

**RHETORIC LEVEL****HISTORY****Accountability Questions**

1. What is meant by the term “reactionary”? In what ways were the changes in English laws and culture during the reign of Charles II reactionary?
2. Generally speaking, what changes did Charles II make to the laws of the land after his restoration? Can you list some specific examples?
3. What unique aspect of colonial architecture did the Swedish colonists introduce to the New World?
4. How did the Dutch lose their New World colonies to the English? How did their early tenure in the New World benefit the British and America?
5. For whom was the Carolina territory named? List ways that the geography of the area contributed to the course of events that eventually led to a natural separation between North and South Carolina. Which was the larger, more active of the two, and why?
6. How did Louis XIV further the development of New France, and for what purposes?

**Thinking Questions**

1. What two political parties appeared in Parliament during Charles II’s reign?
  - What beliefs did members of these two parties hold regarding the monarchy and on religion?
  - What values did most members of Parliament have in common, regardless of their party affiliation?
  - What kept these members from drawing the English into another civil war?
2. Briefly compare and contrast Charles II and Louis XIV, noting the similarities and the differences between the two monarchs. (You may want to use a Venn diagram to jot down specific notes from your readings.)
3. How does the term “Sun King” aptly describe Louis XIV and his reign?

**LITERATURE**

This week, Beginning and Continuing levels have the same assignment. The subject for recitation or reading aloud this week is to choose two short poems (15 lines or less) or one long poem (30 or more lines). As an alternative, ask your teacher whether you should do a second poem analysis, which will serve as the basis of your Literary Analysis paper on poetry. If your teacher does assign the analysis and paper, then you may ask to be allowed to present your second poem analysis in class (on any poem that you read this week, other than Donne’s Holy Sonnet No. 1) instead of a recitation. Your reading assignments for this week’s literature are listed below. All poems can be found in the *Norton Anthology of English Literature*.

- “The Canonization,” pages 1267-68
- “The Bait,” page 1274
- “A Valediction: Forbidding Mourning,” pages 1275-76
- Holy Sonnets 1, 5, 7, 10, and 19, pages 1295-99
- “Hymn to God My God, in My Sickness” and “A Hymn to God the Father,” pages 1301-02
- “To My Book,” “On Something, That Walks Somewhere,” “To William Camden,” “On My First Daughter,” “To John Donne,” “On Giles and Joan,” “On My First Son,” “On Lucy, Countess of Bedford,” “To Lucy, Countess of Bedford, with Mr. Donne’s Satires,” “To Sir Thomas Roe,” and “Inviting a Friend to Supper,” pages 1427-32
- “To Penshurst,” “Song: To Celia,” and “To Heaven,” pages 1434-37
- “Ode to Himself,” pages 1446-47
- “The Altar” and “Redemption,” page 1607
- “Easter Wings,” “Affliction,” “Prayer,” pages 1609-11
- “The Pilgrimage” and “Love,” pages 1618, 24-25
- “A Song to Amoret” and “Regeneration,” pages 1626-29
- “Unprofitableness” and “The World,” pages 1632-33
- “Music’s Duel,” pages 1640-43

- “To the Virgins, to Make Much of Time” and “The Hock Cart,” pages 1659-1661
- “Upon His Verses” and “His Return to London,” page 1664
- “An Elegy,” “To Ben Jonson,” and “A Song,” pages 1666-70
- “Out Upon It!” page 1681
- “To Lucasta, Going to the Wars” and “The Grasshopper,” pages 1682-83
- “The Coronet,” “Bermudas,” “A Dialogue Between the Soul and Body,” and “The Nymph Complaining,” pages 1697-1702
- “Damon the Mower” and “The Mower to the Glowworms,” pages 1707-09
- “An Horatian Ode,” pages 1712-16

1. Read all the information in the Author Descriptions Index on Carew, Crashaw, Donne, Herbert, Herrick, Jonson, Lovelace, Marvell, Suckling, and Vaughan.
2. Be sure that you check the *Loom* this week for a reading assignment in “Age of Reason Frameworks” on genres of imaginative literature that were either invented or revived in England during the seventeenth century.
3. Fill out the following non-narrative poetry analysis outline for John Donne’s Holy Sonnet No. 1.

#### Frameworks

- Genre
- Implied Situation

#### Content

- Worldview
- Topic
- Theme
- Values
- Morality
- Reality

#### Structure

- Dramatic
- Self-Examination
- Principle of Contrast

#### Poetic Texture

- Image
  - Metaphor
  - Simile
- Personification
- Apostrophe

#### Artistry

- Pattern
- Unity
- Unified Progression
- Contrast
- Variety in Unity
- Symmetry
- Recurrence
- Meaning Through Form

Andrew  
Marvell



Ben  
Jonson



John  
Donne



Sir John  
Suckling



4. In Week 8 you read the section on scansion, rhyme schemes, and stanza forms in “Poetry Analysis.” This week, you will expand those skills by filling out the chart on the next page to show the genre, stanza form, meter, and rhyme scheme of selected poems from this week’s reading. You may refer to “Poetry Analysis” for help. Note that definitions of each genre are provided in the chart already as an aid: you only have to write in the names. Though we have pre-sorted the poems for you, you should be aware that some of these poems could belong to more than one genre. Donne’s Holy Sonnets, for example, are both sonnets and meditative religious lyrics.