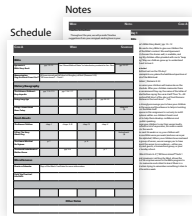


# Instructor's Guide Quick Start

The Sonlight Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule Page" just before Week 1 begins.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed, the timeline schedule, and other suggestions for the parent/teacher see **Section Three**. What helpful features can you expect from the IG?

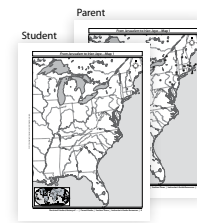


## Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

## Same View Maps

Students will plot map locations on their blank maps, while you check their answers with your answer keys of the same view.



## To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your children comprehend the material. The questions are numbered to help you reference between the Parent Guide and the Student Guide.



### Vocabulary

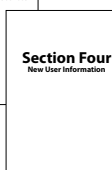
**orphan:** a child whose parents are dead.  
children's home; an orphanage

### Vocabulary

These sections include terms related to cultural literacy and general vocabulary words in one easy-to-find place.

## Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").



## Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.



530 LITERATURE/LANGUAGE ARTS		WEEK 1			SCHEDULE
Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Literature					
Sound and Sense	"Introductory Letter to the Student"				
Beowulf (AP)	lines 1–687	lines 688–1250	lines 1251–1865	lines 1866–2537	lines 2538–3182
Language Arts					
Daily Journaling					
Creative Writing	Start the Journal				Five Paragraph Essay
Word Power Made Easy				Session 1	
Memorization	"Redemption"				
Other Notes					

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## Day 1

### Literature

#### **Sound and Sense** | "Introductory Letter to the Student"

Please read the "Introductory Letter to the Student" located in Section One for instructions.

#### **Beowulf (AP)** | Lines 1–687

##### Introductory Comments

Please read the "Old English" section in "A Brief History of British Literature" in Section Three.

An unknown *scop*, or court poet, wrote *Beowulf* between the mid seventh and late tenth centuries (some place the date more precisely between AD 700 and 750). He did not invent the poem entirely himself, but synthesized earlier, oral poetry into the first English **epic**, similar to Homer's synthesis of oral poems into the great epics *The Iliad* and *The Odyssey*. The actual date of the events of the poem may be set in the mid-500s, since one historical raid mentioned in *Beowulf* occurred in AD 520 (while Beowulf

was still a young man). This was also the first European epic written in the vernacular, or common language).

An epic poem is a **narrative poem**, or a poem that tells a story. C. S. Lewis, in his excellent text *A Preface to Paradise Lost*, differentiates between two types of epics. The following notes concerning epics are a summary of Lewis's definition of primary epic.<sup>1</sup>

*Beowulf*—like Homer's works—is an example of the first type of primary epic, and *Paradise Lost*, which we will read later this year, is an example of the second.

In order to be an epic, the poem should be, in some measure, tragic and true, although today we would not consider *Beowulf* "true." The tone of the poem must be serious: we would not consider ribald poetry or comedy, no matter how sad the ending, an epic. The seriousness of *Beowulf* is not exactly "solemn," though, in the modern sense of the term. The Middle English had the word "solempne," that encapsulates the meaning of epic. Think of a graduation ceremony: it is the opposite of an ordinary school day, and is not relaxed and familiar. It is serious, but it is not sad

1. Lewis, C. S. *A Preface to Paradise Lost*. London: Oxford University Press, 1942, pp. 13–32.

or gloomy (as today we think of solemn). It is a celebration, but a celebration with pomp. Or, as Lewis says, “Easter is *solempne*, Good Friday is not” (p. 17). This is the style of an epic: elevated language, while somewhat unfamiliar to the reader, wholly appropriate to its subject.

The epic poems *The Aeneid* and *Paradise Lost* have “greatness of subject”—they cover the past and look ahead to the future, of either the Roman race or the human race. The Homeric poems and that of *Beowulf* are different. These epics focus instead on individuals. Odysseus’ trials as he returns home and Beowulf’s fights with monsters are personal struggles, and what makes these protagonists commendable are their efforts to live wise, heroic lives in times of uncertainty and constant change. Beowulf and Odysseus, in the end, do not change history. They live good lives like the Judges in the Bible, but, after their deaths, their peoples are captured or killed—until (or unless) another hero comes along. Their lives make no difference in the end—Beowulf’s existence, for example, merely forestalls his nation’s coming destruction.<sup>2</sup>

Poetry in the Middle Ages had a very different rhythm than what we are used to today. We are used to poems that sound like da DUM da DUM da DUM (my MISTress EYES are NOthing LIKE the SUN, to quote from Shakespeare). In the original *Beowulf*, each line has a **caesura**, or break. Look at p. 2 and notice the space in each line that marks the caesura. Each half of the caesura had two emphasized (or **stressed**) syllables, so four emphasized syllables per line. The first of the two emphasized syllables after the break should have the same sound as at least one of the emphasized syllables before the break. When initial consonants sound the same, this is called **alliteration**. In Heaney’s translation, look at line 25: “is the path to power among people everywhere.” Or, to show the stressed syllables, the caesura, and the alliteration: “is the **PATH** to **POWER** among **PEOPLE** Everywhere.”

As with many of the texts we will read this year, *Beowulf* has an obvious sequence of events, or **plot**. (This comment may seem obvious, but some books, especially in the 20th century, try to eliminate plot and focus on the lead character’s thoughts. Another type of book that would not have a plot is a travel narrative, in which the character describes the things and people he sees on his journeys.) **Exposition** is the first part of a plot. To take the familiar example of Beauty and the Beast, the exposition tells how the Beast became a beast, and why Beauty has to come to the Beast’s castle. If the reader began the story with Beauty and the Beast’s initial clashes, the story would not make much sense, so the author needs to fill in the reader. **Rising action** increases the excitement in a plot. In Beauty and the Beast, the rising action begins when the

two initially dislike each other and fight, then gradually come to enjoy each other’s company, and finally become friends enough that Beauty is free to leave. The **climax** (or **crisis**) is the high point in the excitement, and often comes near the end of the action. When Beauty searches for the Beast and cannot find him, the dread and excitement reach their peak. When she finds him, she realizes she loves him, and this decision is the **falling action**. This moment releases all the tension the reader feels from the climax. After this decision, everything else is included in the **resolution**, or **denouement** (day new ma). She kisses the Beast, he transforms into a prince, and they get married and live happily ever after. Some people, to get a better grasp of the plot, will draw a **plot line** that sketches the plot. Flat for the exposition, mountain peaks for the rising action (since each specific episode or complication has its own climax), the tallest peak for the climax, followed by a swift drop (the falling action) to the denouement. (*Writers Inc.* has an example on p. 239.) As you read *Beowulf*, I’d like you to make a plot line.

I would also like you to underline the references to God and to fate. Some commentators believe that the *scop* (the poet) was a Christian, although he wrote about the past, in a time when the warriors did not yet know Christ. The *scop* also does not make any references to the New Testament or the atoning work Christ did on the cross. The interplay between Christianity, the warrior, and the fatalistic society enhances the beauty of the work.

This poem is beautiful in translation. Frequently works lose much of their beauty in translation, since different languages do not have the same rhyme or meter or double meanings of the words. *Beowulf*, though, avoids some of this loss as it incorporates **parallelism**. In parallelism, the same phrase is repeated in a slightly different way. The Psalms are full of examples, such as this from Psalm 100:1–2: “Make a joyful noise to the LORD, all the lands! Serve the LORD with gladness! Come into his presence with singing! Know that the LORD is God! It is he that made us, and we are his; we are his people, and the sheep of his pasture.” Notice how the same basic idea is expressed two (or even three) times.

*Beowulf* frequently uses the same technique. In lines 4–5, we read of Shield Sheafson, “scourge of many tribes / a wrecker of mead-benches, rampaging among foes.” The basic meaning of this is that Shield Sheafson was a hero to his people, but how much more wonderful is the elaborated version with its parallelism. Notice examples of this as you read—the text is full of them.

**Note:** This excellent translation (done by a Nobel Prize winner) includes the Old English text opposite the modern English—notice how different the two are! I encourage you to note the word “gold” in the translation, and compare it to the Old English.

The translator does not shy away from using **archaic diction**, words that are not part of today’s regular vocabulary; I include definitions at the beginning of each day’s reading for some of the more obscure words.

2. The other type of epic is different—the characters in these poems do make a difference to history. Adam and Eve’s sin affects all people that only Christ’s incarnation will change. This type of epic has a view of all of history, and the effects one man can have on that history. The first type of epic is like the book of Judges, while the second type is like the person with the whole Bible, who sees how the Old Testament always points ahead to Christ, and the New Testament also points to him. The second type of epic has historical perspective, which the first type lacks.

The Geats lived in Southern Sweden, and Beowulf came from Denmark. You can reference the family trees on p. 217. Please check the family tree as you read the poem. It helps keep the unfamiliar names in order.

You might be interested in the notes on p. xxx in the Introduction and “A Note on Names” immediately following.

**Note:** As you read today, underline all the references to Beowulf. Put a box around the first use of his name.

#### Vocabulary

(line 7) A **foundling** to start with, he would flourish later on ... (an infant found after its unknown parents have abandoned it)

(line 14) ... by God to that nation. He knew what they had **tholed**, ... (endured without complaint)

(line 140) ... to bed in the **bothies**, for who could be blind ... (a hut or cottage)

(line 163) ... where these **reavers** from hell roam on their errands. (plunderer, robber)

(line 194) When he heard about Grendel, Hygelac's **thane** ... (one who held land given by the king, who also freely served in combat, ranking between the nobility and the freemen)

(line 324) ... in their grim war-**graith** and gear at the hall, ... (apparatus or accouterments for work, traveling, war, etc.)

(line 419) They had seen me **boltered** in the blood of enemies ... (matted, like hair matted with blood)

(line 596) ... of your blade making a **mizzle** of his blood ... (light rain, mist)

#### To Discuss After You Read

1. Why does Beowulf come to Heorot? ➔ *to win fame and help the people and fulfill Beowulf's pledge on his father's behalf. As Hrothgar mentions, Ecgtheow, Beowulf's father, killed a man. This started a feud, and the only way to stop a feud was for the bereaved family to kill one of Ecgtheow's family, or for the bereaved to receive the man-price, an agreed on sum, to take the place of the dead. Ecgtheow fled to Hrothgar, who paid the man-price. In return, Ecgtheow promised allegiance to Hrothgar. Since Ecgtheow was not able to make good on this pledge in his life, Beowulf must carry on the pledge, and is obligated to help Hrothgar (see lines 459–472, and Introduction pp. xiii–xiv)*
2. What is the exposition in today's reading? ➔ *who Grendel is, why Hrothgar wants him killed, why Beowulf feels compelled to go the Danes, how Beowulf intends to help the king*
3. What rising action occurs? ➔ *the watchman confronts the Geats, next Hrothgar's herald confronts the Geats, Unferth challenges Beowulf*
4. (lines 20–25) Compare Luke 16:1–13 to Beowulf. ➔ *the prince should spend his money wisely to gain friends and*

*thus get and keep power; the Christian should spend his money wisely to gain friends and then bring people to know and love God*

5. (lines 28–50) Shield's funeral sounds very similar to Viking funerals. Research a Viking funeral and compare the two.
6. Hrothgar gave gifts to people that served him. What did he give to people who built his hall and how does that differ from a lord in the feudal system? ➔ *he gave jewelry, not people or lands, to the hall builders; in a feudal system the lord gives land and serfs to his followers*
7. An **allusion** refers (or alludes) to a familiar thing, event, or person. The key to allusions is to draw on all of your knowledge, since the author expects the reader to know about the referred to thing. For example, in his poem “The Love Song of J. Alfred Prufrock,” T. S. Eliot wrote, “No! I am not Prince Hamlet, nor was meant to be; / Am an attendant lord, one that will do / To swell a progress, start a scene or two, / Advise the prince; ...” Eliot alludes to *Hamlet*, but does not offer specifics. Eliot expects the reader to think, “Okay; Prufrock is saying that he is not the star of the show, with all its attendant drama, passion, and questioning; instead he is like Horatio, willing to offer advice, show up on occasion, not be the center of attention, nor really have a life of his own. Prufrock thinks of himself as flat and only vaguely interesting.” Do you see how, though, with the allusion, Eliot was able to express his meaning swiftly and compactly? What allusion can you find in lines 100–115, and what information do you know that helps you understand this allusion? ➔ *Cain killed his brother Abel, since Abel found favor with God; Cain's fratricide did not help him in God's sight, though, and God punished Cain: he cursed Cain's crops and made him a wanderer*
8. Can you think of an Old Testament character who, like Grendel, lived or ruled “in defiance of right, / one against all” (lines 144–145)? ➔ *Satan, Goliath, Sennacherib*
9. Grendel takes over Heorot. Is his triumph and conquest complete? Can Grendel go wherever he wants to? Why or why not? ➔ *no, “the throne itself, the treasure-seat, / he was kept from approaching; he was the Lord's outcast” (lines 168–169); Grendel can take over the castle but cannot touch the throne—he can go so far, but no farther, like Satan in the story of Job, who could make Job ill but not kill him*
10. When is Beowulf's name first used? ➔ *line 343, when he is in Heorot and is challenged by Hrothgar's herald*
11. What is Beowulf called before this, and why might his name be kept “secret” as long as it is? ➔ *“Hygelac's thane” (line 194), “famous prince” (line 201), “leader” (line 206), “warrior” (line 208), “canny pilot” (line 209), “leader of the troop” (line 258), “distinguished one” (line 259), “The man whose name was known for courage, / the Geat*

leader" (lines 340–341); by not immediately using Beowulf's name, the poet is able to show Beowulf's strength and leadership, to tell about him without revealing his identity right away; this also increases the mystery a bit—who IS this guy?; perhaps, too, because Beowulf's actions before he reaches Hrothgar are insignificant, the poet waits to reveal his character until he reaches the place of action and potential glory

