

BRITISH LITERATURE, 2nd Edition Lesson Plan Overview

Day(s)	Topic	Pages	Support Materials	Bible Integration
Part 1: The Middle Ages				
Unit 1: The Old English Period				
1	Introduction to Course Part 1 Opener	iii 2–5		Introduction: Approaching the culture from a Christian worldview
2	Unit 1 Opener	6–13	Appendix 1-A Appendix 1-B Appendix 1-C	Opener: The proper Christian attitude toward the Middle Ages; proper understanding of Middle Ages as containing roots of Protestant Reformation
3	Bede	14–16	Writing Rubric 1-1: Imaginative Comparison	Application: Biblical solutions to three basic philosophical questions Thought and Discussion: Christianity on man's origins and destiny (Gen. 1; 1 Cor. 15:22) as well as the transience of life (James 4:14)
4	<i>Beowulf</i>	17–23		Discussion: Superiority of Christian to pagan belief; use of fiction to inculcate moral and spiritual truth as in 2 Samuel 12: 1–7
5	<i>Beowulf</i>	23–30		Application: Two errors—false heroes and no heroes; relevance of Anglo-Saxon heroic ideal to spiritual warfare today Highlights: Beowulf's words to Hrothgar compared to David's words to Saul (1 Sam. 17)
6	<i>Beowulf</i>	30–36		Highlights: Comparing the composing of lays in <i>Beowulf</i> to 1 Samuel 18:6, 7 and 2 Samuel 22
7	Riddles	36–37		Introduction: Samson's riddle (Judg. 14:12–14) Application: Knowledge of Scripture versus understanding of Scripture Thought and Discussion: Christian viewpoint on suffering (Acts 5:41)
8	<i>The Anglo-Saxon Chronicle</i>	38–41	Writing Rubric 1-2: Essay	
9	Unit 1 Review			
10	Unit 1 Test			
Unit 2: The Middle English Period				
11	Unit 2 Opener	44–52	Appendix 2-A Appendix 2-B	Opener: Wycliffe's spiritual remedy for society's ills Introduction: Practice of the two Great Commandments by Chaucer's plowman (Matt. 22:35–40)
12	John Wycliffe	53–56		Analysis: Determining the

				significance of spiritual movements by the importance given to Scriptures rather than social reform Application: Being equipped for spiritual controversy
13	Introduction to Geoffrey Chaucer and Prologue	57–62	Writing Rubric 2-1: Character Sketch	
14	Geoffrey Chaucer's Traditional Pilgrims	62–68		
15	Geoffrey Chaucer's Nontraditional Pilgrims	68–81		
16	Geoffrey Chaucer's "The Nun's Priest's Tale"	81–91		Application: Pilgrimage of life as a biblical concept (Heb. 11:13–16); similarities between Chaucer's pilgrims and today's "pilgrims" Thought and Discussion: Parallels between "The Nun's Priest's Tale" and man's fall and redemption; color symbolism in "The Nun's Priest's Tale" and the Bible (Isa. 1:18)
17	Thomas Malory	92–99		Application: The validity of Malory's concept of true gentility from a Christian perspective
18–19	Ballads	100–109		Analysis: No biblical justification for vengeance or vigilantism
20	Unit 2 Review			
21	Unit 2 Test			
Part 2: The Renaissance				
Unit 3: The Tudor Period				
22	Part 2 Opener Unit 3 Opener	112–27	Appendix 3-A Appendix 3-B Appendix 3-C	Introduction: Biblically assessing the Renaissance framework of belief and values Analysis: Elizabethan England and the national blessedness (Ps. 144:15)
23–24	Sir Thomas More	127–31		Introduction: Luke 18:25 and Sir Thomas More Application: James 2:15–26 and More's response to Tyndale's teachings
25–26	William Tyndale	132–38		Analysis: Tyndale's themes of the supreme authority of Scripture, justification by faith, and the right of the individual to read and interpret the Scriptures Application: Character and learning put to effective use for God
27	<i>The Book of Common Prayer</i>	139–42		Application: Biblical perspective on marriage
28–30	John Foxe	143–57		Introduction: Enormous debt believers owe to Foxe's work

