

Programma di **Lingua e Civiltà Inglese**

Classe V Q

a.s. 2023/2024

Liceo Vittoria Colonna

Prof. Fabiana Sepe

Libro di testo: “Performer Heritage” – M.Spiazzi, M. Tavella, M. Layton - Ed. Zanichelli

UNIT 1: THE VICTORIAN AGE

The historical, social and literary context:

The Victorian Age; the Victorian compromise; the role of the woman; Charles Darwin and the theory of evolution; the Victorian novel; the late Victorian novel; Aestheticism and Decadence.

Writers and readings:

➤ **CHARLES DICKENS**. Life, works, themes, style.

From the novel *Oliver Twist*, 1837-39:

- ‘*Oliver wants some more*’ (chapter II), reading, comprehension and text analysis. Viewing of the corresponding scene from 2005 film by R. Polansky.

➤ **THOMAS HARDY**. Life, works, themes, style.

From the novel *Tess of the D’Urbervilles*, 1891:

- ‘*Alec and Tess*’ (chapter XI), reading, comprehension, and text analysis.

Reflection on the role of women (EDUCAZIONE CIVICA).

➤ **ROBERT LOUIS STEVENSON**. Life, works, themes, style.

From the novel *The Strange case of Dr Jekyll and Mr Hyde*, 1886:

- ‘*Jekyll’s experiment*’ (chapter X), reading, comprehension and text analysis.

➤ **OSCAR WILDE**. Life, works, themes, style.

From the novel *The Picture of Dorian Gray*, 1891:

- *The preface*, reading, comprehension and text analysis.
- ‘*Dorian’s death*’ (chapter XX), reading, comprehension and text analysis.

UNIT 2: 19th-CENTURY AMERICA

The historical, social and literary context:

The American Civil War; the abolition of slavery; American Renaissance.

Writers and readings:

➤ **WALT WHITMAN**. Life, works, themes, style.

From the collection of poems *Leaves of Grass*, 1855>1867:

- *O Captain! my Captain!*, reading, comprehension and text analysis.
- *O me! O life!*, reading, comprehension and text analysis.

➤ **EMILY DICKINSON.** Life, works, themes, style.

From the poetry collection *Poems by Emily Dickinson*, 1890:

- *Poem 254* ('*Hope is the thing with feathers*'), reading, comprehension and text analysis.
- *Poem 712* ('*Because I could not stop for Death*'), reading, comprehension and text analysis.

UNIT 3: THE MODERN AGE

The historical, social and literary context:

Britain in the first half of the 20th century: **the Edwardian age; the Suffragettes; World War I; an age of anxiety; the inter-war years; Sigmund Freud (the theory of the unconscious); modernism; modern poetry: the war poets, the Symbolist poets; the modern novel; the interior monologue; the dystopian novel.**

The USA in the first half of the 20th century: **the Roaring Twenties; the Jazz Age; the Lost Generation; the Great Depression in the USA.**

Writers and readings:

➤ **RUPERT BROOKE.** Life, works, themes, style.

From the poetry collection *1914 and Other Poems*, 1915:

- *The Soldier*, reading, comprehension and text analysis.

➤ **WILFRED OWEN.** Life, works, themes, style.

From the poetry collection *Poems*, 1920:

- *Dulce et Decorum Est*, reading, comprehension and text analysis.

➤ **THOMAS STEARNS ELIOT.** Life, works, themes, style.

From the poem *The Waste Land*, 1922:

- *Lines 1-7; 60-76* (from *The Burial of the Dead*, Section I), reading, comprehension and text analysis.

➤ **JAMES JOYCE.** Life, works, themes, style.

From the collection of stories *Dubliners*, 1914:

- *Eveline*, reading, comprehension, and text analysis.

➤ **VIRGINIA WOOLF.** Life, works, themes, style.

From the novel *Mrs Dalloway*, 1925:

- '*Clarissa and Septimus*' (Part I), reading, comprehension and text analysis.

From the essay *A Room of One's Own*, 1929

- '*Judith Shakespeare*' (chapter III), reading, summary and contextualization of the text within the general theme of literary feminism and the fight for women's equality.

In-depth analysis of women's role and rights and their struggle for equality (EDUCAZIONE CIVICA).
Groupwork: research, creation of a PowerPoint presentation and finally oral group report of the research carried

out on the topic, from the condition of women in the Victorian age, through the literary feminism of V. Woolf, to women who have distinguished themselves in some fields or in the fight for their rights.

➤ **FRANCIS SCOTT FITZGERALD**. Life, works, themes, style.

From the novel *The Great Gatsby*, 1925:

- 'Nick meets Gatsby' (chapter III), reading, comprehension and text analysis.

➤ **GEORGE ORWELL**: works, themes, style.

From the novel *Nineteen Eighty-four*, 1949:

- 'Big Brother is watching you' (part I, chapter I), reading, comprehension, and text analysis.

Roma, 3/05/2024

Il Docente

Prof. Fabiana Sepe