12. Is Beowulf a really strong man or more like a super-hero? Prove your view from the passage. ➔ *superhero—he has "the strength of thirty / in the grip of each hand" (lines 380–381), determines to fight a thus-undefeatable monster without weapons (lines 436–438), able to swim for five days and nights, and then kill nine whales or sea monsters with just his sword (lines 545, 574–575)*
13. **Diction** is the author's choice of words. When Unferth speaks, the *Beowulf* poet uses inflammatory or sneering words. Find three examples in lines 506–512. ➔ *risking, sheer vanity, obsessed; to a lesser extent also "prove," and "neither would back down," which both imply stubbornness*
14. The poet says, "The King of Glory / (as people learned) had posted a lookout / who was a match for Grendel, a guard against monsters" (lines 665–667). Look at the context around these lines. Do you think the poet refers to Hrothgar or God? ➔ *interesting doubling affect; based on context, it seems this is Hrothgar, but based on capitalization and the allusion to Psalm 24:7–10 (which uses the words "King of glory" five times!), I think this is God*

## Language Arts

### Daily Journaling | Write in your journal

Write in your journal daily about the literature you are reading. See the "Introductory Letter to the Student" in the front of this guide for instructions. When you have completed the assignment each day, check the box on the schedule page.

### Creative Writing | Start the Journal

For today, start your literature journal. Include information about Beowulf, any reminders you may need about literary terms, what you think about Beowulf so far, and your favorite lines from today's reading. Remember to do this every day for the rest of the week!

### Memorization

You will **memorize** six poems this year. We chose six important British poets, and some of their most famous (and quoted) poems. If another poem strikes your fancy, feel free to memorize it instead. Other famous (and perhaps, longer) British poems we recommend include "To His Coy Mistress," "Do Not Go Gentle into That Good Night," "Musee des Beaux Arts," and "Dover Beach."

### Memorization | "Redemption"

During weeks 1–6 please memorize George Herbert's sonnet "Redemption."

Having been tenant long to a rich Lord,  
Not thriving, I resolvéd<sup>3</sup> to be bold,  
And make a suit unto him, to afford  
A new small-rented lease, and cancel the old.  
In heaven at his manor I him sought:  
They told me there that he was lately gone  
About some land which he had dearly bought  
Long since on earth, to take possession.<sup>4</sup>  
I straight returned, and knowing his great birth,  
Sought him accordingly in great resorts;  
In cities, theatres, gardens, parks, and courts:  
At length I heard a ragged noise and mirth  
Of thieves and murderers; there I him espied,  
Who straight, "Your suit is granted," said, and died.

## Day 2

## Literature

### Sound and Sense | "Introductory Letter to the Student"

#### Beowulf (AP) | Lines 688–1250

**Note:** As you read, be on the lookout for examples of Beowulf as a savior or Christ-like figure.

The text in italic type is separate from the story. The minstrel sings songs about other heroes.

#### Vocabulary

(line 688) Then down the brave man lay with his **bolster** ...  
(*a long, thick pillow*)

(line 819) ... under the **fen**-banks, fatally hurt, ... (*marshy land, a bog*)

(line 845) ... hauling his doom to the demon's **mere**. (*an expanse of standing water: lake, pool*)

(line 965) ... in my bare hands, his body in **thrall**. (*in someone's power*)

(line 975) He is **hasped** and **hooped** and hirpling with pain, ... (**hasped**: locked; **hooped**: bound, encircled)

(line 1119) ... and sang **keens**, the warrior went up.  
(*funeral song, wail for the dead*)

#### To Discuss After You Read

15. What was the climax of today's reading? ➔ *the fight with Grendel*
16. What is the falling action? ➔ *Grendel leaves his arm in Beowulf's grasp and runs away to die*

3. With the accent this word is now three syllables.

4. The spelling of possession, with the double dots over the "i," show that the pronunciation should take four syllables, not three—pos ses si on.

17. What is the resolution? ➡ *all honor Beowulf during a feast, amidst stories and good cheer*

Keep in mind that, in perspective of the whole book, all of this is just rising action.

18. (lines 690–700) When an author gives a nonhuman item (a dog) or a thing (the wind) human characteristics we say the author uses **personification**. For example, “When I came home, my dog smiled” or “The wind ran through the treetops and bit into my skin.” Find an example of personification. ➡ *“the Lord was weaving a victory on His war-loom”*
19. In yesterday’s reading, Beowulf says the following: “I can show the wise Hrothgar a way / to defeat his enemy and find respite—/ if any respite is to reach him, ever. / I can calm the turmoil and terror in his mind. / Otherwise, he must endure woes / and live with grief for as long as his hall / stands at the horizon, on its high ground” (lines 279–285). Notice how similar this sounds to the words of Christ: I am the way, the truth, and the life; Come to me and you shall find rest for your soul; Peace, be still. Find at least one example from today’s reading in which Beowulf, either in words or actions, is a savior-figure. ➡ *“Through the strength of one they all prevailed; / they would crush their enemy and come through / in triumph and gladness” (lines 698–700)—see Romans 5:15 for a similar first line and Genesis 3:15 for the first reference to Christ bruising (or crushing in the NIV) Satan’s head; lines 941–945: your mother received grace because she bore you, similar to Luke 11:27, “Blessed is the womb that bore you, and the breasts that you sucked!”*
20. Christ often ends his parables like this: “cast the worthless servant into the outer darkness; there men will weep and gnash their teeth” (Matthew 25:30). I think the *Beowulf* poet does an amazing job describing what this might sound like. Can you find the description? ➡ *the “extraordinary / wail” of Grendel, lines 781–789*
- At an evangelistic retreat, my friends were challenged to think about a close friend of theirs who was not a Christian, then to think of this friend crying, then weeping uncontrollably. This is a part of hell. They were asked, “Is this what you want for this friend?” If you try this exercise, or even read this description in *Beowulf*, I hope that you, too, will be spurred to spread the gospel.
21. What is the one way Grendel can be killed? ➡ *with bare hands; Grendel had an agreement with the devil that weapons could not injure him*
22. Why does the poem do this? ➡ *to emphasize Beowulf’s strength; to show a fair contest—Grendel doesn’t have weapons and possibly as a comparison to Christ who conquered sin and death with His body alone*
23. (lines 814ff) Why do you think the poet decided to have Grendel’s arm torn off? In terms of fatal wounds with the hands, Beowulf could perhaps have choked the monster, snapped his neck, or broken his back. A torn

off arm, though, as far as I can tell, is a wound unique in literature. Why this wound? ➡ *perhaps this carries through the eye-for-eye idea: Grendel worked his evil deeds with his arms, as “he would rip life from limb” (line 732), so, to be fair, he should have his limb torn off; I think that is the best answer, but perhaps the monster has a form unlike humans*

24. **Foreshadowing** hints at what is to come later. The Old Testament, with its promise of a redeemer, is an example. When Isaiah states, “He was oppressed, and he was afflicted, yet he opened not his mouth; like a lamb that is led to the slaughter, and like a sheep that before its shearers is dumb, so he opened not his mouth” (53:7, RSV), the ancient Israelite would not know this text relates to Jesus. The ancient could guess that a Messiah would come, and that this Messiah would suffer wordlessly, but nothing more exact. We, though, who have the New Testament as well, know that this passage refers to Jesus, and specifically to his suffering before and on the cross. Thus, you will not always recognize foreshadowing (you might miss it completely), or you will not understand foreshadowing (the author probably included this for some reason, but you do not know why). Later, though, when you are finished reading a text, you can see how foreshadowing enhanced the work. With all of this said, read the back cover of *Beowulf* (if you haven’t already). Then find the foreshadowing in lines 880–900. ➡ *like Sigemund, Beowulf will also fight a “dragon, / the guardian of the hoard. Under the grey stone / he had dared to enter all by himself / to face the worst,” he will kill the dragon*
25. After Sigemund kills the dragon, “He loaded a boat: / Waels’s son weighted her hold / with dazzling spoils” (lines 894–896). Based on other boats we’ve seen so far in this text (lines 28–52, 210–216), is this good or bad? (Presuming this is foreshadowing, is the hint positive or negative?) ➡ *Beowulf loaded his boat with weapons when he and his men left for Denmark (lines 210–216), but the scene of Shield Sheafson’s burial is closer to the opulence of Sigemund and the dragon—remember how Shield’s band laid him in a boat laden with treasure and weapons (lines 28–52)? thus, I would guess that this is an ominous hint, not a cheery one*
26. Hrothgar (like other lords) is called the “ring-giver” (see line 1011 et al.). This strikes me because rings still have significance. Can you think of at least three examples, whether in literature or in life, that a ring means something? ➡ *an engagement ring shows the promise of a marriage, and the wedding ring symbolizes the marriage vow (In my wedding, my husband and I said to each other, “I give you this ring as a symbol of my vow, and with all that I am, and all that I have, I honor you, in the name of the Father, and of the Son, and of the Holy Spirit.” I can easily imagine the thanes of Beowulf saying a similar vow to their ring-giver); in Tolkien’s Lord of the Rings, the rings bestow power on the wearer (and, as a side note, Tolkien was intimately acquainted with Beowulf, and wrote an*



“epoch-making” paper [as the Introduction states] on the text); some students wear class rings to show affinity with their school, some parents give chastity rings to their children to encourage purity until marriage; my husband reminded me of Wagner’s “Ring Cycle,” four operas with a power-giving ring

27. (lines 1070–1158) What do you think is the purpose of the Finn story? ➔ *perhaps to show how important revenge is to the warriors; perhaps to highlight how repetitive the cycle of killing and revenge is, or how fortunes pass from one people to another easily and quickly, possibly as an example to Beowulf—you too will be a hero and have a song sung for you*
28. When Grendel approaches Hrothgar, we read of Beowulf, “One man, however, was in fighting mood, /awake and on edge, spoiling for action” (lines 708–709). These lines hint at glory to come. Late in today’s reading, we read of a **foil**, or a contrast, to Beowulf, in the midst of lines that hint at misery to come. Can you find this foil? ➔ *“one man / lay down to his rest, already marked for death” (lines 1240–1241): notice how Beowulf and this man are completely opposite: awake v. asleep, knows monster is close v. assumes all is safe; ready to fight v. not ready to fight*
29. Notice the alliteration (or similar sounds) at the beginnings of words in lines 975–976. What gifts did King Hrothgar give Beowulf? ➔ *a gold standard, an embroidered banner, breast-mail, helmet, sword, an embossed ridge for his helmet, and eight horses and their trappings*
30. Why did the King give Beowulf’s men gifts? ➔ *they willingly came into danger*

## Language Arts

**Daily Journaling** | Write in your journal

**Memorization** | “Redemption”

## Day 3

### Literature

**Sound and Sense** | “Introductory Letter to the Student”

**Beowulf (AP)** | Lines 1251–1865

#### Vocabulary

(line 1283) ... only by as much as an **amazon warrior’s** ... (a member of a race of female warriors of Greek mythology)

(line 1304) ... to the afflicted **bawn**. The bargain was hard, ... (hall [Heorot, in this case])

(line 1352) ... in the shape of a man, moves **beyond the pale** ... (unacceptable behavior [the area around Dublin was the Pale, and outside was craziness])

(line 1359) ... and treacherous **keshes**, where cold streams ... (cliffs)

(line 1363) ... above a **mere**; the overhanging bank ... (lake, pond)