British Literature, 2nd ed. Lesson Plan Overview © BJU Press

				Application: Responding to government biblically; subtle attacks on believers Highlights: Parallel between Cranmer's final chance and Samson's in Judges 16:23–30
31	The Beatitudes	158–61		
32	Sir Thomas Wyatt and Henry Howard, Earl of Surrey	162–67		
33–34	Sir Philip Sidney	167–73		Analysis: Relating "Leave Me, O Love" with Colossians 3:2 and 1 John 2:15 Analysis: Examples of biblical fables Application: Biblical characters exemplifying Renaissance virtues
35	Sir Walter Raleigh	173–77	Writing Rubric 3-1: Poem	Analysis: Physical adversity often bringing spiritual prosperity Analysis: Biblical background in "The Pilgrimage" (Deut. 8:7–10; Isa. 12:2–3; etc.); biblical salvation; poetry's value as a vehicle for spiritual truth Analysis: God as more than a spectator in human life Application: Developing readers' discernment as one function of literature
36–38	Edmund Spenser	178–92		Introduction: Biblically evaluating Spenser's worldview and the purpose of <i>The Faerie Queene</i> Analysis: Divine love the model of human love in Sonnet 68 (Eph. 5:25-33; 1 John 3:16; etc.); valuable biblical truths in <i>The Faerie Queene</i> Application: Arming against Satan's temptations
39	Unit 3 Review			
40	Unit 3A Test (except Shakespeare)			
41–45	Midterm Review and Midterm Examination			
46	Introduction to William Shakespeare Shakespeare's Sonnets	193–98	Writing Rubric 3-2: Sonnet	Introduction: Biblically evaluating Shakespeare's major themes and worldview Analysis: Christians as moral idealists rather than cynics Analysis: The wisdom of making the body the servant of the soul; life in light of earthly transience; the fear of death (1 Cor. 15:56) Application: Applying the scriptural themes found in the sonnets
47	Introduction to <i>Macbeth</i>	199–211		Overview: The worthless rewards of

	<i>Macbeth</i> Act I, Scenes i–iv			<p>sin (Mark 8:36–37); the play’s effectiveness due to its biblical background; the consequences of defying authority and of ingratitude (Rom. 1:21)</p> <p>Potential Problems: Portraying evil in a biblical way (1 Sam. 28:7–25)</p> <p>Analysis: Biblical view of the theme of the causes and consequences of sin (2 Cor. 10:5, Prov. 23:7); Lady Macbeth as Eve; Macbeth as Judas (John 13:27)</p> <p>Highlights: Scriptural pattern of usurpation and restoration seen in the plot; evil limited by God (Job 2:6); interpreting <i>Macbeth</i> in light of Deuteronomy 13:1–5</p>
48	<i>Macbeth</i> Act I, Scenes v–vii	211–18		Highlights: Lady Macbeth and Jezebel (1 Kings 21: 5–7, 25)
49	<i>Macbeth</i> Act II, Scenes i–iv	218–30		Thought and Discussion: Christ’s forgiveness required to wash away guilt
50	<i>Macbeth</i> Act III, Scenes i–iii	231–38		Highlights: Macbeth, and later Lady Macbeth, describing the futility of sin
51	<i>Macbeth</i> Act III, Scenes iv–vi	238–47		Thought and Discussion: Macbeth’s seared conscience blinding him to the possibility of repentance
52	<i>Macbeth</i> Act IV, Scenes i–iii	247–63		
53	<i>Macbeth</i> Act V, Scenes i–iv	263–70	Writing Rubric 3-3: Article	
54	<i>Macbeth</i> Act V, Scenes v–ix	271–77		
55–58	<i>Macbeth</i> Scene Enactment or DVD			
59	Shakespeare Review			
60	Unit 3B Test			
Unit 4: The Stuart Period				
61–62	Unit 4 Opener	278–87	Appendix 4-A Appendix 4-B	<p>Overview: Suffering as a means to great spiritual and literary achievement</p> <p>Analysis: The Restoration theater’s abandoning the Christian heroic worldview</p>
63	Sir Francis Bacon	288–92	Writing Rubric 4-1: Essay	<p>Introduction: Moral wisdom not a guarantee against moral failure</p> <p>Highlights: Self-recognition preceding repentance in salvation (Luke 15:17)</p> <p>Thought and Discussion: The proper use of power</p>
64–66	John Donne	292–300	Appendix 4-D	<p>Potential Problems: Objectionable elements in Donne’s poetry</p> <p>Introduction: The clear effects of</p>

