



ISTITUTO STATALE D'ISTRUZIONE SUPERIORE "MALIGNANI"

Via Ramazzotti,41 – 33052 CERVIGNANO DEL FRIULI - Tel. 0431-32550 /Fax 0431-34098 – C.F. 90011220309

Sezioni associate:

- I.T.I. "Malignani 2000" – Cervignano del Friuli
Tel 043132550 – fax 043134098
- I.T.I. "Malignani 2000" - S. Giorgio di Nogaro
Tel/fax 0431622070.
- I.P.S.I.A. "Malignani 2000" – S. Giorgio di Nogaro
Tel/fax 043165033
- I.T.C. "L. Einaudi" – Palmanova
Tel 0432929291 – fax 0432929986
- I.P.S.C. "Mattei" - Palmanova
Tel. 0432929291 - fax 0432929986.
- Liceo Scientifico "Einstein" - Cervignano del Friuli
Tel/fax 043132339

ESAMI DI STATO CONCLUSIVO

Anno scolastico 2012/2013

PROGRAMMA INGLESE

Sede associata	Liceo Scientifico " <i>Albert Einstein</i> "
Classe	V A
Corso	Indirizzo Sperimentale Seconda Lingua Straniera - Classe articolata

Cervignano del Friuli 15 maggio 2013

PROGRAMMA SVOLTO ENTRO IL 15 MAGGIO

Il programma è stato sviluppato per **Unità di apprendimento modulare** secondo l'organizzazione qui di seguito riportata:

**MODULE 1 A
DIS - COVERING ARGUMENTATIVE TEXTS
FROM THE INDUSTRIAL REVOLUTION TO CONTEMPORARY GLOBALISED ECONOMY**

TEXTS

Extract from

Arnold Toynbee, The Chief Features of the Industrial Revolution, (handout)

<http://www.marilenabeltramini.it/materiali/industrial_revolution_in_time/scanner/file_testo/Toynbee_IR1884.htm>

The Industrial Revolution, pp. 52-55 (The Context, A Historical and Literary Companion.)

Utilitarianism, p.350 (Making Waves. A Project for Literature Vol.1 – From the Origins to the Victorian Age)

Schumpeter – Business and management – An A-Z of business quotations: Capitalism

The Guardian – A crisis of capitalism 21 September 2011

Interpretation des Abschnitts „Manchester" aus Alexis deTocqueville (1835): Journeys to England and Ireland (gruppo di tedesco)

The Argumentative Text

<<http://www.marilenabeltramini.it/schoolwork1112/readInteracting.php?act=readTask&tid=30>>

Capitalism - Puritanism Sayings: The Parable

W. Churchill's Quotes

W Churchill and capitalism

Also learn about M. Keynes: 1.; 2.

A lezione di capitalismo ideale contro capitalismo reale Luigi Zingales

Today's Italian situation in A Zingales'Video

FAHRENHEIT - Conversazione con Luigi Zingales.mp3 (24. 09. 2012)

HANS ROSLING'S 200 Countries, 200 Years, 4 Minutes - The Joy of Stats - BBC Four

CONTENUTI	CONOSCENZE	COMPETENZE
<p>The Industrial Revolution:</p> <ul style="list-style-type: none"> ▪ Enclosures ▪ Urbanization ▪ Agrarian Revolution ▪ The rise of the middle class ▪ Puritanism and Progress <p>Yesterday And Today:</p> <ul style="list-style-type: none"> ▪ The Industrial System ▪ The Principle of Utility (J. Bentham) ▪ Liberalism and Socialism 	<ul style="list-style-type: none"> ▪ Main aspects of the Revolution: consequences Analysing the problems connected to the Industrial Revolution (causes and effect. (economic, cultural and social)) ▪ The Industrial Revolution and Economy in Contemporary Reality ▪ Industry and cCapitalism: yesterday and today 	<ul style="list-style-type: none"> ▪ Reporting the main steps of The Industrial Revolution through the analysis of document, essays and different texts ▪ Writing texts and reporting about The Industrial Revolution and its contemporary developments ▪ Mapping the most significant events in the development of

