

## WEEK TWO

Continue reading the book for your Book Analysis: *Sherlock Holmes: The Hound of the Baskervilles*, *The Importance of Being Earnest*, or *Pygmalion*. Highlight or underline sentences or paragraphs which may be of help for the two Book Analysis essays on Character and Conflict.

### Day 1

Read *The Ecclesiastical History of England*, pp. 28-30, by Venerable Bede.

Exercise 2-1: "For Discussion" and "Word Study," p. 30. (This assignment begins the work to be graded by the parent for the second weekly grade.)



Listen to the lecture for Week 2. The Anglo-Saxon people accepted Christianity readily.

The lecture includes information about the later period. What did the Normans bring to England?

### For enrichment:

*The Ecclesiastical History of England*, pp. 28-30

Caedmon with the talent of "song-speech" puts into verse "whatever he learned through scribes of holy lore." What is the purpose or benefit of converting the truths of Sacred Scripture into "song craft"?

ANSWER: Caedmon "adorned after a little while with song-speech" the truths of the Bible so that truth might be beautiful, attractive, appealing, and memorable. Truth and goodness are not only true and good but also beautiful, and the gift of the poet is to evoke and capture the inherent attractiveness or "sweetness" of truth so that the truth is both instructive and delightful just as food is both nutritious and delicious.

### Day 2

Read "The Middle English Period," pp. 31-35.

Exercise 2-2: Write an informal set of notes or an outline, about two pages long, on this reading. Use the following divisions: "Introduction to the Middle English Period," "Character of Normans," "Union of Saxons and Normans," "A Time of Upheaval," and "Changes in the Language."



### Day 3

Read "Middle English Literature," pp. 35-38.

**J. M. J.  
SETON HOME STUDY SCHOOL**

Exercise 2-3: From the reading above, especially the last part, write a definition of a ballad and write a list of its main characteristics.

**Day 4**

Read "Sir Patrick Spens," pp. 38-39.

Exercise 2-4: "For Appreciation," answer Questions 1-6, p. 39.

**Day 5**

Read "Edward, Edward," pp. 40-41.

Exercise 2-5: "For Appreciation," Questions 1-3, p. 41.

Read "Get Up and Bar the Door," pp. 42-43.

Exercise 2-6: "For Appreciation," Questions 1-3, p. 43.

**WEEK THREE**

**Continue reading the book for your Book Analysis: *Sherlock Holmes: The Hound of the Baskervilles, The Importance of Being Earnest, or Pygmalion*. Highlight or underline sentences or paragraphs which may be of help for the Book Analysis essays on Character and Conflict.**

**Day 1**

Read "The Wife of Usher's Well," pp. 43-44.

Exercise 3-1: "For Appreciation," Questions 1-5, p. 44.

*For enrichment:*

Ballads, pp. 38-44

Ballads narrate the tragic or comic adventures of ordinary life that occur in the lives of ordinary people. Like folk tales, they depict the strange, extraordinary, mysterious events that fill the lives of simple people with wonder and provide the material for spellbinding stories. What amazing event or great surprise does each ballad depict?

ANSWER: Unexpectedly, Sir Patrick Spens receives a letter from the king and laughs aloud at the thought of an old sailor commanding the king's ship. Because Sir Patrick is "the best sailor/ That sails upon the sea," his tragic death comes as a shock. Nothing is absolutely predictable in this fickle world.

Edward's horrific murder of his father—a plot devised by his cruel mother—has an opposite effect than the one expected by his mother. Imagining that her beloved Edward cannot refuse his mother, she is dumbfounded at Edward's reply when she asks what he will leave his dear mother: "the curse of hell frae me sall ye beir, / Such counsels ye gave to me O." ["the curse of hell from me shall you bear, such counsels you gave to me"] The ending of an evil plot never concludes as the perpetrator imagined or foresaw.

