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"MALIGNANI"

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ESAMI DI STATO CONCLUSIVO

Anno scolastico 2012/2013

PROGRAMMA INGLESE

Sede associata

Liceo Scientifico "Albert Einstein"

Classe

V B

Corso

Indirizzo Tradizionale

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 The Argumentative Text http://www.marilenabeltramini.it/schoolwork1112/readInteracting.php?act=readTask&tid=30 Capitalism - Puritanism Sayings: The Parable 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
The Industrial Revolution: <ul style="list-style-type: none"> ▪ Enclosures ▪ Urbanization ▪ Agrarian Revolution ▪ The rise of the middle class ▪ Puritanism and Progress Yesterday And Today: <ul style="list-style-type: none"> ▪ The Industrial System ▪ The Principle of Utility (J. Bentham) ▪ Liberalism and Socialism ▪ Adam Smith ▪ David Ricardo ▪ Thomas Robert Malthus The Crisis of Capitalism Different Interpretations of sources quoted above	<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 ▪ Connecting trends of thought to social and cultural changes ▪ Supporting argumentations with suitable and consistent data ▪ The main features of an essay 	<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 the Industrial Revolution ▪ Providing a support for oral reporting in .ppt format ▪ Generating a short essay about the Industrial Revolution

Comparative analysis about different views through quotes Personal interpretation	in oral and written format <ul style="list-style-type: none"> Identifying thesis Data collecting Argumentation Points of view Connectors in writing 	<ul style="list-style-type: none"> 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) – **Extensive Reading**

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

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_notis.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.
<p align="center">MODULE 3</p> <p align="center">MANCHESTER AN INDUSTRIAL CITY.</p> <p align="center">in J. Winterson - A. Tocqueville - C.Dickens</p>		
<p>DOCUMENTS</p> <ul style="list-style-type: none"> "Manchester" from <i>Journeys to England and Ireland</i>, 1835 by Alexis de Tocqueville Hard Times by C. Dickens(1854)- Activities Manchester in J. Winterson, <u>Why Be Happy When You Could Be Normal?</u> (Chapter II) La città di tutti. M.Augè in La Repubblica 1ottobre 2012 		
CONTENUTI	CONOSCENZE	COMPETENZE
Manchester's economic and social situation	Economic theories: Socialism and Liberism	<p>The student can</p> <ul style="list-style-type: none"> write textual analysis and short

<p>C.Dicken's Hard Times</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>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>argumentative texts on topics, themes and documents discussed/studied/analysed</p> <ul style="list-style-type: none"> ▪ 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.
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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/penelope3e00829.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 their function 	<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:</p> <p>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 the reader 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 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 	<ul style="list-style-type: none"> The student is able to: Explain the evolution of poetry from Pre-Raphaelitism to Aestheticism To find connections between Aestheticism in England and Decadents 'poetry in Europe To explain possible links between Walter Pater's philosophy and the new idea of the work of art Discuss connections between the 	<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 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

	Bildungsroman in England and in Europe (G. D'Annunzio, Oscar Wilde and Joris-Karl Huysmans)	text type
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MODULO 6 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 ▪ Puritanism and compromise ▪ The use of language in poetry ▪ The self-made man ▪ Romanticism and rationality ▪ The contradiction heart and head 	<p>The student is able to discuss:</p> <ul style="list-style-type: none"> ▪ The main trends of thought relating to the texts analysed ▪ 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 	<p>The student is able to</p> <ul style="list-style-type: none"> ▪ Analyse the text read with reference to poetical conventions ▪ 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

<ul style="list-style-type: none"> ▪ Death and Nostalgia ▪ The dramatic monologue: features and function ▪ The use of myth ▪ Poetical language in the dramatic monologue: innovations 	and the problems of the time	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) <ul style="list-style-type: none"> ▪ 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=4> >

Cervignano del Friuli 15 maggio 2013

Marilena Beltramini

I rappresentanti di classe