(line 1374) ... makes clouds **scud** and the skies weep, ... (move fast by the wind)

(line 1409) ... up **fells** and **screes**, along narrow foot-paths ... (**fells**: a hill or bit of moorland; **screes**: loose stones that cover a mountain slope)

(line 1456) ... the **brehon** handed him a hilted weapon, ... (a judge in ancient Ireland)

(line 1519) ... the **tarn**-hag in all her terrible strength, ... (a small mountain lake)

(line 1641) ... fourteen Geats in fine **fettle**, ... (condition [esp. prepared for battle])

(line 1666) ... the dwellers in that den. Next thing the **damascened** ... (having a wavy pattern due to repeated heating and forging)

(line 1674) ... for a single thane of your **sept** or nation, ... (clan)

(line 1714) ... killed his own comrades, a **pariah** king ... (outcast)

(line 1861) ... the other with gifts; across the **gannet’s** bath, ... (a large seabird [and, thus, a “gannet’s bath” is the sea])

#### To Discuss After You Read

31. I hope you are enjoying this poem! The language itself is gorgeous, and the relationships between characters subtle and powerful. Because this is a poem, so much lies beneath the surface, not stated directly. For example, who gave Beowulf his sword? ➔ *Unferth—line 1455*
32. Why is this shocking? ➔ *the last time we saw the two interact, they were at drunken odds, Unferth jealous and mocking, Beowulf coldly furious and damning Unferth to hell (line 589); somehow the two made up and became friends in the midst of the celebrations of Grendel’s death, but the poet doesn’t show their reconciliation and growing regard*
33. Another example: does Hrothgar thank Beowulf for killing Grendel’s mother? ➔ *no—he states that Beowulf’s fame has spread, and warns Beowulf not to become an unpleasant ruler, but does not express any gratitude*
34. What does this say about them both? ➔ *Hrothgar perhaps ponders deeply the wars of men, and is overwhelmed with the sorrow of the world; perhaps, though, he worries that Beowulf, surrounded by fame and adoring people, will become proud and rule badly; perhaps this also shows that Beowulf is just a servant of the king, and, as Luke says, no servant expects thanks for doing his job (17:7–10)*

35. What is the rising action of this section? ➔ *Grendel's mother kills a Dane, Hrothgar tells Beowulf to kill this monster also, they journey to the boiling mere, Beowulf sinks for a day to Grendel's mother's lair*
36. What is the climax? ➔ *Beowulf, almost killed in combat, finds an ancient giant's sword and kills Grendel's mother*
37. What is the falling action? ➔ *the sword melts, the monsters swimming in the mere vanish, Beowulf cuts off Grendel's head*
38. What is the denouement? ➔ *Beowulf, reunited with his faithfully watching men, returns to Heorot and gives Grendel's head to Hrothgar; the king warns Beowulf to be a good ruler, they exchange pleasantries, spend a restful night in uninterrupted slumber, and Beowulf asks to go home*
39. Beowulf claims, "It is always better / to avenge dear ones than to indulge in mourning" (lines 1384–1385). Do you agree with this statement? Look at this quote in context—does your opinion change? Beowulf encourages a king to stamp out Grendel's mother, who killed a member of, basically, the state department. Does your opinion change whether this quote is directed to you, personally, or to the government? (This has definite ramifications for today. Does Israel have the right to go to war with the Arabs who support suicide bombers? Does the United States have the right to go against terrorists who kill thousands of Americans in peacetime? Are these equivalent scenarios? Know what your opinions are and why!)
40. (lines 1450–1500) Remember the term foil? Who is a foil to Beowulf? ➔ *Unferth, who "was not man enough / to face the turmoil of a fight under water / and the risk to his life. So there he lost / fame and repute. It was different for the other / rigged out in his gear, ready to do battle" (lines 1468–1472)*
41. In order for Beowulf to fight Grendel's mother, he "dived into the heaving / depths of the lake. It was the best part of a day / before he could see the solid bottom" (lines 1494–1496). What adventure before he came to Denmark prepared him for this feat (see lines 550–560)? ➔ *his five day swim in the ocean, when "some ocean creature / pulled me to the bottom" (lines 553–554) and he killed nine sea-monsters*
42. What is this literary term, when the earlier episode reflects on the later? ➔ *foreshadowing*
43. (lines 86–90) When Beowulf killed Grendel, was his action justified? ➔ *yes—Grendel was a threat and a menace, killing because he disliked the Danes' parties; Beowulf rightfully rid the land of this evil being*
44. When Beowulf killed Grendel's mother, was his action justified? (Be careful here. Remember this society operates on revenge, and that the proper way to revenge a murder was through either the man-price or a killing.) Support your answer with the text. ➔ *I think Beowulf was still justified; Grendel killed often and "No counselor could ever expect / fair reparation from those rabid hands" (lines 157–158); although Grendel's mother killed only one man, and this out of what was, in her mind, fair revenge ("He died in battle, / paid with his life; and now this powerful / other one arrives, this force for evil / driven to avenge her kinsman's death" [lines 1337–1340]), Grendel's death was a just condemnation by a government—he was rightfully punished, and, even as parents of those killed in the electric chair cannot kill the judge or the jury, even so Grendel's mother had no right to take revenge; her death, though, is less easily justified than Grendel's*
45. (lines 1497–1569) Besides a murkier motive, Beowulf's second fight is not as straight-forward, either. What makes the fight less black and white? (Remember, in the first, Beowulf maintained the upper hand—no pun intended—the whole time. The fight was hand-to-hand, which is most primitive and most simple. What is different this time?) ➔ *Beowulf "stumbled and fell" (line 1544), so he had a moment of weakness and uncertainty; she attacks initially bare-handed, but he attacks her with his sword; she then uses a knife, and Beowulf responds with a greater sword—this is not the simple fight the first was*
46. (lines 1588–1590) How do you feel about Beowulf's "revenge," when he cuts off Grendel's head? ➔ *to me it seems unnecessary and silly—Grendel is dead, and his head will not improve matters any*
47. This could be an allusion to what biblical character, and why might this character have done so? ➔ *David cut off Goliath's head; I wonder if, besides the "trophy" aspect, if it offers proof of the death; for example, no Philistine could claim to an Israelite, "Goliath isn't really dead," since the Israelites have irrefutable proof that he is; in a similar way the head was proof Grendel was dead*
48. (lines 1600–1605) At "the ninth hour of the day," the cynical, disbelieving Danes return to their palace and Beowulf's faithful retainers stay by the mere. Read Matthew 27:45–54 to find out what also happened at the ninth hour of the day. Draw some parallels. ➔ *Jesus dies, and this seems like the defeat of all hope, even as the Danes return home; however, the symbols around Jesus' death, such as the temple curtain torn in two, to show that man is able to communicate with God freely now, and the dead raised, show that not all is hopeless; similarly, if the watchers at the mere had paid attention, they would have seen that "the waves and pools / were no longer infested" (lines 1620–1621)—the signs show hope, even when things seemed hopeless*
49. Hrothgar warns at one point that "the soul's guard, its sentry, drowns, / grown too distracted" (lines 1742–1743). What literary device is this? ➔ *personification*
50. (line 1801) The men are awakened by what bird? ➔ *a raven, not a rooster*



## Daily Journaling | Write in your journal

## Memorization | “Redemption”

## Day 4

## Literature

## Sound and Sense | “Introductory Letter to the Student”

## Beowulf (AP) | Lines 1866–2537

## Vocabulary

(line 1926) ... **ensconced** in his hall; and although Hygd, his queen, ... (established in a safe, comfortable, or secret place)

(line 2085) ... a strange **accoutrement**, intricately strung ... (a soldier's outfit, usually not including clothes and weapons)

(line 2107) At times some hero made the **timbered** harp ... (note the pronunciation: TAM berd; timbre [TAM ber] is the quality that makes a sound unique: what makes you sound like you, or a flute sound like a flute and not a cello)

(line 2172) I heard he presented Hygd with a **gorget**, ... (a piece of armor protecting the throat)

(line 2303) ... hoard-watcher, waited for the **gloaming** ... (twilight, dusk)

(line 2321) He had **swinged** the land, swathed it in flame, ... (strike hard, beat)

(line 2529) “Men at arms, remain here on the **barrow**, ...” (ancient burial ground)

## To Discuss After You Read

51. As you read, please underline the descriptive words the poet uses to describe the dragon. ➡ *dragon descriptive words include: old harrower of the dark (line 2271), the burning one (line 2273), slick-skinned dragon (line 2274), the scourge of the people (line 2278), the hoard-guardian (line 2294), guardian of the mound (line 2302), the hoard-watcher (line 2303), the vile sky-winger (line 2314), the sky-plague (line 2347), and warden of that trove (line 2414)*
52. This section has several **anecdotes**, or short stories. Which anecdote is your favorite? ➡ *I love lines 1900–1903, about the guard whose sword-gift made him respected for the rest of his life*
53. (lines 1931–1941) Why does Great Queen Modthryth condemn men to death? ➡ *if a man looks at her directly*
54. What do you think is proper for looks? Obviously, this Queen's idea was too extreme, but ogling is not good, either. How should you look at people of the opposite sex? (How can you honor them and God in your sights?)
55. What does Beowulf mean when he says, “I have never seen mead enjoyed more / in any hall on earth” (lines 2015–2016)? ➡ *the Danes celebrate well: they know how to relax and delight in each other's company and in the drink provided; this shows both their thankfulness and the absence of petty squabbles, their hospitality and their good nature*
56. (lines 2020–2069) Beowulf discusses at length Hrothgar's daughter and her upcoming marriage. Why does he think her marriage is doomed? ➡ *the blood feud between their families will not stay beneath the surface for long—she cannot mend the rift*
57. What proof from earlier in the text can you find to support Beowulf's view? ➡ *first Unferth's bellicose drunken words, horrid because of just envy; the Heathobards will have belligerent drunken words based on deaths, so the words will be even worse and more deep-felt; also, the story of the Finn and the anger there foreshadows the events of the wedding*
58. The man who died right before Beowulf killed Grendel is first named in line 2076 (he died in line 740). Why do you think the poet decided not to name him until Beowulf himself tells the story of his fight with Grendel? ➡ *among the Danes, the dead retainer matters little; only among his own people does his death make a difference, since they know him*
59. What do you think of this line: “each was concerned for the other's good” (line 2171)? How is it true? ➡ *the line beautifully expresses what, as believers, our lives should be like; Beowulf gives his king gifts and tries to protect him; the king gives him a sword, land, hides, a house, and a throne as a reward*
60. How many of Beowulf's gifts from Hrothgar did Beowulf keep? ➡ *one horse*
61. (lines 2210ff) Is the dragon justified in scorching and ruining the land? Why or why not? ➡ *no—the slave should not have stolen the goblet, but the dragon's indiscriminate punishment vastly exceeds the crime against him*
62. What do the following lines foreshadow? “The first to suffer / were the people on the land, but before long it was their treasure-giver who would come to grief” (lines 2309–2311). ➡ *the dragon scorches the land first; then Beowulf's home burns; the further foreshadowing is of the upcoming mortal fight between the two antagonists*
63. When Beowulf's hall burns, the text says this: “threw the hero / into deep anguish and darkened his mood: / the wise man thought he must have thwarted / ancient ordinance of the eternal Lord, / broken His commandment” (lines 2327–2331). Read Luke 13:1–5 and John 9:1–4. What does Christ say about Beowulf's idea? ➡ *suffering is not the result of sin, but rather that God's works can be manifest in man (which is not to say that sin*

does not cause suffering: separation from God and man, guilt and grief, hurt to the body all come because of sin; however, Beowulf's burned house was not a result of his sin, but rather that God may be glorified in him)

64. Write three such descriptive words for another animal: dog. ➔ *protector of the home, friend of man, herder of sheep, strident barker*

## Language Arts

### Daily Journaling | Write in your journal

#### Word Power Made Easy | Session 1

Please read the "Introductory Letter to Student" in the front of this guide for instructions.

