

Unit 6 – The Modern and Postmodern Periods (1901-Present) A Time of Rapid Change

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Unit 6 – Modern and Contemporary Literature (1901 – Present)

Modern and Contemporary Literature: Historical Context

- British writers of this period experienced a crisis of identity as war and economic depression led to the end of the empire and of Britain's role as a major world Power.

The Beginning of the End

World War I

- The Great War
- Siegfried Sassoon – a poet and soldier

Between the Wars

- **Depression** – the US stock market crash of 1929 cut off the flow of funds worldwide.
- Benito Mussolini – dictator of Italy
- **Joseph Stalin** – dictator of Russia
- **Adolf Hitler** – dictator of Germany

World War II

- Germany dominated mainland Europe with England and Russia as final strongholds.
- **Commonwealth** – the British Empire dissolved into a loose commonwealth of independent nations.

Britain in the Modern World

- As Britain let go of the colonies, it became a great deal more international.
- The increasing power of the US, whose policies Britain generally acceded to and whose culture had an overwhelming influence.
- Britain forged strong links with its

Contemporary Literature

- The smell of death of millions of people pressed against each other and the sounds of people being tortured souls in Dante's *Divine Comedies*
- T.S. Eliot was a great student of Dante's works.
- He pictures modern culture as being like in Dante's hell
- Becoming less and less human because we don't even see each other anymore
- No hope
- Modern condition is lots of ideas and no follow through
- Darkly pessimistic view of life
- We don't have the courage to blow ourselves up, civilization ends as a whimper
- What is the point of Eliot's writing a poem like this?
 - Is he wanting to depress the writer
 - Is he trying to instruct us/how/in what way

3 important theorists had major impact on the 20th century

- All 3 thinkers said life is about struggle
 - Darwin – struggle of species to survive (biology)
 - Marx – struggle with social/class and economics (sociology)
 - Marx said you can understand people/groups through a class system.
 - Different kinds of groups within the group
 - Who has the power?

- neighbors on the continent.
- Joined the European Union
- Opened the Chunnel

Cultural Influences

- Great Britain had an uneasy, often violent relationship with Ireland throughout the 20th century.

The “Irish” Question

- Should England grant independence to Ireland.
- **Easter Rising** – Ireland’s bid against England for Independence in 1916
- **Sinn Fein** – Irish nationalist
- **Irish Republican Army** – Irish nationalist political party
- Tense peace achieved but not independence for Northern Ireland

Ideas of the Age

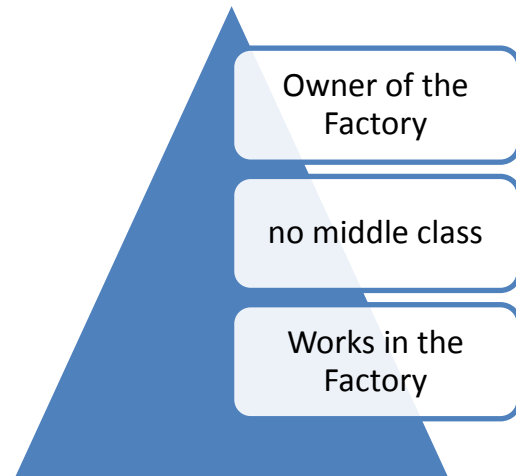
- A spirit of nationalism dominated the 20th century, leading to the dissolution of the British Empire.

Nationalism

- Nationalist impulses took hold in many regions of the world in the 20th century.
- Britain gradually granted greater self-control to its former colonies.

The loss of the Empire

- After World War I, Britain’s grasp on its empire began to loosen as the spirit of nationalism increased in its far-flung holdings across the world.
- **Commonwealth of Nations** – 1926 British political leaders convened a conference at which Canada, South Africa, Australia, and New Zealand were all made partners not possessions of Britain.



- Capitalism –
- The struggle is a competition that is economic in nature
- The lower class with no power are the ones who have large families
- Upper class have less children and are more educated
- There are more in the lower class of workers than those in the upper class
- What if the workers said no
- Marx invents the word communism
- The previous model is unfair and exploits the workers
- Revolution – Marx argues that it is all about History
 - If enough people lose their jobs they can unite
 - Marx predicts that there will be revolutions
 - Turn the pyramid upside down
- The ideas challenge the system and millions of people try and fail to make the new model of the upside down pyramid work.
- Freud – interested in the psychological struggle (psychology)
- Freud agrees with Darwin and Marx but he feels the struggle of the psyche is more important
- If you looked inside a mind
 - 10/multiple thoughts going at the same time

Literature of the Times

- This literary period brought radical experimentation by modernists and postmodernists, while writers from Ireland and other parts of the British Empire added fresh new voices and experiences.

The Challenge of Modernism

- William Butler Yeats
- Henri Matisse
- Pablo Picasso
- Igor Stravinsky
- Sigmund Freud
- Virginia Woolf
- Modernism attempted to make sense of a fragmented world
- Joyce and Woolf experimented with stream-of-consciousness, in which the reader hears characters' random thoughts as they occur.
- Writers shared a sense of alienation from society.
- The avant-garde enjoyed the challenging new literature.
- The Bloomsbury group was influential.

The Irish Literary Renaissance

- Writers wanted to revive Irish traditions.
- Yeats founded Irish Literary Society and Abbey Theatre.
- Writers attempted to create authentic Irish literature written in English

Responses to War and Colonialism

- WWI poets were unoriginal in form but radical in content
- Orwell and Greene criticized colonialism

Postwar Writers

- Writers responded to change in different ways.

- 98 % of the thoughts going on in the mind are unconscious
- When you are dreaming the unconscious thoughts come to the surface

- The “angry young men” championed the working class.
- Postmodernism dismantled literature to examine its inner workings.

The Legacy of Empire

- Writers from former colonies grapple with issues stemming from their countries’ colonial pasts.
- Some of these writers are political, others not.
- Their multicultural perspective has broadened literature.

William Butler Yeats
 (1865-1939)

William Butler Yeats

Pg. 1138-39

- Before Yeats became a leader in the Irish Literary Renaissance, a movement that sought to preserve Irish culture through revival of the Gaelic language and ancient legends, his works drew heavily from ancient Celtic tales.
- In his middle and later years, however, Yeats' writing expressed his vision of the world through the use of personal symbols, such as those found in the first two poems students will read here.