<ul style="list-style-type: none"> ▪ Adam Smith ▪ David Ricardo ▪ Thomas Robert Malthus <p>The Crisis of Capitalism</p> <p>Different Interpretations of sources quoted above</p> <p>Comparative analysis about different views through quotes</p> <p>Personal interpretation</p>	<ul style="list-style-type: none"> ▪ Connecting trends of thought to social and cultural changes ▪ Supporting argumentations with suitable and consistent data ▪ The main features of an essay in oral and written format ▪ Identifying thesis ▪ Data collecting ▪ Argumentation ▪ Points of view ▪ Connectors in writing 	<p>the Industrial Revolution</p> <ul style="list-style-type: none"> ▪ Providing a support for oral reporting in .ppt format ▪ Generating a short essay about the Industrial Revolution ▪ Generating short argumentative texts about articles, letters and videos
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**MODULO 1B
THE ARGUMENTATIVE TEXT
WRITING STRATEGIES**

Objectives	Process	Operating skills
<ul style="list-style-type: none"> ▪ to recognize and single out the conventions of an argumentative text ▪ to identify the thesis ▪ to identify ideas, concepts, facts and data; ▪ to explain the relationship between the different paragraphs of the text; ▪ to identify and explain the logic of the argumentation; ▪ to identify the specific use of language with reference to: <ul style="list-style-type: none"> ▪ key words ▪ microlanguage, ▪ use of nominal style ▪ specific connectors, ▪ idioms ▪ to identify conclusions drawn; ▪ to explain how persuasion has been gradually built up; ▪ to write an argumentative text on the basis of documents given and cultural background knowledge 	<ul style="list-style-type: none"> ▪ gathering data; ▪ identifying facts, events, data; ▪ analyzing collected data; ▪ reorganizing data into an argumentation; ▪ using suitable language and connectors ▪ + 	<ul style="list-style-type: none"> ▪ anticipatory skills and prediction making; ▪ reading and listening skills (skimming and scanning); ▪ organizing and recognizing skills; ▪ synthesising skills; ▪ productive skills; ▪ communicative skills; ▪ collaborative skills; ▪ using ITC; ▪ integrating skills; ▪ redrafting skills; ▪ presentation skills.

MODULE 2

WHY BE HAPPY WHEN YOU COULD BE NORMAL?

AN ADVENTURE IN EXTENSIVE READING POSTMODERNISM AND THE POSTMODERN NOVEL

Texts:

J. WINTERSON, Why Be Happy When You Could Be Normal?, 2012 (complete work)

Lead in to the novel:

Materials at < <http://www.marilenabeltramini.it/schoolwork1213/readInteracting.php?act=readTask&tid=22>>

Structural elements and topics/problems discussed

- Title
- Structure
- Setting
- Characterization (protagonists and secondary characters)
- Male and female Characters
- Gender – Difference and Love
- Narrative technique
- Use of Language
- Women and Autonomy
- Memoir versus Autobiography
- Taboos and conventions
- Intertextuality

Students' Personal Paths on Why Be Happy When You Could Be Normal?

<<http://www.marilenabeltramini.it/schoolwork1213/readInteracting.php?act=readTask&tid=22>>

DAVID LODGE, Robyn and Character from Nice Work, 1982 (handout)

DAVID LODGE, Metaphor and Metonymy from Nice Work, 1982 (handout)

Themes

- Capitalism and the novel
- The novel and character
- The concept of character
- Identity
- Metaphors and Metonymies and their relationship with Advertising
- Traditional - Modernist and Postmodernist novels
- Intertextuality

CULTURAL AND HISTORICAL BACKGROUND

From 1945 to the Present. Focus on Literature in the UK, pp. 156-163 (The Context, A Historical and Literary Companion.)