#### Memorization | "Redemption"

## Day 5

## Literature

### Sound and Sense | "Introductory Letter to the Student"

#### Beowulf (AP) | Lines 2538–3182

##### Vocabulary

(line 2661) Then he waded the dangerous **reek** and went ... (*smoke [or foul smell]*)

(line 2673) ... charred it to the **boss**, and the body armour ... (*stud in the center of a shield*)

(line 2714) ... deadly poison **suppurating** inside him, ... (*fester, forming pus*)

(line 2774) ... plundered the hoard in that immemorial **howe**, ... (*hollow, valley*)

(line 2988) "... and carried the **graith** to King Hygelac; ..." (*apparatus or accouterments for work, traveling, war, etc.*)

(line 3026) ... tidings for the eagle of how he **hoked** and ate, ... (*acted*)

(line 3073) ... **hasped** in hell-bonds in heathen shrines. (*any of several devices for fastening*)

##### To Discuss After You Read

65. How old is Beowulf as he fights the dragon (make an educated guess)? ➔ *probably upper 70s, early 80s—I cannot imagine him fighting Grendel earlier than his teens; then a lapse occurred before he became king, as the events of lines 2430–2502 took some time to happen; then he ruled for 50 years*
66. Does Beowulf seem this old as he fights? Why or why not? ➔ *partially the pride and self-assurance of the king belies his age, but also the text omits any of the common*

*aging comments, such as weary limbs, stiff back, tired eyes, etc.*

67. What rising action occurs in this section? ➔ *Beowulf starts to fight the dragon and falls back after his sword breaks*
68. What is the climax of this section (and, thus, of the book)? ➔ *Beowulf cannot fight the dragon alone, so Wiglaf comes to his aid*
69. What is the falling action? ➔ *they kill the dragon together*
70. What happens in the denouement? ➔ *Wiglaf gathers treasure for Beowulf to see before he dies; Beowulf dies and is burned, buried, and mourned*
71. When he went into battle, did Beowulf want help? ➔ *no—he told his men, "[r]emain here on the barrow... This fight is not yours, / nor its it up to any man except me / to measure his strength against the monster / or to prove his worth" (lines 2529–2525)*
72. Because of this, should his comrades be chastened as they are? Why or why not? ➔ *the men did not help Beowulf, not because they wanted to obey him, but because they were cowards (lines 2596–2599); when told they should help, they ignore this and count as nothing Beowulf's gifts and their oaths of loyalty*
73. What are the larger repercussions in the future for the Geat nation of their actions? ➔ *the Geats will be overrun, homes and families lost, as their enemies hear how cowardly they are (lines 2884–2891)*
74. How does the dragon kill Beowulf? Does this method surprise you? ➔ *he bites Beowulf's neck and, serpent-like, sends poison through Beowulf's body; a bite seems less impressive than a death-by-fire-from-the-mouth would have been, but the serpent imagery compares Beowulf and Christ*
75. What do you think of Beowulf's final words: "You are the last of us, the only one left / of the Waegmundings. Fate swept us away, / sent my whole brave high-born clan / to their final doom. Now I must follow them" (lines 2813–2816)? ➔ *very sad, almost hopeless: the end of the clan, and, in some ways, the end of the Geats, or so it will probably be when the surrounding peoples come to attack*
76. Reread lines 3077–3086. Does Wiglaf think Beowulf should have fought the dragon? Why or why not? ➔ *the cost (Beowulf's life) was greater than the benefit (the death of the dragon); from Wiglaf's perspective, the dragon should have been left alone; this perspective makes sense, since, although the dragon laid the land waste before, now all the enemies will come to lay waste the land, and they will not stop before all is demolished*
77. (lines 3160–3168) The lord gives treasure to his retainers. When Beowulf dies, the people bury the dragon's treasure with him, instead of sharing the treasure among themselves. What is the significance of this? ➔

*emphasizes how much they loved and respected him—more than any spoils he wins for them*

78. Beowulf's funeral pyre stood "four-square" (line 3138). Line 358 says: "the valiant follower stood four-square." What do you think four-square means? ➡ *solid, facing forward(?)*
79. At Beowulf's funeral, a woman sings about her fears. Is this the best perspective to have at a funeral? If you had to speak (or sing) at a loved one's funeral, what would you hope to impart to the listeners? ➡ *hopefully, the hope in Christ, the joy of heaven; not wild fear of the unknown*

## Summary and Analysis

### To Discuss After You Read

Did you make the plot line? I hope so. I did not just assign it in order to give you busy work. My main hope is that, for this book and all the books you read this year, you will have data and summaries for each text, so, in the future, you have a quick reference. As the years pass, I realize how poor my memory is of books I read in high school and college. I hope for you that you will have these notes to jog your memory. So, if you haven't already done so, make your plot line!

80. Also record the **setting**, the time and place where *Beowulf* occurs. ➡ *in semi-mythological Denmark and Sweden during the Dark Ages*

## Language Arts

### Daily Journaling | Write in your journal

### Creative Writing | Five Paragraph Essay

I would like you to write a five paragraph essay about *Beowulf*. This is generally the most generic essay you can write, but, as a form, you should practice it. This form is very straight-forward. Some books advise that you use this form on essay tests (such as the AP exam).

How do you start the essay? First think of something that you enjoyed in the text (see my suggestions below). If you enjoyed several things, write them all down. This brainstorming process is quite helpful. For example, I think the comparison between King David and Beowulf deserves a closer look. I make a David column and a Beowulf column and draw comparisons: David fought a giant, Beowulf fought a monster; Goliath defied God and the armies of Israel, Grendel defied the Danes, and not God so much; David was a youth when he fought and not terribly fearsome, Beowulf was unimpressive and unproven (lines 2183–2189); David went on to become a war hero and then king, and Beowulf followed the same pattern. Based on this brainstorming, I think about what I can prove with what I have. In this example, I think I want to prove first of all that the poet wanted to establish a parallel between the heroes, and then that both characters point to another savior, Christ.

Next I should make an outline. Here, though, my plan falls apart a bit. A five paragraph essay should have three main points, so if I prove first that the parallel exists and then that the parallel points to Christ, that is only two points. So I re-think a bit and decide that David and Beowulf both point to Christ, that they foreshadow or echo why He came to earth. I will seek to prove this point based on the similarities between the three before the fight, during the fight, and after the fight. I still need to think of a hook—in this case perhaps a generic retelling of the fight ("The young, untried boy looked up at the monster. He was ready to stamp out the taunts and defiance")—and a conclusion.

The five paragraph essay starts with an introductory paragraph. Make sure you include the author's name and the title of the work. Most students are not required to use hooks, but, for the sake of good writing, you should. You will have three main points. Prove each point in each paragraph of the body. Include the three main points in your introductory paragraph. For my example, I might say, "David and Beowulf, both unimpressive characters as youths, each conquer the biggest threat that faces their people. Later, they go on to become kings." Close the paragraph with your thesis statement, what you are trying to prove: "The *Beowulf* poet draws parallels between Beowulf and David in order to point the readers to another savior, Christ."

The next three paragraphs, the body paragraphs, focus on your points. Start each paragraph with a summary of what you intend to prove in that paragraph. The introduction to my first paragraph could be, "As youths, David and Beowulf both were unimpressive, not characters one would guess would conquer a nation's enemy single-handedly." Then I could use quotes from *Beowulf* about how he was taken as less than he was worth, from the Bible about David being small and young. To tie this in with Christ, I could use the verse from Isaiah 53 that he had no form or comeliness that we should look at him, or the verses from the New Testament when Christ's neighbors wondered, "Isn't this just Jesus, son of Joseph? And isn't his mother Mary?" All were (or seemed to be) just average people.

I would then write a similar paragraph about the fight: Goliath and all the people did not expect David to win; no one expected Beowulf to win (lines 691–693); when Christ died, everyone thought that was the end, and the Savior could not save. In my last body paragraph I would talk about the outcome: all did triumph, two became kings already and Christ will yet come and rule the world (again, using Scriptures and quotes from *Beowulf* to back my points).

Anytime you include quotes from the book, make sure you talk about them—don't just use the quote and assume your reader concludes what you did: you are the expert, and you want to make things as easy as possible for your reader. Also, make sure you use connective words! Since all your body paragraphs are about your thesis, these paragraphs should flow from one to the next, which

means you can start the paragraph with connectives such as also, therefore, moreover, because, etc.

The fifth paragraph sums up your points and draws a further conclusion from them. Why is this paper important? What difference do your findings make? I might conclude that the story of Beowulf, though unfamiliar, seems quite familiar because of the echoes of the familiar story of King David. Better yet, I might conclude that the poet wanted to show off Christ as much as possible, because the society was just becoming Christianized. This could have been an evangelistic tool: Beowulf, a hero the people know and identify with, points the way to Christ.

I hope this example helps you as you write both this essay and other essays to come.

Here are some ideas you may consider. Feel free to choose a different one if something else has interested you as you read.

- The first woman does not appear in this poem until line 612. What is the role of women in this story?
- How does Heremod, mentioned in the second half of the Sigemund song (lines 897–914) and again when Beowulf returns from killing Grendel's mother (lines 1709–1724) figure into this story? What is his purpose here (why did the poet include him)?
- Talk about the opening of this poem, or the ending, or compare the two.
- Is Wiglaf a foil of Beowulf? If so, how? If not, what is his role in the text?






### **Memorization** | "Redemption" ■



# 530 LITERATURE/LANGUAGE ARTS

## WEEK 2

### SCHEDULE

Date:	Day 1 <sup>6</sup>	Day 2 <sup>7</sup>	Day 3 <sup>8</sup>	Day 4 <sup>9</sup>	Day 5 <sup>10</sup>
Literature					
Sound and Sense	Foreword to Students–Chapter 1				
Sir Gawain and the Green Knight		lines 1–669	lines 670–1371	lines 1372–1997	lines 1998–2530
Language Arts					
Daily Journaling					
Creative Writing	Poetry Paper				Description Paper
Word Power Made Easy				Session 2	
Memorization	“Redemption” (cont.)				
Other Notes					

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## Day 1

### Literature

**Sound and Sense** | Foreword to Students–Chapter 1

### Language Arts

**Daily Journaling** | Write in your journal

**Creative Writing** | Poetry Paper

Find a topic for your Creative Writing Poetry Essay at the end of the chapter in *Sound and Sense*. Suggested topics are labeled "Suggestions for Writing."

**Memorization** | "Redemption" (continued)

Continue to memorize George Herbert's sonnet "Redemption." Refer to Week 1 notes for the sonnet.

## Day 2

### Literature

**Sir Gawain and the Green Knight** | Lines 1–669

#### Introductory Comments

Please read the "Middle English" section in "A Brief History of British Literature" found in Section Three.

Like *Beowulf*, another unknown poet wrote the alliterative poem *Sir Gawain and the Green Knight* between AD 1350 and 1400. Only one manuscript survives with this story, and it was not discovered until the nineteenth century, when the library where it was stored caught fire. Three other poems, *Pearl*, *Purity*, and *Patience* are on the same manuscript, and most believe the same poet wrote all four works. *Sir Gawain* is the best of the bunch, and is acclaimed as "the most important existing English account

of the adventures of King Arthur's court."<sup>1</sup> When first written, this poem was not chic, since the poet did not write in French, the language of high society. Nor did the poet write in the language of London, as Chaucer, his contemporary, did. Rather, the poet uses a dialect of northwest England, with only an occasional word taken from French. A tenth of his words come from Scandinavian languages, sources Chaucer scarcely knew.

The poet utilizes a more complex poetic scheme than we saw in *Beowulf*.

Read these first four lines out loud as best you can.

Sithen the sege and the assaut watz sesed at Troye,  
The borgh brittened and brent to brondez and askez,  
The tulk that the trammes of tresoun ther wrought  
Watz tried for his tricherie, the trewest on erthe.

Here again we have **alliteration** (the same initial consonant of a word) with a **caesura** in the middle (a break, not marked here, though, as it was in *Beowulf*). Again, the first half of the line has two **stressed** syllables, and the second half has two more, for four total per line. A key difference is that BOTH the stressed syllables in the first half alliterate with the first (and occasionally the second) stressed syllables in the second half. (If you remember, in *Beowulf*, EITHER of the syllables in the first half had to alliterate with the first syllable in the second half.) Mark the first line thus, "Sithen the **SEGE** and the as **SAUT** watz **SESED** at **TROYE**." You mark the next line before you look at my answer in the footnotes.<sup>2</sup>

The poet adds another level of poetic difficulty with the "bob and wheel" construction at the end of each stanza. Look at lines 15–19 on page 20. The words "wyth wyne" are the "bob" and the other four lines are the "wheel." The bob has two syllables, with an unstressed and a stressed syllable, called an **iamb**. The wheel has three stressed syllables in each line. Also, the five lines of the bob and wheel rhyme in the following pattern: ababa (which is short-hand to mean lines 1, 3, and 5 rhyme and lines 2 and 4 rhyme). Can you hear the rhyme if you read it out loud? Can you hear the stressed and unstressed syllables? The total poem has 101 of these stanzas.

One modern translation retains the alliteration, the stress, and the rhyme scheme of the original. I opted not to use this text because of its archaic diction, although I love it. If you really like *Sir Gawain*, I would highly recommend a copy of the Marie Borroff translation, which maintains the alliterative pattern, though sometimes at the expense of strict accuracy.<sup>3</sup> Here is her first stanza.

