

Topic: EL Unit 6 Twentieth Century

Days: 30

Subject(s): English Language Arts

Grade(s): 12th

Key Learning: Through the close reading of "dystopian" works such as *Pygmalion*, 1984, and *Rhinoceros*, students consider the problems inherent in fashioning a perfect society or perfect individual. At the same time, they also consider how authors of the twentieth century affirm the possibility of beauty and meaning—for instance, in Eliot's *Four Quartets*, Federico García Lorca's *Poem of the Deep Song*, or Thomas Hardy's "The Darkling Thrush." To gain a deeper appreciation of the role of beauty in twentieth-century literature, they appraise connections between poetry and music: for instance, the relation of Eliot's *Four Quartets* to a Beethoven quartet, and the relation of Federico García Lorca's poetry to the rhythms of flamenco music. Examining how authors rework classical stories and themes (e.g., in Anouilh's *Antigone* or Camus' *Caligula*), students ponder how historical context affects an enduring story or theme. Students complete research papers in which they consult literary criticism and historical materials. They engage in discussions resembling college seminars, where they pursue focused questions in depth over the course of one or two class sessions. At the close of the unit, students have the opportunity to research the literature they have read over the course of the year and the concepts they have studied.



Unit Essential Question(s):

Why might the twentieth century be regarded as the Age of Anxiety?



Concept:



Lesson Essential Question(s):



Vocabulary:

Additional Information:Dystopias: Definition and Characteristics (ReadWriteThink)

This pdf handout discusses the differences between utopia and dystopia, as well as the characteristics of a dystopian society.

Attached Document(s):