				<p>Donne's conversion on his poetry Analysis: "A Lecture upon the Shadow" alluding to Joshua 10; "Holy Sonnet 7" alluding to Revelation 7; "A Hymn to God the Father" and 1 Cor. 15:56 Analysis: God's union of justice and mercy (Ps. 63:7) Application: Donne's sermon techniques and sermons today</p>
67–68	Ben Jonson	301–4		<p>Introduction: Biblically evaluating Jonson's worldview Analysis: Biblically assessing the consolation given in "On My First Son"</p>
69–71	George Herbert	304–10		<p>Introduction: The compatibility of high artistry and spiritual fervor Analysis: "Redemption" as an allegory based on Scripture (Matt. 2:1–11; 13:44; 18:23–27) Analysis: Herbert's themes of God's loving appeal to man, spiritual preparation to serve, restoration of fellowship, and a Christian application of <i>carpe diem</i> Application: Applying the sequence of poems to one's Christian walk</p>
72–73	Samuel Rutherford and Richard Baxter	311–17		<p>Analysis: Explaining the role of suffering in the believer's life Application: Writing salvation letters</p>
74	Introduction to John Milton	317–19		<p>Introduction: Milton's life as an example of God's gradual leading Analysis: Christianizing the epic tradition</p>
75	John Milton's Sonnets	320–21	Appendix 4-E	<p>Analysis: Finding God's plan for one's life in His time Analysis: "Sonnet 18" and biblical allusions to the Babylon of Revelation 17–18; "Sonnet 19" and a Christian's response to disappointments in life</p>
76–78	John Milton's <i>Paradise Lost</i>	322–39	Writing Rubric 4-2: Bible Narrative	<p>Analysis: Individual responsibility for one's sin; the mercy and justice of God Analysis (Book I): The fictional cosmology of <i>Paradise Lost</i>; evaluating Milton's portrayal of Satan and of God (Ps. 2:4; 2 Cor. 5:21); Christians' sure victory through God's power (James 4:7) Analysis (Book IX): Separation from God resulting in separation from man Application: Contemporary misrepresentations of God as the enemy of human happiness</p>

				Highlights: The struggle between good and evil as basic to a Christian worldview; reconciling God's greatness and His goodness
79	Samuel Pepys	340–43		Biography: Biblically assessing Pepys's life; the emptiness of the world's successes and pleasures Application: Pepys's writing revealing the conflict in human nature between conscience and will (Heb. 10:19–25; Heb. 12; etc.)
80	Introduction to John Bunyan	344–45		Introduction: The spiritual value of fiction and writing in general; the possibility of literature of high artistic and spiritual value Analysis: A Christian's writing growing out of suffering
81–83	John Bunyan	345–63		Analysis: The allegorical meaning of <i>Pilgrim's Progress</i> explained; the nature of salvation; Bunyan's honesty in portraying the difficulties of the Christian life Application: The plan of salvation in light of Bunyan's portrayal
84	Unit 4 Review		Appendix 4-F	
85	Unit 4 Test			
86–90	Final Review and Final Examination			
Part 3: The Age of Revolution				
Unit 5: The Neoclassical Period				
91	Part 3 Opener Unit 5 Opener	364–77	Appendix 5-A Appendix 5-B Appendix 5-C Appendix 5-D	Overview: Britain's drift from Protestantism because of an intellectual and spiritual revolution Potential Problems: The value of studying the literature of a nation in spiritual decline Introduction: Neoclassical rejection of Christian values and beliefs
92	John Dryden	377–83	Writing Rubric 6-1: Poem	Analysis: Dryden and a new faith in intellect and reason Thought and Discussion: Appropriateness of satire for a Christian's use (1 Kings 18:27)
93–94	Daniel Defoe	383–94	Appendix 5-E	Analysis: The theme of man's dependency upon his own wisdom and effort and upon God Application: A biblical view of nature (Gen. 1:28–30; Rom. 1:23, 25) Thought and Discussion: Emphasis on trusting in God's providence; regret of ungrateful and complaining spirit
95	Joseph Addison and Richard Steele	394–403		Application: Comparison of Addison's ode with part of Psalm 19