Since the siege and the assault was ceased at Troy,  
The walls breached and burnt down to brands  
and ashes,

The knight that had knotted the nets of deceit  
Was impeached for his perfidy, proven most true,  
It was high-born Aeneas and his haughty race  
That since prevailed over provinces, and proudly  
reigned

Over well-nigh all the wealth of the West Isles.  
Great Romulus to Rome repairs in haste;  
With boast and with bravery builds he that city  
And names it with his own name, that it now bears.  
Ticius to Tuscany, and towers raises.  
Langobard in Lombardy lays out homes,  
And far over the French Sea, Felix Brutus  
On many broad hills and high Britain he sets,  
most fair.

Where war and wrack and wonder  
By shifts have sojourned there,  
And bliss by turns with blunder  
In that land's lot had share.<sup>4</sup>

As you look at the Middle English text, can you understand the words more easily than the Old English text in *Beowulf*?

During Fall Semester 1999 at the University of Idaho, I was fortunate to take a class on King Arthur, called "Arthur is Everywhere," taught by the wonderful professor Rick Fehrenbacher. Many of the following notes and ideas about this text came from his course.

Although we know little about him, King Arthur lived around AD 500, after the collapse of the Roman Empire in Britain. He caught the popular imagination—in fact, the Neoclassical period is the only period since the Middle Ages that King Arthur was not popular. You have probably heard of the Knights of the Round Table, and probably of Lancelot, the greatest knight. However, Lancelot did not gain popularity until the 1100–1200s, when French speech and customs also gained popularity in England. Lancelot, with his French name and French chivalry, overshadowed the formerly most popular knight. Gawain—a Celt—up until then had been the most popular hero.

Professor Fehrenbacher's assertion (from what I remember and from my notes) is that this text is about the clash between the stolid Englishman and the French dandy (not specifically—not Gawain vs. Lancelot—but generally—simple, hearty people vs. fashionable but silly nobles). As you read, look for these contrasts.

In this text, I have highlighted a few words at the start of each day's questions. Try to figure out the meaning of the word from the context of the quote, then check your answers to the definition.

Also, with this text, I again want you to draw a plot line. An example is provided for you in Section Three. And now, enjoy!

#### Vocabulary

(line 86) He brimmed with **ebullience**, ... (*high spirits; exhilaration; exuberance*)

(line 161) he revealed himself veritably **verdant!** (*of the bright green color of lush grass*)

1. Mumbach, Mary. "Sir Gawain and the Green Knight." *Invitation to the Classics*. Ed. Louise Cowan and Os Guinness. Grand Rapids, Michigan: Baker Books, 1998, p. 103.

2. "The borgh **BRIT**tened and **BRENT** to **BRON**dez and **ASKE**z."

3. If you can find the original publication from the 1960s, that is much less expensive than the edition released in 2001. The original ISBN is 0393097544, and, at the time of this writing, they are available from [amazon.com](http://amazon.com) starting at \$0.39.

4. Borroff, Marie. *Sir Gawain and the Green Knight*. New York: W. W. Norton & Company, 2001.



(line 171) ... with the **cantle** and the skirts of the saddle ...  
(*raised, curved part at the back of a horse's saddle*)

(line 203) Yet he wore no helmet and no **hauberk**  
either, ... (*a shirt of mail armor*)

(line 209) a cruel piece of **kit** I kid you not: ... (*the items forming a soldier's equipment*)

(line 210) the head was an **ell** in length... (*Scottish measurement of length, the length of an average person's arm, or about 3.5 feet*)

(line 212) the skull-busting blade was so **stropped** and buffed ... (*sharpen a razor on a thick leather band to give it a fine edge*)

(line 280) ... just bum-fluffed **bairns**. (*children*)

(line 314) **skittled** and **scuppered** by a stranger ... (**skittled**: to get knocked over, cleaned up, wiped out or otherwise slammed off your feet; **scuppered**: to defeat or put an end to do in)

(line 398) ... you'll dole out today in this **decorous** hall ... (*in keeping with good taste and propriety; polite and restrained*)

(line 575) clamped them with **greaves** ... (*armour that protects the leg*)

(line 578) **lagging** the flesh ... (*insulating material wrapped around pipes, boilers, etc., or laid in a roof loft, to prevent loss of heat*)

#### To Discuss After You Read

Aeneas was the one man to escape Troy when it fell during the Trojan War and fled to Phoenicia. He settled in Carthage, loved Queen Dido, and was commanded by the gods to leave. Dido commits suicide. Aeneas goes on to rule Rome.

(line 8) Romulus, a twin, founded Rome. He was son of the god Mars and murdered his twin when they disagreed on where Rome should be located. Romulus and his men killed the men of a neighboring tribe and stole the women. Do you think he was noble?

(line 37) Camelot was the name of Arthur's castle. Queen Guinevere was Arthur's wife.

- (line 1) Why does the poet start the poem with Troy and Rome? Isn't this text about an English king? ➡ *bloodlines mattered back then; if Arthur could trace his parentage back to Romulus and Rome and Aeneas and Troy, he obviously came from royal blood and should rule; bloodlines mattered then because people's place in society did not change, if one's father was a bricklayer then one would be a bricklayer*
- (lines 26ff) In the exposition, the poet describes King Arthur's court. Do the descriptive words match the noble and chivalrous actions of King Arthur's court? Support your answer. ➡ *not at all—happy festivity and high revels, complete with tournaments, jousting,*

*dancing, and entertainment are not the usual way to spend Christmas; the court seems to care nothing for ruling the land; Arthur, "the handsomest king to be crowned at court" [line 53] is also "almost boyish" [line 86], and, it seems, hyperactive, as "His blood was busy and he buzzed with thoughts" [line 89]; also, like a spoiled child, he will not eat until he hears a story [lines 91–92]—can you imagine your father refusing to eat until you tell him a story?; the words "features proud and fine / he stood there tall and straight" [lines 103–104] contradict line 108, where he is "chatting away charmingly" (gossiping!); lordly men speak nobly and act honorably*

**Dramatic irony** occurs when we, the audience, see a character's mistake, although the character does not. An example would be Jephthah, the judge of Israel, who promises God that, if he defeats his enemies, "whoever comes forth from the doors of my house to meet me, ... shall be the LORD's, and I will offer him up for a burnt offering" (Judges 11:31). As readers, we wince, because we know that Jephthah's daughter will come out to meet him first, and we also know that God does not delight in human sacrifice. Jephthah, though, does not realize his mistake—yet.

- During the rising action, the description of King Arthur's court is full of dramatic irony. Underline three examples found during the rising action. ➡ *all the champions are scared of the green marvel; instead of graciously greeting the Green Knight, the knights were "like statues in their seats, / left speechless and rigid, not risking a response" [lines 241–242] as they all gape and gawk at the man [line 232]; Arthur has to accept the challenge, although, as king, he shouldn't have to speak first, but his courtiers are too terrified even to speak; Arthur, supposed to act from good and noble motives, takes the axe out of shame and anger, definitely bad motives; Gawain claims to be the worst, although he fairly obviously does not think this is so (false humility seems so degrading); and no one in the court recognizes their mistakes*
- How does the Green Knight insult King Arthur? (Think about when Beowulf arrived on the coast of Denmark—did the guard recognize him as leader?) ➡ *the Green Knight looks into the eyes of the gathering and demands to know who is the "governor of this gaggle?" [line 225]—he not only does not recognize the king, but asks a pejorative question; he also says that the knights around him are "bum-fluffed bairns" original translation "beardless children" [line 280]—whereas the Green Knight himself has "a bushy green beard growing down to his breast" [line 182]—his height and manliness are an affront to the effeminate king and his company*
- Is the color green indicative of good or evil? Defend your answer. ➡ *nature is "green" and is mentioned in lines 508 and 527; nature is neither good or bad; green, too, is pretty ambiguous—is the knight good or bad? green with envy? or green with growth? maybe neither, maybe both*

6. What does the Green Knight carry and why? ➔ *a green holly branch to indicate he came in peace and a large battle axe that he used in his challenge*
7. Repeat the challenge in modern English. ➔ *if you will strike a blow fearlessly today, and receive a blow from me one year from today, I will give this battle axe*
8. Write a two sentence description of each of the seasons as does the poet on pp. 37–39.
9. Are Gawain's clothes suitable for travel and battle? ➔ *no—they are gaudy and way too fancy*
10. (line 367) How does Gawain move? ➔ *with grace*
11. (line 431) How does the Green Knight move? ➔ *"trudges towards them on tree-trunk legs"*
12. Who, based on my introduction, is more British, and who is more French? ➔ *Green Knight is British, Gawain is French*
13. (line 626) Why does Gawain have a pentangle on his shield? ➔ *"a token of fidelity": note that Solomon supposedly took that symbol, and as a man with 1000 wives, I'd hardly view him as a good example of fidelity!*

## Language Arts

**Daily Journaling** | Write in your journal

**Memorization** | "Redemption" (continued)

## Day 3

## Literature

### **Sir Gawain and the Green Knight** | Lines 670–1371

In the 1300s when this story takes place, one of the duties of knights was to hunt. They needed to kill game not just for food but to protect the crops: deer eat crops; boars rip up hedgerows, or bushes around the crops that shelter little game and offer wind protection; and foxes kill chickens. The lord of the castle fulfills his place in society, whereas Gawain, separated from men and lounging among women, does not.

This story weaves together three previously unconnected traditional stories: the beheading challenge, the exchange of earnings, and the attempted seduction.

#### Vocabulary

(line 721) here he tangles with **wodwos** ... (mythical wild man, hairy all over, carrying a club)

(line 730) **bivouacked** in the blackness ... (camped)

(line 804) to **inveigle** a visit ... (to win over by coaxing, flattery, or artful talk)

(line 886) and **cruets** of salt and silver spoons. (a usually glass bottle used to hold a condiment (as oil or vinegar) for use at the table)

(line 946) and in the **chancel** of the church... (the part of a church containing the altar and seats for the clergy and choir)

(line 1129) trussing and tying all the **trammel** and tack. (a fetter or shackle, esp. one used in training a horse to amble)

(line 1340) and they went to work on the **gralloching** ... (to disembowel a deer killed in a hunt)

(line 1347) ... and its name is the **numbles** ... (offal)

(line 1354) and the choice meat of the flanks chopped away from the **chine** ... (a cut of meat including all or part of the backbone)

(line 1359) ... and the dogs **pogged** out ... (that feeling you get when you've eaten slightly too much)

#### To Discuss After You Read

14. (lines 672ff) Do Arthur's knights support Gawain as he leaves the court? Support your answer. ➔ *they speak foolishly—"Cleverer to have acted with caution and care," but how could he when, had he not acted as he did, the king himself would have died? Gawain did not take up the axe out of "headstrong pride," but to protect the king, which the others should have done from the beginning—to my mind, very unimpressive*
15. (lines 691–762) As Gawain leaves his ideal life in King Arthur's court, how does his life change? (How is it no longer ideal?) ➔ *friendless, alone, dislikes the food, meets unpleasant men, lost, must fight many enemies, both men, animals, and mythological beings, is cold, sleeps in his armor [for who will help him undress?]; to summarize, he was "in peril and pail"; my favorite line is "And the wars were one thing, but winter was worse" [line 726]—he just wants to be warm and comfortable!*

**Note:** In lines 755–758 Gawain desires to attend mass on Christmas Day. During "mass," Catholics celebrate the Lord's supper. "Matins" is the worship service in the morning. The "Pater" is the Lord's prayer, and the "Ave" is the Ave Maria or a prayer addressed to Mary. Ave Maria means "Hail Mary" and the prayer begins "Hail Mary, full of grace, the Lord is with thee" (see Luke 1:28). The Ave is used during the discipline of the rosary. The "Creed" is the Apostle's Creed.