Postmodernism. Getting Started

<http://www.marilenabeltramini.it/schoolwork1112/UserFiles/Admin_teacher/postmodernism_getting_started.pdf>

Postmodernism

<http://www.marilenabeltramini.it/schoolwork1112/UserFiles/Admin_teacher/postmodernism.pdf>

An introduction to Modernism and Postmodernism in

http://www.marilenabeltramini.it/schoolwork1011/UserFiles/Admin_teacher/modernism_postmodernism.pdf

Postmodernism. (Teacher's handout) also in
http://www.marilenabeltramini.it/schoolwork0809/UserFiles/teacher_noti.pdf

CONTENUTI	CONOSCENZE	COMPETENZE
<ul style="list-style-type: none"> ▪ Postmodern Culture Features ▪ Traditional and Postmodernist Culture ▪ Postmodernism and Innovations ▪ The Idea of truth ▪ The idea of character ▪ The concept of origin ▪ Literary Features of Postmodernism ▪ <u>Why Be Happy When You Could Be Normal?</u>, (see contents above) ▪ Extract from <u>Nice Work</u> (see contents above) 	<p>Discuss and compare topics related to Postmodernism:</p> <ul style="list-style-type: none"> ▪ Conventions and style ▪ Literary genres in the novel ▪ Intertextuality in the novel ▪ Memoir writing and Autobiography ▪ The Role of Jeanette's mother ▪ Jeanette as a representative of the female gender ▪ The religious revolution of Jeanette ▪ Jeanette and Books ▪ Reading and Jeanette ▪ J. Winterson's novel and contemporaneity 	<ul style="list-style-type: none"> ▪ The student can analyse a text with reference to: <ul style="list-style-type: none"> - title - structure - storyline - plot - characterization - setting - narrative technique - language used - role of the reader ▪ The student can write textual analysis and short argumentative texts on topics, themes and documents discussed/studied/analysed ▪ The student can report on texts and documents also with personal considerations. ▪ The student can compare themes, techniques, effects, reader's position ▪ The student can single out textual, contextual and intertextual connections ▪ The student can answer questionnaires ▪ The student can create mind maps, tables, .ppt supports post in Blogs and forums on texts and concepts studied.

MODULE 3

MANCHESTER AN INDUSTRIAL CITY: A CASE STUDY IN EUROPEAN HISTORY .

DOCUMENTS

- The Peterloo Massacre
- The Corn Laws
- "Manchester" from *Journeys to England and Ireland, 1835* by Alexis de Tocqueville
- Hard Times by C. Dickens(1854)- Activities

- Manchester in J. Winterson, *Why Be Happy When You Could Be Normal?* (Chapter II)
- La città di tutti. M. Augè in La Repubblica 1 ottobre 2012
- Manchester Academy Our Future Story - Directly from Ms. Jane Delfino MBE

CONTENUTI	CONOSCENZE	COMPETENZE
<p>Manchester's economic and social situation</p> <p>C. Dicken's <i>Hard Times</i></p> <p>Manchester 's from <i>Journeys to England and Ireland, 1835</i> by Alexis de Tocqueville</p> <p>Manchester Yesterday and Today</p> <p>Pictures, Presentations and Related Documents</p> <p>Content at Students Group products</p> <p><http://www.marilenabeltramini.it/schoolwork1213/readInteracting.php?act=readTask&tid=26></p>	<p>Economic theories: Socialism and Liberism</p> <p>Peterloo as a Paradigm of the Social contrasts in the Victorian Age</p> <p>C. Dickens's view of the industrialized town</p> <p>The city from different textual perspectives</p> <p>Narrative techniques in different documents and text types</p> <p>From the Industrialised Age to the Modern Global World</p> <p>Social, Economic and Linguistic problems</p> <p>Memoir and Social problems</p>	<p>The student can</p> <ul style="list-style-type: none"> • write textual analysis and short argumentative texts on topics, themes and documents discussed/studied/analysed ▪ The student can report on texts and documents also with personal considerations. ▪ The student can compare themes, techniques, effects, reader's position ▪ The student can single out textual, contextual and intertextual connections ▪ The student can answer questionnaires ▪ The student can create mini-films mind maps, tables, .ppt supports post in Blogs and forums on texts and concepts studied.