Literary Analysis: Symbol

- A symbol is a person, place, object, or activity that represents something beyond itself.
- Philosophical system – set of ideas about fundamental truths, woven from his own insights and the ideas of many thinkers.

Vocabulary

- **Clamorous** – loud and confused; noisy
- **Conquest** – the winning of the submission nor affection of
- **Anarchy** – absence of government; disorder
- **Conviction** – belief; faith
- **Paltry** – practically worthless; insignificant
- **Artifice** – skill; the product of skill, especially a skillful deception.

No poet is as important as Yeats

- Last of the Romantics and the first of the great Modern writers
- Yeats is an Irish poet not an English poet.
- Writes about the future and the way the world looks in the 20th century
- **Eschatology** – of or related to after you die
 - *Linear View* - The body dies but the soul or spirit does not. You live you die and there is an after life
 - A relatively new idea
 - (*Cyclical View*) *Reincarnative View* – return model, you body lives and dies but your soul goes through a process of living and dying in the body and coming back over and over again.
 - Déjà vous
 - Far more popular throughout the world
 - Nothing happens.
- Yeats was very interested in what happens after you die.
 - Didn't like the Linear View, raised more questions.
 - Reincarnative view of eschatology

When You Are Old

Pg. 1140

- All five poems are attempts to overcome the disappointments of life.

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| <ul style="list-style-type: none">• “When You Are Old,” offers a softer-edged, more “poetic” strategy to solve this problem. | |
|--|--|

<p>The Lake Isle of Innisfree Pg. 1141</p> <ul style="list-style-type: none">• In “The Lake Isle of Innisfree,” the softer image is once again presented.• The writer imagines a Walden-like retreat to which he can flee from “the pavements gray.”	
<p>The Wild Swans at Coole Pg. 1142-43</p> <ul style="list-style-type: none">• “The Wild Swans at Coole” exchanges the softness of the previous two poems for a tougher, more impersonal solution to the problems of mortality.• This poem is set in Coole Park, the estate of Lady Gregory.• She was Yeats’s patron as well as his collaborator in establishing the Irish National Theatre Society.• Coole Park, a large estate with ponds, forest paths, and orchards.	
<p>The Second Coming Pg. 1145-46</p> <ul style="list-style-type: none">• “The Second Coming” presents a vision of the chaos and destruction that will precede a new cycle of human existence.• The fierce and disturbing images in “The Second Coming” represent Yeats’s vision of the great cycles of history.• Yeats wrote this poem in January 1919, just after World War I came to a close, shortly after the Russian Revolution, and just as war in Ireland was breaking out between the English forces and the Irish patriots.• The “blood-dimmed tide” of the poem is therefore an image of the violence that seemed to be filling the world.	<p>Yeats the Profiteer</p> <ul style="list-style-type: none">• Falconer – a person who uses trained falcons to hunt small game.• About the 20th century people seem so be more religious but less spiritual.• He writes this a few days before the beginning of WWII• Best people lack any conviction the worst people are full of passionate intensity• Yeats was into numbers• Starting at about the 80th year of every 100 years really interesting stuff begins to happen• The world follows a 2,000 year cycle.• Innocence being drowned• The future doesn’t look good to other authors:<ul style="list-style-type: none">○ T.S. Eliot, Mathew Arnold, Thomas Hardy

Sailing to Byzantium

Pg. 1147-48

- In “Sailing to Byzantium,” the aged speaker seeks immortality and transcendence over the limits of the flesh through art and imagination.
- This is another impersonal poem.
- It represents attempts to imagine a pattern of existence beyond the individual – the immortality of art.

Literary Analysis: Symbol

- **Symbol** – a person, place, object or activity that represents something beyond itself.
- *Byzantium* itself is the most important symbol.

Reading Skill: Clarify Meaning in Poetry

- Think about the **subject**.
- Make notes about **images**
- Analyze **lines** that seem difficult

Byzantium

- X.J. Kennedy. Job was to collect stories and poems and put them in books called anthologies.
- He said the greatest poem is *Sailing to Byzantium*.
- Byzantium – Constantinople – Istanbul: one of the greatest cities in the world
 - Major port of any kind of trade in the world
 - Holy city in Christian theology
 - City of Art – at one point all the buildings on the roofs were lined with gold
 - City fell into disrepair and was seized
- Byzantium becomes a symbol of the penultimate, the best, the superior
- **Dramatic monologue**
 - The speaker is an old man in a boat
 - He is sailing away from the shoreline
 - He turns around and points to where he came from
 - **Sailing = Dying**
 - Each part of the poem speaks about dying and in part IV returning.

Part I

- The country is not a place for old people.
- A place for the young lovers
- What the young people don't see is that they are dying
- Your life is nothing more than the circle of life. Born-live-die
- Caught in the senses young people neglect monuments of un-aging intellect
 - Is there a single musician that in 200 years people will listen to
 - Is there a movie in the last 10 years that will stand up 200

years

Part II

- **Paltry** – so old it disintegrates
- As an old person you start to “sag and bag”
- As your body starts to get older your soul is happy because it will be free soon
- Old people are like scarecrows but their souls become more free
- Death for the soul is freedom; death for the body is the end of it.
- Dying for Yeats is like going to Byzantium
- Byzantium is a symbol for heaven, paradise, all that’s good, ideal, the perfect
- For Yeats a perfect world is one where he no longer ages/gets old

Part III

- **Sage** – an man or woman of wisdom
- He wishes people of wisdom could help guide him
- When he comes back he wants to come back a monument to an again intellect, or a piece of art.
- Who are the people that one goes to for good wise advice? Live or Dead
- Is it possible that someone in the world that someone has thought the same questions that others had? Is it possible that someone wrote about it?
- People are too young and stupid to listen to the wisdom of those who came before them
- As the body gets older the soul longs to let go and be free
- You can’t really change your body but you can always work to build your soul

Part VI

- Once out of nature – once you are dead
- He says the next time he comes back he doesn’t want o come back in another

	<p>body because they disintegrate</p> <ul style="list-style-type: none">• He wants to come back as a work of art it doesn't get old• If one could choose what would they come back as• What if one has already lived their life and died and what we are experiencing presently is the afterlife<ul style="list-style-type: none">○ Are you in heaven or hell○ Is this punishment or reward• Eternal reoccurrence – what if the moment you die you are immediately reborn to live the same life you just lived.<ul style="list-style-type: none">○ Is one living a life about which yesterday that one would come back and live the same day exactly the same way again if one died tonight○ Why not live tomorrow as if you came back to relive it you would do it again.○ About any given act are you prepared to do it over and over and over again?
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T.S Eliot
(1888-1965)

About the Author

Pg. 1154-55

- The most famous and influential English poet of his time.
- Leader of modernism
- Born in St. Louis, Missouri
- Went to Harvard and then Oxford in England
- Because of his unconventional style his early works were not met with praise
- Ezra Pound was not only a friend but also a trusted advisor to T.S. Eliot.
- In fact, he edited Eliot's poem *The Waste Land*, reducing the poem to a fraction of its original length.
- Eliot felt that Pound's editing was itself a work of Genius.