16. (lines 807ff) Compare Gawain's arrival at the mysterious castle with the Green Knight's arrival at King Arthur's castle. If the mysterious castle is the height of hospitality, how did Arthur fail? ➔ *when the Green Knight comes "framed in the door," he has no sign of any greeting or challenge before he addresses the court; when Gawain reaches the castle, a cheerful porter greets him, offers him welcome while he fetches help; men graciously help Gawain dismount, build him a fire; the lord of the castle*

*[easily recognizable!] hugs him in warm welcome; the lord gives him a room, and offers him servants who strip Gawain, dress him, give him a chair, swiftly feed him, and talk to him, admire him—basically, Arthur's court really failed in every way*

17. (lines 833ff) Read Luke 14:12–14. Does the lord of the castle obey these words? Why or why not? ➔ *he invites in Gawain and entertains him well, even though Gawain will never be able to repay the favor; later we also read that the lord of the castle entertains many guests, although we do not know the social or financial standing of those others; none of them are specifically handicapped, but I think the lord follows the spirit, if not the letter, of the words*
  18. Is Gawain known for his fighting prowess, as would befit a knight? ➔ *no*
  19. What is he known for? ➔ *his "prowess and purity" [line 912] and his love-talk, or flirting abilities [line 927]*
  20. Early in this text, we meet Guinevere (French), with eyes so lovely "not one [precious] stone outshone / the quartz of the queen's eyes" (line 81). Who in today's passage is better-looking than Guinevere? Find the passage. ➔ *the wife of the lord of the castle, "She was fairest amongst them—her face, her flesh, / her complexion, her quality, her bearing, her body, / more glorious than Guinevere" [lines 943–945]*
  21. Compare the Christmas celebrations at Camelot described in lines 37–135 with those in the mysterious castle, lines 995–1026. Based on the two descriptions, do you think Dr. Fehrenbacher is correct, and that the poet compares the Frenchified Arthurian court to the standard English castle, to the detriment of the court, or do you think the two are the same? ➔ *my opinion: I think Arthur's court takes a beating in comparison; although the two places celebrate similarly, the lord's crowd goes to mass, and decorously celebrates with games, food, and conversation; the lord of the castle entertains the most honored guest, and the revelries come to an end; Arthur's followers joust and uproariously play, and Arthur himself is not sitting still; the lord's crowd seems to be having a good time within reason, but Arthur's party seems out-of-control; if you can support your answer, you may surely disagree!*
- Note:** St. John's Day (line 1022) is December 27th.
22. What promise does the lord of the castle exchange with Sir Gawain? ➔ *whatever each acquires the next day will be given to the other*
  23. Earlier in the text, Gawain pretends humility. Reread lines 1241–1247. Is he again fishing for compliments? If not, how do you read his tone? ➔ *to me he sounds almost alarmed—back off, lady, I'm not so good as you think, but I will amuse you as best I can, in bed, in my nightclothes; I hear less bravado, mainly because he does not seem sure of how to act*

## Language Arts

**Daily Journaling** | Write in your journal

**Memorization** | "Redemption" (continued)

## Day 4

## Literature

### **Sir Gawain and the Green Knight** | Lines 1372–1997

Today's reading probably strikes you as odd—why is the woman so forward? In modern society, the man is supposed to have a greater sexual appetite. However, when this story was written, people believed otherwise: women were sex-crazed, while men were thinkers, above physical pleasure. Which time believes correctly? My guess is, it depends on the individual.

#### Vocabulary

(line 1470) ... and, **cosseted** in costly quiled covers ... (*care for and protect in an overindulgent way*)

(line 1481) ... I am **galled** ... (*make someone feel annoyed*)

(line 1529) or does he deem me too duncelike to hear of **dalliances**? (*a casual romantic or sexual relationship*)

(line 1586) Aware that the man was **wafting** a weapon ... (*to cause to go gently and smoothly through the air or over water*)

(line 1701) A young **harrier** ... (*a small to medium sized hound, used for hunting hares by trailing them*)

(line 1706) **haranguing** him with horrific ranting howls. (*lecture someone at length in an aggressive and critical manner*)

#### To Discuss After You Read

24. On the first day, both Gawain and the lord exchange the gifts they received that day. Do both truly give what they received? ➔ *yes, the lord gives all the game he captured, and Gawain gives the lord the kiss he received [unwillingly] from the lord's wife [lines 1388–1391]*
25. After the second day do Gawain and the lord exchange equal gifts? ➔ *yes, the lord brings the boar and Gawain presents the lord with the two kisses he was given by the lord's lady [lines 1635–1640]*
26. Is the lord impressed with Gawain? Defend your answer. ➔ *yes, the lord claims Gawain is "the best I know" [line 1645] and tells Gawain that he has tested him twice and found him truthful [line 1679]*
27. Compare the game captured each day to the lady's actions toward Gawain. ➔ *the deer is timid, like the lady; the boar is brave and strong, as the lady more boldly propositions Gawain, and the fox is shrewd and sly, even as the lady shrewdly tempts Gawain where he is weakest, in his desire to live*

28. (lines 1469–1470) Why do you think that, after the events of the first day, Gawain greets the lady in bed again? ➔ *maybe because he is comfortable and warm and the lord recommends he do that, and sitting in bed is relaxing; Gawain is solely interested in physical comfort, after the hardships of travel; maybe he's simply not fleeing temptation, but welcoming it*
29. (lines 1770–1776) What dilemma does Gawain face on all three days? ➔ *if he accepts the lady's propositions, he is guilty of sin before God and bad form as a guest—sin against his host; if he rudely rebuffs the lady's propositions, he is "guilty" of breaking his code of manners, in which a knight should be courteous at all times*
30. On the second day, "So the lady tempted and teased him, trying / to enmesh him in whatever mischief she had in mind. / But fairly and without fault he defended himself, / no evil in either of them, only ecstasy / that day" (lines 1549–1553). Is this practice wise? Do you think that, if you were constantly tempted, you would feel delight? Why or why not? ➔ *this insidious passage scares me much; rather than flirting with the outskirts of sin, Gawain [and we] should flee as quickly as possible; since sin is death, why would we want to get close to it?*
31. (lines 1648–1656) Why do you think the lord's company can celebrate with a clear conscience at night? ➔ *the men hunted all day, and so they enjoy the fruit of their labor [or, in this case, the meat of their labor] gladly; the Arthur court, in contrast, never appears to work*
32. The lord tells Gawain, "Now, a lord can feel low whenever he likes, / so let's chase cheerfulness while we have the chance" (lines 1681–1682). Is this idea Scriptural? Read Ecclesiastes 11:7–10 and Luke 12:15–21 (and any other Bible verses you know) to answer this question. ➔ *treasures in heaven are more important than treasures on earth, but, nonetheless, celebration is good while on earth; other examples of this idea might include the idea of the work week, with six days for labor and one day of rest, and the various feast days God set aside for the Israelites—he does not want us to wallow in sorrow*
33. (lines 1782–1784) A broad definition of **irony** includes anything that is incongruous or irregular. With this definition, what is odd about the lord's wife accusing Sir Gawain of having plighted troth with another lady? ➔ *she has certainly plighted troth with her husband and should not be flirting with Sir Gawain!*
34. (line 1832) What color is the girdle the lady offers Sir Gawain? Why might this make you suspicious? ➔ *girdle is green with gold trim; the knight Gawain goes to fight is also green*
35. (lines 647–650) Who is painted on the inside of Gawain's shield? Which woman do you think Gawain trusts in more? ➔ *Mary, mother of Jesus is painted on the shield, but Gawain trusts the unknown woman with shady morals, not the mother of Jesus*

36. (lines 1876–1884) When Gawain goes to confession, he should confess all. What sin does he hold back? ➔ *he accepted a gift that he should have given to the lord; when Gawain pretends to the lord he did not receive it, Gawain lies; when he does not confess, he shows he does not really trust in the church, either, to save him*

## Language Arts

**Daily Journaling** | Write in your journal

**Word Power Made Easy** | Session 2

**Memorization** | "Redemption" (continued)

## Day 5

### Literature

**Sir Gawain and the Green Knight** | Lines 1998–2530

Most long poems contain three or five divisions, not four, as is *Sir Gawain*—one more twist the author includes.

The green chapel is a burial mound, or barrow, like we saw in *Beowulf*.

**To Discuss After You Read**

37. What is the climax of this text? Think about this—the answer may not be obvious. ➔ *when the lady offers the green girdle and Gawain accepts it [line 1861], the story climaxes; Gawain's interaction with the Green Knight is not the climax because the events occur because of Gawain's decision; the Green Knight already knows the outcome—for the reader this might seem the most intense, but no one makes a decision at the Green Chapel*
38. What is the falling action, and what is the denouement? ➔ **falling action:** his interaction with the Green Knight; **denouement:** ride back to Camelot and the response of the court
- Note:** (line 2102) The Hector referred to was the strong, courageous, and well-loved prince of Troy—the heir to the throne.
39. How does the Green Knight build up this encounter to make it as scary as possible? ➔ *first the guide warns Gawain to flee, for he will certainly die; then the chapel is not a church but a burial mound, deserted and eerie in appearance; the Green Knight sharpens the axe for a long time, to give the full effect of the coming doom; "menacing the young man with the face of a maniac" [line 2289]; the two "practice" swings do not help matters, either, as the tension raises, then subsides, then builds again three times*
40. What does the Knight think about Gawain's failure? ➔ *basically, it's okay—you're human, you wanted to live, I understand and do not condemn you: "But a little thing more—it was loyalty that you lacked: / not because you're wicked, or a womanizer, or worse, / but you loved your own life; so I blame you less" [lines 2366–2368]*

41. Reread lines 2369–2438. Gawain is caught in wrongdoing. Does he repent? Support your answer. ➔ *well, he curses the sins of cowardice and covetousness [line 2374], acknowledges that he is “flawed and false” [line 2382] and says “I shall bear the blame” [line 2386], which is all true and good, so he does repent at least somewhat; however, then he blames the woman’s wiles [although the Green Knight plotted with her and she just had to carry through], just like Adam, so although he takes responsibility, I don’t think he takes as much as he should*

**Note:** (line 2446) Morgan le Fay was Arthur’s half-sister who hated Arthur and sought to defeat his rule. She (according to legend) taught herself magic to gain power over Arthur.

42. (line 2513) When the court heard about Gawain’s failure, “laughter filled the castle.” Is this an appropriate reaction? Remember earlier in the story that the Green Knight compares them to children. What do you think of the court’s response? ➔ *not appropriate: Gawain was caught in sin and retells the story of his experience; this is something to listen to soberly; the court has not grown up at all; Gawain has gone away and had an experience that changed him, but the court is unchanged entirely—he brings the girdle back as a correction and reminder to himself; the others act almost as if it’s a new trend in fashion*

43. How does the poem end and why? ➔ *it repeats the opening stanza; possibly to say life goes on and nothing changes*

**Note:** HONY SOYT QUI MAL PENCE means “Shame be to him who thinks ill of it.” This is the motto of the Order of the Garter, assumed to be a later addition.

## Summary and Analysis

### To Discuss After You Read

44. Finish your plot line.
45. What is the setting? ➔ *England in the days of King Arthur, in King Arthur’s court and the castle of another lord*
46. A **quest** is the pursuit of a goal. The most famous quest in King Arthur’s court is the “Quest for the Holy Grail,” a drinking cup that, when found, will heal the king and the land. What is Gawain’s quest in this text? The hero is supposed to return wiser and more experienced after a quest. Do you think this is the case? ➔ *the quest: to find the Green Chapel and receive the agreed-upon blow; has he changed? Gawain seems a bit more humble, definitely more experienced; is he wiser?; well, he wore the belt to remind himself to be on guard, which I hope is enough*

Now I want you to record the **theme** of the book. The theme is the central idea of the work, the statement about life that the author wants to express. If you have used previous Sonlight® programs, you may have heard the same idea called the “Purpose” of the book.<sup>5</sup>

Stating the theme is tricky—only occasionally does the author explicitly state the theme (for example, Aesop’s fables, that end with a **moral**, a lesson the author wants to elaborate). Most often, though, the author does not directly state the theme, and the reader must piece together what the author wants to show you about life. For an example, let’s look at *Beowulf*. I pulled several quotes that might be the author’s theme.

- “But death is not easily / escaped from by anyone: / all of us with souls, earth-dwellers / and children of men, must make our way / to a destination already ordained / where the body, after the banqueting, / sleeps on its deathbed” (lines 1001–1008).
- “So, while you may, / bask in your fortune, and then bequeath / kingdom and nation to your kith and kin, / before your decease” (lines 1176–1179).
- “For every one of us, living in this world / means waiting for our end. Let whoever can / win glory before death. When a warrior is gone, / that will be his best and only bulwark” (lines 1386–1389).

I think that at its core, *Beowulf* is about the realities of life in this world, whether you are Beowulf or Hrothgar or Wiglaf or another. Thus, any of the above quotes could be the theme, from my perspective. To determine the theme there is no one right answer. You might think that *Beowulf* is actually about bravery and defeating obstacles, or about the triumph of good over evil, or something else. Thus, when, in the future, I ask you to record the theme, I will give my best guess, but I hope that you will answer as well.

Some think that the **epigram** (a concise poem dealing pointedly and often satirically with a single thought or event and often ending with an ingenious turn of thought) “True men pay truly / Then they have nothing to fear” (lines 2354–2355) is the theme of the poem. This idea certainly recurs throughout, and could very well be the theme. I think “Pride goeth before a fall” is another possible example.