MODULE 4 MODERNISM: A COSMOPOLITAN VIEW OF THE WORLD

Language and Modernism

TEXTS

Poetry

T.S. ELIOT, *The Love Song of J. Alfred Prufrock* (handout)

<<http://www.bartleby.com/198/1.html>>

T.S. ELIOT, extracts from *The Waste Land*

- *The Burial of The Dead* (handout)

LITERARY CRITICISM

The Mythical Method (handout)

<http://www.marilenabeltramini.it/schoolwork0910/UserFiles/teacher/the_mythical_method.pdf>

Tradition and Individual Talent (handout)

<http://www.marilenabeltramini.it/schoolwork1011/UserFiles/Admin_teacher/t.s.eliot_and_tradition.pdf>

The Objective Correlative (handout)

<http://www.marilenabeltramini.it/schoolwork0910/UserFiles/teacher/the_objective_correlative.pdf>

<http://web.cn.edu/kwheeler/documents/Objective_Correlative.pdf>

The Impersonality of the artist (J. Joyce e T.S. Eliot)

< http://www.marilenabeltramini.it/schoolwork1011/UserFiles/Admin_teacher/impersonality_.pdf>

Extract from

A Sense of The Past, from **The Cambridge Introduction to T. S. Eliot**, CUP, 2006, (handout)

Extract from

T.S.ELIOT and The Waste Land, pp. 552- 555 (Making Waves. A Project for Literature Vol.2 – From Modernism to Our Contemporaries)

MODERNIST FICTION

VIRGINIA WOOLF

V.WOOLF, Mrs. Dalloway

- **What A Morning!**, pp.533-535 (Making Waves. A Project for Literature Vol.2 – From Modernism to Our Contemporaries) and in handout
- **Monday or Tuesday !**, pp.530 (Making Waves. A Project for Literature Vol.2 – From Modernism to Our Contemporaries)

Moments of Being in Virginia Woolf's Fiction

< http://www.marilenabeltramini.it/schoolwork0910/UserFiles/teacher/moments_of_being2_.pdf>

V.WOOLF, from **The Common Reader**, pp. 531-532 (Making Waves. A Project for Literature Vol.2 – From Modernism to Our Contemporaries)

V.WOOLF, Fiction and Life

<http://www.marilenabeltramini.it/schoolwork0910/UserFiles/teacher/fiction_and_life_.pdf>

V.WOOLF, Life and Works, pp. 524-526 (Making Waves. A Project for Literature Vol.2 – From Modernism to Our Contemporaries)

JAMES JOYCE

Dublin as the centre of paralysis (teacher's notes)

J. JOYCE, Eveline from Dubliners (complete story) in Making Waves. A Project for Literature Vol.2 – From Modernism to Our Contemporaries) pp. 511-514

J. JOYCE, The Dead from Dubliners (complete short story)

< http://www.online-literature.com/james_joyce/958/>

J. JOYCE's Ulysses, pp. 515 in Making Waves. A Project for Literature Vol.2 – From Modernism to Our Contemporaries)

Ulysses a Summa Anthropologica. The Linati schema in Making Waves. A Project for Literature Vol.2 – From Modernism to Our Contemporaries) pp. 518-517 and teacher's notes.

T.S. ELIOT's Ulysses, Order and Myth. The Mythical Method

<http://www.marilenabeltramini.it/schoolwork0910/UserFiles/teacher/the_mythical_method.pdf >

J. JOYCE, extract from **Ulysses, Penelope. Molly Bloom's Final monologue** (handout)

< <http://www.marilenabeltramini.it/schoolwork0809/UserFiles/penelopec3e00829.pdf>> also in Making Waves. A Project for Literature Vol.2 – From Modernism to Our Contemporaries) pp. 516-517

The Concept of Epiphany (Teacher's notes)

< <http://www.marilenabeltramini.it/schoolwork0809/UserFiles/epiphany.pdf> f>

Comparison: moments of being - epiphanies – interior monologue and stream of consciousness
(Teacher's notes)

The Impersonality of The Artist and The Modernist Concept of Art (Teacher's Notes)

CULTURAL BACKGROUND

The Modern Age

< http://www.marilenabeltramini.it/schoolwork1112/UserFiles/Admin_teacher/the_modern_age.pdf >

Modernism. Teacher's presentation

<http://www.marilenabeltramini.it/schoolwork1011/UserFiles/Admin_teacher/an_introduction_to_modernism_in_literature_beltramini.ppt>