Literary Analysis: Style

- A frequent use of free verse, in which the rhythms fall into no fixed pattern
- The use of colloquial language, including slang and references to popular culture
- The conveying of ideas by complex figurative language, images, symbols, and allusions rather than by explicit statements
- Modernism – new objectivity or impersonality built from images
- Realistic depictions of life
- Critical attention to social conditions

Vocabulary

- **Galled** – injured or made sore by rubbing or chafing
- **Refractory** – hard to manage; stubborn
- **Dispensation** – religious system or belief
- **Supplication** – act of praying or pleading

About the Author

- One of the most important if not the most important poet of the 20th century
- “The Lovesong of J. Alfred Prufrock”
- Renounced American citizenship and became British
- 1922, the year T.S. Eliot publishes *The Waste Land* (greatest poem of the 20th century)
 - *The Hollow Man* is like the “cliff’s notes” of *The Wasteland*

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- | | |
|---------------------------------|--|
| • <u>Tumid</u> – swollen | |
|---------------------------------|--|

<p>Preludes Pg. 1156-57</p> <ul style="list-style-type: none"> • The four parts of “Preludes” present different images of a desolate urban setting. • This poem presents a bleak and despairing vision of the world. • Yet, Eliot may not just have been reveling in despair; he may have seen it as a necessary “prelude” to spiritual awakening. 											
<p>Journey of the Magi Pg. 1158-59</p> <ul style="list-style-type: none"> • The speaker, one of the three biblical wise men who honor the baby Jesus, recounts the practical challenges and physical discomforts of the long journey to Bethlehem. • By affiliating those discomforts with the religious awakening of Christianity, the speaker acknowledges the difficulties of spiritual growth and change. 											
<p>The Hollow Men Pg. 1163-66</p> <ul style="list-style-type: none"> • In “The Hollow Men,” Eliot uses numerous allusions to historical events and literary works, such as Dante’s <i>The Divine Comedy</i> and Joseph Conrad’s <i>Heart of Darkness</i>, to develop the idea that modern people exist in a spiritual void and are paralyzed by a lack of meaning in their barren lives. <table border="1" data-bbox="191 1583 799 1900"> <thead> <tr> <th data-bbox="191 1583 324 1667">“The Hollow Men”</th> <th data-bbox="324 1583 799 1667">Central Image or Idea</th> </tr> </thead> <tbody> <tr> <td data-bbox="191 1667 324 1717">Section I</td> <td data-bbox="324 1667 799 1717">The hollow men are like scarecrows, unable to move, think, or act</td> </tr> <tr> <td data-bbox="191 1717 324 1793">Section II</td> <td data-bbox="324 1717 799 1793">Like the other hollow men, the speaker wants to stay disguised and anonymous to avoid having to act or take responsibility</td> </tr> <tr> <td data-bbox="191 1793 324 1848">Section III</td> <td data-bbox="324 1793 799 1848">The hollow men live a barren existence without hope or meaning</td> </tr> <tr> <td data-bbox="191 1848 324 1900">Section IV</td> <td data-bbox="324 1848 799 1900">The hollow men are in limbo, waiting for death to release them.</td> </tr> </tbody> </table>	“The Hollow Men”	Central Image or Idea	Section I	The hollow men are like scarecrows, unable to move, think, or act	Section II	Like the other hollow men, the speaker wants to stay disguised and anonymous to avoid having to act or take responsibility	Section III	The hollow men live a barren existence without hope or meaning	Section IV	The hollow men are in limbo, waiting for death to release them.	<p>The Hollow Men</p> <p>Section I</p> <ul style="list-style-type: none"> • What is significant about the use of “we” <ul style="list-style-type: none"> ○ This is a critique of everybody • Hollow – empty, no real thinking • Stuffed – full, fake, what do we actually know? • Paradox – Hyperbole, two things that don’t fit together • Scarecrows stuffed full of hay, have no life to them. • Comments on life – Modernity • Simile • Alas – a sad sigh • When we talk, we don’t talk anymore, we just whisper, and what we say is meaningless
“The Hollow Men”	Central Image or Idea										
Section I	The hollow men are like scarecrows, unable to move, think, or act										
Section II	Like the other hollow men, the speaker wants to stay disguised and anonymous to avoid having to act or take responsibility										
Section III	The hollow men live a barren existence without hope or meaning										
Section IV	The hollow men are in limbo, waiting for death to release them.										