(By the way, themes do not have to be pre-established quotes! I just have used quotes because, up until now, I have found them easily.)

I have pulled two quotations from an article about *Sir Gawain*. Read them and think about them. Do you agree? Why or why not? (In the future I may have you write a paragraph or two in response, but for now, just analyze them in your mind.)

“[W]hen a married noblewoman tempts [Gawain], he must not only avoid adultery but refuse a lady graciously. His solution is to pretend to mistake her seductive proposals for polite flattery. Gawain’s conduct demonstrates that the true virtues of Camelot have been passed on to his generation. He protects the lady’s honor as carefully as his own.”<sup>6</sup>

“*Sir Gawain* distinguishes between the mere avoidance of sin and the actual practice of charity. It makes clear

about that term yet.

5. Some sources define theme as the underlying ideas in a work. Some of these ideas in *Sir Gawain* would be chivalry, honesty, and courage. At Sonlight, we would call these **motifs**, and you do not need to worry

6. Mumbach, Mary. “Sir Gawain and the Green Knight.” *Invitation to the Classics*. Ed. Louise Cowan and Os Guinness. Grand Rapids, Michigan: Baker Books, 1998, p. 105.



that the Christian does better to serve, even at the risk of making errors, than to remain a mere spectator in life. But the hero is not excused from the sins he may commit in the course of his extraordinary efforts. If he repents seriously and humbly, however, each fall may prove a *felix culpa* (a happy fault) that gives rise to greater progress toward spiritual maturity.”<sup>7</sup>

## Language Arts

### Daily Journaling | Write in your journal

### Creative Writing | Description Paper

This text has some wonderful step-by-step detailed instructions. One example is Gawain’s dressing, found, among other places, in lines 568–591. In my mind, the most stand-out example is the deer butchering, lines 1325–1364. Describe an event or a ritual that you do, using as precise descriptive words as possible. Do you make bagels? Play golf? Brush your teeth a particular way? When you are finished, have someone else read the description. Can they duplicate your actions? (Meaning, you probably wouldn’t want to cut up a deer based solely on the *Sir Gawain* description, but you might be able to in a pinch!) Have fun!

### Memorization | “Redemption” (continued) ■

7. Mumbach, *ibid.*, p. 106.











# 530 LITERATURE/LANGUAGE ARTS

## WEEK 3

### SCHEDULE

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
	11	12	13	14	15
Literature					
Canterbury Tales: A Quintet (AP)	"The General Prologue" 	"The Miller's Prologue and Tale"—line 3398 (p. 88)	lines 3399–end	"The Wife of Bath's Prologue and Tale"—line 451 (p. 125)	line 452–end of Prologue
Language Arts					
Daily Journaling					
Creative Writing	List of Various People				Response Paper
Word Power Made Easy		Session 3		Session 4	
Memorization	"Redemption" (cont.)				
Other Notes					

## Day 1

### Literature

#### Canterbury Tales: A Quintet (AP) | "The General Prologue"

##### Introductory Comments

**Note to Parent and Student:** Although this book is universally recognized as a classic work of literature, the morals and actions of characters are decidedly un-Christian, and much of the humor is bawdy. I do not think this text is much naughtier than parts of Shakespeare, nor more morally reprehensible than some Old Testament stories. One commentator has this to say: one of "Chaucer's most important themes is the power of sex in people's lives and its capacity for perversion. As Chaucer looks at the pilgrims, he sees sex everywhere. In doing so, he is only being true to life. It is not necessarily evidence of a perverse imagination or diseased moral sensibility that leads a writer to choose this for a subject. The Bible also has its share of the portrayal of eros defiled."<sup>1</sup> Nevertheless, please read at your own discretion.

Geoffrey Chaucer (1342–1400) invented **iambic pentameter**, a type of poetry found in English. In iambic pentameter poetry, the cadence always goes unstressed, then stressed: "my MAN and I were MARried YESTerDAY." Much of spoken English falls into this pattern. This pattern of unstressed, stressed syllables is called **iambic** (with a single unstressed, stressed pattern, like the bob in *Sir Gawain*, called an **iamb**); other sequences have their own names that you will study in *Sound and Sense*.

Each individual recurrence of unstressed and stressed syllables is called a **foot**. Thus, "my MAN" is a foot, "and I" is another, "were MAR" the third, "ried YES" the fourth, "ter-DAY" the fifth. The pentameter part of iambic pentameter tells how many feet are in a line: in this case, five (penta means five, as a pentagram is a five-sided star and a pentagon is a shape with five sides). Other lines with more or less iambic feet have other names.

Iambic pentameter was the line of choice for all pre-twentieth century English poetry. When we get to Shakespeare, you will see that most of his plays are written in iambic pentameter; all sonnets in English are in this form, and most other poetry.

None of that existed before Chaucer. As the introduction to your text states, "Every poet after him has had a great

1. Ryken, Leland. "Chaucer's *Canterbury Tales*." *Realms of Gold*. Wheaton, Illinois: Harold Shaw Publishers, 1991, p. 47.

poet before him writing in English from whom to learn and borrow. Chaucer had no predecessor in English” (p. 14). He invented the form, and defined what great English poetry should be.

The *Canterbury Tales* is a collection of twenty-four stories, bound together within a larger plot. Twenty-nine pilgrims travel from London toward Canterbury, and along the way they agree to tell four stories each (obviously, Chaucer’s collection of twenty-four tales falls far short of the total number expected). Whoever tells the best story wins a free lunch. Supposedly, then, these stories are told as the pilgrims travel. This is not terribly realistic, for I doubt anyone’s voice can speak loudly enough that twenty-nine pilgrims on horseback can hear, but the idea is charming, nonetheless. This text, then, includes the common literary idea of the journey. In this case, the pilgrims make a physical journey; other texts might focus on a spiritual journey. A journey is a common thread in literature.

As with the *Sir Gawain* poet, Chaucer wrote the *Canterbury Tales* in Middle English. To read it in Middle English—was feasible, but takes a long time. (Look back at the Middle English in the *Sir Gawain* text—some words are easy to pick out, and some are not!) This text updates the spelling, but that is it. Thus, you will read Chaucer’s words, but the word “knight” is spelled “knyght,” not “knyght.” Word definitions come at the end of each line, and line definitions come at the bottom of the page. You do not need to flip around the book to understand, nor plow through without help—the helps are all on the page for you (although you might be surprised how much you understand just through context). Chaucer is the first great English poet, and you get to read four of his best-loved, most famous stories, in his language!

During his life, Chaucer lived mostly in London and worked in various administrative posts. He served three kings, and was generally in favor in court. Early in his life he fought in the Hundred Years War,<sup>2</sup> and was taken prisoner. The king ransomed him, but for less money than another man’s horse!

Chaucer lived during a time of upheaval. The plague killed at least one third of the English population. (Think about this—how many people in your extended family would die? What would your church look like?) The Peasants’ Revolt and other more minor rebellions threatened society. The corrupt church left many people dissatisfied.

Chaucer wrote his poetry in the evenings after work. (What do you do when your schoolwork is done? Probably not write world-class poetry!) When he died, he was the first man buried in the Poet’s Corner of Westminster Abbey (Tennyson and Robert Browning are also buried there, and monuments stand to Milton, Shakespeare, Keats, and Shelley, among others).

The style of the *Canterbury Tales*, a collection of short stories bound together by a running plot, is also found in

the Italian work by Boccaccio, the *Decameron*. Like Boccaccio (and Shakespeare), Chaucer probably did not invent most of the stories. At that time, though, without copyrights or the printing press, if a storyteller retold a story, it was an honor to the story’s inventor, not a theft. After all, the more storytellers, the wider the story spreads. And Chaucer’s *Tales* spread widely. More than eighty manuscripts survive from the Middle Ages. Compare that to *Sir Gawain*’s one surviving manuscript, and you can see how popular Chaucer’s work was.

This course orders the key books, overall, chronologically. Some prefer to order their books thematically instead. Sometimes the themes match the chronology. We classify *Canterbury Tales* chronologically as a work of Middle English in the Middle Ages. Thematically, though, this work falls mainly into the **realism** category.<sup>3</sup>

Realist authors try to describe life the way it actually is. Realism is not normally about the upper class, but about middle or lower classes in everyday life. Thus, in Chaucer, we read about the actual appearance of the Wife of Bath—she has a gap-tooth, for example—instead of an idealized version: “The beautiful Wife of Bath approached.” Chaucer tells the truth (the truth of his imagination, that is), and, to make his writings seem as believable as possible, he uses details: description, character interaction, character mindset.

Most of his physical descriptions come in the General Prologue. Character interaction occurs in between the stories. Thus we get rivalries (i.e., you insult me in your story, I’ll insult you even worse in mine) and debates (what is the ideal wife?), all believable and appropriate. I can imagine having a similar debate and, although I hope I do not wish to trade insults, I can recognize that others might. Chaucer’s characters also sometimes tell their psychology, or their mindset. The Pardoner states that he desires money above all, even his soul, and the Wife of Bath explains that she wants control in a marriage, as do all women.

**Note:** If you are curious about the odd marks above various words, please see the pronunciation guide on pp. 15–16.

#### To Discuss After You Read

1. Chaucer sets himself up as the **narrator**, the person who tells the story (or the **narration**). When the narrator tells events from an “I” perspective—I was at an inn in Southwark—this is called the **first person point of view**. What can the narrator know if the story is written

3. Personally, I do not prefer thematic grouping because it is very artificial. Thus, people usually associate realism with the mid-nineteenth century, with authors such as Gustave Flaubert, George Eliot, and the dramatist Henrik Ibsen, even though Chaucer offers a reasonable example from the late 1300s.

I prefer to think of novelists the way E. M. Forster does, as if they are all “seated together in a room, a circular room, a sort of British Museum reading-room—all writing their novels simultaneously. They do not, as they sit there, think ‘I live under Queen Victoria, I under Anne, I carry on the tradition of Trollope, I am reacting against Aldous Huxley.’ The fact that their pens are in their hands is far more vivid to them. They are half mesmerized, their sorrows and joys are pouring out through the ink ...” (*Aspects of the Novel*, 9).

2. The 100 Years’ War was a series of conflicts between France and England that lasted from 1337 to 1453. At its start, Edward III claimed to be King of England and King of France as well. In the end, England had added only the town of Calais to its holdings.

in the first person? What does he not know? ➔ *his own thoughts, whatever he observes, whatever he hears; he cannot know the thoughts of others unless they tell him, nor the past nor the future—he knows the same amount as you or I as we live, since we do not know the future or past, or what others really think*

Read the possible phonetic translation of the opening sentence aloud. No one really knows, though, how people spoke 600 years ago—they had no way to record their speech.

- Which of all these character descriptions do you like the most? Why?
- If you were riding with the company, which four stories would you tell? Remember, you do not have to invent the stories (although you could, if you wanted to). If four is too many, can you think of one? Why would you choose the one(s) you did?

## Language Arts

**Daily Journaling** | Write in your journal

**Creative Writing** | List of Various People

To understand more wholly how amazing Chaucer's list of characters is, spend some time making a list of the varied people you know. Do you know any very poor, or very rich? Do you know widows and newly-weds, bachelors and students, people of different ages, jobs, areas of the country (or of different countries)? Write down brief descriptions of twenty-nine varied people. For example: Nicole, a young newlywed who works in a coffee shop and Wanda, an elderly widow who gardens. After you make your list, choose three and write a paragraph description. Try to include details about their appearance, their personality, and their profession. (I did this and was shocked to find most of the people I know are middle or upper middle class, and most have standard jobs. Chaucer's realistic portrait of so many varied individuals is phenomenal—I couldn't do it!)

**Memorization** | "Redemption" (continued)

Continue to memorize George Herbert's sonnet "Redemption." Refer to Week 1 notes for the sonnet.

## Day 2

### Literature

**Canterbury Tales: A Quintet (AP)** | "The Miller's Prologue and Tale"—Line 3398 (p. 88)

Be sure to read the few pages of commentary before the selection begins—Murphy's comments are fascinating.