Umberto Galimberti: Cristianesimo la religione dal cielo vuoto. A viideo

< <http://www.youtube.com/watch?v=HV8FTV8KWbQ>>

Freud between Philosophy and Psychology

< <http://www.youtube.com/watch?v=OhKolRmsyd8>>

CONTENUTI	CONOSCENZE	COMPETENZE
<ul style="list-style-type: none"> ▪ Modernism: crisis of traditional values ▪ The religious crisis F. Nietzsche, <i>God is dead</i> ▪ Effects of Darwinism ▪ New Concept of Time ▪ Einstein's Theory of Relativity ▪ The Role of Psychology (S. Freud and C. G. Jung) ▪ Anthropology and the Use of Myth ▪ Need for new forms of literary experimentation ▪ Subjectivity and Consciousness ▪ Modernism: literary features in poetry and fiction ▪ The interior monologue ▪ The stream of consciousness technique ▪ The eclipse of the narrator ▪ The shift of the point of view ▪ Modernism and Postmodernism: a silent dialogue ▪ Tradition and Innovation ▪ T.S. Eliot's <i>The Waste Land</i>, 1922 ▪ The objective correlative ▪ Intertextuality ▪ The mythical method in T.S. Eliot and J. Joyce ▪ Romanticism <i>versus</i> Classicism in T.S. Eliot ▪ Moments of Being and Epiphany ▪ V. Woolf's Fiction and Free Indirect Style ▪ The women of Modernism and Postmodernism (Jeanette, Eveline and Molly Bloom) 	<ul style="list-style-type: none"> ▪ Define Modernism and single out features and conventions in fiction and poetry ▪ Compare modernist techniques in poetry and fiction with traditional literature (fiction and poetry) ▪ Single out links with different artistic or philosophical expressions ▪ Discuss and compare themes in poetry and fiction ▪ Comparative analysis between Modernist and Postmodernist literature ▪ Recognize technical innovations and be able to explain 	<p>The student is able to analyse a narrative text with reference to :</p> <ul style="list-style-type: none"> ▪ title ▪ structure ▪ plot ▪ characterization ▪ narrative technique ▪ setting (space and time) ▪ use of language <p>The student is able to: analyse a poetic text with reference to :</p> <ul style="list-style-type: none"> ▪ title ▪ structure ▪ denotation ▪ connotation (phonological level, semantics, syntax, rhetorical level) <p>The student is able to:</p> <ul style="list-style-type: none"> ▪ analyse a text ▪ collect relevant data ▪ write a textual analysis <p>The student is able to:</p> <ul style="list-style-type: none"> ▪ report the results of the analysis ▪ draw considerations about the text/s analysed <p>The student is able to:</p> <ul style="list-style-type: none"> ▪ produce comparative analysis on different aspects: themes, techniques, effects and role of

	their function	<p>the reader</p> <ul style="list-style-type: none"> ▪ single out textual and contextual clues and intra and intertextual references <p>The student is able to:</p> <ul style="list-style-type: none"> ▪ answer to questionnaires ▪ create mind maps ▪ generate .ppt supports also in multimedia format
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MODULO 5 - THE ANTI - VICTORIAN REACTION
A PERIOD OF TRANSITION

POETRY

The Pre-Raphaelite Brotherhood (Teacher's Notes)

<http://www.marilenabeltramini.it/schoolwork1011/UserFiles/Admin_teacher/the_preraphaelites.pdf>

FICTION

Walter Pater's philosophy and Aestheticism (teacher's notes)

<<http://www.marilenabeltramini.it/schoolwork0910/UserFiles/teacher/aestheticism.pdf>>

The Love of Art for Art's Sake

<<http://www.marilenabeltramini.it/schoolwork0910/UserFiles/teacher/aestheticism.pdf>>

OSCAR WILDE, Preface from The Picture of Dorian Gray

The Manifesto of Aestheticism, p. 400-401 (Making Waves. A Project for Literature Vol.1 – From the Origins to the Victorian Age). Also in

<http://www.marilenabeltramini.it/schoolwork1112/UserFiles/Admin_teacher/the_preface.pdf>

<http://en.wikipedia.org/wiki/The_Picture_of_Dorian_Gray#Preface>

CULTURAL BACKGROUND

The End of an Age 1871-1901, pp. 426 -429 (Making Waves. A Project for Literature Vol.1 – From the Origins to the Victorian Age)

