

Argomenti svolti

Disciplina: INGLESE

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Classe: Quinto anno Liceo delle Scienze Umane

DOCENTE: LA MONTAGNA IOLANDA

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01. THE ROMANTIC AGE (MATERIALE SU CLASSROOM)

Historical background and social context

- English Reforms:
 - ✚ First Reform act
 - ✚ Abolition of slavery
 - ✚ The Factory Act
- The Industrial and Agrarian revolutions and industrial society
- The French Revolution:
 - ✚ Absolutism and King Louis XIV
 - ✚ Seven Years War
 - ✚ The 3 Estates
 - ✚ The Storming of the Bastille
 - ✚ The Declaration of the Rights
 - ✚ The end of French Monarchy
 - ✚ The Reign of Terror
- The Napoleonic Wars:
 - ✚ Napoleonic Campaign in Egypt
 - ✚ Napoleon Emperor
 - ✚ British opposition to Napoleon: the Battle of Trafalgar
 - ✚ The Russian Campaign
 - ✚ Battle in Leipzig, Waterloo and Napoleon's decline
- The American Revolution:
 - ✚ The question of taxes

- ✚ The Boston massacre
- ✚ The Boston tea-party
- ✚ The First and Second Continental Congress
- ✚ The War of Independence
- ✚ The American Declaration of Independence by Thomas Jefferson
- ✚ The Treaty of Versailles and George Washington First American President

Literature in the Romantic Age

- English Romanticism:
 - ✚ The meaning of the word "Romantic"
 - ✚ The beginning and the end of English Romanticism: 1798 (publication of *Lyrical Ballads*) 1832 (First Reform Act)
- Enlightenment vs. Romanticism
- The Romantic Nature
- The Romantic Imagination
- The Romantic Poetry and the Romantic Poet
- The Sublime

02. THE FIRST GENERATION OF ROMANTIC POETS AND AMERICAN ROMANTICISM

- William Blake's life (pag. 208)
 - ❖ *Songs of Innocence and of Experience* (pag. 209)
 - ✚ The theory of the complementarity of opposites
 - ✚ The loss of innocence
 - ✚ The figure of children
 - ❖ *The Lamb* (pag. 212 + analisi su classroom)
 - ✚ The poem structure and figures of speech
 - ✚ The meaning of innocence
 - ✚ The figure of child and the lamb
 - ✚ The link between the symbols: animal, child, poet, Christ
 - ❖ *The Tiger* (pag. 213 + analisi su classroom)
 - ✚ The poem structure and figures of speech
 - ✚ The figure of the tyger and the link with the lamb
 - ✚ The theory of the contrary
- William Wordsworth's life (da pag. 215 a 218 + pag. 223 + classroom)
 - ❖ *The Lyrical Ballads*
 - ✚ The concept of poetry
 - ✚ Nature and childhood
 - ✚ The figure of the poet
 - ❖ The Preface to *The Lyrical Ballads* as a poetic manifesto by William Wordsworth (classroom)

- ✚ The nature
 - ✚ Humble people
 - ✚ The importance of the language
- ❖ *I wandered lonely as a cloud* (pag. 220 + analisi su classroom)
 - ✚ The poem structure and the figures of speech
 - ✚ The nature and natural setting
- ❖ *She dwelt among the untrodden ways* (pag. 222 + analisi su classroom)
 - ✚ The poem structure and the figure of speech
 - ✚ The nature and natural setting
- Samuel Taylor Coleridge's life (pag. 228)
 - ❖ *The Rime of the Ancient Mariner* (pag. 229-230)
 - ✚ The use of the ballad form and its features
 - ✚ The innovation of Coleridge in using the ballad form
 - ❖ *It is an Ancient Mariner* from *The Rime of the Ancient Mariner* (da pag. 231 a 233 + analisi su classroom)
 - ✚ The three protagonists
 - ✚ The albatross as a Christian soul
 - ✚ Real and unreal elements
 - ✚ Death and Life-in-Death
 - ✚ The sense of mystery
 - ✚ Medieval and oriental superstitions
 - ✚ Unnatural events and creature
- Walt Whitman's life (pag. 298)
 - ❖ *One's-Self I sing* from *Leaves of Grass* (classroom)
 - ✚ The themes of freedom, identity, individuality, sexuality
 - ❖ *Body and Soul* from *Leaves of Grass* (classroom)
 - ✚ The figures of man and woman
 - ✚ The figure of the poet

03. THE VICTORIAN AGE (CLASSROOM)

Historical background

- Queen Victoria and Victorianism
- Positive and negative aspects of Victorian Age
- Early Victorian Period (1832-1848): the Second Industrialisation
- Mid-Victorian Period (1848-1870): the Age of Improvement
- Late Victorian Period (1870-1901): Exploding Contradictions
- Social and Political Reforms
- Chartism movement

- The Industrial Revolution
- Irish Question
- Women Question
- The growth of British Empire: Foreign Policy in India and Africa