**J. M. J.**  
**SETON HOME STUDY SCHOOL**

Who ever would have guessed that a silly quarrel about whether the husband or the wife should bar the door would create a battle of wills between the couple that would permit two travelers to take advantage of the situation and act with the worst manners while husband and wife remain silent to win their bet? The smallest mistakes—like refusing to comply with a simple request—can cause the most infuriating complications and create the utmost pandemonium.

The shock of the wife at Usher's Well in losing all three sons at sea is matched by the mother's amazement in beholding her wish come true: "I wish the wind may never cease, . . . /Till my three sons come home to me." The spirits of the dead sons mysteriously appear at night but disappear at cock's crow. The suddenness of a loss and the quickness of a dream come true are both examples of life's strange turn of events for good or for ill.

*For enrichment:*

Skim read a modern translation of "Sir Gawain and the Green Knight" which you may obtain from your local library or on the Internet. This work belongs to the vast tradition of medieval metrical romances, but its moral, psychological, and artistic refinement go far beyond the usual achievements of this genre. It is without doubt one of the major literary works of the medieval period.

**Day 2**

Read "The Metrical Tale," pp. 45-48. This reading introduces Geoffrey Chaucer and his *Canterbury Tales*.

Exercise 3-2: Summarize or write an outline in one-half of a typed page this section's discussion of *Piers Plowman*.

*For enrichment:*

Skim read a modern translation of Langland's *Piers Plowman* which may be obtained from the library or on the Internet.

**Days 3, 4, & 5**

Listen to the lecture for Week 3 on *The Canterbury Tales*.

Read the "Prologue" to *The Canterbury Tales*, pp. 48-56.

*For enrichment:*

"Prologue" from *The Canterbury Tales*, pp. 49-56

Chaucer depicts a cross-section of humanity, the whole spectrum of human nature in the "Prologue": young and old, men and women, nobility and commoners, saints and sinners. Despite all the varieties of occupations, social classes, and temperaments of the pilgrims, how does Chaucer indicate that they share a common human nature and a common human destiny? That is, how are they united as one body, as the Mystical Body of Christ, the Church?

ANSWER: All the pilgrims long to go on a pilgrimage in the season of spring, a season that brings joy to all people. All the pilgrims—guilty of at least one of the seven deadly sins in some degree or another—need the spiritual renewal of Lent and travel to the shrine of Thomas a Becket in Canterbury to atone for their sins. All the

**J. M. J.**  
**SETON HOME STUDY SCHOOL**

pilgrims enjoy mirth, company, and conversation (“No man can live without pleasure,” St. Thomas Aquinas said) and thus agree to a storytelling contest to pass the time coming and going on the pilgrimage. All the pilgrims who travel together to Canterbury have the same destination, and all the pilgrims who travel through this world also have a common destination---death and the final judgment.

Chaucer divides human beings into two classifications in the “Prologue”: those who have a sense of vocation and dedication to their work and those who have no sense of vocation or responsibility. Which characters have a clear, unmistakable devotion to their calling, and which characters have no sense of vocation or obligation to their profession?

ANSWER: The knight is a true knight who loves chivalry, truth, honor, and courtesy and shows devotion to his country and king. The Oxford student is a true scholar who loves learning and makes every sacrifice for his education; he lives with only the bare essentials and has no money for expensive clothes or musical entertainment. The parson is a dedicated priest and true shepherd who loves his people, caring for the poor with his own money. At all hours of day or night, he is ready to serve his flock: “but he would not be kept by rain or thunder, / If any had suffered sickness or a blow.”

The Prioress and the Monk lack a deep sense of vocation. The nun, despite her vows, wishes to live a worldly life, attract attention by her courtly manners and French accent, and adorn herself with fashionable jewelry (from her rosary hangs a golden brooch). She has not made a total commitment to her profession. The monk too lives more in the world than in the monastery, living for hunting and horsemanship rather than following the Rule of St. Benedict. Instead of devoting time to prayer and study in his cell and following a life of stability in one place, he spends more time outdoors pursuing his hunting and restlessly traveling. Also his clothes and heaviness suggest a preoccupation with money and food that contradict the ascetic discipline of a monk.



