</b></p> <ul style="list-style-type: none"><li>• Crowns, pounds and guineas – money</li><li>• Whatever you do when 21 don't fall in love</li><li>• There is no point in tying yourself down</li><li>• Why is it hard when young to hear pieces of advice</li><li>• You can give your heart away but you will get regret and pain in return</li><li>• When he is 22 he learns that the old man was right</li><li>• Falling in love only leads to heartache</li><li>• Is it a good idea to fall in love at 21</li><li>• What is the ideal age to get married</li></ul>