CONTENUTI	CONOSCENZE	COMPETENZE
<ul style="list-style-type: none"> ▪ The student is able to report about: ▪ ▪ Pre-Raphaelitism a step to new forms of poetry ▪ ▪ The reaction to the Victorian standards in life and literature 	<ul style="list-style-type: none"> ▪ The student is able to: ▪ ▪ Explain the evolution of poetry from Pre-Raphaelitism to Aestheticism ▪ ▪ To find connections 	<ul style="list-style-type: none"> ▪ With reference to the texts analysed the student is able to: ▪ ▪ Write a commentary on the text ▪ ▪ Report about the relation text-context ▪ ▪ Generate mind maps ▪

<ul style="list-style-type: none"> ▪ The ecstatic moment and Walter Pater ▪ Aestheticism and the motto of Art for art's sake ▪ The position of the reader and the new idea of the work of art ▪ Life as a work of art 	<p>between Aestheticism in England and Decadents 'poetry in Europe</p> <ul style="list-style-type: none"> ▪ To explain possible links between Walter Pater's philosophy and the new idea of the work of art ▪ Discuss connections between the Bildungsroman in England and in Europe (G. D'Annunzio, Oscar Wilde and Joris-Karl Huysmans 	<ul style="list-style-type: none"> ▪ Express personal opinion/s supporting them with correct textual argumentations ▪ Generate.ppt presentations as support to public reporting on themes studied ▪ Manipulate procedures to analyse texts and documents and classify them according to text type
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MODULO 6 AFTER SECONDARY SCHOOL. GUIDANCE

MATERIALS related to

After Secondary school Guidance and related problems

< <http://www.marilenabeltramini.it/schoolwork1213/readInteracting.php?act=readTask&tid=71>>

- **FACT SHEETS** provided by the teacher
- Students' Parallel texts
- What do I need to know to study in the UK? (.ppt)
- Students' Interviews
- Students argumentative texts about the data collected
- Students' Blog Contributions: response about the experience
- Web Forum: students sharing of opinions, experience, guidance value

CONTENUTI	CONOSCENZE	COMPETENZE
<p>The importance of guidance with reference to the different content of factsheet:</p> <p>FORM 1: survey of students' choice hypothesis</p> <p>FORM 2: students' images according to the professional profile chosen</p> <p>FORM 3: comparison with profiles provided by databases</p> <p>FORM 4: interview with employers or</p>	<p>The student is able to discuss:</p> <ul style="list-style-type: none"> ▪ Features of professional profile ▪ Required university certification, knowledge and specific subjects ▪ Awareness of specific personality traits of professional profiles ▪ Awareness of stereotypes about different profiles ▪ Placement and Job offers ▪ Importance of CV ▪ Soft competencies and Foreign language competencies ▪ Unemployment and more 	<p>The student is able to:</p> <ul style="list-style-type: none"> ▪ Collect data and information ▪ Analyse knowledge required from a professional interview ▪ Interpret data gathered thanks to fact sheet study and Interview ▪ Specific communicative style of interviewed profile ▪ Single out perspective gaps between required know how and personal knowledge acquired ▪ Communicate in a foreign language (English) for Specific Purpose ▪ Use suitable software to make research, interviews ▪ Use of software suitable to transfer data/information from one code to the other

<p>professional figures</p> <p>FORM 5: attitudes and expectations towards skills required by the world of work</p> <p>FORM 6: employees and personal enterprise, private and public one, access ways</p> <p>FORM 7: different types of employment contracts</p> <p>FORM 8: CVE and the job interview</p> <p>FORM 9: analysis of job offers</p> <p>FORM 10: planning a personal project for a future job placement</p>	<p>required profiles</p> <ul style="list-style-type: none"> ▪ The variable/s of the different modes of interviewing profiles ▪ The variable of time in making a choice 	<ul style="list-style-type: none"> ▪ Filming or recording interviews ▪ Creating a suitable documentation of the learning process and project work carried out. ▪ Use public speaking to share information, knowledge, procedure and reflection
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MODULO 7
THE VICTORIAN AGE: ENTHUSIASM AND REACTION

Texts
POETRY

LORD TENNYSON

Ulysses, pp. 357 Making Waves. A Project for Literature Vol.2 – From Modernism to Our Contemporaries)
<http://rpo.library.utoronto.ca/poem/2191.html>

Dante's Ulysses, Lord Tennyson's Ulysses and J. Joyce's Ulysses.