<p>Section V The hollow men are unable to complete or fulfill anything.</p>	<ul style="list-style-type: none">• Wind in dry grass – the sound of the wind blowing – that is what our talking is like, it is useless• A series of oxymorons and hyperboles• Your ancestors watch you from the other side, and waiting for you<ul style="list-style-type: none">○ Their reaction to your complaint of how hard your life is “seriously?”• Are you living a life that allows you to have eyes to say you lived a good life?• Or will they think “this is what you call a life?”• The author doesn’t want to go to the other side and see their ancestor’s eyes. <p>Section II</p> <ul style="list-style-type: none">• I don’t want to die, I don’t want to meet my ancestor’s disappointment• How is this fair with society the way it is?• We all put on a mask <p>Section III</p> <ul style="list-style-type: none">• What went wrong, why are we like this?• This is the badlands, our existence is not lived in a garden of Eden existence• “Prayers to broken stone”• “The supplication of a dead man’s hand”• <i>Dover Beach</i> – Mathew Arnold said that belief and God used to protect us and bring us together, “the sea of faith”• We pray but no one believes it anymore• Life is changing, the stone images are breaking and falling down• Dark vision of the modern world <p>Section IV</p> <ul style="list-style-type: none">• T.S. Eliot loved <i>The Inferno</i> by Dante, a poem about hell<ul style="list-style-type: none">○ Out of the darkness there is a terrible stench and screaming
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<p>Wasteland (Copy Provided)</p>	
<p>Four Quartets (Copy Provided)</p>	<p>Four Quartets T.S. Eliot <i>Handout</i></p> <ul style="list-style-type: none">• Why would McGee give this poetry to High School seniors who are about to graduate• Eliot has a different view of the world/and old man soon to die <p>Summary</p> <p style="text-align: center;">I</p> <p style="text-align: center;"><i>Burnt Norton</i></p> <ul style="list-style-type: none">• The first of the quartets, “Burnt Norton,” is named for a ruined country house in Gloucestershire.• This quartet is the most explicitly concerned with time as an abstract principle. The first section combines a hypothesis on time—that the past and the future are always contained in the present—with a description of a rose garden where children hide, laughing.• A bird serves as the poet’s guide, bringing him into the garden, showing him around, and saving him from despair at not being able to reach the laughing children. <p style="text-align: center;">II</p> <p style="text-align: center;"><i>East Coker</i></p> <ul style="list-style-type: none">• The second section begins with a sort of song, filled with abstract images of a vaguely pagan flavor.• The poem shifts midway through the section, where it again assumes a more meditative tone in order to sort out the differences between consciousness and living in time: The speaker asserts, “To

	<p>be conscious is not to be in time,” for consciousness implies a fixed perspective while time is characterized by a transient relativity (around the fixed point of the present).</p> <ul style="list-style-type: none">• However, this statement does not intend to devalue memory and temporal existence, which, according to the poem, allow the moments of greatest beauty. <p style="text-align: center;">III</p> <p style="text-align: center;"><i>The Dry Salvages</i></p> <ul style="list-style-type: none">• The third section of “Burnt Norton” reads like the bridge section of a song, in which the key changes. In this section, Eliot describes a “place of disaffection”—perhaps the everyday world—which allows neither transcendence (“darkness”) nor the beauty of the moment (“daylight”). <p style="text-align: center;">IV</p> <p style="text-align: center;"><i>Little Gidding</i></p> <ul style="list-style-type: none">• The fourth, very short section returns to a sort of melody (some of the lines rhyme) to describe the unattainable, fictional point of fixity around which time is organized.• This point is described as surrounded by flowers and birds; perhaps it can be found in the rose garden of the first section. <p style="text-align: center;">V</p> <ul style="list-style-type: none">• The final section of this quartet returns to reality: Despite the apparent vitality of words and music, these must die; the children’s laughter in the garden becomes a mocking laughter, scorning
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our enslavement to time.

Form

- Eliot is much less experimental with rhyme and meter here than he is in his earlier works.
- Instead, he displays a mature language consciousness.
- Through the repetition of words and the use of structures like chiasmus and pastiche, he creates a rhythm not dependent on previous poetic forms.
- It is as if the mere meaning of the words is not enough to express the philosophical concepts Eliot wants to explore, as they “decay with imprecision”: He must exploit the physical properties of the words themselves. The repetition and circularity of language that are this poem’s hallmarks highlight the infinite circularity of time: Just as past, present, and future cannot be separated with any precision, neither can the words used to describe them.
- Rather than exploiting bizarre combinations of images or intricate formal devices, Eliot uses the gravity of terms like “past” and “present” to create a beautiful monument of ideas.

W.H. Auden
(1907-1973)

About the Author

Pg. 1170-71

- Born in York, England
- Although slovenly in his personal habits, Auden produced impeccably crafted poems, and though he was considered a British poet, he spent a large part of his life in the United States.
- Spokesperson for the political left
- Became an American citizen in 1946
- He uses irony with great skill in his poems.

Literary Analysis: Irony

- **Situational irony** – a contrast between what is expected to happen and what actually happens.
- **Verbal irony** – in which a speaker or writer says one thing but means another.
- **Allegory** – a writer uses symbolic characters to stand for abstract qualities or traits
- **Pastoral** – writers celebrate nature and those who live in the natural world.

Vocabulary

- **Sequestered** – kept apart from others
- **Topographical** – representing the surface features of a region
- **Affinities** – family connections; sympathies
- **Prenatal** – existing or taking place before birth
- **Intrigues** – plots or schemes

In Memory of W.B. Yeats

Pg. 1172-1175

- This poem celebrates and honors the

<p>life of poet W.B. Yeats.</p> <ul style="list-style-type: none">• Structured as an elegy, the poem sums up Yeats’s lifetime accomplishments and crafts a vivid picture of the man.• Part 1 describes his all-too-human death and the gap it will leave behind.• Part 2, Auden addresses Yeats directly to reassure him of poetry’s enduring qualities.• Part 3, addressed both to Earth and to a generic poet, focuses on the nature of poetry.• Although it “makes nothing happen,” poetry teaches joy in the human condition.	
<p>Musee des Beaux Arts 1176-78</p> <ul style="list-style-type: none">• “Musée Des Beaux Arts” explores the indifference of humans to others’ suffering, as illustrated by Breughel’s painting Landscape with the Fall of Icarus, in which onlookers ignore Icarus’s plunge into the sea.	<p>Musée Des Beaux Arts W.H. Auden</p> <ul style="list-style-type: none">• Poem is more like an essay than a poem• Poem about suffering, bad stuff, anguish• Old Masters<ul style="list-style-type: none">○ Painters, writers, philosophers○ Humans seem to think about their own personal suffering• What is joyful for some people is not for other people• Martyr – someone who has been executed for a cause• Torture reference – people to be literally pulled in two by horses• Contemporary poem of The Hollowmen by T.S. Elliot• This is the game of Mathew Arnold’s Dover Beach

Virginia Woolf

(1882-1941)

About the Author

Pg. 1188-91

- As a young woman, Woolf rejected the restrictions of Victorian society.
- Though she was not allowed to go away to school, she embraced the free-thinking ideas of her brothers' university friends, who later formed the nucleus of the Bloomsbury

Literary Analysis: Psychological Fiction

- Largely ignores dramatic action to focus on the inner life of its characters.
- Psychological fiction emphasizes:
 - Characters' thoughts, feelings, and impressions
 - The hidden motivations for characters actions
 - The presence of internal conflict
- Stream of consciousness – which presents the random flow of thoughts and sensations in a character's mind.