British Literature, 2nd ed. Lesson Plan Overview © BJU Press

96–97	Jonathan Swift	404–18		<p>Highlights: Echoes of 2 Kings 6:24–31 in <i>A Modest Proposal</i></p> <p>Application: Comparison of Swift's satire in <i>Gulliver's Travels</i> to the message of the gospel</p>
98–99	Alexander Pope	419–25		<p>Analysis: Comparing Milton's and Pope's attempts to "vindicate the ways of God to men"</p> <p>Application: Effect of moral qualities on writing style; examples of parallelism in Psalms and other Old Testament books</p> <p>Thought and Discussion: Flaws in Pope's philosophy</p> <p>Highlights: Representing vice in literature; parallel between 1 Corinthians 8:2 and <i>An Essay on Criticism</i></p>
100	Isaac Watts	425–31		<p>Introduction: Watts's spiritual legacy</p> <p>Analysis: Qualities essential to a good hymn; effect of true religion on happiness; strength from God available on the journey to heaven; escaping the Day of Judgment through Christ</p>
101	James Thomson	432–36		<p>Analysis: The might and wisdom of God displayed in <i>Winter</i></p> <p>Application: Response to a natural disaster</p> <p>Thought and Discussion: Allusion to Christ's stilling of the waters in Mark 4:39</p>
102	John and Charles Wesley	437–53	Appendix 5-F	<p>Introduction: The value of a broad liberal-arts education in the service of Christ; the possibility of making a difference for God in a spiritually dark culture</p> <p>Analysis: Theme of the power of God; Wesley as an example for Christians</p> <p>Analysis: Kinds of hymns; the Wesleys' contributions to hymnody; assurance of salvation found in Scripture</p> <p>Highlights: Modeling discernment in critiquing secular writers and theater</p> <p>Application: Scriptural lessons drawn from Wesley's <i>Journal</i></p> <p>Thought and Discussion: Visible changes in community resulting from revival; Wesley as example in midst of trials</p>
103–4	Samuel Johnson	454–62	Appendix 5-G	<p>Introduction: Johnson's neoclassicism and Christianity, and their effect on his works</p>

				<p>Analysis: The value of discipline in the Christian life; a Christian view of and purpose for literature</p> <p>Highlights: Victory over the fear of death (Heb. 2:14–15)</p> <p>Application: Biblically critiquing one’s favorite fiction and entertainment to discover lessons taught</p>
105	James Boswell	462–72		<p>Analysis: The moral purpose and careful artistry in <i>The Life of Samuel Johnson</i></p> <p>Application: Biblical passages employing physical details to imply emotion or to reveal character</p>
106	Thomas Gray	473–79		<p>Application: A Christian’s view of and practices concerning death</p>
107	Oliver Goldsmith	480–89	Writing Rubric 5-1: Paragraph	
108	William Cowper	490–96		<p>Introduction: Cowper’s poetry as a reflection of his efforts to serve God and resist depression</p> <p>Analysis: Spiritual hope and stability despite depression; biblical allusions in Cowper’s hymns; biblical passages echoed in “The Castaway” (Luke 9:25; Rom. 11:1–2; etc.)</p> <p>Highlights: Demonstrating sacrificial love to Christian brothers (Rom. 15:1)</p> <p>Application: Using hymns to encourage others</p> <p>Thought and Discussion: Obstacles to a closer walk with God; God’s sovereign will accomplished; solution for an overwhelming sense of despair</p>
109–10	Robert Burns	496–503		<p>Introduction: Burns as a religious, moral, and social rebel</p>
111	Unit 5 Review		Appendix 5-H	
112	Unit 5 Test			
Unit 6: The Romantic Period				
113	Unit 6 Opener	504–15	Appendix 6-A Appendix 6-B Appendix 6-C	<p>Overview: Contrasting neoclassicism and romanticism and assessing their effect on Christianity</p> <p>Highlights: The effects of philosophical idealism on Christianity; the shift in meaning of <i>create</i> to reflect romantic thinking; romantic primitivism and a reversion to paganism; the biblical</p>