(**A comparative analysis. Class discussion**). Also refer to Waves. A Project for Literature Vol.2 – From Modernism to Our Contemporaries), pp.361-362

Victorian Poetry. Teacher's .ppt Presentation

<http://www.marilenabeltramini.it/schoolwork1112/UserFiles/Admin_teacher/victorian-poetry-1233782312154849-3.ppt>

The Dramatic Monologue (Teacher's notes)

< http://www.marilenabeltramini.it/schoolwork1011/UserFiles/Admin_teacher/poetic_technique_dm.pdf>

R. BROWNING, My Last Duchess

<http://www.marilenabeltramini.it/schoolwork1112/UserFiles/Admin_teacher/my_last_duchess.pdf>

R. Browning and his My Last Duchess

<http://www.marilenabeltramini.it/schoolwork1112/UserFiles/Admin_teacher/browning_and_his_duchess.pdf>

Victorian Poetry and The Dramatic Monologue

<http://www.marilenabeltramini.it/schoolwork1112/UserFiles/Admin_teacher/victorian_poetry.pdf>

The Evolution of The Dramatic Monologue (teacher's notes)

<http://www.marilenabeltramini.it/schoolwork1112/UserFiles/Admin_teacher/the_evolution_of_the_dramatic_monologue.pdf>

CONTENUTI	CONOSCENZE	COMPETENZE
<p>The student is able to relate on:</p> <ul style="list-style-type: none"> ▪ The Victorian Age and its poetry 	<p>The student is able to discuss:</p> <ul style="list-style-type: none"> ▪ The main trends of thought relating to the texts 	<p>The student is able to</p> <ul style="list-style-type: none"> ▪ Analyse the text read with reference to poetical conventions

<ul style="list-style-type: none"> ▪ Puritanism and compromise ▪ The use of language in poetry ▪ The self-made man ▪ Romanticism and rationality ▪ The contradiction heart and head ▪ Death and Nostalgia ▪ The dramatic monologue: features and function ▪ The use of myth ▪ Poetical language in the dramatic monologue: innovations 	<p style="text-align: center;">analysed</p> <ul style="list-style-type: none"> ▪ Report on textual choices ▪ Compare different dramatic monologues ▪ Explain the novelty in style and function of the dramatic monologue ▪ Compare texts for differences and similarities ▪ Connect themes in literature and the problems of the time 	<ul style="list-style-type: none"> ▪ Single out specific features of the text ▪ Make hypothesis between stylistic choices and poetical intention ▪ Discuss the reader's position ▪ Discuss the narrator's intentions and ▪ His choice of poetic forms ▪ Create suitable connections between texts and different art products ▪ Express evaluation about the Victorian Age and its literary production with reference to textual clues
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PROGRAMMA DA SVOLGERE DOPO IL 15 MAGGIO

MODULO 7 THE VICTORIAN AGE: ENTHUSIASM AND REACTION

FICTION

C. DICKENS' Life and Works, pp.353 - 355

(Making Waves. A Project for Literature Vol.1 – From the Origins to the Victorian Age)

from **Oliver Twist**

- **Oliver Wants Some More**, pp. 339 – 342 (Making Waves. A Project for Literature Vol.1 – From the Origins to the Victorian Age)

from **Hard Times** <http://www.marilenabeltramini.it/schoolwork1112/UserFiles/Admin_teacher/hard_times.pdf>

- **Murdering The Innocents**, pp.348-350 (Making Waves. A Project for Literature Vol.1 – From the Origins to the Victorian Age)
- **Mr. Bounderby** <<http://www.marilenabeltramini.it/schoolwork0708/materiali5c/MrBounderby.pdf>>
- **Coketown**, pp.351-352 (Making Waves. A Project for Literature Vol.1 – From the Origins to the Victorian Age)

Intertextuality with D. Lodge, Nice Work Robyn's idea of the novel (handout)

<<http://www3.shropshire-cc.gov.uk/intros/T000324.htm>>

The Victorian Novel

<http://www.marilenabeltramini.it/schoolwork1011/UserFiles/Admin_teacher/the_victorian_novel.pdf>