Vocabulary

- **Suffused** – spread throughout; filled
- **Transient** – that which passes quickly
- **Upbraidings** – words of disapproval; scoldings
- **Evanescence** – vanishing or tendency to vanish
- **Reticent** – silent; reserved
- **Vivacious** – lively; spirited
- **Irrevocable** – not possible to revoke or change
- **Escapade** – a wild and reckless adventure

The Lady in the Looking Glass: A Reflection

Pg. 1192-97

- | | |
|--|--|
| <ul style="list-style-type: none">• Isabella is a wealthy woman who lives alone.• The narrator forms a concept of her by examining the objects in her home, partly as they appear in a mirror, and by imagining Isabella in the garden.• To the narrator, Isabella's wealth and possessions are signs of happiness and success• Her silence implies the mystery and passion.• When Isabella comes back inside from being in the garden and appears in the mirror, however, the true loneliness and emptiness of her life are revealed.• Her letters, which seemed so mysterious, turn out to be only a collection of bills. | |
|--|--|

Mrs. Dalloway

Pg. 1198-1200

- Mrs. Dalloway takes place in 1923 in London, England.
- It tells the story of a woman named Clarissa Dalloway, who spends the day preparing for a party.
- Clarissa's parallel character, Septimus, is a World War I veteran and suffers from the mental illness he developed in the aftermath of the war.
- As they day progresses, Clarissa has an encounter with an ex-suitor and questions her marriage.
- During her party, when Clarissa learns Septimus committed suicide, she contemplates whether or not he was right in committing the act.
- The story frequently bounces from one point of view to another, and it uses free indirect discourse, a technique by which the writer describes the thoughts of characters using third-person singular pronouns.
- Mrs. Dalloway is one of Virginia Woolf's most well-known and celebrated stories.
- This excerpt is the opening scene of the book.

Shakespeare's Sister

Pg. 1202-03

- In this selection, Virginia Woolf supports her claim that "it would have been impossible... for any woman to have written the plays of Shakespeare in the age of Shakespeare."
- Woolf introduces the reader to Judith, William Shakespeare's fictional sister, a woman with the same creativity as Shakespeare, but with no support from the public.
- She would have had not support from her family either, as they would not

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By Sarah Staley

<p>have allowed her materials or schooling.</p> <ul style="list-style-type: none">• She would have run away from home, trying to find her creative outlet in the real world.• However, she would have eventually committed suicide as a result of her frustration.	
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Joseph Conrad

(1857-1924)

About the Author

Pg. 1218-19

- Born in Poland, learned English and then French.
- At age 11 orphaned.
- Fled Poland when he was 16
- Apprentice seaman, traveled all over the world.
- Published first novel in his late 30's
- Famous short story "Heart of Darkness"
- Voyages represent those of self-discovery.

Literary Analysis

- Plot Devices:
 - **Story within a story** – a tale told by a character within a framing fictional narrative.
 - **Epiphany** – a character's sudden insight – which forms the climax of the story.
- Themes – central meaning of a story

Vocabulary

- **Invincible** – unconquerable
- **Propitiate** – win the goodwill of; appease
- **Conflagration** – great fire
- **Imperturbable** – calm; not easily ruffled
- **Garrulous** – talkative
- **Derided** – made fun of; ridiculed

The Lagoon

Pg. 1220-34

- Two old comrades – a Malay and a European – meet near a Malaysian lagoon.
- As his beloved lies dying inside the hut,

The Lagoon

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By Sarah Staley

<p>Arsat, the Malay, tells how he betrayed his own brother, impelled by passion for the woman now dying.</p> <ul style="list-style-type: none">• In leaving Arsat to his misery, the European seems to commit a betrayal as well.	
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James Joyce
(1882-1941)

About the Author

Pg. 1235

- Irish author from Dublin
- Came from a family of teacher
- Left for the continent for ten years.
- Tales seemed simple but focused on psychological conflicts.
- Main characters change perspective on life
- Author of *Ulysses*
- Final novel was written in “dream language” (his own invention)
- Reinvented modern fiction

Araby

Pg. 1236-41

- The narrator, a Catholic schoolboy living in a dingy Dublin neighborhood, thinks he is in love with his friend’s sister.
- One day she asks if he is going to Araby, “a splendid bazaar.”
- He tells her that if he goes he will bring her something.
- When the day finally arrives, he impatiently waits for his uncle to come home to give him some money.
- The uncle is late.
- By the time the boy arrives at the bazaar, nearly all of the stalls are closed.
- One of the few remaining vendors pays him little attention.
- He buys nothing.
- As the lights go down in the hall, he fights back tears of anguish and anger.

Araby

- Story where nothing is going on
- A boy goes to the market without money.
- **Epiphany** – realization (aha moment) where after you are fundamentally changed and there is no going back.
- Joyce likes to write about the epiphanies of young people
- Line 171-172
 - The boy in the end is angry because he feels his life is meaningless.
 - Moment after moment of having expectations and it doesn’t happen the way he imagines.

D.H. Lawrence
(1885-1930)

About the Author

Pg. 1244-45

- Was an accomplished poet, painter, and playwright
- Lived in poverty for much of his life, as his censored books were deemed “unsellable”
- Was buried in France first then in New Mexico

Literary Analysis: Theme

- What ideas does the title highlight?
- What are the characters’ dominant traits? What are their motivations for acting as they do?
- What is the main conflict, and how is it resolved?
- In what ways is the setting important to the story’s action?