### Vocabulary

But there is no exotic locale here and no aristocratic **milieu**. (*the physical or social setting in which something occurs or develops*)

Chaucer deliberately makes this wonderfully **farcical** tale follow immediately upon the Knight's long, elegant story ... (*a light dramatic composition marked by broadly satirical comedy and improbable plot*)

... much the same thing as the more homely antics of the **boyos** and housewives of Oxford. (*boy, lad*)

It is a **fabliau**, that is, a short merry tale, generally about people in absurd and amusing circumstances, often naughty sexual predicaments. (*a short, usually comic, frankly coarse, and often cynical tale in verse popular especially in the 12th and 13th centuries*)

We are clearly dealing with fiction in spite of Chaucer's **jo-cose** attempt to excuse himself ... (*given to joking, merry*)

### To Discuss After You Read

- A word you should remember, that *Sound and Sense* mentioned, is the word cuckold. A cuckold is a man whose wife has cheated on him, and traditionally the sign of a cuckold is horns growing on his forehead. Thus, whether in this story or in Shakespeare or anywhere else, if a character mentions horns, the character is not necessarily referring to the devil! Who will be the cuckold in this story? ➔ *the carpenter*
- This story offers detailed descriptions of Handy Nicholas, the jolly scholar, Alison, the lovely and seductive young wife, and Absalom, the dandy. Chaucer neglects to describe the carpenter, however. Write a brief description of how you imagine the carpenter (either a paragraph or a few lines of iambic pentameter).

## Language Arts

**Daily Journaling** | Write in your journal

**Word Power Made Easy** | Session 3

**Memorization** | "Redemption" (continued)

## Day 3

### Literature

**Canterbury Tales: A Quintet (AP)** | Lines 3399–end

### To Discuss After You Read

- Literature occasionally makes sport of jealous husbands (another example that comes readily to mind is Shakespeare's *Merry Wives of Windsor*). What do you think: is the jealous husband at fault, because through his over-strict imprisonment (lines 3224–3232) the wife turns to others for fun and spite, or is the husband jealous with good reason? (Keep in mind, Alison did not

immediately go off with Nicholas, but turned him away at first [lines 3285–3287].) How should a husband treat his wife? Do you agree with the Miller's opinion initially, that he would rather not know his wife's actions, as long as she satisfies him (lines 3163–3166)? Why or why not?

7. Do you think the carpenter provides well for his wife? Think back to her clothing.
8. (lines 3225–3230) Chaucer seems to insinuate that the carpenter was at fault for marrying Alison. What do you think?
9. What is your favorite part of this **farce** (a story with a humorous and improbable plot)? ➔ *I love how the carpenter awakes and, hearing "Water!" assumes the Flood has come, and cuts himself down*
10. Based solely on this story, what do you presume about the state of the Church at this time? ➔ *biblical stories are known, but not well known (the carpenter would have remembered that God promised no other floods); although Alison goes to church, the teaching does not help her morally, and in fact, a lay churchman tries to woo/ seduce her—the church is not a beacon of righteousness in an unbelieving world*
11. What is the plot of this story: the exposition, rising action, climax, falling action, and denouement? ➔ **exposition:** description of the characters; **rising action:** Nicholas propositions Alison, she protests, then accepts, Absalom also notices and likes Alison and tries to win her, Nicholas gets "sick," tells his "vision," the carpenter prepares to save his family, his wife and Nicholas have an affair, Absalom comes wooing, Alison insults him and offers her private parts to be kissed; **climax:** angry Absalom no longer loves but plots revenge; **falling action:** Nicholas farts in Absalom's face, and Absalom burns his bottom with a hot poker; **denouement:** the carpenter is a cuckold, but the naughty pair lie and avoid discovery

## Language Arts

**Daily Journaling** | Write in your journal

**Memorization** | "Redemption" (continued)

## Day 4

## Literature

**Canterbury Tales: A Quintet (AP)** | "The Wife of Bath's Prologue and Tale"—Line 451 (p. 125)

### Vocabulary

Have the **temerity** to get too close to this medieval Venus Flytrap, and be devoured? (*unreasonable or foolhardy contempt of danger or opposition*)

... this unforgettably **ebullient** figure is an **amalgam** of many features derived from Chaucer's reading. (**ebullient:**

*lively or enthusiastic expression of thoughts or feelings;*  
**amalgam:** a mixture of different elements)

She also embodies traits in women which **misogynistic** Church Fathers ... denounced in their writings. (*a hatred of women*)

... the force of her **polemic** and her personality has attracted far more attention ... (*an aggressive attack on or refutation of the opinions or principles of another*)

### To Discuss After You Read

12. Is the Wife of Bath a moral woman and a good wife? Support your answer with the text. ➔ *she certainly does not remain faithful to her husband (for example, in her portrait: "Husbands at churche door she had had five, / Withouten other company in youth" [lines 460–461]; and her argument for sexual freedom: "He is too great a niggard that will wern / A man to light a candle at his lantern" [lines 333–334]); although her husbands apparently all love her (!), she is not submissive nor loving toward them, but instead nags them, accuses them falsely of various misdeeds, takes their wealth, claims control over their bodies (lines 338–339), and makes life miserable for them generally*
13. Discuss with your parents what submission should look like, and what a godly marriage should be.
14. The Wife of Bath knows the Bible well. What biblical references does she use, and do you agree with her inferences or not? ➔ *she disagrees with Jerome who argued that since Jesus only went to one wedding, no one should marry more than once (good—why Jerome argued for this is beyond me); I am still not sure what she means in her woman at the well comments, but if she argues that the lack of marriage and not the number of marriages was the problem, I agree; followers of God should multiply and fill the earth, so I agree with her here, too (line 28—it is odd then that she has no children, from what I can tell!); a man should leave his father and mother and cling to his wife (lines 30–31); her arguments about Solomon, Lamech, Abraham, and Jacob, all with more than one wife do not fit her circumstance, since they had wives simultaneously and she has them sequentially; she is correct about Paul, that he says people can marry although he counsels against it; God did create the whole body, so the reproductive organs are useful and good; I think she goes overboard with her arguments about payment and debt—in a healthy marriage both man and wife should lovingly agree to sexual relations, and avoid the mercenary aspects*
15. Alison explains the reasons men complain about their wives, whether the woman be rich or poor, pretty or ugly. What are the reasons? ➔ *if rich, the woman is moody and proud; if poor, the woman is expensive to care for; if pretty, too many men chase her so she is unchaste; if ugly, she chases every man, until someone succumbs, so she, too, is unchaste; all women hide their vices till marriage, then reveal them*

## Language Arts

**Daily Journaling** | Write in your journal

**Word Power Made Easy** | Session 4

**Memorization** | “Redemption” (continued)

## Day 5

### Literature

**Canterbury Tales: A Quintet (AP)** | Line 452–end of Prologue

To Discuss After You Read

16. (lines 481–494) How did the Wife of Bath repay her philandering fourth husband? ➔ *she flirted with many men, which made her husband jealous and his life torture*
17. (lines 496–502) What kind of a grave does this husband get? ➔ *an inexpensive one—he’s dead anyway!*
18. Discuss what should happen with a body after death. In our culture we generally bury people; in another culture the living leave the dead on the top of a wooden rack so vultures will devour the bodies. Is this way sinful? What would you like done with your body? What do your parents want done?
19. The Wife of Bath claims that women want what they cannot have. Is this true of you? (Guys can answer this, too!)
20. (lines 603–613) Different ages have different ideas of beauty. The Greeks admired symmetry of form (notice how precise their statues are). Today our culture admires slender young women. How does the Wife of Bath’s appearance differ from our ideas of beauty? ➔ *gap-toothed is not attractive, and, though some may find sturdiness appealing, no magazine will carry it; she claims she was fair, which today is not as appealing as tanned skin*
21. (lines 795ff) What wrong behavior does the Wife of Bath’s fifth husband exhibit? ➔ *he physically abuses her—this is a classic case, in which the husband beats the wife, then is able to sweet talk her so she stays with him and still cares for him; in most cases the relationship does not end in wedded bliss but in serious injury (like the deaf ear) or death*

22. How does the verse “Whoever loves discipline loves knowledge, but he who hates correction is stupid” (Proverbs 12:1) pertain to the Wife of Bath? (Look around line 660.) ➔ *she admits, “I hate them that my vices tellen me” (line 662), which makes her a fool; however, probably Jankin’s smugness and self-righteousness as he told her the errors made her hate his correction*
23. The back cover of this text claims this prologue is “the first and funniest feminist manifesto and handbook in English.” Did you find it funny? Does any part make feminism attractive to you? Why or why not?

## Language Arts

**Daily Journaling** | Write in your journal

**Creative Writing** | Response Paper

Read the following quote: “A comic treatment of adultery or sodomy in a funny story or a bawdy piece of literature is most likely to be thoroughly moral; for the force of humour is frequently dependent upon stirring our sense of the incongruity between what people do and what they ought to do. Humour can rarely afford to dispense with the yardstick of traditional morality.”<sup>4</sup>

Part of my hope for you this year is that you will be able to understand commentary about various texts, as well as the texts themselves. Apply this quote to “The Miller’s Tale” and “The Wife of Bath’s Tale.” Have you enjoyed these readings? If you were immoral, would you still find these stories humorous?

What about your own emotions? Do you feel sinful reading these stories? Should you? (After all, Jesus does not laugh at sin.<sup>5</sup>) Write down your reactions.

**Memorization** | “Redemption” (continued) ■

4. Ryken, *ibid.*, p. 60, quote of Harry Blamires, *The Christian Mind* (London: S.P.C.K., 1963), p. 99.

5. Keep in mind, however, what Chaucer’s perspective is. Do you think he advocates sexually voracious wives, or adultery? As Ryken points out, what is a matter of taste is not necessarily a matter of morality. If you are offended by the stories, your taste in literature does not prefer bawdy tales. The morality of the work, though, is not necessarily compromised through bawdy stories.



<b>“British Literature” —Scope and Sequence: Schedule for Topics and Skills</b>			
<b>Weeks</b>	<b>Title</b>	<b>Author</b>	<b>Genre</b>
1	<i>Beowulf</i>	Unknown	Epic poetry
2	<i>Sir Gawain and the Green Knight</i>	Unknown	Epic poetry
3	<i>Canterbury Tales</i>	Geoffrey Chaucer	Short stories in verse
4	<i>Canterbury Tales</i>	Geoffrey Chaucer	Short stories in verse
5	<i>Sherlock Holmes</i>	Arthur Conan Doyle	Mystery
6	<i>Hamlet</i>	William Shakespeare	Tragedy
7	<i>Finish Hamlet; The Importance of Being Earnest</i>	William Shakespeare; Oscar Wilde	Tragedy; Comedy
8	<i>Paradise Lost</i>	John Milton	Epic poetry
9	<i>Paradise Lost</i>	John Milton	Epic poetry
10	<i>Peter Pan</i>	James Barrie	Fantasy fiction
11	<i>Rime of the Ancient Mariner; Frankenstein</i>	Samuel Taylor Coleridge; Mary Shelley	Narrative poetry; Science fiction and Gothic horror
12	<i>Frankenstein</i>	Mary Shelley	Science fiction and Gothic horror
13	<i>Gulliver's Travels</i>	Jonathan Swift	Satire
14	<i>Three Men in a Boat</i>	Jerome K. Jerome	Comedy
15	<i>Emma</i>	Jane Austen	Romance novel
16	<i>Emma</i>	Jane Austen	Romance novel
17	<i>Emma</i>	Jane Austen	Romance novel
18	<i>Emma</i>	Jane Austen	Romance novel
19	<i>Wuthering Heights</i>	Emily Bronte	Novel
20	<i>Wuthering Heights</i>	Emily Bronte	Novel
21	<i>Wuthering Heights; A Severe Mercy</i>	Emily Bronte; Sheldon Vanauken	Novel; Autobiography
22	<i>A Severe Mercy</i>	Sheldon Vanauken	Autobiography
23	<i>A Severe Mercy</i>	Sheldon Vanauken	Autobiography
24	<i>A Tale of Two Cities</i>	Charles Dickens	Historical fiction
25	<i>A Tale of Two Cities</i>	Charles Dickens	Historical fiction
26	<i>A Tale of Two Cities</i>	Charles Dickens	Historical fiction
27	<i>Alice's Adventures in Wonderland</i>	Lewis Carroll	Fantasy fiction
28	<i>Dubliners</i>	James Joyce	Short stories
29	<i>Dubliners</i>	James Joyce	Short stories
30	<i>The Great Divorce</i>	C. S. Lewis	Christian didactic
31	<i>The Secret Sharer; start Pygmalion</i>	Joseph Conrad; George Bernard Shaw	Short story; Comedy
32	<i>Finish Pygmalion; A Passage to India</i>	George Bernard Shaw; E. M. Forster	Comedy; Novel
33	<i>A Passage to India</i>	E. M. Forster	Novel
34	<i>A Passage to India</i>	E. M. Forster	Novel
35	<i>Lord of the Flies</i>	William Golding	Adventure story
36	<i>Right Ho, Jeeves</i>	P. G. Wodehouse	Slapstick novel