Characteristics of Victorian Literature

<http://www.marilenabeltramini.it/schoolwork1112/UserFiles/Admin_teacher/victorian_literature.pdf>

The Novel as the main literary form (Teacher's notes – handout)

Focus on:

- Narrative Techniques (narrator, telling, showing, ..)
- Characterization (flat and round characters)
- The self-made man
- The grotesque
- Pathos
- Exaggeration
- Social classes
- The factory
- The city
- Class
- Publishing and readers

CULTURAL BACKGROUND

The Victorian Age

<http://www.marilenabeltramini.it/schoolwork1011/UserFiles/Admin_teacher/the_victorian_novel.pdf>

The Victorians, pp.378-381 (Making Waves. A Project for Literature Vol.1 – From the Origins to the Victorian Age)

Queen Victoria, p.326-331 (Making Waves. A Project for Literature Vol.1 – From the Origins to the Victorian Age)

J.Bentham and Utilitarianism

<<http://jeromekahn123.tripod.com/utilitarianismtheethicaltheoryforalltimes/id30.html>>

Utilitarianism, p.350 (Making Waves. A Project for Literature Vol.1 – From the Origins to the Victorian Age)

The Victorian Compromise, p.333- 337 (Making Waves. A Project for Literature Vol.1 – From the Origins to the Victorian Age)

Workhouses, p.333- 337 (Making Waves. A Project for Literature Vol.1 – From the Origins to the Victorian Age)

Trends of thought in the Victorian Age (Teacher's notes)

- **Darwinism**
- **Utilitarianism**
- **Puritanism**
- **Philanthropy** <<http://web.uvic.ca/vv/student/orphans/philanthropy.html>>

CONTENUTI	CONOSCENZE	COMPETENZE
<p>The student is able to relate on:</p> <ul style="list-style-type: none"> ▪ The Victorian Age and its contradictions ▪ Utilitarianism ▪ Darwinism ▪ Puritanism ▪ Philanthropy ▪ The spread of publishing ▪ The role of the novel and the reading public ▪ The role of the narrator and the reader's position ▪ The use of language ▪ Characterization in the novel (flat and round characters) ▪ Class as the favourite theme ▪ The role of the family ▪ The self-made man ▪ Pathos and the grotesque as compromise and alibi ▪ The City 	<p>The student is able to discuss:</p> <ul style="list-style-type: none"> ▪ Features of the historical and cultural Background of the Victorian Age ▪ The main trends of thought relating to the texts analysed ▪ Report on textual choices ▪ Pathos and grotesque in Victorian fiction ▪ Differences and similarities in fictional extracts ▪ Themes in literature and the problems of the time 	<p>The student is able to</p> <ul style="list-style-type: none"> ▪ Analyse the text read with reference to narrative and poetical conventions ▪ Single out specific features of the text ▪ Make hypothesis between stylistic choices and fictional or poetical intention ▪ Discuss the reader's position ▪ Discuss the narrator's intentions and narrative technique/s ▪ Create suitable connections between texts and different art products ▪ Express evaluation about the Victorian Age and its literary production with reference to textual clues ▪ Find similarities between today's media and the Victorian novel

TESTI IN ADOZIONE:

MISTRULLI Graziella, Making Waves. A Project for Literature Vol.1 – From the Origins to the Victorian Age, ZANICHELLI

MISTRULLI Graziella, Making Waves. A Project for Literature Vol.2 – From Modernism to Our Contemporaries, ZANICHELLI.

B. De Luca, D. J. Ellis, P. Pace, R. Ranzoli, Books and Bookmarks, The Context, A Historical and Literary Companion, a cura di B. de Luca e P. Pace, Loescher, 2003

Lecture

J. WINTERSON, Why Be Happy When You Could Be Normal?, 2012

J. JOYCE, The Dead from Dubliners

<<http://mockingbird.creighton.edu/english/micsun/IrishResources/dead.htm>>

Materiali in fotocopia forniti dall'insegnante

Risorse fornite sul sito nelle relative cartelle:

< <http://www.marilenabeltramini.it/schoolwork1213/readInteracting.php?act=taskList&id=3>>

Cervignano del Friuli 15 maggio 2013

Marilena Beltramini

I rappresentanti di classe