Cultural and Literary background

- Victorian Compromise and the idea of respectability
- Social Class Structure: upper class, middle class, working class
- Victorian Family: the role of father and mother
- Victorian Women and Children: rich vs. poor
- Child Labour
- Literary genres: Victorian novel; Victorian poetry; Victorian drama; Children's literature; American literature
- Movements: Realism; Naturalism; Aestheticism

o4. NOVELS IN THE VICTORIAN AGE: CHARLES DICKENS

- Charles Dickens's life and works (da pag. 303 a 306)
 - ✚ The setting of Dickens's novels: London and the workhouses
 - ✚ Dickens's character
 - ✚ Dickens's themes: family, childhood, poverty
 - ✚ Dickens's style
 - ❖ *Oliver Twist* (pag. 307)
 - ✚ Children, poverty and the workhouses
 - ❖ *Oliver asks for more* extract from *Oliver Twist* (pag. 308-309 + analisi su classroom)
 - ✚ Children's condition in the workhouse
 - ✚ The problem of famine
 - ❖ *Hard Times* (pag. 311)
 - ✚ Industrialisation
 - ✚ School system and education
 - ✚ The Utilitarianism
 - ❖ *Coketown* extract from *Hard Times* (classroom)
 - ✚ The meaning of the name Coketown
 - ✚ The use of the senses: sight, hearing, smell
 - ✚ Biblical references
 - ✚ The monotony of life
 - ❖ *Nothing but facts* extract from *Hard Times* (classroom)
 - ✚ Utilitarianism applied to schools
 - ✚ Humor and satire
 - ❖ *A classroom definition of a horse* extract from *Hard Times* (pag. 312-313 + analisi su classroom)
 - ✚ Utilitarianism applied to schools

o5. THE AESTHETIC MOVEMENT: OSCAR WILDE

- Oscar Wilde's life and works (da pag. 337 a 339)
 - ❖ The Aesthetic Movement (classroom)
 -  Art for the art's sake
 -  Art and beauty
 -  Walter Pater
 -  The dandy vs. the bohemian
 - ❖ *The Picture of Dorian Gray* (pag. 340-341)
 -  Aesthetic ideals
 -  Faust legend and the myth of Narcissus
 - ❖ *Preface to The Picture of Dorian Grey* (classroom)
 -  The Aestheticism
 -  The figure of the artist
 -  Art and beauty
 - ❖ *The Studio* extract from *The Picture of Dorian Grey* (classroom)
 -  The characters
 -  The senses: smell and sight
 -  The power of beauty
 - ❖ *A New Hedonism* extract from *The Picture of Dorian Grey* (classroom)
 -  What is beauty?
 -  The power of manipulation
 -  The Myth of Faustus
 - ❖ *Dorian kills the portrait and himself* extract from *The Picture of Dorian Grey* (da pag. 342 a 344 + analisi su classroom)

o6. THE XX CENTURY (CLASSROOM)

Historical background

- Reforms
- The Suffragettes
- The First and Second World War
- Irish Question
- The Declaration of Human Rights
- Britain after the II World War: from the Sixties to nowadays
- The Brexit
- The USA from the Sixties to nowadays

CLIL: The Crash of '29 (classroom)

Cultural and Literary background

- The Advent of Modernism
- Stream-of-Consciousness, direct and indirect interior monologue
- War Poets
- The Theatre of Absurd

07. THE WAR POETS, THE FIRST AND SECOND WORLD WAR IN THE POETRY AND NOVEL (CLASSROOM)

- Rupert Brooke's life and *The Soldier*
 - ✚ The sense of patriotism
- Wilfred Owen's life and *Dulce et decorum est*
 - ✚ The hypocrisy of patriotism
- Siegfried Sassoon's life and *They*
 - ✚ The hypocrisy of patriotism and authorities

08. THE MODERN NOVELS: JAMES JOYCE AND VIRGINIA WOOLF

- James Joyce's life (pag. 416-417)
 - ❖ *The Dubliners* (pag. 418 + classroom)
 - ✚ The structure of the book
 - ✚ Stream-of consciousness, free direct/indirect style
 - ✚ Paralysis, escape, epiphany
 - ❖ *Eveline* (da pag. 419 a 421 + analisi su classroom)
 - ✚ Paralysis, escape, epiphany, stream-of-consciousness
 - ✚ Symbols: death, dust, names
 - ❖ *The Dead* (classroom)
 - ✚ Paralysis, escape, epiphany, stream-of-consciousness
 - ✚ Symbols: life and death, the snow, the names, the meaning of the journey westward
 - ❖ *Ulysses* (pag. 422-423 + analisi su classroom)
 - ✚ The structure of the novel
 - ✚ Plot summary and characters
 - ✚ Stream-of-consciousness and interior monologue
 - ✚ The comparison with the *Odyssey*
 - ❖ *Yes I said yes I will yes* from *Ulysses* (pag. 424-425 + lettura del testo anche in Italiano + analisi su classroom)
 - ✚ Molly's monologue and her stream of consciousness
- Virginia Woolf's life and works (da pag. 426 a 429)
 - ❖ *Mrs Dalloway* (pag. 433)
 - ✚ Plot summary and characters

- ✚ Stream-of-consciousness
- ✚ The use of time
- ✚ The isolation of the human being

- ❖ *She loved life, London, this moment of June* from *Mrs Dalloway* (pag. 434-435 + analisi su classroom)
 - ✚ The beginning of the novel
 - ✚ The free indirect style

09. THE THEATRE OF ABSURD: SAMUEL BECKET

- Samuel Becket's life and works (pag. 506-507)
 - ❖ *Waiting for Godot* (pag. 508-509)
 - ✚ Plot summary and characters
 - ✚ The meaninglessness of language and human condition
 - ✚ The impossibility to communicate

10. THE DYSTOPIAN NOVEL AND GEORGE ORWELL

- George Orwell's life and works (da pag. 452 a 454)
 - ❖ Dystopian novel (classroom)
 - ✚ Dystopia vs. Utopia
 - ✚ Dystopian characteristics, society and hero
 - ❖ *Nineteen Eighty-four* (pag. 455)
 - ✚ Plot summary
 - ✚ Themes: alienation, isolation, control of individual lives and information, propaganda, totalitarianism, the new technologies
 - ❖ *Animal Farm* (classroom)
 - ✚ Plot summary
 - ✚ Themes: political aspects

Domodossola, 15 maggio 2025

L'insegnante