Vocabulary

- **Discreet** – wise; prudent
- **Obstinately** – in a determined way; stubbornly
- **Uncanny** – mysterious; hard to explain
- **Apprehension** – anxious feeling of foreboding; dread
- **Embarked** – engaged in something, such as conversation
- **Intrinsically** – at its core; innately

Freud and Lawrence

- Freud was attuned to the ways that sexuality to the way people are motivated to act and behave
- Writes *Lady Chatterley’s Lover* – very radical and risqué
 - Deals with sexuality
- Also a writer of poetry
- *Tickets* was another one of his famous stories.
- Lawrence had many stories that pushed the envelope, very controversial writer

The Rocking Horse Winner

Pg. 1246-61

- Paul's parents live beyond their means.
- Their house constantly whispers of the need for more money to keep up appearances.
- Paul, a young boy, turns to betting on horse races as a way to silence the whispers.
- He finds that if he rides his rocking-horse desperately, the name of the next winner in the races often comes to him.
- With the help of the gardener and his uncle, he accumulates large quantities of money, which he surreptitiously bestows on his mother.
- Yet the house's whispers do not cease; they only grow louder.
- Finally, in an effort to discover the winner of a major race, Paul overtakes himself and dies, leaving his mother a great fortune.

Rocking Horse Winner

- This story is the most famous of Lawrence's stories
- To what degree are you the money you grew up in?
- Socioeconomics defines who we are.

The issue of luck

- Fate/Destiny
- Lack of luck means no money, leads the little boy to make money and be lucky.
- The little boy dies, which is unlucky
- **Determinism** – is your fate already decided for you, do you make your own fate or way
- Is there free will in the world
- How do you define it?
- Do you believe in luck?
- Do you make your own luck?

The family

- To what degree is the child wounded by its parent/care giver?
- To what degree do parents wound their parents without knowing it?
- What about the psychological wounding/wounding of the mind?
- Does the child ever know of the forces that wound him/her?
- What about the parents, do they intentionally hurt children?
- When you are a parent how will you be able to raise the child without hurting it?
- Are parents aware that they put expectations on their children that could hurt them?
- Does the mother kill her son/is she responsible?
- **Pathology** – families have problems within the family that they don't realize. (*Death of a Salesman*)

Marx question

	<ul style="list-style-type: none">• All of the problems of the family originate because the mother and the house want more money.• What influence does money or the lack of money have on a child?• Is there ever enough money?• Is working for something of value and a use of your time? <p>Movie (1949)</p> <ul style="list-style-type: none">• <u>Melodrama</u> – overacting• A black and white film that manipulates the shadows• The ending was changed
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Graham Greene

(1904-1991)

About the Author

Pg. 1262

- A religious convert to Catholicism
- Writing explored pain, fear, despair, and alienation.
- Studied at Oxford
- When he traveled he found locations for his stories and novels.
- His best fiction focused on the psychology of human character rather than plot.
- Many of his protagonists are people with pain.

A Shocking Accident

Pg. 1263-68

- In this story about the absurdities of life, a prep-school boy learns that his father, whom he hardly knows and whom he has romanticized, has died in an abrupt, embarrassing manner:
 - A pig has fallen on him.
- The bizarre nature of this accident haunts the young man as he grows up, making him feel isolated and odd.
- In a surprising twist at the end of the story, his intended bride does not laugh when she hears the story for the first time.
- Her sympathetic response shows that even in the face of absurdity, people can find comfort and a measure of stability.
- Ironically, the young man's sense of humiliation ends when another person appreciates the ghastliness of his father's absurd death.

Rupert Brooke
(1887-1915)

About the Author

Pg. 1272-73

- Published a series of sonnets that he wrote early in WWI.
- Went through combat training during WWI.
- On his way to his first battle in Turkey he died of blood poisoning.

Literary Analysis: Tone

- **Tone** – of a literary work is the writer’s attitude toward the readers and the subject.
- **Comparing literary works** – finding similar messages and themes between works.

Vocabulary

- **Stealthy** – secretive; furtive
- **Ghastly** – extremely horrible; frightening
- **Desolate** – deserted; forlorn
- **Mockeries** – futile or disappointing efforts; ridicule
- **Pallor** – lack of color; paleness

The Soldier

Pg. 1274-75

- In “The Soldier,” the speaker envisions the possibility of death in battle in patriotic terms, identifying his grave as a monument to England.

The Soldier

- Poem is divided into two parts.
- He feels there is a possibility he might make it.
- If he does die he hopes that wherever he dies that piece of ground will be England.
- The speaker is English.
- The speaker clearly loves England.
- He doesn’t hate England for sending him off to war.
- He feels England gave him everything so he it is only right that he should die for England.

	<ul style="list-style-type: none">• If you are raised within a culture, it cares for you, educates you. The country goes to war. Is there a moral obligation to fight?<ul style="list-style-type: none">○ The speaker would say yes○ You owe the country
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Siegfried Sassoon (1886-1967)	
<p>About the Author Pg. 1274-75</p> <ul style="list-style-type: none">• Began writing poetry as a child.• Infantry officer in France during WWI• Became a pacifist in 1917• Was hospitalized for shell shock and sent back to the battlefield <p>Literary Analysis: Tone</p> <ul style="list-style-type: none">• The tone of a literary work is an expression of the writer’s attitude toward a subject.• Imagery – used to depict the subject or action• The poet’s word choices• The speaker’s feeling or thoughts. <p>Reading Skill: Make Inferences in Poetry</p> <ul style="list-style-type: none">• To better understand a poem’s speaker, you can make inferences – or logical guesses – about the text based on evidence or clues you find in the poem and on your own experience.	
<p>Wirers Pg. 1276</p> <ul style="list-style-type: none">• “Wirers” transports reader immediately into the experience of waiting out a battlefield night, watching with bated breath as the fence-menders risk almost certain death.	

Wilfred Owen (1893-1918)	
About the Author Pg. 1272-73 <ul style="list-style-type: none">• Studied at London University• Fought in the army and was wounded three times.• His work was gritty and angry• Killed in battle one week before the end of the war.• Unknown until he was published in 1920	
Anthem for Doomed Youth Pg. 1277 <ul style="list-style-type: none">• “Anthem for Doomed Youth” captures the sad despair of battlefield death that undergoes no loving rituals of peacetime mourning.• Together, these poems convey the cynicism war often elicits.	

Elizabeth Bowen

(1899-1973)

About the Author

Pg. 1296-97

- “The Demon Lover” is set in London during WWII and Bowen’s short stories about the war are noted for their realistic portrayal of Londoners during the bombing raids.
- Served as an air-raid warden in London during WWII
- Counted writers Edith Sitwell, Aldus Huxley, and Virginia Woolf among her friends.