**Exercise B:** Seton *The Canterbury Tales* Test. It is located at the back of these lesson plans with the First Quarter Report Form. It is also located online on the My Seton section.

These A and B Exercises are geared to objective elements of the works that require only a close reading and careful thinking to complete. The instructions on these exercises make it clear that answers should be primarily in your own words. However, where allowed in the instructions, especially on the short paragraph questions, brief quotes can and should be used. Keep in mind the following:

- When you use exact words from the texts in *Prose and Poetry*, or from the plays, put these words in quotation marks.
- For the A and B Exercises, citation is not required. However, it is strongly encouraged. To cite, put the line number of the quote in parentheses immediately after the closing quotation marks of that quote. [Example: The narrator says Gunga Din would continue to work through the “longest day” (36) in his service to the soldiers.]

If you are sending tests by mail, send the typed answers to Exercise B: Test on *Canterbury Tales* to Seton for grading. You may send it at the end of the First Quarter or at any time.

**J. M. J.**  
**SETON HOME STUDY SCHOOL**

If you are sending tests over the Internet: Send at any time via My Seton at [www.setonhome.org](http://www.setonhome.org). Click on My Seton, then Log On, click on Courses, then scroll down to English 12, then click on Send Assignments.

## WEEK FOUR

Continue reading the book for your Book Analysis: *Sherlock Holmes: The Hound of the Baskervilles*, *The Importance of Being Earnest*, or *Pygmalion*. Highlight or underline sentences or paragraphs which may be of help for the two Book Analysis essays on Character and Conflict.

### Days 1 & 2



Listen to the lecture for Week 4: You will hear about “The Nun’s Priest’s Tale,” as well as other medieval literature. Listen to the history and purpose of animal fables! What is the lesson we learn from this fable?

Read “The Nun’s Priest’s Tale,” pp. 57-66.

#### *For enrichment:*

Chaucer, “The Nun’s Priest’s Tale,” pp. 57-69.

Chanticleer values bookish learning and knows all the classical literature about dreams, quoting the Bible and the philosophers. Partlet, on the other hand, scorns the wisdom of the past and trusts only the experience of her five senses, boasting that none of her dreams ever proved true or prophetic. Chanticleer believes in the truth of his dream as a warning, but Partlet regards his dream as superstition and nonsense: “Dreams are produced by such unseemly capers/ As overeating.” How does the story illustrate that both Chanticleer and Partlet are fools who are blind to the truth and lack wisdom?

ANSWER: For all his learning and reading, Chanticleer does not know how to use his knowledge: he fails to recognize the fox that flatters and tricks him as the hound he saw in his dream about the creature with the reddish fur. For all her confidence in her experience as the basis for all knowledge and her ridicule of ancient authors, Partlet is proven wrong: the rooster’s dream was an omen or warning, not silly nonsense. Both the rooster and the hen are fools, for the rooster denies his five senses when he fails to detect Reynard the fox as the animal in his dream, and the hen—mocking the authorities Chanticleer cites from his reading denies the wisdom of the past and fails to learn from the learning of others. Both learning (books) and experience (the five senses) are true sources of knowledge, but they need to complement and balance one another.

How does the surprising ending of the story, Chanticleer’s escape from the fox, prove that the rooster is now wise rather than merely learned or educated?

ANSWER: Chanticleer learns from his mistake, from experience, and does not repeat it a second time. His vanity let him believe the fox’s flattery the first time, but when the fox pleads, “Come down, and I shall tell you what I meant,” the rooster retorts, “You shall never again by flattery persuade me.” Chanticleer gained wisdom by combining book knowledge with practical experience. Both are valuable.