British Literature, 2nd ed. Lesson Plan Overview © BJU Press

				reply to uniformitarianism (2 Peter 3:4–9)
114–15	William Blake	516–22		<p>Potential Problems: Blake as a negative example of Christian beliefs and values</p> <p>Overview: Blake’s pernicious moral viewpoint and the sources from which it is drawn</p> <p>Analysis: Blake’s rejection of traditional social institutions and of the Christian theology underlying many of them; a biblical view of love (Matt. 5:3–12; 6:19–21)</p> <p>Application: Biblically evaluating Blake’s philosophy and influence, particularly his dualism</p>
116–18	William Wordsworth	523–32	Appendix 6-D Writing Rubric 6-1: Poem	<p>Introduction: Wordsworth’s poems as vehicles of a new, subversive philosophical and religious viewpoint</p> <p>Analysis: Nature and moral education; comparing Wordsworth’s consolation for death to the scriptural view</p> <p>Application: Pitfalls of Wordsworth’s philosophy</p> <p>Thought and Discussion: Fallacy of the happy pagan</p>
119–20	Samuel Taylor Coleridge	532–53		<p>Analysis: Fusion of transcendental journey and Christian allegory in <i>The Rime of the Ancient Mariner</i></p> <p>Application: Contrasting Coleridge’s wedding guest and the unwilling wedding guests of Luke 14:16–24; unity-of-life theme in light of Scripture (Prov. 12:10; Matt. 10:29–31)</p>
121	Charles Lamb	554–60	Writing Rubric 6-2: Familiar Essay	<p>Application: Comparing Elia’s and Bridget’s viewpoints with biblical values</p>
122–23	George Gordon, Lord Byron	560–65		<p>Introduction: Inoculating against Byron’s melancholy hero-rebel</p> <p>Analysis: Byron’s lifestyle rooted in spiritual rebellion; the biblical remedy for Byronic despair (Eze. 33:10–11)</p> <p>Application: A sense of defeat and wounded pride corrected by consecration to duty; the attractiveness of moral purity</p>
124–25	Percy Bysshe Shelley	565–73	Appendix 6-E Appendix 6-F	<p>Application: Applying the book of Proverbs to Shelley; biblical prediction of a short life and an untimely death for the rebel (Exod. 20:12; Prov. 29:1)</p>

126–28	John Keats	573–89	Appendix 6-G	<p>Potential Problems: The purity of Porphyro's intentions toward Madeline</p> <p>Introduction: Biblically evaluating Keats's worldview</p> <p>Application: The literary pleasure as well as the spiritual instruction and correction in the Word of God</p> <p>Highlights: Christians' belief in God's orchestration of events in their lives</p>
129	Unit 6 Review		Appendix 6-H	
130	Unit 6 Test			
131–35	Midterm Review and Midterm Examination			
Part 4: The Age of Reform				
Unit 7: The Victorian Period				
136–37	Part 4 Opener Unit 7 Opener	590–604	Appendix 7-A Appendix 7-B Appendix 7-C	<p>Overview: The "social gospel" as a substitute for the real gospel; encouragement of spiritual complacency by physical prosperity</p> <p>Analysis: The seeking of new foundation for morality; errors of Darwinism and Marxism</p>
138	Thomas Carlyle	604–8		<p>Introduction: Carlyle as transcendentalist mystic, offering an alternative to Christianity and rationalism</p> <p>Analysis: Evaluating Carlyle's attitude toward Christianity</p> <p>Application: Carlyle's acquaintance with and rejection of Christian truth</p> <p>Highlights: Comparing Carlyle's philosophy of truth with Matthew 9:16; divine vocation and providence (Ezek. 22:30); allusion to 1 Kings 18, Leviticus 9:24, etc.</p>
139	John Henry Newman	609–12		<p>Introduction: Evaluating Newman's worldview</p> <p>Analysis: Newman's belief in religious principles as guide</p> <p>Application: Comparing Newman's and Carlyle's spiritual beliefs to Scripture</p>
140–42	Alfred, Lord Tennyson	613–36	Appendix 7-D Writing Rubric 7-1: Monologue Poem	<p>Introduction: Evaluating Tennyson's religious conservatism</p> <p>Analysis: Biblically evaluating Tennyson's treatment of the themes of progress, religious doubt, and death; discerning between his transcendentalism and Christianity</p> <p>Application: Discussing the weakness of <i>In Memoriam</i> from T.</p>