Literary Analysis: Foreshadowing and Flashback

- **Foreshadowing:** a writer’s use of hints and clues to indicate events that will occur later in the story. Writers often generate suspense, or excitement, through foreshadowing.
- **Flashback:** an episode that interrupts the action
- **Ghost Story** – is a tale in which part of the past – typically, a dead person – seems to appear in the present.

Reading Skill: Analyze Ambiguity

- **Ambiguity:** refers to the way in which a writer intentionally presents aspects of a story as confusing or open to interpretation.

Vocabulary

- **Prosaic** – not given to poetic flights of fancy; lacking imagination; dull
- **Spectral** – ghostly
- **Circumscribe** - restrict; to limit
- **Emanate** – to issue forth
- **Stint** – limitation; restriction

The Demon Lover

Pg. 1298-1305

- Mrs. Drover returns to her closed-up house in London during the Blitz to retrieve some items that the family needs while living in the country.
- A letter without a stamp mysteriously left on a table in the hall warns her that her former fiancé is coming back for her.
- There had been something vaguely sinister about this man.
- He was reported missing or killed in World War I, leaving Mrs. Drover free to marry her present husband.
- Frightened by the empty house and the ominous note, she leaves to find a taxi.
- Once in the car, she catches sight of the driver and begins to scream as the taxi accelerates away from her house.

The Demon Lover

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George Orwell (1903-1950)	
<p>About the Author Pg. 1316</p> <ul style="list-style-type: none"> • Wrote his first poem when he was about five years old • Never legally changed his name from Eric Blair to George Orwell • Coined the terms “newspeak” and “Big Brother” <p>Literary Analysis: Reflective Essay</p> <ul style="list-style-type: none"> • The writer makes a connection between a personal observation and a universal idea – such as love, honor, or freedom. • Irony <p>Reading Skill</p> <ul style="list-style-type: none"> • Cause-and-effect relationship – an event or action directly results in another even or action. <p>Vocabulary in Context</p> <ul style="list-style-type: none"> • Imperialism – the policy of forming and maintaining an empire, especially in the quest for raw materials and more markets • Cowed – made timid and submissive through fear or awe • Supplant – to take the place of • Prostrate – completely submissive • Despotic – ruling absolutely without allowing any dissent, tyrannical • Labyrinth – an intricate structure of winding passages, a maze • Garish – too bright or showy; gaudy; glaring • Senility – the mental deterioration that sometimes comes with old age. 	<p>Orwell</p> <ul style="list-style-type: none"> • Famous for <i>1984</i> and <i>Animal Farm</i> • He predicted that the world would be a really bad place by 1984 • Big brother controlled everything • Always really concerned with freedom
<p>Shooting and Elephant Pg. 1318-1326</p> <ul style="list-style-type: none"> • In this essay, Orwell describes what 	<p>Shooting and Elephant</p> <ul style="list-style-type: none"> • Killing an elephant is a big deal because they are used for so many

<p>happens when, as a young police officer in Burma, he is called upon to deal with an elephant on a rampage.</p> <ul style="list-style-type: none">• When he discovers that the elephant has killed a man, Orwell sends for an elephant rifle.• A huge crowd of excited Burmans begins to follow him, expecting him to kill the elephant and hoping to get meat from the carcass.• Orwell finds the elephant calmly grazing and does not want to shoot it, but he feels he must show resolute.• When he pulls the trigger, the elephant falls but continues to breathe.• Wanting to put it out of its misery, Orwell fires many more futile shots before the elephant finally dies on its own.• Afterward, Orwell says that he killed the elephant only to avoid looking like a fool.	<p>different types of work.</p> <ul style="list-style-type: none">• Why doesn't he want to kill the elephant?• Shooting an elephant takes place in Burma• Why were the English in India and Burma?<ul style="list-style-type: none">○ They were colonizing• Colonize: come in by force, take over the country, use the natural resources, and try to force the population to take on their ways• Imperialism:• This essay is an allegory• Orwell was like a policeman in Burma and returned to England and started writing.• He hated Burma and being an officer• Why did he hate it so much?<ul style="list-style-type: none">○ No win situation○ The Burmese hate him• Right away he tells the British readers that his life in Burma was hell.• Why is Orwell called?<ul style="list-style-type: none">○ He was the closest officer nearby with a gun○ The whole town follow him and cheer him on to shoot the elephant○ He doesn't see the point because the elephant is calmed down.○ He shoots the elephant because of <i>peer</i> pressure• How could the Burmese pressure him?<ul style="list-style-type: none">○ By teasing him• What did he learn about the nature of imperialism?<ul style="list-style-type: none">○ He knew that the British were going to lose Burma○ The Burmese are really the ones in control○ They are able to control him through his fear of being laughed at
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	<ul style="list-style-type: none">• Symbolism – what does the elephant come to symbolize to British readers<ul style="list-style-type: none">○ The British empire, it takes forever to die <p>It's going to be a slow, long, painful death</p>
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<p>Doris Lessing (1919-Present)</p>	
<p>About the Author Pg. 1327</p> <ul style="list-style-type: none">• She is an author who wishes to push her influence and impose her personality on others.• Writes about social injustice• Makes a connection of personal experience and political reality.• Born in Persia (Iran)• Father was a British bank clerk• Moved to Rhodesia in Africa.• She wrote about how Europeans mistreated Africans• Dominant theme is a free woman who struggles for individuality and equality despite social assumptions and pressures.	

No Witchcraft for Sale

Pg. Pg. 1328-1336

- The Farquars, a white family living on a homestead in Africa, employ Gideon, a local man, as their cook.
- He is kind and loving toward their young son, Teddy, but never forgets his place as a servant.
- When a medical emergency causes Gideon to use his traditional healing skills to restore Teddy's eyesight, the family is deeply grateful.
- But the incident leads to a cultural clash when the Farquars misunderstand Gideon's tribal position as a healer.
- The standoff between the Farquars and Gideon underscores a cultural gap that cannot be bridged.

Dylan Thomas (1914-1953)

About the Author

Pg. 1388-1389

- Similarities between his life and the lives and the romantic poets such as Shelley and Byron.
- Thomas's poetry is often associated with the Romantic tradition because of its expression of emotion, its view of nature, and the images it presents.
- Left school at age 16 to take a job as a reporter
- Had produced half of his literary output by the time he was 20
- Also worked as an actor and a radio broadcaster

Poetic Form: Villanelle

- *Villanelle*: French verse form is designed to give the impression of simplicity, it is intricately patterned.

Literary Analysis: Consonance and Assonance

- Consonance: the repetition of consonant sounds within and at the ends of words.
- Assonance: a repetition of vowel sounds in words.

Vocabulary

- **Grieved** – felt deep sorrow for; mourned
- **Spellbound** – held by a spell; enchanted; magical
- **Tortuous** – full of twists or curves
- **Dregs** – particles of solid matter that settle in the bottom of a liquid; remnants; residue

Do Not Go Gentle into That Good Night

Pg. 1390

- “Do Not Go Gentle into That Good Night” is a plea to the speaker’s dying father to resist the call of death with all his might.

Poem about dying

- Plays the game of old school/new school
- 2 ways to die
 - Give up, quit
 - Die with rage, fight it
- Written to his father – he is telling his father to fight it all the way to the end
- What is the best way to go
 - Fight it or be at peace
- When?
 - Old or before 25
- How would you like to go
- What is the song you would like to be listening to
- What would the last meal be
- What place would you want to go to
- What person would you want to be with you
- How difficult will it be to see a parent grow old and die/why

Loss of Childhood/innocence

- Sense that there was a lot less garbage you had to deal with
- The thing about being a kid is that you don’t realize all the fun stuff you get
- Why would a modern writer be so attracted to this topic
 - Looking back to a better time
- If there is one place/time before the age of 10, what is that for you?

Fern Hill

Pg. 1392-1394

- The speaker in “Fern Hill” looks at childhood summers spent on a farm and sees them as idyllic, magical moments that passed all too quickly.

Literary Analysis: Consonance and Assonance

Peter Redgrove (1932-2003)	
About the Author Pg. 1406 <ul style="list-style-type: none">• Has been compared to William Blake• Does not fit into the usual categories.• Celebrates the power to reimagine and transform our lives.• Uses rich imagery	
On the Patio Pg. 1407 <ul style="list-style-type: none">• “On the Patio” uses the image of the poet draining a glass and allowing the thunderstorm to refill it as a symbol of a person willing to be open to nature and its bounty, someone who wants to get the most out of life, “draining” life’s glass and coming back for a “refill.”	

Stevie Smith (1902-1971)	
<p>About the Author Pg. 1406</p> <ul style="list-style-type: none"> • Acquired the nickname “Stevie” after her friends compared her to a famous jockey named Steve Donoghue • Illustrated most of her poetry with little drawings she called “beastlies” • Her poetry is like herself – underneath a deceptively simple or lighthearted façade lies a darker side, one that grapples with life’s big questions. <p>Literary Analysis: Voice</p> <ul style="list-style-type: none"> • Voice is that quality in writing that enables the reader to “hear” a personality behind the words. • Persona – fictional character • Irony – the overturning of expectation • Wordplay – the intentional use of words with more than one meaning 	
<p>Not Waving But Drowning Pg. 1408</p> <ul style="list-style-type: none"> • In “Not Waving but Drowning,” the drowned man explains that he was not impishly waving but frantically signaling for help, contrary to what onlookers believed. 	<p>Not Waving but Drowning</p> <ul style="list-style-type: none"> • There is a disconnect. • People make assumptions about each other. • How do you wish to look at other people and interpret their actions?

Anita Desai
(1937-Present)

About the Author

Pg. 1416-1419

- German mother and Indian father.
- Grew up in Northern India near Delhi.
- She spoke German at home and Hindi to everyone else.
- When she entered school she learned to speak English. (Language of Books)
- Studied English at University of Delhi.
- Kept her life as an author apart from her life as a mother.
- Major themes in her writing are people being torn between family, work, and religion. (Family Dynamics)
- Not widely read in India but very popular in the Western World.
- Other major themes in her writing are women, children, and the elderly.

Literary Analysis: Irony

- **Irony** – consists of a contrast between expectation and reality.
- **Verbal Irony** – occurs when what is said is the opposite of what is really meant.
- **Situational Irony** – a contrast between what a character or the reader expects and what actually happens.

Reading Skill: Evaluate Characters' Actions

- **Ambiguity** – leaving aspects of the story open to interpretation.
- **Evaluate** – make judgments about the characters' actions.

A Devoted Son

Pg. 1420-1429

- Rakesh, the son of illiterate parents, becomes a successful doctor, making his father, Varma, extremely proud.

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| <ul style="list-style-type: none">• Rakesh is a dutiful son and marries the illiterate girl his mother has chosen for him.• At the city hospital, he rises quickly to a top position.• He is a fine surgeon and a devoted son who looks after Varma as he ages.• When Varma becomes ill, Rakesh decides that his father should eat only healthy foods.• Unhappy about being deprived of his favorite sweets and fried foods, Varma begins to see his son as heartless and ungrateful.• He no longer has any joy in life.• While Rakesh plies his father with pills and tonics, Varma pleads with his son to be allowed to die. | |
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Penelope Lively
(1933-Present)

About the Author

Pg. 1434-1435

- Born in Cairo, Egypt when it was still an outpost for the British Empire
- At 12 was sent to Sussex, England to boarding school.
- Studied history in college and then got married and raised a family
- Began to write in her late 30's
- She wrote children's books
- Her fiction explores the relationship between memory and the past
- Some of her fiction is set in Egypt

Literary Analysis: Characterization

- Characterization – is the creation and development of a character.
 - Direct characterization
 - Indirect Characterization
 - Theme

Vocabulary

- **Subdued** – less intense; softened
- **Dappled** – covered with spots of shade or anything else of a different color
- **Assessing** – determining the value
- **Homespun** – plain; homely
- **Condescension** – an attitude of lowering oneself to deal with others not considered one's equal; haughtiness
- **Haggard** – wild-eyed or tired looking; gaunt

Next Term, We'll Mash You

Pg. 1436-1442

- "Next Term, We'll Mash You" is about a young boy named Charles whose parents are trying to find a good school for him to attend.
- This story focuses on their visit to St.

Mr. McGee – Sr. English B

Unit 6 - Modernism

By Sarah Staley

<p>Edward's Preparatory School, where the family meets the headmaster and his wife.</p> <ul style="list-style-type: none">• Meanwhile, Charles meets the schoolboys and finds out what he is in for.• The story makes a strong statement about the way class influenced the society of the period.	
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