British Literature, 2nd ed. Lesson Plan Overview © BJU Press

				S. Eliot's assessment
143	Robert Browning	637–41	Appendix 7-E Writing Rubric 6-1: Poem	Biography: Biblically evaluating Browning's religious beliefs Highlights: Browning's leaning toward theistic evolution Application: Contrasting Tennyson's pessimism, Browning's optimism, and a biblical view of life and death
144	Matthew Arnold	642–44		Introduction: Arnold's views on Christianity Analysis: Arnold's prose works a combination of religious skepticism and moral earnestness; "Dover Beach" an expression of late-Victorian religious pessimism and agnosticism Application: The subtle techniques used by educators who scorn Christian beliefs
145	Christina Rossetti	644–46		Introduction: Rossetti as example of Christian devotion and personal sacrifice Analysis: The relationship between spiritual vitality and artistic creativity; Rossetti's worldview Application: Comparison of Rossetti's faith with Arnold's skepticism
146–47	Lewis Carroll	647–56	Writing Rubric 6-1: Poem	
148–50	Thomas Hardy	656–73		Introduction: The effect of Hardy's conversion from religious orthodoxy to agnosticism on his themes and style Analysis: Hardy as victim of Victorian rationalism; illustrations in poetry of the lingering pain of rejecting Christianity and accepting higher criticism
151–52	Gerard Manley Hopkins	674–76	Appendix 7-F	Introduction: The affirmation in Hopkins's poetry of the existence and visibility of God Analysis: Romanticism and the irregular beauty in God's creation Application: The uniqueness of each person in God's creation Thought and Discussion: Biblically assessing Hopkins's portrayal of God's nature (James 1:17); analyzing Hopkins's moral tone in contrast to Arnold's and Hardy's Highlights: Biblical allusions in "God's Grandeur"

British Literature, 2nd ed. Lesson Plan Overview © BJU Press

153	A. E. Housman	677–80	Writing Rubric 7-2: Quatrain	Introduction: The effects of religious skepticism seen in Housman's poetry Application: Analysis of Housman's viewpoint with the viewpoint expressed in Romans 1–2
154	Francis Thompson	680–82		Analysis: Biblical assessment of "The Kingdom of God" Application: A proper attitude toward addiction and the addicted
155	Rudyard Kipling	682–85		Application: Biblical assessment of Kipling's worldview; morality as a scant refuge against life's tragedies
156	Unit 7 Review			
157	Unit 7 Test			
Unit 8: The Modern Period				
158–59	Unit 8 Opener	686–94	Appendix 8-A Appendix 8-B Appendix 8-C	Overview: Marxism and Freudianism in literature; spread of existentialism through philosophy, theology, and the arts; the valuable lessons learned from a biblical evaluation of modern literature
160	William Butler Yeats	694–96		Introduction: Biblical evaluation of Yeats's worldview, including his romanticism and Irish nationalism Analysis: The effects of the Fall on writing (Gen. 3:17–19)
161–63	James Joyce	696–702	Writing Rubric 8-1: Familiar Place	Introduction: Biblical evaluation of Joyce's disillusioned cynicism Application: Discussion of the cynicism undergirding Joyce's writing; the biblical solution to disillusionment
164–65	D. H. Lawrence	703–5		Potential Problems: Biblical reasons for studying Lawrence despite his objectionable philosophy Application: Biblically assessing Lawrence's worldview assumptions
166–68	Virginia Woolf	705–8	Appendix 8-D	Introduction: Biblically evaluating Woolf's theme of the tragic absurdity of life
169–70	Katherine Mansfield	708–12		
171	Robert Graves	712–14		Application: Biblically assessing Graves's conservative views and his ideas on the essence of life and poetry
172	Louis MacNeice	715–17		Introduction: Parallel between <i>Solstices</i> and prodigal son (Luke 15:11–24); challenge not to have to learn wisdom through experience Application: MacNeice's experience

British Literature, 2nd ed. Lesson Plan Overview © BJU Press

				and his poetry as reflection of wisdom of Proverbs (Prov. 1:8–9)
173	Philosophies of Modern Authors			
174	Unit 8 Review			
175	Unit 8 Test			
176–80	Final Review and Final Examination			